The Curriculum Research & Development Group (CRDG), with its 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.

CRDG... providing quality educational programs and services for preschool through grade 12.

Mahalo to all those whose generous contributions throughout 2007 enabled CRDG to regain momentum and move forward. We are most appreciative.

Make a gift online through the University of Hawai‘i Foundation website at http://www.uhf.hawaii.edu. Follow the prompts, and direct your support to CRDG Director’s Fund, account number 120–1520–4.

Send your check to the University of Hawai‘i Foundation/CRDG to Box 11270, Honolulu, HI 96828–0270, Attn.: Mark Fukeda.

All contributions are tax deductible through the UH Foundation.
Aloha from the Curriculum Research & Development Group, and welcome to our 2007 Year in Review. This year began with a host of challenges that, as the year progressed, became opportunities to return to our roots, celebrate our rich history, and revisit our foundations.

The University Laboratory School (ULS) has roots that go back over a century. The Castle family worked with John Dewey himself to build Castle Memorial Hall, which was modeled on the University of Chicago Laboratory School and was designed for training kindergarten and nursery school teachers. The one school soon grew to three, encompassing grades K through 12, their history and buildings intertwined with those of the College of Education. ULS underwent a transition in the 1960s, becoming an R&D laboratory for the newly organized Curriculum Research & Development Group (CRDG), an experiment based on the curriculum theory of King and Brownell and dedicated to the research and development of disciplinary curriculum that provides a rich liberal arts education for all students K–12. Our location in a university setting means that our research on K–12 education—arguably one of the most important focus areas for our nation’s and Hawai’i’s future—is aided by the availability of an educational laboratory and enriched by the expertise of subject matter specialists on the university’s Mānoa campus.

Over the last 40 years CRDG has developed award-winning programs that accommodate a broad academic range in the classroom, starting with its flagship science program *Foundational Approaches in Science Teaching* (FAST). STEM (science, technology, engineering, and mathematics) programs have historically been our strength—there are currently 25 STEM projects in process at CRDG. Social studies and English texts on Asia and the Pacific have also distinguished our work, work that continued in 2007 with funding from $8.6 million in external grants and contracts.

As we reconnected with our foundations, planning for the future while reflecting on the past with the next generation of researchers, we were sustained by our partners, new and old—the collaborators and colleagues with whom we work locally, nationally, and internationally. Throughout the descriptions of our work that follow, you will see a celebration of the CRDG vision and of our many partners and supporters who share our mission to constantly improve education.

Message from the Directors

Dr. Kathleen F. Berg
Associate Director
(Acting Director January-July)

Dr. Donald B. Young
Director
(Interim Dean of COE January-July)
Curriculum Research & Development Group (CRDG)

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 is composed of seven research and development sections: Art, English, Learning Technology, Mathematics, Program Research and Evaluation, Science, and Social Studies. Four sections, the University Laboratory School, CRDG Summer Programs, Marketing and Publications Services, and Information Technology, provide support for CRDG and its partners within the University and beyond.
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**“Committed to Quality”**
The foundational theory upon which CRDG is built comes from the educational vision of Arthur R. King, Jr. and John A. Brownell and is articulated in their 1966 book *The Curriculum and the Disciplines of Knowledge: A Theory of Curriculum Practice*. The heart of the theory lies in its definition of intellectual activity, held to be the basis for liberal and general education. Intellectual life is a set of semi-independent disciplines—communities of individuals who share a common dialogue and have their own domain, mode of inquiry, specialized language and symbols, heritage of literature and artifacts, and traditions. The theory was put into practice when King was given the task of reorganizing and repurposing the University Laboratory School to create a center for curriculum research and development. The result has been curriculum materials and instructional methods that promote the notion of a classroom as a community of learners and that cast the students in the role of authentic practitioners of that discipline. King served as the founding director of CRDG and remained in that role to guide nearly forty years of groundbreaking work.

Following his retirement in 2003, he remained active in the CRDG family, writing a history of the unique experiment that became CRDG and developing a thesis on schools as systems.

In 2007, Dr. King was awarded the Peter Brice Award by the Pacific Circle Consortium for his outstanding contributions to curriculum research and development in the Pacific Region.

His work was also honored in a far more hands-on manner when the CRDG faculty, researchers, and staff returned to the source, reading and discussing the King and Brownell book as the first step in a “Great Conversation” that is serving as both foundation and inspiration for the planning that will guide the next generation of researchers at CRDG.
Weathering Transitions

The University of Hawai‘i, and in particular the College of Education, found itself in a year of interims in 2007: the Mānoa campus saw interims filling chancellor and vice-chancellor positions, while the COE was headed by an interim dean in the person of CRDG Director Don Young. In CRDG, the associate director became the acting director, and the University Laboratory School continued with an interim principal.

The loss of facilities from the fire in June 2006, which resulted in the relocation of classrooms and offices to temporary and shared spaces in 2007, added to the sense of transition. Finally, several recent retirements had opened positions for new, young staff with an abundance of energy and new ideas, but little grounding in the theories that defined CRDG. This, in turn,
gave rise to a return to our roots through a series of discussions that challenged and invigorated the entire unit.

Given the definition of interim as “temporary” or “an interval in which continuity is suspended,” the expectations for CRDG in 2007 might reasonably have been for chaos, or at best, to simply remain in a holding pattern. Ultimately, however, continuity was not suspended, and the label temporary was not relevant. CRDG weathered these transitions, continuing its research, forging new partnerships and relationships, building curriculum, and taking leadership roles in educational initiatives. As the year ended, positions were filled. Portable buildings were completed and furnished. Interims were welcomed back to their previous positions with renewed spirit and perspective and new resolve for the future. The CRDG community was strengthened in this year of transition by the collegiality and professional growth of its members and by adhering to the foundations on which it was built.
The Laboratory School Comes of Age as a Charter School

The Education Laboratory: A Hawai‘i New Century Public Charter School, formerly, and still more commonly, known as University Laboratory School (ULS), was created six years ago. In this new guise, ULS continues to provide a controlled environment where CRDG researchers conduct R & D work. The school also continues to serve as a demonstration site for improving education, providing opportunities for prospective teachers and visiting educators to observe a range of inquiry classrooms, while simultaneously providing quality programs for its 417 students. The students, randomly selected from among applicants to represent a broad cross section of the state population, provide data on ways all students can learn and succeed.

In 2007, University Laboratory School introduced these innovations to its operations and curriculum:

- The Diverse Learner Needs (DLN) section provides a comprehensive student support system that addresses the diverse needs of all students and ensures that legally required services for students with special needs are met.
- CRDG’s Second Language section expanded its curriculum development efforts in Spanish, French, and Japanese to the elementary grades.
- A team of teachers, researchers, and staff instituted the Holomua School Success Seminar program for ninth graders. Designed to help students succeed in high school—holomua means to move ahead—the program incorporates teacher-advisers, computer literacy, career exploration, subject workshops, and independent study. Program goals include responsibility and accountability.
- CRDG’s Social Studies section began testing activities from the Modern East Asia curriculum in the tenth- and twelfth-grade social studies classes.
- The Measure Up elementary mathematics project reached a milestone when they extended their research to the final year.

Kenory Khoury

Kenory Khoury, a junior at the Laboratory School, was honored for her self-portrait in June in Washington, DC with the Grand Champion art award in the Kahahi‘i First Congressional District Art Show. Kenory represented Hawai‘i’s first congressional district in the competition that honored one student from each congressional district in the country. The award, which included a one-week stay in Washington for Kenory, her mother, and her drawing and painting instructor, Matt Miller, was presented by the Honorable Neil Abercrombie, First Congressional District Representative, in a ceremony at the U.S. Capitol. Congratulations to Kenory and to Matt Miller and the entire ULS art department.
Fred Birkett

In August 2007, CRDG welcomed Fred Birkett as principal of the University Laboratory School. A former United States Air Force officer, Birkett received his BA and teaching credential from Fordham University and his EdM from Harvard University. He brought twenty years of experience developing productive student-focused and standards-based instruction in the charter school arena in Boston, Harlem, and Hawai‘i. In 2006 he became Charter School Panel Chairman for the Hawai‘i Board of Education. In 2000 Birkett published A Parents Guide to Charter Schools, Everything You Wanted to Know to Find the Right School for Your Child. He served most recently as principal of Lanikai Elementary Public Charter School in Kailua, which was recognized as a Distinguished School for two years.

CRDG’s Elementary section began work on an age- and developmentally-appropriate physical education program for elementary students.

Doug Doi

As a member of the University Laboratory School art faculty for thirty years and a parent of a ULS student for three, Doug Doi is familiar with the school’s operation from two perspectives. He added a third perspective when he was elected Local School Board Chair. As a member of the charter school board he has become conversant not only with curriculum and instructional strategies, but also with the services and requirements of the Board of Education. Doi chairs the meetings of the board that meets at least four times per year. Asked to reflect on his new position, his response was direct: “Knowledge is good.”

Local School Board Members 2007

Fred Birkett
Administrator (August–December)

Bruce Coppa
Community At Large Representative

Douglas Doi
(Chair June–December) Community At Large Representative

Peter Estomago
Administrator (January–August)

Sianha Gualano
Student Representative

Keoni Jeremiah
ULS Support Staff Representative

Charles K.Y. Khim
(Chair January–May)
Community At Large Representative

Arthur R. King, Jr.
Community At Large Representative

Verlie Ann Leimomi Malina-Wright
Community At Large Representative

Linda Menton
Community At Large Representative

Warren Nishimoto
Community At Large Representative

David K. Oride
Community At Large Representative

Alvin Parker
Community At Large Representative

Pi‘ikea Mahoe
Student Representative

Francis M. Pottenger III
Community At Large Representative

Michael Robotham
Parent Representative

William Teter
ULS Instructional Staff Representative

This year’s fifth grade is the first class to have progressed through the full Measure Up program beginning in grade 1 and provides a research opportunity for the Mathematics section to measure the effect of the program on upper level mathematics concepts and performance.
Moving on Together

New modular buildings that replaced the building destroyed by the fire housed the ULS orchestra, a shiny new weight room used by students and staff, and classrooms for both ULS and COE.

Fourth and fifth grades moved to a new classroom in Castle Memorial Hall in the same wing with grades K–3.

New playground equipment brightened recess for elementary students.

Peter Estomago returned to the athletic department after serving as interim principal for two years.

CRDG Director Young and Associate Director Berg resume their positions after a year in interim positions.

The ULS BAND was invited to perform in the rotunda of the State Capitol for University of Hawai‘i Day at the Capitol in January.
CRDG Serves the Educational Community
Throughout its history, CRDG has routinely engaged collaboratively with members of the education community here in Hawai‘i, throughout the nation, and around the world. While continuing to engage with schools throughout Hawai‘i and the nation in a variety of ways and across a broad spectrum of subject areas, CRDG renewed two long-term international collaborations and began a new partnership in 2007.

The Pacific Circle Consortium (PCC) was established in 1977 with the goal of fostering international cooperation among educational research and development institutions in the Pacific region. As a founding member, CRDG was active in the consortium’s early work, the collaborative production of Pacific-themed curriculum materials. In later years, the focus has shifted to broader issues of policy development and educational research.

CRDG hosted the PCC’s thirty-first annual conference this year on June 25–29 at the Hawai‘i Imin Conference Center on the UH Mānoa campus where participants from México, New Zealand, Australia, Colombia, China, South Korea, Latvia, Taiwan, Fiji, Samoa, Japan, Russia, Great Britain, and the United States examined the theme, “Education in a Pacific Context: Education Outcomes for the Twenty-first Century.”

A second long-time collaboration continued in 2007 with an invitation to the director of CRDG to be the keynote speaker at a conference in Russia. This invitation came from long-time collaborator Dr. Alexander Uvarov from the Russian Ministry of Education and the National Training Foundation in Moscow. CRDG’s partnership with Dr. Uvarov and other Russian educators spans fifteen years and includes a range of projects in science, mathematics, and civics.

The staff of CRDG’s Pihana Nā Mamo project began a new partnership when they hosted Colombian Fulbright scholar Zayda Sierra who was in Hawai‘i to study Hawaiian immersion education programs and to look for cross-cultural comparisons between ongoing efforts in indigenous education in Hawai‘i and Colombia.
Historian John Hope Franklin, James B. Duke Professor Emeritus of History at Duke University and best known for his book “From Slavery to Freedom: A History of African-Americans,” visited the Laboratory School while he was in Hawai‘i as the first Dan and Maggie Inouye Distinguished Chair in Democratic Ideals at the University of Hawai‘i at Mānoa.

Pihana Nā Mamo, a Native Hawaiian education program, continued its work on literacy and school support for Native Hawaiian students in schools on all the islands.

International collaboration continued this year with the director’s visit to Russia, CRDG’s Science section conducting teacher training in China and Ethiopia, the hosting in CRDG’s Program Research and Evaluation section of Colombian Fulbright Scholar Zayda Sierra, and the annual visit of students from our three sister schools in Japan.

The Mathematics section, which has been highly sought after for a number of years for their strong professional development programs, worked with teachers this year at Blanche Pope and Lanakila elementary schools, among others.
Seventh-grade English teacher Marybeth Hamilton and ULS came under the national spotlight with an article published in Edutopia Magazine and on the Edutopia Web site. In the article, Hamilton talked about CRDG’s practitioner model of teaching that “turns students into doers,” outlining a list of strategies she, and other ULS teachers, use everyday in their classrooms.
Strong STEM Focus Continues
An urgent call for U.S. educators to improve, develop, support, fund, and require science, technology, engineering, and mathematics (STEM) skills and to provide STEM opportunities for the nation's students has echoed across the country since 2005. In 2007, local legislation reinforced the STEM focus in Hawai‘i.

Among the findings that led to this urgent call are those of the National Research Council that successful learning depends on the following:

- engaging students’ prior understandings in the learning environment;
- supplying students with both factual knowledge and a conceptual framework on which to hang that knowledge; and
- successfully instructing students on how to monitor their own learning.

In research, policy, practice, and program models, these criteria are implicit in the philosophy and practice CRDG has embraced for forty years. CRDG’s methodology has always included engaging the student as a practitioner. Using inquiry-based curriculum to develop conceptual knowledge, communicating that knowledge in a variety of ways, and integrating assessment and evaluation into the learning process are central to CRDG’s curricula that consistently challenge students and produce effective learning.

CRDG’s strong history in STEM research and curriculum development continues with a broad range of projects that support students and teachers through the development of new curriculum materials and an extensive program of teacher professional development. Ongoing collaborations with a variety of university departments, community and educational organizations, and government agencies help CRDG produce results that support schools and teachers in their efforts to address some of our most pressing needs.
Invention Factory

The Invention Factory, funded by the National Science Foundation and implemented in eight public schools, allows students to move beyond theory in the fields of electronics, engineering, and technology as they use electrical and magnetic concepts to invent toys and devices to be used by special needs children. The work will create a blueprint for using accessibility and human factors as a tool to promote STEM subjects to teenagers.

Role of Gender in Language Used by Children and Parents Working on Mathematical Tasks

This National Science Foundation funded project that looks at gender-related differences in language and actions used by children and parents when working on mathematical tasks will develop recommendations for parents on how to talk about mathematics with their daughters in ways that encourage them to pursue academic study and careers in STEM.
Physics, Physiology & Technology

The Physics, Physiology & Technology (PP&T) program, developed at CRDG in partnership with the University of Hawai‘i’s Department of Physics and Astronomy and College of Education, is an innovative curriculum for ninth and tenth grades that incorporates basic physics with human physiology. In 2007, PP&T developers worked with teachers in high schools throughout the state piloting a teacher professional development course that combined physics content and inquiry teaching instruction, and evaluated pre- and post-tests created to gather data on the program’s impact on student learning.

Teaching Science as Inquiry (TSI)

Five I’s (Initiation, Invention, Investigation, Interpretation, Instruction) form the basis of all CRDG TSI professional development workshops, where teachers see modeled the instructional methods they will use with their students and the communication that occurs in a learning community. Courses span grade levels K–12 and include topics in biology, chemistry, astronomy, and physical science.
**Measure Up**

Counting discrete objects is a common basis for introducing children to mathematical ideas. A different approach in teaching mathematics to first graders is to have students begin with generalized notions without using number. Research in the Measure Up program introduces algebraic concepts as early as the first grade through the exploration of fundamental mathematical relationships, such as equality and inequality, before students are introduced to the concept of number.

**Graduate Teaching Fellowships in K–12 Education**

CRDG continued its collaboration with the University of Hawai`i’s Ecology, Evolution, and Conservation Biology (EECB) program to bring National Science Foundation-funded doctoral candidates into K–12 schools. The program allows students and teachers to experience cutting-edge science first-hand by involving them in the fellows’ ongoing research, and prepares fellows to work successfully with K–12 students and teachers by providing them with valuable classroom experience.
STEM at CRDG

**Curriculum Development**
- Measure Up Elementary Mathematics, grade 5
- The Effects of Formative Assessment in a Networked Classroom on Student Learning of Algebraic Concepts, grade 7
- Using Technology to Improve Mathematics Learning, grade 12
- The Role of Gender in Language Used by Children and Parents Working on Mathematical Tasks
- Physics, Physiology, and Technology (PP&T), grades 9–10
- Invention Factory, grades 8–10
- Reshaping Mathematics for Understanding, grades 6–8
- Algebra I: A Process Approach, grades 8–9
- X-Power Interactive, grades 8–10
- Developmental Approaches in Science, Health and Technology (DASH), grades K–6
- Fluid Earth and Living Ocean (FELO), grades 9–12
- Foundational Approaches in Science Teaching (FAST), grades 6–9

**Professional Development**
- Blanche Pope Elementary Mathematics Development
- Nanakuli, Pearl City, Waipahu Complex Secondary Mathematics Development
- Honolulu District Mathematics Development, grades K–12
- Lanakila Elementary School Mathematics Science Partnership
- Stevenson Middle School Mathematics Development
- Teaching Science as Inquiry (TSI), grades K–12
- Science Professional Development Through Distance Learning: Hawai‘i Interactive Television System (HITS)
- Meeting Science Standards (MSS), grades 4–7
- Life Science Investigations (LSI), grade 7
- Graduate Fellows in K–12 Education (GK–12)
- Ka Waihona o Ka Na‘auao Public Charter School (K–5) Science
- School Web of Instructional Media (SWIM)
- Hawai‘i Watersheds Database

Raemi Shibata

Raemi Shibata never expected to teach middle and high school students to build electronic toys and circuit boards when she was an engineering student at Portland State University. She really didn’t know how she was going to use her engineering degree upon graduation. A summer working with The Invention Factory and CRDG Summer Programs changed that.

Following her graduation from Portland State, Shibata’s summer work paid off when she joined The Invention Factory as an instructor. According to Shibata, there are other pay-offs as well. When a student “gets it, it’s like WOW!” Maybe that student inventor will become an engineer.
Strength in Collaboration
Effective collaboration has always been a hallmark of CRDG’s work. CRDG excels at building alliances that further high quality education for all children. Its partners include schools, collegial research entities, community and education organizations, and government agencies. Curriculum research, data collection and evaluation, professional development for K–12 teachers, and dissemination of materials provide fertile ground for strengthening relationships.

In 2007, CRDG’s working partners in Hawai‘i included more than one hundred public, private, and charter schools as well as community and educational organizations. CRDG worked with teachers in mathematics, science, art, social studies, early childhood education, and reading and worked on research and evaluation projects with the Hawai‘i Departments of Education and Health. Curricula and professional development impacted more than two hundred teachers and thirty-five hundred students in grades K–12. Colleagues from the University of Hawai‘i at Hilo as well as the UH Mānoa’s Colleges of Education, Tropical Agriculture and Human Resources, Natural Sciences, and Engineering were actively involved in research and development with CRDG. Beyond Hawai‘i, CRDG’s collaborations extended nationally and internationally to California, Mississippi, Illinois, China, Ethiopia, Russia, and beyond.
The marine science community in Hawai‘i is large, vigorous, and diverse, and CRDG’s marine science educators are deeply involved in that community. Collaborators this year included the Kohala Center, the Haunama Bay Education Program, Bishop Museum’s Education Through Cultural and Historic Organizations program, Hawai‘i Sea Grant Extension, the Hawai‘i Institute of Marine Biology, the Waikiki Aquarium, and the National Oceanic and Atmospheric Administration (NOAA).

CRDG’s Program Research and Evaluation section, working with art education faculty, completed evaluation work on the ARTS FIRST Windward Research Project that trains elementary school teachers to use the arts to teach reading and mathematics.

CRDG’s Social Studies section’s teacher workshop, Hands-on Social Studies, explored social studies instructional methods that use cultural artifacts and role-playing to enhance literacy and social studies content. A study conducted as part of the workshop revealed that some of the greatest challenges teachers face in teaching Pacific Island studies are the lack of curriculum materials, a finding that may guide the Social Studies section’s research agenda in the coming years.
First Place in Excellent Publications Competition


“One way this evaluation differs from most evaluations is that it integrates considerations of culture and program effectiveness,” Yap said. The team chose a storytelling approach as it is more culturally appropriate than a written evaluation report. “Pihana Nā Mamo uses traditional Hawaiian culture to enhance the education of today’s Native Hawaiian children who are among the most at risk in areas such as education, crime, teen pregnancy, and health,” Lai said.

Aside from technical quality, category standards included innovativeness in presentation and clarity for the intended audience. “The video of the evaluation does not go against the grain of what evaluators look for in a more traditional written report,” Dunn said. “We wove quantitative data in with qualitative data throughout, keeping our audience in mind.”
From Vision to Print: A CRDG Collaboration

A constant feature of CRDG’s work has been collaboration among its researchers, teachers, writers, designers, marketers, and publication staff. CRDG models its philosophy as a learning community and collegial partner. Case in point: The Ka Wana series of books. In this series of eleven books highlighting different aspects of Native Hawaiian culture, Program Research and Evaluation (PRE) scholar-in-residence for Pihana Nā Mamo and author of the Ka Wana series, Malcolm Nāea Chun, and editor, Lori Ward, work together to bring the books’ concepts alive—writing, editing, rewriting, checking accuracy in research and in language, and finally producing a finished product both are happy with.

This give and take relationship stimulates professional growth and intellectual exchange. “It has been an interesting experience articulating and explaining Hawaiian virtues and values through the foreign medium of the English language,” said Chun. “Because of that we need to go beyond mere collaboration to a depth of understanding that allows us to bridge these two cultures.” Finished manuscripts are put through a rigorous round of fact-checking and proofreading before Ward, in her role as managing editor, collaborates with colleagues in CRDG’s Marketing and Publication Services (MaPS) to guide the book through design and print stages. To date, eight of the eleven books in the series have been published, two of them in 2007. All the titles are available from CRDG via its Web site (www.hawaii.edu/crdg/promos/kawana/index.html) and from Bishop Museum, Native Books, and Borders Books and Music stores.
Chapters in Books


Books/Media Published


Peer Reviewed Journal Articles


Other Publications


Brandon, P. R. Evaluation of the Arts in the Schools Program. Hawai‘i State Foundation for Culture and the Arts. $20,000. 2007.

Brandon, P. R. John A. Burns School of Medicine. Evaluation of Integrative Graduate Education and Research Traineeship Program. $30,000. 2007.

Duncan, K. M. Research–Education Cooperative Program in Coral Genetic Profiling. SeaGrant Project Development Grant. $9,986. 2007.


Higa, T. F. An Evaluation of the Kamehameha Schools’ NCLB Higher Education Grant. $33,000. 2006–2007.


Saka, S. M. Evaluation of TOTAL program, Year 01. Hawai‘i Department of Education. $98,400. 2007–2009.

Saka, S. M. Hawai‘i School Health Surveys. Hawai‘i Department of Health. $100,000. 2007.


Presentations


Acord, S. A., & Thorpe, S. (2007, July). “I’m afraid I won’t know enough!”. The results of a survey designed to measure the confidence of pre-service social studies teachers before and after a social studies methods course. Presented at the annual meeting of the Pacific Circle Consortium, Honolulu, HI.


Berg, K. F. (2007, April). Easing transitions of military dependents into Hawaii public schools: Inviting them to
join the ohana. Presented at the annual meeting of the American Educational Research Association, Baltimore, MD.


Brandon, P. R., & Lawton, B. (2007, November). Findings and methodological lessons from an evaluation of a project to integrate the arts into elementary school reading and mathematics instruction. Presented at the annual meeting of the American Evaluation Association, Baltimore, MD.


Dougherty, B., Slavin, H., Cooper, T., & Warren, E. (2007, March). Young children’s development of number, relationships, and properties. Presented at the research pre-session of the National Council of Teachers of Mathematics Annual Meeting, Atlanta, GA.


Olson, M., & Olson, J. (2007, October). Fraction fundamentals—An examination of how starting with worded problems can lead to student understanding of fraction operations. Presented at the Illinois Council of Teachers of Mathematics Conference, Peoria, IL.

Olson, M., & Olson, J. (2007, February). Stretch your students' thinking with a four-function calculator and more. Presented at the T3 Regional and Hawai'i Council of Teachers of Mathematics Spring Meeting, Honolulu, HI.


Olson, M., Olson, J., & Okazaki, C. (2007, March). Role of gender in language used by children and parents working on math tasks. Presented at the research pre-session of the National Council of Teachers of Mathematics Annual Meeting, Atlanta, GA.

Olson, J., Olson, M., & Okazaki, C. (2007, March). What language and actions are used by children and parents when working together on mathematical tasks? Presented at the National Council of Supervisors of Mathematics Annual Conference, Atlanta, GA.


Olson, J., Okazaki, C., Zenigami, F., & La, T. (2007, June). Handheld technology tools can enhance mathematics learning—If they are used well. Presented at the annual meeting of the Pacific Circle Consortium, Honolulu, HI.

Olson, J., Olson, M., & Wohlhuter, K. (2007, February). Take a tour of TI technology tools for upper elementary and middle school mathematics. Presented at the T3 Regional and Hawai'i Council of Teachers of Mathematics Spring Meeting, Honolulu, HI.


Redmond, J. (2007, October). Fun and light and color. Presented at the Lacy Veach Day of Exploration, Honolulu, HI.


Slovín, H., Venenciano, L., & DaSilva, M. (2007, March). It’s only first grade math: How hard can it be? Presented at the research pre-session of the National Council of Teachers of Mathematics Annual Meeting, Atlanta, GA.


Zenigami, E., & Okazaki, C. (2007, March). Have our students learned what we intended? How can we find out? Presented at the National Council of Teachers of Mathematics Annual Meeting, Atlanta, GA.
### CRDG Organization

#### College of Education
Donald B. Young, Interim Dean  
(January–July)  
Christine Sorensen, Dean  
(August–December)

#### Curriculum Research & Development Group
Kathleen F. Berg, Acting Director/Associate Director  
(January–August/August–December)  
Donald B. Young, Director  
(August–December)  
Helen Au, Assistant Director  
Russell Chun, Administrative Officer  
Cecilia H. Fordham, Special Projects Administrator  
(January–August)  
Ricardo Lorenzana, Special Projects Administrator  
(September–December)

#### Research and Development Sections
- **Art**  
  Val Krohn-Ching, Section Head
- **English**  
  Cheryl Harstad, Section Head
- **Learning Technology**  
  Thomas W. Speitel, Section Head
- **Mathematics**  
  Hannah Slovin, Section Head
- **Program Research and Evaluation**  
  Paul Brandon, Section Head
- **Science**  
  Francis M. Pottenger III, Section Head
- **Social Studies**  
  Linda Menton, Section Head  
  (January–July)  
  Suzanne Acord  
  (August–December)

#### Research Support
- **Information Technology**  
  Mark Yap
- **University Laboratory School**  
  Peter Estomago, Interim ULS Principal  
  (January–July)  
  Frederick A. Birkett, ULS Principal  
  (August–December)
- **Marketing and Publication Services (MaPS)**  
  Helen Au  
  Keoni Jeremiah, ULS Vice-Principal  
  Audrey Maedo, Secretary
- **Summer Programs**  
  Ricardo Lorenzana
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<th>Name</th>
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<tr>
<td>Acord, Suzanne</td>
<td>Social Studies</td>
<td>BA 1996, St. Edward’s; MA 2002, Hawai‘i</td>
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<tr>
<td>Afaga, Lorna</td>
<td>Program Research and Evaluation</td>
<td>BA 1977, MPH 1981, Hawai‘i</td>
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<td>Affleck, Christine</td>
<td>Diverse Learner Needs</td>
<td>BA 2006, Hawai‘i</td>
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<tr>
<td>Agena, Darryl</td>
<td>Diverse Learner Needs</td>
<td>BEd 1980, PD 1981, Hawai‘i</td>
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<td>Aki, Ty</td>
<td>Physical Education</td>
<td>BBA 1983, Hawai‘i</td>
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<td>Allen, Janet</td>
<td>Physical Education</td>
<td>AA 1978, Leeward CC; BS 1980, Hawai‘i</td>
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<td>Asato, Darrell</td>
<td>Marketing and Publication Services</td>
<td>BFA 1979, Hawai‘i</td>
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<td>Au, Helen</td>
<td>Marketing and Publication Services</td>
<td>BBA 1993, MEd 2006, Hawai‘i</td>
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<td>Baumgartner, Erin</td>
<td>Science</td>
<td>BA 1996, Kansas; PhD 2002, PBCSE 2007, Hawai‘i</td>
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<td>Bayne, David</td>
<td>Diverse Learner Needs</td>
<td>BA 2005, Hawai‘i</td>
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<td>Birkett, Frederick</td>
<td>Administration</td>
<td>BA 1977, Fordham; MEd Harvard</td>
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</tbody>
</table>

**Linda Menton**

*Linda*

**Political, global, outspoken**

Fights for her people

**Dedicated, concerned, scholarly**

Bird-dogged the rat revolution

**Collegial, witty, encouraging**

“We’re making progress boys and girls!”

**Mentor**

This poem, written by Suzanne Acord of the CRDG Social Studies section and read on the occasion of Dr. Linda Menton’s retirement in July 2007, reflects the esteem in which she is held by her CRDG colleagues as well as the energy she generated in CRDG. Linda epitomizes dedication, expertise, and collegiality.

In 1984 when Linda joined the CRDG/ULS faculty she brought experience to the classroom and innovation and drive to the Social Studies section’s research and curriculum development. Her work as the CRDG Social Studies section head, an instructor in preservice courses in the COE, a graduate advisor to master’s and doctoral candidates, and a member of numerous faculty and university committees was only the beginning of her valued contribution to CRDG, COE, and the community. Linda is the co-author of award-winning texts including *A History of Hawai‘i*, *China: Understanding Its Past*, and *A History of Modern Japan*, as well as an upcoming text on modern East Asia. She has served on several boards, including those of the Judiciary History Center and the Hawaiian Historical Society. Her years of academic presentations and publications in Hawai‘i, nationally, and internationally have made her name synonymous with quality social studies curriculum and historical accuracy.

In reflection, Linda observed, “My years at CRDG allowed me to combine the best of all worlds. I had the opportunity to work with high school students at the Laboratory School, with preservice teachers at the College of Education, and with in-service teachers with the Department of Education. Serving as a member of the COE graduate faculty allowed me to hone my own academic skills and stay apprised of the scholarly literature in my field. I was able to participate in a variety of history-related projects and organizations in the community. Thus my research, teaching, and service informed and reinforced each other, creating an integrated whole.”

Linda’s will be difficult shoes to fill.
Bodner, Gustav
Science
BA 1990, Harvard

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

Brandon, Paul
Program Research and Evaluation
BS 1970, Portland State; MEd 1978,
PhD 1983, Hawai‘i

Brennan, Brendan
Mathematics
BBA 1999, Gettysburg College; MEd
2005, Phoenix

Brennan, Carol
Science
BA 1965, Catholic University of
America; MS 1984, Nebraska;
EdD 1996, Hawai‘i

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

Bukses, James
Athletics
BEd 1974, MEd 1985, Hawai‘i

Carter, Robert
Diverse Learner Needs

Chan, Raymond
Mathematics
BS 2002, Hawai‘i

Chang, Nancy
Cafeteria
BS 1973, UC Berkeley

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

Chun, Russell
Administration
BBA 1982, Hawai‘i

Clark, Robin
Pihana Nā Mamo
BFA 1994, Hawai‘i

Clement, Denise
Mathematics
AS 1973, Johnson & Wales College

Croft, David
Learning Technology
BA 2005, PBCSE 2006, Hawai‘i

DaSilva, Maria
Elementary
BA 1992, Antioch; Elementary
Teacher Certification Program 2007,
Hawai‘i

Davis, Rebecca
Elementary
BA 2005, Duke

Doi, Douglas
Visual Arts
BA, BFA 1976, MFA 1983, PBCSE
2007, Hawai‘i

Doyle, Craig
Elementary
BA 1972, PD 1989, MEd 2002,
Hawai‘i

Drick, George
English
BA 1966, Yale; MAT 1971, Harvard;
MBA 1978, Chicago

Duncan, Kanesa
Science
BS 1999, Cal Poly; MS 2004, PhD
2005, Hawai‘i

Dunn, Hugh
Pihana Nā Mamo
BEd 1990, MEd 1999, Hawai‘i

Erbe, Piilani
Social Studies
BA 2001, Brigham Young

Estomago, Peter
Administration
BA 1967, Chaminade; MEd 1998,
Hawai‘i

Faure, Laurie
Elementary
BA 1994, UC San Jose; MEd 2005,
Hawai‘i

Fordham, Cecilia
Administration
BS 1959, SUNY at Fredonia; MFA
1976, Hawai‘i

Franklin, Marci
Visual Arts
BS 1984, PBCSE 2006, Hawai‘i

Fujii, Alycia
Marketing and Publication Services
BA 1996, Hawai‘i

Gabrielli, Sandy
Learning Technology
BS 1990, Nevada Reno

Gill, Kevin
Learning Technology

Haberman, Martha
Foreign Language
BA 1979, Guam; MA 1985, UC San
Jose

Hamilton, Marybeth
English
BA 2000, Seattle; MAT 2003,
Portland

Harpristie, James
Social Studies
BA 1963, Colorado; MA 1967,
Hawai‘i; PhD 1971, Michigan State

Harstad, Cheryl
English
BA 1967, MA 1970, Hawai‘i

Harstad, James
English
BA 1963, Washington; MA 1974,
Hawai‘i

Hartle, Alison
English
BA 1992, UC Berkeley; MA 1996,
Hawai‘i

Hashimoto, Valerie
Science
BS 1993, Hawai‘i Pacific; MAEd
2003, Phoenix

Higa, Terry Ann
Program Research and Evaluation
BEd 1977, MEd 1978, MEd 1994,
PhD 2005, Hawai‘i

Inouye, Byron
Learning Technology
BFA 1993, Hawai‘i

Ishihara, Melanie
Mathematics
BEd 1990, Hawai‘i

Iwata, Harrison
Administration
AS 1989, Kapiolani CC

Jacobs, Adrienne
Administration

Jeremiah, Albert (Keoni)
Administration
BA 1993, Hawai‘i; MA 2002, San
Francisco

Kaupp, Lauren
Science
BS 2003, Maryland at Baltimore
County; MS 2005, Hawai‘i
Cheryl Harstad
Cheryl Harstad retired December 28, 2007 after serving thirty-seven years in CRDG’s English section as a classroom teacher, planner, and curriculum developer. She joined CRDG as part of the Hawaii English Project (HEP), where she was responsible for crafting and piloting its language components. With her husband, James, she co-wrote the texts *Suspense Theatre* and *The Comedy Hour* and co-edited *Island Fire, An Anthology of Literature from Hawai‘i*, which received the Ka Palapala Po‘okela Award for Excellence in Literature in 2003. Perhaps her crowning achievement was the co-development with her husband of the Golden Triangle Performance English curriculum, exemplified in the three publications that each treat one point of the triangle, *The Dictation Sentence Handbook*, *The Read Along Handbook*, and *The Journal Freewriting Handbook*.

Cheryl served as a leader for the English department at various times in her career at CRDG, serving as head of the English section and as an advisor to the University Laboratory School creative writing magazine, *Keola*. But she is quick to credit her department colleagues for continuity and stability in the English program. She feels that each person as part of the team nourished the whole. Every student’s success was a result of the cumulative effort of the entire English section.

Throughout her career, Cheryl was first and foremost a teacher, proud of the successes and accomplishments of all her students. It was common to see Cheryl at the end of each grading period burdened with a large box of student journals making her way from the classroom to her office. She devoted hours, not just to reading the work of her students and guiding them through their learning of grammar and writing, but also to nurturing them in their growth and struggles as independent learners and writers. She was proud to be “in the trenches” building community among the students. In 2007 she helped develop Holomua, a high school program in the Laboratory School designed to assist students as lifelong learners, similar to the Learning Lab for middle school of which she had been a part.

At a recent teacher professional development institute a participant commented that it was “the best institute I’ve attended because it’s taught by a teacher.” That teacher was Cheryl Harstad.
Year In Review 2007

Lush, Noren
Social Studies
BEd 1974, Franklin College; MA 1988, Hawai'i

Maedo, Audrey
Administration
AS 1970, Kap'iolani CC

Malama, Yvette
College and Career Counselor
BA 1990, MEd 1998, Hawai'i

Mejia, Leilani
Diverse Learner Needs
BA 1996, MSW 1999, Hawai'i

Menton, Linda K.
Social Studies
BA 1968, Chaminade; MLS 1972, MA 1978, PhD 1982, Hawai'i

Miller, Matthew
Visual Arts
BFA 1984, Hawai'i; MFA 1991, Oregon; PBCSE 2007, Hawai'i

Morehead, Leslee
Science
BS 2001, Sam Houston State; MSSE 2006, Montana State

Murchison, Sally
Visual Arts
BFA 1955, UCLA; MFA 1966, Hawai'i

Nakamura, Aric
Program Research and Evaluation
BA 2004, Hawai'i

Narimasu, Bert
Marketing and Publication Services
BA 1976, MFA 1993, Hawai'i

Ng, Joranna
Marketing and Publication Services
BBBA 1995, Royal Melbourne Institute of Technology; MBA 2000, Hawai'i

Nguyen, Thanh Truc
Learning Technology
BA 1996, MEd 2000, Hawai'i; EdD 2006, Southern California

Nite, Kaimi
Administration
BS 2005, Brigham Young

Nunokawa, Shane
Physical Education
BA 1995, Purdue; MPT 1997, Northwestern

Oda, Yukari
Foreign Language
BA 1985, Junshin Women's College; BA 1997, Bryn Mawr; BA 1998, Hawai'i Pacific; PBCSE 2007 Hawai'i

Okamura, Ana
Diverse Learner Needs

Okaizaki, Claire
Mathematics
BA 1970, Washington State at Pullman; MEd 2004, Hawai'i

Okihara, Derick
Information Technology
BA 2006, Hawai'i

Olafsson, Kevin
Performing Arts

Olson, Judith
Mathematics
BS 1968, Valley City State; MST 1981, Wyoming; EdD 1985, Oklahoma State

Olson, Melfried
Mathematics
BS 1968, Valley City State; MS 1972, Arkansas; EdD 1975, Oklahoma State

Orcutt, Kristen
Diverse Learner Needs

Pottenger, Francis
Science
BS 1951, Otterbein; MEd 1957, Xavier; MS 1964, New Mexico Highlands; PhD 1969, Claremont Graduate School

Pottenger, Larma
Editorial
BA 1950, Otterbein

Powell, Christine
Diverse Learner Needs
BS 1988, MEd 1996, Virginia

Quitan, Walter
Physical Education
Ramos, Rosemarie
Clerical
AS 1976, St. Ferdinand

Redmond, James
Science
BA 1968, SUNY; MEd 1979, Pepperdine

Rivera, Grant
Cafeteria

Rouse, Thomas
Social Studies
BA 2004, MA 2006, UC Santa Cruz

Sagaysay, Lolito
Program Research and Evaluation
BBA 1982, Hawai'i

Saka, Susan
Program Research and Evaluation
BS 1980, BBA 1980, MEd 1994, Hawai'i

Sakihara, Jean
Foreign Language
BA 1958, Jissen Women's University

Sand, Noriko
Foreign Language
BA 1973, MA 1975, Tama University of Arts

Scarlett, Thomas
Science
BEd 1973, MEd 1980, MEd 1997, Hawai'i

Scott, Neil
Learning Technology
BE 1970, DSc 2006, Canterbury University

Schultz, Bryant
Learning Technology
BA 1985, PhD 1992, Hawai'i

Shibata, Raemi
Learning Technology
BS 2006, Portland State

Shimabukuro, Erin
Administration
BEd 2001, Hawai'i

Shimizu, Scott
Safety Officer
AA 2004, Leeward CC

Shiroma, Michael
Information Technology
AS 2002, Honolulu CC

Shishido, Wayne
Marketing and Publication Services
BFA 1972, Hawai'i

Slovin, Hannah
Mathematics
BA 1966, Pennsylvania; MEd 1970, Temple; EdD 1996, Hawai'i
Cecilia Fordham

Cecilia Fordham, long-time educator and administrator, retired from her position as Special Projects Administrator for the Office of the Director at CRDG this year. Cecilia came to CRDG in 1995 following her twenty-eight year career as a teacher and administrator at ‘Iolani School. She served as the administrator of CRDG Summer Programs for five years before moving to the fledgling Learning Technology section where she served as the program administrator for School-Assisted Interactive Learning (SAIL) and Teacher Innovation and Teacher Education Collaborative (TITEC), two federally-funded distance learning projects with the Department of Defense Education Activity (DoDEA). She also served as the project manager for online PRAXIS preparation materials in mathematics and science from 2003–2005. In 2003, Cecilia was appointed to the CRDG marketing committee. In this capacity, she served as the project manager for The “Write” Way Mathematics Journal Prompts & More and X-Power Interactive. Her publications include A Workbook in Communication, which was used for nearly two decades at ‘Iolani school, and curriculum for an online course in AP English literature and composition.

Cecilia has been involved in education since she received her Bachelor of Science, Speech, and Drama Education degree in 1959 from the State University of New York at Fredonia. Her teaching experience began as a K–12 substitute teacher in a public school system in western New York. Cecilia taught at various schools in New York before relocating to Hawai‘i, where she continued her career as an instructor in English, speech, drama, and religion at ‘Iolani School in Honolulu. While teaching, she also received her Master of Fine Arts degree in Theatre (Directing) in 1976 from the University of Hawai‘i. Her theater résumé includes extensive directing and acting credits in film, TV, and theater. Cecilia was selected to receive the United Nations Year of the Woman Outstanding Woman in Theater in Hawai‘i award in 1985, the Pierre Bowman Award for Lifetime Achievement in Theater in 1998, and four Po'okela awards for acting and directing. She was a founding member of the board of the Friends of Kennedy Theatre.

For the past twelve years, Cecilia has been a devoted and essential part of CRDG. CRDG congratulates her on her long and influential career and thanks her for her valuable contributions to the educational community.
Teixeira, Tracy
  Administration
  BSW 1981, MSW 1983, Hawai’i

Teter, William
  English
  BA 1976, San Francisco; MA 1983, Hawai’i

Thom, Dayna
  School Counselor
  BS 2002, MEd 2004, Hawai’i

Tomei, Ivan
  Marketing and Publication Services

Tomita, Miki
  Science
  BSE 1999, Hawai’i

Towata, Carolyn
  English
  BEd 1967, 5-yr Diploma 1968, MEd 1968, Hawai’i

Venenciano, Linda
  Mathematics
  BA 1993, MAT 1994, Pacific

Venzon, Nel
  Mathematics
  BS 2005, Hawai’i

Ward, Lori
  Editorial
  BA 1983, Hawai’i; MNM 2002, Regis

Williams, Jillian
  Diverse Learner Needs
  BS 2005, Salve Regina

Withy-Allen, Kira
  Science
  BS 2005, UC Santa Barbara

Wong, Ira
  Performing Arts
  BA 1988, Hawai’i

Wong, Kenton
  Science
  BA 2002, Washington at Walla Walla; MA 2007 Hawai’i

Yap, Mark
  Information Technology
  BA 2001, Hawai’i

Yim, Jonathan
  Physical Education
  BS 2000, Creighton

Ymzon, Anne-Marie
  Diverse Learner Needs
  BS 2002, San Diego State

York, Susan
  Program Research and Evaluation

Yoshioka, Darren
  Physical Education
  BS 1993, Fresno State; MS 2004, Hawai’i

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

Young, Stephen
  Cafeteria

Zenigami, Fay
  Mathematics
  BEd 1974, PD 1975, MEd 1975, Hawai’i

Zimmer, Naomi
  Program Research and Evaluation
  BA 1999, Indiana

Zorn, Chris
  Performing Arts
  BS 1979, Appalachian State; MM 1996, Colorado;
  PBCSE 2007, Hawai’i