CRDG Mission Statement

The Curriculum Research & Development Group (CRDG), with its Education Laboratory School, is an organized research unit in the College of Education at the University of Hawai‘i that conducts research and creates, evaluates, disseminates, and supports educational programs that serve students, teachers, parents, and other educators in grades preK–12.

CRDG contributes to the body of professional knowledge and practice in teaching and learning, curriculum development, program dissemination and implementation, evaluation and assessment, and school improvement.
We are pleased to present this 2004 Year in Review highlighting the work and successes of our dedicated educators, support staff, and students at the Curriculum Research & Development Group. We continue our nearly 40-year history as a learner-centered community of educators, recognized locally, nationally, and globally for quality research, design, and curricula that inspire dynamic teaching and learning.

With over $9 million in externally funded projects, CRDG staff focus their research, development, training, and dissemination efforts in five focus areas: mathematics and science; Hawaii, Asia and the Pacific; learning technologies; serving diverse learners; and highly effective school systems. In the following pages you will find stories about the people who make up CRDG, their commitment to quality, their on-going work, and their successes and accomplishments in 2004.

We gratefully acknowledge our collaborators, both individual and institutional, our generous funding agencies, and our publishing partners. These collaborations enable us to carry out our mission of researching, creating, evaluating, disseminating, and supporting quality educational programs for all students and teachers in grades preK through 12.

The Laboratory School students, who are an essential part of our research and development work, have also accomplished a great deal this year. For the third year, the Laboratory School is ranked among the top public schools in the state based on Hawai’i State Assessments. We had a National Merit Scholar finalist and semi-finalist. In addition, our students excelled in writing, speech, art, music, and athletics, winning individual and team awards in all these categories. Needless to say, we are proud of our faculty and our students’ accomplishments.

Aristotle noted that “we are what we repeatedly do. Excellence, therefore, is not an act, but a habit.”

At CRDG we continue to be committed to excellence and quality.

Donald B. Young
Director, CRDG
Professor of Education
Curriculum Research & Development Group

The Curriculum Research & Development Group (CRDG) is an organized research unit in the College of Education at the University of Hawai‘i. Since 1966, CRDG has served the educational community locally, nationally, and internationally by:

- conducting research and creating, evaluating, disseminating, and supporting educational programs that serve students, teachers, parents, and other educators in grades preK–12; and
- contributing to the body of professional knowledge and practice in teaching and learning, curriculum development, program dissemination and implementation, evaluation and assessment, and school improvement.

CRDG operates the Education Laboratory, a Hawai‘i New Century Public Charter School (ELS) as its R & D laboratory under an agreement with its local school board. About 60% of the CRDG contracts and grants require access to the ELS students on a regular and ongoing basis. ELS provides a K–12 student population in a controlled environment where CRDG faculty conducts its research and development work. Additionally, ELS serves as a demonstration site for improving K–12 education, while providing a high quality education for its 400 students. The students, randomly selected from among applicants to represent a broad cross section of the state population, provide real world data on ways all students can succeed.

This report highlights the amount and range of work done by CRDG’s talented and creative staff in 2004. As a group, they administered 33 contracts and grants totaling over $9 million, published 41 books, articles, and multi-media products, and served teachers and students throughout the state of Hawai‘i, the continental United States, and many other parts of the world.

Funding Agencies

Go For Broke Foundation  
Harold K. L. Castle Foundation  
Hawai‘i Association of Independent Schools  
Hawai‘i Department of Education  
Hawai‘i Department of Health  
The Kamehameha Schools (PASE)  
David and Cecelia Lee Foundation  
National Science Foundation  
Open Society Institute  
Quadey Foundation  
U.S. Department of Agriculture  
U.S. Department of Education  
U.S. Department of Health  
U.S. Department of State  
University of Hawai‘i  

Val Krohn-Ching

Val Krohn-Ching, a faculty member and head of the Art Section at CRDG, was selected as the Hawai‘i Art Educator of the Year for 2004 by the National Art Education Association (NAEA). The award recognizes an individual for outstanding service and contribution to art education. In nominating Val for this award, Hawai‘i Art Education Association president Betty Lou Williams emphasized Val’s long years of service to the field in both teacher training and graduate studies as a faculty member; her teaching, through which she has influenced generations of students; her commitment to continuing education for teachers; and her contributions to the development of art education standards for the state of Hawai‘i. In addition, Val is a working artist whose art pieces have been exhibited nationally and internationally, and a scholar whose publications emphasize cross cultural inquary. Val has works in the permanent collections of the Hawai‘i State Foundation on Culture and the Arts, the City and County of Honolulu, and the Honolulu Academy of Arts, as well as in private collections around the world. “Ms. Krohn-Ching exemplifies the highly qualified individuals active in the field of art education today: leaders, teachers, students, scholars, and advocates who give their best to the profession,” said NAEA president Mary Ann Stankiewicz. Examples of Val’s work can be seen locally in the lobby of the Paliku Theater at Windward Community College and at the Honolulu International Airport (near gate 20).

Kati Kuroda

CRDG was happy to welcome Kati Kuroda home in 2004. Kati had been teaching art and drama at the Laboratory School for thirteen years when she left in 1983. Feelings of burnout and a need to feed herself artistically led her to move to New York, where she ended up staying for twenty-one years working as a professional actress and director with such groups as Roundabout Theater, Manhattan Theater Club, Pan Asian Rep, and Shakespeare in the Park.

Kati believes it was fate that brought her back to the Laboratory School. The convergence of a desire to return home, an accident that kept her from working, and a call from ELS to see if she might be interested in teaching again, resulted in her return to the school in the fall of 2004. Kati is happy to be home, and feels she has so much more to give to the students after the experience she gained in New York. As for teaching again, she is “having a great time!”

People

At CRDG, our strength is our people. These are just a few of the talented and creative people whose work is featured throughout this report.
Morris Lai has been an active participant in the Evaluation Hui, a group of Maori and Kanaka Maoli (Native Hawaiian) evaluators working on the development and dissemination of evaluation methods appropriate for evaluations involving indigenous peoples. Since January 2004, Morris, together with Fiona Cram from Katoa, Ltd. in Aotearoa (New Zealand), Kanani Aton from INPEACE in Hilo, and Alice Kawakami from the University of Hawai‘i at Mānoa College of Education, presented a Presidential Strand panel entitled “Decolonizing Evaluation Practice: Indigenous Values and Methods as Improvements for Evaluation Practice” at the annual meeting of the American Evaluation Association (AEA) in Atlanta, GA. The panelists expect to receive support from the W. K. Kellogg Foundation to further develop the approach and to make presentations in 2005 at the AEA conference in Toronto, Canada and at the World Indigenous Peoples Conference on Education (WIPCE) in Hamilton, Aotearoa.

The Measure Up elementary mathematics project continues to attract international attention and interest in their work. The mathematics team of Barbara Dougherty, Claire Okazaki, Hannah Slovin, Fay Zenigami, and Linda Venenciano has been working on the project since 2002. Barbara made presentations on the project at the International Congress of Mathematics Education in Copenhagen, Denmark, and Barbara and Hannah made presentations at the Psychology of Mathematics Education Conference in Bergen, Norway. The project has also attracted the attention of funders interested in improving student achievement in mathematics. To date, funding has come from a broad range of public and private organizations including the National Science Foundation, the U.S. Department of Education, Best Practices in Education, Open Society Institute, the Quadey Foundation, the David and Cecilia Lee Foundation, and the Harold K. L. Castle Foundation. The project team is currently at work on two book chapters they have been asked to author: one for an upcoming volume by the National Council of Teachers of Mathematics on research in the classroom, and another for an upcoming book on early algebra.
Focus

CRDG focuses on five interrelated fields of educational endeavor, addressing issues facing education in Hawai‘i, the U.S. mainland, and other nations.

Research work at CRDG focuses on five interrelated fields of educational endeavor, each of which addresses a central issue facing education.

- Mathematics and Science Education
- Hawai‘i, Asia, and the Pacific
- Serving Diverse Learners
- Educational Technology Development
- Designing Educational Systems

In each focus area, CRDG’s faculty have accumulated a solid foundation in curriculum research and development; designing and delivering professional development for educators; evaluating and documenting evidence of impact on learning, teaching, and assessment; and disseminating and implementing effective programs.

GK–12 Project

CRDG continued its work with the National Science Foundation-funded GK–12 project this year with 11 fellows working in 10 schools throughout the state. This partnership with Ecology Evolution and Conservation Biology (EECB) program at UH Mānoa works to upgrade fellows’ communication skills, provide teachers with content knowledge about cutting-edge research on Hawai‘i’s unique environment, and reduce the time between knowledge about cutting-edge research on Hawai‘i’s communication skills, provide teachers with content knowledge in mathematics, the Kaua‘i Evolution and Conservation Biology (EECB) program at the Hawai‘i Institute of Marine Biology and Chela Zabin, working with students at ELS to catalog and monitor intertidal biodiversity.

Special Education Teachers on Kaua‘i Benefit from Mathematics Instruction

In the current educational climate, there is a heightened awareness of the need for all students to be successful in reading, writing, and mathematics. As one means of helping all teachers enhance their content knowledge in mathematics, the Kaua‘i complex special education teachers visited the Education Laboratory School to observe how students with a wide range of achievement levels access higher-level mathematical content in middle grades mathematics and algebra I.

Following their visit, the CRDG mathematics faculty went to Kaua‘i to conduct an algebra professional development institute modified for special education teachers. This 50-hour institute focused on:

1. algebraic content appropriate for all students in middle and high school grades.
2. pedagogical strategies that support high student engagement and interaction.
3. fundamental learning theories from which to build and develop problem-solving abilities and algebraic understandings.
4. multi-dimensional assessment techniques.

The institute provided new insights for these teachers into the teaching and learning of mathematics for special education students. The participants in the course earned Professional Development & Educational Research Institute (PDERI) credits from the Hawai‘i Department of Education if they produced a portfolio that demonstrated the implementation of institute ideas in the classroom.

Pihana Nā Mamo: The Native Hawaiian Special Education Project

Since 1990, Pihana Nā Mamo, a joint project with the Hawai‘i Department of Education, has worked with Hawai‘i schools to identify, develop, and implement effective programs to meet the unique needs of students in Hawai‘i’s schools. Its mission is to improve education outcomes of K–12 special needs students of Hawaiian or part-Hawaiian ancestry. The current 5-year cycle, which began in 2000, focuses on these major components:

1. Helulelu targets key beginning reading skills in grades K–3 and provides intensive interventions for upper elementary and secondary students falling below key reading benchmarks.
2. Mākua Hānai encourages and supports parent and community participation in the schools through a range of outreach programs.
3. New and adapted curriculum materials are being created to meet the cultural needs of Hawaiian students and their families.
4. An on-going comprehensive evaluation, including multimedia documentation, tracks the project’s effects.

The Archimedes Hawaii Project

The Archimedes Hawaii Project is dedicated to researching and developing technologies that solve accessibility and communication problems related to disability and aging, especially in education. To actively engage student’s interest in science, math, technology and engineering, project staff have piloted the monthly ‘Archimedes Toy Workshop.’ In the workshops, teens experience careers in technology while learning electronics and IT skills, and provide a public service by adapting toys for use by children with disabilities.

Archimedes Hawaii has partnered with Technology Applications and Learning for Professional Achievement (TALPA), the Kuali‘i...
CRDG Summer Programs

In the late sixties, researchers at CRDG needed a group of summer-school students to field test lessons taught by a cadre of teachers being trained in the Foundational Approaches in Teaching (FAST) program. It was here that the idea of an inquiry-based summer science enrichment program was born. Thirty-four years later, CRDG continues to provide an active, experiential program, with offerings expanded to include mathematics and computer technology. The program is popular with students and teachers, some of whom are now use computers and telecommunications systems to learn about college opportunities available through CTAHR programs. Schools that participated in the program include Wai‘anae and Kapā‘a High Schools on O‘ahu; Maui, Lahainaluna, and Baldwin High Schools on Maui; Moloka‘i High School on Moloka‘i; Pāhoa, Wai‘akea, and Ke‘au‘au High Schools and Kau‘u O Ka‘Aina PCS on the Big Island; and La Pietra School, Maryknoll School, Hanalani School, Wai‘ale High School, Kamehameha Schools, Mid-Pacific Institute, Olomana School, Roosevelt High School, St. Anthony’s High School, St. Andrew’s Priory School, and ELS on O‘ahu.

Hapai recently relocated to Hilo to direct the newly-founded Mauna Kea Astronomy Education Center (MKAEC) where she plans to use the DL–E model for outreach education to schools. CRDG/MKAEC partnerships are also planned in the Women in Technology project funded by the U.S. Department of Labor and in a pilot project that will work with the Mauna Kea observatories to share information on astronomy and Hawaiian culture associated with Mauna Kea with up to ten schools this year.

In 2004, CRDG Summer Programs welcomed 111 students to the ELS campus, some from as far away as Texas, Japan, and Taiwan. Six weeks of exploration and discovery in science and computer technology included a new course in marine science for eighth and ninth graders that engaged students in research activities at the University of Hawai‘i’s Institute of Marine Biology at Coconut Island in Kāne‘ohe Bay.

Singapore Connection

In 2004 the mathematics section of the Curriculum Research & Development Group and NeeAnn Polytechnic in Singapore continued work on a collaborative production of Engineering Mathematics I. A program for engineering students in their first mathematics course. The program, based on the underlying foundations of CRDG’s Algebra I: A second generation of participation. Students arrive each day expecting the unexpected. They may explore new dimensions of science through research on the Web, spend the day in a tide pool or forest, build a rocket, examine a math concept using interactive technology and problem-solving activities, program a robot, or film a TV commercial. Learning for these students lives beyond textbooks.

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Measure Up

Now in its fourth year, the Measure Up elementary mathematics research project focuses on developing algebraic thinking and problem-solving skills in children as young as first grade. The project is based on the work of Russian psychologists, mathematicians, and educators, and is being developed in collaborations with the Institute of Developmental Psychology and Pedagogy in Krasnyansk, Russia. Initial research is on the curriculum, which will eventually span grades 1–5, and is being carried out simultaneously at ELS and Connections Public Charter School in Hilo. This year’s fourth graders are in their fourth year of the program.

Distance Learning Programs Expand Student Opportunities

John Southworth, CRDG specialist in distance learning–enrichment (DL–E) has teamed with former Associate Dean of Academic and Student Affairs at the College of Tropical Agriculture and Human Resources (CTAHR) Marlene Hapai to create StAmP Net.

StAmP Net gives students and teachers in high schools around the state an opportunity to workshops, staff mentor promising engineering students of Hawaiian ancestry to create accessible learning technology through hands-on design projects. An initiative to research and develop technologies for seniors has been expanded to include a working community group and further development of the core (IDEAL–Intent Driven Environment for Active Living) technology.

Archimedes Hawaii hosted a National Science Foundation sponsored “Free Standards Group Accessibility Workshop Meeting,” an international group of accessibility experts and core open standards developers, to explore low cost solutions for accessible educational technology.

Measure Up

Now in its fourth year, the Measure Up elementary mathematics research project focuses on developing
Focus

Process Approach (2001), focuses on developing mathematical understanding through problem solving.

Production of the program involves personnel from both sites. The initial materials are developed at CRDG, then sent electronically to Singapore where a team reviews them and makes recommendations for revisions. The revisions are then discussed between the two teams until they are agreed upon. Lessons are then piloted and, based on these trials, other revisions are suggested.

The program includes a student textbook, teacher manual, tests and quizzes, and hands-on labs. NeeAnn Polytechnic is adding a computer-based technology component using software developed at their site. Completion of this project is targeted for summer 2005.

Teaching Science as Inquiry

CRDG has responded to the demand for improving the quality of teaching by providing professional development institutes that help teachers improve their understanding of science concepts and learn how these concepts can be taught through inquiry. The "Teaching Science as Inquiry" series of 2–3 day institutes provides an overview of inquiry as a pedagogical approach and engages teachers in inquiry investigations. Inquiry topics offered in 2004 include "Astronomy" and "Simple Machines" for elementary teachers, a unit on physical science called "Why Things Sink and Float" for middle- and high-school teachers, and "Aquatic Science" for high-school teachers. Additional units will be developed in 2005. CRDG-developed programs have been recognized as exemplary by the Expert Panel on Science and Mathematics Education and by the National Staff Development Council in their What Works series for improving teacher effectiveness and student learning.

International Work in Civics Education

Through four rounds of funding stretching over almost ten years, a unique partnership has grown between CRDG and a group of researchers at the Krasnoyarsk University in Russia. One result of this partnership has been the Civics Education for the Information Age (CEIA) project, funded by the U.S. Department of State. The project began in 1996 when 6 researchers from Krasnoyarsk University came to Hawai‘i to be trained in a CRDG-developed civics education approach that took students into the community to experience democracy in action by becoming involved in local issues. Following a training course that looked at water rights on windward O‘ahu, six returned to Russia where they developed a series of units based on local issues in their communities. Nine years later, over 174 teachers and approximately 12,000 students throughout the Krasnoyarsk region and the oblasts of Abakan, Norilsk, Tomsk, Novosibirsk, and Irkutsk have used the program. Recently, organizers were asked by the Education Ministry of the Russian Federation to develop a version of the CEIA program as a civics curriculum for all of Russia. The project’s long-term findings will have implications for revising the FAST program and for teacher professional development, curriculum implementation, and curriculum scaling-up nationwide.

Addressing the Needs of Diverse Learners

The School Success Project (SSP) was created in 2004 to respond to the increasingly diverse population of students enrolled at the Education Laboratory School (ELS). All students at ELS are educated with their peers in the general education setting, with access to all curriculum and activities. SSP is working to create professional development for teachers and curriculum developers, and will eventually lead to the design and implementation of a professional research agenda on the affects of ELS programs on student learning. The resulting research and models will then be used to help others to more appropriately address the needs of diverse learners.
Science Educators Address Adolescent Health Issues

Under a grant from the U. S. Department of Agriculture, CRDG worked with faculty at Purdue University to develop materials to teach sixth grade girls about osteoporosis and the need for calcium in order to help care for a loved one, learn from a doctor about the need for calcium to help maintain strong bones, and in order to help maintain strong bones. Pre- and post-tests showed that the one-week program demonstrated a significant change in overall language skills. Preliminary data from a pre/post writing test as well as sample journal entries indicate that the students’ overall language skills improved significantly.

Cross Currents

Linda Menton, Noren Luah, and Suzanne Acord began work in 2004 on a bi-national, bilingual, Web-based digital resource for the Cross Currents project. The resource features Japan and the United States, and the way the two countries have influenced each other over the last 50 years. It includes multimedia features such as Quicktime virtual reality images, film clips, charts, maps, and documents, in addition to pictures and text. The text is available in written and audio form in both English and Japanese.

Extending the Golden Triangle to the Elementary Grades

After many years of using the CRDG-developed Golden Triangle program as the basis of the ELS secondary English classes, students at the 8th and 10th grade levels consistently score very well on the English section of the Hawai‘i State Assessment. Golden Triangle co-creator Jon Harstad has always believed that the program would be even more effective at a younger age. This year he has been testing that hypothesis by working with ELS students in the 3rd, 4th, and 5th grades. The Golden Triangle program has three components: daily journal freewriting, reading along, and dictation sentence study for grammar. Jim focused on the reading and writing portion of the program, reading all five books of the popular Harry Potter series with the students over the course of the school year. Preliminary data from a pre/post writing test as well as sample journal entries indicate that the students’ overall language skills improved significantly.

Cross Currents is funded by the US-Japan Conference on Cultural and Educational Interchange (CULCON) and the Japan-United States Friendship Commission. The project team at the University of Hawai‘i also includes Dr. Pat Steinhoff from the sociology department, Dr. Colin Macdonald from the communication department, and a host of graduate students.

The first theme developed for the site, Work and Workplaces, is now live at www.crosscurrents.hawaii.edu. Future themes, Annual Cultural Cycles and Family Life are in progress and will be available on the site soon.

CRDG’s role is to create student activities, including a student scrapbook, for the site and to develop workshops for teachers.

Values for a Democratic Society

Pat Alvarez of the Social Studies Section teamed up with Tom Speitel, ThanhTruc Nguyen, and Byron Inouye in the learning technology section to produce the Values for a Democratic Society DVD-ROM for use in character education classes in Hawai‘i public schools. Initiated by the Go For Broke Educational Foundation, the project also involved the University of Hawai‘i Colleges of Arts and Sciences, the Hawai‘i Department of Education, and the Nisei Veterans Endowed Forum Series.

The DVD-ROM is a resource that promises to keep on developing and giving. Part I contains 28 short videos, each focused on an individual in the local community who has demonstrated a commitment to democratic values. Part II features sample lessons showing the videos being put to use in the classroom. Filmed with the assistance of the class of 2005 at ELS, the lessons show students watching the character profiles, creating their own stories of people who have contributed to democracy, and becoming the story themselves by engaging in a service-learning project.

The third part of the resource is an interactive DVD-ROM component through which teachers can add student products and comments. A comprehensive database underlies all parts of the DVD-ROM so students and instructors can access its content in a variety of ways. Kealakehe High School on the Big Island is currently pilot-testing the program. It is also creating its own videos as part of the project and as part of its own civic education program.
The Education Laboratory School

The Education Laboratory: A Hawai‘i New Century Public Charter School (ELS) is in its fourth year as a public charters school. It is unique among schools in many respects.

ELS is operated by CRDG as a K–12 laboratory for researching, designing, testing, and evaluating effective approaches to improving learning, teaching, and assessment. Students are selected to create a student body, evenly distributed by gender, that reflects the ethnic distribution of Hawai‘i and includes a broad range of student academic achievement and family socioeconomic levels.

All students are in school for 7.5 hours each day, and take a challenging comprehensive curriculum that includes English, mathematics, science, social studies, art, music, performing arts, foreign languages, and athletics, as well as electives, each year. All students take the identical core program in non-segregated classes. All students graduate ready for college, work, and responsible citizenship.

The school curriculum is built on multi-year sequences of learning emphasizing creativity, inquiry, problem solving, and active learning. In most cases, students and teachers use CRDG-developed programs and approaches. The school serves as a demonstration site for these programs, hosting observers, researchers, and educators-in-training.

The broad range of activities included in the school’s core curriculum allows its students to excel in state and national level programs in all areas. Approximately 75% of ELS students participate in activities outside of school in visual and performing arts, speech, mathematics, music, writing, and athletics. This year ELS students participated in the following programs:

**National Merit Scholarship Program**
- 1 finalist and 1 semi-finalist

**2004 National Scholar Art Exhibition**
- 1 Gold Medal award
- 1 Silver Medal award
- 1 American Vision award

**2004 Hawaii Regional Scholastic Art Exhibition**
- 12 Gold Key awards
- 8 Silver Key awards

**Kaha Ki‘i Congressional Art Exhibition**
- 12 works selected for exhibit

**Hawaii Education Association Essay Contest**
- 2 1st place awards

**1st place winners**
- American Mathematics Competition
- 3 Gold Certificate winners
- 5 Silver Certificate winners
- 5 Bronze Certificate winners

**2nd place winners**
- Hawaii Speech League Speech and Debate Championship Tournament
- Extemporaneous Speaking State Champion, National Championship Tournament Qualifier
- 2 2nd place winners
- 1 3rd place winner
- 1 5th place winner
- 1 6th place winner

**3rd place winners**
- American Mathematics Competition
- 1 3rd place winner

**4th place winners**
- Hawaii Regional Ocean Science Bowl
- 2nd place winners

**5th place winners**
- O‘ahu Band Directors’ Association Select Band
- 13 students

**6th place winners**
- O‘ahu Band Directors’ Association High School Solo & Ensemble Competition
- 5 Gold awards
- 5 Silver awards
- 4 Bronze awards

**Hawaii Youth Symphony**
- 15 students

**First annual State Spanish Poetry Contest**
- 1 Level One 1st Place award
- 1 Level One 2nd Place award
- 1 Level One 3rd Place award
- 1 Level Two Honorable Mention award

**Pacific and Asian Affairs Council China Study Trip Scholarship**
- 4 students

**Hawaii History Day**
- 4 students

**University of Hawai‘i at Mānoa Outreach College**
- 3rd place, Essay Division

**Summer Scholars program**
- 3rd place, Essay Division

**University of Hawai‘i at Mānoa Outreach College Summer Scholars program**
- 3rd place, Essay Division

**International League of Honolulu**
- Students participated in 17 sports

**All-State tennis teams**
- 2 All-State 2nd team awards
- 1 ILH All-Star 1st team award
- 2 ILH All-Star 2nd team awards
- 10 State Tournament qualifiers

The ELS Community Service Club began in 2003 after a small group of students attended a presentation by Free the Children where they heard students speak about their experiences growing up in Bosnia. This year the club grew to 40 members who worked on a variety of student-initiated projects in the community with the help of faculty advisor Suzanne Accord. In 2004 students volunteered at the Institute for Human Services family shelter where they played with and read to the children, decorated the Hawai‘i Kai retirement home for Christmas, participated in the Great Aloha Run food drive, and organized collections of necessities and money for victims of the tsunami in Southeast Asia.

The CRDG Year in Review 2004
Marketing and Publication Services

In 2004, two of CRDG’s sections, the Office of Dissemination and Outreach and the Educational Publications Center (EPC), merged to become Marketing and Publications Services (MaPS). From its beginnings as two creative teams that supported CRDG research projects, MaPS is now a one-stop center for educational resources and support, marketing consultation, and publishing services, not only for our CRDG and College of Education family, but for other university departments, schools, and non-profit organizations. The multi-faceted MaPS office handles an array of services including marketing and disseminating CRDG-developed materials to schools locally, nationally, and internationally; coordinating professional development opportunities for teachers; creating quality layouts and graphic design; and providing photocopying, binding, laminating, and 4-color printing services.

2004 Highlights

- In collaboration with the CRDG project staffs, MaPS coordinated 20 professional development institutes in 5 states.
- MaPS hosted visitors to CRDG from different segments of the community through a series of open houses. The first welcomed teachers, principals, and other members of the educational community to our Spotlight on Professional Development. The second honored the Education Laboratory School’s very talented art section with a display of work by faculty and by student-winners of the Scholastic Art Awards program Gold and Silver Key awards. In October, MaPS opened its own doors to provide tours of its facilities and introduce its many services to the educational and nonprofit communities.
- MaPS expanded capacity to print four-color jobs kept the printers busy throughout the year printing everything from journal covers and posters to its own new MaPS brochure.
- The MaPS staff was hard at work this year revising CRDG’s website to allow for an even greater level of online customer service.

Educational Laboratory School’s Test Scores

A comparison of the Laboratory School’s Hawai’i State Assessment test scores in reading and mathematics with the statewide average scores for School Year (SY) 2004 are shown in Figures 1–4. On the SAT in reading (Figure 1) and in mathematics (Figure 2), greater percentages of Laboratory School students than students statewide scored at average or above-average levels in each of the four tested grades. On the HCPS tests in reading (Figure 3) and in mathematics (Figure 4), greater percentages of Laboratory School students than students statewide met or exceeded proficiency.

For SY 2001–02, 2002–03, and 2003–04, in both Grades 8 and 10, Laboratory School students were ranked first or second (with one exception) in both reading and mathematics. Third graders were also ranked first on SAT in mathematics in each of the three years, and fifth-graders were ranked first in reading in 2003–04 and in mathematics in 2001–02.
Co-Publishing Arrangements Expand the Reach of CRDG’s Work

Over the years, CRDG has earned a reputation for researching, developing, and designing quality programs. Once developed, it is equally important that these programs be disseminated. CRDG has partnered with a number of other publishers.

The University of Hawai‘i Press is recognized as a leading publisher of books and journals on other publishers. It has also established partnerships with a number of publishers.

CRDG Year in Review 2004

Scholarship

CRDG made the following contributions to the body of professional knowledge in teaching and learning, curriculum development, and assessment and evaluation in 2004.

Growing Up Local, winner of the Ka Palapala Pookela Award for Excellence in Literature in 1999 and the Artists Embassy International Literary/Cultural Award in 2000, is a joint project of CRDG and Bamboo Ridge Press, a local press founded in 1978 to publish literature by and about Hawai‘i’s people.

CRDG has partnered with Mutual Publishing to co-publish How to Play the Hawaiian Ukulele: 10 Easy Lessons, and to distribute Mutual’s informative and engaging series of marine science reference books: Hawaiian Coral Reef Ecology, Hawaii’s Sea Creatures, Hawaii’s Fishes, and Sea Turtle Ecology.

Ethics in Thought and Action, developed at CRDG, was published by Ardsley House, now part of the Rowman & Littlefield Publishing Group.

Through the Ka Palapala Pookela Award for Excellence in Literature, CRDG has helped students gain a deeper understanding of traditional thinkers and contemporary situations.

Books/Media Published


Peer-Reviewed Journal Articles


Chapters in Books


Other Publications


Scholarship


Under Development


Brandon, P. R., Principal Investigator, and Young, D. B., co-Principal Investigator. Phase I Study of the effects of professional development and long-term support on curriculum implementation and scaling-up. National Science Foundation. $1,102,161. 2003–2006.

Brandon, P. R. ARTS FIRST windward research project. U.S. Department of Education via a subcontract with the Hawai‘i Alliance for Arts Education. $345,000. 2003–2006.

Grants and Contracts


Brandon, P. R., Principal Investigator, and Young, D. B., co-Principal Investigator. Phase I Study of the effects of professional development and long-term support on curriculum implementation and scaling-up. National Science Foundation. $1,102,161. 2003–2006.

Brandon, P. R. ARTS FIRST windward research project. U.S. Department of Education via a subcontract with the Hawai‘i Alliance for Arts Education. $345,000. 2003–2006.

Brandon, P. R. Waianae Community Learning Center evaluation. Hawai‘i’s Department of Education. $43,000. 2003–2004.

Brandon, P. R. Evaluation of Physiology & Technology 2004 Summer Teacher Workshops. U.S. Department of Education via a subcontract with University of Hawai‘i at Mānoa, Physics and Astronomy Department. $2,000. 2004.

Brandon, P. R. Evaluation of the Malama I Ka Aina Project U.S. Department of Education via a subcontract with University of Hawai‘i at Mānoa, College of Education. $50,971. 2004.


Menton, L. Technology, Innovations and Society with University of Hawai‘i at Mānoa, College of Education. $150,000. 2004.


Brandon, P. R. Arts in Education. Hawai‘i’s Department of Education. $43,000. 2003–2004.

Brandon, P. R. Evaluation of Physiology & Technology 2004 Summer Teacher Workshops. U.S. Department of Education via a subcontract with University of Hawai‘i at Mānoa, College of Education. $2,000. 2004.

Brandon, P. R. Evaluation of the Malama I Ka Aina Project U.S. Department of Education via a subcontract with University of Hawai‘i at Mānoa, College of Education. $50,971. 2004.


Presentations


Brandon, P. R., Young, D. B., Tuin, A., Gray, M., Spittel, T. W., Pottenger, F. M., Scarlent, T., & Lawton, B. Phase-I study of the effects of professional development and long-term support on program implementation and scaling up. Washington, D.C.: National Science Foundation Principal Investigators’ meeting.


Brennan, C. A. DASH. Mystic, CN: CN Science Curriculum Showcase sponsored by ASCD, November 2004.


Awards and Recognitions

Waldtraut (Val) Krohn-Ching was named Hawai'i Art Educator of the Year for 2004 by the National Art Education Association (NAEA).

Barbara Dougherty was named Chair of the Research Committee, National Council of Teachers of Mathematics.
CRDG Organization

College of Education
Randy Hitz, Dean

Curriculum Research & Development Group
Donald B. Young, Director
Kathleen Berg, Associate Director
Nancy Fujii, Secretary
Sheryl Nohara, Administrative Officer

Research and Development Sections
Art
Val Kothin-Ching, Section Head

English
Cheryl Harstad, Section Head

Laboratory School
Jane Burke, Principal
Kecan Jeremiah, Vice-Principal
Audrey Maeda, Secretary

Learning Technology
Thomas W. Speitel, Section Head

Mathematics
Barbara Dougherty, Section Head

Program Research & Evaluation
Paul Brandon, Section Head

Science
Francis M. Pottergton, Section Head

Social Studies
Linda Nanten, Section Head

Systems
Arthur R. King, Section Head

Marketing and Publication Services (MaPS)
Kathleen Berg, Section Head
Helen Au, Marketing Manager

Personnel

Avord, Suzanne
Social Studies
BA 1996, St. Edward’s, MA 2003, Hawai’i

Afaga, Lorna
Evaluation
BA 1977, MPH 1981, Hawai’i

Aga, Annilani
Foreign Language
BA 2003, Hawai’i

Alvarado, Katherine
Elementary
BA 1994, MED 1998, Guam; MHR 1999, Oklahoma

Alvarez, Patricia
Social Studies
BA 1986, Minnesota; MA 1981, PhD 1994, Hawai’i

Apo, Markon
Foreign Language
BA 1998, Hawai’i

Awan, Darrell
Marketing and Publication Services
BFA 1979, Hawai’i

Au, Helen
Marketing and Publication Services
BBA 1993, Hawai’i

Baumgartner, Erin
Science
BA 1996, Kansas; PhD 2002, Hawai’i

Berg, Kathleen F.
Administration

Bombeke, Kika
Foreign Language
BA 1992, Maryland at College Park; MA 2001, Hawai’i

Brandt, Paul R.
Evaluation
BS 1970, Portland State; MED 1978, PhD 1983, Hawai’i

Brennan, Carol A.
Science
BA 1985, Catholic University of America; MS 1984, Nebraska; EdD 1996, Hawai’i

Budhola, Donald
Science
BA 1968, MA 1970, UC Berkeley

Bunke, James G.
Athletics
BED 1974, MED 1985, Hawai’i

Burke, Jane
ELS Administration
BS 1968, Campbell U; MA 1977, North Carolina at Chapel Hill

Carpenter, Stacey
Science
BS 2002, Hawai’i

Chung, Raymond
Mathematics
BS 2002, Hawai’i

Chung, Nancy
Cafeteria
BS 1973, UC Berkeley

Chun, Malcolm
Pihana Nā Mamo
BA 1976, MA 1981, Hawai’i

Clark, Robin
Pihana Nā Mamo
BA 1994, Hawai’i

Collins, Marie
Science
MS 1996, Massachusetts

Dahila, Maria
Elementary
BA 1990, Antioch

Dui, Douglas M.
Art
BA, BEA 1976, MFA 1983, Hawai’i

Dougherty, Barbara
Mathematics
BSE 1982, MA 1985, Northeast Missouri State; PhD 1989, Missouri

Dwyer, Craig K.
Elementary
BA 1972, PD 1989, MED 2002, Hawai’i

Dwight, George R.
English
BA 1966, Yale; MAT 1971, Harvard; MBA 1978, Chicago

Drum, Hugh
Pihana Nā Mamo
BED 1990, MED 1999, Hawai’i
The Chinese lunar calendar lists “imaginative and charming” as the best qualities of the rat; “people born in the Year of the Rat are true to the ones they love.” Diane S. McCoy Wint retired in 2004 after 32 years of loving the work and being loved by the people she worked with at CRDG. Always imaginative, Diane blended her formal training in music, her spiritual and artistic leanings, and her academic training in education and research into all she did. She began her CRDG career working with Dr. Leon Burton to develop and disseminate a then-cutting-edge elementary music education program. She and Leon went on to write instruction books for guitar and ukulele, then to concentrate on early childhood development. Together they created a comprehensive kindergarten program that included instruction in the arts along with the usual academic development activities. Most recently, Diane researched teacher retention and helped administer CRDG as the assistant to the director.
Gayle Hamasaki

began her CRDG career as a university student helping with manuscript preparation for the Hawaii English Program (HEP) from 1977 until 1981. She returned to CRDG in 1982 to work on the HEP Secondary Project and over the years became an integral part of the media production team. On behalf of CRDG, Gayle worked closely with the Research Corporation of the University of Hawaii (RCUH), handling the intricacies of the CRDG revolving accounts and assisting the director with financial record keeping, analysis, and planning. Still part of the media production team, Gayle helped manage the Education Publication Center as it grew to become the Marketing and Publication Services (MaPS). In recent years Gayle’s administrative skills were applied to the CRDG Summer Programs, which she co-directed. After more than twenty-five years as an integral part of CRDG, Gayle has accepted a position with RCUH and embarked on a new chapter in her career.

Soaso, Paul
Learning Technology
BS 1988, Nebraska

Tamashiro, Joan
Mathematics
MA 2000, Hawai’i

Tasull, Keoka
Social Studies
BA 2002, Northern Colorado

Tator, Leah
Social Studies
BA 2001, Hawai’i

Teixeira, Tracy Lee
ELS Administration
BSW 1981, MSW 1983, Hawai’i

Terza, William C.
English
BA 1976, San Francisco; MA 1983, Hawai’i

Tomita, Ira
Marketing and Publication Services

Togio, Wendy
Mathematics

Turner, James
Learning Technology

Venenciano, Linda
Mathematics

Verhake, Judith
Learning Technologies

Ward, Lori
Editorial

Warren, Joshua
College & Career Counselor

Wilson, Diane S.
Music

Wong, Ira
Performing Arts

Yap, Mark
PhD in Mamo
BA 2001, Hawai’i

Young, Susan
Evaluation

Yoshida, Darren
Athletics
BS 1993, Fresno State; MS 2004, Hawai’i

Young, Donald B., Jr.
Administration
BS 1968, MS 1969, SUNY; EdD 1986, Hawai’i

Young, Stephen
Cafeteria

Zeongami, Fay
Mathematics

Zorn, Chris
Performing Arts
BA 1983, Hawai’i
1895
A teacher training department is formed at Honolulu High School, located in Princess Ruth’s former mansion (now Central Intermediate School).

1896
The teacher training department moves to Victoria and Young Streets and is renamed Honolulu Normal and Training School.

1905
After annexation, Hawai'i becomes a U.S. territory. Honolulu Normal and Training School is renamed Territorial Normal and Training School, and moves to Lunalilo and Quarry streets.

1921
Benjamin Wist becomes the principal of the school.

1930
The school moves to a new 15-acre site (once a pig farm) adjoining the University of Hawai'i at Mānoa. The university's Department of Secondary Education becomes the School of Education.

1931
The legislature transfers the Territorial Normal and Training School to the School of Education. The School of Education renamed Teachers College.

1939–41
An elementary school (University Elementary School) is built on Metcalf Street as part of Teachers College. Construction begins on Castle Memorial Hall, a training center for kindergarten and nursery school teachers.

1941–1945
Punahou School, displaced by the military occupying its campus, moves into Castle Memorial Hall and other buildings, but Teachers College continues to operate.

1943
University High School Building 1 on the Metcalf Street side of Teachers College is completed.

1948
University High School Building 2 is constructed adjacent to Building 1. The University Laboratory School (ULS) now offers a complete K–12 curriculum. Hubert Everly (later dean of the College of Education) becomes the principal.

1949
Teachers College becomes the College of Education, and Hawai'i becomes the fiftieth state.

1966
ULS becomes part of a new entity: the Hawaii Curriculum Center. This is a joint operation of the Hawai'i Department of Education and the University of Hawai'i to develop curriculum programs and materials for schools.

1969
The Hawaii Curriculum Center is phased out and ULS comes under a new College of Education unit known as the Curriculum Research & Development Group (CRDG).

1996
CRDG, along with other research units, reorganizes under the UH Office of the Senior Vice President for Research.

2000
ULS becomes a charter school and is renamed the Education Laboratory: A Hawai'i New Century Public Charter School. CRDG continues to operate the school as a laboratory for curriculum R & D.

Collaborations

Universities
Ball State University
Bucknell University
Carnegie Mellon University
George Washington University
Georgia State University
Illinois State University
Indiana University of Pennsylvania
Miami University of Ohio
Mississippi State University
Ohio State University
Purdue University
Shippensburg State University
Sonoma State University
Stanford University
University of Arizona
University of California–Davis
University of Illinois
University of Maine
Western Illinois University

Schools
Connections Public Charter School, Hawai'i
Department of Education Schools, Hawai'i
Kamehameha Schools, Hawai'i

Educational Research/Service Agencies
ARTS First Partners, Hawai'i
Center for Conservation Research and Training, University of Hawai'i
College of Tropical Agriculture and Human Resources, University of Hawai'i
Ecology, Evolution & Conservation Biology, University of Hawai'i at Mānoa
Education Development Center, Massachusetts
Eisenhower National Clearinghouse for Mathematics and Science, Ohio
Hawaii Alliance for Arts Education, Hawai'i
Institute for Native Pacific Education and Culture, Hawai'i
Pacific Circle Consortium
Pacific Regional Mathematics and Science Consortium, Hawai'i

International Partners
Japan
Kan University
Nishinippon High School
Sobaikan High and Middle School
University of Tokyo
Korea
Korea Educational Development Institute
Korea Institute of Curriculum of Education
Korea National University of Education

Pacific Islands Departments of Education
American Samoa
Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap)
Commonwealth of the Northern Mariana Islands
Guam
Republic of Palau
Republic of the Marshall Islands

Russia
Academy of Sciences, Scientific Council for Cybernetics
Russian Ministry of Education
Institute of Developmental Psychology and Pedagogy
Krasnoyarsk State University
Krasnoyarsk Department of Education

Singapore
Ngee Ann Polytechnic Institute

Slovakia
Comenius University, Bratislava

Pacific Resources for Education and Learning, Hawai'i
Research Corporation of the University of Hawai'i, Hawai'i
University of Hawai'i Foundation
WestEd, California