CURRENTS

Faces and Places of the COE

A SENSE OF PURPOSE.
A SENSE OF PLACE.
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Welcome to Currents, the College of Education’s annual magazine and report. In this issue, we highlight some of the many 2018 achievements of our faculty, staff, students, alumni, donors, and friends. Our college is a complete and diverse institution. It is complete in that we house eight academic and two research units with the shared vision of quality instruction, cutting-edge research, service to our community and state, and student academic and professional success. The college is diverse in its ability to produce highly qualified teachers, educational researchers, administrators, educational leaders, health and exercise science professionals, athletic trainers, and rehabilitation counselors amidst an equally diverse setting.

Our hardworking and committed faculty continue to demonstrate a passion for teaching excellence, resulting in research awards, service accolades, and numerous other professional recognitions. Among their achievements are a Board of Regents’ Medal for Excellence in Teaching, Chancellor’s Citation for Meritorious Teaching, Faculty Diversity Enhancement Award, and Outstanding Academic Advisor Award. Faculty members have also been working diligently to create new degree and certificate options as well as to increase professional development opportunities and pathways to teacher licensure.

Addressing teacher shortages has been at the forefront of discussions across the state, and the college has responded by providing financial incentives. With the support of Senator Michelle Kidani, in collaboration with the Hawai‘i Department of Education (HIDOE), the college launched the Grow Our Own initiative in which emergency hires, educational assistants, and long-term substitutes were provided an opportunity for teacher licensure via tuition stipends. The University of Hawai‘i System’s Be A Hero, Be A Teacher campaign, another HIDOE collaboration, launched phase II with added social media and television coverage. The college’s Love What You Teach, Teach What You Love campaign was also featured throughout the 2018–19 academic year to support statewide teacher recruitment efforts.

Our Office of Student Academic Services (OSAS), under the leadership of Director Denise Nakaoka, has been steadfast in providing efficient academic advising and support to potential and current students. By establishing teacher academies with local high schools, OSAS has increased interest from high school students who may aspire to become teachers. The Mānoa Academy has emerged as another pathway for high school students to enroll in college courses as high school students. The Reach Out Campaign initiates contact with incoming freshman and transfer students before they have committed financially to the university. This multifaceted approach to recruitment is a credit to OSAS and the college’s dedication to bolstering the teaching profession.

External initiatives include collaborations with the HIDOE and the Kaipunī Assessment of Educational Outcomes (KĀ’EO), Progressive Education Partnership with Hanahau‘oli School, the Hawai‘i Education Research Network (HERN), the Hawai‘i Association for Independent Schools, the Department of Health, Allied Health Care Providers, Queen’s Hospital, Hawai‘i Pacific Health, and Kaiser Permanente. The college also collaborates with units on campus, such as the Colleges of Tropical Agriculture & Human Resources; Arts & Humanities; Languages, Linguistics, and Literature; and Social Sciences; as well as with UH Athletics, Student Recreation Services, and the John A. Burns School of Medicine. All of our internal and external partnerships have provided the college with invaluable clinical experiences, funding support, research engagement, and teaching opportunities.

Beginning in 2018, the college embarked on an aggressive strategic initiative to address our future. A team representing all departments and units, together with an external facilitator, has worked tirelessly to re-envision and re-define our college. In alignment with the UH Mānoa strategic plan, we aspire to become a true Hawaiian place of learning, collaborative in our endeavors and faculty-student-alumni driven.

With this issue, we provide a window into the future of our college as we continue to excel in teacher preparation, cutting-edge research, professional development, community service, and ultimately student success. This is our college, and our success is your success; our triumphs are your triumphs.

With aloha,

Nathan M. Murata - Dean
THE COLLEGE OF EDUCATION ALSO...

- Consistently ranks among the top graduate schools in education in U.S. News & World Report
- Maintains nationally accredited teacher education, athletic training, and rehabilitation counseling programs
- Offers 3 bachelor, 10 master, and 4 doctoral degrees; post-baccalaureate and graduate certificates in a variety of fields; and a Minor in Education
- Provides programs through distance (online and/or hybrid) education, especially for neighbor island students, through targeted statewide cohort programs
- Serves the needs of Hawai‘i through teacher preparation, exercise science, athletic training, and research programs
- Houses 8 academic and 2 major research units, the Center on Disability Studies (CDS) and the Curriculum Research & Development Group (CRDG)

IN A YEAR, THE COLLEGE OF EDUCATION...

- Produces the majority of the state’s teachers, educational leaders, and educational researchers
- Enrolls approximately 2,000 students
- Awards approximately 600 degrees
- Employs 350+ faculty, staff, and support personnel
- Attracts approximately $20 million in contracts and grants
- Receives more than $1 million from alumni and friends
- Awards over $275,000 in scholarships to students with the average award at $2,000

Did you know?

25+ DEGREES / CERTIFICATES

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The College of Education (COE) moved up in the 2019 U.S. News Best Graduate Schools edition. Out of 267 schools ranked across the nation, the COE came in 64th, up five places from last year. The college has been in the top 100 education programs for more than a decade and remains at the top for funded research, having been awarded more than $16 million in contracts and grants in 2018.

Nationally accredited since 2000, the college continues to receive top rankings for its programs. Recently, College Choice ranked the COE’s Bachelor of Education in Exceptional Students and Elementary program among the 25 Best Special Education Degrees for 2018. The Times Higher Education’s World University Rankings placed the COE 97th out of 428 universities worldwide for its education programs.

Dean Nathan M. Murata said, “We are proud to receive ongoing recognition for our college’s amazing programs. These latest rankings are a testament to our outstanding faculty, staff, students, and alumni who are committed to excellence, innovation, diversity and inclusion in teaching, research, and service.”

Growing Our Own Teachers

At the beginning of 2018, the COE hosted an orientation for newly admitted secondary education students, 32 of whom were part of the college’s Grow Our Own teachers initiative. Scholarship stipends for the initiative were made available with generous support from the State Legislature and the Hawai‘i Department of Education (HIDOE). Designed to address teacher shortage areas in Hawaiian Language, world languages, English, mathematics, and science, the program targets HIDOE employees who are already teaching and who serve as emergency hires, substitute teachers, or educational assistants. Grow Our Own candidates, who began the college’s online Statewide Post-Baccalaureate Certificate in Secondary Education program in January 2018, are expected to graduate in May 2019 when they are eligible to apply for teacher licensure from the Hawai‘i Teacher Standards Board (HTSB).

Breaking Ground in Ethnomathematics

The COE began a new Ethnomathematics Graduate Certificate program in summer 2018. It marked the first certificate program in the world for this increasingly visible and highly interdisciplinary subject. Ethnomathematics is the integration of Indigenous wisdom and 21st century learning by real-world problem-solving of mathematics that is relevant, contextualized, and sustainable. Under the direction of Professor of Mathematics Education Linda Furuto, the new program is the culmination of 10 years of building the Ethnomathematics and STEM Institute, which has garnered numerous online, print, television, and radio features across the nation. “We are humbly grateful for the support of local and global partners in this endeavor,” Furuto said. “On this journey, we strive to remember where we’ve come from in order to understand where we are and allow us to see beyond the horizon, thus enabling us to collectively work toward our commitment to equitable and quality mathematics education for all students.”

Founding a National Museum

The COE proudly hosted Lonnie G. Bunch III as the 2018 Carl and Alice Daeufer Education Lecture Series guest of honor. The founding director of the Smithsonian National Museum of African American History and Culture (NMAAHC), Bunch has identified the museum’s mission and develops exhibitions, public programs, and fundraising. The NMAAHC opened seven exhibitions in its gallery located in the Smithsonian’s National Museum of American History. Bunch, who spoke of his experience building and developing the museum, is a prolific and widely published author, writing on topics ranging from the black military experience, the American presidency, and all-black towns in the American West to diversity in museum management and the impact of funding and politics on American museums.
Offering New Program in Global Perspectives

The Department of Educational Foundations (EDEF) introduced a new degree program, leading to an MEd with a specialization in *Global Perspectives on Educational Policy and Practice*. Designed to prepare educators, administrators, policy analysts, and other professionals for leadership in a range of organizational settings, *Global Perspectives* is an online program that connects participants across the Pacific Ocean. “This innovative program will provide students with frameworks, tools, and strategies for responding to the effects and pressure of globalization,” explained Assistant Professor Brent Edwards. “Moreover, by bringing together professionals from different world regions, the program not only has global perspectives embedded in the course content, but also benefits from the international perspectives and experiences of the students in the cohort.”

Testing Olympic Gold Medalist

In January 2018, the Aquatic Research Laboratory, located in the Department of Kinesiology & Rehabilitation Science (KRS), had the opportunity to work with two-time Olympic gold medalist, Anthony Erwin. One of only a few facilities in the country dedicated to the research of competitive swimmers, the laboratory uses multiple high-speed cameras, coupled with biomechanical motion-analysis software, to examine the above and underwater swimming technique of nationally and internationally ranked swimmers. Founder and director of the laboratory, KRS Associate Professor Jan Prins said, “We were very fortunate to have Anthony visit us and agree to be tested. We know that swimmers at his level of accomplishment do not move through the water in exactly the same manner. Being able to closely analyze the subtleties of his stroke mechanics is of immense value and interest to coaches and swimmers worldwide.”

Building Relationships at the Capitol

The COE held its second annual COE Day at the Capitol, in conjunction with Education Week, on March 21, 2018. More than 30 COE faculty, staff, students, and alumni gathered at the Hawai‘i State Capitol to showcase programs, celebrate achievements, and build relationships with legislative staff and community stakeholders. In addition to highlights of the college’s award-winning programs, global research, and community impact, this year’s event also featured the recognition of three outstanding mentor teachers – Ben Boltz, Susan Nakama, and Joni Wong – as well as COE alumnus and Miss Hawai‘i USA 2018, Julianne Chu. Senator Michelle N. Kidani honored each of them before an audience in the Senate Gallery. “We were pleased to take part in Education Week at the Capitol and engage in conversations with legislators and other attendees about the importance of teacher education and the diverse impact that the COE has across the state,” said Jessica Miranda, COE Director of Assessment, Accreditation, and Accountability.
Receiving National Award for Doctoral Program

The Education Doctorate in Professional Educational Practice (EdD) program received a 2018 Program of the Year Award by the Carnegie Project of the Education Doctorate (CPED). Distinct from other doctoral degrees in education, the COE EdD was recognized for program innovation in its implementation of CPED principals and design within a local context. The EdD program prepares professionals for leadership roles at all levels of education as well as those whose main interest is the application of research in education settings. “It is such an honor to be recognized amongst the top EdD programs in our nation,” said outgoing EdD Director Sarah Twomey. “This award is the result of the dedication of our faculty, community mentors, and community partners.”

Campaigning for Heroes

The University of Hawai‘i System’s Be a hero. Be a teacher. campaign, originally shaped and lead by the COE’s beloved late Niki Libarios, was designed to inspire students and working professionals to consider a career in education by highlighting the benefits and rewards of being a teacher. The momentum and impact of the campaign has been far-reaching, resulting in collaborations, contests, and media attention. Hawai‘i News Now began airing the Be a hero. Be a teacher. video as well as segments featuring UH faculty, staff, and students on their HiNow morning show. “It is great to see how this campaign has caught on and not only continues to run on Hawaii News Now, but has influenced other programs to highlight teacher heroes everywhere,” said Dean Nathan M. Murata.

Supporting Social Justice in Education

COE Professors Amber Strong Makaiau and Patricia Halagao partnered with the Hanahau‘oli School Professional Development Center (PDC) to launch a new initiative to advance social justice education. A collaboration with the nationally renowned Teaching Tolerance program, the Social Justice in Education project is aimed at growing the capacity of local educators to teach children to be active participants in a diverse democracy. Using Teaching Tolerance materials, participating public and private school teachers will create a social justice curriculum that utilizes local resources and reflects Hawai‘i’s diverse population and perspectives. Funded by Jana and Howard Wolff, longtime supporters of Teaching Tolerance, this ambitious initiative was made possible by their generosity and forward thinking. “We are honored to be a part of this important project that embodies the type of community solidarity that is necessary for supporting teachers and schools as they work to educate children and youth to be active participants in a diverse democracy,” Makaiau said.

Bringing School Groups to the Symphony

In fall 2018, the Hawai‘i Symphony Orchestra held encore performances of Symphony of the Hawaiian Birds, an innovative orchestral concert that teaches elementary and secondary students about Hawai‘i’s native bird extinction crisis. Held at the Neal S. Blaisdell Concert Hall, the free concert brought in more than 5,000 students from over 50 schools on O‘ahu. Symphony of the Hawaiian Birds is a collaboration among the UH Mānoa College of Education (COE), Colleges of Arts and Humanities, College of Tropical Agriculture and Human Resources, and two community partners – the Bernice Pauahi Bishop Museum and the Hawai‘i Symphony Orchestra. Director of the COE Institute for Teacher Education Secondary program and Principal Investigator Charlotte Frambaugh-Kritzer said, “The music, hula, and animation presented at the symphony becomes another vehicle for us all to feel the plight of the Hawaiian forest birds coupled with learning the importance of conservation.”
The Department of Learning Design & Technology (LTEC) held its annual networking event, LTEC Connections, on November 3, 2018 in the Andrew W.S. In College Collaboration Center. More than 70 people attended the “Looking to the Future” themed event, including LTEC alumni, current master’s and doctoral students, and faculty members. Attendees learned about LTEC’s Game Research Room, participated in interactive games, and helped honor select distinguished alumni. The LTEC Distinguished Alumni Award recognizes outstanding alumni who have contributed to their field through professional excellence and significant career achievements, inspirational leadership, or innovative service benefiting their communities. The 2018 recipients include: COE Instructional Designer Ariana Eichelberger, Leeward Community College Associate Professor Rachael Inake, Punahou High School Principal Emily McCarren, Curriculum Research & Development Group Learning Technologies Specialist Thanh Truc T. Nguyen, and LTEC Master’s Program Alumna Yasmin Saban.

Celebrating Learning Design and Technology

The College of Education Student Association (CESA), UH Mānoa faculty, and ‘Ewa residents refurbished a bus shelter in Varona Village in late fall 2018. Varona, formerly called “Banana Camp,” is the last village of the former ‘Ewa plantation villages. The original sign was affixed to the bus shelter nearly 20 years ago, and it became a symbol for Varona residents, reclaiming a sense of community and identity after the plantation closed. CESA President Kayla Ueshiro collaborated with Dr. Agnes Malate, Dr. Jennifer Padua, and Akeyo Garcia to ensure the design reflected the community. Ueshiro shared, “Learning about Varona Village’s history and the purpose for refurbishing the bus shelter, I felt inspired to take action towards improving my own community and was reminded of the value and ineffable feeling of making a difference through community service.”

Preserving the Hawaiian Language

On November 27, 2018, Kaua’i Mayor Bernard Carvalho Jr. signed a memorandum of understanding (MOU) in support of Ni’ihau language preservation. According to the agreement, the County of Kaua’i will provide support to the Malie Foundation and their experts to locate and secure funding for projects that will help with preserving the Ni’ihau language. COE Assistant Specialist and native speaker from Ni’ihau, Kahea Kaohelaaulii Faria, said, “This initiative is a means to revitalize and normalize olelo Kanaka throughout Hawai’i. The mayor is excited and looking forward to this plan coming to fruition.” Part of the plan includes training native speakers to be teachers through a future partnership with Kaua’i Community College since the last remaining native speaking community outside of Ni’ihau resides within the County of Kaua’i. “I’m proud to support this initiative which could set a global precedence in language revitalization all around the world,” concluded Mayor Carvalho in a Kaua’i press release.

Refurbishing a Historic Sign
The Department of Curriculum Studies (EDCS) was recently awarded a $282K grant by the U.S. Department of Education, Preschool Development Grant. In partnership with the State Public Charter School Commission, the COE will administer tuition stipends to students enrolled in early childhood education programs (ECE) throughout the UH System. These stipends are intended for students already working in the field who are seeking community college entry-level certificates through doctoral degrees in ECE programs, including teacher education programs in Hawaiian language and culture. College of Education ECE Program Director Robyn Chun said, “Early childhood educators are among the lowest paid occupations, despite research on the importance of quality experiences in the early years. This is a milestone investment that targets a vulnerable group of working professionals in an area of critical need.”

Our Project in Hawai‘i’s Intertidal (OPIHI), a research program in the Curriculum Research & Development Group (CRDG), has been awarded $150K by the National Oceanic and Atmospheric Administration (NOAA) Bay Watershed Education and Training program. Under the direction of CRDG Assistant Specialist Joanna Philippoff, and co-directed by Leeward Community College’s Place-Based Lab Manager Anuschka Faucci, OPIHI is a citizen science program for middle and high school teachers and students. Participants monitor the understudied rocky intertidal areas in Hawai‘i, collecting authentic scientific data while improving their understanding of the local watershed and scientific process. “This award will allow us to continue to immerse teachers and students statewide in the scientific process,” Philippoff said. “It will also allow us to support continuing OPIHI teachers as well as bring on a new cohort of novice teachers.”

Derek Taira, Assistant Professor of History and Educational Policy in the Department of Educational Foundations (EDEF), received a $45K grant from the Spencer Foundation for his research project, Forward Without Fear: Native Hawaiians Contesting Americanization in Territorial Hawaii’s Public Schools, 1900-1941. Taira, who is the first COE faculty member to receive an award from this foundation, has established himself as an important researcher and social historian.

His research covers the Native Hawaiian response in education during the decades after the overthrow of the Hawaiian Kingdom through examinations of Hawaiian language newspapers and petitions, Native Hawaiian student and teacher writings, and legislative journals. He explains that Native student stories, in particular, allow us to assess the impact of American educational polices and teaching practices. “Their stories show how schooling has always been an interactive experience between students, their peers, faculty, the curriculum, and administrators,” Taira explained. “They also reveal schools as complex sites of negotiation where students regularly navigated socio-cultural pressure from their friends, parents, teachers, and the broader society while testing and exploring their own identities.”
The Center on Disability Studies (CDS) has been awarded $56.9 million by the U.S. Department of Education (DOE). Serving diverse populations, including Native Hawaiian, deaf-blind, at-risk, English language learners, and economically disadvantaged, five CDS programs will receive funding over the next three to five years.

**Ne’epapa Ka Hana 2.0: Expanding Native Hawaiian Student Access and Teacher Training from Middle School Mathematics to the STEM Workforce (NKH 2.0)**, led by Associate Specialist Kaveh Abhari, will receive $950K from the U.S. Department of Education (USDOE) Office of Elementary and Secondary Education. Native Hawaiian Education Program over a three-year period. NKH 2.0 was designed to improve mathematics proficiency, attitude, and persistence as well as intention toward STEM, digital literacy and information, and cultural literacy among underserved Native Hawaiian students in Hawai’i middle schools. In collaboration with 10 existing teacher partnerships, NKH 2.0 will develop socio-culturally responsive project-based learning curricula for sixth and seventh grade; field-test and refine the curricula; train 40 teachers on O’ahu, Hawai’i, Kaua’i, Maui, and Moloka’i; and disseminate materials statewide.

Under the direction of Assistant Specialist Lisa Uyehara, Project Ho’oku’i III: Na Kumu Alaka’i will receive $2.1 million over the next three years also from the USDOE Office of Elementary and Secondary Education. Native Hawaiian Education Program. Addressing the needs of at-risk children and youth and the underemployment of Native Hawaiians, the goal of Na Kumu Alaka’i is to continuously increase enrollment of Native Hawaiian students in postsecondary education or certification programs, leading to employment. This will be done by implementing a professional development program designed for Hawai’i Department of Education (HIDOE) faculty based on the previous Project Ho’oku’i model.

Another CDS project supported by the USDOE Office of Elementary and Secondary Education, Native Hawaiian Education Program – Postsecondary Support Project Increasing the Success of Native Hawaiian Youth with Culturally Responsive Coaching – was awarded $2.1 million for a three-year period. Directed by Associate Specialist Eric Folk, the program will work with the UH Community College System (UHCC) to enhance and expand a highly successful support model that addresses the needs of Native Hawaiian youth who are at risk of failure in postsecondary education and to realize improved employment outcomes. Folk anticipates that the program will directly impact nearly 2,000 Native Hawaiians by facilitating access and reducing the probability of failure and drop out of postsecondary education. The project has targeted six UHCC campuses and aims to make a positive impact upon the cultural responsiveness of faculty and staff who are working with Native Hawaiian youth at each of the campuses.

**Hawaii Family Engagement Center (HFEC)**, directed by Associate Specialist Chuan Chin and co-directed by Associate Professor Hye Jin Park, was awarded an initial $990K for 2018–19. CDS Director Patricia Morrissey anticipates that the program will be funded for a five-year period by the USDOE Office of Innovation and Improvement. HFEC’s goal is to build the capacity of every community in Hawai’i to develop and sustain strong productive relationships among schools, parents, and community organizations so that children thrive developmentally and academically statewide. CDS will partner with the Hawai’i DOE, Leadership in Disabilities and Achievement of Hawai’i, Hawai’i’s Parent Training and Information Center, Special Parent Information Network, Hawai’i Business Leadership Network, Regional Educational Laboratory Pacific, and other community-based organizations.

The Hawai’i & Pacific Deaf Blind Consortium (HPDBC), co-directed by Junior Specialists Mellanie Lee and Jenn Tarnay, has been funded $157K per year for five years by the USDOE Office of Special Education and Rehabilitative Services. HPDBC will address the diverse needs of individuals with deaf-blindness in Hawai’i and the Pacific through technical assistance and dissemination. The project’s primary goals include identifying children and young adults who are deaf-blind; increasing knowledge, skills, and support for families and service providers related to deaf-blindness, including postsecondary transition; assisting families and service providers in enhancing the development of literacy and numeracy skills for children and young adults who are deaf-blind; and expanding service providers’ abilities to use evidence-based, culturally-relevant practices for supporting deaf-blind individuals.

CDS Director Patricia Morrissey said, “These grants make us very proud. They will help us serve the under-served, build capacity and partnerships across the state, and support young people with disabilities to realize their quests for bright futures.”
An Educational Research Award

Curriculum Research & Development Group (CRDG) Education Associate Hugh Dunn won the 2018 Hawai’i Educational Research Association (HERA) Distinguished Paper Award for his work, Revealing the Variation in Performance of Hawaii’s Asian Pacific Islander Subgroups on the English Language Arts Smarter Balanced Assessment: Implications for Policy and Practice. Dunn explained that the paper provides a timely and transparent baseline of the achievement gaps between different subgroups of students, namely between Caucasian students and their Asian Pacific Islander peers: Asian, Filipino, Native Hawaiian, and Pacific Islander. “By employing a multilevel regression model, we’re able to report accurate estimates of the achievement gap patterns between different subgroups of students in Hawai’i as measured by the English Language Arts Smarter Balanced Assessment,” Dunn said.

National Math Fellows

Assistant Professors Charmaine Mangram and Holly Pope, in the Institute for Teacher Education (ITE), have been accepted into the Association of Mathematics Teacher Educators (AMTE) Service, Teaching, and Research (STaR) Fellows Program for 2018–19. An early induction program for faculty in institutions of higher education, the STaR program supports the development of mathematics educators and researchers. Pope said, “The program will support my professional growth in terms of service, research, and teaching. I hope to connect with other new mathematics education faculty to spark relationships, research projects, and camaraderie.” Designed to address some of the common challenges of mathematics educators, the STaR program also provides opportunities for fellows to network with other new mathematics education faculty around the country. “I appreciate the opportunity to engage with thought partners who might support me as I consider sustainable and rewarding ways to continue my research and work with families while maintaining balance with my teaching responsibilities,” Mangram concluded.

Chancellor’s Awards

Four College of Education (COE) faculty members were recognized by the UH Mānoa Office of the Chancellor during an awards ceremony on April 27, 2018.

Stephanie M. Buelow, Assistant Professor of Elementary Literacy in the Institute for Teacher Education (ITE), received a Board of Regents’ Medal for Excellence in Teaching. Her areas of research include disciplinary literacies, new literacies, and teacher learning from preservice to inservice. She has numerous publications included in Literacy Research & Instruction, Reading Horizons, The Reading Teacher, The Journal of Language and Literacy Education, and The Middle School Journal.

Department of Special Education Associate Professor Lysandra H. Cook was awarded a Chancellor’s Citation for Meritorious Teaching. With the COE for 13 years, she received a 2017 Leadership Service Award for her role in designing the merged Exceptional Children and Elementary Education program (ESEE) with Associate Professor Jamie Simpson Steele. In 2016, Cook received a best practitioner article Kirk Award from the Council for Exceptional Children’s Division for Learning Disabilities for her work with Professor Bryan Cook on research designs and special education research.

The Dr. Amefil “Amy” Agbayani Curriculum Research & Development Group (CRDG) Educational Research Award was presented to Erin Kahunawaika‘ala Wright. An assistant professor in the Department of Educational Administration (EDEA), Wright has a background in student affairs and served as the Director of Native Hawaiian Student Services at UH Mānoa. In 2018, she was invited to join an advisory panel for a new survey instrument under development at the University of Southern California Race and Equity Center. She was also asked to participate in a meeting at the University of Michigan National Center for Institutional Diversity to explore the greatest needs of Asian American Native American Pacific Islander Institutions.

The late Ernest “Niki” Libarios Jr. was given the Outstanding Academic Advisor Award posthumously. With the COE for nearly 20 years, the former Director of the Office of Student Academic Services was devoted to helping others and broadening access to education for all people. Libarios was an elementary school teacher for the HIDOE, an instructor at Leeward Community College, and a counselor at Honolulu Community College before coming to UH. He is credited with being the leading force behind the University’s Be a hero. Be a teacher campaign.

The late Ernest “Niki” Libarios Jr.

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Senator Michelle Kidani recognized COE Dean Nathan M. Murata on July 25, 2018 with a plaque and proclamation for his work on Friday Night Lights (FNL), a Department of Kinesiology and Rehabilitation Science (KRS) program that has been making headlines since it began in 2015. With generous support from MATSON Foundation, Muraoka Insurance Group, and Sugarland Farms, FNL provides interscholastic athletic participation opportunities for students with disabilities and those who are at-risk. FNL pairs these students with their peers, resulting in numerous benefits for all of the participants, on and off the court. The program gives the students, their families, and the community an opportunity to be a part something previously reserved for only high performing athletes. “This program was established to create equal opportunity and access to afterschool programs, improve quality of life through continued physical activity, and promote school spirit and pride,” Murata explained. “It is our goal to offer more and more students of all abilities and their families the chance to experience the excitement and impact that come with Friday night sporting events.”

International Dissertation Award

COE alumna, Erin N.K. Thompson, was selected for the 2018 Carnegie Project of the Education Doctorate (CPED) Dissertation in Practice Award. A professor and counselor at Leeward Community College, Thompson earned both an MEd in Educational Administration and an EdD in Professional Educational Practice. Thompson’s dissertation, From Mo’olelo to Mana’o: Transforming Post-secondary Support Systems for Native Hawaiian Teacher Education Students (An Action Research Narrative Inquiry), was recognized as a scholarly endeavor that impacts a complex problem of practice. Focusing on the mo’olelo (stories) of Native Hawaiian Teacher Education students and their relationships with education and culture, Thompson’s purpose was to glean lessons that inform and improve student support services. “This award validates and encourages the use of qualitative inquiry, action research, counter-narratives, and methodologies that support indigenous ways of knowing and being,” Thompson explained. “Most importantly, this award provides a venue that highlights and celebrates the voice and wisdom of Native Hawaiian Teacher Education students who passionately and generously share their stories, ideas, and suggestions for program improvements.”

Hubert Everly Endowed Scholar

Associate Specialist Eōmailani K. Kukahiko, in the Department of Curriculum Studies (EDCS), was selected as the 2018–19 Hubert V. Everly Endowed Scholar in Education. The endowment will support the development of her program, Kauhale Kumu (teacher community), which focuses on the holistic retention of teachers in the Hawai‘i Department of Education’s Hawaiian Immersion Program. As indicated by its title, Kauhale Kumu uses the kauhale as a traditional metaphor, centered on meeting the daily needs and functions of Hawaiian Immersion teachers. By reconceptualizing the kauhale, the program seeks to recreate a Hawaiian language immersion teacher educational kauhale in order to support this dedicated teaching community. “This research builds upon a rich legacy of Hawaiian immersion educators that have been relentless in the pursuit of language revitalization for over thirty years,” Kukahiko said. “As a student, I have experienced the absolute joy of learning my language and believe that our keiki benefit from our ability to retain these quality teachers. E ola ka ‘ōlelo Hawai‘i.”

Remembering Victor Nobuo Kobayashi

Victor Nobuo Kobayashi passed away on Tuesday, October 2, 2018 at the age of 85. Born on Maui, he served in the Air Force from 1954 to 1957. A professor in the College of Education Department of Educational Foundations (EDEF) since 1966, Kobayashi earned Professor Emeritus status in 2007. He served as EDEF Chair, Head of COE International Education, Dean of Summer Session, and the first Dean of Outreach College. One of the founders of the Hawai‘i International Film Festival, Kobayashi was also a prolific writer and dedicated artist, known for his ceramics, collages, mosaics, and photography. In 2011, he was awarded the distinguished Koa Gallery Lifetime Achievement Award by Kapi‘olani Community College, and many of his pieces have been on display at the Hawai‘i State Art Museum, the Honolulu Museum of Art, and the Hawaiian State Foundation of Culture and the Arts. Dean Emeritus Donald B. Young said, “Vic made major contributions that helped shape education in Hawai‘i at all levels, and he built lasting collaborations with Japan. He was one of my mentors and a dear friend for much of my career. He will truly be missed.”
Honors & Recognition

EXCEPTIONAL STAFF SERVICE AWARD

Recognizes a staff member whose contributions promote an efficient, professional, and positive college environment and who demonstrates excellence in his/her area of responsibility

Pamela Chun
Administrative Assistant, Institute for Teacher Education in Elementary Education

Pamela is always ready to help with a task, learn with us, and find information about anything and everything. She is enormously competent and generous with her time, doing everything from fixing copier jams to being a go-between on complex hiring issues. She does all of this with a huge smile and great willingness to support.

EXCEPTIONAL RESEARCH AWARD

Recognizes outstanding contributions, by an individual or a team, to the knowledge base in education and related fields through the production and application of educational research, including publications, presentations, or other research products

Bryan Cook
Professor, Department of Special Education

Bryan has a prolific record of publication in peer-reviewed journals and has also authored numerous books and edited volumes, book chapters, and research/evaluation reports. Additionally, he has a strong record of presenting at top professional conferences and serving on many advisory boards, including the IRIS Center, Hawai'i Department of Education, Po'okela Inclusion Project, and Centers of Educational Excellence.
Each spring, the COE Senate Fellowship Committee issues a call for faculty and staff award nominations. Five individuals were recognized in May 2018.

**LEADERSHIP SERVICE AWARD**

Recognizes exceptional leadership, through commitment and contributions to the college and/or community, which moves education in positive directions

**Jon Yoshioka**  
*Chair, Master of Education in Teaching Program*

“Jon is open to new ideas no matter how wild they seem. He encourages innovation and brings out the best in people. Since taking the helm of MEdT in 2015, he has developed several new strands of the program, and enrollment has increased over 40 percent. He has been active in forming partnerships and provides opportunities for others to become better at what they do.”

**Dennis McDougall**  
*Professor, Department of Special Education*

“Dennis has NEVER turned down a request to help train parents in techniques that positively and proactively help their children overcome challenging behaviors or learning tasks. A member of the UH-Institutional Review Board (IRB) for 17 years, Dennis cares about his colleagues, the community, and our teacher candidates. He takes as much time as needed to support them in the field to ensure that students with disabilities in Hawai‘i have access to high quality educational opportunities that meet their needs.”

**LIFETIME ACHIEVEMENT AWARD**

Recognizes an individual who, over the course of a career, has achieved significant outcomes in teaching, scholarship, and/or service

**Amelia Jenkins**  
*Interim Associate Dean for Academic Affairs, Dean’s Office*

“Over the past 25 years, Amelia Jenkins has served in numerous leadership positions within her department, the college, the university, and the community. Hired as a tenure track assistant professor in 1994, Amelia developed the first dual preparation program in elementary and special education in 1997 with retired Associate Dean for Academic Affairs Beth Pateman. Amelia served as a field-based cohort coordinator until she was named Special Education Chair in 2002, a post she would hold for 15 years. She also worked with former Director of Elementary Education Donna Grace to secure a $1.5 million federal program, which resulted in the award-winning Exceptional Students & Elementary Education (ESEE) Program.”
**Putting Essential Understanding into Practice: Geometry, 6-8**

Focuses on the specialized pedagogical content knowledge needed to teach geometry effectively in grades 6–8. Co-authors, Curriculum Research & Development Group (CRDG) Director Barbara Dougherty and retired Associate Professor Hannah Slovin, demonstrate how to use this multifaceted knowledge to address the big ideas and essential understandings that students must develop for success with geometry—not only in their current work, but also in higher-level mathematics and a myriad of real-world contexts. The book is designed to enable teachers to explore rich, research-based strategies and tasks that show how students are reasoning and making sense of geometry and to build on their understanding while identifying and correcting misunderstandings that may be keeping them from taking the next steps in learning.

**Global Education Policy, Impact Evaluations, and Alternatives,**

By Department of Educational Foundations Assistant Professor D. Brent Edwards, Jr., reveals the hidden history of an education policy that went global with emphasis on the role of impact evaluations. It contributes to how we conceptualize and investigate the role and influence of knowledge production by international organizations within the field of global education reform. After elaborating on what it means to approach the intersection of these issues from a political economy perspective, the book develops a focus on knowledge production broadly to examine specifically the production of impact evaluations, which have come to be seen by many as the most credible form of policy-relevant knowledge. It not only unpacks the methodological, technical, political, and organizational challenges in the production of impact evaluations, but also details an approach to critically understanding and examining the role that impact evaluations, once produced, play within the political economy of global education reform more generally. Finally, this book demonstrates the application of this approach in relation to a global education policy from El Salvador and reflects on the implications of this case for alternative ways forward, methodologically and otherwise.

**Coconut Ratz & Kung Fu Cowboys**

Is an autobiography about Joakim “Jojo” Peter who is from the Mortlock Islands of Chuuk State in the Federated States of Micronesia. Peter, who earned his PhD in Special Education, co-authored the book with retired Professor James Skouge. “This book is autobiographical, which makes it a rarity among Micronesian storytellers,” Skouge said. “Dr. Peter vividly describes his childhood growing up on Ettal, an atoll in the outer island Mortlock chain. While in high school, he suffered a spinal cord injury which resulted in quadriplegia. His story is one of resilience, self-determination, optimism and appreciation. This book is appropriate for anyone who is interested in Pacific island cultures and ways of life, including the disability experience as described from an insider’s perspective.”

**Arting and Writing to Transform Education: An Integrated Approach for Culturally and Ecologically Responsive Pedagogy,**

Co-authored by three COE alumni, introduces a new way for students to learn. In this book, Anna Yoshie Sumida, Mikilani Hayes Maeshiro, and Meleanna Aluli Meyer use an interdisciplinary approach of literacy, arts, and content area inquiry to teach students how to publish for authentic audiences. Students awaken and unleash their sense of inward and outward curiosity, agency, and power to become agents of change, impacting home, local, and global communities. Contextualized in real-world application and 21st century skills, students’ use their unique stories and experiences, steeped in social, cultural, and intellectual capital, that matter to them. Numerous student samples of projects and published work using four key instructional methods are shared along with an extensive how-to section.
**Publications**

**BOOKS**

- A Field Guide to Hawai‘i’s Coastal Organisms: Algae and Invertebrates. Philippoff | CRDG
- Education and Technological Unemployment. Means | EDEF
- The Wiley Handbook of Global Education Reform. Means | EDEF
- Contemporary Online Instruction: Simplified. Menchaca & Lee | LTC
- Putting Essential Understandings into Practice: Grades 6–8 geometry. Crittts, Dougherty, Slovin, & Karp | CRDG
- The Trajectory of Global Education Policy: Community-Based Management in El Salvador and the Global Reform Agenda. Edwards | EDEF

**BOOK CHAPTERS**

- Teacher Education in El Salvador: Politics, Policy, Pitfalls in International Handbook of Teacher Education. Edwards, Martin, & Flores | EDEF
- Why are School Bathrooms So Controversial? in Teaching the College, Career, and Civic Life (C3) Framework. Makaiau | ITE
- It’s Being Done in Hawai‘i: Ethnic Studies as a Requirement for Public High School Graduation in It’s Being Done in Social Studies: Race, Class, Gender and Sexuality in the PreK-12 Curriculum. Makaiau & Shuster | ITE
- Developing an Inquiry Stage in Diverse Teacher Candidates: A Self-Study by Four Culturally, Ethnically, and Linguistically Diverse Teacher Educators in Self-Study of Language and Literacy Teacher Education Practices Across Culturally and Linguistically Diverse Contexts. Makaiau, Ragoonaden, Ching-Sze Wang, & Leng | ITE

**JOURNAL ARTICLES**

- Teaching Tolerance’s Perspectives for a Diverse America: A Resource for Elementary Educators Who Want to Teach About Race, Class, Gender, and Sexuality While Meeting National Standards in It’s Being Done in Social Studies: Race, Class, Gender and Sexuality in the Pre-K-12 Curriculum. Makaiau & Shuster | ITE
- School-Based Management: Questions and Concerns in Reality Check: The Bank’s 2018 World Development Report on Education. Edwards | EDEF
- Education and Technological Unemployment in Educational and Technological Unemployment. Peters & Jandric | EDEF
- Jacques Ranciere, Education, And the Art of Citizenship in Marxism and Education. Means & Lissovoy | EDEF
- Technological Unemployment and the Future of Work in Educational and Technological Unemployment. Means, Peters, & Jandric | EDEF
- Toward a Transformational Agenda for Global Education Reform in The Wiley Handbook of Global Education Reform. Means & Saltman | EDEF
- Mental Health First Aid: How Advisors Can Support Students in Mental Health Crisis and Non-Crisis Situations at Council of Academic Advisors (CAA) Summer Conference. Muneno & Rice | OSAS
- Teacher Education and Professional Development on UDL at UDL-IRN Annual Summit 2018. Rao & Okolo | SPED
- Teacher Candidate Preparation: Teaching Diverse Students and Encouraging Resilience at Annual Association of Teacher Educators Conference. Furuta, Traynor, Ragnmat, & Ideue | ITE
- Shifting the Perspective on Community-Based Management in Conflict-Affected Contexts: International Organizations’ Promotion and Programs at CIES Northeast Regional Conference. Edwards & Khan | EDEF
- A Statewide MTE-Partnership Collaboration (or Hui) in Hawai‘i at Seventh Annual Mathematics Teacher Education Partnership. Magram, Mckown, & Venenciano | ITE/CRDG
- Teachers’ Perspectives Toward Curriculum at Psychology of Mathematics Education 42. Venenciano & Yagi | CRDG

**CONFERENCE PROCEEDINGS**

- Hurricane with a History: Hawaiian Newspapers Illuminate an 1871 Storm in Bulletin American Meteorological Society. Businger, Nogelmeier, Chinn, & Schroeder | EDCS
- Building Healthy Communities: A Comprehensive School Health Program to Prevent Obesity in Elementary Schools in Preventive Medicine. Centeio | KRS
- Relationship Between Academic Achievement and Healthy School Transformations in Urban Elementary Schools in the United States in Physical Education and Sport Pedagogy. C. Centeio | KRS
- Relationship Between Health Risk and School Attendance Among Adolescents in America in Journal of Health Education. Centeio, Duncan-Cance, Barcelona, & Castelli | KRS
- Portrayal of Adolescents with Autism Spectrum Disorders in Young Adult Literature in Exceptionality Education International. Black & Tsumoto | SPED
- Evaluating the Metacognitive Awareness Inventory Using Empirical Factor-Structure Evidence in Metacognition and Learning. Harrison & Vallin | CRDG
Parental Social Support, Perceived Competence and Enjoyment in School Physical Activity in Journal of Sport and Health Science. Shen | KRS

Ambitious Science Teaching in Teacher College Record. O’Neill & Mawyer | ITE


Role-Playing and Experiential Learning in a Professional Counseling Distance Course in Journal of Interactive Learning Research. Fominykh, Leong, & Cartwright | LTEC


Hidden History and Unknown Outcomes: Connections among EDUCO, Community Empowerment, and Civil War in El Salvador in Journal of the Humanities and Social Sciences. Edwards | EDEF

Partnering for Improved Parent Mathematics Engagement in School Community Journal. Mangram & Solis Metz | ITE

Early Childhood Educators’ Perspectives on Preschool and Elementary School and Preschool-Elementary Collaborations to Promote Kindergarten Transformation in Professional Educator. Yamauchi & Chapman De Sousa | EDEF/ITE

Five Tips to Engage Multilingual Children in Conversation in Young Children. Chapman De Sousa | ITE

“I’m the One with the Child with a Disability”: Head Start teachers’ Perspectives on Inclusive Education in Journal of School Connections. Muccio & Kidd | ITE

College Students’ Perception of an Online Course in Special Education in International Journal for Educational Media and Technology. Eichelberger & Ngo | LTEC

Digital Building Blocks for Learning: Motivating and Engaging Students through Minecraft Game-Based Learning through Inclusive Education in Journal for Educational Media and Technology. Leong, Eichelberger, & Asseltine | LTEC

Ka le i o ka Lanakila: A Letter to the Potential of Our Lāhui in Educational Perspectives. Wright & Reyes | EDEF

The Global Education Policy of School-Based Management in Conflict-Affected Contexts: Current Reach, Prominent Rationales, Future Research in Policy Futures in Education. Edwards & Higa | EDEF


Neglected issues: How Charters Schools Manage Teachers and Acquire Resources in Teachers College Record. Edwards & Hall | EDEF

Communicating Like an Artist: Disciplinary Literacy Instruction in Elementary Visual Arts in Literacy Research and Instruction. Buelow, Fraambugh-Kritzer, & Au | ITE

The National Politics of Educational Advocacy in the Context of Global Governance: International Funding and Support for Civil Society Engagement in Cambodia in Compare; A Journal of Comparative and International Education. Edwards, Brehm, & Storen | EDEF

Influence Over Time: Community-Driven Development and the Changing Nature of World Bank Influence in Indonesia in International Education Journal: Comparative Perspectives. Edwards & Storen | EDEF

Dynamics of Low-Fee Private Schools in Kenya: Governmental Legitimation, Schools-Community Dependence, and Resource Uncertainty in Teachers College Record. Edwards, Kees, & Wildish | EDEF

Building U.S. and Japan Educational Collaboration Through STEM2: Shared Learning Journeys Between the University of Hawai’i at Mānoa and the University of Tsukuba at the 30th Annual Japan-US Teacher Education Consortium (JUSTEC) Conference. Yu | EDCS

Design for Education: Developing Teacher Candidates as Design Thinkers at the 30th Annual Japan-US Teacher Education Consortium (JUSTEC) Conference. Matsumoto, Yoshio, Fulton, Nakamura, & Fukunaga | ITE


Enhancing Teacher Candidates’ Listening Skills at the Summer Conference of the Association of Teacher Educators. Robinson & Tan | ITE

Building Sustainable Pathways to STEM Teaching at the National Science Foundation Annual Noyce Summit. O’Neill & Mawyer | ITE

Culturally and Linguistically Diverse Students: Designing for Variability at the CAST UDL Symposium. Rao | SPED

Instructional Design with UDL: Addressing Learner Variability in College Courses at the CAST UDL Symposium. Rao | SPED

Are Instruction Expenditures Cost-Effective in Improving High School Competition in Hawai’i’s Maui District? at the 2018 Economics, Finance, Global Management, Accounting, IT, Marketing, MIS, and Healthcare Management Research Conference. Ng | EDCS

In a State of War or Peace: Understanding the Legal Status of Hawai’i and the US at the 2018 Economics, Finance, Global Management, Accounting, IT, Marketing, MIS, and Healthcare Management Research Conference. Ng | EDCS

Improving the Education-to-Workforce Pipeline in Hawai’i’s Early Childhood System at the 2018 Data Summit. Moriguchi, Chun, Murphy, Arasaki, & Lock | EDCS

Tackling Low Enrollment While Serving the Needs of Rural and Disadvantaged Communities at the 2018 NAGAP Annual Conference. Wilson, Kim, & Yu | OSAS

Current Issues in UDL Research at the Universal Design for Learning-Implementation and Research Network (UDL-IRN) Summit. Rao | SPED

Teacher Professional Development in Inquiry Science: Gains Re-Examined After Three Years at the 2019 National Association for Research in Science Teaching (NARST) Conference. Philippoff | CRDG

Democratic Processes in a Teacher Education Cohort at the Annual Meeting for the Association of Teacher Educators. Robinson, Duhaylongsod, & Thomas | ITE
Elementary Preservice Teachers Inquire, Investigate, and Develop a Plan of Action For Working With Families at the Annual Meeting for the Association of Teacher Educators. Buelow & Balinbin Santos | ITE

Our Project in Hawai‘i’s Intertidal (OPIHI): A Collaboration Between Scientists and Educators that Scales up Undergraduate Research at the Ocean Sciences Meeting. La Valle & Philippoff | CRDG

Living and Working Above the Noise: Voices from a Complex Area PDS at the Annual Meeting for the Association of Teacher Educators. Fulton, Yoshioka, Matsumoto, Levine, & Zuercher | ITE

Locally Grown and Globally Engaged: Preparing Teachers to be Agents of Democracy at the Annual Meeting for the Association of Teacher Educators. Yoshioka, Fulton, Matsumoto, & Zuercher | ITE

Ideate This: Developing Teacher Candidates as Design Thinkers in a PDS Partnership at the Annual Meeting for the Association of Teacher Educators. Yoshioka, Fulton, Fukuhara, & Bajet | ITE

An Ohana Approach: Re-Imagining Education in Hawai‘i at the Annual Meeting for the Association of Teacher Educators. Zuercher, Fulton, Yoshioka, Robinson, & Matsumoto | ITE

Teacher Effectiveness and Kaua‘i’s Public High School Completion at the Hawai‘i International Conference on Education. Ng | EDCS

Hawai‘i the State that Never was and What it Means for Teacher Education at the Hawai‘i International Conference on Education. Ng | EDCS

Lessons Learned: Building Sustainable Pathways to STEM Teaching at the National Science Foundation Annual Noyce Summit. Mawyer | ITE

Supporting Preservice Science Teachers in Designing Culture and Place-Based Instruction at the 2018 NARST Annual Meeting. Mawyer | ITE

Reading with Strategic Questions at the National Science Teachers Association 2018 National Conference. Mawyer & Johnson | ITE

Supporting New Teachers with Ambitious Science Teaching at the National Science Foundation Annual Noyce Summit. Larkin, Johnson, & Mawyer | ITE

College Students’ Perception of an Online Course in Special Education at the TCC 2018 Worldwide Online Conference. Eichelberger & Ngo | LTEC

Top Ten Tips for Teaching Online: Applying a Research-Based Model for Online Learning at the IAFOR International Conference on Education. Menchaca | LTEC


Genealogies of a Native Daughter: The Continuing Relevance of Haunani-Kay Trask at the Annual Meeting of the Native American and Indigenous Studies Association. Wright | EDEA

Ka Auamo Kuleana: The Struggles and Empowerment of Being Indigenous Educators in Our Homeland at the Annual Meeting of the Native American and Indigenous Studies Association. Balutski, Kauai, Lipe, Reyes, & Wright | EDEA

Embodying Haumea: WāhineScholars Cultivating Kanaka Independence/ts in the Academy at the Annual Meeting of the Association for the Study of Higher Education. Reyes & Wright | EDEA

Loa‘a Ka Lei o Ka Lanakila at the UCLA Pacific Islanders Students’ Association Islanders Maintaining Unity and Access Annual Youth Conference. Wright & Kukahioko | EDEA/EDCS
Dr. Kehau Glassco was selected as the 2018 Smithsonian National Museum of the American Indian’s (NMAI) Teacher-in-Residence. As part of the museum’s national education initiative, Native Knowledge 360° aims to inspire and promote the improvement of teaching and learning about American Indians. Glassco, who earned both her master’s and doctorate degrees from the COE, is a secondary social studies teacher at Kamehameha Schools–Kapalama. “I hope to learn new instructional strategies as well as to incorporate museum resources into my classroom,” Glassco said. “I would also like to provide a Native Hawaiian perspective on indigenous issues as well as implement culture-based education into the historical units that will be used by teachers across the nation.”

Akeyo Garcia and Masaru Uchino were awarded the Presidential Award of Excellence in Mathematics and Science Teaching (PAEMST), the highest award bestowed upon K–12 mathematics and science teachers by the U.S. government. Presented with a presidential citation at the nation’s capital, Garcia and Uchino were each given $10,000 from the National Science Foundation and were invited to participate in discussions on STEM education while in Washington D.C.

Garcia, who has been an early childhood educator for more than 20 years, earned her undergraduate and two master’s degrees from the COE. She served as a pre-kindergarten program director and teacher at Kamalani Academy Charter School before returning to ‘Ewa Elementary School, where she taught for eight years, to launch a pre-kindergarten program in Fall 2018. “Teaching is not an isolated field; it requires collaboration,” Garcia said. “The COE prepared me to cooperate with my colleagues, to depend on others, and to support others in return. I met lifelong mentors through the college who continue to support me any time I need help, inspiration, or encouragement.”

Uchino, who teaches third grade at Momilani Elementary School, earned a master’s degree in educational technology from the COE. Leading his students through innovative science, technology, engineering, art, and mathematics (STEAM) projects in and out of the classroom, Uchino infuses hands-on lessons with a deeper sense of meaning and community. He is a former Milken Educator Award winner as well as a District Teacher of the Year. “This recognition is another reason why I am eager to continue working hard to expand my teaching abilities to impact many generations of students to come,” Uchino said. “It’s truly an honor to represent not only Momilani Elementary School, but also the University of Hawai‘i at Mānoa. My experiences in the COE program opened my eyes to what educational technology is truly about.”
The 2018 Hawai‘i Regional Scholastic Art Exhibition included the artwork of 20 University Laboratory School (ULS) students. Part of the National Scholastic Art Exhibition, the regional awards program is the largest, longest-running, and most prestigious student recognition program in the United States. Students in grades seven through twelve submitted pieces representing all disciplines of the school’s art program. Three students received Gold Key Awards, which automatically put them under consideration for national awards: Leianna Elido, an eighth grader, won for her design piece, titled *Swan of the Nile*; Nadia Levine, a ninth grader, won for her sculpture, *Entangled* (pictured); and Addyssyn Oppegaard, a tenth grader, won for her sculpture, *Bloom*. Seventeen students won Silver Key Awards. ULS Visual Arts Teacher Douglas Doi said, “I am very proud of the work produced by our students. The work is the exhibition and shows the high level of teaching and engagement by all art programs in the state and highlights the value of the visual arts as a part of all school curriculums.”

Brigitte Russo, a graduate student in the Department of Curriculum Studies (EDCS), was pre-sented the Outstanding Graduate Student Poster Presentation award by the Hawai‘i Conservation Alliance. Her poster, which reports on Wa‘ianae Intermediate School’s place-based, culturally responsive STEM learning activities, earned Russo the top award at the 2018 Conservation Conference along with a $500 prize. An earth and space science teacher at Wa‘ianae Intermediate, Russo and fellow EDCS graduate student, Kekaha Spencer, lead their school’s STEM Learn-ing Center. “It is important for me to show others how education needs to be transformed to a place-based curriculum,” Russo said. “I want to keep my students engaged and reflect on re-le-vant examples from the community. I want our ‘ike kupuna (ancestral knowledge) to live through our students.” Russo was also selected to attend the National Geographic 2018 National Summer Institute Teton Science Schools in Jackson Wyoming, becoming a member of the National Geographic Alliance.

Esmeralda Carini, a PhD student in the Department of Curriculum Studies (EDCS), was awarded the International Literacy Association Corwin Literacy Award. The award is presented to a district or school administrator who has recognized the importance of building a culture of literacy within a school or district. Carini is the Literacy District Educational Specialist as well as the English Language District Lead in the Kailua Kalāheo Complex Area. “I am so proud to be a recipient of this award as it allows me to highlight the incredible work we have been doing in my complex area around teacher collaboration and leadership,” she said.
Graduate Assistant Receives Award from National Association

LaJoya Shelly was selected for the NASPA (Student Affairs Administrators in Higher Education) Region VI Graduate Student Rising Star Award. She was chosen out of several highly competitive nominations for her achievement, involvement, and potential in the student affairs profession. A graduate assistant in the COE Office of Student Academic Affairs (OSAS), Shelly is also a doctoral student in the Department of Educational Administration (EDEA) where she earned her master’s degree. With OSAS since 2016, she is responsible for advising and promoting graduate programs through the Graduate Information Office. “I am grateful for the mentors who supported me through my uncertain path to college, and I want to be a part of that process for other students who come to us from many different paths,” Shelly said.

Alumnus is $100K Prize Winner

Zachary Morita, who earned his BEd in secondary education, won a $100,000 grant to create a statewide Music Olympic Invitational at Niu Valley Middle School where he teaches music. He is one of five winners of the annual Farmer’s Insurance Thank America’s Teachers® Dream Big Teacher Challenge®. Morita’s proposal, chosen out of hundreds nationwide, detailed his vision of a Music Olympics where students would form teams and compete in various instrumental categories as soloists, duet, trio, or larger ensembles. The event would be open to public, private, and homeschooled students in grades 6–12 across the state. Morita says he plans to use some grant money to buy new instruments to level the playing field for low-income students across the state. “Hopefully by this program and the publicity that we’re getting, which is absolutely amazing, more people will start to support music in our schools, arts in our community,” he said in a Star Advertiser article.

Alumnus is Milken Educator Award Winner

Ken Kang is the only teacher from Hawai‘i to receive a prestigious Milken Educator Award for 2017–18. A technology coordinator at ‘Aiea High School, he was surprised with the announcement and $25,000 prize during a school assembly. Kang, who earned a Post-Baccalaureate Certificate in Secondary Education, is credited with starting ‘Aiea High’s first STEM class. “The courses and faculty at the COE have had a huge impact on my life,” Kang said. “My advisor, Dr. Frank Walton, gave me such great guidance, reassuring me that I made the right decision to go into a teaching career. I learned that our students, just like us, are individuals. We, as educators, should be cognizant of this and create diverse and safe learning environments.”
Six COE alumni were chosen as Hawai’i State District and Charter School Teachers of the Year. Criteria for selection includes the teacher’s ability to inspire students to learn; to have earned respect among students, parents, and peers; to be active in the community as well as school; and to be able to perform the task of representing the teaching profession nationally and internationally. The COE is proud to call the following Teachers of the Year our alumni.

**PUBLIC CHARTER SCHOOLS TEACHER OF THE YEAR:**
**Shane Albritton**  
**SCHOOL:** School for Examining Essential Questions of Sustainability (SEEQS)  
**COE DEGREE:** Post Baccalaureate Certificate in Secondary Education  
**ABOUT:** Albritton uses role-playing methods and innovative, game-based learning to engage his students in learning Hawaiian history.

**KAUA’I DISTRICT TEACHER OF THE YEAR:**
**Sean Doe**  
**DISTRICT:** Kaua’i (Resource Teacher)  
**COE DEGREE:** Bachelor of Education in Elementary Education  
**ABOUT:** Doi is the creator, producer, and host of the Kaua’i Shining Stars educational program, spotlighting the great work taking place in Kaua’i District schools.

**HONOLULU DISTRICT TEACHER OF THE YEAR:**
**Sam Hankins**  
**SCHOOL:** Kawānanakoa Middle School  
**COE DEGREE:** Professional Diploma in Secondary Education  
**ABOUT:** Hankins brings science to life through hands-on learning, challenging students based on their interests and organizing specialized projects, field trips, and activities to expand his students’ understanding of the physical world.

**LEEWARD DISTRICT TEACHER OF THE YEAR:**
**Gail Izumigawa**  
**SCHOOL:** Waipahu High School  
**COE DEGREE:** Bachelor of Education in Secondary Education  
**ABOUT:** Izumigawa pioneered the development of academy programs in Hawai’i and is responsible for Waipahu High thriving with six academies that cover 24 programs of study and reach over 2,500 students and 200 teachers.

**CENTRAL DISTRICT TEACHER OF THE YEAR:**
**Mary Ann Kurose**  
**SCHOOL:** Radford High School  
**COE DEGREE:** Bachelor of Education in Secondary Education  
**ABOUT:** Kurose developed a teaching model that focuses on visual, verbal, and social learning styles, using Google-based digital tools to make English lessons fun.

**WINDWARD DISTRICT TEACHER OF THE YEAR:**
**Debbie Morrow**  
**SCHOOL:** Kailua Elementary  
**COE DEGREE:** Bachelor of Education in Elementary & Special EducationMaster of Education in Early Childhood Education  
**ABOUT:** Morrow’s state-funded, self-contained preschool classroom serves as a model for autism education as she trains new or struggling teachers and assistants to work effectively and encourages parent participation in the classroom.
The COEAA celebrated Nathan M. Murata’s appointment as Dean of the COE, on April 26, 2018 at the Ed Wong Reception Suite in the Stan Sheriff Center. Special guests included UH Mānoa administrators and deans, UHAA directors, current and retired COE faculty members, Senator Michelle Kidani, and others. The COEAA welcomes Dean Nathan Murata and fully supports his vision, goals, and directions for the COE.

Donald B. Young is the 2018 COEAA Distinguished Alumnus. For nearly 50 years, he has been making significant contributions to the field of education locally, nationally, and internationally. Starting as a science teacher at Kailua Intermediate School in 1969, he would soon become a member of the Curriculum Research & Development Group (CRDG) science section where he helped to develop a ground breaking, inquiry-based science program, which received many accolades. Young was promoted to CRDG Associate Director in 1998 and Director in 2003. He continued to conduct research and design innovative curriculum programs which led to improvements in education locally and globally through international partnerships. In 2012, he was appointed Dean of the COE and retired from that position in December 2017. Among his numerous awards, he has received a Science Teaching Achievement Recognition (STAR) Award, a National Science Teachers Association – Teacher of an Exemplary Science Program award, a Hawai‘i State Teachers Association (HSTA) Outstanding Science Teacher award, a Russian Ministry of Education Service Medal of Recognition, and a COE Education Leadership Award.

The COEAA Board welcomed three newly elected directors in 2018.

Stephanie Furuta is an Associate Professor in the COE Institute for Teacher Education, Master of Education in Teaching (MEdT) Program. She was an elementary classroom teacher and district resource teacher with the Hawai‘i Department of Education (HIDOE) for 15 years before coming to the COE.

Warren Kawano, current President of the Hawai‘i Association for Career and Technical Education (ACTE), is a COE alumnus and PhD student in the Department of Educational Administration. Warren taught at Waipahu High School for six years before transferring to Leeward Community College where he teaches business courses.

Kristen Brummel, who received a bachelor’s and master’s degree in elementary education from the COE, is the State Director of Hawai‘i’s Hope Street Group. She is a National Board Certified Teacher and former Hawai‘i State Teacher of the Year (2011), having begun her career teaching at Noelani Elementary School.

The COEAA also welcomed Kayla Ueshiro who is the College of Education Student Association (CESA) President and representative on the COEAA Board. She is earning her bachelor of education degree in elementary education.
The College of Education, one of 18 degree-granting colleges and schools at the University of Hawai‘i at Mānoa, is a nationally accredited teacher preparation program serving the state of Hawai‘i as well as national and global markets. With a community of educators who provide innovative research, teaching, and leadership, the college is guided by a sense of purpose and a sense of place. Attracting faculty members and students locally and from around the world, the college provides programs in educational research, policy studies, curriculum development, professional development, allied health care, educational services, and teacher and educational leader preparation. Here is a glimpse of some of our phenomenal faculty, staff, students, and alumni over the next few pages.

Julianne Chu  
Bachelor of Education in Elementary Education and Miss Hawai‘i USA 2018  
Hometown: Honolulu, O‘ahu  
Degree: BEd in Elementary Education

I have brought many of my own personal learning experiences into my teaching [at Kahala Elementary]. I am a visual learner and was a performing arts student while growing up. I love to create my lessons by including music and dance movements. I have taken classes, like teaching dance for children, which opened my eyes and showed me how I could teach the same lessons and make them engaging in different ways.

Charwin Adaya  
Bachelor of Science Kinesiology and Rehabilitation Science (KRS) Student  
Hometown: Kahului, Maui  
Program: BS in KRS Health and Exercise Science

How did you become interested in the field of KRS?
Being physically active has definitely fueled my passion for understanding how the human body works. I remember the first time I experienced shin splints, running track and field. In addition to the pain, I felt completely helpless, and this sparked my desire to help reduce the pain that others may endure as a result of physical activity.

I hope to apply the knowledge I have gained from my experiences as well as the KRS program to rehabilitate patients by alleviating their pain and helping them regain their mobility.

After my first year in college, I decided to switch my major from biology to elementary education. It was the best decision I ever made because I found my passion.
Why did you choose the COE?

I chose the College of Education because it sees the importance of educating our educators to stay and teach in Hawai‘i. I wanted a program that values educators and uses field study and student teaching to help reinforce the importance of the work we do, especially as we are in an economic climate where being a teacher may not be the most financially sound decision.

Lezlie Kanamu
Bachelor of Education in Elementary & Early Childhood Education (EECE) and Master of Education in Curriculum Studies
Hometown: Wailuku, Maui
Degree(s): BEd in EECE; MEd in Curriculum Studies, STEMS

As a teacher who was once a student who felt disconnected from her education that spoke of squirrels, basements, and snow, I hope to help revitalize the normalcy of Hawaiian and local culture in the classroom.

Keith Cross
Assistant Professor in Curriculum Studies, Songwriter, Performer
Hometown: Los Angeles, California
COE Role: Assistant Professor of Multilingual and Multicultural Education

What is your philosophy of teaching?
Teaching should empower, period. Teaching that does not empower is a waste of learners’ time and energy. I see my role as teacher as recognizing the knowledge and power my students bring into the learning space, helping them to recognize the same in themselves if they are unaware, and assisting them in harnessing and expanding their knowledge and power through and in relation to the course content.

Dan Hoffman
Assistant Professor Learning Design & Technology (LTEC)
Hometown: Ira, Vermont
Department: LTEC

How did you become interested in Learning Design and Technology?
I became interested in the role of technology in education as a writing teacher in New York City. In that role, I realized quickly the potential of technology to engage learners and support teachers. Regardless of course content and the age or experience of students, my focus is on understanding at multiple levels, from subject matter to student goals, to learning processes and teaching practices.

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Kailina Lewis
Post Baccalaureate Certificate in Special Education (SPED)
Hometown: Hilo
Degree: PBC in SPED, Mild/Moderate

Did you always know you wanted to become a teacher?
I originally wanted to be a school counselor, but life’s path moved me into the classroom. After doing various positions and being employed elsewhere, I had my daughter and was asked to come back into the DOE. I had always loved working within special education; therefore, it was fitting to do the Post-Bac Certificate in Special Education. Within my first year, I was asked to take on the position as Department Head [Pahoa Elementary] in addition to teaching in the classroom. Every day is different, but my love and passion for the keiki continues to grow.

Joakim M. Peter
PhD in SPED
Hometown: Chuuk, FSM
Position(s): Senior Specialist at Pacific Resources for Educational Learning (PREL) and Community Advocacy Manager for We Are Oceania (WAO)

How did you become interested in special education?
As an individual with severe disability since my teenage years, special education has always been a part of my life, whether I’m fully aware of it or not. I am interested in the intersection of research and teaching for culturally diverse populations of families of children with disabilities. New immigrant families often find themselves in a complicated web of issues and problems. I believe that the solution often lies in the same web of culturally defined and driven relationships.

Gregory Ramos
Master of Science in KRS
Hometown: Sylmar, California
Program: MS in KRS Rehabilitation Counselor Education

What drew you to the Rehabilitation Counseling Program?
While pursuing my undergraduate degree at California State University of Northridge, I initially thought I wanted to pursue physical therapy. Through coursework, I became exposed to adapted physical activity when I took courses in aquatic therapy and land therapy, assisting individuals with disabilities through exercise. The experience changed my life and inspired me to develop a passion for working with individuals with disabilities.
How did you become interested in STEMS²?

I was on the lookout for a graduate program that spoke to me about where I wanted to go in education. I needed to be immersed in a program that valued project-based learning and elevated the power of the elementary level STEM experience as the formative powerhouse that it is. After attending a talk story session on COE programs offered at UH Maui College, I thought that STEMS might be just what I was looking for.

Merrill Ranken  
Master of Education in Curriculum Studies  
Hometown: Manhasset, New York  
Degree: MEd in Curriculum Studies, STEMS2

Why did you choose the Department of Educational Foundations?

As an individual growing up in a country that has been experiencing economic boom and is in transition to another level of societal status, many fundamental and foundational questions have not been well answered, debated, or engaged. For example, why do I have to go to school? Why should we receive an education or educate people? What is or should be the role of education in a society? What and how does education prepare a citizen to function, navigate, survive, and thrive in a society? Educational foundations was the place to help me unravel these bulky and complicated knots.

Wendan Li  
PhD in Educational Foundations (EDEF)  
Hometown: The People's Republic of China  
Degrees: Bachelor's Degree in Chinese Language and Literature and Master's Degree in Curriculum Studies from Central China Normal University; PhD in EDEF from COE

Briefly describe your own path to college.

While I am not the first person in my family to pursue a post-secondary credential, I am the first person to pursue college in a traditional sense, or immediately following high school. I am also a first-generation doctoral student. Given my inexperience, I spent my undergraduate years trying to find “who I wanted to be when I grew up.” I am grateful for mentors who supported me during my uncertainty and were willing to share their own educational journeys. My educational journey is the direct result of positive mentoring relationships.

LaJoya Shelly  
PhD in Educational Administration (EDEA)  
Hometown: Blytheville, Arkansas  
Degree(s): MEd and PhD in EDEA

*STEMS² - science, technology, engineering, mathematics, social sciences, and sense of place
WAYS TO GIVE...

The alumni, friends, and faculty of the College of Education have always displayed a charitable spirit. This is evidenced by the number of gifts the College receives each year – one of the most of any academic unit on the Mānoa campus. Our tax codes provide benefits that make it possible for the charitable spirit to be expressed through many forms of giving.

Outright Gifts
The most common way to make an immediate gift is by writing a check or online via our website. Depending on your tax situation, this generates a charitable income tax deduction for you in the year of the gift.

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Sometimes called deferred gifts, the term “planned gifts” refers to specific strategies that can benefit the college at some point in the future while offering immediate benefits to you.

The Charitable Gift Annuity is a great example of how a gift generates fixed income for you. This is a contract between you and the college, via the UH Foundation, that is part gift and part annuity. In addition to the annuity payment, you receive a charitable income tax deduction and a portion of each annuity payment may be tax free.

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The Charitable Lead Trust allows you to transfer your cash or property to fund a lead trust that makes gifts to us for a number of years. You receive a charitable deduction for the gift. Your family receives the remainder at substantial tax savings.

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Many UH faculty and staff choose to make regular gifts to support the areas at UH they care about. By completing the Salary Assignment D-60 Form, you can easily set up an automatic deduction and help the UH students, programs, research, and initiatives of your choice.
The **Frances M.J. & Alexander Pickens Endowed Chair in Arts Education** was established in recognition of a $2,500,000 estate gift bestowed upon the College of Education (COE) by the late Dr. Alexander L. Pickens and Frances Jenkins Pickens. The program supports an endowed chair in art education position at the COE to promote teaching for the arts. In addition to funding for the position, the program will provide opportunities for research, education and community outreach initiatives, travel, professional development, and other priorities.

The Pickens

University of Hawai‘i at Mānoa College of Education Professor Emeritus Alexander L. Pickens and his wife, Frances Jenkins Pickens, were ardent and longtime supporters of the arts, education, and fundraising. Together, they established the **Frances M.J. & Alexander Pickens Scholarship Fund in Secondary Education**.

Beginning his career as a public school teacher, Alexander went on to teach at the University of Michigan and the University of Georgia before moving to Hawai‘i in 1962. As a professor of art education at the COE, Pickens would additionally serve as Assistant to the Dean for College Development and Alumni Relations, a position he helped to create in 1989. Investing his own resources and encouraging others to do the same, he obtained funds to commemorate the college’s 50th anniversary in 1981. After his retirement in 2001, he continued to raise money for scholarships and endowments. Alexander passed away on June 23, 2012, and the COE Office of College Development and Alumni Relations is dedicated to him and his legacy of fundraising.

A beloved educator and accomplished artist, Frances taught art in public schools throughout the U.S. mainland before coming to Hawai‘i where she taught at Punahou School and Kamehameha Schools for 20 years. She was known for her metalwork and jewelry, cited as an important artist by the Smithsonian American Art Museum. As one of the founders of Hawai‘i Craftsmen, a non-profit organization dedicated to promoting the art community, she served as both president and vice president throughout the years. The distinguished **Frances Pickens Award of Excellence** is presented to one exhibitor in the Hawai‘i Craftsmen Annual Statewide Juried Exhibit. Frances passed away on November 4, 2017 at the age of 90.

“Both Alex and Frances were able to envision what is possible to achieve if you maintain a sharp focus and a sincere commitment to your professional goals,” Dr. Jennifer Herring, retired COE Professor, said. “The endowment funds they have established are evidence of their success and their generosity in service to others in the field of education.”
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