

**New Business Item 16-39**

Introduced 6/2/2017

Approved 6/2/2017

**TITLE: Consideration of Provisional State Approval for Kahoiwai's  
Elementary Education Educator Preparation Program**

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The Hawaii Teacher Standards Board grants provisional state approval to Kahoiwai's Elementary Education Preparation Program effective June 2, 2017, through June 30, 2020.

**This approval is based on a review by a state review team composed of the following reviewers:**

- Ululani Fong, Elementary Education teacher, Ke Kula Kaiapuni 'O Ānue
- Carol Seielstad, Retired Teacher (Hanalei Elementary School), Council for Accreditation of Educator Preparation (CAEP) Reviewer
- Carolyn Gyuran, Education Consultant, CAEP Reviewer, Council for Exceptional Children Reviewer

**The HTSB recognizes the review team's commendation of the program in the following areas:**

Program of Study: The coursework is appropriate for an Elementary Education license.

Criteria for Admission, Student Teaching, and Exit: Acceptable

Program Faculty: Faculty are appropriate for this program.

**The HTSB adopts the following Area for Improvement recommended by the review team:**

Kahoiwai must submit a report to the Hawaii Teacher Standards Board (HTSB) no later than July 1, 2018, providing evidence that the Teacher Professional Standards (TPS) Assessment Rubric clearly describes the differences between the levels of performance. This includes a detailed description of what an evaluator would expect to see at each performance level.

Rationale: The assessments submitted by the program have the potential to

provide strong evidence for meeting all pertinent standards. However, the rubric for the TPS assessment does not describe the distinctions for performance that would indicate the candidate has met, met, or exceeds the standard.

**The unit may recommend candidates completing this program for the following license field:**

- Elementary Education K-6

The unit must include this program in its annual report to HTSB and in its review by the World Indigenous National Higher Education Consortium (WINHEC) unit review in 2019.

A memorandum will be sent to the unit informing them of the Board's state approval.

**Submitted by:** Terry Lynn Holck

**Referred to:** Teacher Education Committee

**HAWAI'I TEACHER STANDARDS BOARD  
EDUCATOR PREPARATION - NEW LICENSE FIELD**

**KAHO'IWAI**

**POST BACCALAUREATE IN ELEMENTARY EDUCATION**

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for the Post Baccalaureate in Elementary Education Program.

**Team Members:**

Ululani Fong, Elementary Education teacher, Ke Kula Kaiapuni 'O Ānuenue

Carol Seielstad, Retired Teacher (Hanalei Elementary School), Council for Accreditation of Educator Preparation (CAEP) Reviewer

Carolyn Gyuran, Education Consultant, CAEP Reviewer, Council for Exceptional Children Reviewer

**Commendations:**

Program of Study: The coursework is appropriate for an Elementary Education license.

Criteria for Admission, Student Teaching, and Exit: Acceptable

Program Faculty: Faculty are appropriate for this program.

**Recommended Area for Improvement:**

Submit a report to the Hawaii Teacher Standards Board (HTSB) no later than July 1, 2018 providing evidence that the Teacher Professional Standards (TPS) Assessment Rubric clearly describes the differences between the levels of performance. This includes a detailed description of what an evaluator would expect to see at each performance level.

Rationale: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. However, the rubric for the TPS assessment does not describe the distinctions for performance that would indicate the candidate has met, met, or exceeds the standard.

**PROGRAM REVIEW REPORT**

**KAHO'IWAI**

**POST BACCALAUREATE IN ELEMENTARY EDUCATION**

**Date Submitted:** 11/7/2016  
**EPP:** Kahoiwai  
**Address:** PO Box 6511 Kamuela HI 96743  
**Name of Program:** Kahoiwai  
**Contact Information:**  
**Name** Joe Fraser  
**Title** Director  
**Email** [joef@kalo.org](mailto:joef@kalo.org)  
**Phone** 8085948617

**Hawai'i Teacher Standards Board License Field(s) and Grade Level(s) for which candidates are being prepared**

**Elementary Education K-6**

**Program Level**

- Undergraduate
- Post Baccalaureate
- Master's
- Other

**Is this program offered at site(s) other than EPP address listed above?**

- Yes (If yes, indicate the names and addresses of sites)
- No

## Section I. Program of Study

<b>Course Title/Number</b>	<b>Description</b>
EDU401 Introduction to Teaching	The course provides an introduction to teaching contextualized by the HTSB Teacher Professional standards, use of dispositions and Kauhale principles, curriculum, and the Hawaiian Focused Charter School environment. It will provide an opportunity for candidates to build their philosophical approach to teaching and understanding of the school environment.
EDU404 History of Education	This course reflects the history of American education. It treats the changing character of education in the context of broader social and cultural environs. The course provides knowledge of the history of American education and an appreciation of historical perspectives as ways of understanding contemporary education.
EDU405 Teaching Practicum- 3 weeks (a), (b), (c)	The Practicum is the application of teaching theory to practice in the classroom. It is designed to integrate theory to practice and formally reflect on the process and content of teaching. It also allows for mentoring throughout the experience. The practicum will integrate content from coursework for each term. Candidates will facilitate and inspire student learning and creativity. Candidates use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in school environments.
EDU406 Assessment	This course will focus on fundamental concepts of educational assessment for classroom teachers including the relationship of assessment to educational aims, quality of assessment, assessment and technology, item construction, evaluation of student responses, interpretation of results, and improvement of techniques.
EDU409 Special Education	Candidates will understand the nature and causes, psychological/behavioral characteristics, and educational approaches concerning persons with disabilities. This will include legal issues, behavior management plans and the impact of disabilities on the individual, family and community.

EDU415 Child Development, Teaching, and Learning	This course also provides candidates with the knowledge, skills, and disposition to become informed, reflective and pedagogically proficient teachers. This course will allow candidates to demonstrate their commitment to the profession, recognize the role of teachers in developing a positive environment for teaching and learning; communicate effectively with pupils, colleagues and members of the wider school community; and, evaluate the factors that promote and hinder effective learning and apply this knowledge to develop effective and creative assessment, teaching, and learning practices.
EDU416 Instructional Strategies	This course focuses on integrating instructional strategies and concepts within the context of planning and implementing a student-centered curriculum through the research, identification, and application of appropriate instructional strategies, methods, concepts, and techniques. Instructional strategies are directly linked to the curriculum, desired student outcomes, classroom assessments, and reflect learner needs and interests.
EDU417 Teaching K-6 Methods (Language Arts/Reading)	This course is a study of methods, techniques, materials, technology, state standards, and current research related to elementary school language arts and reading instruction.
EDU418 Teaching in Multicultural Environments	Hawai`i is a complex, multi-racial and isolated environment which can appear contradictory. This course provides candidates with an understanding of the cultural, environmental, leadership, educational, and historical context of working in Hawai`i. Tools for effective communication and conflict resolution are provided.
EDU419 Teaching K-6 Methods (Health/PE)	This course is a study of methods, techniques, materials, technology, state standards, and current research related to elementary school Health/PE instruction.
EDU420 Teaching K-6 Methods (Social Studies)	This course is a study of methods, techniques, materials, technology, state standards, and current research related to elementary school Social Studies instruction.
EDU421 ELL Learners & Exceptional Learners	This course will introduce the concept of and methods for instructing elementary-age students with diverse needs. It includes the study of how a learner-centered approach

	to teaching can provide English Language Learners and Exceptional Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter. Coursework includes an overview of differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations; English language acquisition approaches appropriate for diverse cultures; and research-based instructional activities and lesson planning with implementation models.
EDU422 Teaching K-6 Methods (Science)	This course is a study of methods, techniques, materials, technology, state standards, and current research related to elementary school Science instruction.
EDU423 Teaching K-6 Methods (Math)	This course is a study of methods, techniques, materials, technology, state standards, and current research related to elementary school math instruction.
EDU424 Diagnosis & Remediation of Reading Difficulties	This course focuses on the use of reading assessments in determining classroom instructional and intervention strategies. It provides foundational information on reading acquisition stages, factors that impact reading success and failure, and strategies to address reading difficulties.
EDU425 Teaching K-6 Methods (Fine Arts-Music)	This course is a study of methods, techniques, materials, technology, state standards, and current research related to elementary school Fine Arts/Music instruction.
EDU414 Residency- 10 weeks	The residency provides the practical application of teaching in Charter school environments. The course provides a 10 week placement in the Candidate field of teaching area.

## Section II. Criteria for Admission and Exit

### Description of the criteria for admission and exit from the program.

Transition Point	Criteria/Requirements
Admission	<ul style="list-style-type: none"> <li>• Minimum of a Bachelor Degree from an accredited institution. Degree content to align with HTSB NBI 12-29.</li> <li>• Completion of interview and writing activities.</li> </ul>
Graduation	<ul style="list-style-type: none"> <li>• Completion of all coursework and field work</li> </ul>

	<ul style="list-style-type: none"> <li>• Completion of State Praxis requirements (Elementary K-6 as required)</li> <li>• Cumulative GPA of 3.0 or greater</li> <li>• Completion of program portfolio</li> <li>• 450 hours of student teaching</li> </ul>
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### **Section III. Standards & Assessments**

**In this section, briefly describe what, how, and when the assessments will demonstrate candidate’s mastery of Hawaii’s Teacher Performance Standards including:**

**Standards including:**

- a) **A brief description of the assessment and its use in the program (one sentence is sufficient);**
- b) **A brief description of how this assessment specifically aligns with the standards,**
- c) **A summary of how data will provide evidence for meeting standards**
- d) **The assessment instrument and scoring guide (e.g., attached rubrics as appendices).**

### **Method of Assessment**

In order to assess candidates’ proficiency in TEAC Quality Principles 1.1, 1.2 and 1.3, we selected four different methods of measurement. We placed an emphasis on choosing tools that met specific criteria. First, we believe the tools we will use are valid and reliable measurement instruments that directly assess our claims of proficiency for the aforementioned Quality Principles. Second, the tools we have selected provide for quantitative data analysis, which in turn can be used for continuous program updating and improvement. Finally, our set of assessment methods and tools is lengthy for a reason. We feel that using multiple approaches to assessment and evaluation generates an array of diverse data and thus provides a more comprehensive picture of the proficiency of our candidates.

Below we discuss the assessment methods and tools we will rely on to support our claims about the program. We provide a brief description of what they are, why we chose them, how they are used by the program. We would like to note at the outset that we intend to collect the data using the tools and instruments we discuss below.



HI Teacher Performance Standard	Type / Form of Assessment	Summarize (anticipated) evidence from the assessments that measure standard(s).	When is Assessment Given
Standard 1: <a href="#">Learner Development</a>	Coursework results (EDU415)-This includes grades expressed as gpa. Portfolio ratings (includes a score of 1-3 against a set rubric aligned to the Teacher Professional Standards.) Observations (ratings) - includes a rating system 'not met'-'exceeds' against a set rubric aligned to the Teacher Professional Standards.	Coursework results are expressed as Grades and GPA (0-4). This provides a measure of achievement against knowledge related to the standard.  Portfolio and observations are ratings against a rubric that demonstrates skills and attitudes related to the standard.	Terms 1-7 Term 8  Terms 2, 4, 6, 8
Standard 2: <a href="#">Learning Differences</a>	Coursework results (EDU409, EDU418) -This includes grades expressed as gpa. Portfolio ratings (includes a score of 1-3 against a set rubric aligned to the Teacher Professional Standards.) Observations (ratings) -	Coursework results are expressed as Grades and GPA (0-4). This provides a measure of achievement against knowledge related to the standard.  Portfolio and observations are ratings against a rubric that demonstrates skills and attitudes related to the standard.	Terms 1-7 Term 8  Terms 2, 4, 6, 8

	includes a rating system 'not met'-'exceeds' against a set rubric aligned to the Teacher Professional Standards.		
Standard 3: <a href="#">Learning Environment</a>	Coursework results (EDU401, EDU404, EDU416) -This includes grades expressed as gpa. Portfolio ratings (includes a score of 1-3 against a set rubric aligned to the Teacher Professional Standards.) Observations (ratings) - includes a rating system 'not met'-'exceeds' against a set rubric aligned to the Teacher Professional Standards.	Coursework results are expressed as Grades and GPA (0-4). This provides a measure of achievement against knowledge related to the standard.  Portfolio and observations are ratings against a rubric that demonstrates skills and attitudes related to the standard.	Terms 1-7  Term 8  Terms 2, 4, 6, 8
Standard 4: <a href="#">Content Knowledge</a>	Transcript analysis Portfolio ratings (includes a score of 1-3 against a set rubric aligned to the Teacher Professional Standards.) Observations	Transcript analysis confirms elements of post-secondary learning related to teaching fields as determined by HTSB Portfolio and observations are ratings against a rubric that demonstrates skills and attitudes related to the standard.	Admission  Terms 2, 4, 6, 8

	(ratings) - includes a rating system 'not met'-'exceeds' against a set rubric aligned to the Teacher Professional Standards.		
Standard 5: <a href="#">Application of Content</a>	Coursework results (EDU405, EDU414) -This includes grades expressed as gpa. Portfolio ratings (includes a score of 1-3 against a set rubric aligned to the Teacher Professional Standards.) Observations (ratings) - includes a rating system 'not met'-'exceeds' against a set rubric aligned to the Teacher Professional Standards.	Coursework results are expressed as Grades and GPA (0-4). This provides a measure of achievement against knowledge related to the standard.  Portfolio and observations are ratings against a rubric that demonstrates skills and attitudes related to the standard.	Terms 1-7  Term 8  Terms 2, 4, 6, 8
Standard 6: <a href="#">Assessment</a>	Coursework results (EDU406) -This includes grades expressed as gpa. Portfolio ratings (includes a score of 1-3 against a set rubric aligned to	Coursework results are expressed as Grades and GPA (0-4). This provides a measure of achievement against knowledge related to the standard.  Portfolio and observations are ratings against a rubric that demonstrates skills and attitudes related to the standard..	Terms 1-7  Term 8  Terms 2, 4, 6, 8

	<p>the Teacher Professional Standards.) Observations (ratings) - includes a rating system 'not met'-'exceeds' against a set rubric aligned to the Teacher Professional Standards.</p>		
<p>Standard 7: <a href="#">Planning for Instruction</a></p>	<p>Coursework results (EDU417, EDU419, EDU420, EDU422, EDU423, EDU425) -This includes grades expressed as gpa. Portfolio ratings (includes a score of 1-3 against a set rubric aligned to the Teacher Professional Standards.) Observations (ratings) - includes a rating system 'not met'-'exceeds' against a set rubric aligned to the Teacher Professional Standards.</p>	<p>Coursework results are expressed as Grades and GPA (0-4). This provides a measure of achievement against knowledge related to the standard.</p> <p>Portfolio and observations are ratings against a rubric that demonstrates skills and attitudes related to the standard.</p>	<p>Terms 1-7</p> <p>Term 8</p> <p>Terms 2, 4, 6, 8</p>
<p>Standard 8: <a href="#">Instructional Strategies</a></p>	<p>Coursework results (EDU416) -This</p>	<p>Coursework results are expressed as Grades and GPA (0-4). This provides a measure of achievement against knowledge</p>	<p>Terms 1-7</p>

	<p>includes grades expressed as gpa. Portfolio ratings (includes a score of 1-3 against a set rubric aligned to the Teacher Professional Standards.) Observations (ratings) - includes a rating system 'not met'-'exceeds' against a set rubric aligned to the Teacher Professional Standards.</p>	<p>related to the standard. Portfolio and observations are ratings against a rubric that demonstrates skills and attitudes related to the standard.</p>	<p>Term 8 Terms 2, 4, 6, 8</p>
<p>Standard 9: <a href="#">Professional Learning and Ethical Practice</a></p>	<p>Coursework results (EDU401) -This includes grades expressed as gpa. Portfolio ratings (includes a score of 1-3 against a set rubric aligned to the Teacher Professional Standards.) Observations (ratings) - includes a rating system 'not met'-'exceeds' against a set rubric aligned to the Teacher Professional Standards.</p>	<p>Coursework results are expressed as Grades and GPA (0-4). This provides a measure of achievement against knowledge related to the standard. Portfolio and observations are ratings against a rubric that demonstrates skills and attitudes related to the standard.</p>	<p>Terms 1-7 Term 8 Terms 2, 4, 6, 8</p>

<p>Standard 10: <a href="#">Leadership and Collaboration</a></p>	<p>Coursework results (EDU405, EDU414) -This includes grades expressed as gpa. Portfolio ratings (includes a score of 1-3 against a set rubric aligned to the Teacher Professional Standards.) Observations (ratings) - includes a rating system 'not met'-'exceeds' against a set rubric aligned to the Teacher Professional Standards.</p>	<p>Coursework results are expressed as Grades and GPA (0-4). This provides a measure of achievement against knowledge related to the standard.  Portfolio and observations are ratings against a rubric that demonstrates skills and attitudes related to the standard.</p>	<p>Terms 1-7  Term 8  Terms 2, 4, 6, 8</p>
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Table 5. Provides a Summary of Key Assessment Tools.

<b>Assessment Method</b>	<b>Tools</b>	<b>Description</b>	<b>Comments</b>
Ratings	Teacher Professional Standards Rating against criteria rubric	Observations (ratings) - includes a rating system 'not met'-'exceeds' against a set rubric aligned to the Teacher Professional Standards.	Tool used in conjunction with EDU405 (1-3), EDU417
	Dispositions tool rubric	Danielson's framework used as a rubric to assess performance	Tool used in conjunction with EDU405 (1-3), EDU417
	Kauhale principles	Includes a score of 0-3 against a set	Tool used in conjunction with

	rubric	rubric aligned to program values.	EDU405 (1-3), EDU417
	Reflective Journal Rubric	A reflective journal models that includes a score of 1-3 against a set rubric	Tool used in conjunction with All courses
	Portfolio rubric	Portfolio ratings (includes a score of 1-3 against a set rubric aligned to the Teacher Professional Standards.)	Tool used in conjunction with each course and field placement
Coursework results	Overall GPA GPA in Major Field	Coursework results are expressed as Grades and GPA (0-4). This provides a measure of achievement against knowledge related to the standard.	All courses Pre-existing Major
Standardized tests	Praxis II	Is a state assessment of content knowledge using state cutoff scores	External assessment
Transcript analysis	Confirmation tool	Assessment state requirements for accredited qualifications, and other standards of expectation.	Completed before start of program

## Section IV: Program Faculty

Faculty Member Name	Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program
Joe Fraser	M.Ed (Adult) B.Ed (Community Ed and Aboriginal Studies)	Director Supervisor	<p>Kanu o ka Aina Learning Ohana 2011-Present Chief Education Officer</p> <p>University of Newcastle (Conjoint Associate Professor 2011-present)</p> <p>Chaminade University of Honolulu Adjunct professor 2012</p> <p>Batchelor Institute (Dean- Education, Arts, and Social Sciences) 2006-2009</p> <p>University of Newcastle (Dean of Aboriginal Studies) 2006</p> <p>University of Newcastle-Coordinator: World Indigenous Graduate Exchange Program and Academic Coordinator. 2003-2005</p> <p>University of Hawai`i- Manoa (Adjunct Professor 2003)</p> <p>University of Technology, Sydney (professor 2001-2003)</p> <p>Deputy Director-ATSI Employment Strategy Australian Defence Force</p> <p>Royal Australian Air Force (Tutor 1997-1998)</p> <p>Royal Australian Air Force (Instructor 76 Squadron Field Training Flight 1995-1997)</p>
Dr. Kerri-Ann Hewett	Ed.D (Teacher Education) M.Ed (Reading/EL A) B.A (Speech) Professional Diploma (Teaching)	Academic and Student Advisor	<p>Education Officer: Kamehameha Schools `Aina-Based Education Department; Community Education and Community Education Research Office (2013-present). Program Manager, Kamehameha Schools Hawaiian Culture-Based Education Department (2011-2013).</p> <p>Founder and Director of Kaho`iwai (2000-2003 College of Education, University of Hawai`i at Manoa; (Director and Professor in the community 2011-present).</p> <p>Dean: Division of Teaching and Learning at Batchelor Institute of Indigenous Tertiary Education: Australia (January 2008 to January 2011).</p> <p>Associate Professor, Batchelor Institute of Indigenous Tertiary Education (June 2006-</p>



			<p>January 2008).  Coordinator of student teaching cohorts: Institute of Teaching and Learning, College of Education, UH-Manoa (2000-2005).  Assistant Professor, College of Education, University of Hawai'i at Manoa (August 1998-June 2006).  Minority Recruiter and Academic Advisor Office of Student Services, College of Education: University of Hawai'i at Manoa (June 1991-October 1994).  Middle School Teacher The Kamehameha Schools Intermediate Reading Program: Honolulu, Hawai'i (August 1986 to May 1991).  Elementary School Teacher (August 1985 to May 1986) Kamehameha Schools, Elementary Division: Honolulu, Hawai'i. Grade 3.  Elementary School Teacher (August 1983 - May 1985) Bingham Tract School, Honolulu, Hawai'i. Grade 4.</p>
Sunny Aiona	B. Psych M.A. (Curriculum & Instruction) Grad Cert Teaching (English)	Instructor	<p>Kaho'iwai Center for Adult Teaching and Learning (Course Instructor April 2016-Present)  The Research Corporation of the University of Hawaii (Afterschool Literacy Tutor (Pathfinders) October 2014-Present)  Afterschool Literacy Tutor (Newsies) October 2013-May 2014  Ka Waihona o ka Na'auao Public Charter School-Elementary Teacher- Reading Intervention July 2016-Present  Title I Instructor- Reading Intervention July 2012-Present  Summer Math and College Readiness Academy Director February 2013-July 2014  Summer Math and College Readiness Academy College Readiness Seminar Instructor June 3-28, 2013  Summer Math and College Readiness Academy Math Instructor June 2012-July 2012  Title I Educational Assistant July 25, 2011-June 2012  The Ware Group- The Learning Hale After</p>

			School Tutor October 2011-May 2013
Momi Kawelo	B. Psych M.A. (Curriculum & Instruction) Grad Cert Teaching (English)	Instructor	Kaho'iwai Center for Adult Teaching and Learning (Course Instructor) The Research Corporation of the University of Hawaii October 2013- present (Afterschool Literacy Tutor) Ka Waihona o ka Na'auao, Public Charter School (October 2004- present) MSL Afterschool Tutor (multisensory structured language) January-May 2015 Title I Reading and Writing Intervention Instructor (July 2012-present) Summer Lab Program - Fifth Grade Teacher (June 3-28, 2013) Summer Math & College Readiness Academy - College Readiness Seminar Instructor (June 2012) Title I PASSport Program – Instructor Summer 2011 PreK Summer Program - Educational Assistant/Assessment Examiner Summer 2011, 2009, 2008 Title I Department - Educational Assistant October 2005-May 2012 Kindergarten - Educational Assistant August 2004-October 2005
Noe Kirby	M.Ed (Ed Leadership) B. A. (Hawaiian studies and language) Professional Cert (SPED) Teacher certification	Instructor	Kaho'iwai Center for Adult Teaching and Learning ( )Course Instructor Hawaiian Resource Coordinator/Instructional Support Team (September 2011 to Present) Kamehameha Schools, Enrichment Department, Extension Education Division, Honolulu, Hawaii Special Education Teacher (2005-2011) Hawaii DOE Substitute Teacher (2004-2005) Island of Hawaii IISC & ASD Skills Trainer (2003-2005) Child and Family Services, Hilo, Hawaii Personal Assistant I (2004-2007) Health Resources, Hilo, Hawaii Research Assistant 1 (1999-2003) Edith Kanakaole Foundation, Hilo, Hawaii
Kaimi Kahumoku	M.A. English B.A. English Teaching	Instructor	Kaho'iwai Center for Adult Teaching and Learning (Course Instructor) Jan. 2005 – present Department Head of

	Cert (California)		<p>English at Kamehameha Schools— Kapālama, Honolulu, Hawaiʻi April, 2009 –present Instructor, “Exploring Place Based Literature.” Kauhale Kīpaipai: Teacher Institutes. Kamehameha Schools. Aug, 1989—present Secondary English Teacher at the Kamehameha Schools— Kapālama, Honolulu, Hawaiʻi. 2007—2009 Adjunct faculty. Hawaiʻi Pacific University. Teacher Mentorship Program. July-Aug, 2007 (Co-Lecturer. Halau Wanānā: Teacher Training Seminar ) June-July, 2003 Hawaiian Culture Teacher. Kamehameha Summer School Program—Kapālama, Honolulu, Hawaiʻi 1987 – 1989 Temporary Contract Teacher of English at Helix High School, La Mesa, California 1987 – 1989 Instructor at the University of California at San Diego, San Diego, California 1985 – 1987 Substitute Teacher for the Grossmont High School District, La Mesa, California 1984 – 1985 English teacher at Newport Christian High School, Newport Beach, California</p>
Kalei Sagapolutele	M. S B. S. Psychology	Instructor	<p>Fifth Grade Instructor/Teacher Ka Waihona O Ka Naʻauao PCS July 2015 – current SPED Instructor K-3; Ka Waihona O Ka Naʻauao PCS July 2014-June 2015 Fifth Grade Instructor Ka Waihona O Ka Naʻauao PCS July 2013 – May 2014 Kahoʻiwai Center for Adult Teaching and Learning (Course Instructor)</p>
Kapua Belay	M.A. Public Administratio n B.A. Comparative Cultures	Instructor	<p>Kahoʻiwai Center for Adult Teaching and Learning (Course Instructor) Teacher, Ka Waihona o ka Na`auao, July 2013-Present School Year 2013-2014: Grade 4 School Year 2014-2015: Grade 5 Math and Language Arts School Year 2015-present: Grade 5 Social Studies and Language Arts Grants, Compliance, and Human Resource</p>

			<p>Manager, The Food Basket Inc., November 2010- December 2012</p> <p>Lead Advocate, Office of Hawaiian Affairs, August 2007- February 2010,</p> <p>Policy Advocate, Office of Hawaiian Affairs, June 2003 – July 2007,</p> <p>Employment Counselor II, Goodwill Industries of Hawai'i, September 2002- June 2003</p> <p>Employment Counselor, Goodwill Industries of Hawai'i, January 2002- September 2002</p> <p>Assistant Producer, Ohana Foundation, September 2000-October 2001</p> <p>International School Year Coordinator, ASPECT International, July 1999-July 2000</p> <p>Peace Corps ESL Volunteer, United States Peace Corps, July 1998-April 1999</p>
Layne Richards	M.Ed 2015 finalists for the Presidential Award for Excellence in Mathematics and Science Teaching	Instructor	<p>Prior to teaching at the Hawai'i campus, I helped to found Hālau Kū Māna Charter School on O`ahu, and have worked for Nā Pua No`eau, Office of Hawaiian Affairs Education division, University of Hawai`i at Mānoa, and Lewis and Clark College in Portland, Oregon. I have also participated in the Leadership for Educational Entrepreneurs at Arizona State University and taught for Kamehameha Summer Science Institute in Organic Chemistry at Kapālama</p>
Nancy Levenson	M. Ed	Technology Manager Instructor	<p>Kaho`iwai Center for Adult Teaching and Learning (Course Instructor)</p> <p>Technology Manager</p>
Janlyn Ryusaki-Phillips	Kamehameha Schools	Administrative support	<p>Kanu o ka Aina learning Ohana (2010-present)</p>