

**Kanu o ka 'Āina Learning 'Ohana
Native Hawaiian Education Program – CFDA 84.362 A
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NEED FOR THE PROJECT

Problem Statement--Under representation of qualified culturally competent early literacy and STEM trained teachers native to Hawai'i, and a lack of culturally relevant curriculum, places Hawaiian children in jeopardy of academic failure.

Underrepresentation of Hawaiians in teaching and Hawai'i's inability to produce a sufficient number of teachers to fill major shortage areas in local schools continues to erode Hawai'i's local economy and impacts instructional quality and student learning. The Hawai'i Department of Education (HIDOE) employs only 9.9% Native Hawaiian teachers despite Native Hawaiian students comprising approximately 27% or over one quarter of the school system. (Office of Hawaiian Affairs, 2016). A significant percentage of teachers come from the U.S. mainland to fill jobs that require specific certifications, degrees, or licensure that many local residents lack. Although well-trained in education theory and practice, these teachers lack the cultural connectivity that is vital to the success of Hawaiian students. This cultural disconnect leads not only to teacher ineffectiveness but also high teacher turnover particularly in rural communities.

A large percentage of Nā Lei Na'auao Alliance for Native Hawaiian Education (NLN) teachers are working with temporary hire permits which allow unqualified workers to fill teaching positions. Emergency Hire permits are valid for three years at which point the teacher can no longer be employed, loses benefits, and access to tenure. NLN is comprised of seventeen Hawaiian-focused charter schools (HFCS) located on Kaua'i, O'ahu, Moloka'i, and Hawai'i Island. These schools are culturally safe learning environments where the creativity and

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commitment of teachers, parents, students, and citizens can contribute to better student academic achievement.

A review of the 2018 Charter Teacher Licensure Report shows that 39% of students in the 14 Native Hawaiian Charters Schools are being taught by emergency hires, with at least one school in this network showing as high as 100% of students taught by emergency hire teachers. These schools serve some of our most high-needs student populations with 54% of students qualifying for free and reduced lunch, at least 33% are economically disadvantaged and 35% of SPED students are being taught by emergency teacher hires (SPCSC, 2018). This demonstrates a strong need for the support of programs that satisfy both the cultural and professional development necessary to teach within our communities.

Kanu o ka 'Āina Learning 'Ohana (KALO), a Native Community-Based Hawaiian Education Organization, delivers education and employment expertise within Hawaiian communities through a program called Kaho'iwai. Kaho'iwai is a SATEP program approved by the Hawaii Teacher Standards Board (HTSB), accredited Nationally and by the World Indigenous Higher Education Consortium. Kaho'iwai certifies teachers skilled in teaching reading/literacy, and STEM/computer science, increases use of Hawaiian language in the classroom, and increases employment and financial security in the teaching profession using career path internships, where Native Hawaiians are underemployed. Our project: Kaukoe a Po'ohala (Persevere to carry on the virtues, arts, skills of our 'ohana) represents a collaborative planning and implementation effort between KALO's Kaho'iwai Program and NLN to address the issue of quality instruction in reading/literacy, STEM/computer science, use of Hawaiian

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language in instruction, and underemployment in teaching careers. This is achieved through the delivery of a teacher training/licensure program utilizing career path internships.

Recently, the Hawai'i Board of Education formally directed that Hawaiian language and culture take its rightful place in Hawai'i public education (Board Policy 2104). Substantial research identified the lack of culturally relevant curriculum and pedagogy for Native Hawaiian students within the larger education system as a major obstacle to academic success (U.S. Commission on Civil Rights, 2019; Kana'iaupuni, 2010; Reyhner, Gilbert, and Lockard, 2011; National Indian Education Association, 2009). The results are obvious and show long standing gaps in Native Hawaiian educational outcomes, ranging from lower achievement and poor graduation rates to underrepresentation in post-secondary education and overrepresentation in remedial and developmental courses (Hawai'i P-20, 2016; Kamehameha Schools, 2009). Contract conditions imposed on Hawaii Charter Schools in January 2020, prohibit schools from purchasing online curriculum and mandate schools create their own mission aligned curriculum within the next few years or risk closure, has accelerated the urgency for the creation of relevant cultural curriculum.

In partnership with NLN, KALO is poised to close the gaps with Kaho'iwai's creation of mission driven culturally relevant curriculum. Curriculum will be developed aligning to the collective NLN mission to establish, implement, and continuously strengthen models of education throughout the Hawaiian Islands and beyond, which are community-designed and controlled and reflect, respect, and embrace, *'ōlelo Hawai'i* (the language of Hawaii), *'ike Hawai'i* (Hawaiian knowledge and ways of knowing) and Hawaiian cultural values,

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philosophies and it's practices. NLN schools will provide an effective testing environment for the curriculum and jobs for native teachers.

Despite a once strong foundation of education in Hawaiian culture, Native Hawaiians today find themselves among the most socioeconomically disadvantaged ethnic groups in the state of Hawai'i (Wu, Uchima, and Browne, 2019; Department of Business, Economic Development & Tourism, 2018; Office of Hawaiian Affairs, 2016). There are several explanations for this disparity between Hawaiians and non-Hawaiians including loss of land and language, poverty, lack of education, and substance abuse (Hawai'i Advisory Committee to the U.S. Commission on Civil Rights, 2011). This project addresses this disparity with training and career-path internships that lead to employment of Native Hawaiians in local communities.

Linear single focus attempts to create educational change in Hawai'i for Hawaiians provide limited opportunity for success. Conversely, this project provides a catalyst for change by addressing student needs through curriculum, teacher quality, and an institution's ability to react to community educational needs through employment. This project will support the graduation of teachers ready for licensure within the State of Hawai'i prepared to teach in the Hawaiian community serving large populations of at-risk students. Underserved Hawaiian students in schools and communities employing our program graduates will benefit as they will be instructed by qualified culturally competent trained teachers, focusing on the use of Hawaiian language in instruction, reading/literacy in the elementary grades (K-3), and STEM/computer science in secondary grades (6-12).

QUALITY OF PROJECT DESIGN

The goal of this project is to enhance educational services provided to Native Hawaiian

children by increasing the number of qualified culturally competent early literacy and STEM trained teachers native to Hawai'i with access to innovative culturally relevant curriculum.

To achieve our goal, we employ two objectives:

1. Increase the supply of state licensed Native Hawaiian teachers who are:

- Prepared to teach at-risk children.
- Prepared in the use of Hawaiian Language in instruction.
- Prepared to teach reading/literacy in grades K-3.
- Prepared to teach STEM and computer science in grades K-12.

2. Develop, test, and make available culturally relevant high-quality online curriculum packages for grades K-3 reading/literacy and grades 6-7 STEM and Computer Science.

The project design is appropriate and addresses the needs of the target population. The proposed goal and objectives are supported through the delivery of the Kaho'iwai Post-Baccalaureate Teacher Education Certificate Program (PBACCP) and the development, testing, and dissemination of reading/literacy and STEM/Computer Science curriculum packages.

First, the PBACCP addresses the needs of at-risk children using pedagogy, content, and Hawaiian language in instruction to enhance children's learning in reading/literacy and STEM/Computer Science (absolute priority parts a, b, c, and d; as well as competitive priorities 1 and 2.) and focuses on the needs of Native Hawaiians in regard to student development, learner differences, instruction environment, content, application of content, instructional strategies, assessment, leadership and ethics, and professional development.

The program is designed to offer a hybrid teacher certification program allowing participants to remain in their own communities and continue to work. We focus on unlicensed

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and emergency hire teachers already employed in schools within the State. The program leads to licensure by the Hawai'i Teacher Standards Board (HTSB). Participants are trained to incorporate state standards and to address the new *Nā Hopena A'o* cultural standards in order to honor the qualities and values of the indigenous language and culture. Our program aligns to the Hawai'i Teacher Standards Board Teacher Professional Standards and Hawai'i Administrative Rules calling attention to pedagogical content knowledge and cognitive instructional methods for reading, literacy, and Hawaiian language use to perpetuate traditional ways of knowing, learning, and teaching (HAR S8-54-19). The PBACCP is a successful delivery model developed and tested in previous cohorts incorporating coursework, practicum and career path internships, and residencies. The program is delivered face-to-face and online, and is approved and ready for delivery from the start of the project. The list below outlines program course work.

EDU402 6-12 Methods (Math & Science) -A study of methods, techniques, materials, technology, state standards related to STEM instruction. **EDU 408 Education Technology-** A study of technology and tools to support the use of technology in the areas of reading, literacy, STEM and computer science. **EDU 416 Instructional Strategies-**A study of instructional strategies and concepts focused on integrating reading, literacy and STEM. **EDU 417 K-6 Methods (Language Arts / Reading)**-A study of methods, techniques, materials, technology, state standards related to elementary reading and literacy instruction. **EDU 418 Multicultural Environments-**A study of the cultural, environmental, educational and historical context of working in Hawai'i. **EDU421 English Language Learners-**A study of concepts and methods for instructing ELL students. Coursework includes overview of language acquisition. **EDU422 K-6 Methods (Science)**-A study of methods, techniques, materials, technology, State & NGSS

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standards related to elementary science instruction. **EDU423 K-6 Methods (Math)**-A study of methods, techniques, materials, technology, state standards related to elementary math instruction. **EDU 424 Reading Diagnosis**-A study of diagnostic systems and assessment to address instruction and intervention strategies in reading/literacy. **Field Experience**-Practicum experience will occur throughout each term and will focus on integration of standards and curriculum. Internship will occur for 10 weeks during the last term.

The project scope and sequence is as follows: secondary program students will have completed all coursework after 4 terms and conduct their 450 hour student teaching internship during term 5. Elementary program students will complete all coursework after 6 terms and conduct their 450 hour student teaching internship during term 7.

Table 1: Alignment of State and Hawaiian cultural standards is a breakdown of measured standards across each of the 5 residential terms for both secondary and elementary students. The standards are measured through the student practicum, residential participation, and observations of student teaching during internships. The cultural and language activities are achieved through each of the 5 residential programs that will incorporate language acquisition through cultural activities and values.

Field experience includes practicum work which allows participants to engage in rich clinical experiences within the 17 NLN target schools, and occur throughout the program providing participants the opportunity to receive feedback from observations and reflect on their teaching. More intense field experience is accomplished through internships which take place in the last term, participants complete 10 weeks (450 hours) of student teaching in a NLN school. Each field experience will be supported by an experienced classroom teacher, the program

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supervisor, and place-based language and cultural experts.

Participants attend residentials at the start of each quarter to meet staff and build communities of practice to support them through the process. They also provide face-to-face experiences for participants to build relationships, scaffold the coursework for each term, and undertake activities related to relationships, land and spirituality.

| TABLE 1: ALIGNMENT OF STATE AND HAWAIIAN CULTURAL STANDARDS | | | | | |
|--|---|---|---|--|--|
| <i>Timeline</i> | <i>April 20/21</i> | <i>July 20/21</i> | <i>October 20/21</i> | <i>January 21/22</i> | <i>April 21/22</i> |
| <i>HTSB Standards</i> | Standards #1 Standard #7 | Standard #4 Standards #5 | Standard #2 Standard #3 | Standard #6 Standard #8 | Standard #9 Standard #10 |
| <i>Nā Hopena A'o Statements</i> | Strengthened Sense of Belonging | Strengthened Sense of Responsibility | Strengthened Sense of Excellence | Strengthened Sense of Aloha | Strengthened Sense of Total Well-Being |
| Strengthened Senses of Hawai'i | | | | | |
| <i>Nā Honua Maui Ola Pathways</i> | 5- 'Ike Piko'u 3- 'Ike Maui Lāhui | 1- 'Ike Pilina 7- 'Ike Ho'okō | 6- 'Ike Na'auao 9- 'Ike Kuana'ike | 8- Ike Honua | 4- 'Ike Ola Pono: |
| 2- 'Ike 'Ōlelo | | | | | |
| <i>Cultural and language Activities</i> | Mele/Oli: Intro to core chants and songs of program | Mele/Oli: Strengthening pronunciation and confidence | Mele/Oli: Strengthening roles as lead | Mele/Oli: Intro to modern song and song writing | Mele/Oli: Assessment for graduation |

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| | | | | | |
|--|--|--|---|--|---|
| | Ho'olauna- Introductions, Pronunciation and Language Basics | Mo'olelo- Sentence Patterns through stories | Mo'okū'auhau- Language through genealogy | Mele- Language development through song writing | Mea'ai-Social interactions and food |
|--|--|--|---|--|---|

Secondly, we support PBACCP teacher graduates and inservice teachers by creating curriculum packages with resources designed to be implemented online or in the classroom using the Blackboard Learning Management System. (absolute priority parts a, b, c, and d; as well as competitive priorities 1 and 2.) These packages will integrate reading/literacy and STEM/Computer Science standards with a cultural place-based approach that is supported by common core standards for English Language Arts and Mathematics, the Next Generation Science Standards for Middle School and the CSTA Computer Science Standards. The curriculum packages are designed to support teachers to effectively teach reading/literacy in grades K-3 and STEM/computer science in grades 6-7 in culturally appropriate ways. Curriculum developers will model curriculum packages following residential experiences. They will scaffold the curriculum with vertical and horizontal alignment to the Hawaii Content and Performance Standards age appropriately. English Language Arts K-3 and 6-7th grade STEM/computer science will be aligned with Hawai'i Common Core standards, which define what students should understand and be able to do at each grade level. The curriculum packages will provide teachers with a relevant place-based curriculum aligned with the values of the indigenous language and culture. Kaho'iwai curriculum developers will make systematic decisions about learner characteristics, intended outcomes, content, methods, and evaluation.

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In partnership with the Kanu o ka 'Āina New Century Public Charter School Ka Oha online, blended program the curriculum will be tested with a pilot program to include a selection of standards, content and learning experiences, and evaluation of the outcomes. Feedback from the pilot will be used to refine the curriculum. Kaho'iwai will produce the final draft and participants will review and receive training for curriculum delivery during clinical residential experiences. They will also receive the Ka Oha comments to internalize their teaching and ho'ike. Student teachers will implement the refined pilot curriculum during their 450-hour student teaching with support from their mentors and evaluate the curriculum. The curriculum development team with feedback and evaluation results will create the final product, which will be disseminated to NLN schools. Curriculum presentations will be provided at the quarterly NLN leadership meetings, and presentation to the teachers will be done at the Ku'i ka Lono Annual Conference. Standards based curriculum and hybrid models of learning will ensure an opportunity for teachers to focus on pedagogy and assessment rather than curriculum development and provide an opportunity to evaluate the preparedness of teachers to teach reading/literacy and STEM/computer science to at-risk students.

Successful implementation of project is expected to yield the following outcomes:

- By April 2021 (year 1), 25 students will be enrolled in Kaho`iwai's teacher education program focusing on reading, literacy, STEM, and computer science, and use of Hawaiian language in instruction.
- By October 2021 (year 2), 25 additional students will be enrolled in Kaho`iwai's teacher education program focusing on reading, literacy, STEM, and computer science, and use of Hawaiian language in instruction.

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- By September 2022 (year 2) the K-3 reading/literacy curriculum and Grade 6 and & 7 STEM curriculum packages will be ready for student teacher implementation.
- By April 2023 (year 3), at least 75% or 19 students will complete the pre-service certificate program and be eligible for licensing in the State of Hawai'i.
- By September 2023 (year 3), 75% or 19 additional students will complete the pre-service certificate program and be eligible for licensing in the State of Hawai'i.
- By September 2023 (year 3), at least 90% of PBACCP secondary completers are prepared to teach STEM/computer science (grades 6-7) and implement Hawaiian language in instruction.
- By September 2023 (year 3), at least 90% of PBACCP elementary program completers (K-3) are prepared to teach reading/literacy and implement Hawaiian language in instruction.
- By September 2023 (year 3), at least 90% of PBACCP completers receive state licensure and employment.

Rationale--Research suggests that quality teaching is a significant factor in student achievement (Rice, 2003; Kaplan and Owings, 2002). The topic has been foremost in the States' development of professional standards and frameworks for enhancing quality teaching. Central to States' regulation of teacher competence is the act of licensing or certification as a tool for verifying teacher competence. This is shown in the Hawaii Administrative Rules HAR S8-54-1: "All of Hawaii's public school children deserve to be taught by teachers who are qualified to practice the profession of teaching. The provision of quality education for all public school children is a critical function of the state government. The highest standards must be applied to the training of teachers, the screening of applicants for employment and the continued

employment of teachers.”

Studies show that the teaching of pedagogical content alongside content is one factor that improves teacher quality. So too, the use of internships and other supervised experiences contributes to teacher quality. Liston, Borko, and Whitcomb (2008) discuss supply and demand, retention, and preparation as three issues to be negotiated in teacher quality. All three of these issues are visible in Hawai‘i. Supply and demand are chronic issues for Hawai‘i and in the Native Hawaiian community which led to the development of Kaho‘iwai. Our approach targets local talent in rural and remote communities for teaching careers. Understanding the cultural context, being grounded in the community, and developing a strong local identity are contributing factors to our philosophy and support learning retention. “A recent study of almost 15,000 eighth-graders’ math and science scores on the 1996 National Assessment of Educational Progress found that students tested more than one full grade level above their peers if their teachers had strong content knowledge and had learned to work with students who came from different cultures or had special needs (Kaplan and Owings, 2002).” The last point is the importance of formal teacher preparation, our major strategy for this project. Kaho‘iwai delivers coursework and pedagogical content aligning to State standards via an approved teacher preparation program. The coursework is supported by rich clinical experiences in the classroom and a culminating internship for summative assessment. Broad research has identified key topics that are addressed in best practices of instruction, including: teaching learners with diverse levels of skills; content instruction; integration of languages; literacy, and; school structures and leadership (Calderón, Slovin, & Sánchez, 2011).

In addition to developing specific teacher skills in reading/literacy, STEM/computer

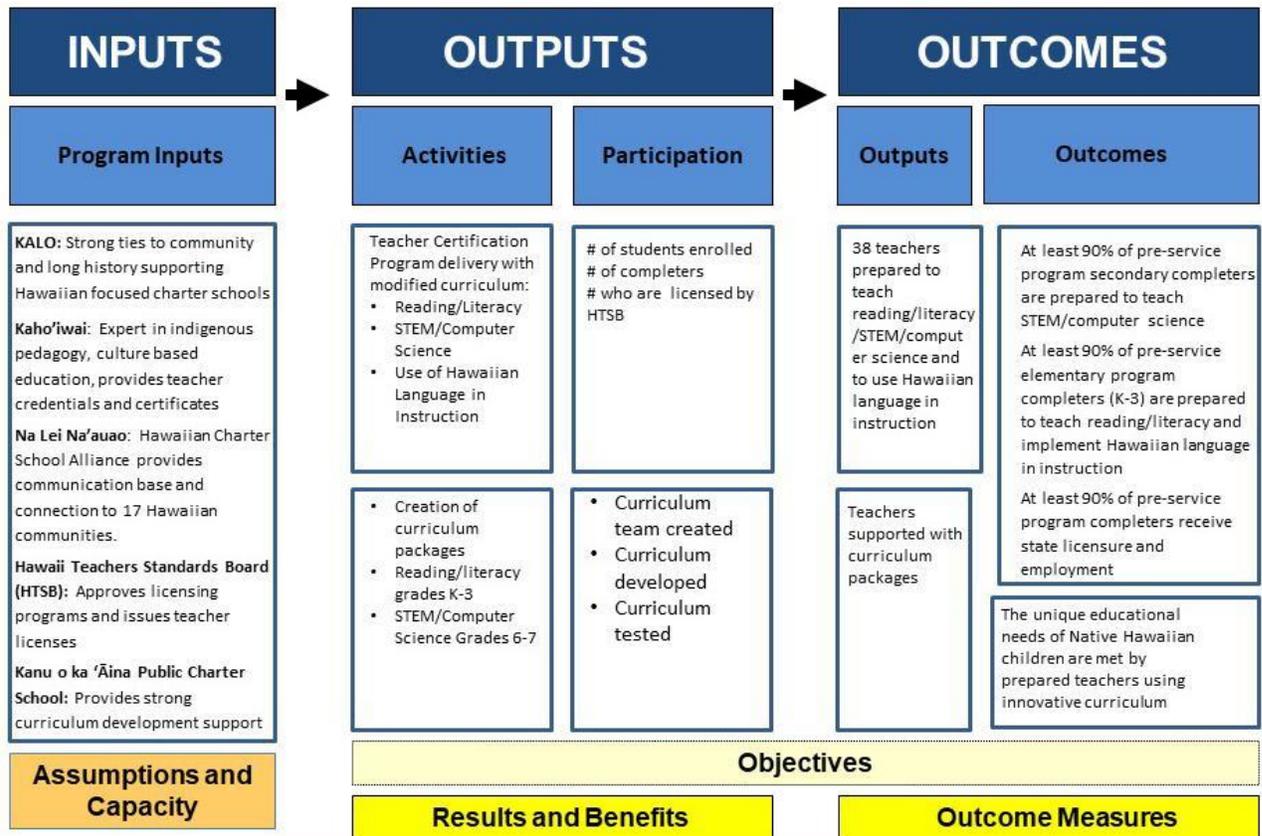
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science, and Hawaiian language use in instruction, we will increase the number of Native Hawaiians employed as teachers. Our State approved and accredited teacher education program aligns to the Hawai'i Teacher Standards Board administrative rules for programs (S8-54-19) including the integration of Hawaiian language and the teaching of reading. Our teacher education curriculum aligns to the ten State Teacher Performance Standards across the State Teacher Performance Standards. In the K-12 settings, standards relating to reading/literacy and STEM are found in Standard 4: Content Knowledge; Standard 5: Application of Content; Standard 6: Assessment; Standard 7: Planning for Instruction, and; Standard 8: Instructional Strategies). The following standards relate to the use of Hawaiian language in instruction: Standard 1: Learner Development, Standard 2: Learning Differences, Standard 3: Learning Environment, Standard 9: Professional Learning and Ethical Practice Standard 10: Leadership and Collaboration.

The development of curriculum packages is supported by KALO personnel experienced in instructional system design and content experts in reading/literacy, and STEM/computer science. Teachers are confronted with many challenges in the classroom and the requirement to develop integrated thematic curriculum to support student learning can be difficult. The provision of online curriculum packages for reading/literacy in grades K-3 and STEM/computer science in grades 6-7 will reduce teacher stress and provide scaffolded thematic integrated curriculum to support student outcomes. This approach will ensure teachers are trained consistent with the HTSB administrative rules for reading and align to Teacher Performance Standard 4: Content Knowledge; Standard 5: Application of Content; Standard 6: Assessment; Standard 7: Planning for Instruction, and; Standard 8: Instructional Strategies.

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The aim of this project is to enhance educational services provided to Native Hawaiian children by increasing the number of qualified culturally relevant curriculum is informed by research and evaluation as evidenced in the Logic model below.



QUALITY OF PROJECT SERVICES

In addition to nondiscriminatory employment practices, we encourage applications from individuals who are members of groups who are traditionally under-represented and who have overcome circumstances similar to those of the participants, including low-income and have been marginalized by the mainstream education system. The program will recruit potential Native Hawaiians and other candidates to enter our program, become highly qualified and stay in

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their community to serve that specific geography and community culture. Candidates will be recruited through NLN schools, existing employees, family members looking for career changes, alumni of NLN schools, and community partners. Traditional marketing strategies will be employed; however, word of mouth and personal cultivation strategies will be most effective to garner underserved and underemployed candidates. The leadership of NLN will be the strongest marketers for the program. Many potential candidates already work in NLN schools' yet are unqualified. It is important that participants be homegrown, using the metaphor of the *Kalo* – planting teachers, back in their communities. To date KALO's Kaho'iwai Program has recruited 140 teacher candidates in 7 cohorts using this approach. In the last 12 months we have received over 80 expressions of interest in our teacher program.

Kaho'iwai provides teacher candidates with access to cultural support, academic support, and student support through qualified and experienced higher education personnel. The program employs technology personnel to address issues relating to online program delivery and communication. Residentials are supported by cultural practitioners directly connected to sites of cultural significance.

The Kaho'iwai teacher program is authorized by the HTSB and nationally accredited. Graduates are assessed against the State Teacher Performance Standards. HTSB enforces these requirements through Hawai'i Revised Statute 302A and Hawai'i Administrative Rules S8-54-19. HTSB has established 10 individual teacher standards. Each individual standard is further subdivided into the areas of "performances," "essential knowledge," and "critical dispositions."

Researchers found that Hawaiian students exposed to culturally driven educational strategies have a stronger sense of socio-emotional well-being, deeper engagement with their

school, and a stronger commitment to civic activities in their community (Helman, 2016; Ledward, Takayama, & Elia, 2009). Researchers also concluded these factors, especially socio-emotional well-being, are directly tied to academic achievement. Moreover, students working with teachers who practice culturally based strategies express a greater desire for and commitment to college; 87.9 percent of these students said that they planned to graduate from college compared to 73.5 percent of students whose teachers tended not to use such strategies.

Mohala i ka wai: Cultural Advantage as a Framework for Indigenous Culture-Based Education (CBE) and Student Outcomes (Kana'iaupuni, Ledward, and Malone, 2017) clarifies, “Our findings from research conducted in Hawai‘i indicate that learners thrive with CBE, especially Indigenous students who experience positive socioemotional and other outcomes when teachers are high CBE users and when learning in high-CBE school environments. Educational progress will come from forward-oriented research and leadership that embraces the cultural advantages of students with diverse experiences of racism, poverty, cultural trauma, and oppression. By cultivating culturally vibrant and affirming learning environments in lieu of ‘one-size-fits-all’ approaches, educators honor assets found in Indigenous knowledge, values, and stories as models of vitality and empowerment for all.”

Academic support services are underpinned by sound educational theorists such as Ericson (psychosocial development), Maslow (moral development), Piaget and Vygotsky (cognitive development), Bronfenbrenner (social development) (Woolfolk, 2016) and Chickering’s (1969) identity development. Student support services are delivered using accepted student development theorists such as Cross, Helm, Josselson, Myer and Briggs, and Phinney

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(Patton, Renn, and Guido, 2016). These accepted educational theorists provide a solid foundation for student services within the program and support individual growth.

This project will impact new teachers licensed to teach at risk students in Hawai'i schools. Cohorts from the Kaho'iwai teacher program (across the past 5 years) resulted in 76 program completers who have gone on to receive a teacher license in the State of Hawaii. This has resulted in a 100% employment rate of graduates and an average 44% increase in salary, as well as access to ongoing tenure in schools. All graduates serve Native Hawaiian children with the majority of teachers serving in rural/remote schools. Of the 34 students accepted into the most recent cohort (April 2019) only two (6%) have withdrawn. Program surveys clarify, 100% of graduates recommend Kaho'iwai to a friend.

Previous cohorts resulted in 76 underemployed native completers receiving an increase in expected income over the next thirty years of approximately \$198 million dollars in salary and benefits; life changing for native families. The initial investment in the project was \$2.5 Million, estimated return on investment \$198 million. This project is expected to realize significant outcomes for participants as we follow a similar model of delivery based on residential, coursework, practicum, internship and curriculum. Additionally, we expect graduates to be better prepared to teach reading/literacy, STEM/computer science and to implement Hawaiian language in instruction based on their assessment against State Teacher Performance Standards. The provision of pedagogy and content specific to reading/literacy, STEM/computer science and the use of Hawaiian language in instruction coupled with curriculum packages will better prepare teachers for the classroom, reduce teacher stress, increase teacher retention, and enhance learning for at risk students.

The academic and student services provided in the program will ensure effective retention and completion for students in courses, increase on time graduations, and student satisfaction. Kaho'iwai has worked hard across the past five years to ensure a quality educational experience for graduates. This data is reflected in direct and indirect program data from the institutional effectiveness plan and surveys.

QUALITY OF THE PROJECT PERSONNEL

KALO adheres to State and Federal Equal Employment Opportunity guidelines. All project staff are identified based on the depth and relevance of their experience and qualifications. [REDACTED] **Project Director, Ph.D. (1.0 FTE)**, Associate Professor - University of Newcastle and Director of Kaho'iwai, Center for Adult Teaching and Learning. Anthony lead development of the teacher assessment tools including the groundbreaking *Kauhale* Principles tool—a rubric that measures seven interrelated constructs for teaching from an indigenous perspective. He has a Doctorate of Philosophy - Batchelor Institute of Indigenous Education, and a Masters of Adult Education - University of Technology, Sydney. He will provide oversight of all project activities including instruction, curriculum development, recruitment, observations and assessment, while serving as the direct liaison with school leaders and the Hawaii Teachers Standards Board. [REDACTED] **Teacher Education Coordinator (1.0 FTE)** is one of the first Hawaiian language immersion students out of Ke Kula Kaiapuni o Keaukaha and Nāwahīokalani'ōpu'u. Previously a Kamehameha Schools Hawaiian Resource Coordinator she delivered student K-8 Hawaiian educational programing. She holds a B.S. in Hawaiian Studies - University of Hawai'i (UH) Hilo, a Master in Educational Leadership - UH Mānoa. As a teacher, her interest lies in the perpetuation of culture for Hawai'i's students

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and their continued successes in personal growth and community engagement. She will coordinate the PBACCP component of the grant and work in concert with curriculum development. [REDACTED], **Curriculum and Instructional Systems Design Coordinator (1.0 FTE)**, a native Hawaiian woman who holds a Masters in Education with a specialization in elementary teaching. She has been an instructor in the Kaho'iwai program teaching Child Development, Psychology, and English Language Learning. For 15 years she has worked in the most economically disadvantaged areas of Hawai'i serving the largest populations of Native Hawaiian students. She most recently held the position of Vice Principal for a K-8 Hawaiian focused charter school. **Technology Coordinator, [REDACTED] (.5 FTE)** holds a Master's Degree in Charter School Administration and a BS degree in Information Technology as well as industry standard certificates, including: Microsoft Professional, CIW Master Designer, Cisco Certified Network Administrator and Academy Instructor. She has been an instructor in the Kaho'iwai PBACCP program teaching the Educational Technology course. [REDACTED] **Project Assistant (1.0 FTE)** a Moloka'i native and graduate of a Hawaiian immersion school, he currently coordinates KALO's Master in Education Leadership Program with Chaminade University as well as the Kaho'iwai teacher licensing program. He will provide support for PBACCP teachers, coordinate all logistic and project administrative needs, and assist with grant management and other required administrative duties. **Vacant - Project Assistant (1.0 FTE)** This position will assist the Curriculum Coordinator by providing overall administrative and logistical support and assisting with grant management and other required administrative duties.

QUALITY OF THE MANAGEMENT PLAN

The project period will be 3 years, with a proposed timeframe of October 1, 2020 –

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September 30, 2023. KALO’s Executive Director will assume all fiduciary responsibility for compliance. Other key staff will carry out duties as described in the personnel section. The project organizational chart provides information about chain of command and FTE’s of the core team and illuminates program adequacy to meet the objectives of the proposed project.

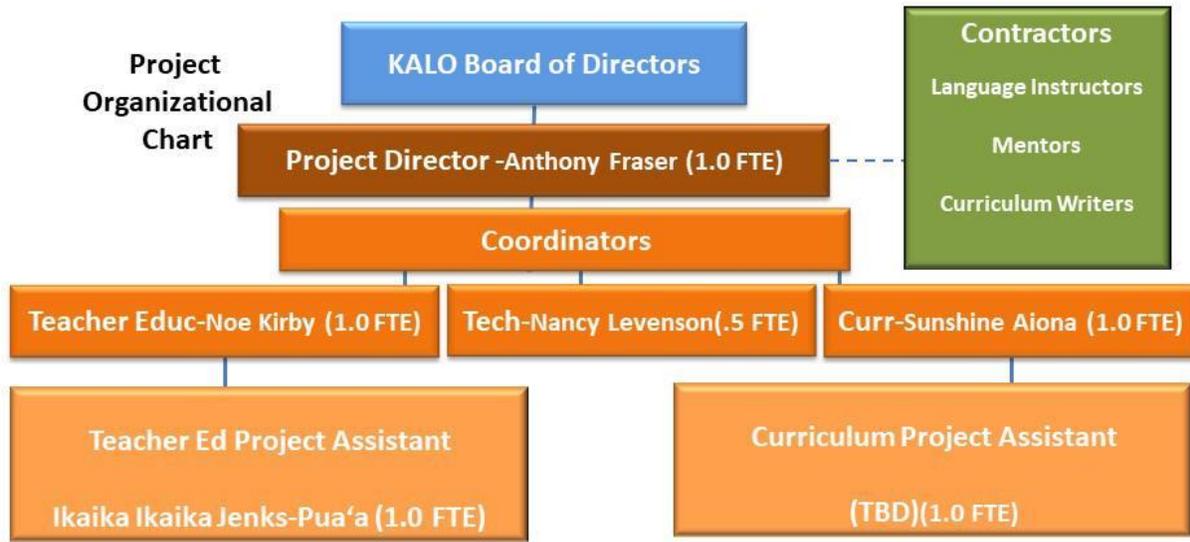


Table 2 outlines key steps, personnel responsible, timeframe and milestones to ensure the project is on progressing on time and within budget.

| TABLE 2 – Management Plan | | | |
|-----------------------------------|-----------------------------|-----------------------------|--------------------------|
| PD = Project Director | CO = Contractors | C = Curr Coordinator | |
| E = Teacher Ed Coordinator | T = Tech Coordinator | A=Project Assistant | |
| PBACCP Teacher Program | | | |
| Key Steps | Personnel | Timeframe | Milestones |
| Hire and orient all staff | PD | 10/2020 | Staff oriented & trained |
| Recruit and enroll students | PD/C/E | 4/21 | 25 students enrolled |
| | | 10/21 | 25 students enrolled |
| Manage online systems | T | ongoing | Operational Systems |

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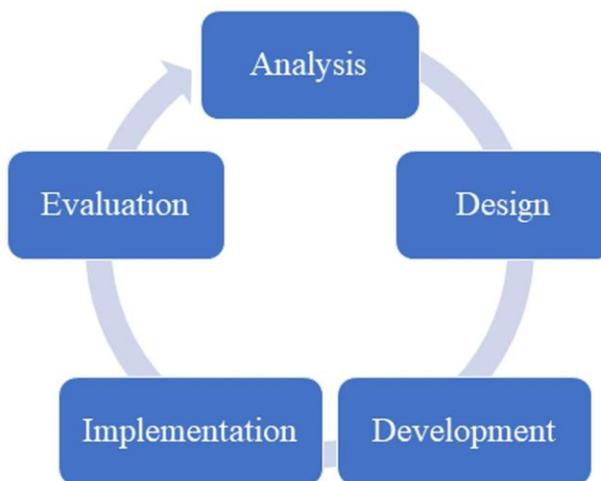
| | | | |
|--|----------------|---------|---|
| Manage field experiences | PD/C/E/T | ongoing | Successful field experiences |
| Plan/manage residentials | PD/C/E/A | ongoing | Successful residentials |
| Implement terms 1-6 | PD/T/E/CO | ongoing | Courses delivered |
| Completers Referred to HTSB | PD/E | 9/23 | Graduates licensed/employed |
| Gather self-assessment data | PD/T/E/A | ongoing | 90% self-assess as prepared |
| Curriculum Development | | | |
| Recruit team | PD/T/E/A | 07/21 | Team recruited and oriented |
| Create curriculum framework | TD/C/CO | 01/22 | curriculum framework pau |
| Develop resources/ assessment | C/CO/E/T | 04/22 | Resources/assessments pau |
| Complete instructional system design | PD/C/CO/T/E | 10/22 | Curriculum and resources developed online |
| Implement curriculum | Intern 450 hrs | 10/22 | Curriculum available |
| Logistic and administrative needs of the project | A/A | ongoing | Travel, administrative, clerical support |

KALO uses two process-oriented management systems as mechanisms to ensure product control and quality. The first is the leadership system which provides clarity for employees through a set of processes that are designed to improve productivity, ensure quality outputs, determine areas of improvement, foster communication, and create new opportunities. The second is the curriculum development model and data and quality structure (committees) for monitoring and improving quality.

Leadership's commitment and active involvement in the establishment, management and monitoring of quality systems is critical. We achieve this by: Defining and documenting a quality policy, quality objectives and ensuring that both the policy and objectives are understood and implemented by all employees at all levels; Ensuring that appropriate processes are implemented to fully satisfy customer needs, expectations and objectives; Defining and documenting the responsibility, authority and interrelation of key personnel managing the quality systems; Providing adequate resources for implementing and maintaining the quality systems; Conducting scheduled management reviews of the quality systems, adequacy, effectiveness and efficiency; and Deciding on actions for continual quality improvement.

Quality assurance is focused on providing confidence that quality requirements are fulfilled. It includes planned and systematic actions established to ensure that the pilot is performed and the data are generated, documented (recorded), and reported in compliance with KALO processes and the applicable regulatory requirements – Hawaii content and performance standards.

To ensure quality in the development of curriculum, Kaho'iwai employs qualified and experienced instructional system designers that employ the ADDIE system of design. The ADDIE Model is a well-known and accepted process for creating dynamic, flexible curriculum and courses in hybrid, traditional, and online delivery models.



ADDIE Model

The Model has been used since the mid-80s and is a circular process that in one cycle starts with an **A**nalysis of the requirements, a **D**esign phase, **D**evelopment process, an **I**mplementation phase, followed by **E**valuation. The model is coupled directly with the Kaho’iwai committee structure (specifically the Course Development and Academic Committee) that supervises the development process and makes recommendations to the Academic Committee for approval.

The adequacy of mechanisms for ensuring high-quality products and services from the proposal is as follows: Kaho’iwai employs three assessment tools to measure graduate quality, a process for measuring institutional effectiveness through data, and a formal committee structure to manage quality. The three assessment tools are: Kauhale Values Rubric (cultural values and context); Portfolios (direct assessment of evidence), and; Observations of teaching (direct assessment of competency). The assessment tools are supported by constant gathering of program data including student GPA, course completion and retention, graduations, and student

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and instructor survey data every term through the institutional effectiveness plan. This data is analyzed and actioned by a formal committee system that meets quarterly to make recommendations (Admissions and Progressions Committee, Quality and Accreditation Committee, and Course Development Committee) to the Academic Committee for decisions. The committees are staffed by program faculty/instructors and meet on a regular schedule throughout the year as required by accreditation standards.

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KAUHALE PRINCIPLES RUBRIC – Abridged

Key: Kaona = hidden meaning, Pono = just/right, Malama – take care

| Kauhale Principles | Excellent Progress (3) | Acceptable Progress (2) | In Progress (1) | No Progress (0) |
|--|---|--|--|--|
| 1: Aloha kekahi i kekahi - Love one another. Kaona – Respect/value relations; considerate; expansion of life-affirming traditions & ways of knowing. | Integrates Hawaiian social expectations – social mobility. Lives positive. -Is loving | Good social expectations. Good relationships. Child focused. -Is kind | Developing cultural practices - attempts social expectations into teaching - misses the mark. Self-centered. -Is indifferent | No social expectations. No values in practice. Disrespectful behavior -Is cynical |
| 2: Mālama i kou kuleana - Take care of responsibilities. Kaona – at the individual, familial, community, nation/world level; take care of the living systems that sustain us; transform not good/just/in balance situations to pono appropriately. | Seeks/accepts kuleana. Meets deadlines. Consistent. Integrates sustainability daily. Makes things pono. Is responsible | Accepts kuleana. Meets requirements. Self-directed. Contributes to sustainability. Makes things pono. Is reliable | Accepts kuleana as directed. Articulates sustainability. Observes pono behaviors (misses deadlines, does not meet expectation. -Is inconsistent | Avoids responsibility. Rejects sustainability. Places self before others. Not reliable/tardy. Is threatened by expectations of quality. -Is self-involved |
| 3: Kōkua aku, kōkua mai, - Give help, receive help. Kaona –Look for ways to help, accepting help; interconnectedness, family, all world (physical/spiritual); empowerment & collaboration | Give/receives help. Community notion – working for a greater good. - Sharing is expected | Assists as required. Seeks & accepts help. Collaborates with others. -Sharing is normal | Helps when asked. Assists as a last resort. Works collectively when directed. - Shares when asked | Rejects help when offered. Not interested in assisting others. Focus on the individual – not the community. -Does not share |

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| | | | | |
|--|--|--|---|--|
| <p>4: Mahalo i ka mea loa'a - Be thankful Kaona – Perpetuation of life-sustaining practices & ancestral knowledge; cultural efficacy; incorporation of 'Olelo Hawai'i</p> | <p>Always uses Kauhale principles. Metaphorically connected to community. Perpetuates knowledge & Olelo Hawaii. Shares appreciation.</p> | <p>Shows appreciation. Incorporates Olelo Noeau/Hawaii. Initiates oli/mele/chants. Uses Kauhale Principles</p> | <p>Can articulate Kauhale principles. Attempts to use Olelo noeau/hawaii. Inconsistent. Inconsiderate.</p> | <p>No application of kauhale principles. No Olelo. No acknowledge tradition/gratitude. Self-centered.</p> |
| <p>5: Kulia i ka nu'u, - Strive to reach the summit. Kaona – Strive to reach your highest; Ethic of excellence; Exhibition of mastery; 'ike a'o, learning through the process of giving/receiving knowledge, & specifically for teachers, by reflecting, adapting & being flexible</p> | <p>Places teaching & learning as an essential quality. Accepts change as an everyday event. Demonstrates excellence & values achievement</p> | <p>Works with quality, Flexible & adaptable to situations. Accepts teaching & learning in various forms. Does not focus on the minimum</p> | <p>States that quality is important but does not follow through completely. Flexibility requires effort. Focuses on passing rather than achieving</p> | <p>Follows the letter of instruction & no more. Work lacks quality. Demonstrates hegemony. Does not plan with flexibility & contingency to meet requirements. Distracted easily.</p> |
| <p>6: Ua mau ke ea o ka 'āina i ka pono - The life of the land is perpetuated in righteousness. Kaona – Show respect, Seek to restore Hawai'i's sovereignty, including self-determination in education</p> | <p>Exhibits Aloha. Rejects colonialism. Understands empiricism as a political tool. Embeds practices & relates to other cultures. Ethical.</p> | <p>Meets expectations & sustains relationships. Values & demonstrates Hawaiian ways. ethical & moral behavior</p> | <p>Can articulate Aloha, understands colonial practices impacts. Can interpret Olelo Noeau into behavior. Seeks self-fulfillment at the cost of others.</p> | <p>Does not understand colonialism as destructive to natives. Believes in the superiority of national curriculum & standards. Distant, lacks morals</p> |

QUALITY OF PROJECT EVALUATION

KALO's evaluation approach is grounded in assessments that embody cognitive, cultural and interdisciplinary diversity in what is termed "culturally responsive evaluation" (CRE). The evaluation team and project staff adhere to culturally sensitive evaluation and assessment.

Project targeted Hawaiian-focused charter schools provide an opportunity to build culture-based education and to evaluate approaches in this educational setting. This is an outcome evaluation that aligns to the grant performance measures (1).

Outcome Evaluation-This project supports the evaluation of two objectives by employing three performance measures. The objectives are:

1. To increase the supply of state licensed Native Hawaiian teachers using internships:
 - Prepared to teach at-risk children
 - Prepared in the use of Hawaiian Language in instruction
 - Prepared to teach reading/literacy outcomes of at-risk children in grades K-3
 - Prepared to teach STEM and computer science knowledge of at-risk children in grades K-12
2. To develop and implement high-quality online curriculum packages for K-3 reading/literacy and 6-7 STEM and Computer Science

To evaluate program success Kaho'iwai will employ three performance measures: (1) At least 90% of PBACCP program secondary completers are prepared to teach STEM/computer science (grades 6-7) and implement Hawaiian language in instruction; (2) At least 90% of PBACCP elementary program completers (K-3) are prepared to teach reading/literacy and implement Hawaiian language in instruction), and; (3) At least 90% of PBACCP program

completers receive state licensure and employment .

For performance indicators 1 and 2 the outcome evaluation will look at the degree to which target numbers were met and will use descriptive statistics to summarize outcomes for participant completion and licensure. The main student outcomes that will be measured use scores of the student's classroom observations against the ten State Teacher Performance Standards; scores against the portfolio rubric, and; the Likert scale scores from student self-assessment surveys. Data will be collected throughout the coursework and during the last term in the internship phase. For performance indicator 3, the outcome evaluation will examine the number and percentage of program completers issued certificates and transcripts; the number and percentage of graduates license to teach in the State of Hawai'i, and; the number and percentage of graduates employed within three-months of licensure. Table 3, shows the relationship between performance measures, method, and use of data/analysis.

Validity and Reliability of Assessment Tools-Portfolios--Kaho'iwai requires a portfolio (Direct evidence of learning) that encompasses aspects from each of the five practicum. Students are required to address elements using artifacts, lesson plans, or other student data that demonstrates a connection between the student as a teacher and the student as a learner. Given the breadth and nature of portfolios and their assessments, the data collected from these tools will be used to support all performance standards that support reading/literacy, STEM/computer science teaching and the use of Hawaiian language in instruction.

The portfolio rubric is validated by the fact that it was created in consultation with experts in the education community and measures student proficiency on a multitude of activities related to

content knowledge and pedagogy. Rubric reliability is derived from the formalizing and standardizing of the scoring procedures used to assess the students' portfolios.

Field Rating (Observations)- HTSB has established 10 different individual teacher standards that are grouped in the following four areas: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. Each standard is further subdivided into the areas of “performances,” “essential knowledge,” and “critical dispositions.”¹ All teaching candidates across the state must demonstrate competency in each of these standards.

The validity of the assessment method rubric used is established in part by the fact that the rubric uses standards set by a panel of experts, the Council of Chief State School Officers' (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC). The rubric and its implementation procedures were created by a panel of instructors and experts with Kaho'iwai who have experience assessing students in terms of Hawai'i's teaching standards, providing further validity to the assessment tool. The reliability of the rubric used for this assessment method is enhanced principally because the rubric generates greater standardization in measurement. As mentioned above, the rubric contains a set scoring guideline that dictates how students should be evaluated and marked on content-specific measures related to the 10 standards. Furthermore, each of the mentors and supervisors who will use the rubric will have training at the beginning of the year on the need for the rubric and how it should be used for evaluation and student improvement purposes.

¹ For a list of all Hawaii standards see http://www.htsb.org/docs/new_standards_all.pdf.

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TABLE 3. EVALUATION PLAN

| Performance Indicator | Method | | Use of Data/Analysis Plan |
|---|--|---|---|
| | Data Source | Method of Collection | |
| Process for Measuring Performance Indicators | | | |
| At least 90% of PBACCP program secondary completers are prepared to teach STEM/computer science (grades 6-7) and implement Hawaiian language in instruction | PBACCP Participants, Teacher Coordinator, Program Director instructors | Self-assessment Observations Portfolio assessment | To measure the success of performance indicator 1 |
| At least 90% of PBACCP elementary program completers (K-3) are prepared to teach reading/literacy and implement Hawaiian language in instruction | PBACCP Participants, Teacher Coordinator, Program Director instructors | Self-assessment Observations Portfolio assessment | To measure the success of performance indicator 2 |
| At least 90% of PBACCP program completers receive state licensure and employment | PBACCP Participants, Project Director Individual School Administrator HTSB licensure staff | HTSB license confirmation Contract or other employment documents Program Graduation | To measure the success of performance indicator 3 |

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