

## Ulana O Kukui

### (a) Need for project

When their children are entering pre-school, Hawaiian parents have high hopes for their educational attainment: 81% want their child to achieve a Bachelor degree or higher.<sup>1</sup> However, the mainstream or conventional educational systems haven't generally served Hawaiian children well. Researchers have documented achievement gaps between Native Hawaiian and non-Native Hawaiian students for almost 30 years; and despite initiatives aimed at reducing these gaps, disparities in test scores and educational attainment persist.<sup>2</sup>

Culture-based educational strategies have shown to positively impact student outcomes, particularly Native Hawaiian student outcomes.<sup>3</sup> However, one of their biggest challenges is a lack of replicable and specialized teaching materials, curriculum, and resources.<sup>4</sup> Additionally, Hawaiian

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<sup>1</sup> Kamehameha Schools, PASE. 2002. *Preschool & Beyond Study. 01-02 Summary Report for Parents*. Honolulu, HI.

<sup>2</sup> Hammond, O., Wilson, M., & Barros, C. 2011. *Comparing the achievement patterns of Native Hawaiian and non-Native Hawaiian grade 8 students in reading and math*. Issues & Answers Report, REL 2012–120. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved 3/26/2012, <http://ies.ed.gov/ncee/edlabs>.

<sup>3</sup> Kanaiaupuni, S., B. Ledward, and U. Jensen. 2010. *Culture-Based Education and Its Relationship to Student Outcomes*. Honolulu: Kamehameha Schools, Research & Evaluation.

<sup>4</sup> Schonleber, N. S. 2006. *Culturally Congruent Education and the Montessori Model: Perspectives from Hawaiian Culture-Based Educators*. Doctoral Dissertation. University of Hawaii at Manoa, Honolulu, HI.

immersion and charter schools are also struggling to meet the national standards in the English proficiency. Both immersion<sup>5</sup> and public schools are having a difficult time finding highly qualified, fully credentialed Native Hawaiian school teachers with both Hawaiian and English languages, which negatively impacts the quality of instruction for Native Hawaiian students.<sup>6</sup> The lack of English proficiency among Native Hawaiian students has been noted by the University of Hawaii, which boosted its Native Hawaiian enrollment and graduation by implementing remedial services, which included developmental work in English.<sup>7</sup>

For many social, cultural, and historical reasons, neither traditional Western schooling, nor Native Hawaiian immersion education has yet to fully translate into higher educational attainment for Hawaiian students. While the overall percentage of adults in the state of Hawai‘i with a bachelor’s degree is 26.2%, for Hawaiians, it is only about 15%.<sup>8</sup> The achievement gap for Native Hawaiian students starts at preschool and widens through middle and high school into college level

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<sup>5</sup> Honolulu Star-Advertiser, 7/25/2010. *Rules strain immersion schools*. Retrieved 03/12/2012, <http://www.staradvertiser.com/news/20100725Rulesstrainimmersionschools.html?id=99191719>

<sup>6</sup> Kanaiaupuni, S.M., & Ishibashi, K. (2003). *Left behind: The status of Hawaiian students in Hawai‘i public schools*. Honolulu, HI: Kamehameha Schools, PASE Report 02-03:13.

<sup>7</sup> Honolulu Star-Advertiser, 7/10/2011. *UH's 'Achieving the Dream' helps Native Hawaiian students succeed*. Retrieved 3/21/2012, <http://www.staradvertiser.com/editorials/20110710UHsAchievingtheDreamhelpsNativeHawaiianstudentsucceed.html?id=125283413>

<sup>8</sup> U.S. Census 2010. *Hawaii Quick Facts*. Retrieved 02/12/2012, <http://www.census.gov/newsroom/releases/archives/factsforfeaturespecialeditions/cb06-ff06.html>.

education, employment, and income level.<sup>9</sup> In what became a vicious cycle, parental income, in turn, is a strong predictor of child's educational achievements.<sup>10</sup>

There is a need to broaden the scope of the Native Hawaiian education, especially early education, and create a balanced Hawaiian-English approach, in which Hawaiian and English are not set as opposition languages and cultures, but as tools of communication. We live in the nation, where English is educationally dominant and highly desirable for academic and social advancement and employment. We need to educate Hawaii children in both languages to succeed in diverse cultural settings, regardless whether they choose to pursue their education locally, nationally, or globally, while they maintain their identity, culture, language, and sense of place.

Kawaiaha'o Church School (KCS), a Christian-Hawaiian based Montessori program, is a non-profit educational institution owned and operated by Kawaiaha'o Church Corporation. Our mission is to provide children, their families, and teachers with an appropriate Montessori educational experience, emphasizing Hawaiian cultural values and language. Established in 1975, the school currently serves children in two toddler classes (15-36 months), two primary classes (3-6 year-olds), and one elementary class (1<sup>st</sup>-5<sup>th</sup> grade). 80% of the children are of the Hawaiian ancestry, and 43% are from low-income families.

In 2009, parents urged the school to start a bilingual Hawaiian and English-based program. For the last three years, KCS has been implementing a two-way immersion program, which means 50% of teaching and learning is in Hawaiian and 50% is in English. The program aims to help

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<sup>9</sup> Kamehameha Schools, PASE. 2003. *Ho'akea 'Ikena: Educational Attainment among Native Hawaiians*. Honolulu, HI: Kamehameha Schools, PASE Report # 02-03-22.

<sup>10</sup> Reardon, S.F. 2011. *The Widening Academic Achievement Gap Between the Rich and the Poor: New Evidence and Possible Explanations*. Center for Education Policy Analysis.

children succeed in both Native Hawaiian and Western education, it integrates both languages in the same classroom with the goal of academic excellence, biliteracy, and bilingual proficiency, as well as extension of the Hawaiian language and culture into the community and nationally.

Since the beginning of the program, KCS has faced similar issues, typical for many other charter and immersion schools. Many parents indicated that, though they want to actively participate in a child’s language development, their Hawaiian language skills are either academic and formal or colloquial and informal, both are not geared toward full child language skill development, especially bilingual. Our informal survey of parents mirrored the Kamehameha school study on early education, which showed that majority of Native Hawaiian households do not speak Hawaiian regularly: 72% of households use Pidgin English for conversations or isolated words and phrases,<sup>11</sup> and the Hawaiian language is mostly used for isolated words and phrases.<sup>12</sup> There is also a lack of Hawaiian-English curriculum, textbooks, and methodology, which address academic bilingual education and everyday language use for both children and parents. Another issue is finding qualified and credentialed teachers in Hawaiian, English, and culturally appropriate methodology. KCS has been hiring teachers with the language skills, both Hawaiian and English, and providing additional trainings in teaching methodology.

KCS proposes “Ulana O Kukui” project to provide bilingual Hawaiian-English education with emphasis on research, development, and assessment of an early childhood and preschool program for Native Hawaiian children. Ulana O Kukui means “weavers of wisdom”. KCS is

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<sup>11</sup> Kamehameha Schools, PASE. 2002. *Preschool & Beyond Study. 01-02 Summary Report for Parents*. Honolulu, HI.

<sup>12</sup> Kamehameha Schools. (2009). *Native Hawaiian educational assessment update 2009: A supplement to Ka Huaka‘i 2005*. Honolulu: Kamehameha Schools, Research & Evaluation Division.

weaving together our previous experience and latest research to address the gaps in (a) Hawaiian and English language proficiencies for Native Hawaiian students, (b) teachers' professional development, (c) culturally-appropriate bilingual curriculum, and (d) parents' involvement in children's bilingual language skill development.

Our goal is to create environment and tools for bilingual Hawaiian and English education, which will enable our students to be global citizens and succeed academically and socially, while maintaining strong identity of Native Hawaiian ancestry, culture, and place. Our objectives are:

OBJECTIVE 1: 52 students will demonstrate increased levels of school readiness in beginning reading and literacy of the Hawaiian and English languages from age 3 through Grade 3.

OBJECTIVE 2: 5 teachers will receive professional development to improve their abilities to provide Hawaiian and English language instruction and to address the unique needs of Native Hawaiian students in the Hawaiian-English bilingual educational program, built around Montessori strategies of culturally-based education.

OBJECTIVE 3: 104 parents will demonstrate increased levels of Hawaiian and English language literacy in order to support their children's bilingual development.

The project will enhance Hawaiian Language instruction, beginning reading and literacy in the Hawaiian and English languages among Native Hawaiian students in Preschool through Grade 3, and the distinct features of combined English and Hawaiian literacy for Hawaiian speakers. Thus, two Competitive Priorities, Hawaiian Language instruction (#3) and Beginning Reading and Literacy (#4), will be addressed. The project will create a replicable model for bilingual early education, including Hawaiian place based Montessori curriculum and early reader booklets for children and parents.

**(b) Quality of the project design**

KCS approach is a result of the staff's extensive academic and applied research. It is rooted in three major educational methodologies: Native Hawaiian culture-based education, Montessori methodology, and bilingualism.

Native Hawaiian students in immersion and charter schools, utilizing culturally-based educational strategies, tend to score higher on math and reading standardized tests than their counterparts in mainstream public schools, and have higher graduation rates.<sup>13</sup> By embracing the educational philosophy, which acknowledges a native perspective, KCS is furthering its vision of multilingualism and multiculturalism.

Montessori education is consistent with most current approaches to bilingual, bicultural, and language immersion models. Children in Montessori programs tend to outperform peers in other programs. The gains attributed to the use of the Montessori approach are more long-term. This approach is also congruent to the cultural practices and values of Hawaiian immersion<sup>14</sup> and many other Native language immersion schools.<sup>15</sup> The Montessori approach is also well operationalized and highly replicable.<sup>16</sup>

National studies from both the public and private sector emphasize the positive impact of

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<sup>13</sup> Native Hawaiian Education Council. 2011. *NHEC Needs Assessment Report*. Honolulu, HI

<sup>14</sup> Schonleber.

<sup>15</sup> Pease-Pretty On Top, J. 2003. *Native American Language Immersion: Innovative Native Education for Children & Families*. American Indian College Fund.

<sup>16</sup> Cossentino, J. 2005. *Ritualizing experience: A non-Montessorian view of the Montessori method*. *American Journal of Education*, 111(2), 211-244.

language studies on educational achievement.<sup>17</sup> A defining feature of bilingual immersion language education is that, compared to other types of language teaching and learning, two-way immersion has enabled a greater degree of success for language minority students.<sup>18</sup> Students with high academic achievement and literacy in their native language have a tendency towards higher academic achievement and literacy development in English.<sup>19</sup>

The team also looked into criteria for success in two-way immersion education: (a) a minimum of 4 to 6 years of bilingual instruction to students; (b) the target (non-English) language should be used for instruction a minimum of 50% of the time, and English should be used at least 10% of the time; (c) the program should provide an additive bilingual environment, where all students have the opportunity to learn a second language while continuing to develop their native language proficiency; and (d) such characteristics, as qualified personnel and home-school collaboration, should be incorporated into a program.<sup>20</sup>

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<sup>17</sup> Sugarman, J., & Howard, L. 2001. *Two Way Immersion Shows Promising Results: Findings of a New Study*. Center for Applied Linguistics, ERIC/CLL Language Link. ERIC Clearinghouse on Language and Linguistics: Washington, D.C.

<sup>18</sup> Hong, J. 2010. *An overview of bilingual education. Summary of Successful bilingual and immersion education models/programs*. Honolulu: Kamehameha Schools, Research & Evaluation.

<sup>19</sup> Thomas, W. P., & Collier, V. 2002. *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement: Final Report, Executive Summary*. Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.

<sup>20</sup> Howard, E. R., & D. Christian. 2002. *Two-way immersion 101: Designing and implementing a two-way immersion education program at the elementary level*. Santa Cruz: University of California, Santa Cruz, Center for Research on Education, Diversity & Excellence.

Each of these elements has been proven successful, appropriate, and applicable to the educational context and needs in Hawaii. KCS has been implementing this program for three years, and is confident that together these elements will successfully address the identified gaps and needs, and ensure the quality of the project. The project will work to address the bilingual needs and language capacity of Hawaiian students, parents, and teachers.

**Students:** The project aims to create a continuous bilingual instruction program, starting from age 3 to 3rd grade. Most immersion schools in Hawaii start English instruction at 5<sup>th</sup> - 6<sup>th</sup> grade. However, research shows that early immersion in a second language is preferable to late immersion.<sup>21</sup>

Based on the average duration of child's attendance at KCS, the project will allow for at least 4 years of bilingual instruction, where all students will develop Hawaiian and English language proficiency. It will ensure a smooth and easy transition from pre-K to K-3 and beyond in the bilingual program. 52 unduplicated students will participate in the project. The program will be open to all students of the appropriate ages, whose parents enroll them in KCS.

A Montessori environment includes children of mixed age and ability groups, which mirrors the practices of a Hawaiian home. The primary classroom consists of children from 3 to 6 years old. The focus of learning is not teacher directed, but rather child directed through developmentally appropriate learning apparatus and classroom environment. The curriculum includes practical life, sensorial, physical and motor, and social and emotional development, language, mathematics, botany, geography, art, music, drama, environmental studies, providing concrete and hands on learning experiences. This class will receive 80/20 instruction: 80% in Hawaiian and 20% in English. Previously, this class was taught 50/50, after which students knew Hawaiian, but couldn't

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<sup>21</sup> Pacific Policy Research Center. 2010. *Successful Bilingual and Immersion Education Models/Programs*. Honolulu: Kamehameha Schools, Research & Evaluation Division.

fully articulate or speak it. Additional, outside the classroom students were exposed more to English, then Hawaiian. Therefore, based on the lessons learned, the primary class will receive more intense Hawaiian instruction, while also building their English language skills.

The elementary 1<sup>st</sup> – 3<sup>rd</sup> grades (6 – 9 years old) are the first experience in bridging simple and concrete learning experiences and applying what they've learned to more complex and abstract thinking in the classroom. Classroom materials and lessons include work in language, mathematics, history, the sciences, the arts, and social studies. Students' self-directed learning lends itself to self-managing their work schedules and assignments, individual work and success is about individual contribution to group work and projects. The learning focus is on abstract research, writing, and presentation. In these grades, the instruction will be 50/50: 50% Hawaiian – 50% English

In each class the instruction will be centered on a common context: writing and drawing, sharing in a group, lining up and moving from point A to B, singing or chanting together as a class, doing class activities, eating a meal, dressing routines, bathroom routines, play with friends and siblings, visiting with family, etc. The students will learn Hawaiian vocabulary, songs, common phrases, dialogues, and sentence patterns commonly applied in the classroom and family contexts, which is appropriate to their language development phases.

OBJECTIVE 1: 52 students will consistently demonstrate increased levels of school readiness in beginning reading and literacy of the Hawaiian and English languages from age 3 through Grade 3. By the end of Year 1, 50% of the students will score at or above proficient in the Hawaii State School Readiness Assessment (HSSRA) and the Hawaiian language proficiency assessment. 75 % of the students (end of Year 2) and 95% of the students (end of Year 3) will score at or above the assessments.

**Teachers:** Studies show that overall ECE program quality and child developmental outcomes are positively linked with teachers, who have more education and training as well as specialized preparation in early childhood development. Moreover, proven early childhood programs, that have demonstrated shorter- and longer-term benefits for participating children, all employ lead teachers with a bachelor's degree or higher and specialized ECE training.<sup>22</sup> The project aims to address the need for highly-qualified and credentialed Native Hawaiian teachers.

Five teachers (two Lead Teachers and three Teacher Assistants) will work on this project. They have different levels of Hawaiian language proficiency, Montessori certification, and educational attainment (one has a Bachelor degree and two have a Master in Early Education).

The project will provide professional development opportunities to prepare the current school teachers to address the unique needs of Native Hawaiian students within the context of Native Hawaiian culture, language, and traditions, Montessori methodology, and bilingualism. The teachers will undergo additional trainings in the Hawaiian language, Montessori education, Parent Education and Curriculum development, in order to bring the teaching qualification baseline to the same level.

Teachers will complete 18 credits of on-line Montessori courses through Chaminade University of Honolulu in Year 1 and receive Montessori certification. They will also receive in-person practical and individualized training (8 hours a week each in Year 1-3), which will support application of theory in the classroom. In Year 1, the teachers, together with Curriculum Developer, will develop a culturally and context appropriate bilingual curriculum, which will be pilot-tested and refined at school. The curriculum would streamline the bilingual skill development from early education to Grade 3. They will take weekly Hawaiian language classes to practice the curriculum in

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<sup>22</sup> Karoly, L. 2012. *A golden opportunity: advancing California's early care and education workforce professional development system*. Santa Monica, CA: RAND Corporation.

order to teach it to the students and parents. The teachers will also work on building parent support, education, and communication. Ongoing professional development and deeper integration of parents into school activities are the basis for bilingual programs and help to alleviate concerns about non-indigenous influence, cultural authenticity, identity affirmation, and opposing philosophies and rationales while staying focused on pedagogy and academic achievement.<sup>23</sup>

**OBJECTIVE 2:** 5 teachers will receive professional development to improve their abilities to provide Hawaiian and English language instruction and to address the unique needs of Native Hawaiian students in the Hawaiian-English bilingual educational program, built around Montessori strategies of culturally-based education.

By the end of Year 1, five teachers will demonstrated their professional development through transcripts and Montessori certification through the Chaminade University, attendance of Hawaiian language courses at the 2<sup>nd</sup> year college level, and development of the Hawaiian-English curriculum, under guidance of Curriculum Developer. In Year 2 and 3, the teachers will demonstrated their professional development and its practical application through regular classroom instructions and parent education, as observed by Curriculum Developer and Evaluator and documented through students' and parents' assessments.

**Parents:** The existing research regarding the impact of family involvement on educational outcomes shows a positive correlation. Early parental involvement in a child's education promotes positive long-term effects.<sup>24</sup> Children, whose caregivers are active in their schooling, usually perform better

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<sup>23</sup> Pacific Policy Research Center. 2010. *Successful Bilingual and Immersion Education Models/Programs*. Honolulu: Kamehameha Schools, Research & Evaluation Division.

<sup>24</sup> Yamauchi, L.A., Lau-Smith, J., & Luning, R.J.I. 2008. *Family Involvement in a Hawaiian Language Immersion Program*. The School Community Journal, 18(1), 39-60.

then children with less-involved caregivers.<sup>25</sup> The school recognizes the role of parents as first teachers, caregivers, and collaborators. Integration of family is an underlying value of the Native Hawaiian education. The project will create consistency and continuity of the language use at school, home and in the community through children's and parent education and development of materials and tools to support the bridge between school and home. It will facilitate the use of Hawaiian at school and in homes beyond the occasional use of words or phrases.

104 parents of the enrolled students will participate in the project. Currently, parents are active in the school's life. They regularly meet with the staff and sponsor school-wide social activities and enrichment opportunities for parents and families, which promote parent/student interaction.

Hawaiian, as a living language, cannot exist only within the school walls; it needs to be used everyday. In order to incorporate Hawaiian fully, the parents will be required to take the bilingual classes under the new curriculum (1,5 hours a week). The approach will showcase activities in the lives of children that occur daily or regular basis and to provide adults in those situations with specific Hawaiian language tools, i.e., vocabulary, sentence patters, examples of conversations, and explanations of such examples. It will allow the parents to use Hawaiian comfortably, competently, and to a significant degree in those situations. The parents will be taught the materials, their children would be covering, so they can actively participate in the language development and support the homework. The teachers will show ways the parents can incorporate the Hawaiian language and support the bilingual environment at home. KCS will also organize semi-annual family events to support and perpetuate Hawaiian language use by children and families. These events will give the

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<sup>25</sup> Shoda-Sutherland, C. 2005. *Preschool and Beyond Study: YEAR TWO REPORT TO PARENTS*.

Honolulu: Kamehameha Schools, PASE Publication 05-06:9.

teachers an opportunity to observe parent-children interactions and provide additional language support. By strengthening resources for in-home learning, the project will give young children the greatest chance at success.

OBJECTIVE 3: 104 parents will demonstrate increased levels of Hawaiian and English language literacy in order to support their children's bilingual development. By the end of Year 1, 50% of the parents will score at or above proficient in the Hawaiian language proficiency assessment. 75 % of the parents (end of Year 2) and 95% of the parents (end of Year 3) will score at or above the assessments.

**Deliverables:** One of the challenges mentioned is a lack of a well-defined, culturally congruent, and easily replicated Hawaiian-English Montessori bilingual curriculum. Overall, the project plans to produce a replicable model of bilingual education, which will be easy to adapt and adopt to both formal and informal settings. Therefore, the team will create the following deliverables: (1) Hawaiian and English Montessori Bilingual Curriculum for students from age 3 to 3rd grade, (2) Hawaiian/English Bilingual early reader booklets for children and parents, and (3) Parent Workshop Series, that supports Montessori bilingual education and Hawaiian culture. The educational materials will support dissemination and implementation of the model to other schools and family settings.

Based on the current research literature review and previous school's experience, the proposed strategies and design will result in the identified positive outcomes and impacts within the timeframe necessary to complete the project. Additionally, KCS has participated in several development and research grant projects and demonstrated internal capacity to manage similar projects, and develop curricula and textbooks.

Under Kamehameha Publishing Mapuna Grant, KCS has been working on creating a series of children's books, which will be used in the current project. The texts provide situation-specific

Hawaiian language lessons, that facilitate regular use of Hawaiian in everyday, frequently encountered contexts with young children ages 3 and up. The family-focused text is intended to be applicable to any family, though the settings described would be most familiar to Hawaiian families. The school-focused text is intended to apply to generalized school settings, rather than the particular setting of KCS. It can be readily used by faculty, staff, and administrators of any preschool or elementary school. Currently, the text-books are approved by Kamehameha Publishing, and will be released in 2012-2013. Since the proposed project is for children of age 3 - 12, the content and lessons will be expanded to incorporate different stages of bilingual development for this project. KCS is also participating as a supporting partner in Mohala Nā Pua project, funded by USDOE Native Hawaiian Education grant (#S362A110016-11A). Under this grant, KCS is working with a network of schools and incorporating the CREDE Standards into a new place-based science curricula. The results of the proposed grant and developed materials will be disseminated to the established network of Hawaiian immersion, charter, and Montessori schools.

**(c) Adequacy of resources**

The project is asking for [REDACTED] ([REDACTED] for Year 1, [REDACTED] for Year 2, and [REDACTED] for Year 3). Over the three-year period, the project will reach 52 students, 104 parents, and 5 teachers. The total is 161 participants, which is [REDACTED] per participant.

The project costs are reasonable in relation to the number of persons to be served, as it needs an established school environment to develop, pilot-test, and implement a bilingual curriculum for teachers, parents, and students, before it can be released to a greater public. The costs account for the initial investment of time and resources to release a replicable model. The project has a potential reaching a wider audience statewide. There will be tangible deliverables, such as the Hawaiian and English Montessori Bilingual Curriculum for students from age 3 to 3rd grade, Hawaiian/English

Bilingual early reader booklets for children and parents, and Parent Workshop Series, that supports Montessori bilingual education and Hawaiian culture. The deliverables will be available to other schools and parents, or just parents, who want to practice Hawaiian with their children on their own.

The project will contract two service providers: Curriculum Developer and Evaluator.

Curriculum Developer (CD), Shari L. Martin, will assist the team of teachers to develop and adapt bilingual Hawaiian-English Montessori materials to the context of the project during Year 1. CD will also provide support and individualized professional training to the team of teachers on how to teach the material, implement the bilingual instructions, outreach and teach the materials to the parents during Year 1-3. She will support implementation and evaluation of the curriculum and parent training. Shari L. Martin has 24 years of experience in the field of Montessori education. She is experienced in project/grant management, curriculum developer, and teacher training.

Evaluator, Kerry L. Wong, will assist the team in evaluating the project effectiveness and success. Kerry L. Wong holds a Ph.D. in Linguistics, and is a well-published Hawaiian educator, curriculum developer, and evaluator of Hawaiian education programs. He has extensive experience in grant management and evaluation. Evaluator will be included in the project from the very beginning in order to set up the structure of continuous data collection and evaluation. Evaluator will collaborate with the team in collecting, analyzing, and producing periodic reports that evaluate the effectiveness of the project in reaching its goals and objectives. Moreover, Evaluator will assist KCS to build internal monitoring and evaluation capacity in order to support sustainability after the end of the grant project. It will help teachers and administrators to continuously assess the model's effectiveness. The evaluation and performance reports will be shared with the U.S.DOE on quarterly and annual basis.

The project costs are reasonable, given the broad objectives and significant time

contributions. The budget covers all necessary costs for personnel, supplies, travel, contractual, and other expenses. Costs reflect the intensive time and personnel required to teach students, participate in the professional development, conduct workshops for parents, develop educational materials, and manage the grant work successfully. The majority of the funding ( [REDACTED] ) will support the salaries and fringe benefits ( [REDACTED] ) of the project staff, management and teaching, for three years. The program will have an Executive Director ( [REDACTED] FTE), Project Director/Principal Investigator (PI, [REDACTED] FTE), five teachers (FTEs vary from [REDACTED] to [REDACTED]), and one management/administrative staff ( [REDACTED] FTE) during the 3-year project. The number of staff will ensure successful project implementation and proper administrative support.

The project will contract Curriculum Developer ( [REDACTED] in Year 1, [REDACTED] in Year 2 and Year 3). The first year will be the most intense in curriculum development, pilot-testing, and teachers' professional development; while in Year 2 and 3, Curriculum Developer will be more of a support to the teachers in pilot-testing, material refinement, and full curriculum implementation.

The other costs, included into the project, are travel both locally and nationally ( [REDACTED] ) to disseminate information, network with other Hawaii schools, and participate in the U.S. DOE events; supplies and materials ( [REDACTED] for Year 1-3) to provide classroom supplies, materials, video equipment, computers, and to cover outreach costs to inform public about the project, its goals and purpose, and impacts ( [REDACTED] ) for Year 1-3, bi-annual events for the parents and students ( [REDACTED] for Year 1-3), and the costs of professional development classes for the teachers ( [REDACTED] in Year 1). The indirect cost is calculated at [REDACTED] % on the salaries. The indirect will cover the organizational wide support to the program ( [REDACTED] for Year 1-3). KCS does not have a negotiated indirect cost. If awarded, the organization will work with the U.S. DOE to establish a negotiated cost.

KCS will share the cost of the project by providing salary and benefits to the Executive

Director ( ), paying for the evaluation costs ( ), purchasing other necessary office supplies and materials ( ), and arranging trips and presentations about the project at the local and national educational conferences ( ).

The budget is built on the historical cost of a similar project and is a fair representation of the salary ranges and costs necessary to run this project. The project also budgeted a % increase to salaries and some costs to properly reflect internal policies and procedures on merit-based salary increase, rate of inflation, and regional annual increases in costs of goods.

#### **(d) Quality of the management plan**

The project team created a management plan in order to ensure that the goals, objectives, activities, and milestones are achieved within the proposed timeline and budget. The responsibilities were assigned to each team member and contract hires (Curriculum Developer and Evaluator).

**Year 1:** During Quarter 1 Executive Project Director (EPD) and Project Manager (PM) will assemble the project team: teachers and contract hires in order to begin the project. PC will procure all necessary materials and supplies for Year 1. EPD, PM, two Teachers (Ts) and three Teacher Assistants (TAs), Project Coordinator (PC), Curriculum Developer (CD) and Evaluator will establish the monitoring and evaluation system (indicators, tools, timeline, etc.) in order to track, document, and constantly evaluate the project performance. The team will also prepare the pre- and post-assessment for students and teachers. EPD, PM, CD, and Evaluator will also establish protocols for teacher observation and evaluation. Parents and students will take the pre-assessment tests in order to establish the baseline for the progress monitoring. Ts and TAs will be enrolled in the year-long teacher training courses. The teaching team will also start the instruction for students and parents in Quarter 1 with the already established bilingual materials, which will be observed by CD.

Quarter 2 – CD and the teaching team will start working on the bilingual curriculum

(developing new materials, modifying and tailoring the existing materials) and individualized professional development. They will test the materials throughout the year. In Quarter 2 the school will conduct a whole-day family event, in which parents and students will participate in hands-on cultural activities. They will be observed by the project team (EPD, PM, CD, Ts, TAs, and Evaluator) in order to provide language support and document the language development.

In Quarter 4, Ts and TAs will conduct post-assessments and observations of the parents and children. The results will be compiled with the assessments and observations of the teachers by CD and PM. The project team will analyze all available data to establish the project progress and achievement of the objectives and produce Year 1 progress report. The team will also conduct another family event, which will celebrate the year's achievements for the students and parents.

During the whole year the project team will conduct outreach to public and teaching community on the project, provide instructions to the parents and students, participate in the professional development activities, collect data on teachers', students', and parents progress and achievement, curriculum development progress. The project monitoring and evaluation activities will happen on a regular basis (weekly and monthly); the project reports will be produced quarterly and annually.

**Year 1 Milestones:** Evaluation and assessment structure for the project (teachers, parents, students), assessment baseline for the students and parents, teacher's certifications, a developed curriculum and teaching materials (Hawaiian/English Bilingual early reader booklets for children and parents), parents' and students' end-of-year evaluation, Year 1 project evaluation.

**Year 2:** During Quarter 1 PC will procure all necessary materials and supplies; the parents and students will take the pre-assessment tests in order to establish the baseline for the progress monitoring. Ts and TAs will start the instruction for the students and parents in Quarter 1 with the

developed bilingual curriculum. They will be observed and evaluated by CD. The curriculum will be pilot-tested throughout Year 2 in order to meet the needs of the students, parents, and teachers and be easily replicated in the future.

In Quarter 2 the school will conduct a whole-day family event, in which parents and students will participate in hands-on cultural activities. They will be observed by the project team in order to provide language support and document the language development.

In Quarter 4, Ts and TAs will conduct post-assessments and observations of the parents and children. The results will be compiled with the assessments and observations of the teachers by CD and PM. The project team will analyze all available data to establish the project progress and achievement of the objectives and produce Year 2 progress report. The team will also conduct another family event, which will celebrate the year's achievements for the students and parents.

During the whole year the project team will conduct outreach to public and teaching community on the project, provide instructions to the parents and students, participate in the professional development activities, collect data on teachers', students', and parents progress and achievement, curriculum development progress. The project monitoring and evaluation activities will happen on a regular basis (weekly and monthly); the project reports will be produced quarterly and annually.

**Year 2 Milestones:** Pilot-tested and easy to replicate curriculum, teaching materials, and evaluation tools (teachers, students, parents), Year 2 project evaluation.

**Year 3:** During Quarter 1 PC will procure all necessary materials and supplies; the parents and students will take the pre-assessment tests in order to establish the baseline for the progress monitoring. Ts and TAs will start the instruction for the students and parents in Quarter 1 with the developed bilingual curriculum. They will be observed and evaluated by CD.

In Quarter 2 the school will conduct a whole-day family event, in which parents and students will participate in hands-on cultural activities. They will be observed by the project team in order to provide language support and document the language development.

In Quarter 4, Ts and TAs will conduct post-assessments and observations of the parents and children. The results will be compiled with the assessments and observations of the teachers by CD and PM. The project team will analyze all available data to establish the project progress and achievement of the objectives and produce Year 2 progress report. The team will also conduct another family event, which will celebrate the year's achievements for the students and parents.

During the whole year the project team will conduct outreach to public and teaching community on the project, provide instructions to the parents and students, participate in the professional development activities, collect data on teachers', students', and parents progress and achievement, curriculum development progress. The project monitoring and evaluation activities will happen on a regular basis (weekly and monthly); the project reports will be produced quarterly and annually.

**Year 3 Milestones:** a replicable model of bilingual education, which will be easy to adapt and adopt to both formal and informal settings: (1) Hawaiian and English Montessori Bilingual Curriculum for students from age 3 to 3rd grade, (2) Hawaiian/English Bilingual early reader booklets for children and parents, and (3) Parent Workshop Series, that supports Montessori bilingual education and Hawaiian culture. Assessment tools. Year 3 and final project evaluation

The project team will consist of Kerri-Ann Kealohapauole Hewett Fraser, Executive Project Director (■ FTE), Wailani Robins, Project Manager/Principal Investigator (■ FTE), two Teachers (■ FTE), three Teacher Assistants (■ FTE for one, and ■ FTE two other TAs, each), and Project Coordinator (■ FTE). (See the attached resumes and job descriptions) The

project team will work collaboratively throughout the effort via regular meetings, instruction, and thorough reviews of work.

EPD will spend (■■■■ FTE) of her time providing strategic oversight of the project and overall guidance, and incorporation of the project into the organizational work. The EPD has 37 years of experience in educational administration, Native Hawaiian education, advising, curriculum development, and leadership. The project will be managed by Wailani Robins, Project Manager. The PM (■■■■ FTE) will conduct overall management, monitoring, evaluation, planning and coordination of staff, resources, tasks, and activities necessary to administer, manage, report and complete the grant successfully. The PM will be responsible for providing oversight to all teaching and administrative staff, and coordinating the programmatic and financial activities. The PM has 22 years of experience in educational leadership and management, planning and logistics, bilingual, Native Hawaiian, and Montessori instruction, curriculum development, performance and evaluation. The PM will report to the EPD, and supervise the project team. Additionally, the PM will coordinate the work with two contractors, Curriculum Developer and Evaluator.

Based on the three-year experience of implementing a project of a similar scope, the time commitments of the EPD, PM, Ts, TAs, and PC are adequate and appropriate to meet the objectives of this project. The project team includes individuals with academic credentials and years of first-hand experience in early childhood education, teacher training, Hawaiian language research and instruction, bilingual Montessori education, and curriculum development.

Within the last three years, KCS has managed three awards (Pettus Foundation, Samuel N. and Mary Castle Foundation, Kamehameha Publishing Mapuna Grant) and a subaward (USDOE #S362A110016-11A). The reports and deliverables were submitted according to the funders' requirements and on time. The organization has internal capacity to manage multiple projects,

collect data, aggregate into reports, and submit them to funders. Most importantly, the organization analyses its data and reports in order to improve the internal management and implementation processes.

The staff dedicates time to collection and analyses of data. Project performance meetings are held on a regular (weekly and monthly) basis, during which team members update on the school progress and discuss impacts, if any, on overall organizational activities. The staff provides monthly written reports in order to document and monitor educational progress, achievement of benchmarks, milestones, outputs, outcomes, barriers, and solutions. The frequency of internal reporting and meetings and established channels of communication have allowed the organization to deal with unanticipated events and outcomes more efficiently, before they become a bigger issue, and meet deadlines and progress benchmarks.

The team will meet regularly and devote time and effort necessary to ensure objectives and activities are being accomplished. To assure achievement of objectives, all activities will be closely monitored and measured throughout the project. The team will evaluate and modify the program based on internal and external feedback from students, parents, teachers, and Evaluator.

The project design, based on impactful research and experience, and internal management and teaching capacity will ensure high-quality bilingual instruction and deliverables from the project.

#### **(e) Quality of the project evaluation**

Rigorous monitoring and evaluation is fundamental to the project. The evaluation plan was developed while designing the project to ensure that the evaluation supports the efforts to measure the achievement of the project goals. The proposed objectives, activities, milestones, and deliverables will guide the monitoring and evaluation activities. KCS will have an external

Evaluator, Kerry L. Wong, to evaluate the program achievements and train the project team to implement continuous project and outcomes evaluation. Evaluator will collaborate with the team in collecting, analyzing, and producing periodic reports that evaluate the effectiveness of the project in reaching its goals and objectives. The project will combine qualitative (standardized pre- and post-assessments) and qualitative (observations, meetings, discussion, feedback) data analysis.

OBJECTIVE 1: 52 students will demonstrate increased levels of school readiness in beginning reading and literacy of the Hawaiian and English languages from age 3 through Grade 3. By the end of Year 1, 50% of the students will score at or above proficient in the Hawaii State School Readiness Assessment (HSSRA) and the Hawaiian language proficiency assessment. 75 % of the students (end of Year 2) and 95% of the students (end of Year 3) will score at or above the assessments. The students' progress will also be documented through qualitative continuous classroom observations.

HSSRA will measure five developmental domains: (a) approaches to learning, (b) literacy and mathematical concepts and skills, (c) school behaviors and skills, (d) social emotional behaviors, and (e) physical well-being. This test will provide data on the English language proficiency and school-readiness. To measure the Hawaiian language proficiency, KCS will develop the Hawaiian language assessment tool, which will reflect mastery of the Hawaiian language content taught through the curriculum. The Hawaiian language assessment tool will be developed in Year 1. These two assessments meet the Government Performance and Results Act of 1993 (GPRA) performance measures for the Native Hawaiian Education program. Both of the assessment tools will be administered pre- and post-instruction at the beginning and end of a year to document the students' progress. The teaching team will also conduct continuous students' observation, based on the Montessori methodology, to monitor the actual language usage in the real life situations, and the students' cognitive, social, emotional, and physical well-being. Each student will have an

observation report, which will be shared with the project team and teachers on a regular basis (team meetings, parent-teacher meetings, etc.).

OBJECTIVE 2: 5 teachers will receive professional development to improve their abilities to provide Hawaiian and English language instruction and to address the unique needs of Native Hawaiian students in the Hawaiian-English bilingual educational program, built around Montessori strategies of culturally-based education.

By the end of Year 1, five teachers will demonstrated their professional development through transcripts and Montessori certification through the Chaminade University, attendance of Hawaiian language courses at the 2<sup>nd</sup> year college level, and development of the Hawaiian-English curriculum, under guidance of Curriculum Developer. In Year 2 and 3, the teachers will demonstrated their professional development and its practical application through regular classroom instructions and parent education, as observed by Curriculum Developer and Evaluator and documented through students' and parents' assessments. Curriculum Developer, Evaluator, and Project Manager will coordinate observations and performance evaluations to reflect the teachers' professional development progress.

OBJECTIVE 3: 104 parents will demonstrate increased levels of Hawaiian and English language literacy in order to support their children's bilingual development. By the end of Year 1, 50% of the parents will score at or above proficient in the Hawaiian language proficiency assessment. 75 % of the parents (end of Year 2) and 95% of the parents (end of Year 3) will score at or above the assessments.

The parents will be given pre- and post-instruction assessment at the beginning and the end of each year. The assessment will reflect their mastery of the Hawaiian language content taught through the curriculum. The parents will provide feedback on the instruction and materials. The

parents will also be observed during the weekly classes and bi-annual events on how well and how much they are using the Hawaiian language with their children. The teaching team will also discuss and ask about the parent-children language engagement outside of the classroom and provide with support. The parents will meet with the teachers monthly to discuss the children's performance. HSSRA will also support the assessment of the school and parents' activities and involvement in the children's education.

Since the teachers', parents, and students' observations are weekly and monthly, all data collected through monitoring and evaluation will provide timely feedback on the curriculum, process, and success of the model for quality assurance. Both qualitative and quantitative data will show into how well the curriculum meets the needs of the students and parents and whether it needs to be fine-tuned. The teachers' professional development will be correlated with the students' performance to document the necessary levels of professional development and instruction. Parental involvement and bilingual skills will be assessed and correlated with the students' performance to make recommendations for bilingual skill development at home. Overall, the project will provide data on how early bilingual development is linked to school readiness and academic outcomes.

The project team will also focus the monitoring and evaluation activities on whether the project is meeting the objectives, timeline, milestones, and deliverables on time and within the budget. Data collection and process documentation will help identify effective strategies, and make the model transparent and easy-to-replicate in other settings. The evaluation data and reports will be shared among the training and management teams, and meetings will be held bi-weekly to review and to assess the data by which to ensure continuous improvement of the content and delivery of the program. The performance reports will also be compiled monthly and quarterly and shared with the U.S. DOE.

Kerri-Ann Kealohapauole Hewett Fraser  
Kawaiiaha 'o Church School

Letter of Commitment for the U.S. Department of Education Native Hawaiian Education Program, CFDA 84.362A

Aloha,

This letter is to confirm my commitment and support of the USDOE Native Hawaiian Education grant application for Kawaiiaha 'o Church School.

As the Evaluator for Ulana O Kukui, this letter serves as my commitment to this project by setting up a structure of continuous data collection and evaluation as well as build internal monitoring and evaluation capacity to support sustainability after the end of the grant project.

Sincerely,



Kerry Laiana Wong  
Kawaihuelani Hawaiian Language Department  
Hawai'inuiākea School of Hawaiian Knowledge  
& Ho'okulāiwi: 'Aha Ho'ona'auao 'Ōiwi

Department of Education  
**SB02A120031**

Wailani  
Kawaihae Church School

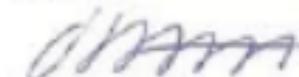
Re: Letter of Commitment for the U.S. Department of Education Native Hawaiian Education Program, CPDA 84.362A

This letter is to confirm my commitment and support of the USDOE Native Hawaiian Education grant application. Kawaihae Church School has been working in the field of education, early childhood education, curriculum development, evaluation, Montessori methodology and teacher training for 37 years. The school has provided children, families and teachers a Montessori educational experience emphasizing Hawaiian cultural values and language.

As the Curriculum Developer for Oluna O Kula, this letter represents the commitment to this project by providing teacher development activities and training; effectively communicating Montessori methodology and skills to staff, planning, field-testing, and evaluation of the curriculum. In-service training will be designed to support and provide continued and consistent implementation of the newly developed curricula. In conjunction, there will be planning, development and evaluation of parent training.

I fully support this project as it brings together several elements, important to bilingual Hawaiian-English education: teacher's professional development, children's and parents' language skills development. The project is an excellent model to bring English and Hawaiian academic and spoken languages together through a strong and research-based curriculum that is well-rooted in the Hawaiian world view and academic excellence. This project has potential to reach not only the educational community, but also many parents who are using Hawaiian language at home with their children. I am excited and honored to be a part of this project.

Sincerely,



Shari L. Martin

## Resume of Shari L. Martin

### Career Summary

- Broad knowledge of the principles and practices of school administration and of Montessori curriculum and instruction.
- Experience in developing Montessori curriculum and providing teacher development activities and training.
- Experience in planning, development, field-testing, and evaluation of curriculum.
- Able to effectively communicate Montessori methodology and skills to staff.
- Experience in in-service training designed to support implementation of newly developed curricula.
- Experience in planning, development and evaluation of parent training.
- Accomplished educator with the ability to prepare and motivate students in achieving developmentally appropriate skill levels and objectives.
- Strong ability to maintain and articulate parent communication and relationships.

### Special Achievements

- Early Childhood Educator of the Year, Graduating Class of 1987; Chaminade University of Honolulu

### Experience

#### **Curriculum Specialist, 2011-Present**

Na Pua Lei Project, Grant Period August 2012-July 2015

Kai Loa, Inc., Ke Kula 'o Samuel Kamakau, Kaneohe, Hawaii

- Responsible for coordinating and delivering teacher training in the Montessori Method, early childhood development, and classroom observations.
- Providing individualized training for teachers.
- Deliverables that meet the project goal and objectives

#### **Child Care Provider, 2009- Present**

Family Child Care, Honolulu, Hawaii

- Responsible for providing developmentally appropriate learning environment for toddlers ages 2 – 3 years of age.
- Parent support and education
- Maintain requirements for Department of Human Services Child Care Licensing, Hawaii Child Care Nutrition Program and Quality Care Program.

#### **Director, 2003-2009**

Kawaiaha'o Church School, Honolulu, Hawaii

- Oversee all aspects of elementary, preschool and toddler programs, daily operations; budget, curriculum, fundraising, marketing, licensing, staffing, enrollment, parent communication and policies.
- Research, marketing and opening of new toddler program and English/Hawaiian dual language program.

## Resume of Shari L. Martin

- Research and process for future school accreditation with HAIS and NAEYC.

### **Director/Teacher, 2001-2003**

Honolulu Community Jewish Preschool

Temple Emanu-El, Honolulu, Hawaii

- Oversee all aspects of school daily operations for the toddler and preschool programs: budget, curriculum, fundraising, licensing, staffing, enrollment, parent communication and policies.
- Oversee responsibilities for 4-year-old classroom curriculum, progress reports/conferences and parent communication.

### **Adjunct Faculty, Teacher, 2001**

Chaminade University of Honolulu, Honolulu, Hawaii

- Responsible for introduction and instruction of Montessori Early Childhood Program specific to Practical Life and Sensorial course work and classroom participation.

### **Lead Teacher, 1992-2001**

Kawaiaha'o Church School, Honolulu, Hawaii

- Responsible for 3 – 6-year-old class curriculum and materials, parent communication, progress reports/conferences and overseeing classroom aids and assistants.
- Committee participation on several annual fundraisers.
- Participating host teacher with Chaminade University of Honolulu Early Childhood education student teachers from 1996 to 2001.
- Responsible for student teacher observations, participation, implementation of lesson plans and student teacher evaluation and recommendation.

### **Lead Teacher, 1987-1989**

Kawaiaha'o Church School, Honolulu, Hawaii

- Responsible for 3 – 6-year-old class curriculum and materials, parent communication, progress reports/conference and overseeing classroom aids and assistants.

### **Lead Teacher, 1986-1987**

Queen Emma Toddler Center, Honolulu, Hawaii

- Responsible for 2-year-old class curriculum, materials, and parent communication.

### **Chaminade University of Honolulu Student Teacher, 1985-1986**

Montessori Community School, Honolulu, Hawaii

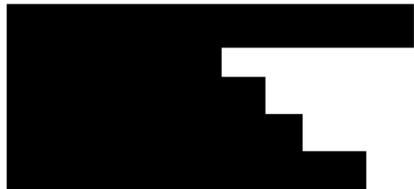
- Student teacher responsibilities: observations, participation, assigned curriculum planning and material preparation with host teacher.

### **Education**

- Graduate degree in progress in Early Childhood Education, Chaminade University of Honolulu, Honolulu, HI
- Samuel N and Mary Castle Foundation; Castle Colleagues Program 2005
- Bachelor of Science, Early Childhood Education, Chaminade University of Honolulu 1987
- American Montessori Society Teacher Certification, 1987

**Curriculum Vitae****KERRY LAIANA WONG**

Kawaihuelani Hawaiian Language Department  
 Hawai‘inuiākea School of Hawaiian Knowledge  
 & Ho‘okulāiwi: ‘Aha Ho‘ona‘auao ‘Ōiwi

**ACADEMIC QUALIFICATIONS**

Doctor of Philosophy in Linguistics (2006). University of Hawaii at Mānoa, Hawaii  
 Master of Arts in Linguistics (1993). University of Hawaii at Mānoa, Hawaii  
 Bachelor of Science in Business and Marketing (1978). University of Colorado at Boulder, Colorado

**HONORS AND AWARDS****Excellence in Scholarship**

Invited President’s Scholar (2009), University of Alaska, Fairbanks

**Excellence in School and Community Development**

- Fourth Annual Richard W. Clark Partner School Award to the Hookulāiwi Partnership. (2008). National Network for Educational Renewal, Seattle, Washington

**Excellence in Teaching**

- Board of Regents’ Medal for Excellence in Teaching. (2008). University of Hawaii, Hawaii

**PROFESSIONAL POSITIONS****Assistant Professor (2006 - present)**

Kawaihuelani Hawaiian Language Department  
 Hawai‘inuiākea School of Hawaiian Knowledge, University of Hawaii at Mānoa

**Curriculum Developer (2006 - present)**

Kawaihuelani Hawaiian Language Department  
 Hawai‘inuiākea School of Hawaiian Knowledge, University of Hawaii at Mānoa  
 I Mua Nō Ka Ulu Project. Create children’s stories for the Hawaii State Department of Education  
 Kula Kaiapuni Hawaiian Language Immersion Program. Principal Investigator: Dr. Noeau Warner.

**Acting Assistant Professor (2004 - 2006)**

Department of Hawaiian and Indo-Pacific Languages and Literatures  
 University of Hawaii at Mānoa

**Instructor (1995 - 2004)**

Department of Hawaiian and Indo-Pacific Languages and Literatures  
University of Hawaii at Mānoa

**Lecturer (1999)**

Hawai‘i Pacific University, Honolulu, Hawai‘i

**Project Coordinator (1997 - 1998)**

Department of Hawaiian and Indo-Pacific Languages and Literatures  
University of Hawai‘i at Mānoa

Ke Aa Mākālei Hawaiian Language Project. Opened up alternative avenues for Hawaiian language instruction—through sporting activities targeted Hawaiians who were uninvolved in the existing avenues for learning Hawaiian. Principal Investigator: Dr. Noeau Warner.

**Lecturer (1992 - 1995)**

Department of Hawaiian and Indo-Pacific Languages and Literatures  
University of Hawaii at Mānoa

**Evaluator/Translator (1992 - 1993)**

College of Education, University of Hawaii

Translated (from English to Hawaiian) the standardized mathematics test for the Hawaii State DOE Kula Kaiapuni Program.

**Translator (1992 - 1993)**

The Kamehameha Schools, Honolulu, Hawaii

Translated (English to Hawaiian) curricula materials for the Hawaii State DOE Kula Kaiapuni Program.

**Translator/Editor (1991 - 1992)**

University of Hawai‘i at Mānoa

Ke Aa Kukui Project. Translated (from English to Hawaiian) and edited children’s stories for the Hawaii State DOE Kula Kaiapuni Program. Principal Investigator: Dr. Noeau Warner.

**Translator/Editor (1991 - 1992)**

Department of Education, Office of Instructional Services, Honolulu, Hawaii

Translated (English to Hawaiian) children’s novels for Hawaii State DOE Kula Kaiapuni Program.

**Graduate Assistant (1990 - 1995)**

Department of Linguistics, University of Hawaii

Conducted research on Hawaiian lexicon and taught introductory courses in linguistics.

**Research Assistant (1989 - 1991)**

University of Hawai‘i at Hilo

Fund for the Improvement of Postsecondary Education (FIPSE). Researched Hawaiian language newspapers to develop curricula materials for the Hawaii State DOE Kula Kaiapuni Hawaiian Program. Principal Investigator: Mr. Larry Kimura.

**Coordinator, Materials development (1989 - 1990)**

Hale Kāko‘o, Pūnana Leo, University of Hawai‘i at Hilo

Translated children’s stories (from English to Hawaiian) and created original children's stories in Hawaiian for the ‘Aha Pūnana Leo. Principal Investigator: Dr. William Wilson.

**UNIVERSITY LEVEL TEACHING**

ANTH 3700: Language and Culture (course taught at Hawai‘i Pacific University)

EDCS 630: Diversity in Education/Foundations in Immersion Education (co-taught)

EDCS 645: Seminar in Multicultural Literacy/Seminar in Immersion Education (co-taught)

HAW 101: Elementary Hawaiian

HAW 102: Elementary Hawaiian

HAW 201: Intermediate Hawaiian

HAW 301: Third-Level Hawaiian

HAW 302: Third-Level Hawaiian

HAW 321: Hawaiian Conversation

HAW 332: Transcription

HAW 401: Fourth-Level Hawaiian

HAW 402: Fourth-Level Hawaiian

HAW 452: The Structure of Hawaiian Language

HAW 499: Directed Research

HAW 602: Kākāōlelo – Hawaiian Speech Styles

HAW 615: Kuanaike – Worldview

HAW 625: Moolelo Hawaii

HAW 699: Directed Research

LING 102: Introduction to the Study of Language

**SCHOLARLY ACTIVITIES**

**Refereed Journal Article**

Wong, K. L. and Maaka, M. J. (2009). *Breaking trail or breaking wind* (Ke ala hou: Breaking trail in Hawaiian research and development) Special Hawaiian edition of *AlterNative: An International Journal of Indigenous Peoples*. Volume 5, Number 2.

Wong, K. L. (2009). *Huli ka lima i lalo a kaomi i ke pihi*. (Ke ala hou: Breaking trail in Hawaiian research and development) Special Hawaiian edition of *AlterNative: An International Journal of Indigenous Peoples*. Volume 5, Number 2.

Wong, K. L. (1999). Authenticity and the revitalization of Hawaiian. *Anthropology and Education Quarterly*, 30 (1), 205-222.

**Invited Journal Article**

Da Pidgin Coup (2008). Pidgin and education. *Educational Perspectives*, 41 (1 and 2), 30-39.

Wong, K. L. (2004). He Hāwa’e kai nui a kau ma kula. *Journal of Educational Perspectives*, 37 (1), 31-39.

### Other Journal Articles

- Wong, L., Perez-Kaiwi, K., Solis, K., and NeSmith, K. (2010). Kauakūalahale: Selected Columns. In *Ōiwi: A Native Hawaiian Journal*, 4, 178-188.
- Wong, K. L. (1998). Ka Wā Halakahiki. *Ōiwi: A Native Hawaiian Journal*, 1, 157-161.
- Wong, K. L. (1998). E Mana Iho Nō Ke Kūloko. *Ōiwi: A Native Hawaiian Journal*, 1, 155-156.

### Book Chapters

- Wong, K. L. (2011). Hawaiian methodologies of indirection: Point-less vs. pointless. In Davis, Kathryn A. (ed). *Critical Qualitative Research: Advocacy and Agency on the Pacific Rim*.
- Maaka, M. J., Wong, K. L., and Oliveira, K. (2011). When the children of their fathers push back: Self-determination and the politics of indigenous research. In Davis, Kathryn A. (ed). *Critical Qualitative Research: Advocacy and Agency on the Pacific Rim*.
- Wong, K. L. (1999). Language varieties and language policy: The appreciation of Pidgin. In Huebner, Thom and Kathryn A. Davis (eds.). *Sociopolitical Perspectives on Language Policy and Planning in the USA*, xvi, 365.

### Books

- Kömike Huaōlelo (2003). *Māmaka Kaiao: A modern Hawaiian vocabulary*. University of Hawaii Press, Honolulu.

### Conference Proceedings

- Wong, K. L. (2011). Keynote address: Language, fruits, and vegetables. In M. E. Romero-Little, S. J. Ortiz, and T. L. McCarty (eds.). *Indigenous language across the generations – strengthening families and communities*. Tempe: Arizona State University Center for Indian Education.
- Wong, K. L. (2008). Keynote address: E nānā i ka hoa kanaka o kipa hewa ke aloha i ka ilio. In J. S. Terito and S. M. Healy (eds.). *Te tatau pounamu: The greenstone door: Traditional knowledge and gateways to balanced relationships*. Auckland, New Zealand: Ngā Pae o te Māramatanga Māori Center of Research Excellence.

### Children's Books

- Wong, K. L. (in progress, 2012). *Ka maka o ka 'ilio*. Ka Lau 'Ulu, Honolulu.
- Wong, K. L. (2009). *Manu Palupalu*. Ka Lau 'Ulu, Honolulu.
- Wong, K. L. (1999). *He pēpē wale nō au*. Hilo, Hawaii: 'Aha Pūnana Leo.
- Wong, K. L. (1999). *I kau moeuhane*. Hilo, Hawaii: 'Aha Pūnana Leo.
- Wong, K. L. (1999). *Ka ömole kupaianaha o ka lua*. Hilo, Hawaii: 'Aha Pūnana Leo.
- Wong, K. L. (1999). *Ka 'öö ää o Alakai*. Hilo, Hawaii: 'Aha Pūnana Leo.
- Wong, K. L. (1999). *Ka ua poko*. Hilo, Hawaii: 'Aha Pūnana Leo.

## Conference Presentations

### Keynote and Plenary Addresses

- Wong, K. L. (2011, April). *When the children of our fathers push back: Self-determination and the politics of Indigenous research*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Wong, K. L. (2010, April). *Language revitalization: Swimming against the tide*. Keynote presentation at the Bilingual Multicultural Education/Equity Conference, Anchorage, Alaska.
- Wong, K. L. (2009, December). *Aole pau ka ike i ka hālau hookahi*. Keynote presentation at the Philosophy of Education Society of Australasia, Honolulu, Hawaii.
- Wong, K. L. (2009, April/May). *Language, fruits, and vegetables*. Keynote presentation at the Stabilizing Indigenous Languages Symposium, Tempe, Arizona.
- Wong, K. L. (2008, June). *E nānā i ka hoa kanaka o kipa hewa ke aloha i ka ilio: Attend to your fellow humans lest your love be wasted on dogs*. Keynote presentation at the Traditional Knowledge and Gateways to Balanced Relationships conference, Auckland, New Zealand.
- Maaka, M. J., Wong, K. L., Kukea-Shultz, P. L., Krug, G. S., Bettencourt, E., Cashman, K. A., & Lenchanko, M. K. (2008, April). *Ho 'okulāiwi: 'Aha Ho 'ona 'auao 'Ōiwi*. Invited presentation at the annual meeting of the American Educational Research Association, New York, NY.
- Maaka, M. J., Wong, K.L., Krug, G. S., & Bettencourt, E. (2006, December). *International politics and indigenous education*. Keynote paper presented at the New Zealand Association for Research in Education, Rotorua, New Zealand.
- Wong, K. L. (2006, June). *Indigenous indicators for well-being: Hawaiian language*. Paper presented for plenary panel at the Mātauranga Taketake: Traditional Knowledge: Indigenous Indicators for Well-being conference, Te Papa, Wellington, New Zealand.
- Wong, K. L. (2004, September). *What brah! Aole hiki ke ʻōlelo Hawaii?* Keynote address at the conference on Cultural Diversity and Language Education, sponsored by the National Foreign Language Resource Center of the University of Hawaii at Mānoa and the Center for Second Language Research. Honolulu, Hawaii.
- Wong, K. L. (2003, December). *Risks and dilemmas: Indigenous research*. Paper presented as part of a plenary panel at the New Zealand Association for Research in Education/Australian Association for Research in Education joint conference, Auckland, New Zealand.
- Wong, K. L. (1996, March). *The status of the Hawaiian language and the legal issues of language in Hawaii*. Keynote address at the student conference of the Hawaii Association of Teachers of English as a Second Language (HATESL) and the Linguistics Society of Hawaii (LSH). Honolulu, Hawaii.

### Invited International Presentations (International Organizations)

- Wong, K. L., (2011, May). *What/who is Native Hawaiian?* Paper presented at the International Research Hui. Sponsored by the University of Alaska Fairbanks, Chena Springs, Alaska.
- Wong, K. L., & Bettencourt, E. (2010, February). *The art of imprecision*. Paper presented at the 2010 Symposium on Indigenous Education (sponsored by the American Educational Research Association). Tempe, Arizona.
- Wong, K. L. (2009, June). *Puka mai i ke ao mālamalama*. Paper presented at a knowledge exchange between scholars from the University of Waikato and the University of Hawaii. Honolulu, HI.
- Wong, K. L. (2009, April). *New horizons in indigenous research and transformative action: Perspectives from the Indigenous Peoples of the Americas, the Pacific, and Post-Colonial*

- Studies*. Paper presented for the Indigenous Knowledge Systems Professional Development Workshop at the annual meeting of the American Education Research Association, San Diego, CA.
- Wong, K. L. (2009, March). *He mookūauhau ölelo*. Paper presented as part of a knowledge exchange with scholars from the University of Alaska, Fairbanks.
- Wong, K. L. (2007, November). *He onipaa ka oiaio: Truth stands firm*. Paper presented at the Regional Pacific Ethics of Knowledge Production Workshop. Apia, (Western) Samoa.
- Wong, K. L. (2007, June). *Fingering the culprit in Māori and Hawaiian*. Presentation to the Senior Scholars of Ngā Pae o te Māramatanga, Rotorua, New Zealand.
- Wong, K. L. (2007, June). *The influence of colonization on indigenous languages*. Presentation to the Pre-service Teacher Cohort of Te Whare Wānanga o Awanuiārangī, Whakatane, New Zealand.
- Wong, K. L. (2006, December). *Hookulāiwi: An indigenous approach to teacher education*. Panel presentation at the University of Auckland, Ngā Pae o te Māramatanga, Auckland, New Zealand.
- Wong, K. L. (2006, June). *On speaking English in Hawaiian*. Paper presented at the College of Education, University of Auckland, Auckland, New Zealand.
- Wong, K. L. (2005, December). *He mana ka ölelo*. Invited presentation Te Ihi o te Mātauranga International Research Conference, Te Whare Wānanga o Awanuiārangī, Whakatane, New Zealand.
- Wong, K. L. (2005, November). *He pua ka pua: Assessment under the No Child Left Behind Act*. Invited presentation to the Tainui community and Ngā Pae o te Māramatanga, Hopuhopu, New Zealand.
- Wong, K. L. (2004, August). *He lima kuhi ko ka ölelo*. Invited presentation to the fellows of Te Mata o te Tau: Academy for Māori Research and Scholarship, Massey University, New Zealand.
- Wong, K. L. (2002, July). *Pointing with words*. Paper presented at Te Whare Wānanga o Awanuiārangī, Whakatane, Aotearoa/New Zealand.
- Wong, K. L. (2001, June). *The cost of language lost*. Paper presented at “Building Bridges with Traditional Knowledge”: An international summit meeting on issues involving Indigenous Peoples, Conservation, Sustainable Development and Ethnoscience. Honolulu, Hawai’i.
- Wong, K. L. (2001, March). *Language maintenance*. Paper presentation at the American Samoa Language and Culture Institute. Apia, Samoa.

#### Refereed International Conference Presentations (International Organizations)

- Maaka, M J., & Wong, K. L. (2010, May). *E nai wale nō oukou: Leadership and succession*. Paper presented at the annual meeting of the American Educational Research Association, Denver, Colorado.
- Wong, K. L. (2009, May). *10 Years After & Looking Forward: Conversations on Indigenous Language Revitalization since the 1999 Anthropology and Education Quarterly (AEQ) Special Issue on “Authenticity and Identity in Indigenous Language Education”*. Panel presentation at the Stabilizing Indigenous Languages Symposium, Tempe, Arizona.
- Wong, K. L., & Solis, R. K. (2009, April). *The intergenerational transfer of indigenous knowledge systems: The Hawaii experience*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

- Wong, K. L. & Solis, R. K. (2009, April). *Kui ka lono: Expanding the domains of endangered indigenous languages*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Wong, K. L. (2008, April). *Ölelo hooulu: Talking smack in Hawaiian*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Wong, K. L. (2007, April). *The reincarnation of English-only*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Wong, K. L., Bettencourt, E., & Chock, J. (2006, December). *Rough take: A divide and conquer approach to promoting the ideology of English*. Paper presented at the annual meeting of the New Zealand Association for Research in Education, Rotorua, New Zealand.
- Wong, K. L. (2006, June). *Huli ka lima i lalo a kaomi i ke pihi: Writing Hawaiian traditional knowledge and language into the academy*. Paper presented at the Mātauranga Taketake: Traditional Knowledge: Indigenous Indicators for Well-being conference, Te Papa, Wellington, New Zealand.
- Wong, K. L. (2006, April). *Kuhi aku, kuhi mai, kuhi hewa ē: A thirteen year dissertation*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Wong, K. L. (2005, November). *Awahia lua ka inika o kula: Academic writing in Hawaiian*. Paper presented at the World Indigenous Peoples Conference on Education, The University of Waikato, Hamilton, New Zealand.
- Wong, K. L. (2005, November). *Hookulāiwi ia ke kulanui*. Paper presented at the World Indigenous Peoples Conference on Education, The University of Waikato, Hamilton, New Zealand.
- Wong, K. L. (2005, May). *Claiming indigenous language: He hāwae nui a kau ma kula*. Paper presented at the Ninth East-West Philosopher's Conference, Honolulu, Hawaii.
- Wong, K. L. (2005, April). *Kū ka leo öiwi i ka moku: Claiming indigenous language*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Wong, K. L. (2004, April). *Pointing with words in Hawaiian: Fostering traditional ways of speaking and knowing*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Wong, K. L. (2003, December). *Pā hewa i ka leo: Inappropriately touched by the voice*. Paper presented at the New Zealand Association for Research in Education/Australian Association for Research in Education joint conference, Auckland, New Zealand.
- Wong, K. L. (2003, November). *Kūlia i ka leo: Researching Hawaiian ways of speaking*. Paper presented at the International Conference on Language, Education, and Diversity, The University of Waikato, Hamilton, New Zealand.
- Wong, K. L. (2003, April). *Native language as a site of struggle: The limits and capacity of the academy in the revitalization of Native languages*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Wong, K. L. (2002, July). *Pointing with words*. Paper presented at the International Research Institute for Maori and Indigenous Education Conference, the University of Auckland, Auckland, Aotearoa/New Zealand.

#### Invited National Conference Presentations

Wong, K. L. (2007, October). *Institutionalizing government system-wide structural changes*. Panel presentation at E Hoi i ka Piko Native Indian Educational Association 38<sup>th</sup> Annual Convention. Honolulu, Hawaii.

#### Refereed National Conference Presentations

Wong, K. L. (1996, November). *Authenticity and language revitalization*. Paper presented at the 96<sup>th</sup> Meeting of the American Anthropological Association. San Francisco, California.

Wong, K. L. (1995, November). *Alternative avenues in Hawaiian language*. Paper presented at the 95<sup>th</sup> Meeting of the American Anthropological Association. Washington, D.C.

#### Invited Local Conference Presentations (Hawaii Organizations)

Wong, K. L. (2007, October). *Hookulāiwi: A community based approach to preparing excellent teachers*. Panel presentation at Ua Ao Hawaii Ke Ōlino Nei conference sponsored by the Hawaii State Department of Education Hawaiian Studies and Language Program Section. Honolulu, Hawaii.

Wong, K. L. (2007). *He pua ka pua*. Panel presentation for the Eia Mai Hawaii Lecture Series: Worldview through Hawaiian language. Kīpuka Project University of Hawaii at Hilo

Wong, K. L. (2006, November). *We will not be silenced: "Speaking Hawaiian" against colonized discourses*. Panel presentation at the Kui Ka Lono Conference on Hawaiian Indigenous Education, Research, and Well-being. Honolulu, Hawaii.

Wong, K. L. (2005, September). *He pua ka pua: Aia ka pono o ka hookē unuhi*. Paper presented at the Pūpūkahi I Holomua conference at Maui Community College. Kahului, Hawaii.

Wong, K. L. (2005, March). *I ke alo nō ka ulu a hala*. Paper presented at the annual conference of the Native Hawaiian Education Association. Honolulu, Hawaii.

Wong, K. L. (2004, September). *Kuhi aku, kuhi mai, kuhi hewa ʻē*. Paper presented at the Aha Kumu conference for Hawaiian language immersion teachers. Honolulu, Hawaii.

Wong, K. L. (1998, April). *The use or non-use of diacriticals in Hawaiian language*. Paper presented at the 25<sup>th</sup> Annual Hawaii Association of Language Teachers (HALT) Conference. Honolulu, Hawaii.

Wong, K. L. (1995, May). Language rights and responsibilities in Hawaii: The price of inequality. Ethnic Studies Community Conference. Honolulu, Hawaii.

#### Other Presentations

Wong, K. L. (2009, March). *Educational transformation through the preparation of indigenous leaders*. Presentation at the University of Alaska, Fairbanks.

Wong, K. L. (2009, March). *Hawaiian language as a conveyor of worldview*. Audio/visual conference with rural campuses of the University of Alaska, Fairbanks.

Wong, K. L. (2007, August). *Pālua ka ʻōlelo, pālua ka ike*. Presentation at an in-service teacher workshop for Kawaiāhao Church School. Mokolēia, Hawaii.

Wong, K. L. (1999, May). *Cultural identity and ethnic stereotyping*. Panel discussion at the 11<sup>th</sup> Annual Meeting of the National Consortium of Task Forces and Commissions on Racial and Ethnic Bias in the Courts. Honolulu, Hawaii.

Wong, K. L. (1999, April). *The goals of language revitalization*. Presentation at the Department of Linguistics forum on the endangered language issue. Honolulu, Hawaii.

- Wong, K. L. (1998, April). *Authenticity of Hawaiian language*. Paper presented at the Department of Linguistics and ESL Graduate Student Conference. University of Hawaii at Mānoa. Honolulu, Hawaii.
- Wong, K. L. (1997, August). *Community language and literacy issues in Hawaii*. Paper presented at the Hawaii Council on Language Policy and Planning conference. Honolulu, Hawaii.
- Wong, K. L. (1994, October). *Language: Race, politics and culture*. Panel discussion on the survival of Hawaiian language. InterAgency Council for Immigrant and Refugee Services. University of Hawaii at Mānoa. Honolulu, Hawaii.

#### Other Contributions

- Wong, K. L. (2009, May). *Intergenerational transfer of knowledge: Ka ike a ka makua, he hei na ke keiki*. Discussant at the Stabilizing Indigenous Language Symposium, Tempe, Arizona.

### **Permanent Funds (University of Hawaii Base Budget)**

#### State of Hawaii Legislature

- Maaka, M. J., Wong, K. L., Krug, G. S., Kukea Shultz, P. L., Bettencourt, E., & Brumaghim, M. K. (in review). *Senate Bill 1784: A Waianae Community/Hawaii Department of Education/University of Hawaii at Manoa partnership to establish Hookulaiwi: Aha Hoonaauao Oihi (Center for Native Hawaiian and Indigenous Education) at the University of Hawaii at Manoa*. Honolulu, HI: Hawaii State Legislature. [Hookulaiwi Director; Request for permanent funds, 2009 - 2011 Hawaii State Biennium Budget. Per annum funding of ██████████]
- Maaka, M. J., Wong, K. L., Krug, G. S., Kukea Shultz, P. L., Bettencourt, E., & Brumaghim, M. K. (2007). *Senate Bill 1784: A Waianae Community/Hawaii Department of Education/University of Hawaii at Manoa partnership to establish Hookulaiwi: Aha Hoonaauao Oihi (Center for Native Hawaiian and Indigenous Education) at the University of Hawaii at Manoa*. Honolulu, HI: Hawaii State Legislature. [Hookulaiwi Director; Permanent funds, 2007 - 2009 Hawaii State Biennium Budget. Per annum funding of ██████████]

#### University of Hawaii at Manoa

- Maaka, M. J., & Wong, K. L. (2003). *Kualii Native Hawaiian Council/Chancellor Peter Englert Initiative to transform the University of Hawaii at Manoa into a Hawaiian place of learning*. Honolulu, HI: University of Hawaii [Hookulaiwi Director; Permanent funds to hire Gary S. (Kalehua) Krug beginning June 2004. University of Hawaii Base Budget. Per annum funding of ██████████]
- Maaka, M. J., Wong, K. L., & Krug, G. S. (2004). *Kualii Native Hawaiian Council/Chancellor Peter Englert Initiative to transform the University of Hawaii at Manoa into a Hawaiian place of learning*. Honolulu, HI: University of Hawaii [Hookulaiwi Director; Permanent funds to hire Pohai Kukea Shultz beginning June 2005. University of Hawaii Base Budget. Per annum funding of ██████████]
- Maaka, M. J., Wong, K. L., Krug, G. S., Kukea Shultz, P. L., & Bettencourt, E. (2005). *Kualii Native Hawaiian Council/Chancellor Peter Englert Initiative to transform the University*

*of Hawaii at Manoa into a Hawaiian place of learning.* Honolulu, HI: University of Hawaii [Hookulaiwi Director; Permanent funds to hire Kimo Cahsman beginning June 2006. University of Hawaii Base Budget. Per annum funding of [REDACTED]]

Maaka, M. J., Wong, K. L., Krug, G. S., Kukea Shultz, P. L., & Bettencourt, E. (2005). *Kualii Native Hawaiian Council/Chancellor Peter Englert Initiative to transform the University of Hawaii at Manoa into a Hawaiian place of learning.* Honolulu, HI: University of Hawaii [Hookulaiwi Director; Permanent funds to hire Mischa (Kauaanuhea) Lenchanko beginning June 2006. University of Hawaii Base Budget. Per annum funding of [REDACTED]]

## Grants

### United States Department of Education

Maaka, M. J., Wong, K. L., & Espiritu, K. S. (2004). *Kupu na Leo: Leadership in teacher education and curriculum research for Hawaiian immersion schooling.* U.S Department of Education/Office of Elementary and Secondary Education. Honolulu, HI: University of Hawaii, College of Education. [Principal Investigator/Report Writer; Grant period September 2004 - September 2005. Total project funding of [REDACTED]]

### Other Organizations

Kukea Shultz, P. L., Maaka, M. J., Wong, K. L., Krug, G. S., & Bettencourt, E. (2008). *A Kamehameha Schools and University of Hawaii Hookulaiwi Partnership to prepare educators for Native Hawaiian communities.* Honolulu, HI: Kamehameha Schools. [Principal Investigator; Grant period July, 2007 - July 2009. Total project funding request for [REDACTED]]

Maaka, M. J., Kukea Shultz, P. L., Wong, K. L., Krug, G. S., & Bettencourt, E. (2007). *A State of Hawaii Office of Hawaiian Affairs and University of Hawaii Hookulaiwi Partnership to prepare educators for Native Hawaiian communities.* Honolulu, HI: Office of Hawaiian Affairs. [Principal Investigator; Grant period July, 2007 - July 2009. Total project funding of [REDACTED]]

## SERVICE ACTIVITIES

### **International**

#### Affiliate Faculty

- Te Whare Wānanga o Awanuiārangi, Whakatane, New Zealand (2006 - present)  
Advise Native Hawaiian students undertaking Ph.D. degrees.

#### Conference Organizer/Program Chair

- American Educational Research Association, Indigenous Peoples of the Pacific Special Interest Group (2003 – present)  
Jointly responsible for coordinating the Indigenous Peoples of the Pacific Special Interest Group's call for papers, review of papers, and placement of papers for the Annual Meetings of the American Educational Research Association.
- Hookulaiwi: Aha Hoonauao Ōiwi (Center for Native Hawaiian and Indigenous Education), University of Hawai'i at Mānoa (2007)  
Co-organized the International Conference on Indigenous Capacity and Capability Building.

Conference Session Discussant/Chair

- American Educational Research Association, Indigenous Peoples of the Pacific Special Interest Group (2003, 2005 - present)

Delegate

- Hookulāiwi: Aha Hoonaaauao Ōiwi (Center for Native Hawaiian and Indigenous Education) University of Hawai‘i at Mānoa (2007 – present))  
Represent Hookulāiwi at the International Consortium of Indigenous Research Institutes.

Reviewer

- American Educational Research Association, Indigenous Peoples of the Pacific Special Interest Group (2002 – present)  
Reviewed research proposals submitted for presentation at the annual meetings
- MAI Review Online: A Journal from Ngā Pae o te Māramatanga, University of Auckland, New Zealand (2006)

**Community**Editor and Columnist

- Kauakūalahale, Honolulu Star Bulletin (2001 – present)  
With Kekeha Solis and Keao NeSmith, edit and write Hawaiian language columns that are featured in the Honolulu Star Bulletin every Sunday. The column is set up as a vehicle by which people in the community can express their ideas in Hawaiian.
- ‘Ōiwi: A Native Hawaiian Journal, Honolulu, Hawai‘i (1998 – present)  
Helped establish the first ever Native Hawaiian journal (1<sup>st</sup> edition, 1999; 2<sup>nd</sup> edition, 2002; 3<sup>rd</sup> edition, 2006). Edit all sections involving Hawaiian language. Conduct public presentations on ‘Ōiwi, including one at Maui Community College and one for Hawai‘i State DOE teachers in the Kula Kaiapuni Program.

Executive Board Member

- Kawaiahaio Church School committee (2006 - present)  
I advise on dual language education in Hawaiian and English. I also advise on language pedagogy and communicative competence on a grant from Kamehameha Schools Publishing called Mapuna that is funding the production of pedagogical materials designed to support beginning and advance learners of Hawaiian who are associated with Kawaiahaio Church School.

Judge

- Seventy-eighth anniversary Song Contest, Kamehameha Schools Bishop Estate (2000)

Member

- Kōmike Huaōlelo (Hawaiian Lexicon Committee), Hilo, Hawai‘i (1991 – present)  
Modernize the Hawaiian lexicon and compiling the new words in Māmaka Kaiao: A modern Hawaiian vocabulary (2003) (publications in 1996, 1998, and 2003).

**University of Hawaii at Mānoa, Honolulu, Hawai‘i**Co-director

- Hookulāiwi: Aha Hoonaaauao Ōiwi (Center for Native Hawaiian and Indigenous Education) (2001 – present)  
Research and Development Division. Oversee the conduct and dissemination of research that makes positive differences to the lives of Native Hawaiians and Indigenous peoples throughout the world by drawing together a group of highly skilled and respected scholars.

Core Faculty

- Hookulāiwi: Aha Hoonauao Ōiwi (Center for Native Hawaiian and Indigenous Education) (2001 – present)

The center belongs to an international network that includes centers and institutes at major universities in New Zealand, Australia, Fiji, British Columbia, New Mexico, Alaska, and China. The center trains teachers for Hawaii DOE Hawaiian language immersion classrooms, Hawaiian charter schools, and English medium schools that are located in Hawaiian communities. Housed in the College of Education, the center works in partnership with the Leeward Coast community, the Hawaii State DOE, and Kawaihuelani Hawaiian Language Department of Hawaiiinuiākea: School of Hawaiian Knowledge.

Guest Lecturer

- Various Schools and Colleges (1996 – present)

Speak on issues related to both Pidgin and Hawaiian to undergraduate and graduate students in diverse fields of study, including Hawaiian, Linguistics, Second Language Studies, English, and Education. Also given presentations at Pūnana Leo Hawaiian language immersion pre-schools.

Member

- Da Pidgin Coup (1999 – present)

Ad hoc group that has grown out of an HCE discussion group led by Diana Eades of ESL. Put together a position paper in response to attempts by administrative officials in the D.O.E. to blame the persistent use of Pidgin by Hawai‘is public school students for their low test scores on standardized tests for writing.

- Pūko‘a System-Wide Native Hawaiian Council (2002 – 2006)

Served as a representative from Kawaihuelani Hawaiian Language Department. As part of the UH Master Plan 2002 – 2010 this council was established as a vehicle to inform the UH administration on Hawaiian related issues.

Program Co-Developer

- Kupu Nā Leo: Hawaiian Language Immersion Teacher Education and Curriculum Studies Program, College of Education (2003 – 2005)

Co-coordinated a pre-service teacher education program that provided certification for teaching in Hawaii DOE Hawaiian language immersion classrooms.

Reader/Advisor

- Department of Curriculum Studies, College of Education (2003)

Served as reader of two Masters theses in Education, both written in Hawaiian. One examined pre-service teacher education for Hawaiian immersion classrooms, and the other examined traditional Native Hawaiian healing practices.

- Senior Honors Project (1999)

Served as a member for Leslie Arakakis Senior Honors Project in Information and Computer Sciences. This project involved the design of a computer program for instructing children in the Hawaiian language.

Search Committee Member

- Hawaiiinuiākea: School of Hawaiian Knowledge (2008)

Reviewed and ranked candidates for Assistant Professor, Instructor, and Lecturer Positions in Hawaiian language.

- College of Education (2006)

Reviewed and ranked candidates applying for Assistant Specialist position in the College of Education. Eōmailani Bettencourt was selected for the position.

- College of Education (2005)  
Reviewed and ranked candidates applying for Junior Specialist position in the College of Education. Pōhai Kukea Schultz was selected for the position.
- College of Education (2004)  
Reviewed and ranked candidates applying for Assistant Specialist position in the College of Education. Kalehua Krug was selected for the position.
- Windward Community College (2001)  
Evaluated the Hawaiian language proficiency of candidates applying for an Instructor position in Hawaiian language and culture.
- Hawaiian and Indo-Pacific Languages and Literatures (1996)  
Reviewed and ranked candidates for Lecturer positions in Hawaiian language.

### **Hawaiinuiākea: School of Hawaiian Knowledge, University of Hawaii at Mānoa**

#### Graduate Faculty

- Kawaihuelani Department of Hawaiian Language (2007 – present)

#### Member

- Aha Kuhina, Kawaihuelani Department of Hawaiian Language (2007 – 2009, 2011 - present)  
Make decisions on policies and procedures under which the operations of the school are executed (serve for a term of three years).
- Kūali‘i Council Native Hawaiian Council (2002 – 2006)  
Served as a representative from Kawaihuelani Hawaiian Language Department. The council had regular meetings with Chancellor Englert to inform him on Hawaiian related issues.

### **Department of Hawaiian and Indo-Pacific Languages and Literatures, University of Hawai‘i at Mānoa**

#### Coordinator

- Hawaiian Language Section (2002 – 2003)

#### Member

- Department Academic Affairs Committee, Hawaiian Language Section (2004 - 2005)
- Department Program Development Committee, Hawaiian Language Section (2005)  
Alternate member for absent regular members.
- Hawaiian Language Section, Ad Hoc Committee to propose new course (2003)  
Proposed a new course (HAW 100) entitled *Language in Hawai‘i: A survival kit for living in Hawai‘i*. This course is a foundations course for all students.
- Hawaiian Language Section, Master of Arts in Hawaiian Planning Committee (2001 – 2002)  
Review program proposal. Submitted a proposal for the establishment of a new course on Hawaiian worldview which serves as part of the core for the Masters program.
- Department Program Committee (1999 – 2002)
- Department Personnel Committee (1998)

#### Mentor

- Hawaiian Language Section (1992 – present)  
Mentor students and provide extra assistance outside of class. Write letters of recommendation for students seeking financial aid, scholarships, and/or acceptance into graduate programs. I have written over 100 letters in the past 15 years.

Project Coordinator

## • Center for Second Language Research (1997 – 1998)

Ke A‘a Mākālei Project. Coordinated a project to increase the participation of members of the wider community in the use of Hawaiian language. Ran a program in which Hawaiian was used in playing softball and players were instructed in and encouraged to use the Hawaiian softball terminology and formulaic expressions. Although the grant ended in 1998, the men’s softball team has continued to play in open leagues up to the present.

**PROFESSIONAL MEMBERSHIPS**

American Educational Research Association

Indigenous Peoples of the Pacific Special Interest Group

Invitational Education Special Interest Group

**KAWAIAHA‘O CHURCH SCHOOL****POSITION DESCRIPTION****PRESCHOOL TEACHER**

The Teacher will be responsible for the development and implementation of the Montessori bilingual (Hawaiian-English) curriculum under the guidance of the Project Director, Project Manager, and Curriculum Developer. This person will work with a Teacher Assistant to provide a nurturing and safe learning environment that sets the foundation for Hawaiian language, cultural and academically rigorous learning. The Teacher will also work with other Teachers and Assistants to implement the project successfully.

The teacher is responsible for maintaining excellence in the classroom environment with its students and staff, and maintain a professional relationship with parents.

**Requirements:**

- Teacher Assistant must meet one of the following qualifications:
  1. Post secondary credential in child development associate program or associate of arts degree and certificate in early childhood education and six months experience working in an early childhood program, or
  2. Two years (sixty credits) of post secondary education plus six months working in an early childhood program and nine credits-semester equivalent approved child development or early childhood training courses.
- Fluent in the Hawaiian Language and knowledge of cultural practices
- Previous experience in a Montessori environment preferred.

Responsibilities will include, but not be exclusive of the following:

**Classroom**

- Responsible for planning and maintaining an organized and orderly Montessori 3-6 environment that is responsive to the needs of the students.
- Maintain equipment and materials in good condition, anticipating the needs of various apparatus and materials to support the class curriculum.
- Maintain and/or create materials that support the class curriculum.
- Teachers are expected to participate in the continuous development of materials for the classroom; materials developed and made under School costs will remain the property of the School.

**Supervision**

- Provide a safe and developmentally appropriate environment for students.
- Provide and model appropriate and acceptable behavior for students and assistants.
- Responsible for overall classroom supervision; provide assistants with direction and delegation in working with students.

**Curriculum**

- Planning and implementing Hawaiian based - Montessori curriculum appropriate to the student.
- Planning and implementing Hawaiian values, culture and language.
- Planning and maintaining accurate record keeping for all students.
- Completion of student progress reports for all students twice a year; to include backing-up all reports on a designated school computer and filing a hardcopy in student file.
- Conducting Parent/Teacher Conferences regarding student progress twice a year.

- Completing Teacher Reference Reports as required by parent(s).
- Maintaining up to date communication to parents regarding classroom curriculum, projects, excursions and events via newsletters, calendars, flyers or memos.
- Planning and coordinating classroom excursions by designated due dates; to include timely information to the Office regards to admission payments and lunches etc.

**Assistants**

- Open, honest and direct communication with assistants.
- Communicating clear and accurate information, guidance and instruction.
- Assuring job responsibilities are delegated on a timely and consistent basis with appropriate follow-through.
- Bi-annual evaluation of assistants.
- Training and orientation of assistants.
- All team meetings, attendance, agenda and follow-up.
- Your staff's compliance with school policies and procedures.

**School Communication**

- Responsible for accurate communication with administration as deemed appropriate and necessary for all planned classroom activities not scheduled on the calendar by administration.
- Demonstrate responsible leadership for classroom team meetings; attend Tuesday Teacher meetings from 2:00 p.m. through 3:30 p.m.
- Responsible to attend all School events, fundraisers and retreats as deemed by the Employee Handbook, to include organizational assistance of said events and fundraisers when asked.

- Accident/Incident reports must be completed for every child and staff person, regardless if you think it appropriate or not.
- Knowledge of the appropriate documentation procedures regarding accident/incident reports. Know who receives each document.
- Communicating with your team regarding illnesses and leave.
- Responsible for your team in receiving accurate and timely memos; need to be signed by all members of your staff and filed in your classroom binder.

**Professional**

- Maintain a positive, open and professional relationship with parents and staff.
- Keep abreast of current educational trends through workshops, seminars and reading materials.
- Professional and appropriate dress which includes overall appearance; uniforms are pressed and clean with appropriate bottoms and footwear.
- Professional attitude and discretion at all times.
- Confidentiality regarding families, students and staff apply to everyone unless you are seeking counsel and advice from a colleague or head of school.
- Attend 2 professional workshops/seminars per year.
- Other duties and tasks as assigned by Project Manager.

**KAWAIAHA 'O CHURCH SCHOOL****POSITION DESCRIPTION****ELEMENTARY TEACHER**

The Teacher will be responsible for the development and implementation of the Montessori bilingual (Hawaiian-English) curriculum under the guidance of the Project Director, Project Manager, and Curriculum Developer. This person will work with a Teacher Assistant to provide a nurturing and safe learning environment that sets the foundation for Hawaiian language, cultural and academically rigorous learning. The Teacher will also work with other Teachers and Assistants to implement the project successfully.

The teacher is responsible for maintaining excellence in the classroom environment, with its students and staff; and maintain a professional relationship with parents.

**Requirements:**

- Teacher Assistant must meet one of the following qualifications:
  1. Post secondary credential in child development associate program or associate of arts degree and certificate in early childhood education and six months experience working in an early childhood program, or
  2. Two years (sixty credits) of post secondary education plus six months working in an early childhood program and nine credits-semester equivalent approved child development or early childhood training courses.
- Fluent in the Hawaiian Language and knowledge of cultural practices
- Previous experience in a Montessori environment preferred.

Responsibilities will include, but not be exclusive of the following:

### **Classroom**

- Responsible for planning and maintaining an organized and orderly Montessori elementary environment that is responsive to the needs of the students.
- Maintain equipment and materials in good condition; to foresee the needs of various apparatus and materials to support the class curriculum.
- Maintain and/or create materials that support the class curriculum.
- Teachers are expected to participate in the continuous development of materials for the classroom; materials developed and made under School costs will remain the property of the School.

### **Supervision**

- Provide a safe and developmentally appropriate environment for students.
- Provide and model appropriate and acceptable behavior for students and assistants.
- Responsible for overall classroom supervision; provide assistants with direction and delegation in working with students.

### **Curriculum**

- Responsible for planning and implementing Hawaiian-based Montessori curriculum appropriate to the elementary aged student.
- Responsible for planning and implementing Hawaiian values, culture and language.
- Planning and maintaining accurate record keeping for all students.
- Completion of student progress reports for all students twice a year; to include backing-up all reports on a designated school computer and filing a hardcopy in student file.
- Parent/Teacher Conferences regarding student progress twice a year.

- Completing Teacher Reference Reports as required by parent(s).
- Maintaining up to date communication to parents regarding classroom curriculum, projects, excursions and events via newsletters, calendars, flyers or memos.
- Planning and coordinating classroom excursions by designated due dates; to include timely information to the Office regards to admission payments and lunches etc.

**Assistants**

- Open, honest and direct communication with assistants.
- Communicating clear and accurate information, guidance and instruction.
- Assuring job responsibilities are delegated on a timely and consistent basis with appropriate follow-through.
- Bi-annual evaluation of assistants.
- Training and orientation of assistants.
- All team meetings, attendance, agenda and follow-up.
- Your staff's compliance with school policies and procedures.

**School Communication**

- Responsible for accurate communication with administration as deemed appropriate and necessary for all planned classroom activities not scheduled on the calendar by administration.
- Demonstrate responsible leadership for classroom team meetings; attend Tuesday Teacher meetings from 2:30 p.m. through 4:00 p.m.
- Responsible to attend all School events, fundraisers and retreats as deemed by the Employee Handbook, to include organizational assistance of said events and fundraisers when asked.

- Accident/Incident reports must be completed for every child and staff person, regardless if you think it appropriate or not.
- Responsible to know the appropriate documentation procedures regarding accident/incident reports. Know who receives each document.
- Responsible for communicating with your team regarding illnesses and leave.
- Responsible for your team in receiving accurate and timely memos; need to be signed by all members of your staff and filed in your classroom binder.

**Professional**

- Maintain a positive, open and professional relationship with parents and staff.
- Keep abreast of current educational trends through workshops, seminars and reading materials.
- Professional and appropriate dress which includes overall appearance; uniforms are pressed and clean with appropriate bottoms and footwear.
- Professional attitude and discretion at all times.
- Confidentiality regarding families, students and staff apply to everyone unless you are seeking counsel and advice from a colleague or head of school.
- Attend 2 professional workshops/seminars per year.
- Other duties and tasks as assigned by Project Manager.

**KAWAIAHA‘O CHURCH SCHOOL****POSITION DESCRIPTION****TEACHER ASSISTANT (Preschool – Elementary)****Summary of Position:**

The Teacher Assistant will assist in the development and implementation of the Montessori bilingual (Hawaiian-English) curriculum under the guidance of the Project Director, Project Manager, Curriculum Developer, and Lead Teachers. This person will provide a nurturing and safe learning environment that sets the foundation for Hawaiian language, cultural and academically rigorous learning. The Teacher Assistant will also work with other Teachers and Assistants to implement the project successfully.

The Teacher Assistant assists the Teacher in guiding all facets of life and learning in a loving, nurturing and safe learning environment. Primary tasks include establishing the prepared environment with culturally appropriate materials and Montessori apparatus, supporting children with lessons, assisting in the implementation of Hawaiian based - Montessori curriculum and class routines, engaging in ongoing assessment of the children, and communicating student performance with the Teacher and Administrators.

**Requirements:**

- Teacher Assistant must meet one of the following qualifications:
  1. Post secondary credential in child development associate program or associate of arts degree and certificate in early childhood education and six months experience working in an early childhood program, or

2. Two years (sixty credits) of post secondary education plus six months working in an early childhood program and nine credits-semester equivalent approved child development or early childhood training courses.
- Fluent in the Hawaiian Language and knowledge of cultural practices
  - Previous experience in a Montessori environment preferred.

**Responsibilities:**

- Support 5 areas of development: practical life, sensorial, language, mathematics, and culture (history, geography, science).
- Support the teacher and classroom lessons by taking the initiative to anticipate the needs of transition and children. There are strategic points in the classroom that need to be monitored at all times; bathroom, children lining-up, lunch service, getting on and off the bus, playground, etc. Prioritize and attend these strategic points at all times.
- Be prepared to anticipate unwanted social situations, misuse of materials, children who are wandering.
- During work time, strategically place yourself (morning or afternoon) advantageously; find the location in the classroom that gives you the best overview while anticipating the movement and needs of the children.
- Anticipate the movement and needs of the children. Knowing the children well will help to redirect them to activities that meet their needs and contribute to a purposeful classroom.
- All activities should be checked daily; each activity should be intact (nothing missing) and in its proper place, sharpen pencils, cut paper for art, metal insets, writing, photocopies, etc.) prepare paint and clean the easel/brushes.
- Daily maintenance should be applied to scrubbing soiled tables, chairs and easels.

- Bathrooms should be maintained at all times for toilet paper and paper towels littering the floors.
- Maintain your outdoor environment as well, sweeping patios and tending to projects in the garden.
- Be punctual and arrive prior to start time.
- Maintain a positive attitude.
- Maintain an open and professional relationship with parents and colleagues.
- Other duties and tasks as assigned by Lead Teacher and Project Manager

**KAWAIAHA 'O CHURCH SCHOOL****POSITION DESCRIPTION****Project Coordinator****Position Summary**

- This position is responsible for the provision of administrative support to the Project Manager. Project Coordinator coordinates and completes activities related to the program and project management. Project Coordinator performs a variety of project administrative duties, including disseminating project information, monitoring the achievement of project activities on behalf of the project manager, developing and maintaining project deliverables under the direction of the project director, and gathering and inputting data. This person will also arrange logistics for meetings, conferences, trainings, and other project-related events; organize project committee meetings and prepare the necessary materials, including reports, presentations and agendas.

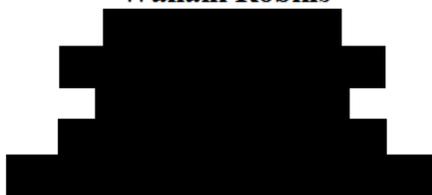
**Qualifications**

- Bachelor's Degree or G.E.D. supplemented by college level coursework in business or public administration or a related field with one or two years of administrative experience; or an equivalent combination of training and experience. A demonstrated competence in using office productivity applications, such as Microsoft Office tools.

**Responsibilities**

- Reviews and processes all expense claims for the project, including travel claims.
- Reviews all purchasing requests for the project to ensure that proper approvals are in place.
- Manages some bookkeeping items.

- Involved in project and deliverables tracking throughout the implementation phase of the project.
- Monitors the status of agreements and contracts, reporting variations or discrepancies to Project Manager.
- Acts as recording secretary in weekly project meetings, prepares and distributes minutes and action item summaries.
- Organizes a variety of regular and special committee meetings, preparing any required materials.
- Assists in the organization and development of training materials related to the project.
- Provides training materials support throughout the implementation phase.
- Composes administrative correspondence and drafts such as memos, letters, reports, presentations, agendas, meeting materials, minutes. Receives, reviews and processes incoming correspondence. Prepares responses or materials.
- Develops PowerPoint presentations and handouts for meetings.
- Assists with database management.
- Organizes and maintains files.
- Acts as project contact.
- Responds to issues and priorities as they arise.
- Provides clerical support as necessary to the Project Manager.
- Other duties as assigned.

**Wailani Robins****Skills**

- 22 years of experience as a Native Hawaiian educator
- Expertise in language curriculum development and education
- Proven leadership and management skills

**Experience****Director - Kawaiaha 'o Church School, Honolulu, HI**

*2009 – Present (Serving children 15 months to grade 5)*

Serve as the school administrator, developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. Conceptualize the broad goals of the school and plan accordingly to ensure that procedures and schedules are implemented to carry out the total school program. Ensure that the school program is compatible with the legal, financial and organizational structure of *Kawaiaha 'o Church Corporation* who owns and operates the school. Provide activities, which facilitate the professional growth of the school staff and enhance the quality of the instructional program. Encourage the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members. Manage, direct, and maintain records on the materials, supplies and equipment, which are necessary to carry out the daily school routine. Organize, oversee, and facilitate National School accreditation process, State School licensing through the Department of Human Services and HAIS affiliation and licensing. Maintain the daily operations of the school.

**Assistant Director - Kawaiaha 'o Church School, Honolulu, HI**

*2004 – 2009 (Serving children 18 months to grade 5)*

Reported to the Director and served as a member of the administrative team to develop and implement the total school program. Assisted in implementing student orientation and registration activities. Assisted the Director in the development and establishing of the school goals and objectives and the planning of the schools instructional program. Assisted in providing direction to staff in implementing goals and objectives and interacted and met with staff to assist in their development. Assisted in the evaluation of the school program and of staff and assisted in initiating needed improvements. Coordinated budgets and schedules and assisted in the preparation and management of budgets and schedules. Assisted to define and disseminate information about school disciplinary policies and procedures to parents, students, staff and community. Communicated and carried out established policies, delegated and accepted responsibility for the completion of tasks and communicated program goals, objectives and policies to the community. Assisted in supervising and maintaining auxiliary services and used

community resources to supplement the school program. Promoted and maintained open communications and supported positive student and staff attitudes.

**Development Coordinator** – *Kawaiaha 'o Church School, Honolulu, HI*

*2000 – 2004 (Serving children 30 months to grade 3)*

Reported to the Director and served as a member of the administrative team to develop and facilitate special programs, events and fundraisers. Maintained a school program plan that included the coordination of the parent organization and its activities; developed, managed and facilitated all summer programs, annual school events, community service projects and fundraising.

**Site Director** – *Pūnana Leo o Kawaiaha 'o Hawaiian Immersion School, Honolulu, HI*

*Pūnana Leo o Honolulu Hawaiian Immersion School, Honolulu, HI*

*1995 – 2000 (Serving children 3 to 5 years old)*

Served as the school Administrator for the Kawaiaha 'o site. 2 years later became responsible for the Honolulu site as well. Maintained the daily operation of the school(s) to include supervision of teaching staff, building maintenance, enrolment, accounting and overseeing parent organization.

**Teacher Assistant** – *Kawaiaha 'o Church School, Honolulu, HI*

*1990 – 1995 (Serving children 2 1/2 years old – grade 3)*

Assisted the Lead Teacher. Responsible for classroom management, health and safety of children, and maintaining the indoor and outdoor classroom environment. Assisted in making curriculum as assigned by Lead Teacher. Participated in classroom team discussions on development (social, emotional, physical and cognitive) of children in the classroom. Responsible for development and implementation of a Hawaiian summer program for elementary children.

**Education**

Chaminade University of Honolulu – BA in Early Childhood Development in progress

NAMC Montessori Certificate – Infant & Toddler

Al Castle Foundation – Castle Colleague 2000

## CURRICULUM VITAE

KERRI-ANN KEALOHAPAU'OLE HEWETT FRASER

## PROFESSIONAL EXPERIENCE

**Program Manager (April 2011 - Present)**

The Kamehameha Schools, Enrichment Department, Extension Education Division, Honolulu, Hawai'i  
Manage enrichment programs for Kaua'i, Moloka'i, and Ko'olau, O'ahu regions. Support the development of curriculum and the delivery of 'Aina-based learning for students from grade 6 through 12 as a part of the Explorations Ho'omaka'ika'i/Ho'olauna/Kulia I Ka Pono and 'Ipukukui series.

**Educational Consultant (February 2011 – Present)**

Halau Wanana Indigenous Center for Higher Learning, Kanu O Ka 'Aina Learning 'Ohana, Waimea, Hawai'i.  
Develop and prepare accreditation reports for WINHEC, NCATE, and HTSB Accreditation.

**Pro-Vice Chancellor (January 2008 - January 2011)**

Batchelor Institute of Indigenous Tertiary Education, Australia.  
Pro-Vice Chancellor of the Teaching and Learning Division. Member of the Executive Management Group for the Institute. Administrator for division that consists of the Library and Information Services; Learning Support Team; Indigenous Tutorial Assistance Scheme Support Team; Professional Development Unit and the Australian Indigenous Education Program of Excellence Unit. Management of unit personnel in the Specialist Publications and Resources Unit and Batchelor Press.

**Associate Professor (July 2006 - December 2007)**

Batchelor Institute of Indigenous Tertiary Education, Australia.  
Teach classes in Teacher Education; coordinate practicum placements for student teachers and supervise student teachers in Aboriginal communities and urban communities through out Australia. Conduct Indigenous research in teacher education pertaining to Aboriginal Australia. Supervise graduate students in the doctoral and master's programs.

**Assistant Professor (August 2001 - July 2006)**

Institute for Teacher Education, College of Education, University of Hawai'i at Manoa  
Founder of and Coordinator for Kaho'iwai Hawaiian Education Teacher Education Cohort. Teach classes in under-graduate, graduate, and post baccalaureate field-based teacher education program. Teach classes in curriculum and instruction, literacy and literature; conduct student teaching seminars and supervise student teachers (General Education and Special Education) in the field. Developed teaching partnerships with Kahuawaiola Hawaiian Medium Teacher Preparation Program at the University of Hawai'i at Hilo; Wollotuka School of Aboriginal Studies at the University of Newcastle, Australia; and Aboriginal Torres Strait Islander Program at the University of Technology, Sydney, Australia; conduct and maintain an active program of research and publication in Teacher Education, Hawaiian Education, and Indigenous/Aboriginal Education with an established official research partnership to Umulliko Indigenous Higher Education Research Centre at the University of Newcastle, New South Wales, Australia. Advise graduate students in the doctorate and master's programs.

**Assistant Professor (August 1998 - July 2001)**

Department of Teacher Education and Curriculum Studies, University of Hawai'i at Manoa  
Teach classes in under-graduate and post-baccalaureate field-based teacher education program as a part of an inter-disciplinary team on O'ahu, Kaua'i and Hawai'i Island; teach classes in curriculum and instruction, language and literacy; co-coordinate cohorts in cohort field-based program for elementary pre-service teachers; conduct student teaching seminars; supervise student teachers in the field.

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**Instructor (1997 - 2004)**

Hawai'i State Department of Education, Leeward District and Hawai'i State Teacher's Association Seminar for Beginning Teachers (K-12)

Seminar meets bi-monthly for the purpose of supporting new teachers in their first years of teaching.

**Instructor (October 1998)**

Hawai'i State Department of Education/Outreach College, University of Hawai'i at Manoa

Tutorial sessions for DOE in-service teachers taking PRAXIS for DOE licensure  
O'ahu, Maui and Hawai'i Island.

**Graduate Assistant (October 1994 - July 1998)**

Department of Teacher Education and Curriculum Studies, College of Education, University of Hawai'i at Manoa

Taught undergraduate courses in education curriculum and instruction, elementary language arts and reading, children's literature, and educational psychology (EDEP 432: Classroom Management); supervised intern teachers in the field; co-supervised student teachers in the field; participated in coordinating the development of the Hawaiian Immersion Cohort; advised students in the elementary cohort and supported all cohort activities.

**Instructor (August 1991 - December 1997)**

Department of Teacher Education and Curriculum Studies, College of Education, University of Hawai'i at Manoa

Taught undergraduate courses and one graduate course in education curriculum and instruction, elementary language arts and reading, children's literature, and educational psychology (EDEP 432: Classroom Management); Literacy and Literature I and Literacy and Literature II (EDCI 313; EDCI 314) also taught in American Samoa.

**Junior Specialist (June 1991 - October 1994)**

Office of Student Services, College of Education, University of Hawai'i at Manoa

Advising: Advised students from the time they first developed an interest in teaching until they earned teaching certification and provided the following services: computed students' grade point averages, evaluated transcripts and consulted with students about the planning of their semester course or problems concerning registering for classes that were closed. Scholarship Coordinating: Prepared applications for scholarships and tuition waivers awarded in the College of Education; coordinated the entire process from application to scholarship selection committee, ordering special plaques and medals, organizing awards luncheons and banquets, and informing awardees.

**Minority Recruiter and Advisor (June 1991 - October 1994)**

Office of Student Services, College of Education, University of Hawai'i at Manoa

Coordinated all underrepresented minority recruitment activities including transfer workshops and informational workshops at community colleges and high schools throughout O'ahu targeted at seeking qualified underrepresented minority students for the College; coordinated academic counseling and other support services for minority students. Worked closely with University of Hawai'i at Manoa organizations such as the Minority Network for Minority Students (MNMS) and Kua'ana Student Services.

**Pre-service Education for Teachers of Minorities (PETOM) Advisor (June 1991 - October 1994)**

Office of Student Services, College of Education, University of Hawai'i at Manoa

Recruited and advised students in the Pre-service for Teachers of Minorities Program (PETOM). PETOM was a program developed in partnership with the College of Education, the Hawai'i State Department of Education, and the Kamehameha Schools for the purpose of training students to become skilled elementary school teachers for educationally at-risk and minority children. Other duties included scheduling of courses, appropriate registration of those courses, and overall support to the PETOM student teachers in the field.

**Middle School Teacher (August 1986 - May 1991)**

The Kamehameha Schools Intermediate Reading Program, Honolulu, Hawai'i

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Administered diagnostic reading tests and taught reading comprehension curriculum, and social studies curriculum concerning Hawaiian monarchy and Hawaiian history to seventh grade students of Hawaiian ancestry at two O'ahu public schools (Stevenson Intermediate and 'Ilima Intermediate) as a part of the schools' community education programs.

**Elementary School Teacher (August 1985 - May 1986)**

The Kamehameha Schools, Elementary Division, Honolulu, Hawai'i  
Taught Grade 3 in the Kamehameha Early Education Program (KEEP).

**Elementary School Teacher (August 1983 - May 1985)**

Bingham Tract School, Honolulu, Hawai'i  
Taught Grade 4 and as grade level chair, coordinated Hawaiian Social Studies Curriculum and study tours to the Big Island of Hawai'i for all fourth graders.

**Program Specialist (Summer 1982 - Summer 1988)**

The Kamehameha Schools, Explorations Program, Honolulu, Hawai'i  
Taught curriculum in Na Mea Kanu (Native Hawaiian Plants), Na Hana No'eau (Hawaiian Crafts); coordinated and accompanied children on fieldtrips to various historically significant sites on O'ahu.

**Substitute Teacher (1979 - 1982)**

The Kamehameha Schools, Honolulu, Hawai'i  
Taught Grades K through 12; all subject areas.

**Dorm Advisor (Summer 1977 - Summer 1981)**

The Kamehameha Schools, Explorations Program, Honolulu, Hawai'i  
Cared for students who lived in dormitories on the campus for one week. Reinforced Hawaiian values of the 'ohana (family) such as laulima (cooperation), kuleana (responsibility), 'ike (recognition), and kokua (helping).

**Teacher's Aide (Summer 1972 - Summer 1975)**

The Kamehameha Schools, Explorations Program, Honolulu, Hawai'i  
Assisted teachers in classrooms and on fieldtrips.

## EDUCATION

**Doctor of Education**

University of Hawai'i at Manoa, Honolulu, HI  
Teacher Education, Hawaiian Education

**Master of Education**

College of Education  
University of Hawai'i at Manoa, Honolulu, HI  
Elementary Education - Reading and Language Arts

**Professional Diploma**

University of Hawai'i at Manoa, Honolulu, HI  
Elementary Education - Language Arts

**Bachelor of Arts**

University of Hawai'i at Manoa, Honolulu, HI  
Speech

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Batchelor Institute	EDC 308 EDC 407/409	Internship Storytelling/Art for Primary Education Graduate Supervision		7 5 3
Semester 1 2007 Batchelor Institute	EDC 101 EDC 204 EDC 306 EDC 308 EDC 309	The Learning Environment Curriculum Documents and Planning Inclusive Education Internship Indigenous Pedagogies Graduate Supervision		27 12 13 15 13 3
Semester 2 2007 Batchelor Institute	EDE 108 EDP 106 EDC 208 EDC 306 EDC 308 EDC 309	The Role of the Early Childhood Educator Introduction to teaching and Learning Reflective Practice: Teaching and Assessment Inclusive Education Internship Indigenous Pedagogies Graduate Supervision		13 14 15 9 13 14 3
Semester 1 2008 Batchelor Institute	EDC 204	Curriculum Documents and Planning Graduate Supervision		15 3
Semester 2 2008 Batchelor Institute	EPP 202	Teaching for Diverse Linguistic Backgrounds Graduate Supervision		8 3
Semester 1 2009 Batchelor Institute	EPP 311	Working within the Children's Learning Environment Graduate Supervision		15 5
Semester 2 2009 Batchelor Institute	EPP 221	Teaching for Diverse Languages Graduate Supervision		9 3
Semester 1 2010 Batchelor Institute	EPP 311	Working within the Children's Learning Environment Graduate Supervision		12 2