



A Report to the  
U.S. Department of Education  
On Educational Challenges and Technical Assistance Needs  
For the Pacific Region

Prepared by the  
Pacific Regional Advisory Committee  
Ms. Laura Thielen, Chair

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# Preface

This report of the Pacific Regional Advisory Committee for Educational Needs Assessment was commissioned by the U.S. Department of Education under contract number ED04CO0043/0001 awarded to The CNA Corporation (CNAC). Members of the committee, their professional affiliations, and the stakeholder group they represent are listed below.

Laura H. Thielen, Chair	Hawaii State Board of Education	Practicing Educator
Ms. Monica Mann	Department of Education, HI	State Education Agency
Dr. Claire Tuia Poumele	Department of Education, AS	Practicing Educator
Ms. Rita Sablan	Public School System, CNMI	State Education Agency
Ms. Carol Seielstad	Hanalei Elementary School, HI	Practicing Educator
Ms. Jan Shishido	Lehikai Elementary School, HI	Parent
Dr. David Kekaulike Sing	University of Hawaii at Hilo	Higher Education/ Researcher
Ms. Debbie Tkel-Sbal	Palau Ministry of Education, RP	State Education Agency
Dr. Lui Tuitele	Department of Education, AS	State Education Agency
Dr. Louise Wolcott	Windward District, HI	Local Education Agency
Ms. Caroline Wong	Moanalua Middle School, HI	Practicing Educator

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this contract came from Arthur Sheekey, Corbin Fauntleroy, Laura Wyshynski, and Tara Harrison.

## Executive summary

This report of the Pacific Regional Advisory Committee (RAC) provides an assessment of the technical assistance needs of educators in the Pacific region in response to a directive from the Secretary of the U.S. Department of Education (ED). This information will be used to assist in the establishment of 20 comprehensive centers providing technical assistance to regional, state, and local educational agencies and schools in implementing the goals and programs of the No Child Left Behind (NCLB) Act and in the use of scientifically valid teaching methods and assessment tools for use by teachers and administrators.

RAC members made contact with stakeholder groups by letter, mail, listserv, meeting flyers, and individual conversations to solicit input for the RAC deliberations. Public comments were recorded on the Pacific RAC Web site, and the public was invited to observe the public meetings of the RAC.

The Pacific RAC region is composed of seven island groups: the state of Hawaii, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), the Republic of the Marshall Islands, the Republic of Palau, the Territory of American Samoa, and the Territory of Guam.

Unique characteristics of the region include its geographic location which spans almost 5 million square miles of the Pacific Ocean, its racial and cultural composition which is markedly different from that of the mainland United States, and the large number of residents whose first language is not English. Acquiring and utilizing technology and providing access to professional preparation and development for principals, teachers, and paraprofessionals are particular challenges for schools and school districts.

Pacific RAC members identified five major challenges and a number of related technical assistance recommendations that would assist the Pacific Region in meeting the goals of NCLB. The RAC then identified the top priorities for federal technical assistance in the region. Members also noted that because the Pacific region comprises many islands with a range of physical facilities and technical infrastructures, it is difficult to provide communication systems and access to resources, and to integrate technology with instruction in order to support student achievement. *Technical support and online resources are overriding needs for the area and should be factored into any federal technical assistance delivered to the region.*

### **The five major challenges to student achievement in the Pacific Region**

- *Standards and Assessment.* The proficiency requirements for all students present a challenge for the Pacific region as we strive to align standards-based curriculum, instruction, and assessment within a framework of culturally and linguistically diverse populations.
- *Teacher Quality.* Due to the geographic span with remote areas and limited access to post-secondary education programs, teacher quality is impacted in two areas: recruiting highly qualified and/or certified teachers, and providing and maintaining sustained and relevant professional development including research-based instructional strategies and culturally relevant teaching and learning for students with different languages, literacy levels, and learning styles.
- *Literacy and Language.* In order to support improved literacy with indigenous groups, as well as among the many struggling readers of all ages, we must address the use of indigenous languages, cultures, and English proficiency.



- *Principal Leadership.* Increasing demands and the changing role of school principals, combined with the numbers of schools in remote and isolated areas, create the need to recruit, retain, support, and constructively evaluate effective instructional leaders who are able to guide the change process.
- *Students, Families, and Communities.* Schools are not isolated institutions, and with our cultural, geographic, and language diversity, we need to find multiple strategies to engage students, families, and community members to support improved student achievement for all students.

## **Prioritized technical assistance for the Pacific Region**

The Pacific RAC identified the following two prioritized challenges and the resulting federal technical assistance most needed in the Pacific Region:

### **1. State and local education agencies in the Pacific region need assistance in developing a relevant, literacy-rich curriculum that is aligned with the local standards and provides research-based instructional materials and strategies with a variety of assessment measures.**

We recommend that the Pacific Regional Comprehensive Support Center address this technical assistance priority through the following means:

- Identify and disseminate standards-based curricula models that are relevant to the Pacific Region population and are aligned with the standards in the region's jurisdictions.
- Identify and disseminate research-based instructional strategies related to improving literacy outcomes for all students. Such strategies should pay particular attention to special populations (i.e., ESL, special education, language immersion, and struggling secondary school readers).
- Identify and disseminate a variety of assessment measures (in the classroom, school, and system) to determine proficiency in standards-based learning. Particular attention should

be paid to students with special needs (i.e., ESL, special education, and language immersion).

**2. Professional development opportunities are needed to build the capacity and competence of adult learners (principals, teachers, paraprofessionals) to meet the needs of students.**

We recommend that the Pacific Regional Comprehensive Support Center address this technical assistance priority through the following means:

- Identify and disseminate information on online courses to help teachers and paraprofessionals meet local certification requirements and subsidize those courses in geographically remote areas.
- Identify and disseminate research-based models for adult learners (teachers, paraprofessionals, and principals), including models for mentoring and induction, academic and leadership coaches, developing learning communities, and effective teaching strategies.
- Provide train-the-trainer programs in all content areas that are financially and geographically feasible. Such programs should include long-term support such as chat-rooms, discussion boards, listservs, and other online resources.
- Pilot an action-research model on the development of literacy lessons, instructional materials, and assessments for both English and Pacific languages.

**Several recommendations were made in addition to the technical assistance needs:**

1. Although the number of students in the Pacific region is lower than in other regions, its geographic expanse is by far the largest and requires additional funding and financial resources to provide technical assistance and face-to-face collaboration. We ask that the

- budget for the Pacific technical assistance center accurately reflect the cost of travel and communication expenses within the region.
2. We recognize that it will be a challenge for the comprehensive center to disseminate information over the vast Pacific area; however, we recommend that materials and products reach the broadest possible audience, including classroom personnel who previously did not have access to this information.
  3. We recommend that one of the 10 non-geographically based Comprehensive Support Centers (Topical Centers) be focused on English as a second language and indigenous languages, and that it include the identification and provision of models for alternative assessments for non-native English speakers to assist State Education Agencies in meeting the requirements of NCLB.
  4. We recommend that one Topical Center be focused on secondary school redesign including promoting and incorporating literacy instruction across subject matters to address the needs of secondary students who are not proficient in reading.
  5. We recommend that one Topical Center be focused on the integration of technology across all content areas and how to use that technology to improve student achievement.
  6. We recommend that the U.S. Department of Education fund research on the relationship of language, culture, and achievement. This research should be tied to direct activities in the classroom and should be generated from the local area so that it is specific to the region it serves.
  7. We recommend that the U.S. Department of Education develop a research protocol that generates more teacher-friendly reported information that is directly applicable as it is read and is tied to language and culture and their impact on student achievement.

Classroom case studies, action research, etc., are recommended to flesh out the data developed from “gold standard” research.

# Introduction

The Pacific Regional Advisory Committee (RAC) provides an assessment of the technical assistance needs of educators in our region in response to a directive from the Secretary of the U.S. Department of Education (ED). This RAC is one of ten such committees appointed by the Secretary to conduct the assessment over the period of December 2004 through March 2005. This committee first identified the major challenges facing the region in improving student achievement and implementing the provisions of the No Child Left Behind (NCLB) Act. It then assessed the types of technical assistance that might enable educators in the region to overcome these challenges.

## Legislative background

Section 203 of Title II of the Education-Sciences Reform Act of 2002 (P.L. 107-279) directs the Secretary of the U.S. Department of Education to establish 20 comprehensive centers to provide technical assistance to state educational agencies, local educational agencies, regional educational agencies, and schools in implementing the goals and programs of the NCLB Act and in the use of scientifically valid teaching methods and assessment tools for use by teachers and administrators in:

- Core academic subjects of mathematics, science, and reading or language arts
- English language acquisition
- Education technology
- Facilitating communication between education experts, school officials, teachers, parents, and librarians

- Disseminating information that is usable for improving academic achievement, closing achievement gaps, and encouraging and sustaining school improvement to schools, educators, parents, and policymakers within the region in which the center is located
- Developing teacher and school leader in-service and pre-service training models that illustrate best practices in the use of technology in different content areas.

## **Outreach efforts and data collection procedures**

We asked for ideas and comments from stakeholder groups in each island group in the region. Individual RAC members were asked to contact stakeholder groups and islands that were not represented on the RAC (Guam, the Federated States of Micronesia, and the Marshall Islands). Contact was made by letter, e-mail, listserv, meeting flyers, meetings, and individual conversations. Information was shared with the following groups:

### *Hawaii:*

Hawaii State Teachers Association via *The Teacher Advocate*

International Reading Association

Hawaii Standards Board

University of Hawaii at Hilo including College of Education faculty

University of Hawaii at Manoa including College of Education faculty

Hawaii Community College

Native Hawaiian Education Association

Native Hawaiian Education Council

Native Hawaiian Education Council

Association of Native Professors

Poukooa (association of Native Hawaiian university personnel)  
Hawaii Parent Teacher Student Association  
Community networking coordinators  
Hawaii state superintendent, assistant superintendents, and state offices  
All complex area superintendents  
District resource teachers  
Curriculum Research and Development Group  
Governor of Hawaii's office  
Hawaii Association of Secondary School Principals  
Hawaii Elementary and Middle School Principals Association  
Hawaii State Legislature  
President of the Senate  
Speaker of the House  
Chairs of the House and Senate Education Committees  
Executive Director for Charter Schools

*Territory of American Samoa:*

Rotary Club  
Lions Club  
Professional Women's Business Association  
American Samoa Community College  
Department of Education assistant directors  
Parent-Teacher Associations  
President of the Senate  
Speaker of the House

Chairman of the Education Committee

*Commonwealth of the Northern Mariana Islands:*

CNMI Public School System Principals and Vice Principals

Parent Teacher Associations

Commissioner of Education and PSS Leadership

Board of Education

Northern Marianas College

Curriculum, Instruction, and Assessment Program Staff

*Republic of Palau:*

Business and Educators Alliance

Ministry of Education management team and grant coordinators

Public and private school principals

Parents

Palau Community College

President of the Senate

Speaker of the House of Delegates

*Territory of Guam, Republic of the Marshall Islands, and Federated States of Micronesia:*

Letters sent to a contact list provided by PREL

Departments of Education

**Public interest and input**

The goal of the outreach efforts was to generate public interest and input in the RAC's deliberations. The RAC Web site ([www.rac-ed.org](http://www.rac-ed.org)) provided the central point for giving the public access to the RAC. Table 1 provides a summary of these interactions. The first line in the table shows the number of enrollees on the RAC Web site from the Pacific region. The



Web site served as the information center for the RAC. The public was encouraged to provide comments both of a general nature and on specific RAC ideas in a variety of ways. Public access to the Pacific RAC Web pages, including input received through online comments and through e-mail or regular surface mail from the RAC Support Office, is summarized in the first part of Table 1. In the next section of the table, we attempt to discern public interest in a more indirect way by capturing the number of times the public viewed the regional forums online.

Registered users of the Pacific RAC Web site included the following stakeholder groups: business (1), higher education (11), parents (1), principals (6), researchers (3), state education agency staff (32), teachers (8), and others (6). These numbers were reflected in the comments, which came from teachers, paraprofessionals, principals, a parent, two technical assistance (TA) providers, university staff, a state senator, and a few unspecified “others.” The vast majority of comments came from Hawaii. Two regional TA providers and three people did not specify their island group.

Another indicator of public interest was attendance at RAC meetings. Each RAC convened four public meetings. In the meetings held in Washington, DC, and Houston, Texas, the public was invited to observe the proceedings in person. The other two meetings were online teleconferences. For both the face-to-face meetings and the online teleconferences, the public was invited to observe using a link to the RAC Web site, with the exception of the Houston meeting. The last section of table 1 shows the number of public attendees at the first three RAC meetings including those who attended in person and those who participated through the Web site.

Table 1: Public inputs for the Pacific RAC

Type of Input	Numbers
Number of Registered Users on Pacific RAC Web site:	69
Business	1
Higher Education	11
Local Education Agency	1
Other	6
Parent	1
Principal	6
Researcher	3
School Board Member	0
State Education Agency	32
Teacher	8
Comments	30
On Web site Forums	26
Through e-mail to the RAC Support Office	4
Through surface mail to the RAC Support Office	0
Views on the RAC Web site:	666
Attendance at RAC Public Meetings 1 and 2	12
Orientation Meeting in Washington, DC (Attended)	1
First Meeting (Attended/Registered)	7/13
Second Meeting (Attended/Registered)	5/13

\*As of February 28, 2005

## Background/Overview information on the region

The Pacific RAC region comprises seven island groups: the state of Hawaii, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), the Republic of the Marshall Islands, the Republic of Palau, the Territory of American Samoa, and the Territory of Guam. The region spans almost 5 million square miles of the Pacific Ocean.

Hawaii is the 50<sup>th</sup> state of the United States of America. The Northern Mariana Islands, American Samoa, and Guam are commonwealths or territories of the United States under the administration or jurisdiction of the U.S. Department of the Interior, Office of Insular Affairs; their executive branches are headed by the President of the United States. The Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau are former U.S.

territories that are now independent nations with negotiated Compacts of Free Association with the United States. Under these compacts, the United States provides financial and technical aid for agreed upon periods of time.

One unique characteristic that the island groups share is their geographic location in the Pacific region. Hawaii lies 2,400 miles off the west coast of the United States, and the rest of the islands lie between Hawaii and New Zealand or the Philippines. The Republic of Palau is the westernmost island group and lies 7,000 miles off the U.S. west coast and 550 miles from the Philippines. See Appendix A: Map of the Pacific Region for a sense of the breadth of the region.

The racial and cultural composition of the Pacific region is markedly different from that of the mainland United States. The largest racial group by far is Asian/Pacific Islander, followed by Caucasian, and “other.” Although English is an official language for the islands, it is not the first language for a large majority of islanders outside Hawaii. Island economies are based on a number of industries ranging from subsistence fishing and farming to the U.S. military to high tech services and businesses. See Appendix B: Pacific Region at a Glance for an overview of island characteristics.

### **Descriptions of states and school districts in the region**

As noted above, Hawaii is the only state in the Pacific Region. The school districts in this region have unique characteristics and challenges that set them apart from those in “mainland” states. Three areas in which the differences are particularly significant are geography, technology resources, and student and staff characteristics.

Mainland schools are often described as urban, suburban, or rural. These descriptors are not very helpful in describing most Pacific region schools, which share some characteristics of rural schools except that they are separated by an ocean rather than corn fields or cattle ranches.

For example, only four of the 20 public schools in Palau are accessible by car from the central office of the Ministry of Education. Nine schools are a two- to four-hour round trip from the central office over bumpy and unpaved roads. Six schools are accessible only by boat, weather permitting, with three requiring a two- to four-hour round trip—and three in the southwestern part of Palau requiring a two-*week* round trip.

The geography of the region creates challenges for acquiring and utilizing technology. Many island groups have only one Internet Service Provider, and connections may be slow and unreliable. For example, the three schools in Southwestern Palau noted above do not have regular electricity and are not connected to the Internet.

Educational resources in some Pacific island groups are scarce. In the Federated States of Micronesia, the Marshall Islands, and Palau, public schools have such limited resources that private schools have opened to increase the number of students served. On these islands, almost all students receive an elementary school education, but many children are unable to attend high school.

Racial and cultural characteristics of students are very different from those of students of the mainland, as are the very high percentages of students who are classified as Language Other Than English (LOTE). Poverty rates, as measured by the free and reduced lunch program, are also high. Student achievement, as measured by standardized test scores and high school graduation rates, is much lower than on the mainland.

Although teacher qualifications and credentials in Hawaii are similar to those on the mainland, there is wide variation in the qualifications of teachers in the other island groups. For example, over half the teachers in the Marshall Islands and Palau have high school diplomas but not college degrees. Part of the reason for the variation in teaching qualifications is that local institutions of higher learning lack educational options and are often inaccessible to teachers

who live in remote areas. Northern Marianas College, for example, has a bachelor's program in elementary education, but no curricular options for those who want to teach at the secondary level or in programs such as special education.

Although all the island groups in the region receive funding from the United States government, only Hawaii is subject to the full requirements and sanctions of NCLB. The outlying areas of Guam, the Commonwealth of the Northern Mariana Islands, and American Samoa have consolidated their funds under Title V of NCLB and are not required to meet Title I accountability standards. American Samoa has opted to participate in the Adequate Yearly Progress requirement, although the other island groups have not. Technical assistance is needed to help these islands develop standards-based reform consistent with NCLB.

The freely associated states of the Marshall Islands, the Federated States of Micronesia, and Palau have adopted the general terms of NCLB and receive consolidated funding through negotiated compacts. The current compacts require plans for educational systems improvement that will raise student achievement and improve teacher quality. Each island will need technical assistance to implement these reforms.

See Appendix C: Pacific Education at a Glance for more information on public education in the Pacific region and Appendix E: Bibliography for links to the Compacts of Free Association for the Federated States of Micronesia, the Marshall Islands, and Palau.



## Major challenges and technical assistance needs of the Pacific Region

Pacific RAC members identified five major challenges and a number of related technical assistance recommendations to assist the Pacific Region in meeting the goals of NCLB. Most public comments supported and expanded the recommendations of the RAC and are summarized at the end of this section. These five major challenges and the related technical assistance described herein provide the context for the RAC's technical assistance priorities for the Pacific Region, which are defined in the *Conclusions and Recommendations* section of this report.

Because the Pacific region comprises many islands with a range of physical facilities and technical infrastructures, it is difficult to provide communication systems and access to resources and to integrate technology with instruction in order to support student achievement. *Technical support and online resources are overriding needs for the area and should be factored into any federal technical assistance delivered to the region.*

The RAC members discussed the types of federal technical assistance that would be most effective. Due to the wide geographic span of the Pacific region, they recommended a number of venues for professional development, including online and face-to-face training sessions, professional communities of practice, and train-the-trainer opportunities to develop local expertise. Direct consultation with educators at the district and school levels and information dissemination via Web-based clearinghouses and other resource centers were also suggested. Large conferences or meetings were deemed to be less effective in delivering sustainable results.

The five major challenges identified by the RAC members occur in the areas of standards and assessment; teacher quality; literacy and language; principal leadership; and students, families, and communities.

## **Standards and assessment**

*Challenge.* The proficiency requirements for all students present a challenge for the Pacific region as we strive to align standards-based curriculum, instruction, and assessment within a framework of culturally and linguistically diverse populations.

## **Recommended federal technical assistance**

Recognizing that developing culturally relevant standards-based curriculum is a state function, we believe that federal technical assistance would be valuable in the following areas:

### *Systems Development that*

- Provides a variety of assessment measures to determine proficiency with particular attention to special students (i.e., ESL, special education, and language immersion)
- Identifies and disseminates standards-based curricula models that are relevant to the Pacific Region population and are aligned with the standards in the region's jurisdictions
- Convenes representatives and curriculum specialists from State Education Agencies to facilitate their development of curriculum and assessments with standards that remain culturally relevant
- Identifies and disseminates evaluations of curriculum and teaching strategies to verify positive effects on student learning



## Teacher quality

*Challenge:* Due to the geographic span with remote areas and limited access to post-secondary education programs, teacher quality is impacted in two areas: recruiting highly qualified and/or certified teachers, and providing and maintaining sustained and relevant professional development including research-based instructional strategies and culturally relevant teaching and learning for students with different languages, literacy levels, and learning styles.

### Recommended federal technical assistance

In order to recruit, train, and support highly qualified teachers and paraprofessionals, we believe that federal technical assistance would be most valuable in the following areas:

#### *Recruitment and Retention of Highly Qualified Teachers and Paraprofessionals*

- Mentoring and induction
  1. Identify and disseminate research-based mentoring and induction programs
  2. Provide “train-the-trainer” models with sustained support to build local capacity
- Meeting the “highly qualified” requirement for teachers and paraprofessionals
  1. Provide online preparation and support courses that assist in meeting current certification requirements
  2. Provide online preparation and support courses that assist in meeting requirements in content areas.

#### *Building Capacity of Teachers*

- Training teachers to provide standards-based education using research-based instructional practices with a focus on literacy
  1. Compile research-based best practices including model lessons.

2. Make train-the-trainer programs in all content areas financially and geographically feasible. Include long-term support such as chat-rooms, discussion boards, and listservs.
3. Disseminate strategies for building teacher capacity
  - Integrating technology and technology training.
1. Compile Web sites and online resources that focus on higher order thinking skills to improve student achievement
2. Provide consultation and technical support for technical infrastructure.

## **Literacy and language**

*Challenge.* To support improved literacy with indigenous groups, as well as among the many struggling readers of all ages, we must address the use of indigenous languages, cultures, and English proficiency.

### **Recommended federal technical assistance**

In the Pacific region, our challenge is to balance the preservation of native language and culture with the goal of achieving literacy proficiency for all students. Federal technical assistance is needed in the following areas:

#### *Preservation of Indigenous Language and Culture*

- Assist in the development of research-based instructional materials and assessments written in indigenous languages
- Identify and provide to the State Education Agencies models for alternative certification of indigenous language teachers
- Encourage opportunities for research, including action-based research, and the development of literacy lessons for both English and native languages

### *Improved Literacy for All Students*

- Identify and disseminate research-based instructional strategies and assessments to improve literacy across all content areas and grade levels
- Provide specific strategies to focus on secondary school students and students who are not proficient in English and/or reading

## **Principal leadership**

*Challenge.* Increasing demands and the changing role of school principals, combined with the numbers of schools in remote and isolated areas, create the need to recruit, retain, support, and constructively evaluate effective instructional leaders who are able to guide the change process.

## **Recommended federal technical assistance**

In order to meet the unique needs of principals in the Pacific region, federal technical assistance is needed through consultation to develop and implement principal training and evaluation models through partnerships with higher education or other organizations that help principals improve student achievement by:

- Identifying effective, standards-based instructional strategies and providing training for teachers in effective standards-based instructional strategies
- Using data and multiple assessments to improve student outcomes
- Cultivating and nurturing professional learning communities within the school
- Facilitating organizational change and guiding the change process
- Building and strengthening relationships between the schools, the public, and parents to overcome barriers to improving student achievement.

## **Students, families, and communities**

*Challenge:* Schools are not isolated institutions, and with our cultural, geographic, and language diversity, we need to find multiple strategies to engage students, families, and community members to support improved student achievement for all students.

### **Recommended federal technical assistance**

Federal technical assistance can best meet the needs of students, families, and communities by assisting schools to build on the strengths of community partnerships and to best utilize parent and community resources to improve student achievement.

- Gather and disseminate effective strategies and research-based models on successful partnerships between schools and communities
- Develop, identify, and disseminate effective strategies to engage families in standards-based education that are culturally connected to the home and community.

### **Public comments on challenges and technical assistance**

A large number of comments related to teacher quality and included the need for assistance in communication and collaboration among teachers and paraprofessionals, professional development on effectively using new classroom resources and textbooks, developing standards-based lesson plans, and connecting with students and parents from different cultures.

The issue of curriculum, standards, and assessments also generated several suggestions that included project-based approaches to learning that are effective in engaging students from different cultures and abilities, incorporating new technologies into curricula and lesson

planning, individualizing instruction, implementing research-based practices and action research, and providing assistance with aligning curriculum, standards, and resources.

Other suggestions included:

- Professional development and support for principals in the areas of leading change, creating learning communities, fiscal and facilities management, and online mentoring by more experienced principals
- The integration of new and existing technology resources into effective solutions to real needs
- Providing information on curricula and standards that is understandable to parents.

Two technical assistance providers shared detailed suggestions on the challenges and technical assistance recommendations of the RAC in the areas of teacher quality, professional learning communities, and the implementation of technology in the Pacific region.

We also received public comments related to challenges in the implementation of NCLB that were not amenable to technical assistance provided by a federally funded service provider. Some of these comments, such as those pertaining to adequate funding, equity in providing services, and amending or rescinding the law, were related to the law itself. Other comments focused on administrative issues under the purview of state or local education agencies, such as the appropriateness of the PRAXIS examination for teachers in the Pacific Region, sustaining funding for Supplemental Educational Services for low performing schools for at least a year after they meet their adequate yearly progress (AYP) goals, and increasing teacher salaries.



## Conclusions and recommendations

In developing the following technical assistance priorities and recommendations, members of the Pacific RAC carefully reviewed the challenges and technical assistance recommendations they delineated in the previous section. The unique characteristics of the Pacific region, the proposed budget for the 20 Comprehensive Technical Assistance Centers, and the most pressing regional needs for meeting the goals of No Child Left Behind are reflected in these final priorities and recommendations.

### **Priorities for federally funded technical assistance in the Pacific Region**

1. State and local education agencies in the Pacific region need assistance in developing relevant, literacy-rich curricula that are aligned with the local standards and in providing research-based instructional materials and strategies with a variety of assessment measures. Federal technical assistance would be most helpful in:

- Identifying and disseminating standards-based curricula models that are relevant to the Pacific Region population and are aligned with the standards in the region's jurisdictions.
- Identifying and disseminating research-based instructional strategies related to improving literacy outcomes for all students with particular attention to special populations (i.e., ESL, special education, language immersion, and struggling secondary school readers).
- Identifying and disseminating a variety of assessment measures (in the classroom, school, and system) to determine proficiency in standards-based learning. Particular

attention should be paid to special population students (i.e., ESL, special education, and language immersion).

2. Professional development opportunities are needed to build the capacity and competence of adult learners (principals, teachers, and paraprofessionals) to meet the needs of students.

Federal technical assistance would be most helpful in:

- Identifying and disseminating information on online courses to help teachers and paraprofessionals meet local certification requirements and subsidize those courses in geographically remote areas.
- Identifying and disseminating research-based models for adult learning (teachers, paraprofessionals, principals), including: mentoring and induction, academic and leadership coaches, developing learning communities, and effective teaching strategies.
- Providing train-the-trainer programs in all content areas that are financially and geographically feasible, including long-term support such as chat-rooms, discussion boards, listservs, and other online resources.
- Piloting an action-research model on the development of literacy lessons, instructional materials, and assessments for both English and Pacific languages.

## **Other recommendations**

The Pacific RAC then considered a number of issues that did not fall into the category of technical assistance but that should be considered by the U.S Department of Education and the proposed Comprehensive Technical Assistance Centers in helping the region meet the goals of No Child Left Behind. That discussion led to the following recommendations:



1. Although the number of students in the Pacific region is lower than in other regions, its geographic expanse is by far the largest, and for this reason, the region requires additional funding and financial resources to provide technical assistance and face-to-face collaboration. We ask that the budget for the Pacific technical assistance center accurately reflect the cost of travel and communication expenses within the region.
2. We recognize that it will be a challenge for the comprehensive center to disseminate information over the vast Pacific area; however, we recommend that materials and products reach the broadest possible audience, including classroom personnel who previously did not have access to this information.
3. We recommend that one of the 10 non-geographically based Comprehensive Support Centers (“Topical Centers”) be focused on English as a second language and indigenous languages, and that it include the identification and provision of models for alternative assessments for non-native English speakers to assist State Education Agencies in meeting the requirements of NCLB.
4. We recommend that one Topical Center be focused on secondary school redesign including promoting and incorporating literacy instruction across subject matters to address the needs of secondary students who are not proficient in reading.
5. We recommend that one Topical Center be focused on the integration of technology across all content areas and how to use that technology to improve student achievement

6. We recommend that the U.S. Department of Education fund research on the relationship between language, culture, and achievement. This research should be tied to direct activities in the classroom and should be generated from the local area so that it is specific to the region it serves.
  
7. We recommend that the U.S. Department of Education develop a research protocol that generates more teacher-friendly reported information that is directly applicable as it is read and is tied to language and culture and their impact on student achievement. Classroom case studies, action research, etc., are recommended to flesh out the data developed from “gold standard” research.

## Appendix A: Map of the Pacific Region



Source: Pacific Resources for Education and Learning, (2004). *2003 Annual Report*. Honolulu, HI: PREL; Used with permission.



## Appendix B: Pacific Region at a glance

	Relationship to US	Area (sq mi)	Population	Ethnic groups	Official languages	Median family income	Major Industries
Hawaii	State	6,423	1,211,537 (2000)	Hawaiian 22.1% Caucasian 20.5% Japanese 18.3% Filipino 12.3% Chinese 4.1% Other 22.7%	English	\$66,402** (1999)	Tourism Agriculture U.S. Military
American Samoa	Territory	77	57,902 (2004)	Samoan 89% Tongan 4% Caucasian 2% Other 5%	Samoan English		Tuna canneries Handicrafts
Commonwealth of the Northern Mariana Islands	Commonwealth	184	78,252 (2004)	Chamorro Micronesian Caucasian Japanese Chinese Filipino Korean	English Chamorro Carolinian	\$22,984 (2004)	Tourism Construction Garments Handicrafts
Federated States of Micronesia	Independent*	271	108,155 (2004)	Nine Micronesian and Polynesian groups	English Trukese Pohnpeian		Tourism Construction Fish processing

	Relationship to US	Area (sq mi)	Population	Ethnic groups	Official languages	Median family income	Major Industries
					Yapese Kosrean Ulithian Woleaian Nukuoro Kapingamarangi		Crafts
Guam	Territory	212	166,090 (2004)	Chamorro 37% Filipino 26% Caucasian 10% Other including Chinese, Japanese, and Korean 27%	English Chamorro Japanese		U.S. military Tourism Construction Transshipment Concrete Printing Food processing Textiles
Marshall Islands	Independent*	70	57,738 (2004)	Micronesian	English Marshallese Japanese		Copra Fish Tourism Crafts
Palau	Independent*	177	20,016 (2004)	Palauan 70% Asian 28% Caucasian 2%	English Palauan	\$14,161 (1999)	Tourism Crafts Construction Fishing

\*Receives financial and technical aid from the U.S. under a time-limited Compact of Free Association.

\*\*1999. Hawaii's cost of living for a family of four is approximately 27% higher than the U.S. average.

Sources: Hawaii Department of Business, Economic Development & Tourism web site; CIA World Factbook; RAC members.

## Appendix C: Pacific education at a glance

	Public school system size	Colleges and universities	Teacher credentials	Special needs students	Student achievement	High School Graduation rate
Hawaii 2003-2004	1 district  255 schools  177,905 students	University of Hawaii at Manoa, Hilo, and West Oahu  Hawaii Pacific University  Brigham Young University of Hawaii  Chaminade University  Kansai Gaidai Hawaii College  7 Community Colleges: (Hawaii, Honolulu, Kapiolani, Kauai, Leeward, Maui, Windward)	Fully Licensed 84% Provisional 10% Emergency 6%	IEP 11.3% ESL 7.8%* F/R Lunch 43.4%*	NAEP Reading Proficient or above: 4 <sup>th</sup> Grade 21% 8 <sup>th</sup> Grade 22%  NAEP Math Proficient or above: 4 <sup>th</sup> Grade 23% 8 <sup>th</sup> Grade 17% (2003)  Note: National average for NAEP proficiency are 30% for reading and 27-31% for math.	80.0% (on-time) 2002-2003

	Public school system size	Colleges and universities	Teacher credentials	Special needs students	Student achievement	High School Graduation rate
American Samoa	1 district 29 schools 15,281 students	American Samoa Community College	HS Diploma 9.5% AA/AS 42.0% B.Ed 31.4% BA/BS 9.4% MA 7.2% PhD 0.4%	ESL 87% F/R Lunch 100%	NAEP Reading Proficient or above: 8 <sup>th</sup> Grade 1% NAEP Writing Proficient or above: 8 <sup>th</sup> Grade 3% (2002)	92% (2002-2003)
Commonwealth of the Northern Mariana Islands 2004-2005	1 district 20 schools 10,965 students	Northern Marianas College	PhD 1% M.A. 15% B.A. 56% B.S. 28% 77% have full state certification	IEP 4.8% F/R Lunch 98.4%	SAT10 22% of students have scores of 50 percentile or higher. 26% of ES students are reading at grade level or higher.	
Federated States of Micronesia  Chuuk Kosrae Pohnpei Yap	4 state education agencies  160 schools 30,107 students (2004-2005)	College of Micronesia	MA/MS <1% BA 12.3% AA/AS 53.9% HS 28.6% Fully licensed 65.5% Provisionally licensed 35.2% (2003)	Special education Approximately 12% (2002)		In Pohnpei, 44% of ES students entered HS; 64% of those entering HS graduated. (2000)
Guam	1 district 38 schools 31,840 students (2002-2003)	University of Guam  Guam Community College		Special Ed 2,543 (2001-2002) LOTE 13,860 (2002-2003) F/R Lunch 14,110 (2000-2001)	NAEP Reading Proficient or above: 4 <sup>th</sup> Grade 8% 8 <sup>th</sup> Grade 11% (2002)	50.7% Cohort rate 2000-2001



	<b>Public school system size</b>	<b>Colleges and universities</b>	<b>Teacher credentials</b>	<b>Special needs students</b>	<b>Student achievement</b>	<b>High School Graduation rate</b>
Marshall Islands	78 schools 9,666 students (2002-2003)	College of the Marshall Islands  University of the South Pacific	HS Diploma 55% AA 41% BA 4% (2002-2003)			60% (2002-2003)
Palau	1 district  20 schools  2,376 students	Palau Community College	HS Diploma 47.2% AA/AS 26.9% BA/BS 24.2% MA/MS 1.7%	Special Education 197 students		54% (2002-2003)

Sources: Hawaii State Department of Education NCLB State Education Report 2003-2004; Hawaii Department of Education Trend Report: Educational and Fiscal Accountability, 2003-2004; CNMI Public School Statistical Profile SY04-05; Guam D.O.E. Research, Planning & Evaluation Statistics; NCES State Profiles; NCES Nation's Report Card; Pacific Resources for Education and Learning Web site and 2003 Program Report; Federated States of Micronesia Department of Health, Education, and Social Affairs; FSM Special Education Annual Performance Report and Improvement Plan (2002-2003); Chutaro & Heine 2003 study of external educational aid to RMI; RAC members.



## Appendix D: Public comments and feedback received by the Pacific RAC

**Note:** This appendix contains 27 public comments that were reviewed by the Pacific RAC for this report. The last public comment was posted on March 6, 2005, and is not included in the table on page 12.

**Subject: What types of technical assistance could help educators within your region meet the challenges they face? (12/15/04)**

Response #1: - C Seielstad

Please see information included in challenges faced section. Technical assistance needed includes the following:

There is a need to support professional development in the area of special education to help current and new special education teachers meet the NCLB highly qualified standard via competency tests and/or classes. All special education teachers must be certified in special education but must also now meet highly qualified standards in core subject areas. New special education teachers have two years from the date of employment to take advantage of the NCLB High Objective Uniform State Standard of Evaluation (HOUSSE) to demonstrate competence in core subject areas. Veteran special education teachers teaching multiple subjects must also demonstrate competence in these core subject areas. Technical assistance is needed to meet these challenges.

There is a special need to provide professional development to Career and Technology Education (CTE) Teachers (Automotive, Woodworking/Carpentry, Electronic, Metal working/welding, Family and Consumer Education/Home Economics, Agriculture, Business) in order to provide an expedient, economically attractive and viable route to enable prospective CTE teachers to pass proficiency tests and other requirements to meet the NCLB highly qualified standard.

Response #2 – C Seielstad

Greetings, I welcome the opportunity to respond to a request from Carol Seielstad, a member of the Regional Advisory Committee-Pacific, to share some of my "thoughts" related to the four questions you pose to frame discussions related to NCLB outreach efforts.

**BACKGROUND:** My responses are based upon my experience as Site Director for the California Reading and Literature Project (CRLP), UC Irvine/Orange County Region. CRLP is one of nine California Subject Matter Projects (CSMPs) in California facilitated through the UC Office of the President. Our UC Irvine/Orange County Region is one of thirteen CRLP regions in California. CRLP is unique among the subject matter projects in that our Co-Executive Directors (Marlin Adams and Clarisa Rojas) coordinate efforts among our 13 regions to provide cohesive curricula PreK-12th. Other CSMPs focus on local-design of their professional development outreach curricula/content. Also, none of the other subject matter projects offer statewide support to PreK educators. ALL CSMPs SUPPORT

## PARTNERSHIP DISTRICTS IN PROVIDING HIGH QUALITY, RESEARCH-SUPPORTED PROFESSIONAL DEVELOPMENT.

A portion of our 2004-05 CSMP funding comes through NCLB to support partnership districts in offering "Technical Assistance" and other support to meet the K-12 HQT and other NCLB requirements. Our region has worked with over 2000 educators in the past year from partnership schools/districts in Southern California, e.g., Orange County and parts of Los Angeles and San Bernardino counties.

My responses below emerge from discussions with district administrators, literacy coaches, and classroom teachers in our partnership districts. The three districts our region works with most closely are Santa Ana (PreK-12), Compton (PreK-12), and Anaheim Elementary (K-5).

The specific questions being asked are:

### Questions

Approved questions that can be used for framing discussions in various outreach efforts. We were reminded that they are not to be used for "survey purposes," but rather for starting discussion forums and focus groups.

1. What are the challenges and needs for assistance as schools, districts, and states strive to improve student achievement and implement the requirements of NCLB?

1A. TIME TO PLAN COLLABORATIVELY: Teachers need TIME to collaborate with grade level and/or subject area colleagues and paraprofessionals to plan standards-based, purposeful strategies and lessons.

1B. PRODUCTIVE PLANNING TIME: Teachers and paraprofessionals need guidance in how to use their planning time most productively.

1C. RESPECTFUL, PRODUCTIVE COMMUNICATION: Teachers, paraprofessionals, literacy coaches, and other educators need TIME and guidance to explore ways to communicate respectfully and productively with parents and colleagues to support student learning. (For example, our CRLP region trains teachers and administrators as literacy leaders to "coach" colleagues and parents. A goal is to communicate RESPECTFULLY with one another, with students, parents and others with whom they work. Teachers are also trained to reflect on their teaching experiences and plan more productively.)

1D. COORDINATED, COHESIVE PROFESSIONAL DEVELOPMENT: Schools need assistance in providing coordinated, cohesive professional development for teachers, administrators, coaches, paraprofessionals and others working with young people to help students address state standards and a wide range of other state and federal expectations.

1E CONNECTIONS AMONG PROFESSIONAL DEVELOPMENT EXPERIENCES: Educators (including teachers, administrators, paraprofessionals) need guidance in seeing how to make connections among a wide variety of professional development opportunities (Many schools are offering multiple professional development experiences from a variety of "providers"...but these efforts need to be coordinated, so those who are trained can see the links between and among the professional development experiences and how these experiences can support student learning in the classroom ...and beyond.)

1F. CONNECTIONS WITH PARENTS: Teachers, paraprofessionals, and administrators need guidance in connecting with parents as partners in supporting student learning.

1G. PARENTS AND SCHOOL EXPECTATIONS: Parents need support in understanding the standards and other expectations schools need to address.

1H. EVERYDAY LEARNING EXPERIENCES AND CLASSROOM EXPECTATIONS: Parents, students,

paraprofessionals, and teachers need guidance in how to work together to link everyday, out-of-school experiences to classroom expectations and experiences.

1I. COMMUNICATION ACROSS GRADE LEVELS: PreK-12 educators need REGULAR, in-district and across-district opportunities to communicate among one another, so cohesive links can be made from one level of education to another.

1J. PROFESSIONAL CONDUCT/BEHAVIOR: Educators need to be trained to reflect on how their professional conduct/behavior as teachers, coaches, administrators can continually improve to support learning for their students.

1K. PREPARING MORE QUALIFIED TEACHERS: Most of the low-performing districts with which we work have a large number of teachers who need to become fully-certified. Districts need support in certifying these teachers.

1L. TRAINING MENTORS TO SUPPORT TEACHERS-IN-TRAINING: Certified teachers and school administrators need to be trained to effectively "coach" and/or mentor new teachers to develop a culture of reflection, respectful communication, high standards, and continual improvement to support ALL learners.

2. Are there challenges and needs that are unique to Hawaii--needs that the Department ought to give special consideration to?

I am responding from a California perspective.

3. How can/should these needs be addressed by technical assistance? What kind of help is needed to address the needs and challenges?

3A. PRODUCTIVE COLLABORATION TIME:

- \* Administrators need guidance to conduct teacher meetings which allow time for teachers to talk with one another.
- \* Districts/school administrators and teachers need to explore scheduling time for cross-grade-level and cross-content planning.
- \* Teachers/administrators need to be trained to facilitate meetings which meet productive goals for improving teacher knowledge and student learning.
- \* Teachers/administrators need guidance in working respectfully and productively with parents and students to improve learning linked to state standards and other expectations.
- \* Experienced teachers and administrators need time to mentor and work collaboratively with teachers who are in the process of becoming fully certified.

3B. COORDINATED PROFESSIONAL DEVELOPMENT:

- \* Educators need help in learning more about how professional development opportunities need to link scientifically-based research with standards-based classroom practices.
- \* Those who provide technical assistance need to provide information about professional development opportunities in specific regions which link scientifically-based research and standards-based instruction to improve student learning. Share information about professional development providers, costs, professional organizations...
- \* Educators need help in developing a cohesive plan for coordinating the professional development offered to parents, teachers (certified and un-certified), coaches, and administrators.
- \* Teachers need support in seeing how training in the use of "adopted materials" such as language arts Reading program materials and Math program materials can be linked productively to other professional

development experiences and effective, research-supported strategies to improve learning for their students.

\* Teachers, parents, and administrators need guidance in how to continuously monitor student learning linked to learning goals/standards during everyday classroom and out-of-school activities...which will eventually be reflected and linked to improvement on formal, required tests.

### 3C. PARENT-SCHOOL COMMUNICATION:

\* Educators need help in learning about resources available to support home-to-school links that will support learning.

\* Educators (teachers, paraprofessionals, administrators) need to be sensitive to and informed about the socio-economic and ethnic background of parents/students in their community when planning events and suggesting learning experiences.

### 3D. CERTIFICATION /"HIGHLY-QUALIFIED":

\* Districts, regional/county offices, and teacher education institutions need support and clarification of how to best prepare "highly-qualified" teachers to meet federal expectations.

\* Districts need support in working with regional/county offices and teacher education institutes to develop a cohesive plan for preparing "highly-qualified" teachers.

4. How might federal technical assistance providers, in particular, best contribute to addressing these education and technical assistance needs?

4A. COMMUNICATE RESPECTFULLY AND REGULARLY: Technical assistance providers need to communicate respectfully in writing and in person on a regular basis first with district administrators and then with school-based educators in selected and/or specific "partnership" districts.

4B. LEARN NAMES: Use specific names of administrators and identify their roles when communicating and introducing those who plan to offer technical assistance.

4C. PROPOSE (DON'T DICTATE) AND BE CERTAIN TO LISTEN: Propose the goals which technical assistance can provide as suggested in my responses to 1 and 3 above. Invite district/school leaders to share in writing AND in discussions how these proposals would meet the needs of their district. Listen carefully to suggestions from administrators and record/summarize responses to proposals.

4D. RESPOND PROMPTLY/SOLICIT FEEDBACK FROM SCHOOLS: Respond as promptly as possible to proposals and invite district administrators and other school-based leaders to work as a team in planning next steps in providing/coordinating services to meet the district/NCLB expectations.

4E. MONITOR PROGRESS: Districts need support in monitoring the progress of learning among teachers, paraprofessionals, administrators, parents, and others who support student learning.

4F. USE EFFECTIVE RESEARCH MODELS DESIGNED TO MONITOR HOW TO IMPROVE LEARNING FOR ALL STUDENTS: I strongly recommend that those who provide technical assistance model the use of scientifically-based research INCLUDING case study research, surveys, longitudinal research, interviews with educators, etc. and collect data related to the effectiveness of technical support provided to partnership districts.

4F. UNIVERSITY/SCHOOL RESEARCH COLLABORATION: University researchers need to be invited to work collaboratively using multiple models of effective research to support district leaders and those providing technical assistance in documenting the effectiveness of the coordination of professional development efforts.

Linda Clinard, Ph.D.  
California Reading and Literature Project  
Director, UCI/Orange County Region  
UCI Center for Educational Partnerships  
5171 California Ave., Suite 150  
Irvine, CA 92697-2505  
Phone: 949-824-6276  
FAX: 949-824-8219  
E-mail: lclinard@uci.edu  
[www.cfep.uci.edu/crlp](http://www.cfep.uci.edu/crlp)

Response #3 – C Seielstad

It is our understanding that in Hawaii alone there is a shortage of ParaProfessionals within the DOE. There are plenty of qualified "emergency hire" or "89 Day" EA's but because of restrictive regulations they are not able to take the required test. The majority of these EA's are working fulltime without union benefits and lower wages and giving their all. The state says that unless "you are a fulltime employee with benefits" you are not allowed to take the ParaPro Assessment test. We are asking for the opportunity to take the required classes and ParaPro Assessment test so that we can be classified under No Child Left Behind as ParaProfessionals.

If something doesn't happen soon, then the state will be losing their emergency hires. To not allow employees to better themselves which in turn would help the state with a shortage problem is wrong. These are hard working, caring individuals that come to work each day just like all other DOE employees, give 100+%, and have nothing coming back to them. No benefits, no incentives whatsoever.

Things need to change or eventually our students are the ones that will suffer by this. EA's are a very important part of the education system and should be recognized as such. I urge you to provide the opportunity and training needed for paraprofessionals to meet NCLB requirements. We shouldn't be denied this opportunity and neither should the children.

Mahalo,  
Barbara Poor  
Stephanie Saffery  
Educational Assistants

**Subject: What are the top challenges that are impediments to implementing the requirements of the NCLB Act in your region? (12/15/04)**

Response #1 - eienew

I am the parent of a special needs child in Hawaii, who went to the Hawaii public schools for grades K-3. Here's what I view as Hawaii's primary challenges regarding NCLB:

1. EXTREMELY vague curricula. The curriculum statements from Hawaii available for the public make it impossible for parents to figure out what their children are supposed to learn in each grade. I'm not the only one who thinks so; educational organizations have been severely critical of Hawaii's curriculum standards. As a parent, here is what I think should be in statewide standards: a list of popular children's books, available in any library, which your child should be able to read in each grade, if he/she is average, for reading. A sample "average" essay for writing standards. For arithmetic, a list of the operations a child should know, and sample problems for "average" problem-solving ability. As it is, the Hawaii standards are filled with buzz words & jargon & very little concrete information. As a model for the ed dept to recommend to states with incomprehensible standards, I suggest E. D. Hirsch's series, "What your xth grader should know", where x runs from 1 to 6. Yes, these are thick books, almost suitable for using as texts for a child, but they could be summarized into a few pages for parental use.

I was talking to a woman at church recently, who is thinking of taking her daughter out of public school because of the negative behaviors she's picking up there. She told me about a friend who decided to home school her 7th grader for the same reason. This is a family for whom English is the first & only language, but her child, who's been getting good grades all along, only placed at 5th grade level on a placement test his mother obtained from a home schooling source!!

I know a young lady who is in the honors English program at a local private high school. She said that each member of her class spoke about his/her background one day, as part of their English class, & the teacher was struck by the fact that not a single one of the honors 9th graders had gone exclusively to school in Hawaii. They'd all gotten some of their education in some other state. This is consonant with what I've observed when looking at the standardized test scores for local schools published in the paper. The statistics show a deficit in high-scoring students. The % of students scoring average is OK, but the % of students scoring low is higher than expected, while the % of students scoring high is lower than expected. Hawaii's schools manage to dumb down the best & brightest! What an accomplishment! You can see it in National Merit semifinalists: last year, there were 4. 2 were at private schools. The year before that, 3 of the 4 were at private schools.

2. An entrenched state-wide bureaucracy that's used to playing God. They waited out the Federal Government's oversight under the Felix Consent Decree for 10 whole years w/out working toward an attitude adjustment at the top. People who were hired from outside came here with high hopes. Some were co-opted into the corrupt old boy network - see old news stories on LeMahieu. Many others quit in total frustration after a year. Now that oversight is being phased out, they're going right back to the same-old same-old illegal behaviors. This is going to be a biggie. There will be a lot of foot-dragging, all the while complaining about all those ESL kids in Hawaii, etc., etc., that make it impossible to teach them at grade level. There will be a strong desire to wait out NCLB, meanwhile lobbying the legislature to gut it & the Ed Dept to grant HI exception after exception.

3. A local attitude which is epitomized by bumper stickers that read, "We don't care how the \*\*\* you do it on the Mainland, this is Hawaii". Among people who don't know any children with special needs, there was a strong perception, played up by the Dept. of Ed., that the Felix Consent Decree was a bunch of haole coming over from the Mainland to play God & exploit Hawaiians. Just because that DID happen during the overthrow of the monarchy & the plantation era, doesn't mean that the federal government's role is still the same!

4. At one time, recently, teachers with Masters' degrees averaged slightly LESS pay than teachers with only a BA. The pay differential is still so slight, that one of our daughter's sp ed teachers told me it would take her 7 years to earn back the tuition for her MA, if she were to go for it & she doesn't think it's worth it. Not that I'm so stuck on credentials myself -- I've observed the content of education courses sufficiently over the years to realize how useless many of them are. But you do need to know a few things to teach!! In general, the gap between teacher pay & the cost of living in HI is such that many teachers have part-time second jobs, not just during the summer, but during the school year. This means Hawaii's teachers have less time to devote to working on grading papers & classroom planning. Needless to say, teacher retention is a HUGE problem under these conditions.

5. An institutional incapacity for long-term planning. Classes are not assigned 'til the week before school starts, allegedly because teacher availability & enrollment numbers can't possibly be determined any earlier. Yes, Hawaii has a lot of turnover, but surely SOME sort of good estimates can be made earlier! This is particularly serious for Educational Aides, who are essentially pink-slipped every June & only called back in fall the week before classes start. I know of at least one committed EA who is now doing other work she likes less because she couldn't stand the uncertainty of the EA job situation. 3 years ago, 20-some sp ed teachers were let go on Maui in June, allegedly because of a projected island-wide drop of over 100 sp ed students. Didn't happen. Staff had to be re-hired at the last minute.



**Subject: What are the top challenges that educators in your region face in their attempts to improve student achievement? (12/15/04)**

Response #1 – C Seielstad

Feedback from Special Education Teachers:

No Child Left Behind requires all special education teachers in an elementary, middle or secondary school to be highly qualified no later than the end of the 2005-2006 school year.

For special education teachers teaching students with the most significant cognitive disabilities – those who take alternate assessments aligned to alternate standards – the teachers will also be required to have an elementary certification, or for those teaching above the elementary grade level, demonstrate the ability to teach at the appropriate instructional level for their students. They will need to demonstrate competence in these areas via competency tests, college course work and/or through professional development classes. There is a need to support professional development in the area of special education to help current and new special education teachers meet the NCLB highly qualified standard.

Feedback from Career and Technology (CTE) Teachers (Automotive, Woodworking/Carpentry, Electronic, Metal working/welding, Family and Consumer Education/Home Economics, Agriculture, Business):

In Hawaii many of the current CTE teachers are nearly retirement age. Younger teachers find that they can earn much more working in industry than they can as teachers. There is a need to attract older, experienced tradesmen and women who may not have college degrees but who may be willing and very qualified to teach the skills needed in these areas. In addition, the new High School redesign model requires that CTE teachers need to be able to cross train students so that students in vocational fields may readjust to a changing marketplace. This will require new and experienced teachers to “ramp up” their academic and computer skill levels. In addition, the No Child Left Behind Act calls for a highly qualified teacher in every public school classroom by the 2005-2006 school year. There is a special need to provide professional development to CTE teachers in order to provide an expedient, economically attractive and viable route to enable prospective teachers to pass proficiency tests and other requirements to meet the NCLB highly qualified standard.

**Subject: What are the top challenges that educators in your region face in their attempts to improve student achievement? What types of technical assistance would help them to meet those challenges? (1/12/05)**

Response #1 – Alfred Ada

For teachers, professional development is a big issue. We are getting a lot of US made resources, textbook and new curriculum and training is one of our biggest hurdles because it is too expensive to travel out here. If US DOE would give a little budget for trainers to come to the islands to train, then we would implement the new resources effectively.

For principals, some of us are very young and we need more mentors on-line so we can work with the most seasoned principals in the US.

Response #2 - Hawaii's State Senate Education and Military Affairs Committee.  
Adequate resources are critical to student's success.

Response #3 – Hawaii Charter School Administrative Office

Aloha, It is my understanding that the amount of funding for Pacific Region technical assistance is approximately \$3 million. This probably suggests a fairly focused realm of assistance, a traveling team of sorts.

In looking at Hawaii Charter Schools, many of which have a strong Native Hawaiian cultural orientation, I can see that there is an ongoing interest in utilizing multidisciplinary project-based learning as a major strategy. This approach appears to resonate with alienated youth and cultures, and includes important elements of hands-on and inquiry-based learning. These strategies also appear to work quite well with many SPED students.

Not all project-based learning delivery systems are created equal, however. Schools and teachers need assistance in the creation of rigorous project-based approaches that integrate the various math, language, science and social studies components. They need ways to develop alternative evaluations and assessments that are often quite different from single subject lessons.

I believe that technical assistance for project-based learning is an important area to explore. First, it does speak to what many schools do, often isolated in rural settings. Second, it still allows for your group to pursue a separate regional center for indigenous peoples.

I am attaching a report from the Hawaii Educational Policy Center on competency-based learning. This links project-based education to already identified standards. It is clear that even though Hawaii's DOE has developed lists of competencies, few schools outside of charter schools have taken this seriously.

One charter school that has done a lot of work on creating a rigorous project-based environment is Kihei Charter School.

#### **Subject: Educational Challenges for the Pacific Region (1/27/05)**

##### Response #1 – Laura Thielen

The following two comments were provided to me by a principal of a public elementary school on the Island of Hawaii: This school had been in corrective action, raised their achievement to meet AYP this year, but will have difficulty in meeting the step increase in proficiency to make AYP next year. This school is in a rural area. \*\*\*

1. Schools that do not meet AYP for 3 years in a row must provide Supplemental Education Services (SES) for their students. Districts must reserve some of their Title I funds to pay for such services at the school level.

This principal stated that their school would not have been able to increase student achievement without the SES. Unfortunately, NCLB does not require the SES to continue once the school meets AYP, and the district cut the funds off as soon as the school met the AYP goals for that year.

However, because NCLB requires schools to continually step up their achievement results until they get to 100% proficiency, this school (and others) will likely not meet AYP next year, but will not be eligible for SES funds until several years from now.

According to the principal, this creates a cycle of SES being cut off right when the school needs the consistency to help it maintain forward momentum.

This principal felt the assistance most needed was some sustainability of SES for a minimum of one year after the school first meets AYP.

2. Rural schools face transportation challenges. This school had about 60 students that were eligible to receive SES. However, only about 20-30 students could stay after school for the SES. The remaining students had parents who either were working and could not pick them up after tutoring, or they were low income and did not have a car to pick the kids up. Since these students had to catch the school bus,

they had to leave immediately after school and could not stay for the SES.

The school had limited to no ability to change the bus transportation contract given the school size and location of the students receiving SES.

NCLB prohibits SES from being provided during the school day. Perhaps there could be some accommodation made for schools in rural areas.

#### Response #2 – Laura Thielen

This comment was submitted to me by an educator who had been involved in developing the Hawaii State Standards, and has worked with public school teachers to assist them in providing creative classes that also prepare students to meet these standards.

The state standards are a goal. They provide the level of academic performance that we want our students to achieve. The standards are not the actual curriculum or lesson plan that should be delivered to the students. Unfortunately, too many of our teachers have not been trained on how to develop a creative lesson or curriculum that will provide students with the skills and knowledge that is required by the standards.

Instead of becoming more creative, the exact opposite effect is occurring in many classrooms due to the lack of training. I've seen classrooms where they actually post the standard on the wall and try to teach the "standard." I've worked with teachers to demonstrate proven, creative elementary reading curriculum, and had them dismiss the method because they feel that it is too "enjoyable."

We need to provide more training for teachers at all levels on how to teach the substance of the standards without literally teaching "the standards."

#### Response #3 – David Kekauli Sing

The following comments were made on January 28 in Hilo by educators working in a native Hawaiian education program:

##### Teacher Quality

1. There are many good prospective teachers who are unable to teach in the regular classroom because of the Praxis test. The Praxis test may not be appropriate for certain populations similar to other standardized tests. Thus, potentially good local and Hawaiian teachers may not have opportunities to teach.

2. Student input for teacher evaluation should be used.

3. Teachers should be trained in making classroom engaging and incorporate hands-on experiences like Na Pua No'eau.

##### Principal Leadership

4. Principals should be provided more resources and autonomy to develop their schools.

##### Standards and Assessment

5. With the emphasis of standards, teachers are teaching to standards rather than to students.

#### Response #4 – Resident of Hawai'i

1. Concerning the challenges & needs and requirements of NCLB:

Is NCLB really under funded by \$9.4 billion dollars? The challenge will be either to acquire the needed federal funding, or to have the mandate of NCLB be amended and/or rescinded. Build a stronger teacher

workforce with highly qualified, well-trained and adequately supported teachers.

2. Concerning Hawaii's challenges & needs:

Hawaii's multi-ethnic population, cultures and languages creates challenges that can be met only with additional training of those in the education profession.

3. Concerning technical assistance needed for the area:

Federal technical assistance? See #1 before the feds send technical assistance to the states.

Response #5 – C Seielstad

Email received from a Hawaii Public School Teacher with over 30 years of experience:

Families need to be educated on their responsibilities. Parents are the key influences in our students' education. If they don't see the importance of education and are not made aware of the expectations placed on their children, success will be very difficult.

Many more resources are needed for schools BEFORE they go on status for not meeting AYP 2 consecutive years. 1 teacher with 30-plus students at varying levels and learning styles make it difficult for the teacher to provide personal attention students need. Tutors are needed for struggling students. Smaller class sizes are a necessity. Better materials that line up to the HCPS II are needed. It shouldn't be guess work for teachers to figure how to use materials to address the standards. Better training that makes it easier to teach as opposed to more difficult is needed. How may teachers, who are already overwhelmed, will willingly be trained to become better teachers if it means more work?

Teachers are being bombarded with more and more to do. How can teachers be expected to teach with quality if more than half of their time is spent being held accountable for federal and state standards? Why do you think teachers are leaving the profession in massive waves? I believe most teachers here in Hawaii don't mind working hard, in fact I believe most teachers here in Hawaii like working hard, if the effort goes directly to the students. Most teachers, like myself, hate working on things to appease those above us. Our effort should be for the students, NOT our supervisors, who by the way, are NOT in the classrooms.

I don't know of any other county in America where our state superintendent passes the expectations on to the district superintendent, district superintendent passes them on to the principals, and the principals pass them on to the teachers. Those above us should be in the classrooms working with the children, alongside the teachers. After all who are our clients here?

Response #6- C Seielstad

Input Rec'd at Leadership Conference held by Hawaii Teacher Standards Board on Jan. 9, 2005. In attendance were approximately 40 people including teachers, parents, business people, Randy Moore (program coordinator for Act 51), a member of the Board of Education (Breene Harimoto), Supt. Hamamoto, educators (Dr. Randy Hitz, UH Manoa and other universities which provide teacher training), and principals. Subsequent to an address from Randy Moore, each group brainstormed ideas and follow-up needed to meet the educational challenges Hawaii faces. The need for strong leadership emerged as a common thread among all the stakeholders present. Leaders need to build professional teams especially because school level administrators need to develop expertise in 3 areas: instructional, fiscal/facilities management, and most importantly, need to become galvanizing leaders to build collaborative, supportive learning environments. This involves both "leadership" on the part of the administrators and "followship" on the part of the teachers. In the past teachers have become used to "running their own show" within their own classrooms. Teachers need to be prepared to work in teams for the good of the whole school community. This is a major shift required to support school redesign. Schools need resources, time, and training to enable administrators and teachers to develop and implement school improvement plans. There is also a strong need for an orientation program for new teachers as retention of locally trained teachers is a critical need. Dean Hitz reported that only 53% of the UH class of 2001 new teachers were working in Hawaii Public Schools three years later (2004).

There is also a need to encourage people to make the transition from private industry to public education (this is often attractive to older workers who may be interested in teaching after retirement from private sector or military positions). Most importantly there is a need for a strong support system for educational leaders to change from traditional administrative roles to new responsibilities required by Act 51 and NCLB.

Response #7 – Monica Mann

In an e-mail to me dated Jan. 29, Kathy Kawaguchi, Ass't Superintendent of the Office of Curriculum, Instruction and Student support wrote:

Provided below are recommendations for services which could potentially be provided by the Pacific RAC:

- 1) establishment of a center to provide training to certify teacher leaders, administrators and exemplary retired teachers and administrators to become academic coaches (especially in the areas of reading for secondary schools and mathematics and science for elementary schools) and leadership coaches. With so many schools falling into status, the need to "grow" our own school support teams is critical to meet the expectations of NCLB.
- 2) provision of technical assistance in the development of alternative schools to address the needs of newly arrived ESL students and "at promise" students and the development of magnet schools.
- 3) provision of training for teachers and administrators in the development of rigorous assessment tasks which overtly address the standards.
- 4) provision of technical assistance to promote and facilitate the use of digital communications, including video and web conferencing, as an integral part of the teaching and learning process - especially to address geographic barriers and the highly qualified teacher problem faced by geographically isolated schools.
- 5) provision of links on RAC website to free and inexpensive online resources.

Thank you,  
Kathy

Response #8- C Seielstad

Copy of a Letter to Editor (Star Bulletin, February 6, 2005) from a former teacher:

Teachers deserve support from DOE

I read with great interest Susan Essoyan's article on the problem of teacher recruitment and retention in Hawaii's public schools ("Teacher retention figures plummet," Jan. 22). It does seem logical that the difficulty in recruiting is largely due to low salaries and, therefore, efforts should be made to improve teacher salaries in order to enjoy greater success in recruiting new teachers to teach in our schools.

However, teacher retention is a problem not as strongly related to salaries as recruitment is. Many teachers who decide to leave teaching after a few years resign because they are not happy with the conditions of their employment. Among these reasons are a heavy workload and pupil apathy toward learning.

However, a major reason teachers give for resigning is lack of support from the school administration and especially from the principal. While raising teacher salaries involves getting the support of elected officials and is usually difficult, addressing the complaints of teachers about the lack of support from administration seems to be something that the Department of Education can address internally without involving outside officials.

The department might improve the morale among teachers and increase retention if teachers were given the opportunity to express their frustrations and if it took steps, whenever possible, to correct the situation.

Response #9 – David Kekauli Sing

Input from a faculty member in the education department at the University of Hawaii at Hilo: One major issue occurring is with certification and licensure. It appears that the assessments aligned with both of these processes are eliminating many good proven teachers. There are a large number of individuals who have been teaching in various capacities over a number of years in situations that didn't require a teaching certificate. Now many of them are attempting to be certified and licensed and are running into roadblocks rather than being nurtured into the profession.

Response #10 – David Kekauli Sing

Meeting with seven higher education faculty and staff members at University of Hawaii at Hilo. There is great concern about the continued need for programs for high school students especially those with limited income and are first generation college students. Many of these students have needs that include special academic support, financial and other support services. Regular school does not address all of the needs of these students. Over the past 20 years, Upward Bound and Talent Search have been instrumental in providing these supplemental support services to these students. With these monies no longer available for these programs, our schools will need to see how they can continue to provide these specialized services to these students. Without acknowledging the work of these programs, we will see a great backlash in the performance and aspirations of the minority populations in Hawaii.

Response #11 – Caroline Wong

I am posting feedback received from members of my role group (school principals):

A public high school principal on O'ahu felt the list of needs identified was very comprehensive. However, the principal suggested that within the educational challenge area identified as "content expertise," there should be a focus on math, science, and English. The recommendation was to expand the focus area to include industrial and engineering technology and media arts and technologies. The perspective is that schools are not presently able to integrate technology to prepare students for the world of work, especially in areas like industrial and engineering technology and media arts and technologies.

Response #12 – Caroline Wong

I am posting input on behalf of the principal role group. A middle school principal on O'ahu shared the following comment:

"The educational challenges identified are very comprehensive. There is just one other topic I feel may need to be addressed because our students move through P-20 transitions. What can complexes do to provide a seamless education and support for all students? I know complexes have begun articulation but I still see complex schools operating independently. Could this be a challenge?"

Response #13 – Caroline Wong

I am posting on behalf of the principal role group.

Input for the US DOE Pacific RAC was on the January 11, 2005 meeting agenda for the Hawaii Association of Secondary School Administrators Board (HASSA). The agenda is distributed statewide and board members receive the agenda prior to the meeting so that if they are not able to attend the meeting they are able to give input.

Meetings are held monthly at Puuhale School from 4:30 - 6 pm at the Professional Development and Educational Research Institute office. Board Members include high school principals (public), middle

school principals (public and 2 private schools represent the independent schools), a complex area superintendent, State Educational Specialists, a retired principal, liaisons from each district, the adult community schools, and the athletic directors.

During the meeting there was a lengthy discussion of all of the challenges identified by Pacific RAC. Despite agreement that all of the technical assist areas identified are important, the feeling is that RFPS for technical assistance should be clearly targeted and focused on "what will give us the most support to change teaching and learning for improved student achievement".

A strong consensus was that our regional technical support should focus on research-based practice, with "action research" within the schools a high priority. National reform issues, like high school redesign, how students are organized to learn, how professional learning communities are created and sustained, and literacy issues for secondary-level students could be integrated into the action research support. Principals want more involvement of higher education and thus the focus on "action research" and research-based practice. As teachers and principals work with higher ed on creating research-based practice data, they will become more reflective practitioners, and engage in that process in their own schools and classrooms.

Because of our isolation and demographic differences, there is often a feeling among educators that research done in other places isn't as relevant to the island situations. Engaging in action research with higher ed partners will strengthen high school reform efforts, and other state and national initiatives.

#### Response #14 – Caroline Wong

I am posting on behalf of the principal role group from the Moanalua Complex. For both the January 11, 2005 and February 7, 2005 complex meeting the Pacific RAC identified educational challenges were discussed. This principal group includes one high school, one middle school and four elementary school principals, the school renewal specialist, and the complex area superintendent.

Recommendations for the targets of technical support should focus on two areas:

(1) research-based strategies for improving math performance, including professional development for teachers;

(2) sustained leadership development for school leaders

In looking at the needs of not only Hawaii but the entire Pacific Region where there are strong connections with the churches, there was some discussion on how partnerships with organizations of faith could support the needs of the schools, including increased parent engagement.

#### Response #15 - salp

Some of the comments that I have read in reference to the challenges in the Pacific are enormous. The Pacific covers a variety of time zones for the stakeholders. Having "equity" to access to "quality" resources for most of the Pacific is challenging. When all of the Pacific is held to standards is one thing, but providing the resources to assist in meeting these challenges is another.

The Pacific covers millions of square miles; not all entities in the Pacific have access to the same levels of communication, transportation, technical resources and the list goes on, and these are just the non-educational resources. Some entities have benefited in some areas more than others and this leads to issues of equity and that affects quality.

The bottom line is that we are all struggling with issues on how we can better prepare our children with a quality education so that they can be competitive both in the Pacific and abroad, but at the same time keep their identity of who they are, a unique people.

**Subject: Significant Progress & Assessments (1/27/05)**

Response #1 – Monica Mann

In a meeting held on January 26, 2005 with about 30 teachers (classroom and resource), the need for assistance in the area of assessment surfaced as a need. With the NCLB requirements, teachers need to show that students are meeting the standards and schools need to show that they are making significant progress. In addition to large scale tests, teachers identified high quality classroom assessments and alternatives to large scale tests to measure student progress as a need. They also wanted ways that would be time and energy efficient to document learning. Technical assistance could be in the way of professional development or access to assessment methods and criteria.

**Subject: PLATO Learning Inc.'s Statement on Technology Needs in the Pacific Region (2/10/05)**

Response #1 – ehren3

Statement on Technology Needs in the Pacific Region

As a reflection of our ongoing work with over 143 school districts in the Pacific region, we would like to summarize the highest-priority needs which our clients have communicated to us regarding the uses of technology.

1. Implementation Models: Our clients ask us often to provide complete models for implementation of technologies. It is not enough to describe the potential uses of a technology; even “best practice” examples are insufficient. What is needed are research-based, proven effective, complete solutions to common school curricular needs, which include all the needed components – not just a description of what the technology can do.
2. Professional Development for Teachers and Administrators: The most common models for professional development are unsatisfactory. They are too costly to implement at the scale needed, and they serve as a distraction, rather than a support, of the daily work of schools. Online, on-demand solutions are available, but are still fragmentary and in their infancy. Our clients need more complete, stronger solutions, and proven guidelines for how to implement these alternative forms of professional development.
3. Systems Integration: Our clients have acquired a great many technologies, but they are struggling to integrate them into effective, complete solutions to real needs. As a result, they are not seeing the benefits which they should of their investment in technology. A great deal of support, and adequate software framework and infrastructure, is needed to accomplish this level of integration. The solution is not to purchase everything from one supplier, but to integrate the resources which exist and maximize their use, so that technology purchases can be targeted to specific gaps.
4. Every Child Needs an IEP: Our clients are increasingly realizing that NCLB requires a degree of individualization which most commonly has been used only in special education. Scaling up this kind of individualization for all students can be accomplished only with technologies for detailed formative assessment, prescription, instruction and management. Our clients are looking for guidance on how to use technology to do IEP’s for everyone.
5. Integration of SES and school work: A major challenge for many of our clients who are required to fund independent supplemental services is to assure the quality of these services, monitor their effectiveness, and coordinate them with school work. Technology can play a major role in the solution, but our clients need help to do this.
6. Curriculum Alignment: Our clients are struggling to fully align to standards all of the tens of thousands of discrete processes and resources for instruction and assessment. There is an enormous need for technical assistance to understand the issues involved, as well as resources to do the work, including technology-based tools.

**Subject: Proposed Technical Assistance for the Pacific Region (2/18/05)**



### Response #1 – nsna

TA to be provided to support following components of an Educational Reform Strategy:

- (1) Curriculum Review and Upgrading
- (2) Nationalization of Textbooks, including, identifications and bulk purchasing;
- (3) Uplifting of Teachers Qualification and Certifications;
- (4) Universalize Testing and Evaluation;
- (5) Criteria for Schools (K-12) Accreditations;
- (6) School Facilities Standardizations.

### Response #2 – young (posted 3/6/05)

We downloaded the information posted on the PRAC website dated 2/18/05, and discussed the recommendations thoroughly at our most recent CRDG Leadership Council meeting. We provide the following feedback and comments on the draft.

1. While embedded in a few places, we find strikingly absent a focus on CURRICULUM. We think this should be a major heading following Teacher Quality and before Principal Leadership.

Curriculum is conspicuously absent. It is the heart of how students and teachers will be empowered to reach the standards and thus do well on state assessments. And yet in most schools and complexes, curriculum remains fractured, eclectic, and in some cases contradictory. Coupled with high quality curriculum should be ongoing professional development for teachers in both content knowledge and teaching strategies.

Following the existing format we offer the following

Challenge: creating and implementing high quality curriculum in grades K-12 that are aligned with standards and articulated within grade level and from one grade level to the next, thus enabling students and teachers to build in previous foundations of knowledge and skills to reach new levels of understanding and performance. (the following bullets were pulled from the existing document where they are embedded under other headings; they are the only ones that appear to focus on curriculum)

- Provide culturally relevant materials and training (from Teacher Quality, but as written only focuses on reading)
- Provide culturally relevant curriculum instruction (from Teacher Quality)
- Creating and using classroom assessments (from Teacher Quality; included here as something that should be embedded in curriculum and used to improve instruction)
- Using assessment data to drive instruction (from Teacher Quality; included here for same reason as above)
- Closing the cultural gap between students and available materials (from Standards and Assessment)
- Curriculum review and upgrading (from Literacy and Language; though we wonder if something is missing here. Under the L&L heading are two challenges with associated TA. Is there another heading and challenge missing before the last TA?)

To these we would add:

- Develop standards-based curriculum materials that represent the disciplines of knowledge authentically and reflect the research available on teaching, learning, and assessment.
- Provide professional development support to teachers to use standards-based curriculum materials and instructional strategies that support student learning.
- Conduct evaluations of curriculum and teaching strategies to verify positive effects on student learning. (most curricula in use and nearly all textbooks have no evidence of effectiveness; this may be the most critical thing that could be done to improve learning, ie, document that programs work.
- Develop and implement a comprehensive curriculum, including the arts, music, languages, etc. that will prepare all students for work, post secondary education, and responsible citizenship in a

democracy.

There was considerable concern over the obvious use of cultural relevance throughout the document. There needs to be an equal balance with the nature of the disciplines, the knowledge they generate and engaging students in processes that reflect how disciplinary knowledge is generated. A better emphasis on cultural knowledge and cultural relevance is important, but not at the expense of depriving students learning well grounded in the disciplines.

2. There needs to be an addition under Infrastructure and Geographic Barriers

- Research and provide TA that enable large schools to create smaller, supportive learning communities.

3. Under Standards and Assessment there should be

- Provide technical assistance on how to use the results of assessments at the school and classroom levels.

4. Throughout there is an emphasis on indigenous languages and cultures. While this is understandable, the emphasis should be more inclusive of immigrants and minorities, not just indigenous peoples. As written, immigrants and minorities are excluded.

5. The very last paragraph is not clear. It appears to be an eclectic listing of everything related to education. As noted above, there appears to be something missing here.

Overall reaction was that except for the critical missing piece on curriculum the listing is exhaustive and includes everything in education. We wondered if a more parsimonious, focused response might be more helpful in developing the resulting RFPs.

## Appendix E: References

The Pacific RAC recommends the following Web sites containing documents that support the information in this report.

### *American Samoa:*

Department of Education: <http://www.doe.as/>  
Constitution: <http://www.asbar.org/asconst.htm>

### *Commonwealth of the Northern Mariana Islands:*

CNMI Public Schools System: [www.pss.cnmi.mp](http://www.pss.cnmi.mp)  
The Covenant to Establish a Commonwealth of the Northern Mariana Islands  
in Political Union with the United States of America:  
<http://www.cnmilaw.org/covenant.htm>

### *Guam:*

Guam Department of Education: <http://www.doe.edu.gu/>  
Guam Organic Act: <http://assembler.law.cornell.edu/uscode/48/ch8A.html>

### *Federated States of Micronesia:*

Department of Education: <http://www.fsmgov.org/info/educ.html>  
Compact of Free Association: <http://www.fsmlaw.org/compact/>

### *Hawaii:*

Hawaii Department of Education: <http://doe.k12.hi.us/>

### *Republic of the Marshall Islands:*

Ministry of Education: [www.rmiembassyus.org/education/overview.html](http://www.rmiembassyus.org/education/overview.html)  
Compact of Free Association:  
[http://www.rmiembassyus.org/government/compact\\_all.html](http://www.rmiembassyus.org/government/compact_all.html)

### *Republic of Palau:*

Ministry of Education: [www.pacificls.com/MOE/index.htm](http://www.pacificls.com/MOE/index.htm)  
Compact of Free Association: [http://www.paclii.org/pits/treaty\\_database/1986/1.html](http://www.paclii.org/pits/treaty_database/1986/1.html)



## **Appendix F: Biographical information about Pacific RAC members**

*Laura H. Thielen, Chair.* Ms. Thielen is serving her first elected term as a member of the Hawaii State Board of Education. She is the sole proprietor of a non-profit and governmental consulting agency providing research, program management, and technical writing to clients such as the Department of the Attorney General, University of Hawaii Foundation, Office of Hawaiian Affairs, Hawaii Justice Foundation, State Department of Health, Hawaii Commission on Access to Justice, and Hawaii Foster Parent Association. She also has prior experience with legal associations and has held leadership positions with such groups as Hawaii Women Lawyers, Kailua Neighborhood Board, and Hawaii Women's Legal Foundation.

*Monica C. Mann.* Ms. Mann is the School Assessment Support Specialist for the Hawaii Department of Education. She is responsible for promoting assessment for learning to help schools meet the NCLB requirements. She has been a special education teacher, counselor, school-level, and district and state administrator for over 20 years. Her areas of focus include quality classroom assessment, school improvement, and standards-based reform. She has conducted numerous professional development activities at the local, national, and international level.

*Claire Tuia Poumele.* Dr. Poumele is the Deputy Director for Instructional Services in American Samoa. She is responsible for the educational services provided by the Divisions of Elementary, Secondary, Vocational Education, Special Education, and Early Childhood Education. Her specialties are in program planning, assessment and supervision of instructional

activities, and program evaluation. In addition to these administrative roles, she serves on accreditation teams in the Pacific Region.

*Rita Sablan.* Ms. Sablan is currently the Associate Commissioner for Instructional Services in the Office of Curriculum, Instruction and Assessment for the Commonwealth of the Northern Mariana Islands (CNMI) Public School System, with over 13 years experience in that office. Previously, she was a teacher and principal at both the elementary and secondary levels for 14 years. Ms. Sablan is active in local and community organizations that stress family-wide literacy, education, and tourism in CNMI.

*Carol Seielstad.* Ms. Seielstad is a special education teacher at Hanalei Elementary School on Kauai. In addition to being a National Board Certified Teacher, Ms. Seielstad has over 35 years teaching experience in Canada, California, Maryland, Hawaii, and the Middle East. She is active on the Hawaii Teacher Standards Board, Hawaii State Teachers' Association, and the International Reading Association. Ms. Seielstad is a member of five Western Accreditation of Schools and Colleges Accreditation Teams in Hawaii and the Commonwealth of the Northern Mariana Islands.

*Jan Shishido.* Ms. Shishido is a 5<sup>th</sup> Grade teacher at Lihikai Elementary School in Maui and also sits on the local School Community Council. She has 20 years experience with the Hawaii State Department of Education and has sat on the Maui Governor's Advisory Committee. She is a member of the Hawaii State Teachers' Association and belongs to its Priorities and Quality Schools K.E.Y.S. Regional Leadership Team.

*David Kekaulike Sing.* Dr. Sing has been a faculty member at the University of Hawaii at Hilo since 1974 and is currently the Director of Nā Pua No'eau, a Hawaiian Education Resource

Center, and the Director of Student Learning Development. His work is focused on creating learning environments that support and promote the diverse perspectives, learning styles, and goals of native Hawaiians and other diverse populations. He has designed a native education model for optimizing learning and has conceptualized the utilization of culture in the context of education of native students. He has created programs using this model both at the higher education and lower education level.

*Debbie Tkel-Sbal.* Ms. Tkel-Sbal is the Chief of Curriculum and Instruction for the Palau Ministry of Education. She has been a teacher, curriculum writer, teacher trainer, and resource person and has also held other administrative positions within the Palau Ministry of Education for 17 years. She is responsible for the improvement and implementation of curriculum and instruction for all public schools in Palau.

*Lui Tuitele.* Dr. Tuitele is a former Director of Education and Cabinet member in American Samoa. He also served on the Special Education Task Force and Extra-State Jurisdiction Committee of the Council of Chief State School Officers.

*Louise P. Wolcott.* Dr. Wolcott is the Complex Area Superintendent of the Kalaheo/Kailua Complex Area in the Windward District on the island of Oahu. Prior to this, Dr. Wolcott was an elementary school principal for 14 years, counselor, and special education teacher. As Area Superintendent, Dr. Wolcott oversees all educational programs and operations in sixteen schools, K-12, as well as an Adult Education program. She also serves on the State of Hawaii Department of Education Leadership Team under the supervision of the State Superintendent and the Hawaii State board of Education. Dr. Wolcott received her doctorate in

Educational Administration from the University of Hawaii at Manoa in 1994 with an emphasis on Beginning Teacher Support.

*Caroline Wong* Ms. Wong has 15 years experience as the principal for Moanalua Middle School. She has twice served as the president of the Hawaii Association of Secondary Principals, a state affiliate of the National Association of Secondary School Principals, and has worked with the Hawaii State Department of Education assisting in statewide training and comprehensive student support systems. She also has extensive experience presenting at state and national conferences on school-based reform programs that support student achievement.



## Glossary

**AYP**—Adequate Yearly Progress, defined in the NCLB Act as a way to measure the academic achievement of elementary and secondary school students in relation to individual State student academic achievement standards.

**CHARTER SCHOOLS**—Public schools that are largely free to innovate, and often provide more effective programs and choice to underserved groups of students. Charter schools are subject to the “adequate yearly progress” (AYP) and other accountability requirements of the NCLB Act.

**COMPACTS OF FREE ASSOCIATION**—Agreements between the United States of America and the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau under which the United States provides technical assistance in exchange for strategic defense considerations. The compacts are administered by the Office of Insular Affairs in the U.S. Department of the Interior.

**COMPREHENSIVE TECHNICAL ASSISTANCE CENTERS**—Centers authorized by Section 203 of the Education Sciences Reform Act of 2002 (P.L. 107-279). Appropriations for the centers in Fiscal Year 2005 would enable the U.S. Department of Education to support 20 centers, 10 of which must be in current regions.

**COMMON CORE OF DATA**—The National Center for Education Statistics’ comprehensive, annual, national statistical database of information concerning all public elementary and secondary schools and local education agencies.

**CONSOLIDATED STATE PLAN FOR NCLB**—Plan from each State that demonstrates it has adopted challenging academic content standards and challenging student academic achievement standards that will be used by the State, its local educational agencies, and its schools.

**CORE SUBJECTS**—English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Section 9101(11)]. While the federal statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.

**DFO**—Designated Federal Official. A DFO acts as a liaison between a federal advisory committee and federal agency and must be present at all committee meetings.

**ELL**—English Language Learners

**ESEA**—Elementary and Secondary Education Act

**FACA**—Federal Advisory Committee Act created in 1972 (Public Law 92-463) by the U.S. Congress to formally recognize the merits of seeking the advice and assistance of our nation's citizens. Congress sought to assure that advisory committees: provide advice that is relevant, objective, and open to the public; act promptly to complete their work; and comply with reasonable cost controls and recordkeeping requirements.

**FREELY ASSOCIATED STATES**— Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.

**HIGHLY QUALIFIED TEACHERS**—States must define a “highly qualified” teacher. The requirement that teachers be highly qualified applies to all public elementary or secondary school teachers employed by a local educational agency who teach a core academic subject. “Highly qualified” means that the teacher: has obtained full State certification as a teacher or has passed the State teacher licensing examination and holds a license to teach in the State, and does not have certification or licensure requirements waived on an emergency, temporary, or provisional basis; holds a minimum of a bachelor’s degree; and has demonstrated subject matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the State and in compliance with Section 9101(23) of ESEA.

**IDEA**—Individuals with Disabilities Education Act

**IEP**—Individualized Educational Program required by Individuals with Disabilities Education Act

**IES**—Institute of Education Sciences, the research arm of the U.S. Department of Education that was established by the Education Sciences Reform Act of 2002

**INDUCTION PROGRAMS**—Organized, multi-year programs for orienting and supporting new education professionals which may include a variety of activities such as professional development, mentoring, study groups, administrative support, learning communities, and constructive evaluation.

**LEA**—Local Education Agency

**NAEP**—National Assessment of Educational Progress. National, state, and long-term trend assessments in reading and mathematics under the policy guidance of the National Assessment Governing Board.

**NCLB**—No Child Left Behind Act of 2001. Reauthorization of the Elementary and Secondary Education Act with the purpose of “closing the achievement gap with accountability, flexibility, and choice, so that no child is left behind.”

**OESE**—Office of Elementary and Secondary Education in the U.S. Department of Education

**OUTLYING AREAS**—Guam, American Samoa, and the Commonwealth of the Northern Marianas Islands.

**PARAPROFESSIONAL**—An individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education.

**PRAxis™**—Professional Assessments for Beginning Teachers. Used by many states as part of the criteria for licensing teachers. Three categories of assessments are offered: Academic Skills Assessments, Subject Assessments, and Classroom Performance Assessments.

**RACs**—Regional Advisory Committees that are authorized by Education Sciences Reform Act of 2002 (P.L. 107-279)

**RAC QUORUM**—A majority of appointed members. A RAC must have a quorum to meet or hold an official meeting.

**REGIONAL EDUCATIONAL LABORATORIES**— Federally-supported regional institutions that have operated since 1966 and were reauthorized by Section 174 of the Education Sciences Reform Act of 2002

**SAT 10**—Stanford Achievement Test Series, Edition 10, used to measure student achievement from kindergarten through grade 12 in reading, math, language, spelling, listening, science, and social studies.

**SCIENTIFICALLY-BASED RESEARCH**—Section 9101(37) of ESEA, as amended by NCLB, defines scientifically based research as “research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.” (P.L. 107-279) The “gold standard” of scientifically-based research is defined as an experimental design where subjects are randomly assigned to experimental and control groups and where experimental conditions and interventions are tightly controlled.

**SEA**—State Education Agency

**STAKEHOLDERS**—Groups from whom input must be solicited by the RACs including governors, chief state school officers, state educational agency staffs, school and school district administrators, parents, teachers, representatives of higher education, business people, researchers, and regional education service providers.

**STATE**—Refers to one of the 50 states comprising the United States of America, i.e., Hawaii in this report.

**SUPPLEMENTAL EDUCATIONAL SERVICES**—Additional academic instruction designed to increase the academic achievement of students in schools that have not met State targets for increasing student achievement (AYP) for three or more years. Services may include tutoring and after-school services by public or private providers approved by the state.

**TECHNICAL ASSISTANCE**—Assistance in identifying, selecting, or designing solutions based on research, including professional development and high-quality training to implement solutions leading to improved educational and other practices and classroom instruction based on scientifically valid research; improved planning, design, and administration of programs; assistance in interpreting, analyzing, and utilizing statistics and evaluations; and other assistance necessary to encourage the improvement of teaching and learning through the applications of techniques supported by scientifically valid research (P.L. 107-279)