

Educational Perspectives

Journal of the College of Education/University of Hawai'i at Manoa

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Cover photo: (l-r) Jennifer Portalatin and Bryana Manzano, students in Diane Parker's Grade 1 class at Waikele Elementary School on Oahu. Photo by Hartmut Spiegel, visiting professor from Universität-GH Paderborn, Germany.

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Research in Education: Making a Difference in Educational Practice
Volume 32 ■ Number 1, Summer 1998

Concerning This Issue

Mary Anne Prater

Educational research can improve educational practice. Educational decisions must be influenced by evidence based in research whether they be classroom teacher's one-on-one interaction with a child or statewide decisions regarding schools' organizational structures. Classroom teachers' decisions regarding instructional approaches and methodologies should be based on supportive empirical evidence. School- and system-based programmatic decisions can conceivably have their foundation in what has been demonstrated experimentally as most efficient and effective.

Research must also impact positively programs that prepare school personnel. Preservice and professional development programs, for example, should model best practices as defined by research conducted in the field. Curriculum offerings should include content that is demonstrated empirically as being sound instructionally.

Faculty in the College of Education at the University of Hawai'i at Manoa (UH-Manoa) are engaged in educational research that impacts positively on educational practice. The UH-Manoa is one of only 88 national institutions classified as Research University I by The Carnegie Foundation for the Advancement of Teaching. The Carnegie designation indicates that Manoa "is a research university of distinction." By definition, Carnegie Research I institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctoral level, and give high priority to research.

The theme of this issue is **Research in Education: Making a Difference in Educational Practice**. Five faculty members of the College of Education at the UH-Manoa synthesize research findings that inform and improve educational practice. College of Education faculty members and graduate students at UH-Manoa conducted all of the research described in this issue.

A primary thrust of faculty research is the improvement of instructional practice both in schools and in the preparation of teachers. **Neil Pateman** presents, in the first article, four studies that examine instructional practices, which include mentoring and professional development practices. In the second article, **Beth Pateman** examines research that considers behaviors of students that place them at-risk for school failure (e.g., drugs, sex, violence).

The Felix Consent Decree has placed particular pressure on the state of Hawai'i to provide appropriate education and training to meet the special education needs. **Dennis McDougall** discusses research in meeting the needs of students with disabilities.

Schools in the state of Hawai'i have been engaged in a variety of efforts to improve student learning by reforming, restructuring, and renewing educational practice. **Stacey Marlow** explores several efforts in the area of educational reform.

The geographic isolation and unique island structure of the State of Hawai'i contributes to unequal demands on the State to provide outreach programs. The College of Education faculty members ensure that quality academic programs also serve special student populations residing in geographically remote areas. **Curtis Ho** presents research conducted with alternative and distance education programs.

In the final article, **Allen D. Glenn**, dean of the College of Education at the University of Washington, reacts to the research studies presented. In his article, *But Do We Make Any Difference?* Glenn suggests that educational research must serve, among others, three primary functions. It must (a) add to the knowledge base, (b) impact teacher preparation curricula, and (c) interface with professional development and outreach programs. He indicates that educational researchers, including faculty in the College of Education at the UH-Manoa, must continue to influence educational practice through engaging in educational research. He concludes, "We must continue to ask the right questions and seek the answers. That's what faculty in research universities are all about."

Author's note: Special thanks to **Linda Johnsrud**, former College of Education Interim Associate Dean, who provided the initial leadership regarding the conceptualization and organization of this issue. Also, thanks to the members of the College of Education Graduate Chairs Council (**Fred Bail, Royal Fruehling, Ron Heck, Rich Johnson, Geoffrey Kucera, Michael Omizo, Hunter McEwan, and Neil Pateman**) for their work and support.

Mary Anne Prater, earned her PhD in 1987 at Utah State University in Special Education. She has been at the University of Hawai'i at Manoa since 1990 and is currently the Interim Associate Dean for Graduate Studies and Instructional Research in the College of Education. Her research interests include teacher education and instructional strategies for students with disabilities and those at-risk for school failure.

Improving Professional Practice

Neil A. Pateman

and abstracts by Allen Awaya; Pauline U. Chinn, Marie K. Iding; Joanne E. Cooper, Rosemary Casey, Joanne Gisselquist; William Geary

I begin with the assumption that teachers are professionals, and that teaching thus shares significant elements with other professions. The most important of these is the notion of practice. Doctors and lawyers seek to improve their practice; thus we expect that our teachers will seek similar improvement.

This article offers four abstracts of faculty research aimed at improving the instructional practices of teachers; they provide strong evidence that faculty research in the College of Education produces better-prepared beginning teachers and impacts positively teachers who are already in the field.

The real issue is not simply to reflect on practice, but to seek substantive improvement of that practice.

These abstracts acknowledge the complexity of judging

improvement. They report on several approaches aimed at supporting judgment. One of the hallmarks of improving practice in schools is to ensure collaboration among teachers—a distinct feature of each abstract.

The first abstract by Awaya provides a new perspective of how to judge positive change in professional practice. Awaya describes his work with mentor teachers assigned to students in the University of Hawai'i College of Education's Master of Education in Teaching (MET) program.

Awaya develops three indicators for judging the success of the mentoring process which is seen as a form of professional development for participating teachers. This is an example of developing professionalism among practicing teachers.

*Abstract: **Mentoring as a Gateway to Professional Development**, Allen Awaya, 1997. Paper presented at the conference, Working Together to Inform Educational Practice, at Honolulu, HI, April.*

Within the nationwide movement toward professional development schools (PDSs), Linda Darling-Hammond asserts that within a PDS, cooperating teachers take on new roles, ones that are more supportive and recognize the veteran teacher as a learner who might also assume new roles as mentors, university adjuncts and teacher leaders (Darling-Hammond 1994).

In the Master of Education in Teaching (MET) program at the University of Hawai'i, cooperating teachers are recognized as mentor teachers. They participate in the efforts of teacher education with MET students during an interning semester (following student teaching) as well as participate and lead renewal efforts in their schools and most significantly, for the focus of this paper, take on efforts guiding their own professional development.

In each MET partnership school, two mentor teachers are released from their teaching duties to become the intern mentors. My research focuses on the professional development outcomes of MET intern mentors in terms of their (1) learning about schools and teaching through observations of the MET students and the schools in which the students teach, (2) self-selected and self-formulated research agenda, and (3) involvement in, and understanding of, the programmatic issues of teacher education.

Nearly all mentors have suggested that their observations of MET interns has had direct impact on their own classrooms and schools. By the end of intern mentoring, the teachers seem to have clearly benefited by developing

- new curricular ideas and perspectives,
- a wider vision of schools, and
- a finely honed ability to reflect on practice.

The time for personal research has provided the intern mentors with the following outcomes:

- a reintroduction to educational theory,
- access to resources and ideas for classroom use,
- a broadened view of school and classroom practices, and
- specific information and skills with direct application in their own classrooms.

A wider participation in teacher education by veteran teachers has benefits for both the veteran teacher and for the education students and the university in the following ways:

- a clear understanding of the role veteran teachers can play in teacher education,
- an increased willingness of veteran teachers to open their classrooms and offer their experience to education students, and
- creation of a more collegial working relationship between the university and schools.

Sheila Cyboron, an MET intern mentor, stated: Whenever someone asks me about my MET experience, "broadened perspective" is what always pops right up there. I just have a much better appreciation for all that's involved in what teaching is about; preparing for it, doing it, then thinking about it and hopefully improving the next time around.

Two papers by Chinn and Iding focused directly on professional development, particularly that of pre-service teachers, form the basis of the second abstract. They express a strong conviction that increasing knowledge of science content and instructional strategies brings a corresponding

positive change in practice for both beginning and experienced teachers. Their evidence suggests that the preservice teachers involved in their project developed a much better sense of professional practice than they had at the start of the program.

Abstracts: A School-University Model for the Professional Development of Pre and In-Service Elementary Science Teachers. Pauline W. U. Chinn and Marie K. Iding. 1998. *Teachers' Professional Development: Creating Links among Preservice Teachers, Mentor Teachers and University Faculty.* Paper presented at the American Educational Research Association Annual Meeting, San Francisco, April; *A Program to Support the Professional Development of Elementary Science Teachers in Hawai'i.* Paper presented at the Pacific Science Inter-Congress, University of the South Pacific, Suva, Fiji, July, 1997.

Our study addresses issues of initial and continuing education, conditions for teaching and learning, and cultural aspects of teacher education. In the USA, the first two issues are inter-related: inadequate science preparation and the short time devoted to science in teacher education programs (Loucks-Horsley et al. 1990, Suter 1993) to produce teachers who teach science in ways that are unproductive of conceptual change or meaningful connections to students, lives and cultures. In Hawai'i, the issue of culture is problematic since K-6 teachers are dominantly middle class, female East Asians while a large proportion of their students are Polynesian and Filipino.

The cohorted, field-based, 2 year elementary teacher education program allows preservice and inservice teachers to develop a shared awareness of these issues. During fall 1996, preservice students at Ali'iolani Elementary School taught science lessons, critiqued lessons for relevance to their students, lives and culture, interviewed children about their science understandings, and examined the school's science curriculum to create a "School Science Portrait."

They found the teaching of science was uneven, but that overall, teachers were working hard to develop an

articulated science curriculum to meet state and grade level content standards.

In spring 1997, the cohort was asked to develop hands-on science activities for the school's first Science Exploration Day. Children and teachers evaluated this day-long, school-wide curricular event very positively. The modeling of exemplary practices led teachers to design their own 1997-98 professional development program in chemistry. They decided on 10 sessions (divided into learning of topics and discussions of classroom applications) led over a 7 month period by a chemistry professor, an elementary science resource teacher, and the authors. In December 1997, teachers and cohort students co-produced a Science/Math Exploration Day involving 5th graders as guides and peer teachers. In April 1998, they prepared 5th graders to lead families through science activities at an evening visit during Turn Off the TV Week.

Certain factors supported the linking of pre and inservice professional development: small school size, teachers, readiness for change, high visibility of cohort students and faculty, school-wide modeling of exemplary practices, administrator support, and external resources. Our case study of co-constructed, site-based, teacher-led professional development not only provides a school-university model for preservice and inservice teacher education but also has the collaborative, collegial elements identified by Elmore (1995) as increasing the quality of instruction and raising student achievement in science (Corcoran & Goertz 1995).

Authors' Notes: This work was supported by grants from the Dwight D. Eisenhower Professional Development Program. Laura Duffy, an educational psychology doctoral candidate, contributed to data collection and analysis.

The next abstract by Cooper et al. invites us to consider the effects of focusing on critical and reflective thinking skills in a masters program located on a less populated island in Hawai'i. They believe that a critical and reflective thinking

skills focus will eventually be demonstrated in a difference in practice. Participants developed a stronger sense of expertise with which to approach their work as teachers through their involvement in the program.

Abstract: *The "Bottom Line" In Professional Education: What Benefits Students?* Joanne E. Cooper, Rosemary Casey and Joanne Gisselquist. 1997. *The Development of Critical and Reflective Thinking Skills in a Remotely Situated Master's Program*. A paper presented as part of a symposium entitled "Pedagogy and Performance: Linking Classroom Strategies and Assessment with Building Graduate Students' Critical and Reflective Thinking Skills" at the 1997 Annual Meeting of the Association for the Study of Higher Education, Albuquerque, New Mexico.

"The bottom line is how does it benefit the students in my classroom...that's how I think [the program] contributed to my professional growth, because it forced me to evaluate what I was doing, what I wanted to accomplish in the classroom."

The comment from this student in the College of Education's Interdisciplinary Masters Program (IMED) on Kauai reflects a primary goal of all graduate education, the ability to think critically about one's professional life. In the field of education this thinking is directed at the "bottom line," what will best benefit the children of Hawai'i. Other teachers in the program expressed this ability by examining the educational system as a whole. One teacher stated, "If there is anything I have gained from this program, it is that if you feel there are problems with teachers or with education in general, then you must be involved and...that you can effect positive changes."

These teachers reflect the questions that buzzed in the heads of the University of Hawai'i College of Education faculty as they planned and delivered an interdisciplinary masters degree to create "teacher-leaders" on the neighbor islands. What exactly should professional education provide? If, when these teachers finished their degree, they knew more about working with at-risk students or how to help make change happen in their schools, that would be wonderful. It would be even better if they also had the ability to think more critically about the complex problems that face educators today. And if they had a powerful network of other professionals throughout the island's public and private schools, others to "think with" in their efforts to move the educational system into the twenty-first century, then the faculty would feel they had done their job well.

To discover how the program impacted students' ability to think both critically and reflectively as "teacher leaders," in their schools, we conducted a study of the interdisciplinary masters program (IMED) delivered by the College of Education to the neighbor island of Kauai from 1995 to 1997.

We found that the IMED program facilitated deeper critical thinking and reflection among teachers in five ways.

First, these masters students reported a deeper understanding of the application of educational theory to problems encountered in their classrooms. They became more critically aware of the importance of individual learning styles, the positive effects of cultural diversity, and an understanding of current trends in education across the nation.

Second, these teachers reported that they felt their own practices were validated by the awareness that others, both locally and across the nation, used the same techniques. They also gained multiple perspectives on educational issues through the interdisciplinary nature of the program.

Third, the program's course content, as well as interactions with other educators in their graduate classrooms, created an awareness of the possibilities for change within the entire educational system. One teacher stated, "I'm more aware of how to change policy at the school and district levels." She believed that efforts to change policy had the potential to "impact students in the long run." With this awareness came increased commitment to "keep plugging away even if I run into a concrete wall, to not give up."

Fourth, these teacher leaders reflected on their sense of self as a learner and on their roles in schools and communities. One teacher stated, "I've learned the art of research and I think that's a real valuable tool for me personally and for me as an educator. There are resources available, [and I've learned] how to go about getting them, how to use them."

Finally, these teachers began to consider not only their work in the classroom and in the school, but in the community as well. As they began to work with parents in new ways, they began to expand their understanding of their own role as educators. "I don't think I would have done something like this as far as touching bases with more parents in the community, creating something that no one has ever done in the school." This expanded definition of self became a public commitment to both administrators and to the community to work in new ways.

By providing a larger context in which teachers can frame and solve the professional problems they encounter, the University of Hawai'i College of Education's IMED program has enabled neighbor island teachers to see their own situations in new ways and to feel more confident about their ability to make a difference in their schools and communities. As one teacher put it, "I think I put my life on the line." What more could the faculty and the people of Hawai'i ask for?

Cooperative learning surfaces as an important strategy for teachers considering engaging in best practice. As part of his dissertation study, Geary studied a small group of teachers who intended to make improvements in their practice by incorporating cooperative

learning as a key strategy in their classrooms. Geary's study took self-report data, and undertook classroom observation of the teachers to help with triangulation, thus providing an example of how to monitor improvements in practice.

Abstract: Cooperative Learning, Staff Development and Teacher Change. William Geary. (Doctoral Dissertation, University of Hawai'i, 1996). *Dissertation Abstracts International*, 57/07. AAC 9700521.

Three major rationales support cooperative learning: learning theory, democracy, and preparation for careers and life. Vygotsky and Piaget from a developmental perspective, as well as the Sharans in Israel and Goodman in Arizona from a constructivist perspective, all support the value of social interaction. Democracy is both supported by and is a basis for cooperative learning, as advocated by Francis Parker, Dewey, Goodlad, Jeanne Gibbs, and Spencer Kagan. Dewey and Goodlad, among many others, cite the importance of school as a model of society in helping young people become responsible citizens. These writers also emphasize the need for young people to prepare themselves for team efforts in the workplace, and the need to interact with each other throughout their lives.

This research investigated the conditions affecting how and to what degree teachers who are involved in an ongoing inservice program embrace, comprehend, and apply elements of cooperative learning. A multiple case study of six teachers from a variety of grade levels within the same urban elementary school were used in the research. This study used evidence from a variety of sources, including notes taken during planning meetings, classroom observations, individual interviews, and focus group discussions; written responses to questionnaires; and written teacher self-reports. Over the one-year period, the data were collected before, after, and concurrently with, the staff development sessions designed to help teachers implement

cooperative learning.

Checks on the consistency of the data include the variety of sources from which it was drawn, the length of the study, and the use of multiple observers. A qualitative analytic technique, constant comparison, was used to detect emerging patterns, some of which were expected and some unexpected.

Teacher beliefs changed very little. All six were predisposed towards using cooperative learning, and remained supportive of it throughout the study. Their classroom practices changed in somewhat predictable fashion—they became more proficient through reflection and practice. Emergent concepts included an order for assessing and implementing cooperative learning elements: first, create a positive learning environment, then teach social skills as needed, and finally use appropriate structures to support decisions regarding roles and steps toward completion of the group's goals.

The six teachers involved have gained not only in confidence and proficiency, but also in understanding. They are more decisive on what teaching method to use in which particular teaching situation in order to better achieve their educational goals. Five of the six increased their frequency of using cooperative learning in their classes. The order for implementing cooperative learning elements reflected the trial and error efforts of the teachers. Emphasis on creating a positive learning environment established an atmosphere of trust that supported the students while they worked together. These findings have been shared with over 200 current teachers, many of whom report increased cooperative applications in their courses.

In summary, the reader has encountered four abstracts of papers seeking to provide ways to judge the success of teachers' efforts at improvement of their practice. Three of the abstracts dealt directly with teachers already in the field, the other focused mostly on beginning teachers.

These abstracts make clear that college faculty have an important role in improving the everyday practice of teachers in our schools through the continued development of teacher preparation and inservice programs that situate participating teachers as collaborative partners.

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Addressing At-Risk Behaviors: Linking Health and Education in Partnership

Beth Pateman

and abstracts by Beth Pateman; Doug Smith, M. Bates, J. Laughlin; Rhonda S. Black, Thomas W. Sileo, Mary Anne Prater; Susan M. Saka, Morris K. Lai

Abstract: “Building A Future Without HIV and AIDS: Linking Critical Health Issues with National Subject Area Standards,” a commissioned paper in preparation by Beth Pateman for the American Association of Colleges for Teacher Education.

Introduction

Deans, policy makers, and educators in Colleges and Departments of Education across the United States grapple with an array of federal, state, and local mandates and challenges to their teacher education programs. Teacher education programs should prepare educators who will ensure that American students are first in the world in mathematics and science achievement by the year 2000 (U. S. Department of Education, 1994). Simultaneously, programs must prepare educators qualified to bridge the gap that too often has existed between what children with disabilities learn and what is required in the regular curriculum (U. S. Department of

Education, 1997). Teacher education programs and the educators they prepare face a national academic charge to ensure that students demonstrate competency in challenging subject matter and learn to use their minds well (U. S. Department of Education, 1994).

Notwithstanding calls for academic rigor, equitable access to learning, and the potential for productive employment, educators daily face other, often more urgent needs that children bring to school. Young people who suffer from physical illness or injury, mental health problems, hunger, pregnancy, alcohol and drug use, or fear of violence are less likely to learn, irrespective of efforts to improve educational methods, standards, or organizations (Kolbe, Collins, and Cortese, 1997, p. 256). At-risk behaviors related to these problems interfere with learning and hold the potential to plunge young lives into despair. The faculty research outlined in this article provides a basis for establishing health-related education and services in our schools and teacher education programs.

In the second abstract, Smith reports on anger-related problems among children and adolescents. He demonstrated that high levels of anger and hostility were associated with lowered academic performance, less satisfying peer relationships, lower self-esteem and a wide range of

increased emotional and behavioral difficulties at school. Encouragingly, a ten-week anger management intervention program offered promise for school-based intervention efforts.

Abstract: “Anger and Hostility in School-Age Children by Doug Smith, M. Bates, and J. Laughlin. April, 1997. *Effects of anger and hostility on school behavior and performance. Paper presented at the Annual Meeting of the National Association of School Psychologists, Anaheim, CA.*

With continuing concerns about escalating youth violence and violence in schools, there is considerable interest in the study of anger-related problems among children and adolescents. Many schools have instituted comprehensive violence prevention and intervention efforts, with a major thrust toward reducing and redirecting high levels of anger and hostility among students. Research with adult populations has identified chronic anger and hostility as key risk factors for a wide

range of negative social, occupational, and health outcomes, including poor peer relationships, marital strife, substance abuse, and cardiovascular disease.

The purpose of this research project, funded through a seed money grant from the University of Hawai'i Research Council, was threefold. First, the research sought to examine the relationship between measures of anger, hostility and aggression in a representative sample of elementary-age students in Hawai'i and a host of outcome variables, including academic performance, behavioral problems at school, and socio-emotional adjustment. Secondly, family, peer, community and individual student characteristics were analyzed in an effort to determine factors which placed a student “at-risk” for high levels of anger and hostility. Finally, the

research developed and evaluated a classroom-based, culturally competent approach to anger management at the elementary school level. The approach was based on a multidimensional perspective on anger and anger-related problems at school.

The study included approximately 300 students from twelve elementary school classrooms on the island of Oahu. Students were identified as either high or low on dimensions of anger based on teacher nominations and scores on the Multidimensional School Anger Inventory (Smith & Furlong, 1997). Additional information regarding student performance, behavior, and socio-emotional adjustment was obtained through parent, teacher, and student interviews and standardized measures such as the Behavioral Assessment System for Children (BASC) and the Self-Perception Profile (SPP). Information regarding home and community factors was obtained through interviews with students and their parents.

Initial data analyses suggest that high levels of anger and hostility with regard to school are associated with lowered academic performance, less satisfying peer relationships, lower self-esteem, and a wide range of increased emotional and behavioral difficulties at school. Family and community factors that appear to contribute to anger and hostility at school include parenting style, communication patterns at home, exposure to violence within the home and community, and socioeconomic distress. Results of the ten-week anger management intervention program, which utilized a pre-post control group design, offer considerable promise for future intervention efforts.

This line of research has several implications for educational practice. First, it suggests the importance of a broad conceptualization of school violence and aggression which includes not only individual characteristics of students but family, community, and cultural factors as well. Second, results support the use of school-based intervention efforts to address.

In the third abstract, Black, Sileo, and Prater explores journal writing as a reflective tool to assist preservice and inservice general and special educators, counselors, and administrators in thinking about and integrating experiences related to working with at-risk students. Journal

writing helped students develop an appreciation for the complexity of their education related roles and responsibilities, integrate new knowledge with previously held concepts, and identify fundamental beliefs and assumptions about education which affect their behaviors.

Abstract: Learning Journals, Self-Reflection, and University Students' Changing Perceptions. Rhonda S. Black, Thomas W. Sileo, and Mary Anne Prater (in press). Action in Teacher Education.

This qualitative research study explored how journal writing could be used as a reflective tool to help preservice and inservice general and special educators, counselors, and administrators think about and integrate experiences encountered outside the university classroom with course content. Journal writing was a requirement of a course, *Characteristics and Strategies for Teaching At-Risk Students*, that focused on concerns of and strategies for working with children and youth who are at-risk for school failure due to the mitigating effects of environmental, educational, and interpersonal concerns and issues.

Environmental and family topics addressed in the course are teen pregnancy, abuse and neglect, poverty and homelessness, and changing family structures. School and community topics included literacy, limited English proficiency, drop outs, delinquency, violence and gang membership, and cultural diversity. Interpersonal topics included substance abuse, eating disorders,

suicide, sexual orientation, and sexually transmitted diseases, including HIV/AIDS. Specifically, we were interested in identifying themes that emerged from class members' use of journals as a reflective vehicle to understand and validate their personal and professional experiences with these issues.

First, we analyzed selected journal entries of 215 students (in 9 sections of the course over a two-year period of time) for evidence of growth and change resulting from course content and the journal writing activity.

Second, we organized the journal entries according to class topics (i.e., the environment, school and community, and interpersonal issues listed above).

Third, we organized entries within each "at risk" category according to the type of growth experienced. Growth was experienced in various ways, including (a) increased awareness of various at-risk student populations (b) making sense of personal and professional experiences, (c) personal recovery and/or increased sensitivity for others, (d) exploring solutions, and (e) clarifying knowledge as the foundation for decision making.

Finally, we analyzed the entries within the five growth

categories for emergent themes. Conclusions were then drawn from identification of regularities, patterns, and explanations.

Our findings indicated that journal writing helped to promote reflection and to facilitate university students' increased personal and professional growth. Students' journal entries evidenced their integration of new knowledge with previously held concepts, potential applications in educational settings, and the conditions under which they would use their new learning. The journal writing activity also helped these students to develop an appreciation for the complexity of their roles and responsibilities as teachers, counselors, and administrators and to identify the fundamental beliefs and assumptions about education which influence their life

experiences and affect their behaviors.

The journals also enabled us to observe students' attempts to make sense of their lives through narrative and to construct meaning through conversations with themselves. In addition, the journals provided a window into student leaning whereby we could refine instructional practices based on students' reactions.

In summary, university instructors should provide the opportunity and structure for teachers, counselors, and administrators to reflect upon the relationship of their personal and professional experiences to university course content. The use of reflective journals is one means to prompt educators' self-reflection as the basis for their learning.

In the fourth and fifth abstracts, Pateman, Saka, and Lai identify the extent of major health risk behaviors among adolescents in Hawai'i. In two studies, they examined school-based health education related to important health

risk behaviors at the elementary and secondary levels. These studies provided direction for preservice and inservice teacher education.

*Abstract: **Assessing School-based Efforts to Address Adolescent Health Risks in Hawai'i.** Beth Pateman, Susan M. Saka and Morris K. Lai. October, 1997. Paper presented at the Annual Meeting of the American School Health Association.*

This study examined the extent to which secondary school-based health education in Hawai'i addressed major adolescent health risk behaviors. The objectives of the study were to (a) provide a profile of school-based adolescent health education efforts in Hawai'i, (b) identify the major health risk behaviors that contribute to the leading causes of morbidity, mortality, and social problems among adolescents in Hawai'i, and (c) examine the extent to which school-based health education addressed the major health risk behaviors of adolescents in Hawai'i.

Effective school health education for today's adolescents must address six important categories of health risk behaviors, including (a) behaviors that contribute to unintentional and intentional injuries; (b) tobacco use; (c) alcohol use; (d) sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV; (e) dietary behaviors; and (f)

physical activity. Effective school health education must go beyond knowledge-based instruction to include learning opportunities that influence positive attitudes toward assuming responsibility for the health of self and others and that provide opportunities to explore social skills that enable responsibility taking. This study examined the extent to which school health education in Hawai'i met these criteria for effective programs to improve adolescent health.

Two state-representative studies, contracted to the Curriculum Research and Development Group at the University of Hawai'i by the Hawai'i Department of Education and funded by the U.S. Centers for Disease Control and Prevention, were used. The 1994 Hawai'i School Health Education Profile, conducted among a representative sample of secondary principals and health education teachers, described school-based health education efforts in Hawai'i's secondary schools. The 1995 Hawai'i Youth Risk Behavior Survey (YRBS), conducted among a representative sample of high school students in grades 9-12, described the health risk behaviors practiced by Hawai'i's adolescents in the six major categories described previously.

The YRBS results indicated that many Hawai'i

adolescents practiced behaviors that placed them at risk for serious health problems. The Profiles results indicated that most secondary schools in Hawai'i were making serious efforts to address these health risks through classroom-based health education and other school-wide efforts. However, health education in Hawai'i more often included knowledge-based instruction than learning opportunities to affect attitudes toward health and still less often included learning opportunities to explore social skills to promote health. In addition, the areas of injury and violence prevention, which contributed to the majority of deaths among Hawai'i adolescents, were addressed less often in Hawai'i school programs than other health-related topics.

With today's educational focus on increasing student competence in the core subject areas of math, science, language, and social studies, these results point to the critical importance of simultaneously addressing the health needs of those same students as a basis for making school achievement possible. Increased efforts to provide preservice and inservice teacher education to improve adolescent health and health education are needed. Teachers need assistance in implementing strategies that go beyond knowledge delivery and that address the full spectrum of health risk behaviors among youth.

*Abstract: **The Elementary Health Education Profile: Examining Instructional Priorities to Promote the Health of Children.** Beth Pateman, Susan M. Saka and Morris K. Lai. 1997. Hawai'i Department of Education Elementary Health Education Profiles 1996 Survey Report. Honolulu: University of Hawai'i.*

Schools have more influence on the lives of youth than any other social institution except the family. School health education can provide an efficient means to promote health, particularly when begun in elementary school, to help children establish healthy behaviors early in life. To assess elementary school health instruction in Hawai'i, the Hawai'i Department of Education contracted the Curriculum Research and Development Group to design and conduct the 1996 Elementary Health Education Profile Survey.

Mail questionnaires were developed for each of three grade levels, including (a) kindergarten and first grade, (b) second and third grade, and (c) fourth, fifth, and sixth grade, to reflect curricular differences in health instruction across the elementary grade span. Questions focused on health instruction in eleven specified areas of

health education, included in the Hawai'i Health Education Curriculum Framework and the Hawai'i AIDS Supplementary Guide for Health Education.

A random sample of 36 elementary schools and 365 elementary teachers within those schools was selected. All 36 selected elementary schools participated in the survey, for a school response rate of 100%. Within these schools, 325 of the 365 selected teachers participated in the survey, for a teacher response rate of 89%.

Results from the Elementary Health Education Profile indicated that Hawai'i elementary teachers placed a high priority on health instruction. More than 90% of teachers reported teaching about various topics related to personal health, emotional and mental health, nutrition, community and environmental health, and personal safety and first aid. Similarly, more than 80% of teachers reported teaching about human growth and development, substance use and abuse, family life, and diseases and disorders. More than half of teachers taught about evaluation of health products and services and about HIV and AIDS.

The extent to which teachers reported they addressed or did not address particular topics provided important directions for teacher training and curriculum development. Teachers were less likely to teach about topics that might be considered sensitive or difficult to discuss. For example, almost all K-1 teachers taught about personal health topics such as hand-washing, coverage of sneezes, and the importance of physical activity. However, only about two-thirds of K-1 teachers taught about the personal health topic of recognizing potentially dangerous situations.

Similarly, in the area of human growth and development, teachers at all grade levels taught frequently about topics such as use of the five senses, names of major body parts, and care for one's body. Teachers less often addressed similarities and differences between males and females, changes during puberty, and reproductive processes.

Results from this survey can be used to assess needs for teacher inservice education. The top three areas in which teachers reported receiving inservice training were HIV/AIDS education, drug education, and nutrition education, reflecting current federal funding priorities for state and local education agencies. However, the top three areas in which teachers reported needing training were first aid/CPR, violence prevention, and at-risk youth, which likely reflected the areas of greatest need teachers perceived in working with their students.

Linking health and education in partnership goals of schools are consistent with the goals of health promotion for children and adolescents. In 1994, Secretary of Education Riley and Secretary of Health and Human Services Shalala issued a *Joint Statement on School Health* to affirm the critical importance of linking education and health in partnership. Acknowledging the complementary visions of *Goals 2000 (1994)* and *Healthy People 2000 (1991)*, Riley and Shalala called for a healthier, better educated Nation for the next century.

The National Education Goals Panel recognized the relationship between academic achievement and health status through establishing health-related objectives that support the National Education Goals (U. S. Department of Education, 1994).

- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn.
- All students will have access to physical education and health education to ensure they are healthy and fit.
- All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- Every school should work to eliminate sexual harassment.

- Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

The Institute of Medicine (IOM) also supported school-based health education and teacher education about critical health issues (Allensworth et al., 1997), with these recommendations:

- 1 All students should receive sequential, age-appropriate health education every year during the elementary and middle or junior high grades. A one-semester health education course at the secondary level should immediately become a minimum requirement for high school graduation.
- 2 Instruction should follow the National Health Education Standards, use effective up-to-date curricula, be provided by qualified health education teachers interested in teaching the subject, and emphasize the six priority behavioral areas identified by Centers for Disease Control.
- 3 All elementary teachers should receive substantive preparation in health education content and methodology during their preservice college training. This preparation should give elementary generalist teachers strategies for infusing health instruction into the curriculum and prepare upper elementary teachers to lay the groundwork for the intensive middle or junior high health education program.

Former Surgeon General, Dr. Joycelyn Elders, summarized the connection between health and learning as follows: *It has been said that you can't educate a child who isn't healthy and you can't keep a child healthy who isn't educated. I think that statement succinctly states the challenge before all of us who want to improve the health and educational status of our children. Clearly, poor health in all its dimensions adversely affects school performance. And, increasingly, the threats to the health of our children are not biomedical in origin. Injuries, homicide, suicide, pregnancy and substance use are experienced by American youth at alarming rates. These contemporary morbidities are primarily the result of social environment and behavior. We must give greater priority to policies and programs that advance preventive health care practices. At issue is whether we want to invest now or pay later. . . . I think the most promising strategy we can invest in is comprehensive*

school-based health education (Cortese & Middleton, 1994, pp. xi-xii).

To these ends, the College of Education at the University of Hawai'i has implemented new coursework as part of preservice and inservice programs. The College of Education collaborates with the Hawai'i Department of Education to offer two summer institutes, which include (1) *Safe Schools And Communities: A K-12 School-wide Approach To Promoting Peace And Preventing Violence Among Hawai'i's Youth*, and (2) *Modeling And Mentoring To Promote Effective School-Based HIV Prevention Education*. In addition, the College of Education has established two new courses: (1)

Integrating Health Education Across The Elementary And Middle-Level School Curriculum: A Course For Classroom Teachers, and (2) *Personal and Social K-6 Health Skills*. The College maintains ongoing coursework, such as *Characteristics and Strategies for Teaching At-Risk Students* through the Department of Special Education, and similarly related courses through the Department of Counseling and Guidance. Through these preservice and inservice efforts and through partnerships with the Hawai'i Department of Education, the College of Education will continue to integrate research about the health needs of children across school and university programs.

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Meeting the Needs of Students with Disabilities in the State of Hawai'i: Current Challenges and Initiatives

Dennis McDougall

and abstracts by Judy Schrag, Dennis McDougall; Sarah S. Gronna, Loretta A. Serna, Craig H. Kennedy, Mary Anne Prater; Serena Shimabukuro, Mary Anne Prater, Amelia Jenkins, Patricia Edelen-Smith

Like many other states, Hawai'i faces tremendous challenges in attempting to provide quality education and related services for individuals with disabilities. These challenges have emerged via increased awareness and advocacy for disability rights, and the passage of recent legal mandates, including the *Felix vs. Waihee Consent Decree (1)* and the 1997 reauthorization of the *Individuals with Disabilities Education Act (IDEA)*, at a time when: (a) Hawai'i's economy lags behind the favorable growth experienced on the continental United States; (b) the State's appropriations for K-12 and higher education are less than desirable; (c) the number and percentage of students, in Hawai'i who are identified for special education and related services has increased rapidly from levels which suggested under identification during the early-mid 1990s to levels which more closely approximate national figures (8-10%); (d) the State faces critical shortages of certified special education teachers and related service providers; and (e) the trend toward progressive inclusion of individuals with disabilities within general education programs places additional pressures on educators to provide creative services and effective interventions.

In this section, three studies are described which illustrate how research links with practice to address important education and disability issues. Two of these studies applied research-based instructional interventions in classroom settings to effect positive outcomes for the challenged learners who participated as subjects. The other

study examined a systemic issue - the working conditions of special education teachers. Each study represents an initiative on the part of University of Hawai'i faculty to address the challenges which face the State in an attempt to meet the needs of individuals with disabilities.

Schrag and McDougall examined the working conditions of special education teachers. This study was sponsored by the Felix Monitoring Project which oversees progress of the *Hawai'i State Implementation Plan (10)*. The *Implementation Plan* was created in response to the *Felix vs. Waihee Consent Decree (1)* and specifies corrective actions to be implemented by the State from 1995 to 2000. Plaintiffs in the *Felix vs. Waihee* class action suit (parents and organizations representing children and adolescents with mental health needs) and defendants [the State of Hawai'i including the Governor, the State Department of Health (DOH), and the State Department of Education (DOE)] entered into the *Consent Decree*, in 1994. The parties subsequently agreed to the *Implementation Plan* which seeks to redress the State's failure to provide adequate mental health services for children and adolescents who qualify for services under the *Individuals with Disabilities Education Act (IDEA)* or *Section 504 of the Rehabilitation Act*. All parties to the *Consent Decree* acknowledged that (a) shortages of qualified personnel exist in Hawai'i, (b) such shortages reduce the likelihood that systemic improvements will occur, and (c) actions must be instituted to address personnel shortages.

Abstract: Special Education Classroom Study: State of Hawai'i. Judy Schrag and Dennis McDougall. Report disseminated by Felix Monitoring Project, July, 1997, Honolulu, HI.

This study was conducted to (a) ascertain working conditions which are of concern to special education teachers throughout each of the State's seven school districts; (b) provide information to assist all parties in the *Felix vs. Waihee Consent Decree (1)* who are interested in improving working conditions, recruitment, and retention of qualified special educators - key components of the State's five-year *Implementation Plan* and (c) provide data for use by the DOE in producing a court-ordered recruitment and retention plan.

The population of interest in this study included the 1,305 individuals employed as special education teachers, during spring of 1997, in each of the State's seven districts. The investigators utilized stratified random sampling to select 180 teachers of which 171 completed the interview protocol (95% response rate). Eighty-four and one-half percent (84.5%) of the respondents were female and 15.5% were male; respondents averaged about 10 years of special education teaching experience; 83% of respondents had obtained certification to teach as special educators; 17% had not. District patterns of special education teaching experience reflected overall State patterns with the notable exception of the Leeward District which had a smaller percentage of veteran teachers and reflected a distinctive

and excessive attrition pattern of special educators. As for certification, with the exception of Leeward, the districts of Central, Honolulu, and Windward which are located on Oahu - Hawai'i's most populous island - had greater percentages of certified special education teachers (90%) than the outer island districts of Hawai'i, Kauai, and Maui (70-80%).

Special education teachers reported that they face specific working conditions that inhibit their job performance and their efforts to help students achieve IEP goals. For example, 80% of the respondents indicated that additional resources were needed to help students meet IEP goals. The five most frequently stated resources needed were educational assistants; additional staff, primarily teachers; materials such as books, software, and up-to-date curricular items; assistive technology and computers; and mental health services. The five most frequently stated reasons for why students' Individualized Education Program (IEP) goals were not being met included: (a) student attendance problems; (b) the need, but limited capacity, to provide individual instruction or attention; (c) lack of resources such as staff training, computers, and equipment; (d) student motivation; and (e) student behavior problems

Approximately 20% of the respondents indicated that their students were not adequately meeting IEP goals. Further analyses indicated statistically significant differences between certified special education teachers ($M = 83.2\%$) and uncertified special education teachers ($M = 76.7\%$) in their estimates of the percentage of students who were meeting IEP goals. Differences for mean percentages of teacher-reported IEP goal attainment across levels of special education teaching experience also attained statistical significance; teachers with the least experience (two years or less) reported lower and more variable percentages compared to teachers who had taught three to seven years and teachers who had taught eight or more years. Additionally, differences in teacher reported IEP goal attainment across districts approached statistical significance. Compared to the overall mean for the State ($M = 82.1$), teachers from Central ($M = 88.5$) and Honolulu ($M = 6.0$) reported higher mean percentages, whereas teachers from Leeward ($M = 78.9$) and Maui ($M = 75.9$) reported lower mean percentages

When asked if their student-teaching ratios were adequate, 48.5% of the respondents indicated "yes" and 51.5% indicated "no." Additionally, 66.5% of the respondents indicated that their classroom space was adequate; 33.5% indicated that classroom space was inadequate. Higher percentages of special education teachers in Leeward (48.8%), Windward (44.0%), and Kauai (40.0%)

indicated dissatisfaction with their classroom space when compared to teachers in other districts such as Honolulu (12.9%) and Central (16.7%). In addition, when asked to indicate if they had a regular-size classroom 58.8% of respondents stated "yes" and 41.2% stated "no."

When asked to identify additional circumstances which impacted their workload, respondents identified as the top factors: medically fragile students and special health conditions, such as seizures; physical accessibility problems; student medication; severe needs such as toileting; low incidence or very challenging disabilities; and transportation issues. Teachers reported that the impacts upon their workload of these additional or unique circumstances included: failure to meet student needs; changes in class functioning and routines; increases in teacher effort; need for more time; and further limitations upon the provision of individualized and one-to-one instruction.

Abstract: Promoting Generalized Social Interactions Using Puppets and Script Training in an Integrated Preschool: A Single-Case Study Using a Multiple Baseline Design. Sarah S. Gronna, Loretta A. Serna, Craig H. Kennedy, and Mary Anne Prater (in press). *Behavior Modification*.

Children with visual impairments sometimes have difficulties acquiring adequate social skills due to their inability to utilize important non-verbal and visual cues which facilitate social interaction. Without intervention, students with visual impairments are at-risk for social isolation. Therefore, it is essential that young children with visual impairments develop skills necessary to facilitate prosocial interactions. Teachers of children with disabilities have developed interventions, which include sociodramatic scripts to teach appropriate use of language in role-play scenarios (3; 8; 12). Sociodramatic script training often includes: (a) setting the stage for scripted role-play by making theme-related materials available to students, (b) teaching roles and routines of script theme, (c) prompting for maintaining scripted roles during activities, and (d) reinforcing desirable behavior (3).

The purpose of this study was to extend and combine the previous work of Goldstein and Cisar (3) and Middleton and Cartledge (11) by: (a) incorporating sociodramatic script training, puppets, social skills training, and systematic instruction which requires 100% mastery of skills; (b) using specific generalization techniques including naturally occurring contingencies, common stimuli, and multiple exemplars; (c) targeting a

child with severe visual impairments; (d) promoting independent social interactions during free play; (e) teaching scripts associated with the child's current social skills and (f) incorporating procedures based on entrapment to facilitate generalization of social skills to novel settings.

The authors used puppet script training as an intervention to teach Susie, a preschooler with visual impairments, the social skills of greeting a peer, responding to conversations, and initiating conversations. These three social skills comprised the dependent variable. The percentage of social skills performed correctly was calculated by counting occurrences of the target behavior exhibited in each session then dividing the occurrences by the number of opportunities available in each session. Responses were scored as correct when Susie performed all required skill components of a target behavior when opportunities to perform in a target behavior arose. During group training sessions, an adult taught the targeted social skills to Susie and four peers without disabilities by using puppets to enact sociodramatic scripts. Training sessions were immediately followed by free play activities among peers without disabilities to assess skill generalization.

Results of this multiple baseline research design demonstrated that Susie learned each targeted social skill, increased and improved her use of these social skills during recess with peers, and generalized application of these social skills to free-play activities with her peers. During baseline, Susie never emitted a greeting, or responded to the greetings of a peer. She demonstrated a mean of 4% of the skill components for conversation, 12% of the skill components for conversation when she approached a peer, and never initiated a conversation when she was approached by a peer (0%). After training the social skills included in Script One, Susie's mean percentage of skill components for greeting a peer and responding to a greeting increased to 100% of the available opportunities.

Following Script Two intervention, Susie's mean percentage of the skill components for responding to conversations initiated by peers increased to 94% per session (range, 86- 100%). After training Script Three social skills, Susie's mean percentage of her verbal initiations of a conversation when a peer approached her increased to 93% per session (range, 66-100%) and the mean percentage of her initiated conversations when she approached a peer increased to 100% per session. Prior to intervention, Susie failed to approach any peer during many sessions. After intervention, she approached peers a minimum of two occurrences per session.

Follow-up data were collected 3 and 24 months after

the intervention was terminated to assess opportunities for, and maintenance of, Susie's most challenging target behavior (i.e., verbal initiating conversation when approached by a peer). During three month follow-up observations, Susie had a mean of 98% for initiation of peer approached conversations per session (range, 88-100%), with a mean of 6.3 opportunities per session (range, 4-8). During twenty-four month follow-up observations, Susie performed a mean of 97% of the skill components for initiating peer- approached conversations per session (range, 88-100%), with a mean of 7.5 opportunities per session (range, 6-9).

In addition to the observational data collected, Susie's two teachers were asked to rate her social skill performance before and after script training. A rating of five signified behaviors were performed very well and a rating of one signified poor performance. Susie's pre-intervention mean rating was 1.8 (range, 1-2); her post-intervention mean score was 5.0.

*Abstract: **The Effects of Self-Monitoring on Academic Performance on Students with Learning Disabilities and Attention Deficit Disorder.** Serena Shimabukuro, Mary Anne Prater, Amelia Jenkins, and Patricia Edelen-Smith. *Education and Treatment of Children.* (in press).*

Students with both learning disabilities (LD) and attention deficit disorder with or without hyperactivity (AD/HD) often exhibit dysfunctional behaviors which contribute to their learning, academic, and social problems in school settings. These behaviors include failures to self-regulate attention to task and academic performance. Fortunately, researchers and practitioners have developed effective self-regulatory strategies, including self-monitoring, self-evaluation, self-verbalization, and self-graphing. These strategies have proven effective in improving a host of student outcomes, including academic productivity, academic accuracy, time on task, and social behaviors, across a wide variety of settings for students with various disabilities (7, 8).

The present study utilized a multiple baseline design across three academic tasks to investigate the effects of self-monitoring on academic performance and on-task behavior of three male students with LD and AD/HD. Academic performance was defined as students' academic productivity and academic accuracy during independent practice tasks in reading comprehension, math calculation, and written expression. Academic productivity was measured by calculating the percentage of assigned problems completed by each student. Academic accuracy was measured by calculating the percentage of attempted problems completed correctly.

Observational data for the third dependent measure, on-task behavior, were collected daily by the classroom teacher using a 10-second time sampling procedure, for 10 minutes, during each of the three academic tasks.

The self-monitoring intervention consisted of training students to grade and record their work, then to graph on progress forms their daily scores for academic productivity and academic accuracy. Consistent with applied behavior analysis guidelines for using multiple baseline research designs: (a) a baseline (i.e., pre-intervention) phase was instituted first to establish each students' current performance levels on each dependent measure; (b) then intervention phases were instituted after students were trained to self-monitor; and (c) the interventions were "lagged" (i.e., self monitoring training was introduced on different days for each of the three academic tasks) in order to determine whether improvements in each students' academic performance could be replicated systematically (5).

Results indicated that each student's performance, on each of three dependent measures, for each of three

academic tasks improved substantially from prior baseline levels after introduction of the self-monitoring intervention. Improvements in two dependent measures, academic productivity and on-task behavior, were somewhat stronger than improvements in academic accuracy. For example, students' academic productivity in reading and math increased from means that ranged from 30-60% during baseline, to means that ranged from 91-98% during intervention. Students improved their academic accuracy in reading, and math from means that ranged from 50-67% during baseline, to means which ranged from 80-89% during intervention. In addition, improvements in productivity, accuracy, and on-task behavior for the task of written expression, although substantial, did not typically attain the levels achieved by students for reading and math tasks. Finally, data indicated that the students tended to be on-task only about 50% of the observations conducted during baseline, whereas following self-monitoring training, subjects improved their on-task behavior to levels ranging from 66-94% of the observations.

Results of the three studies presented here provide direction for teachers, administrators, researchers, and others who seek to tackle the challenges of providing quality education and related services to individuals with disabilities. The first study examined specific working conditions related to a systemic challenge relatively common in many educational systems—the need for adequate supply, recruitment, and retention of qualified special educators. The second and third studies applied "best practices" interventions which were designed to meet individual student needs and resulted in substantial improvements in students' social behavior and academic performance. The following discussion suggests that a symbiotic relation exists between systemic issues, such as working conditions, and the application of best practices, such as teachers' instruction of social skills and self-monitoring. In the absence of best practices, working conditions and student outcomes are less than optimal. Correspondingly, the presence of adequate working conditions and qualified teaching staff is more likely associated with the application of best practices and positive outcomes for individuals with disabilities.

Studies two and three include examples of best-practices research applied in classroom settings. The interventions used in both studies incorporated multiple, research-supported, instructional components to produce positive outcomes for students. These interventions targeted important skills which teachers, parents, and the

media lament, on a daily basis, in that many students appear to be deficient in social skills and self-management. Unfortunately, these skills are often relegated to a hidden curriculum. That is, although social skills and self-management appear to be valued highly as requisites for success in school settings, many teachers do not utilize formal curricula and instruction to promote these skills even though some students appear to require more formal instruction or systematic interventions to attain competence.

Whether implementing systematic social skills curricula and instruction for students with social skills challenges, or training students to use self-management techniques to become less reliant on adult supervision, educators would do well to consider some of the best practice elements applied in studies two and three. Study two incorporated many best practices guidelines including maintenance and generalization strategies, multiple exemplars, peer supports, and instructional relevance to improve the subject's social skills well beyond the relatively modest levels reported in comprehensive meta-analytic reviews of social skills. Forness and Kavale, for example, computed overall mean and median effect sizes of 0.21 and 0.18, respectively, in their review of 53 social skills studies which targeted students with disabilities (2). Study three incorporated consistent feedback by having students self-graph their daily academic performances. The students not only improved their on-task

behavior and academic performance, but also moved toward the greater goal of self-determination by learning to manage their own behaviors (7). Student outcomes, and perhaps working conditions of special educators, are likely to improve when effective pedagogical practices, like those used in studies two and three, are applied routinely in classroom settings.

Results from study one should raise levels of concern, provide some direction, and, hopefully, contribute to pre- and inservice initiatives within and across the Hawai'i State Department of Education, University of Hawai'i, and other State agencies responsible for providing services to individuals with disabilities.

Currently, Hawai'i lacks key elements of service provision, including adequate classroom working conditions and sufficient quantities of fully qualified special education teachers. In this study, special educators throughout the State expressed serious concerns about classroom working conditions to the extent that short- and long-term implications for occupational stress, recruitment, and retention must be addressed. Results here support conclusions from prior research that working conditions, especially heavy workloads, lack of support, and inadequate preparation contribute to occupational stress among special educators, and that excessive stress contributes to burnout, attrition, and other occupational problems in critical shortage areas (4). Results also suggest that Hawai'i's critical shortage of special education teachers will require initiatives which address attrition and retention of qualified teachers, initial recruitment and supply of new special education teachers, and collaboration between institutions of higher education and state departments of education.

Data collected by Schrag and McDougall identified a number of particularly challenging recruitment and retention issues related to working conditions. For example, distributions of special education teachers by years of experience indicate attrition of the work force at distinctive points. Excessively high "drop-offs" in the numbers of special education teachers occurred between years 1 and 2, 7 and 8, and 20 and 21. While the last drop off is likely associated with retirement, the other drop-offs suggest that serious support needs to be provided to first-year teachers and that mid-career transitions merit examination.

Two strategies, which might assist in reducing teachers' "flight" from special education, include instituting mentor programs for beginning teachers and using exit interviews to clarify further why teachers exit the field. In comparison to the Oahu districts of Central, Honolulu, and Windward,

teachers in Leeward and in many areas of the less populous, outer island districts are particularly "embattled" in respect to working conditions. Not surprisingly, these embattled areas have the highest teacher turnover and highest percentages of uncertified teachers. Consequently, improvement of working conditions, development of "home-grown" or "local" residents as teachers, and implementation of incentive programs such as loan forgiveness programs and salary differentials for teaching in high attrition locales seems warranted (4).

Schrag and McDougall cited two additional problematic working conditions. First, although some teachers cited paperwork as a burden, most did not indicate paperwork as a major factor, which contributed to difficult working conditions. However, teachers did indicate that: (a) paperwork and associated duties such as making phone calls, obtaining signatures, and scheduling meetings contribute to job stress - especially for new and uncertified teachers and for qualified teachers who reported that they had to "clean up" after their less-skilled, uncertified peers.

Second, some teachers and their principals indicated problems with the "weighted count formula" used by the DOE to allocate special education teachers and educational assistants. A frequently cited problem was that the formula does not account for inclusion efforts and, thereby, is a disincentive for providing services for students with disabilities in general education classes. Thus, allocation procedures merit adjustment to better reflect the realities of providing inclusive educational services.

As the leading teacher education and research institution in the State, faculty members at UH have been challenged to increase the supply of certified special education teachers while maintaining quality standards.

The three studies reviewed here are examples of faculty initiatives that apply principles of best-practices research to help solve educational problems and provide community service. These faculty initiatives, when coordinated with other agencies' efforts to improve working conditions, and incentives which support beginning and veteran special education teachers (e.g., university and legislative support for scholarships and college loan reimbursements for beginning and recertified teachers contingent on subsequent teaching in special education programs; teacher union and colleagues' support for incentives such as differential salaries or additional planning time), will assist the State in meeting its obligation and overcoming the challenges of providing quality services for all individuals with disabilities.

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School Reform and Renewal

Stacey Marlow

and abstracts by Lois A. Yamauchi, William Greene, Katherine T. Ratliffe, Andrea K. Ceppi; Allen Awaya; Stacey Marlow, Leisha Bento

The mission of the College of Education at the University of Hawai'i (UH) is multi-faceted. In addition to preparing teachers and other professionals to work in the state's public and private schools, the College faculty members have other very important charges. They have a strong commitment to developing the knowledge and skills of practicing professionals through its graduate programs. They conduct research to help expand the knowledge base and understanding of education, both in the state and in the field as a whole. Finally, faculty members provide service to the educational community. The service component can take many forms, and it

often involves a combination of graduate education and research to help schools engage in improvement, similar to what Goodlad (1994) calls "continuous renewal."

The three research abstracts presented in this article represent but a few examples of how UH College of Education faculty members have collaborated with educators and administrators in public schools on research-based projects that have helped develop teachers professionally, as well as improve practice in the schools. Although the projects are quite different in their foci, they all include the three components of education, research, and service.

*Abstract: **The Development of Collaborative Educational Research on Moloka'i.** Lois A. Yamauchi, William Greene, Katherine T. Ratliffe and Andrea K. Ceppi, April, 1996. Native Hawaiians on Moloka'i: Culture, community and schooling. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.*

This paper describes the development of a collaborative research program between researchers from the College of Education and educators and students at Moloka'i High and Intermediate School. Moloka'i is a unique setting for educational research because of its relative isolation from the rest of the State, its large population of Native Hawaiians, and its rural island lifestyle. Collaborative research that includes school and community partners has the potential to encompass both service and teaching in the research process, thus meeting a broader mission of the University and the needs of the community. Such research can be effective for investigating home, school, and community values because the investment of all partners in the process provides a breadth of opportunities and data.

Since January 1995, a team of four researchers (an assistant professor and three graduate students) from the Department of Educational Psychology have been traveling to Moloka'i to establish and develop such a partnership. Over time the Moloka'i Collaborative Educational Research Project evolved into five research projects, each of which dealt in some way with the interaction of home and community values with those of the educational system. Rogoff (1995) describes three levels of sociocultural analysis, the personal, interper-

sonal, and community planes. In combination, these five studies provide a rich description of education on Moloka'i from each of Rogoff's three planes, and provide an analysis of how home and community values influence attitudes toward schooling on the island.

*Abstract: **The Dole ECELL Summer School: A Technology-based Curriculum Lab for In-Service and Pre-service Teachers.** Allen Awaya, 1998, April. ECELL: A technology driven experimental summer school for inservice teachers, pre-service teachers and students. Paper presented at the Annual Hawai'i School University Partnership Conference, Honolulu, HI.*

Awaya describes the Electronic Collaborative Educational Learning Laboratory (ECELL) at Dole Intermediate School in Kalihi, which began serendipitously at a meeting between the Hawai'i Educational Resource Network (HERN) and the Master's of Education in Teaching (MET) program at the University of Hawai'i. The discussion about summer workshops and institutes for teachers and MET students to learn about integrating technology into newer teaching practices suddenly took a "what-if" turn: *What if we created a summer program to put the workshop material into actual practice with real, rather than hypothetical, teachers and students?*

Thus, the Dole ECELL Summer School was created to provide a curriculum laboratory to implement a technology-based curriculum with an emphasis on inquiry, collaboration, content integration, and alternative assessments. There were to be no recognizable courses, no course credits, and no standard grades or

report cards. The summer school opened with six projects each enrolling mixed grade (5-8) students who were mainly from Kalihi Valley, but came from as far away as Pearl City and Kahalu'u. The school was staffed by experienced Hawai'i State Department of Education teachers as well as MET students.

As the projects unfolded, students were required to demonstrate and hone their abilities in basic skills (e.g., reading, writing, thinking), but were also deeply engaged in learning about video production and speaking in front of a camera; researching on the World Wide Web and creating their own web pages; communicating across the nation and worldwide through email; creating assessment rubrics; and working together in teams on class projects.

Throughout the summer, the administrators of the program collected information on the teachers' professional development. Teachers were asked to discuss regularly classroom and program issues via email as well as at weekly staff meetings. One meeting toward the end of summer was specifically dedicated to evaluating the program and written comments on eight questions were collected in hardcopy or through the World Wide Web.

Students were surveyed with a six-item questionnaire on the last day of the program. They were also required to email their responses to evaluative and reflective prompts that were stored in a data bank by the administrators. Background information on the students was also collected from their application forms.

The administrators regularly discussed and wrote down their observations of students and teacher in the classrooms and on the campus. They also met with teachers to reflect upon the issues connected to the experimental nature of the program.

All of the data collected focused on the two main issues of:

- 1) How successful was the Dole ECELL Summer School in helping inservice and pre-service teachers develop understandings and skills in the integration of technology into new teaching methodologies and;
- 2) How successful was the program in enhancing the learning in students?

Teachers contributed their reflections on the structure, process, and curriculum, while students primarily contributed their feelings about what they had learned and how they had learned it. Data collected from the students were both qualitative and quantitative. The data

are now in the process of being finalized into a report that can serve as information for others who might want to attempt a similar project. The initial analysis suggests that the program was a stunning success.

The teachers reported learning a great deal through the problem solving and experimental nature of the program. They attributed much of this to the support and freedom they were given by the project's administrators. The specific successes they mentioned were in using inquiry and collaboration as the main modes of teaching methodology. They also gained confidence in their ability to integrate subject matter and developed many new skills in computer and video technology. One of the most important outcomes for the teachers was the enjoyment factor - they all reported that the experience was invigorating and fun, especially the MET students when they reflected upon the summer during their students teaching period in the fall.

The students' responses were also overwhelmingly positive. The survey indicated that they felt they learned a great deal, and that they enjoyed the experience tremendously. This was substantiated by reports from administrators of students coming to school before 7:00 a.m. , an hour before the official starting time. Furthermore, the campus was virtually deserted during recess since most of the student remained in their classrooms working on projects. Email after email asked whether the program would be back next year, among occasional complaints about having to do homework during the summer.

The Dole ECELL Summer School has made obvious that both teachers and students can enjoy a school experience that allows innovative methods and utilizes the latest technologies. Moreover, it is an environment where both teachers and students are learners. The success of the summer program has prompted HERN to already commit to funding at least two sites for the summer of '98 and inquiries have come in from people interested in a similar program on the island of Moloka'i.

*Abstract: **From High School to the Real World: Improving the Transition.** Stacey Marlow and Bento (in press).*

Marlow and Bento detail the development of a research-based program to support students as they prepare to make the transition from high school into higher education and/or the world of work.

In 1990, Aiea High School established a Transition Center, staffed by career and college counselors, to help prepare students for post-graduation success by planning and organizing activities such as job shadowing,

field trips to local colleges, and on-campus sessions with college representatives, etc. The Center also distributes weekly college/career bulletins, conducts one-on-one counseling and parent conferences, and coordinates various vocational and aptitude testing to assist students in career planning. Initiating the Transition Centers on-going activities throughout the year is Preregistration Week, during which time students are given time to select courses and consult with teachers, parents, and counselors. Part of the week includes an evening program for parents and students, providing information about academic programs. In addition to the Transition Center, career planning and education are incorporated in the one semester Guidance course required for graduation in Hawai'i, typically taken by students in their sophomore year.

Despite these many-pronged efforts at preparing students for the world after high school, a survey conducted in 1994 revealed that only 46% of 501 randomly selected students (140 freshmen, 130 sophomores, 126 juniors, and 105 seniors) felt that they had received "adequate help in choosing the right college or career." In another survey of randomly selected parents, only half indicated that they received "accurate, clear, and timely advice from school staff" when asked about choosing the right courses.

These results prompted the school's counseling staff, administration, and teachers to begin to explore research into high school programs that were more effective in preparing students for the school to higher education/career transition. The result was an Academic Guidance Pilot Project, involving 47 freshmen students involved in a World History course. These students and their parents were involved in an intense experience over the course of the year, during which:

- 1) The students worked with teachers and their parents to develop a four-year education plan designed to prepare them meet their post-high school goals;
- 2) Thirty-six teachers and administrators were in-serviced to serve as advisors and mentors for families;
- 3) All of the schools' academic departments shared their course offerings and special programs with one another, starting a conversation about meaningful integration and;
- 4) There was unanimous endorsement for continuing and expanding the project from

parents, teachers, and students. The program continued to grow, and by the 1995-96 school year, all students, regardless of their areas of interest, academic ability, or desired level of post-high school education were preparing four-year education plans and working to identify and clarify their goals. At that time, the University of Hawai'i also became involved in the program. Although the need to integrate preparation for post-high school years across the entire high school curriculum had been articulated after the initial pilot study in 1994, no steps had been taken to develop an integration/implementation plan.

In 1994, Congress passed PL 103-239, the School to Work Opportunities (STWO) Act to provide funding for schools to develop systems to prepare all students for the school to work transition. Aiea High School applied for a STWO grant and, as part of the grant requirement identified a university professor to be a partner. This was to be the beginning of a comprehensive curriculum reform effort that would eventually involve the entire school complex (the high school, as well as the feeder intermediate and elementary schools).

The primary goal of the reform effort was to incorporate elements of work-based learning and school-based learning into the K-12 curriculum, using connecting activities. In other words, it attempted to help teachers reexamine and critically evaluate their existing curricula to determine if - and how - they could help students make meaningful connections between their schoolwork and the world outside of school. The teachers and researcher recognized the fact that not all school learning has an obvious and immediate application beyond the four walls of the classroom but that ultimately, knowledge is intended to be useful. Their efforts were grounded in a framework put forth by Schwab (1978), which suggests that for the most part, learning depends upon a tension between security and risk, and that teachers are key actors in developing this tension through their decisions about content and instructional activities. That is, the institutional curriculum provides a secure basis for operation that students need, but their learning must be facilitated by teachers' helping provide "familiar landmarks" as well as varied opportunities to express itself in action, either symbolic or actual.

Thirty teachers (16 elementary, 3 intermediate, 11 high school) participated in the project. All thirty were enrolled in a graduate level course in curriculum development that also included a field component. The field component consisted of the teachers' participation in internships at McDonalds and Aston resorts. Prior to

beginning their internships (all of which took place during the same week in the summer, but in different locations) the teachers met several times to discuss their curricula, the need for integrating workplace skills into the curriculum, and potential ways they could apply their internship experiences to their instructional practice. During the internships, the teachers kept journals focusing what they were learning, as well as how they saw themselves as learners. After the internship week, the teachers again met in several sessions to share their experiences, as well as to generate ideas for modifying their curriculum content and instructional practice.

The project is on going, and although the university course is over, core groups of teachers from each school continue to meet to discuss the curriculum reform, which they share with their home school administrators and staff. Although each school maintains a great deal of curricular and instructional autonomy through its own unique culture and community, the schools are working toward incorporation of a broad set of common goals so that as students reach intermediate and high school, they will share a set of "familiar landmarks". From these, teachers can help students embark upon activities and other learning experiences with students that create the tension between security and risk.

Each of the three collaborative research projects is quite different in focus and scope yet, collectively, they converge to illuminate the bigger picture of the work being done throughout the College of Education to facilitate and enhance school renewal and reform efforts in the public schools. Yamauchi et al.'s (1997) work offers the unique perspective of a remote, rural neighbor island in which to frame the many complex issues surrounding the relationship of home and community values with the educational system. Its sociocultural analysis method, which includes the personal, interpersonal, and community planes, provides a rich and detailed picture of Moloka'i's singular place among the Hawaiian Islands. Because of Moloka'i's small size and rural character, many of its teachers are recruited from other Hawaiian islands or the United States mainland. Often, these teachers face quite a culture shock as they make the adjustment to living on the island. This study has already proven useful to some of these teachers, who found the in-depth description informative and helpful as they began teaching their new students. Awaya's (1997) research in Honolulu's Kalihi Valley is quite different in method and purpose, but it parallels the work of Yamauchi et al. in its focus on meeting the needs of a distinct group of Hawaiian students. Similarly, the work of

Marlow and Bento (in press) departs somewhat from the others in its focus on curriculum and program development, yet it also displays a strong emphasis on providing for student needs.

It becomes clear after considering the three collaborative school university research projects related to school renewal and reform described here that diversity, complexity, idiosyncrasy, and relevance to practice are components common to all of them. The forms that these components take in research design are highly contingent upon the situations and the needs at hand of the public school community. What is less clear is whether university researchers are invited to work with educators as partners to solve problems as they appear and percolate, or vice versa.

Regardless of who initiated collaborative research projects, their real value lay in the building of sharing and trust between the participating constituencies. For too long, school level educators and administrators have been at odds with university professors, dismissing them as "ivory tower idealists" who have no clue as to how things operate in the real world. Conversely, university professors have too often characterized teachers and administrators as myrmidons - mindless foot soldiers of some greater (albeit unidentified) bureaucratic power, carrying out orders and unable to think or act for themselves.

These research projects suggest that neither of the two aforementioned extremes is desirable. Rather, they support an approach that focuses on sharing and trust as a common denominator, building upon the strengths of both the teachers and the professors.

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Outreach and Access

Curtis P. Ho

and abstracts by Patricia Edelen-Smith, Thomas W. Sileo; Melvin Lang;
Annette C. Sherry, Catherine P. Fullford, Shuqiang Zhang

Statewide demands in Hawai'i for external delivery of preservice and inservice programs are on the rise. The College of Education at the University of Hawai'i at Manoa has responded by providing alternative means for accessing graduate and undergraduate programs. Efforts to provide programs to geographically isolated areas in the State have included deploying faculty to outreach sites and more recently, using distance learning technologies. While fulfilling the University of Hawai'i's mission of "providing access to quality educational experiences and service to the State" (UH Strategic Plan, 1996), the College faces many challenges in balancing resources with the quantity of outreach programs in demand. Additionally, faculty must ensure that programs designed to serve geographically diverse areas are of quality equal to or better than campus-based academic programs. This article shares the research writings by some faculty on evaluating outreach programs and distance delivered courses.

In their article, "The Alternative Basic Certification Program in Special Education: In Search of Quantity and Quality in Special Education," Edelen-Smith and Sileo describe the outcomes of an outreach program designed for nontraditional students, many who reside in rural and

neighbor island areas. In responding to a shortage of certified special education teachers statewide, the program was designed to be field-based and delivered via technology using interactive television. With the Hawai'i State Department of Education as a collaborative partner, the Alternative Basic Certification Program in Special Education was implemented in 1991 and terminated in 1996. Five cohorts of participants completed the program.

Edelen-Smith and Sileo used data from the first three cohorts of students to report that the alternative program attracted more mature individuals with more diverse work and educational experiences with a higher proportion from underrepresented groups. Their findings indicate that the outcomes in general were positive with the exception of a relatively high attrition rate (32%). However, an immediate impact was made on providing available special education personnel, from mostly local minority groups, to fill shortages in Hawai'i. Finally, the authors conclude that the program "provides individuals with the competencies necessary to deliver appropriate special education services to students with special needs." An abstract of the article appears below.

Abstract: Alternative Basic Certification Program in Special Education: In Search of Quantity and Quality in Special Education. Patricia Edelen-Smith and Thomas W. Sileo, 1996. Teacher Education and Special Education, 19, 313-330.

Teacher shortages in special education generally result from variables that may impact negatively on the provision of quality educational programs to students with disabilities. For example, there are fewer teachers entering the field and others exiting due to personal and organizational factors, lack of administrative or other support, role ambiguity and role conflict. As a result, universities and state departments

of education are forming partnerships to design and implement alternative teacher certification programs as an attempt to reverse the downturn in the availability of qualified special education teachers. In this article, the authors discuss the Alternative Basic Certification Program in Special Education (ABC-SE) offered by the Department of Special Education at the University of Hawai'i at Manoa, in collaboration with the Hawai'i Department of Education. Also discussed are program characteristics, implementation, and aggregate outcomes for the years of operation.

Another outreach program, the Interdisciplinary Masters in Education Degree (IMED), required faculty to travel to neighbor islands in Hawai'i to deliver courses on site. Lang writes about course and program evaluation strategies in a report titled, "Riding PiggyBack on the Sharp Teachers Who Know Their Schools from the Inside: An Evaluation of a 'Teacher-Leader' M.Ed. Program." As the title implies, this program was designed to leverage the classroom wisdom of practicing teachers with the resources and

talents of its graduate faculty. The program employed a series of "contracts" between students and faculty in implementing and integrating student-centered learning activities.

Additionally, a special relationship among College of Education faculty allowed for a collaborative design of the program with an emphasis on integrating themes across courses. Frequent faculty meetings were used to assess student progress, assess faculty progress, and discuss their

own values of teaching, learning, leadership and school reform. Lang states that, "This socialized cohorted faculty was quite different from the usual capitalistic nature of graduate programs where courses are usually discrete and owned by an instructor who may choose to collaborate and connect his content with other instructors and perhaps even occasionally discuss common students."

While it was important to collect data for course evaluations and assessment of project goals, it was equally

important to ask questions that allowed a teacher-leader perspective. Questions were derived from principles of personal development and educational philosophy to tap insights and reflections of teachers' professional self and their relationships within the school and community culture. IMED course evaluations compared well to those of traditional courses. Data from the other surveys will provide additional insight into the strengths and weaknesses of the IMED program.

Abstract: Riding PiggyBack on the Sharp Teachers Who Know Their Schools from the Inside: An Evaluation of a "Teacher-Leader" M.Ed. Program. Melvin Lang (Work in progress).

The purpose of the evaluation was to assess a newly designed M.Ed. program for teachers who for years have been pushing for school reform. The 20 teachers would remain together as a cohort for 2 years and earn an interdisciplinary masters degree (IMED) in Teacher Leadership. The inviting premise of the evaluations was that engaging these teacher leaders in their own assessment was central to responsive assessment and would provide them with a surer sense of themselves as professionals. A goal-based approach was used to see to

what extent the goals of IMED as stated in their reports were being attained. Thus a university course evaluation survey and two survey and interview instruments were designed asking about these goals. One problem with relying only on a goal-based evaluation is that there are usually unintended consequences that may be overlooked by examining only stated goals. Therefore, a goal free evaluation was designed that asked about the actual effects as well as the intended effects of the Program. The results of the 1) individual IMED course evaluations have compared well to traditional courses; 2) a summative survey instrument and 3) the student interview schedules will be shared. Their examples and reasons for their ratings will provide additional insight into the strengths and weaknesses of the IMED Program.

Outreach efforts to distant and rural populations in Hawai'i have been aided by the implementation of a statewide telecommunications infrastructure. In this decade the College has increasingly employed interactive television and the Internet to distribute degree programs to remote locations. While use of instructional technology is becoming more common, for many students, new experiences with learning via technology and learning from a distance can be anxiety provoking. Such anxieties and discomfort can interfere with learning. Studies about student attitudes and conditions under which these attitudes are affected have been investigated by a number of distance educators in the College. The following two articles address concerns about student satisfaction and attitudes.

"Assessing Distance Learners' Satisfaction with Instruction: A Quantitative and Qualitative Measure," is an article authored by Sherry, Fulford and Zhang. Their study focused on evaluating students' perceptions of their quality of interaction in the course using two approaches. One approach used an interaction survey to collect quantitative data on distant learners' perceptions of overall and specific class interactions. The second approach employed an interactive evaluation process called Small Group Instructional Diagnosis (SGID) to assess students' satisfaction with the SGID process in a distance learning environment.

The results show that both evaluation approaches were effective in assessing student attitudes about learning in a

distance environment. The interaction survey provided an efficient means to collect precise and accurate data. A 14-item response sheet was used at the beginning and end of the semester. The SGID approach was less efficient, requiring more class time and an external facilitator to elicit and collect data through class discussions. However, students are more actively engaged in the evaluation process and more rich and detailed information is gleaned. The authors did not recommend one approach over another but instead encouraged more use both separately and together for gaining greater insight on potential applications.

In another article, "Two-Way and One-Way Video: When is 'No Difference' Significant in Distance Education?" Zhang and Fulford investigated students' perceptions on levels of interaction in an interactive television classroom. The study focused on evaluating students under two conditions: those who were at receive sites who could see the instructor and could be seen by the instructor (Two-Way Video) and those who were at sites who could see but not be seen by the instructor (One-Way Video). There was a practical reason for investigating both conditions. Two Way Video is expensive requiring more equipment and technical staff. One-Way Video has a broader reach with cable TV (One-Way) being more available at schools and at home. Would the advantages of a Two-Way system outweigh its cost and limited distribution?

The findings suggest that students' attitudes about interaction were not negatively influenced by lack of a Two-Way connection. The researchers propose that a number of other factors may have possibly helped to diminish the anticipated disadvantages of a One-Way site. During the broadcast of the class, video directors were able to vary the shot selection among the Two-Way sites to

maintain an illusion of having Two-Way connections at all sites. Also, site facilitators were able to humanize the distance learning class by providing a physical presence. Implications about the non-significant findings may help to balance course design issues with access and delivery issues. Abstracts for this study and the previous one are included below.

Abstract: Assessing Distance Learners' Satisfaction with Instruction: A Quantitative and Qualitative Measure.

Annette C. Sherry, Catherine P. Fulford, and Shuqiang Zhang (Manuscript under review for *American Journal of Distance Education*).

Two approaches to student-based evaluations were examined for their potential application to distance education. A validity and reliability study of the interaction survey, a quantitative measure of interaction, was initiated with 84 university distance learners. A qualitative, interactive, formative evaluation approach, Small Group Instructional Diagnosis (SGID), that has a facilitator gather data about instruction from students was also studied. Thirty-nine distance education graduate students, 29 traditionally taught graduate and 45 undergraduate students, and 8 educators participated. Comparisons were made among groups in terms of overall effect and interactional instances of the SGID. Both evaluation approaches were examined regarding accuracy, utility, feasibility, and propriety standards. Accuracy is emphasized in regard to the interaction survey and utility and feasibility in regard to the SGID. Results indicate the effectiveness of both approaches for assessing aspects of the instructional climate in the distance education classroom.

Abstract: Interactive TV with Two-Way and One-Way: When is no difference significant in distance education?

Video. Shuqiang Zhang and Catherine P. Fulford, 1996. *Education and Information Technologies*, 1, 227-238.

The purpose of this study was to investigate the effects of instructor monitoring on student attitudes in an interactive television course. A comparative analysis was made between learners located at sites with and without video feedback to the instructors. Data were collected and analyzed using a MANOVA on four variables: level of interaction as perceived by the student, value of the content taught, student assessment of gains in knowledge, and overall satisfaction. The results indicated that student perceptions were not affected by the absence of video monitoring. The effect size was estimated to be practically zero and corroborated by the qualitative evidence collected in a subsequent study using interviews in other TV courses. Findings were discussed in relation to instructional characteristics and system improvement priorities. The paper concluded that given appropriate instructional characteristics, partial absence of video feedback to the instructor might be adequately rectified to justify a wider coverage by interactive TV instruction even where real-time video feedback is not feasible.

The implementation of technology to distribute courses to a larger and more geographically dispersed group of students has increased the potential to widely disseminate mediocre or poor instruction. Though distance learning allows more access to students who might not have opportunities otherwise because of distance and work schedule challenges, the quality of programs should not be compromised. Tough economic times and a changing population base within the State of Hawai'i make the consideration of "virtual courses" a compelling solution. Faculty should proceed with caution. An adequate understanding of the pedagogical factors leading to quality distance instruction should be considered. Models for designing, delivering and evaluating distance learning programs should be explored. A framework for researching the feasibility and effectiveness of delivering College of Education programs at the University of Hawai'i at Manoa to distant locations needs to be identified. The four studies reviewed in this article have demonstrated the usefulness in collecting evaluation data. Faculty members need to ask constantly

questions about how they can improve conditions under which distant students can feel better and learn more effectively.

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But, Do We Make Any Difference?

Allen D. Glenn

Americans expect a great deal from their schools because education remains one of the essential keys to a bright future. Today many citizens are uncertain about what that future may be and are calling for schools and teachers to do more to ensure the academic success for all students. They are asking for higher performance standards, greater opportunities for more students to achieve these standards, and better teacher performance with students. They want to know which instructional strategies make a difference with students and how teachers can be held more accountable for student learning. Colleges of education located in major research institutions play a unique role in providing insights into these and other key questions about the relationships between teaching and learning.

During the past two decades educational researchers have learned a great deal about teaching and learning. In fact, there is a significant body of research related to the understanding of what teachers do and their possible impact on student learning. Researchers have studied a wide array of topics including direct instruction, cooperative learning, constructivist perspectives, content and pedagogy, and the impact of technology on learning. These studies are documented in the professional literature, but while encouraging the findings are far from definitive and seldom as conclusive as those who seek simple answers desire. So, the work continues.

In the early 1990s critics fanned the fires of reform by claiming that America's schools were woefully behind other countries around the world. While many reasons were offered, low standards and poor teaching were the most commonly cited ones. David Berliner and others have documented the inadequacy of such over-generalized claims. However, political arguments are seldom influenced by reason and data. In the current political climate of the late 1990s questions are being raised about the effectiveness of teachers in assisting all students to meet the new standards for learning and whether or not colleges of education are preparing teachers to meet these new standards. More specifically, critics are asking, "Does it make a difference if an individual is certified to teach?" and "Does all the money being spent on professional education improve student learning?"

Educators, as would be expected, contend that indeed certification and focused professional development do make a difference. Dr. Linda Darling-Hammond, for example, contends:

... that both before and after controlling for student poverty, a number of teacher quality variables are strongly related to student achievement in reading and mathematics on the national Assessment of Educational Progress, including a state's proportion of well-qualified teachers (those with full certification and a major in their field), the proportions of new and veteran teachers who are certified (positively) and the proportions who are hired without full certification (negatively). At the same time, the most significant predictors of these teacher qualifications are (1) the proportion of institutions that are NCATE-accredited (the strongest predictor of the proportion of well-qualified teachers in a state), and (2) hiring standards of school districts (the proportions who require full certification, a college major or minor, and graduation from an approved teacher education program as the basis for hiring). (Darling-Hammond, 1997).

Educators, whether in the classroom or at the university, support these conclusions. They contend that teacher preparation programs uniquely equip individuals to enter the field and that these individuals are better prepared than those who enter through alternative methods. They also judge most professional development and outreach efforts as effective strategies for enhancing teacher performance and consequently student learning. Are these valid assumptions?

The articles abstracted in this volume, while covering a variety of topics, provide insights into these assumptions. Dr. Neil Pateman, in describing the four faculty research studies in his section, concludes by saying that the research studies "provide strong evidence that faculty research in the College of Education produces better prepared beginning teachers and positively impacts teachers who are already in the field." What evidence is provided and what insights are gained from these studies?

Dr. Awaya's study hints that instruction may have

changed for the mentor teachers involved in his study. A conclusion like “specific information and skills with direct application in their own classrooms” is intriguing and should provide ample opportunities for follow-up research in those teachers’ classrooms. Similar opportunities for continued research exist in the Chinn & Iding study and in the Cooper et al. paper where participants “developed a stronger sense of expertise with which to approach their work.” The fundamental issue here is “Did the increased sense of expertise change instruction and ultimately student learning in the courses?”

Other studies reported in this volume focused on applied research-based instructional interventions in classrooms to impact “challenged learners.” Studies such as those presented in the section introduced by Dr. Dennis McDougall are critical. Educational critics and parents want more students to meet standards and to have more appropriate opportunities to learn. What can educators learn about the relationships between specific intervention techniques and learning outcomes? As more and more of America’s students come from diverse backgrounds with special learning needs, teachers need to be prepared to meet their needs. Much more work needs to be done in this area. This is also true in the area of health issues as discussed by Dr. Beth Pateman and her colleagues. While the focus currently on basic academic learning is appropriate, educators are indeed shortsighted if they do not consider the implications of a variety of health-related issues and needed social skills (B.Pateman, et al). Dr. Smith reminds us of the linkage between anger and hostility and academic performance. The challenges become how the results from this study are integrated into both the preservice and continuing education programs. What strategies can teachers use?

The Dole Ecell Summer School: A Technology-based Curriculum Lab for In-Service and Pre-Service teachers (Dr. Awaya) explores the possibilities of technology. The questions asked were on-target and the most relevant ones. The results reported are tantalizing, but incomplete as reported. The questions posed “How successful was the program in enhancing the learning in students?” is the question asked about technology in the classroom. We know students enjoy using technology, the next step for the researchers in this study is to determine if students learned specific content and skills as a result of the experience—the more difficult question to explore.

Finally, the articles related to outreach and access speak to the special problems of education in Hawai‘i. As was noted in the introduction, “faculty must ensure that

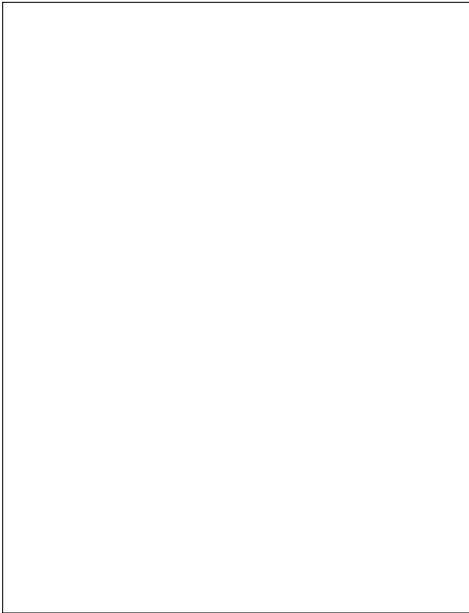
programs designed to serve geographically diverse areas are of quality equal to or better than campus-based programs.” The authors speak to the challenges involved in such an effort. These studies are a work in-progress and should provide a glimpse into questions regarding the quality of the programs as well as the competencies of the individuals prepared in them to teach students.

The challenge faced by the researchers in this volume, as well as their colleagues across the nation, is to use the findings to enhance educators’ knowledge about teaching and learning. To do so the research needs to serve, among others, three critical functions. First, the studies must add to the research literature. Researchers must continue to build on what we know, ask additional questions to probe new ground, and then make the findings available to others in the field for review and comment. That’s what scholarship is about - making public the information. While critics often lament that research faculty spend too much time doing “worthless” research, the reality is that through small studies we can begin to understand the complex. Therefore, sharing these reports via this journal and others and taking the feedback that comes with such efforts are important acts.

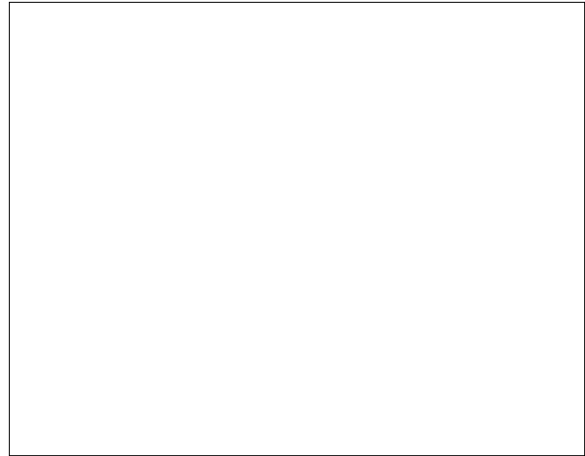
Second, findings from studies should impact the curriculum of teacher preparation programs. It is critical to build the literature base, but it is also important that programs be reviewed and modified as a consequence. For example, by studying mentoring teachers faculty can learn about what content and self-assessment skills are needed by entering students and then examine their own preparation programs to ensure that these skills are developed by preservice educators¹. If research findings do not impact preparation, they are of little value.

Third, research findings need to be integrated into the professional development and outreach programs offered by the college. By engaging mentor teachers, for example, in the study of their own behavior these individual teachers can improve their own practice. Their insights can be used to rethink current practice in various professional development activities. Or, if reflective journals appear to be a means to help teachers reflect on practice, how can more teachers be taught to use such a method and then to apply their new insights in the classroom? As one of the teachers in the Cooper et al. study noted, “The bottom line is how does it benefit the students in my classroom?” Indeed that is the question, and the question that each teacher and each college of education faculty member must address.

H.L. Mencken wrote that “if there is a simple answer



Mia Wakabayashi, student teacher of the Nuuanu, Ma'ema'e, Manoa and Hokuani Cohort



Wakabayashi conducting class at Manoa Elementary School

to a complex problem, it is wrong!" Those seeking the best way to teach students are always disappointed. However, if one understands and appreciates the complexity and intricacies of the teaching/ learning process, research indeed can provide critical insights and direction. We know more about how to teach than ever before in our history. The challenges of how to build this knowledge into our preservice and inservice programs remain because of the diversity of the learners and the environments in which they teach. Educational researchers at the University of Hawai'i and across the country must continue to carefully and systematically examine the relationships between the teacher and the student and whether or not students do indeed learn as a result of the instruction. Do properly prepared teachers make a difference? Yes, they do, but we must continue to ask the right questions and seek the answers. That's what faculty in research universities are about.

Footnote

¹Educators here refers to the broad range of persons who are preparing for roles in the school. Such a category would include teachers, principals, counselors, school psychologists, special education teachers, and paraprofessionals.

Reference

Darling-Hammond, L. 1997. *Teacher Quality and Student Achievement: A Review of State Policy Evidence*. New York: National Commission on Teaching and America's Future. Columbia University, Teachers College.

Dr. Allen D. Glenn, dean of the College of Education at the University of Washington in Seattle, has over thirty years of experience in education. Prior to coming to Washington he was a professor and associate dean at the University of Minnesota, Minneapolis. He has co-authored five textbooks and over forty publications in textbooks and professional journals. Glenn has been a consultant for a number of school districts, state departments of education, and colleges as well as for major corporations. In 1996, he received the prestigious *Edward L. Pomeroy Award for Outstanding Contributions to Teacher Education*.
