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 comprises seven research and development sections: Art, English, Learning Technology, Mathematics, Program Research and Evaluation, Science, and Social Studies. Four additional 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.

Since its founding, CRDG has operated within a research model that combines innovative thinking with real-world application, and in this role it has continued to add to the body of professional knowledge while bringing a large cross-section of the education community into the research process.

CRDG’s preeminence as a leader in educational research contributes to, and is supported by, the strong research tradition of the University of Hawai‘i at Mānoa and the teaching, research, and service missions of the College of Education.

Mahalo to all those whose generous contributions throughout 2008 have enabled CRDG to continue its commitment to leadership, excellence, and innovation in improving pre–12 education. We are most appreciative.

Make a gift online through the University of Hawai‘i Foundation Web site 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

Attention: Mark Fukeda.
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From the Director

Aloha from the Curriculum Research & Development Group and the University Laboratory School. We are pleased to be able to share with you the exciting and innovative work of our dedicated team of researchers, teachers, evaluators, and support staff in 2008. In this Year in Review we celebrate our place in the community—in the College of Education and the University of Hawai‘i at Mānoa, and in the local, national, and international community of educators.

In the pages that follow, you will read about our continuing leadership role in developing research-based programs and services. Stories about our projects in early childhood education and elementary mathematics education describe new efforts. The stories describing results of the multi-year study of embedding formative assessments in CRDG’s middle school science program and our long-time collaboration with Russian educators show the depth and breadth of impact our work continues to have.

Innovation and excellence are evident in our work and are attested to in the stories about the many visitors who came to see our programs in action and the recognition our work received this year from peers. You will also read about our continued success in generating grant funds and new collaborations such as that with the University of Hawai‘i Sea Grant College Program as well as the beginning of a three-year partnership with the Hawai‘i Department of Education to streamline the state content and performance standards and benchmarks.

CRDG, in collaboration with the University Laboratory School, continues its commitment to and support of leadership, excellence, and innovation in improving preK–12 education. The following pages demonstrate that commitment and the impact our programs and services are having locally, nationally, and internationally.
Our Roots

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

1921
Benjamin Wist (later dean of Teachers College) becomes the principal of the school.

1930
After annexation, Hawai’i becomes a U.S. territory. Honolulu Normal and Training School is renamed Territorial Normal and Training School and is moved to Lunalilo and Quarry streets.

1931

1939–1941

1941–1945

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

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

1959
Teachers College becomes the College of Education, and Hawai’i becomes the fiftieth state.

1966
The schools become part of a new entity, the Hawai’i 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 Hawai’i Curriculum Center is phased out and the University Laboratory School (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
CRDG merges with the College of Education. ULS applies for charter school status.

2001
ULS becomes a charter school. CRDG continues to operate the school as a laboratory for curriculum R & D.
Educational Research Serving Hawai‘i, the Nation, and the World

The Curriculum Research & Development Group fulfills its own mission and vision as part of the larger university system. We strive in our mission and vision to support those of the University of Hawai‘i’s College of Education and the research campus of the University of Hawai‘i at Mānoa.

Mānoa is a premier research institution whose scholars are leaders in their disciplines and whose students are prepared for leadership roles in society. Mānoa strives for excellence in teaching, research, and public service. Mānoa is an innovative institution, comfortable with change. Mānoa celebrates its diversity and uniqueness as a Hawaiian place of learning. We build on our strengths including our unparalleled natural environment and tradition of outstanding Asia-Pacific scholarship.

The elements of Mānoa’s overarching vision are distilled into a concise mission:

**Leadership, Excellence, and Innovation**

Within the Mānoa community, the College of Education has as its mission to work as a diverse and democratic community in three areas.

Teaching—prepare new educators and provide on-going professional development in education.

Research—increase the knowledge base in education and related fields through the production and application of research related to teaching, learning, and assessment.

Service—serve as partners and leaders for excellence in education.

CRDG builds on these missions, demonstrating leadership, excellence, and innovation in the field of education by 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. From its beginnings in 1966 as a research center and laboratory school, CRDG has consistently been committed to the vision of a school environment where all students succeed in a rich, liberal arts education that prepares them for college, work, and citizenship. The innovative projects, collaborations with other leaders in the field, and award winning curricula and professional development products and services described in this report show how CRDG achieves to its own mission while contributing to those of the college and university.
Leadership

Early Childhood Education

In line with the state’s ongoing P–20 Initiative, and with the new national focus on early childhood development, CRDG’s early childhood education specialists took this new program into its second year of exploratory research on development of a comprehensive early childhood curriculum. Drawing from their highly successful elementary curriculum, Developmental Approaches in Science, Health and Technology (DASH), the new program represents a long-envisioned component of a comprehensive preK–12 curriculum. Researchers are collaborating with teachers at the University of Hawai‘i at Mānoa Children’s Center (UHMCC) where they are working with four-year olds. Other long-time DASH collaborators at Navy Hale Keiki School in Pearl City, Hawai‘i, and Carnegie Mellon University’s Children’s School in Pittsburgh, Pennsylvania, have been involved in the initial research. While using inquiry learning strategies and activities from the DASH program, the new early childhood curriculum incorporates several additional elements that address the developmental levels of three- and four-year olds. For example, advances in digital photography have made it a fast and accessible way to visually record classroom activities for use with the Learning Calendar, pictured at right, and other activities. This is especially useful at the preK level, where children are primarily visual learners.

As with all CRDG programs from kindergarten through high school, the foundation of the curriculum is the inquiry learning process. Based on the ideas that inquiry is the mechanism used to produce knowledge and that young children can employ a number of inquiry modes, a curriculum that incorporates the usual environments of young children and engages them in the commonplace activities found within these environments will provide a strong foundation and support for their future learning.

All modes of inquiry start with the identification of a question, problem, or need. The next step or phase in the process is to develop a hypothesis—a possible way to answer that question, solve that problem, or supply that need. Testing follows this as children try things to see whether their ideas will work. Lastly, evaluation of results and conclusions resolve the problem or point the way for the next steps.

Collaboration with DOE on Native Hawaiian Education

In its final year, the staff of CRDG’s Pihana Nā Mamo project reflected on the program’s successes.

Since 2000, Pihana Nā Mamo, a collaboration with the Hawai‘i Department of Education (HDOE) funded by the U.S. Department of Education through the Native Hawaiian Education Act, has sought to improve the education of Native Hawaiian children through six activities: (1) research-based reading programs, (2) mentoring and transition support for secondary students, (3) parent and community involvement, (4) project administration, (5) curriculum materials development, and (6) program evaluation.

Each year, Pihana Nā Mamo served about nine thousand students, five hundred teachers, six hundred parents or community members, and fifty school administrators, primarily in high-poverty schools. Although project students came from mostly low-socioeconomic-status...
CRDG continues its leadership role in developing inquiry-based curricula with its early childhood project.
CRDG continued work on support materials for the Pihana Nā Mamo project, publishing three more books in the on-going Ka Wana series. Alaka'i: Traditional Leadership, Ola: Traditional Concepts of Health and Healing, and Hewa: The Wrong Way of Living came out in 2008, leaving only two books to complete the twelve-volume series. The Ka Wana series addresses a range of subjects intended to offer new insight into the philosophy and way of life inherent in Native Hawaiian culture. Work also continues on curriculum materials that will help teachers incorporate this work into their classrooms and into the lives of their students and their families.

Three new Ka Wana volumes

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The innovative nature of the research and development work that goes on at CRDG and in the University Laboratory School (ULS) means that visitors are a common occurrence on campus, and 2008 was no exception.

In February, long-time collaborator Dr. Alexander Uvarov from the National Training Center and the Russian Ministry of Education in Moscow and two master teachers from Russia—Gregory Vodopian from School 550 in St. Petersburg and Pavel Yakushkin from Moscow—came to campus. Their visit was part of a study of school readiness for change. Their specific interests were STEM education and how school information systems operate—how students use the Internet for education, what sorts of authentic assessment are in use, how science curricula are organized, and the expectations for the next steps in the use of information technologies in the classroom.

Three new collaborations were initiated with visits from delegations from Southeast Asia interested in studying the Laboratory School and CRDG model. January brought a visit from Pissamai Sri–ampai and a delegation from Mahasarakham University in Thailand. Sri–ampai had visited ULS while she had been at East West Center in the 1990s. When she returned to Thailand she established an

schools, they exceeded normative expectations in reading and in graduation rates. A rural Pihana school's principal asserted, “I really would attribute our Pihana Nā Mamo project to helping give us one of the best graduation rates in the state.” In addition, some of Pihana Nā Mamo’s major initiatives have been incorporated into the HDOE’s regular program: the reading program became the model for HDOE’s participation in the Reading Excellence Act (Reading First), the project’s Positive Behavior Support (PBS) component was adopted by the HDOE and is now a state-funded component, the project’s focus on parent involvement is evident in new state legislation, and its use of quarterly assessments was adopted to a major extent for special education in HDOE’s Response to Intervention (RTI) efforts.
elementary school modeled after ULS, which has now expanded to K–12. The delegation was interested in better understanding how CRDG uses ULS in its R&D work and in forging a collaboration for curriculum research and development.

Dr. Hung Nguyen, president of Hong Bang University in Vietnam, visited in June to observe classes at the Laboratory School and to discuss a possible collaboration with CRDG in curriculum development and teacher training for a college preparatory school they plan to establish within the Hong Bang University system.

In October, Dr. Yusni Saby, president of the Institute for Islamic Studies (IAIN Ar-Raniry); Mr. Saiful Mahdi, president of the Aceh Relief Fund and faculty member at Universitas Syiah Kuala in Aceh; and Mr. Asnawi Kumar, official journalist with Serambi Indonesia Online visited CRDG while they were in Honolulu to be part of the Beyond Tsunami: The Aceh Experience and International Application conference. The delegation was very interested in establishing a relationship to replicate the ULS experience in Indonesia. Specifically, the collaboration will focus on inquiry-based teaching to develop critical thinking among students.

Among the visitors here to collaborate on research was Nanette Seago, a researcher in mathematics education at WestEd, who videotaped ULS classes as part of her NSF-funded project involving professional development for middle grades mathematics teachers on the topic of similarity. She visited the Laboratory School in December to videotape the sixth and eighth grade mathematics classes and to provide an informal seminar on her project and its uses of video for professional development.

But not all the visitors were here to work. The Hawai’i Ground Golf Association Nonoichi-machi Ground Golf Association from Japan visited the Laboratory School to play, donating twenty-five sets of ground golf equipment and lessons to ULS. Thanks to the support from these two ground golf associations, the ULS fourth through sixth graders started ground golf lessons in fall 2008.

The year wrapped up with visits from two sister schools from Japan and two new schools. Students from sister schools Nishi-Nippon High School and Sohseikan High School met with ULS high school students during day-long visits. Teisei High School, also from Japan, and Palm Beach High School, from Boca Raton, Florida, also brought groups of students to spend a day with the students at ULS.
A Decade of International Collaboration: Russia

In 1993, education leaders in the Russian Academy of Sciences began a collaboration with CRDG to reform science education by translating CRDG’s *Foundational Approaches in Science Teaching* (FAST) program into Russian. CRDG provided training for pilot teachers and teacher trainers, and teacher support in implementing FAST. They also helped build the evaluation program with guidance on collecting data on the impact of FAST with teachers and students, and student data exchange. Donald Young and Mary Gray provided the initial professional development institutes in Moscow and Ryazan. The fully developed project (known in Russia as *The World Around Us*) won approval of the Russian Ministry of Education for use in Russia’s schools. Today schools in Moscow, Voronezh, Ryazan, Barnaul, and Krasnoyarsk use *The World Around Us*.

More recently (2005), the National Training Foundation commissioned the development of twenty-eight reform programs in multiple subject areas. Under the direction of Dr. Alexander Uvarov and Dr. Elena Afrina, and with the support of CRDG and Dr. Isak Froumin of the World Bank, a team of authors developed two new science courses for grades five and six (now called Science 56 in Russia) based on the FAST model. As the development phase was ending in the fall of 2007, Donald Young, now the director of CRDG, was invited to Moscow to consult on designing the national dissemination and implementation of Science 56. The collaborative work resulted in a book on dissemination and implementation of education programs published in June 2008.

Another result of the December 2007 design workshop was the organizing and funding by the National Training Foundation of a conference for the authors of all twenty-eight reform programs to discuss issues related to dissemination and implementation. Young was invited to keynote the conference held June 9–11, 2008 in Moscow. The book on dissemination and implementation was used as a key reference for the conference. The National Training foundation has subsequently required the twenty-eight program developers to submit dissemination/implementation plans. The collaboration continues with Young providing consultation services electronically.

Another Look at Hawai’i State Standards

CRDG, in a partnership with the Hawai’i Department of Education (HDOE), began reexamining the Hawai’i State Content and Performance Standards III (HCPS III) in the core areas of English/language arts, mathematics, science, and social studies. The primary goal of the project was to identify essential core content and to clarify the language of, and reduce the number of, benchmarks in order to better focus teaching and learning. To accomplish this, project staff gathered data about the successful implementation of standards-based instruction and the perceived barriers to successful implementation, reviewed recent changes in the national standards, examined standards-based education in exemplary states, and examined
CRDG was ahead of its time when, nearly forty years ago, it required professional development for teachers who used its innovative and unique science curricula. CRDG’s wealth of experience in teacher in-service serves it well as it provides ongoing professional development to teachers locally, nationally, and internationally.

CRDG has continued to support schools and teachers as they make their way through today’s changing education landscape. The Mathematics section continued to respond to the needs of schools and districts with their whole-school professional development efforts at Blanche Pope Elementary, Lanakila Elementary, and Stevenson Middle School; their secondary mathematics development program for the Nānākuli, Pearl City, Waipahu complex; and their district-wide work on connecting mathematics strands to the Hawai’i Content and Performance Standards III. The Science section also worked with individual schools and teachers, offering customized courses on Teaching Science as Inquiry and continuing to offer follow-up support through distance learning using the Hawai’i Interactive Television Systems (HITS).

CRDG also hosted students from the Master’s of Education in Teaching (MEdT) program in 2008 through classroom immersion experiences, student teaching, and internships. In August, fifteen students from the MEdT program spent a week in the University Laboratory School (ULS). Following an orientation and tour of the school, students spent two days observing classes in their subject specialties, a day shadowing a group of ULS students, and a day shadowing a ULS teacher. They rounded out the week talking with school counselors and administrators.

MEdT students also explored the school to gather data for their school immersion assignment, the goals of which included their gaining an understanding and appreciation for the demands of teaching and obtaining a complete picture of what a school is like. Frequent group debriefing and individual conversations with teachers and students provided opportunities for questioning and discussion. Instructors and students alike appreciated the learning experience. “Allowing us to observe your school for a week was an invaluable experience! Very much appreciate it!” was just one of many written thank yous sent to CRDG by participants and professors.

In addition to the week-long observation by a full cohort, both the Social Studies and English departments at ULS hosted interns from the MEdT program in 2008.
Romance Between Curriculum Developers and Assessment Developers

CRDG’s long history of leadership and innovation in science education was recognized in a series of publications in 2008. Richard Shavelson of Stanford University was the guest editor for a special issue of *Applied Measurement in Education* that reported the findings of a multi-year collaborative project, dubbed a *romance* by Shavelson, between assessment developers at the Stanford Education Assessment Laboratory and science curriculum developers at CRDG. The project looked at the impact of embedding formative assessments in CRDG’s middle school science curriculum, *Foundational Approaches in Science Teaching (FAST)*. As described by Shavelson in his introduction, the study asked these questions:

(a) What does it take to build and embed conceptually coherent formative assessments in curriculum?
(b) Do teachers implement formative assessment as intended after training?
(c) What is the impact of formative assessment on students’ learning, motivation, and conceptual change?
(d) What might be learned from the collaboration of curriculum developers and assessment developers so that in the future, such romances may learn from our experience?

The five articles that make up the special issue provide a wealth of information on the potential and the challenges the formative assessment movement presents.

This project was also featured in a chapter in *Assessing Science Learning*, a major new publication of the National Science Teachers Association. Another article, “The Complexity of Measuring the Quality of Program Implementation With Observations” in the *American Journal of Evaluation* was written by a group of CRDG researchers that included science educators and evaluators and focused on new insights into the issues involved in research design.

**FAST 1, The Local Environment**

3rd edition published

Work to revise and update the FAST program began in 2008 with the publication of the third edition of *FAST 1, The Local Environment*. Keeping its focus on teaching foundational concepts through physical science and ecology, the new edition of *FAST 1* updates data and concepts related to pollution and community development in the relational studies strand of the course.
A five-year study of the impact of embedding formative assessment in the science curriculum led to a wealth of new information that has been recognized as an important contribution to the literature.
ULS: A Crucible for Invention

The University Laboratory School (ULS) is operated by CRDG as a K–12 laboratory for researching, designing, testing, and evaluating effective approaches to improving learning, teaching, and assessment. In its forty years as a research laboratory, the school has served as a crucible for inventing new approaches and developing award-winning curricula in science, mathematics, English, social studies, and music. As CRDG’s curricula have matured, the school has taken on the additional role of demonstration site for the various exemplary programs and for approaches to teaching and learning with heterogeneous groups of students engaged in a full liberal arts curriculum.

The student population is randomly selected from among applicants to represent a broad cross section reflecting the state population distribution of gender, academic achievement, family income, and ethnicity.

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, and foreign languages, as well as electives each year. The school has no tracking of students. All students take the identical core curriculum in high school in non-segregated classes. All students graduate ready for college, work, and responsible citizenship.

The school curriculum is performance-based and built on multi-year sequences of learning emphasizing creativity, inquiry, problem solving, and active learning. The broad range of activities included in the school’s core curriculum allows its students to excel in state- and national-level competitions in all areas. Approximately 80 percent of ULS students participate in activities outside of school in visual and performing arts, speech, mathematics, music, writing, science, social studies, and athletics.

The ULS has always served two interlocking missions: to design and deliver the best possible education to its students, and to serve the educational research and development community through the invention and testing of high quality educational programs. Beginning in 2003, CRDG formally established a new focus for its R&D work, looking at...
the school itself as a research project in an attempt to document the elements that have contributed to its success. The school is widely recognized as successful with diverse learners, as substantiated by high scores on state tests, graduation rates, and post-secondary enrollment. Non-academic indicators that add to this picture of success include daily attendance rates between 95 and 98 percent, and consistent college acceptance rates in the neighborhood of 98 percent. In addition, the most recent alumni survey showed general satisfaction with the Laboratory School experience, with alumni indicating that the school had prepared them well for college.

We are especially proud of another statistic that has emerged and that seems to validate our approach to teaching and learning. The rank of ULS students' average Hawai'i State Assessment scores among all schools statewide in grades six and below is respectable, but by grades eight and ten, it is among the highest in the state. Indeed, typically ULS is ranked in the top two schools on Hawai'i State Assessments in grades eight and ten. The ULS student body is stable; thus, compared with other Hawai'i students, ULS students are improving their mathematics and reading achievement as they progress from elementary through high school. This is unusual among public school students, whose academic performance usually declines in the upper grades.

**Capital Campaign for Renovations Begins**

Long before the devastating fire of June 2006, the College of Education and CRDG were in dire need of renovated and expanded facilities in order to fulfill their missions. This need remained unmet in 2008. But, first steps were taken when the college developed conceptual plans, a preliminary budget, and an account with which to receive donations intended for facilities improvements.

Plans for the renovation include replacing classroom and faculty office space lost to the 2006 fire, renovating substandard facilities, enhancing the appearance and usefulness of the Mānoa campus through sensitive and sustainable design, reducing energy use, and increasing usable square footage essential for the fulfillment of the missions of CRDG/ULS and the College of Education.

CRDG researches, develops, and tests curricula to be utilized in Hawai'i's schools and beyond, and the University Laboratory School is the laboratory within which this work takes place. Curricula developed by CRDG become a part of "best practices" at schools locally, nationally, and internationally. In addition, a laboratory for real world testing of curricula and teaching practices is a vital component of the College of Education's mission. However, it is difficult to carry out state-of-the-art research in a physical environment that is at best out-of-date, and at worst, presents a hazard to the students and faculty that must work in these facilities. We are all looking forward to a successful campaign that will allow us to continue our work providing the education community with teachers, curricula, professional development, and other services that can help make our schools centers of excellence.
UH Sea Grant and CRDG Join Forces to Deliver Marine Education

CRDG has partnered with the UH Sea Grant College Program to establish a Center of Excellence for Marine Science Education, the newest of four centers of excellence established by the UH Sea Grant College Program. As director of the new center, CRDG’s Kanesa Duncan became an affiliate faculty member with Sea Grant College Program in the fall of 2008.

Under Duncan’s direction, the new Center of Excellence is dedicated to connecting researchers, educators, and community members in marine science education. The center currently has three main thrusts: providing teacher institutes on Teaching Science as Inquiry (TSI) in a marine science context, providing graduate students in the Sea Grant program with training in education, and teaching a course in communicating ocean sciences for preservice teachers, in-service teachers, and informal educators.

The training for graduate students is tied into a Sea Grant service requirement of forty education outreach hours per year. Sea Grant research assistants participate in the CRDG-facilitated training and develop outreach programs that help share cutting-edge marine science with K–12 students, teachers, and the community.

The third element in the center’s work, teaching formal and informal educators about communicating ocean sciences (COS), is part of an NSF-funded grant to partner with the Center for Ocean Science Education Excellence (COSEE) in California. COSEE CA developed the COS college course, and UH partners are adapting it to Hawai‘i, incorporating elements of traditional knowledge and the local environment. The University of Hawai‘i’s School of Ocean and Earth Science and Technology, the Hawai‘i Institute of Marine Biology, and Maui Community College are all partners in this grant.
Congratulations

The Program Research and Evaluation (PRE) section followed up their award-winning performance at the 2007 American Educational Research Association’s annual meeting with two awards at the 2008 meeting in New York. Morris Lai and Hugh Dunn, who won in the best alternative reporting category last year, were joined by Sue York this year in winning first place in the Applied Research, Assessment, and Evaluation in Schools category. Their report, titled *Data-Substantiated Evaluation Assertions About Pihana Nā Mamo*, summarizes the effects of their U.S. Department of Education-funded program that seeks to improve the education of Native Hawaiian children. The report not only provided a succinct, data-rich description of the project’s positive outcomes across years, it also captured the basic essence of the project’s mission.

In the Program Evaluation Studies category, PRE’s Paul Brandon and Brian Lawton, along with Val Krohn-Ching of CRDG’s Art section, received first place for their report, titled *Evaluation of the Final Year of the ARTS FIRST Windward Research Project*. The report described the findings of their project, funded by the U.S. Department of Education’s Arts in Education Model Development and Dissemination program, that trained elementary school teachers to use the arts to teach reading and mathematics.

Suzanne Acord, head of the CRDG Social Studies section, was selected as one of twenty teachers from the U.S. and Canada to participate in a study tour of Japan in the summer of 2008. The fellowship was intended to provide teachers with the opportunity to learn firsthand about Japanese society in order to enhance their classroom teaching. While Suzanne does teach about Japan in her world history courses, she is also part of a team that is writing the third in a series of award-winning textbooks about East Asia. In Suzanne’s case, many more students than those in her classroom will benefit from her experience.
Research and Development Feed Innovation in Mathematics

While innovation may be said to be the watchword for CRDG in general, no section exemplified this approach more in 2008 than mathematics. From the teaching of mathematics through inquiry, to placing all students in a rigorous program that presents algebra in eighth grade and includes mathematics in every grade throughout high school, to continuing to develop the Measure Up program, which uses measurement experiences to help students develop ideas about equality and inequality that are key to continued success in developing mathematical thinking, the work of the CRDG Mathematics section has truly been groundbreaking. Their research in 2008 continued work on curriculum development and added an emphasis on technology in the classroom as a way of deepening understanding and improving student achievement.

The Mathematics section engaged in a National Science Foundation-funded research project to study the effects of formative assessment in a networked classroom on student learning of algebraic concepts in grade seven. Using the TI-Navigator system to create networked classrooms, this project aimed to advance mathematics learning for all students by researching ways for teachers to employ formative assessment strategies efficiently and effectively.

Technology in the classroom was also the focus of a project funded by the Texas Instruments Company to study applications of the TI-NSpire technology to improve learning of twelfth grade pre-calculus concepts.

A second National Science Foundation grant funded a study of the role of gender in language used by children and their parents working on mathematical tasks. In addition to students in the Laboratory School, this research included student and parent teams from six public elementary schools in Hawai‘i. Researchers Judith and Melfreid Olson were interviewed.

Measure Up

Based on a program created in Russia, Measure Up dates to 2000 when mathematics researchers at CRDG began adapting the concepts of the program for a contemporary audience. Measure Up’s unique approach to learning mathematics not only includes reading, writing, speaking, and critical thinking, but also stresses multiple representations and connectivity. Dr. Barbara Dougherty, a member of the original Measure Up team, believes that, because of the unique way mathematics is taught in the program, by the end of sixth grade students will have completed the equivalent of a rigorous algebra course.

Four characteristics guide the work in Measure Up to help young children become mathematical thinkers:

1. Students’ experiences with continuous quantities of volume, mass, length, and area introduce them to mathematical ideas, laying the foundation for algebraic thinking.
2. An emphasis on communication engages students in talking about, listening to, and writing about mathematical ideas.
3. Students represent the mathematics with continuous quantities pictorially and symbolically. These representations are used interchangeably rather than sequentially.
4. Physical actions with continuous quantities allow students to make links to mathematical concepts being investigated.
The innovative Measure Up elementary mathematics program employs reading, writing, speaking, and critical thinking to develop students’ conceptual understanding of mathematics concepts.
Publication of *Weather and Ratios* continues middle school series

CRDG’s Mathematics section continued their collaboration with Douglas Grouws and Lucy Payne of the University of Iowa with the publication by CRDG of *Weather and Ratios*. This is the second in a series of units for middle school students designed to help them build their skills in collecting data and analyzing statistics. The unit uses current and historical weather data collected from specific Internet sites to present lessons on rational numbers and on ratios and percentages. It is aligned with the National Council of Teachers of Mathematics Principles and Standards for School Mathematics.


In 2008, the Mathematics section also continued to provide professional development throughout the state, working with schools, complexes, or districts depending on the need. This year they worked with Lanakila Elementary, Blanche Pope Elementary, and Stevenson Middle schools; the Nanakuli, Pearl City, Waipahu Complex; and the Honolulu District.

**Increasing Science Achievement on Hawai‘i Island**

CRDG has worked with a number of partners over the past three years to increase science proficiency of middle school students on Hawai‘i island. Through a series of No Child Left Behind grants from the U.S. Department of Education, CRDG and the Hawai‘i District of the Hawai‘i Department of Education, along with a variety of partners from the community, worked with science teachers in the Ka‘u, Kea‘au, and Pāhoa Complex Area and other invited charter, public, and private schools in the Hilo area.

The first project, **STARnet: Casting a Broader Net Through Teaching and Technology**, targeted eighth grade earth and space science. **STARnet** partners included University of Hawai‘i at Hilo, the ‘Imiloa Astronomy Center, and Phi Delta Kappa International Education Association. Participants were provided with computer technology STARcarts enabling them to enrich their teaching and to share data among classes.

A second project, **Life Scene Investigations: Using the “Sleuth Approach” to Assess Learning (LSI)**, focused on seventh grade and life science. **LSI** partners included the Friends of Pana‘ewa Zoo and Science FUNdamentals.

Begun in 2008, **Meeting Science Standards Through Inquiry: A Complex Ed-venture (MSSTI)** completed the middle school project set with sixth grade and physical science.
Teachers from the same schools were encouraged to attend all three courses as a team. New MSSTI partners were Hawai‘i Electric Light Company (HELCO), Aloha Interactive, Business Services Hawai‘i, and the Pacific Tsunami Museum.

In each class teachers engaged in the inquiry-based activities that were designed for them to do with their students, then followed these with discussions of implementation and instructional strategies. The activities addressed the HCPS III standards and benchmarks for the targeted grade level. Most of the activities were drawn from CRDG’s FAST and DASH programs. The final assessment for students at each grade level was an exciting field experience in a community-based, informal education venue. The eighth grade STARnet teachers took their students to the ‘Imiloa Astronomy Center; LSI seventh grade classes explored the Pana‘ewa Zoo, and sixth grade MSSTI students visited the recycling operation at Business Services Hawai‘i and the Pacific Tsunami Museum. An extensive teacher evaluation guide was designed for each project’s assessment experience.

Project evaluations thus far have been overwhelmingly positive.

**ULS Alumni Return to Give Back**

Darron Cambra, a 1998 graduate of the University Laboratory School, became the latest graduate to return to the Laboratory School when he joined the English section in January as a ninth grade English teacher. Matt Miller, a 1979 graduate, was one of the first to return when he began teaching art in 1995. Both contribute to the unique educational experience students at the Laboratory School have by providing a rich and meaningful exposure to art in Miller’s case, and poetry in Cambra’s.

**Art: Matt Miller**

All students in grades six through twelve at the Laboratory School take art as a required core subject every year. The department’s programs are designed so that by the time students leave ULS, they will have experienced the visual arts in its many forms—drawing and painting, ceramics, sculpture, textiles, and printmaking—and developed significant skills in an area of their choosing.

Matt Miller, who teaches drawing and painting, credits his experience as a ULS student with directly impacting his adult life. Today he is a practicing artist, art educator, and musician, and he feels that these are a direct result of the opportunities he had to explore both art and music in depth as a student at ULS. While he recognizes that not every student is destined to
Innovation

become an artist, Miller is happy to have the chance to mentor those who do have an interest in the arts, and he hopes that all students gain an appreciation and understanding of visual arts that will stick with them through their adult life.

Miller’s studio classes focus on giving his students the ability to understand color theory, value, shape and line, composition, and technique. They work from observation to help develop and strengthen their drawing abilities. Students also work with digital photography to create source material for self-portraiture and landscape.

English: Darron Cambra

Darron Cambra, who returned to ULS to teach in January 2008, brings his experience as a poet and performer to ULS where he is refocusing the ninth grade curriculum around poetry. “Spoken word as an art form covers the language art’s holy trinity of reading, writing, and oral communication,” Cambra said. “Using spoken word from active poets also helps spark interest with the students because there is a direct relevance to their own lives.”

The CRDG-developed Golden Triangle program is used in all secondary English classes at ULS, and Cambra is applying the three points of the triangle—daily dictation sentence for grammar study, daily journal freewriting, and daily reading aloud—through the study of poetry. His focus is on encouraging every student to find his or her own voice and to develop into a performer through the medium of spoken word. The course starts by comparing the classics to contemporary hip-hop, exploring both how they differ and what they have in common. Throughout the course, students begin to identify the tools of poetry and to develop the skills involved in writing poetry.

National Scholastic Art Exhibition Gold Key awards recipients

This year, six of Miller’s students won Gold Key awards in the Hawai‘i Region of the National Scholastic Art Exhibition, a recognition that qualified them to represent Hawai‘i in the national competition. One of those students, Sarah Cockett won a National Gold Key for her self-portrait. Another student, Tomy Takemura, won 2nd place in the Congressional Art Exhibition for her pastel painting “Last Refuge.”
According to Cambra, “spoken word is a free verse genre where all rules can be stretched. But before students can stretch the rules, they have to know something about poetry, and that comes from learning the basics and from a lot of practice writing and performing.”

Cambra has self-published his first collection of poetry, *True Confessions of a Compulsive Liar*, and has released a CD with the same name.

**Training Teachers to Use a Makery to Increase Student Interest and Proficiency in STEM**

Researchers with the Invention Factory project put one of their major findings to work in 2008 in a new initiative called the Makery. The Invention Factory is a National Science Foundation-funded program that used invention as the catalyst for teaching middle and high school students the principles and relevance of science, technology, engineering, and mathematics (STEM). One of the most critical findings of the research was that the lack of hands-on and interactive activities within the current education curriculum severely hindered students’ interest in STEM careers. To address this, the Invention Factory established a “Makery” within the College of Education, to provide students and teachers alike with the resources to design, set up, program, and use computer numerically controlled (CNC) machines to create practical solutions for real problems. The success of this pilot project led researchers to develop the concept of the classroom Makery along with a teacher-training program, and to apply for funding. The program was designed to use hands-on creative projects to prepare students for careers in high-intellectual-value industries based on STEM disciplines as well as for the so-called “blue collar” careers as operators and programmers in the broad range of industries that are adopting computer-based manufacturing systems.
Chapters in Books

Books/Media

Peer Reviewed Journal Articles

Other Publications


Shon, J., Harpstrite, J., & Young, D. B. (2008). Interim report to the legislature on Senate Concurrent Resolution 56 S.D. 1 requesting the Hawai‘i Educational Policy Center to report on the retention and change in assignment of teachers within the department of education. Honolulu: Hawai‘i Educational Policy Center.


Grants and Contracts
Brandon, P. R. Evaluation of the Arts and Literacy for All Project. Hawai‘i Alliance for Arts Education. $330,000. 2006–2010.


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


Presentations

Acord, S. A. (2008, January). “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 Hawai‘i International Conference on Education, Honolulu, HI.


Baumgartner, Erin. (2008, March). The laboratory school as STEM partner. Presented at the National Association of Laboratory Schools Conference, Providence, RI.


Berg, K. (2008, January). Remarks on character. Invited presentation to the National School of Character Presentation Assembly, Sacred Hearts Academy, Honolulu, HI.


Brandon, P. R. (2008, January). Overview of a small body of research on stakeholder participation in program evaluation and possible reasons for the inattention given to it in the evaluation literature. Presented at the annual meeting of the Hawai‘i Educational Research Association, Honolulu, HI.

Brandon, P. R., & Singh, M. (2008, November). Conclusions from research on evaluation use: How strong are the methodological warrants? Presented at the annual meeting of the American Evaluation Association, Denver, CO.


Hamilton, M. (2008, June). Using podcasts to present student writing. Presented at the Hawai‘i Writing Project Summer Writing Institute, Honolulu, HI.


Okazaki, C. (2008, June). The role of gender in language used by children and parents working on mathematical tasks. Invited poster session at the National Science Foundation Division of Human Resource Development Joint Annual...
Meeting (JAM), Washington, D.C.


Olson, M. & Olson, J. (2008, October). Fraction fundamentals: Examining how words, models, and strategies such as using common numerators, lead to success in solving worded problems involving fractions. Presented at the Illinois Council of Teachers of Mathematics Conference, Peoria, IL.


Olson, M., & Olson, J. (2008, February). Using calculators for more than computation. Presented at the Hawai‘i Council of Teachers of Mathematics Spring Meeting, Honolulu, HI.


Using video to evaluate physics lessons. Presented at the Winter Meeting of the American Association of Physics Teachers. College Park, ME.


Young, D. B. (2008, June). Research and practice: Lessons learned in national dissemination and implementation of science and mathematics programs. Invited presentation to the National Training Foundation, Moscow, Russia.


CRDG Organization

College of Education
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Curriculum Research & Development Group
Donald B. Young, Director
Kathleen F. Berg, Associate Director
Paul Brandon, Interim Associate Director
Helen Au, Assistant Director
Marcus Hayden, Administrative Officer
Ricardo Lorenzana, Special Projects Administrator

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Art
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English
Bill Teter, 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, Section Head

Social Studies
Suzanne Acord, Section Head

Research Support

Information Technology
Mark Yap

University Laboratory School
Frederick A. Birkett, Principal
Keoni Jeremiah, Vice-Principal
Audrey Maedo, Secretary

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Helen Au

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Birkett, Frederick
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Bombeke, Kika
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Bourne, Katherine
Physical Education
BS 1978, Wisconsin

Brandon, Paul
Program Research and Evaluation
BS 1970, Portland State; MEd 1978, PhD 1983, Hawai'i
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<tr>
<th>Name</th>
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<td>Brennan, Brendan</td>
<td>Mathematics</td>
<td>BBA 1999, Gettysburg College; MEd 2005, Phoenix</td>
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<td>Brennan, Carol</td>
<td>Science, Early Childhood Educatio</td>
<td>BA 1965, Catholic University of America; MS 1984, Nebraska; EdD 1996, Hawai'i</td>
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<td>Athletics</td>
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<td>Cruz, Crivir</td>
<td>ULS Counselor</td>
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<td>BS 2002, MEd 2004, Hawai’i</td>
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<td>Performing Arts</td>
<td>BS 2004, Puget Sound</td>
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Krohn-Ching, Val  
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23rd Annual Student Employee of the Year Award Winner

Marc Marquez, a graphic design major and a computer clerical specialist III with CRDG’s technology support team since June of 2006, was the overall winner at the 23rd Annual Student Employee of the Year (SEOTY) Awards Ceremony held on April 10, 2008, at the UH Mānoa Campus Center.

He went on to win the overall state award and the regional award sponsored by the Western Association of Student Employment Administrators (WASEA). Marquez was chosen from 600 nominees for the WASEA award. Marquez was nominated by Mark Yap, CRDG’s Technology Support Manager, who, himself, received the SOETY award in 2000.

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Standard Streamline Project
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Young, Stephen
Cafeteria

Zenigami, Fay
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Zorn, Chris
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