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STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)

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FOR: SB 1348 Relating to Education
DATE: Wednesday, February 25, 2015
TIME: 9:00 a.m.
COMMITTEE(S): Senate Committee on Ways and Means
ROOM: Conference Room 211
FROM: Tom Hutton, Executive Director
State Public Charter School Commission

Chair Tokuda, Vice Chair Kouchi, and members of the Committees:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony in support of Senate Bill 1348, “Relating to Education,” which would allow the University Laboratory School to conform its student enrollment profile to a standard prescribed by the University of Hawaii College of Education in order to meet the College of Education’s research requirements.

The introduction of this bill stems from the Commission’s ongoing review of the admission and enrollment policies and practices of all public charter schools as part of its organizational performance review. Section 302D-34, Hawaii Revised Statutes (“HRS”), prohibits the use of ethnicity, gender, income, and academic achievement, among other bases, to limit admission and enrollment of students to a public charter school. The current admission and enrollment policy and practices of the University Laboratory School conflict with §302D-34, HRS.

The Commission supports efforts to resolve this problem and the goal of a diverse student population, and we gratefully recognize the value of the research work conducted at the University Laboratory School to Hawaii’s larger public education system. The Commission has provisionally approved the school’s admissions and enrollment policy and practices pending the passage of this legislation and subject to a requirement that the school provide an annual report to the Commission that shall include, but not be limited to, an explanation of the admission policy and practices applied, an explanation of the research requirements underlying the policy and practices, the goals and targeted enrollment results the policy and practices are

designed to achieve, the actual enrollment numbers based on the demographic categories utilized, any significant variances between actual enrollment numbers versus the goals and targets, an evaluation of the likely reasons behind any such variances, and actions the school will take to lessen or eliminate any such variances.

The Commission is grateful to Chair Tokuda and to the Committee on Education Chair Kidani for their assistance with this matter and to Chair Kidani's introduction of this legislative vehicle.

Thank you for the opportunity to provide this testimony.



SB1348
RELATING TO EDUCATION
Senate Committee on Ways and Means

February 25, 2015

9:00 a.m.

Room 211

The Administration of the Office of Hawaiian Affairs (OHA) will recommend to the Board of Trustees a position of **SUPPORT WITH AMENDMENTS** for SB1348, which provides the University of Hawai‘i Laboratory School with the ability to ensure a demographic makeup that is appropriate to its mission and research and development functions.

Allowing laboratory schools to adjust their student body demographic may be critical to their function of researching and developing more effective and broadly-applicable educational approaches. OHA notes that the University of Hawai‘i Hawaiian Language College is authorized to incorporate Ke Kula ‘O Nāwahīokalani‘ōpu‘u Laboratory Public Charter School and other schools, as appropriate, as laboratory schools, for research and development in training Hawaiian language medium instructors. Haw. Rev. Stat. § 304A-1302.¹ Affording these charter laboratory schools the ability to ensure an appropriate student body demographic would greatly facilitate such research and development functions, by providing for the research conditions necessary to explore and evaluate more effective teacher training approaches.

OHA therefore respectfully recommends that SB1348 be amended to provide the laboratory schools under the Hawaiian Language College with the ability to appropriately adjust their student body demographic, consistent with the authority being granted to the University of Hawai‘i Laboratory School. Specifically, OHA asks the Committee to amend Page 3, lines 16-20, to read as follows:

(d) Any law to the contrary notwithstanding, laboratory schools of the University of Hawai‘i system may conform their student enrollment profiles to the standards prescribed by the University of Hawaii college of education or Hawaiian language college in order to meet the research requirements of the University of Hawai‘i college of education or the Hawaiian language college.”

Accordingly, OHA urges the Committee to **PASS WITH AMENDMENTS** SB1348. Mahalo nui for the opportunity to testify on this measure.

ⁱ Hawai'i Revised Statutes § 304A-1302 provides:

[§304A-1302] Functions. In addition to providing a quality education primarily through the medium of the Hawaiian language, the Hawaiian language college shall:

- (1) Provide an indigenous language outreach program to involve indigenous language scholars and to maintain and develop the program's Polynesian language database;
- (2) Provide a Hawaiian medium teacher training program incorporating Nawahiokalani'opu'u school and other schools, as appropriate, as laboratory schools; and
- (3) Maintain a Hawaiian language support center with educational specialists in the areas of research, curriculum development, language development, archival work, and educational technology. [L 2006, c 75, pt of §2]



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Ways and Means
for
Wednesday, February 25, 2015 at 9:00 am
by
Robert Bley-Vroman, Chancellor
and
Donald B. Young, Dean, College of Education
University of Hawai'i at Mānoa

SB 1348 – Relating to Education

Chair Tokuda, Vice Chair Kouchi, and members of the Committee on Ways and Means:

My name is Donald Young. I am Dean of the College of Education at the University of Hawai'i at Mānoa. I was formerly Director of the Curriculum Research & Development Group and have worked in and with the University Laboratory School (ULS) since 1970. I thank you for hearing this bill relating to the admissions policy of University Laboratory School.

The University of Hawai'i at Mānoa and its College of Education support SB 1348. Its passage will enable the Charter School Commission to approve the long-standing and highly impactful admissions policy of the University Laboratory School.

Background

As you know, ULS has a long history of affiliation with the College of Education dating back to 1931. For the last 50 years, ULS has served as a research and development site and an incubator of innovations in teaching, learning, and assessment.

At question is the ULS admissions policy that has been carefully crafted and implemented to provide an inclusive student population reflective of Hawai'i's population by gender, family income, ethnicity, and school achievement, including English language learners and special needs students. Such a student population is essential for research and development purposes to better ensure generalizability of the innovations created within ULS to Hawai'i's schools. The policy is one of inclusion, not exclusion.

The policy and procedure dates back to the early 1970s prior to the school becoming a Charter School in 2001. We believe the ULS lottery system is in compliance with State statutes. The language in the current Hawai'i Charter School Law, HRS 302D-34 mirrors the language of the federal statute 42 USC 2000d, which states "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination..." The Ninth Circuit Court has upheld a race and ethnic conscious admission policy for the laboratory

school run by the University of California Los Angeles for the purpose of conducting educational research—the same situation as ULS with the College of Education. Case law has shown that this policy is not unconstitutional as to the federal law. Since federal law supersedes state law, it is unlikely the Hawai'i statute was intended to be any more restrictive. Nevertheless, questions have been raised about compliance of the ULS selection procedures under the revised charter school law, HRS 302D-34. SB 1348 addresses those concerns.

HRS 302D-34 provides in paragraph four (4) that a start-up charter school may give an enrollment preference to students within a given age group or grade level and may be organized around a special emphasis, theme, or concept. The proposed amendment in SB 1348 clarifies that one of the enrollment preferences is for research and development purposes. However, the Charter School Commission has recently challenged the ULS admissions policy. At its most recent meeting the Commission conditionally approved the admissions policy, “with the understanding that the passage of Senate Bill 1348 would allow the school to continue its admission and enrollment practices.”

The purposely-diverse ULS student population enables randomized trials of educational innovations that cannot be performed at other sites for many reasons. High impact programs developed at ULS include those in science, mathematics, social studies, English, technology, and others. Examples are attached to my testimony. Products from the research and development conducted at ULS are effective in public schools locally and nationally because the efficacy studies have been conducted with diverse students along the full spectrum of variables known to affect educational outcomes, including gender, family education level, ability, and ethnicity.

Impact of Supporting the ULS Admissions Policy

Innovations developed with ULS have been used throughout the Hawai'i, the nation, and indeed in many foreign countries. By conservative estimate, over 20,000 teachers and more than 7 million students have benefited from the innovations created in the Laboratory School. Current R&D work includes developing high school mathematics courses in collaboration with the Hawai'i Department of Education; the third edition of the *A History of Hawai'i*, a required high school course statewide; inquiry-based curriculum and professional development in marine/aquatic science being used statewide in secondary schools; innovative technology applications that improve instruction and learning. None of these innovative and effective programs could be developed without the student population available at ULS.

Impact of Not Supporting the ULS Admissions Policy

Absent a valid research population at ULS, the school will be unable to fulfill its mission in support of educational research in collaboration with the College of Education. Researchers and developers will not have access to a population of students reflective of the State population with whom to research, develop, disseminate, and support

innovations. ULS is the only school in Hawai'i that provides access to an appropriate student population for R&D work in K–12 grades.

We have been transparent in our admissions policy and procedures before and after the granting of the charter in 2001. The policy is widely known and accepted. It is inclusive of diversity. It is defensible on research and legal grounds, is not in violation of federal or State law, and serves a highly valuable public purpose.

For these reasons, I urge you to continue to support ULS in its admissions policy and mission by approving SB 1348.

Thank you for the opportunity to testify on SB 1348.

**University Laboratory School
Curriculum Research & Development Group**

Noteworthy Achievements and Recognitions

1. The University Laboratory School in collaboration with the College of Education Curriculum Research & Development Group brings national and international recognition to Hawai'i through its role as a leader in the field of curriculum research and development.
 - Over seven million students in Hawai'i, in 42 other states, in foreign countries (e.g., Russia, Slovakia, Australia, New Zealand, Federated States of Micronesia, the Virgin Islands), and several International Schools throughout the world use in CRDG/ULS-developed curricula each year.
 - The CRDG/ULS is the major source of curriculum designs, teaching materials, and teacher professional development keyed to Hawai'i's unique culture, history, and physical and human ecology. All these programs have been tested and validated in ULS.
 - CRDG/ULS programs are being widely recognized as effective. CRDG's philosophy and approach to curriculum development are consistently and increasingly validated in formal studies and through comparison with state, regional, and national standards. Major programs in the sciences, mathematics, and social studies, have earned awards or recognitions from national professional associations, the U.S. Department of Education, or both. Successful programs include:

Science

Foundational Approaches in Science Teaching (FAST) grades 6–9

Developmental Approaches in Science, Health, & Technology (DASH) grades K–6

Hawaii Marine Science Studies (HMSS) grades 9–12

Fluid Earth/Living Ocean grades 9–12

Mathematics

Algebra I: A Process Approach grades 8–10

Weather and Ratios

Traffic on the Information Superhighway

Explorations in Algebra

Measure Up grades K–6

Reshaping Mathematics for Understanding grades 6–8

The Write Way Journal Prompts for Mathematics grades 4–8

Social Studies

A History of Hawai'i grades 9–11

China: Understanding Its Past grades 9–12

The Rise of Modern Japan grades 9–12

Multicultural Studies grades 6–8

Hawaiian Studies

Ka Wana Series

Hapai Na Leo

No Na Mamo

Island Fire

Growing Up Local

To Find A Way

Language Arts

Performance English grades 6–12

Programs Currently in Development include

Teaching Science as Inquiry: Aquatic grades 9–12

High School Biology

High School Physics

Modeling Our World graded 9–10 (high-school mathematics course in collaboration with HIDOE)

The Koreas Since 1945 grades 9–12

Use of technology and Google tools in support of teaching and learning

2. The University Laboratory School itself serves as a model for school design and a real-world example of what can be accomplished in public education.
 - ULS enrolls a cross-section of students who typify the Hawai'i school system's population in ethnicity, family status, and school achievement levels. There are currently about 450 students K–12 enrolled in the school.
 - All students receive a comprehensive academic program, enrolling each year in English, social studies, science, mathematics, art, music, physical education, and second languages (in grades 10–12).
 - All students are taught in common classes without segregation or less-demanding courses, on the principle that the best should be available to all.
 - Since 1970 over 2,200 students graduated from ULS. This relatively small test population has enabled the CRDG/ULS to have a major impact on education in Hawai'i.



UNIVERSITY LABORATORY SCHOOL

A Hawai'i Public Charter School

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Testimony Presented Before the
Senate Committee on Ways and Means
Wednesday, February 25, 2015
9:00 a.m.

By

Keoni Jeremiah

Principal

University Laboratory School

SB 1348 RELATING TO EDUCATION

Chair Tokuda, Vice Chair Kouchi, and members of the Committee on Ways and Means, I am submitting written testimony on behalf of the University Laboratory School (ULS) regarding Senate Bill 1348. The proposed legislation will allow the ULS to conform its student enrollment profile to the standard prescribed by the University of Hawai'i, College of Education in order to meet the University of Hawai'i, College of Education's research requirements.

The ULS supports the purpose and general intent of SB 1348.

We believe that the proposed legislation will provide clarity and resolve confusion and misunderstandings over the current charter school statutory laws as it pertains to ULS's long-standing admission policy. Our admissions policy and practice is one of inclusion that provides a valid population of students with whom to develop innovations in learning, teaching, and assessment - the results of which are generalizable and identifiable to Hawai'i's unique population in our public schools.

The ULS admission policy is very important not only to our school, and the University of Hawaii- College of Education, but also to our entire state education system. Our charter school serves two interlocking missions: 1) to design and deliver the best possible education to our own students; and 2) to serve the educational research and development community as a seedbed for curriculum research and development.

We are the only school in Hawai'i focused in part on supporting educational research and development, and disseminating educational materials and improvement strategies. With our purposive enrollment, heterogeneous classes, emphasis on innovation and research, and provision of ongoing professional development for in-service and pre-service educators, our school serves as an experimental site for teaching, learning, and assessment in grades K-12.

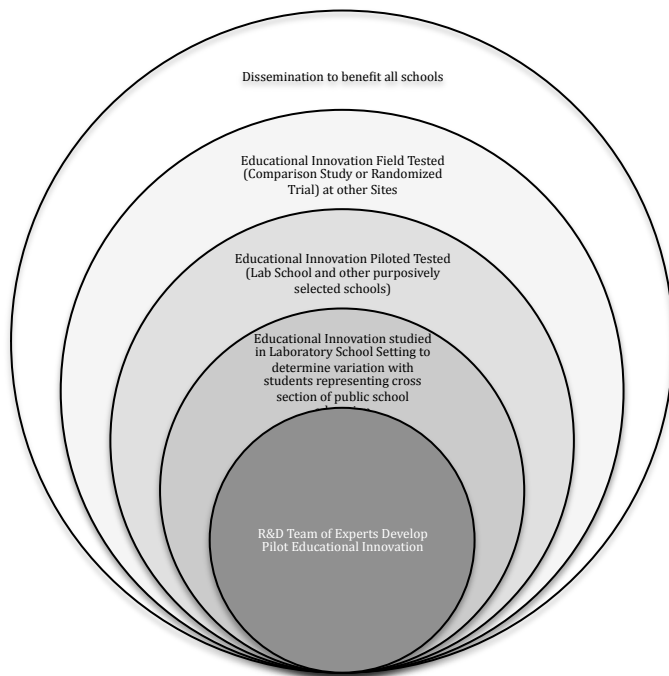
We operate in close partnership with the Curriculum Research & Development Group (CRDG) in the University of Hawai'i (UH) College of Education (COE), serving as a laboratory for researching, developing, and evaluating innovative approaches to improving teaching, learning, and assessment. ULS and CRDG conduct systematic research, design, development, publication, teacher training and related services for elementary and secondary schools in Hawai'i and elsewhere.

To serve our dual interlocking mission of education research and curriculum development, as well as, providing a comprehensive academic program which provides our students the best opportunities to become critical and engaged thinkers, our school enrolls about 450 students, comprising a cross section of Hawai'i's diverse population, from kindergarten through grade 12. Students are selected by lottery to create a student body evenly distributed by gender that reflects the ethnic distribution of Hawai'i, and includes a broad range of student academic achievement and family socioeconomic levels.

We believe our research school that is dedicated to improving public education is serving a compelling government interest benefiting the state of Hawaii. Below please find listed some of the current and recent research projects that fulfill this interest, but I will cite one example here. The Modern History of Hawaii program and textbook, piloted, designed, and currently under revision at ULS, is the required program for all 9th grade social studies classes in the Hawaii State Department of Education - I believe this exemplifies how ULS serves a compelling state interest in developing robust programs that can be implemented in all public school settings, something we could not have done without the participation of our current specialized student populations.

Thank you for the opportunity to testify on this bill and supports its passage.

DEVELOPMENTAL STAGES OF THE ITERATIVE R&D CYCLE OF EDUCATIONAL INNOVATION



- Continuous Testing and Refinement with ULS diverse populations over life of project to evolve and innovate
- Dissemination of Educational Innovation to Benefit All Schools
- Educational Innovation Field Tested (Comparison Study or Randomized Trial) with Purposively Selected Sites
- Educational Innovation Pilot Tested (ULS and other purposively selected schools)
- Educational Innovation studied in ULS setting to determine variations with students representing cross-section of public school population
- R&D Team of Experts Develop Framework and Specifics of Educational Innovation

STRENGTH OF SUBGROUPS

- Within-group testing built-in to laboratory setting so attribution and correlation can be run for subgroups by gender, ethnicity, SES, previous academic achievement, etc.
- Repeated testing of educational innovation with similar student populations until we have confidence that they worked for all
- Ability to longitudinally study those positive affects over time within group and between groups of identical profiles

Sampling of Educational Innovations Developed at, by or with ULS special populations:

Category: 21st Century Skills (see end of document for Quick Facts about ULS role in specific statewide technology in education initiatives, page 13)

- Academy for 21st Century Education, Run Book Project and Access Learning Schools Project
 - CRDG and ULS designed, developed, taught, and evaluated a Run Book professional development series and Teacher Academy in Google Apps for Education (GAFE)/Common Core State Standards (CCSS) professional development series in collaboration the HiDOE. This technology and professional development supported the Department of Education's (DOE) pilot 1 to 1 deployment of over 7,000 laptops and tablets. ULS teachers used their experience and expertise to develop and refine the professional development sessions for The Academy for 21st Century Education (ACE21) and Access Learning Schools (ALS) work. ULS was fully involved in the developing, testing, and dissemination of innovative practices. (HI Department of Education schools, HI Charter schools)
- The Google Apps for Education Workshop Series
 - The Google Apps for Education Workshop Series will help teachers and administrators of all ability levels build dynamic, 21st century learning environments for their students to learn and thrive in. All workshop curricula are designed by Hawaii's only GAFE Certified Trainer and all culled from both Google proprietary training materials and research-based best practices developed by CRDG and tested at the University Laboratory School. (<http://manoa.hawaii.edu/crdg/professional-development/google-apps-for-education-workshop-series/>). All the materials in this workshop series were first developed for use at ULS. Administrators, teachers, and students all participated in learning how to use Google Apps during our slow roll out. Working with all members of the school allowed for the materials to be tweaked and perfected for use with other schools around the state. (HI Department of Education schools, HI Charter schools)
- The Google Geo Teachers Institute
 - The Google Geo Teachers Institute provides teachers with both practical Geo know-how as well as ways to integrate Geo tools in the classroom. The GTI served as a model for future GTIs that will be held in countries around the globe as a way to support the Worldwide Voyage. ULS hosted Hawaii's first GTI where over 60 educators from around the state learned from a Google employee as well as Google Education Trainers. ULS students participated in a number of sessions where they presented their own experiences using Geo tools in ULS classrooms. Because ULS allows for teachers to stay current with the latest in technology, ULS students experienced and hosted virtual field trips using Google Glass, Google Hangouts, Google Tour Builder, as well as the regular GAFE tools. (HI Department of Education schools, HI Charter schools, HI Independent schools, other HI sites, other schools and sites Nationally, other schools and sites Internationally)
- GAFE Deployment & Change Management Guide
 - This document serves as a resource to guide technology coordinators through the deployment and setup stages of Google Apps for Education. Because deploying the technology is never enough to ensure its effective use, the guide also includes change management techniques as well as resources to supply teachers and students alike with the information and training necessary to capitalize on this powerful tool. The "book" on Google Apps has been written many times before so we did not want to try and reinvent the wheel. There is a wealth of well written, organized and powerful content out there to help guide technology coordinators through the process of deploying and maintaining a Google Apps domain. This guide is an effort to not only bring together that valuable content into a one-stop resource but to also mold existing best practices to meet the unique environment and Strategic Goals of the Hawaii Department of Education. This guide was developed after a few years of successfully deploying GAFE at ULS. ULS teachers and students constantly test the limits set

in our GAFE admin console, providing our domain administrators with ground-level problems to solve. This turned into valuable experiences that lead to ULS and CRDG expertise in GAFE admin. (HI Department of Education schools, HI Charter schools)

- 1:1 Deployment & Change Management Guide
 - The 1:1 Deployment & Change Management Guide provides school administrators and technology coordinators with a step-by-step approach to deploying, maintaining, and supporting a vibrant and safe 1:1 learning environment. While most guides focus on the technical side of 1:1 deployments, this guide attempts to provide local administrators and faculty with best practices geared towards developing stakeholder buy-in, student accountability, and faculty awareness. All the recommendations in this guide were developed after trying out many different approaches at ULS. The ULS laptop pilot program in school year 2012-2013 provided a testing ground for technology policies, student accountability, and professional development for teachers. (HI Department of Education schools, HI Charter schools)

Category: Computer Literacy

- Project OASIS
 - OASIS was an instructional module used to develop student skills in determining if information on the World Wide Web as valid and reliable. OASIS is an acronym for objectivity, accuracy, source, information, and span. ULS and Roosevelt High School served as a test site for the modules. Students served in think-aloud sessions, in whole class pilot testing. Teachers served as reviewers and helped to refine lesson plans in a teacher's guide. Product was then disseminated via the Hawaii Libraries Network and used in both public and private schools for about 2 years in 2000-2002.
- Developing WISE Kids (Web and Internet Safe Educated)
 - Developed from 2004-2011, this curriculum addressed the growing area of computer literacy. ULS was fully involved in the development, testing, and refinement of this program with CRDG colleagues. It was adopted into the ULS program and study and continues to be an essential experience for all students. The work has expanded into the public school system and is also widely requested in the independent schools. ULS teachers in partnership with others have presented the research and practice work since 2008 at the Society for Information Technology and Teacher Education Conference; the Technology, Colleges, and Community Conference; and the International Society for Technology in Education. The research has also been shared locally at the Hawaii Educational Research Association, Schools of the Future, and Charter School Association conferences; nationally at the American Educational Research Association and EdMedia conferences; and internationally at the Pacific Circle Consortium and the World Conference on eLearning. (HI Department of Education schools, HI Charter schools, HI Independent schools)

Category: English Language Arts

- Hāpai nā Leo
 - Hāpai nā Leo, edited by Bill Teter, is a literary companion to the Ka Wana Series, which is a set of publications developed through CRDG's Pihana Nā Mamo project on the philosophy and way of life of Native Hawaiian culture. Hāpai nā Leo is an anthology that celebrates a diverse range of voices that explore, carry, and regenerate Hawaiian culture. ULS teacher, Bill Teter, served as editor. (HI Department of Education schools)
- Performance English Program (The Golden Triangle)
 - The CRDG English Section continues to build on its work of creating a community of writers, readers, and speakers in the Laboratory School, in the state, and in the world at large through the use of the Performance English program. Developed over many years in the Laboratory School, the Performance English program, with its Golden Triangle, fosters community with reading aloud and shared writing. Whole classes experience books together word by word;

students share their journals and listen to peers' formal essays. There are no boundaries or levels within the Performance English community.

- The ongoing research into the use of the Golden Triangle at the Laboratory School yielded a report titled "Enhancing Fluency: A Middle-School Teacher's Attempt to Improve the Abilities of Struggling Readers," which was presented at the charter school conference in Honolulu as well as the Pacific Circle Consortium Conference in Mexico City.
- Development of the program continues with a project to extend the dictation sentence element to the upper grades with The Dictation Sentence Handbook II. A strengthening of links between the program and skills tested in college entrance exams is also under study. Developed and tested in the Laboratory School, the dictation sentence approach has proven to be successful in developing a strong foundation in the fundamentals of English grammar.
- Performance English partners include but are not limited to Kalihi Elementary School, Nānāikapono Elementary School, Wai'anae Elementary School, Ho'omana Hou School, Kua 'o Ka La PCS

Category: History/Social Science

- Modern History of Hawai'i text
 - A full year curriculum program for a high school-level modern history of Hawai'i course. The work is a partnership between CRDG and ULS. The author is a ULS teacher/curriculum developer, editorial and production team is CRDG. This is a revision and updating of a curriculum that is already in use in most high schools in the state. (HI Department of Education schools, HI Charter schools, HI Independent schools)
- Rise of Modern Japan
 - The curriculum is the first in a series of texts on East Asia, along with China: Understanding its Past. The work is a partnership between ULS and CRDG. The author is a ULS teacher/curriculum developer and the editorial and production teams are CRDG. The current project is part of an ongoing series that fills an unmet need for materials about Asia in world history courses. (HI Department of Education schools, HI Independent schools, other schools and sites Nationally)
- China: Understanding its Past
 - The curriculum is second in a series of texts on East Asia, along with Rise of Modern Japan. The work is a partnership between ULS and CRDG. The author is a ULS teacher/curriculum developer and the editorial and production teams are CRDG. The current project is part of an ongoing series that fills an unmet need for materials about Asia in world history courses. (HI Department of Education schools, HI Independent schools, other schools and sites Nationally)
- Curriculum materials on post-WWII Korea
 - The curriculum is the third in a series of texts on East Asia, following the publication of The Rise of Modern Japan and China: Understanding its Past. The work is a partnership between ULS and CRDG. The author is a ULS teacher/curriculum developer and the editorial and production teams are CRDG. The current project is part of an ongoing series that fills an unmet need for materials about Asia in world history courses.

Category: Mathematics

- Modeling Our World I/A Modeling Approach to Algebra
 - A research-based curriculum development project to develop materials for a new high school course created as a foundation for students who, identified by their former teachers, might struggle with Algebra I. CRDG Summer Program class in 2013 as research site for curriculum development. (HIDOE schools, HI Charter schools)
- Measure Up
 - An elementary mathematics research and development project started in 2001, and included curriculum development, research on student learning, and professional development.

- Research pilot site in grades K–5 for curriculum development; site includes children with diverse backgrounds that supported study that they CAN think deeply about mathematics; observation site of curriculum implementation (on-going).
 - ULS is the laboratory used for teacher's professional development from DOE schools across Hawaii.
 - ULS teachers joined with CRDG to disseminate the MU work by conducting professional development seminars throughout the state of Hawaii for example: Kapalama School, Blanche Pope School and at Connections PCS, and NO CHILD LEFT BEHIND grants (Linda Venenciano).
 - ULS joined CRDG in presenting mathematical workshops and presentations for the National Counsel of Teachers of Mathematics highlighting ULS programs, classrooms and students." Used for instruction at ULS, for classroom visits from teachers in Hawaii, and for the basis of professional development that has been conducted with teachers from over 20 schools in Hawaii. For many years used as the elementary mathematics curriculum at Connections Charter School in Hilo
- Reshaping Mathematics for Understanding
 - Research pilot site for curriculum development; site includes children with diverse backgrounds that supported study that they CAN think deeply about mathematics; observation site of curriculum implementation (on-going)
- Kapālama Algebra Readiness in the Elementary School (KARES)
 - A 3-year Mathematics Science Partnership project. The overall project goal was to provide professional development (PD) to Kapālama Elementary School teachers in Grades K through 5 to improve their content knowledge and to enrich their pedagogical skills. Mathematics content based on MU curriculum and research. PD participants observe ULS MU classes; 2 summers of student class and teacher PD (Kapālama Elementary School)
- Developing Algebra Resources for Teaching (DART)
 - A 3-year Mathematics Science Partnership project. Goals of the project were to (1) provide effective professional development in algebra, (2) create materials for students and teachers, and (3) facilitate middle school/high school/college articulation between teachers ULS algebra teacher was a participant in the project. (HIDOE schools, HI Charter schools)
- Formative Assessment in a Networked Classroom (FANC)
 - A 3-year research project funded by the National Science Foundation to study formative assessment and technology use. Project involved 32 teachers in 15 middle schools in Hawaii, including teachers from Kauai, Oahu, Maui, and the Big Island.
 - Built upon work in the mathematics classrooms at ULS and used RMU and HALP materials developed at CRDG/ULS. Teachers from HIDOE schools from Kauai, Oahu, Maui, and the Big Island.
- Hawaii Algebra Learning Project (HALP)
 - This project designed an algebra curriculum to help students of all ability levels develop problem-solving processes. A basic premise of the project is that students must do more than memorize formulas and manipulate symbols. They must learn to think mathematically and communicate their thinking through speaking and writing.
 - Research pilot site for curriculum development; observation site of curriculum implementation (on-going) (HIDOE schools, HI Charter schools, HI Independent schools, other schools Nationally)
- Geometry Learning Project (GLP)
 - A research and development project designed for high school geometry. Research pilot site for curriculum development; observation site of curriculum implementation (on-going) (HIDOE schools, HI Charter schools, HI Independent schools)

- Stevenson Middle School/Roosevelt Complex
 - A 5-year extended project involving the study of mathematics instruction in elementary, middle, and high schools. Materials used were selected from RMU and HALP developed at CRDG/ULS. Stevenson Middle School, Noelani Elementary, Mānoa Elementary, Roosevelt High School, Kawanankoa Middle School, and 4 other elementary schools in Roosevelt Complex
- Blanche Pope Elementary School
 - 3-year PD project; mathematics content based on MU curriculum and research. PD participants observe ULS MU classes; 2 summers of student class and teacher PD.
- Navigator Study (2)
 - Two projects, one conducted by Dougherty one conducted by Mackay, on use of the TI Navigator system in ULS mathematics classrooms (grade 8 and grade 12 respectively).
Research conducted in ULS classrooms
- Nspired-Algebra
 - A professional development project to implement technology in algebra Project Partner. Used materials from projects developed at CRDG/ULS; Classroom visits to ULS (Moanalua Middle and High School)
- Technology Imbedded in Mathematics Education
 - A professional development project to implement technology in mathematics education. Project Partner. Used materials from projects developed at CRDG/ULS; Classroom visits to ULS. (Kalakaua Middle School)
- Math LINC
 - A professional development project linking instruction with technology and formative assessment in mathematics Project Partner. Used materials from projects developed at CRDG/ULS; Classroom visits to ULS. (Kalakaua Middle School)
- Math Talk Learning Communities
 - A professional development project focusing on communication strategies in mathematics teaching and learning Project Partner. Used materials from projects developed at CRDG/ULS; Classroom visits to ULS. (Stevenson Middle School)
- A-TASK: Anchoring Teacher and Student Knowledge
 - A professional development project focusing on increasing teacher and student knowledge in mathematics Project Partner. Used materials from projects developed at CRDG/ULS; Classroom visits to ULS (Stevenson Middle School)
- CRDG/ULS videos developed for Texas Instruments PD
 - A series of video segments where ULS students participated in Lessons using TI-Nspire to illustrate research-based pedagogical practices integrating technology into the teaching of mathematics Partnership among ULS, CRDG and Texas Instruments to develop exemplary uses of technology for teaching mathematics. Used in Implementing Common Core State Standards for Mathematical Practice with TI-Nspire™ Technology workshops nationwide
- Bridging the Continuum
 - A 3 year project to provide professional development in technology and formative assessment in the mathematics classroom. Used materials from projects developed at CRDG/ULS; Classroom visits to ULS (Elementary, middle, and High Schools in the Leeward District)

- Kauai Economic Development
 - Professional development for middle school teachers to incorporate technology in the teaching of mathematics. Used materials from projects developed at CRDG/ULS; Classroom visits to ULS (Princess Kamakaheli and Waimea)

Category: Physical Education

- Bike Ed.
 - A hands on curriculum teaching bike skills and safety currently used in DOE schools across Hawaii. This curriculum integrates the arts, language, English, math, physical education, health and technology. It was written, developed and tested on students at ULS in grades K-9 in 1985. We currently re-evaluate and test expanding technologies and bike equipment at ULS during P.E. classes throughout the year and during CRDG Summer Adventure program. (HI Department of Education schools, HI Charter schools, HI Independent schools, other HI sites)

Category: Science

- Teaching Science as Inquiry--Aquatic project
 - The project developed teacher professional development materials and activities to enhance students' understanding of the nature of science and of the inquiry process in doing science in and out of the classroom. ULS supported our pilot-testing efforts in developing student assessments of students' understanding of the nature of science and of students' knowledge of aquatic science content. Not only were the students' response data (on test questions) very important for refining test questions, but the students shared their interpretations and critiques of the components of the assessment survey. Actually having students provide feedback is productive because high-school students' language conventions and interpretations of what the questions mean sometimes do not correspond with what the test developers intended. Teachers also provided interpretations of these early versions of the assessments. Such pilot-test data are crucial for developing a valid instrument for use in the broader DOE context. (HI Department of Education schools, HI Charter schools)
- Exploring Our Fluid Earth
 - The Exploring Our Fluid Earth (EOFE) online curriculum builds on the award-winning Fluid Earth and Living Ocean texts. The EOFE curriculum is online, freely available, and updated with new content, new activities, special features, revised procedures, interactive features, and a teacher community (exploringourfluidearth.org). The EOFE curriculum is grounded in the inquiry approach to learning and examines marine and freshwater systems of the earth by studying the influence of water on the planet. EOFE is also aligned with the Ocean Literacy Principles and the Next Generation Science Standards.
 - The EOFE curriculum is comprised of six modules, which together make up the essential elements of a year-long course in marine science at the middle and high school level. The four content-based modules focus on the physics, chemistry, biology, and ecology of aquatic systems. The two pedagogical-based modules focus on practices of science and links to standards. Each content module comprises a series of related lessons that build conceptual understanding. The integration of disciplines provides multiple entry points to the curriculum materials, which teachers can approach from the perspective of their respective course needs. The modules also provide a unique opportunity for subject area teachers to utilize portions of the curriculum in their teaching—to teach their course concepts in the context of the aquatic environment.
 - ULS teachers have attended professional development courses (short and year-long), which provided input into the EOFE curriculum. ULS teachers have also tested curriculum with their students and provided feedback. Because EOFE is a revision of the curriculum currently used at ULS, this feedback has been very valuable. (HI Department of Education schools, HI Charter schools, HI Independent schools, other HI sites)

- Voice of the Sea
 - Research and careers in science, technology, engineering, and mathematics (STEM). The Voice of the Sea TV series presents global issues in a local context, incorporating traditional knowledge and cultural practices into the STEM canon. The award-winning series airs weekly during primetime in Hawai'i, where it is available to over 90% of Hawai'i's 1.4 million TV viewers via cable, satellite, and online platforms. Voice of the Sea is also being integrated into the freely-accessible, online curriculum, Exploring Our Fluid Earth (exploringourfluidearth.org).
 - Understanding the world's ocean and climate is vitally important to the development of an informed and engaged citizenry. Voice of the Sea profiles ethnically and gender diverse STEM and cultural experts, working both in the field and laboratory, striving to break down misconceptions by expanding the perception of how and by whom ocean research is conducted. Voice of the Sea aims to: a) expose a broad community of viewers to STEM research; b) increase awareness, knowledge, and interest in ocean and climate related issues; c) showcase underrepresented groups as STEM role models, d) increase students' interest in pursuing STEM careers; and e) provide a venue for STEM researchers to share findings with the public."
 - ULS students (4 classes) watched 4 episodes (each class watched 2 episodes) of Voice of Sea and provided feedback. (HI Department of Education schools, HI Charter schools, HI Independent schools, other HI sites)

- School Assisted Interactive Learning
 - National Science Foundation funded program where three universities were awarded a grant to assist the Department of Defense to develop ten distance-learning courses for the Department of Defense Education Activity including courses in the areas of marine biology, science research, mathematics, economics, and computer science. 2002-2006
 - ULS students participated in a pilot of the marine biology, science research seminar, calculus, and economics courses. University of Hawaii researchers observed the interactions students had with the interface and analyzed student test scores in embedded assessments. ULS student feedback in the form of surveys and small focus group interviews was used to revise the modules before full implementation in Department of Defense schools. (Department of Defense schools)

- School Web of Instructional Media (SWIM)
 - A one-year project in 2000 to connect textbook content to media available on the World Wide Web via a database available on through an HTML interface. ULS teachers assisted in identifying resources from the World Wide Web that could be used to enhance activities and lessons in science textbooks developed by the Curriculum Research & Development Group. The SWIM database was then disseminated to all science teachers across the state of Hawaii. (HI Department of Education schools, HI Charter schools, HI Independent schools)

- Physics Practices and Technology (PP&T)
 - Originally conceptualized as Physics, Physiology, and Technology (1976-2010) PP&T is a curriculum writing project in process since 1976. It is a Physics First program (physics before chemistry and/or biology) suggested for grades 9 or 10. The materials are laboratory delivered. They are based on the assumption that physics that originated in the laboratory is best learned through laboratory experience. They follow the same argument made supporting our DASH, FAST, FELO programs. PP&T has been in testing in the ULS since 1998. It is currently being tested in ULS. ULS plays an integral role with CRDG in providing them with ongoing data on student self reflection of mastery of various content levels. CRDG uses this data to continue research on the effectiveness of Physics as an inquiry program. Currently new strategies are being discussed along with CRDG to promote vocabulary retention and student driven descriptions of vocabulary along with larger concepts in Physics. (HI Charter schools)

- Developmental Approaches to Science, Health and Technology (DASH)
 - The Developmental Approaches in Science, Health and Technology (DASH) is an award-winning, NSF funded program. It brings activities from the working worlds of technologists and scientists into elementary classrooms. DASH students are beginners working at the tasks of engineers, farmers, healers, and scientists. DASH materials offer over 650 interconnected hands-on activities for grades K-6 that progressively support the students' evolving construction of the basic concepts and skills on which our technoscientific society is founded. DASH students become aware of the social impact of science and technology on their lives in and out of school. They become practiced in maintenance and repair of equipment, organizing their work and environment, working harmoniously with peers, inventing solutions to problems and applying them, and seeking knowledge on their own.
 - ULS elementary students and teachers were instrumental in the development of this program. They tried out the ideas first. Their feedback was used to refine and modify those ideas. Many of the teachers became trainers on a national and international scale. ULS served as a DASH demonstration site for visitors from around the world.
 - The work continues as DASH is currently being updated and adapted as it is under adoption in Russia. Likewise, ULS is assisting in aligning and adapting DASH to the US national framework and standards. ULS was the development site for the K-6th grade DASH program. Currently we are a demonstration sight for the curriculum K-5. DASH curriculum was targeted by PREL to be used to educate the students of Marshall Islands. ULS teachers were hired to train teachers. DASH is being used in Russia. ULS was the initial training site for the Russian teachers. ULS continues to share educational insights with Russian colleagues. "

(HI Charter schools, other HI sites, other schools and sites Nationally, other schools and sites Internationally)

- Foundational Approaches in Science Teaching (FAST)
 - ULS students and teachers were instrumental in the development of this program. They tried out the ideas first. Their feedback was used to refine and modify those ideas. Many of the teachers became trainers on a national and international scale. ULS served as a FAST demonstration site for visitors from around the world.

Student Support

- Learning Laboratory
 - Course designed for middle school students to help them transition from elementary school and then get ready for high school. Program developed to improve their organization and study skills while also working on reading and speaking. The course is also used to get time for the counselor to engage with the students; they participate in team building and confidence building lessons. To engage the students who are now involved in our 1:1 program there's also computer literacy lessons to help students learn ways to use the technology they have access to. Program for Middle Grades to support students in organization, time management, reading skills, computer literacy (learning new programs and digital etiquette), and community building to improve peer relations.
 - ULS has been running this program for many years to help support the transition years for middle school. The paper published supporting the program looks at ways to best help middle school students transition up from elementary school (going from one teacher to multiple teachers) and then transition again to high school (more work and greater need for organization and study skills).

Sampling of Empirical Research Studies Conducted with ULS Special Populations (consistent with case law related to UCLA UES Laboratory School:

1982-1984, ALGEBRA A PROCESS APPROACH

- Algebra: A Process Approach was developed in ULS using recorded interviews of students at three different levels of ability and iterative development, with one class shadowing another by two days so that the recommended changes to the materials and teaching approaches could be made and tried out.
- Starting from a theoretical basis, using multiple theorists, research was done to find out how long it took kids to develop a concept and then to craft problems that put them within their zones of proximal development and used Krutetskii's model of mathematical abilities three basic problem-solving processes--generalization, reversibility, and flexibility--to prompt students' problem-solving thinking and learning.
- Researcher interpreted data using stanine, SES, and ethnicity profiles of the experimental classes. This is an excellent model of how and why the broad range of students is used and is vital to the understanding of student learning to produce an effective curriculum.
- At the time (1985-86) of the development of this algebra curriculum, only 52% of the graduating seniors in Hawaii's public schools had ever successfully completed a course in beginning algebra. It has not gotten much better.
- Research done with this curriculum in Mississippi, with a low-achieving multi-racial student population, showed a pass rate above 80% for these students using Algebra: A Process Approach.

2000-2005, Stanford University, UC Berkeley, ULCA, UH COE/CRDG

- A five-year study of the impact of embedding formative assessment in the science curriculum led to a wealth of new information that has been recognized as an important contribution to the literature.
- The project looked at the impact of embedding formative assessments in CRDG's middle school science curriculum, *Foundational Approaches in Science Teaching (FAST)*.
- Involved ULS as the R&D site, pilot site, test site, and comparison site. 1100 students nationwide involved in study.

2008, Stanford University

- Conceptual Development And Conceptual Change: Examining The Influence Of Formative Assessment On Student Achievement
- To research the effect of formative assessment on conceptual development and conceptual change on students of diverse backgrounds, a small randomized experiment was conducted. In Phase I of the study, 52 6th graders were randomly assigned to a treatment or control group; in Phase II of this study, 50 7th graders were randomly assigned to a treatment or control group. Both the control and experimental groups were taught about sinking and floating by the same teacher (the author) with identical curriculum materials and activities. In addition, the experimental group received three sets of embedded formative assessments focused on conceptual change around the topic of why things sink and float during the course of instruction. Comparisons were run based on variety of factors such as ethnicity, gender, FRPL, test scores, etc.

2008-2015, University of North Texas

- Middle Schoolers Out to Save the World
- Research is being conducted on the effects of the project on students' and teachers' changes of attitudes and interests in science, and in students' gains in science content knowledge through comparisons with matched, untreated schools. Comparisons are run based on variables such as ethnicity, gender, FRPL, test scores, etc.

2005-2008 University Laboratory School/UH Curriculum Research & Development Group/National Science Foundation

- A 4-year research project on the role of gender in language used by parents and children when working on mathematical tasks, funded by the National Science Foundation. Project initiated in

relation to Measure Up Mathematics program; Initial Piloting done with students at ULS. Data gathered from over 100 parent and children pairs in seven schools, including one in Hilo.

2010-2015, UH Curriculum Research & Development Group

- This Vocabulary Growth Survey project investigates baseline vocabulary growth of students in Grades 6 through 12 using longitudinal measures of students' vocabulary knowledge. Its purpose is to provide a baseline comparison for interventions targeting vocabulary acquisition.

2012, UH Department of Linguistics

- Doctoral Researcher requested support in her research on how students acquire English language with elementary students.

2012-2014, UH Department of Family & Consumer Sciences

- Post-Doc Researcher requested student and parent/guardian participation in her study on family involvement in school engagement during middle school.

2012-2014, University Laboratory School/UH Curriculum Research & Development Group

- Collaboration with CRDG to analyze data collected on student attitudes and achievement levels in a Macro-to-Micro Advanced Introductory Biology Curriculum and the standard Micro-to-Macro biology curriculum.

2013, University of Hawaii College of Education

- An Experimental Investigation Of The Effects Of An Imagery Strategy On Vocabulary Learning And Retention
- The goal of this experimental study is to add empirical support to the growing body of literature establishing the use of mental imagery as a reading strategy. General linear modeling is used to show the effect of an imagery strategy on vocabulary learning while controlling for prior vocabulary knowledge. Comparisons were run based on a variety of factors such as ethnicity, gender, FRPL, test scores, etc. The results reveal that students who learned vocabulary using an imagery strategy had better retention of those words than students who used a typical approach to learn vocabulary.

2014, Hawaii Pacific University

- The focus of this research study was to validate the theory that language acquisition and test scores of High School Students at University Laboratory School (ULS) could be improved by pairing/mentoring those students, as instructors in a second language, to Middle School students. The study advocated that High School students can, by recurrent exposure to linguistic skills; increase language proficiency levels by teaching novice students. The importance of this study anticipated benefits and positive effects for High School students from participation in this form of networking. Student participants were challenged to increase and fortify their level of achievement in language acquisition.

2015, UH College of Education

- This study examines how sixth grade students in the ceramics art studio classroom employ portable technologies such as laptops and cameras to aid their art making process. In particular, the study examines aspects of student development in terms of how these technologies play a role in developing their art critique skills specifically, as well as their skills with storage and retrieval of images. The Study also examines how students use technology to document written critiques of their own original artwork and how they use the elements and principles of art and design vocabulary such as line, shape, movement, form, texture, and pattern in their artwork. The researcher is also concentrating on how the use of these technologies impacts their ability to write an artist's statement about their own artwork as part of unit entitled, "The Monster Project".
-

Quick Facts About 21st Century Training Programs Designed at ULS

With regard to Access Learning and Future Ready (statewide DOE 1:1 and Common Core initiatives), in the last year programs based entirely on research at ULS have impacted...

- 2,000+ teachers at 100+ schools on 6 islands around the state.
- 1:1 program was the foundation for the state-wide 1:1 deployment plan and involves training programs for administrators, teachers, technology coordinators and students.
- The current Future Ready Learning plan is based almost entirely on programs researched, developed and tested at the University Laboratory School.
- Superintendent Matayoshi was invited to the White House to be recognized as the leader of one of the 100 most innovative school districts in the country.

Critical Role in next big DOE initiative

- ULS has historically served the Hawaii education community as part of its [dual, interlocking mission](#)
- The HDOE has revealed a [5 year plan](#) that will help all schools become Future Ready by 2019.
 - Superintendent Matayoshi signed the [Future Ready Pledge](#) when she was invited to the White House as
 - The plan involves professional development for ALL administrators, teachers and technology coordinators in all 288 schools across the state
 - The core components of the plan are directly based on research done and programs developed at the University Laboratory School
 - The plan also explicitly lists the University Laboratory School as a model Future Ready school that will serve as an observation site for thousands of administrators, technology coordinators and teachers over the next 5 years

Who benefits from ULS design?

- How does the DOE benefit from ULS?
 - Observation site that includes student populations similar to widest range of DOE classrooms
- How does UH benefit from ULS?
 - UH benefits by having a space for innovation & observation right next door, as well as research capacity for departments beyond College of Education (including College of Tropical Agriculture and Human Resources, Language & Linguistics, Theatre, Psychology, etc).
- How is ULS different from DOE schools?
 - ULS is intentionally LIKE the DOE because of our dual interlocking mission. Our student populations intentionally represent the variations of the population of the state public education system to make our research and programs more relevant and accessible for all to succeed
 - ULS represents what all Hawaii schools can be
 - ULS is a key observation site over the next 5 years for all DOE schools

Sample of School Visits –Educational Innovation in Technology Visits

HIDOE SCHOOLS:

Ahuimanu Elementary
Aiea Complex Visitation
Aiea Elementary
Campbell High
Castle High
Dole Middle
Ewa Makai Middle
Farrington High
Hale Kula Elementary
Iao Intermediate
Ilima Intermediate
Kailua Elementary
Kailua Intermediate
Kaimiloa Elementary Visit
Kalei'opu'u Elementary
Kamakahahei Middle
Kauai High
Kaumana Elementary
Keaau Elementary
Lanai High and Elementary
Leihoku Elementary
Linapuni Elementary
Lincoln Elementary
Maili Elementary

Makaha Elementary
McKinley High
Mililani Ike Elementary
Mililani Mauka Elementary
Mililani Waena Elementary
Moanalua Middle
Mokapu Elementary
Mokulele Elementary
Nanaikapono Elementary
Nanakuli Elementary
Nanakuli High and Intermediate
Nanakuli-Wai'anae Complex Area
Pahoa Elementary
Pauoa Elementary
Pearl Ridge Elementary
Pulama Lanai
Salt Lake Elementary
Waianae Elementary
Waianae High
Waianae Intermediate
Waimea Canyon Middle
Waipahu Elementary
Waipahu Intermediate
Wheeler Elementary

OTHER GROUPS:

Hongwanji Mission School
Iolani School
Kamehameha School Kapālama
Kamehameha School Keaau
La Pietra School
Mid Pacific Institute
Punahou School
National Alliance of Public Charter Schools

Dept of Defense Schools
UH West Oahu
Chaminade University

Center for Asian Pacific Exchange
Bukkyo University
Gotenba Minami High School
Hokota School Visit
Nishinippon High School
Sohseikan High School
Teisei High School
Tokai University
Chaminade University

HI CHARTER SCHOOLS

Hawaii Technology Academy
Ka Waihona o Na'auao
Kamaile Elementary
Pulama Lanai
SEEQS PCS
Waialae Elementary PCS

SB1348

Submitted on: 2/23/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Mislyn Alenonorin	ULS Governing Board	Support	No

Comments:

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Pūnana Leo o Kaua'i

Niuolahiki

Hawaiian Language Online

Senator Jill N. Tokuda, Chair
 Senator Ronald D. Kouchi, Vice Chair
 Senate Committee on Ways and Means

Date of Hearing: 2-25-2015
 Time: 9:00 am
 Location: Conference Room 211

*Testimony of the 'Aha Pūnana Leo, Non-Profit Educational Organization
 Dedicated to the Revitalization of the Hawaiian Language*

SB 1348 RELATING TO EDUCATION: Support with Amendments

Aloha Chair Tokuda, Vice Chair Kouchi and Members of the Senate Committee on Ways and Means:

My name is 'Ekekela Aiona, Executive Director of the 'Aha Pūnana Leo. The 'Aha Pūnana Leo is in **support of SB 1348 with amendments.**

The 'Aha Pūnana Leo appreciates the intent of SB 1348 but is concerned that this bill does not include the laboratory school program of our Hawaiian language college at the University of Hawai'i at Hilo. Our Pūnana Leo preschools are the foundation of this laboratory school program and are, therefore, directly impacted by this bill.

SB 1348 Section 1 (d) is of direct relevance to our Hawaiian language college laboratory school program, yet as written does not include our laboratory school program. The 'Aha Pūnana Leo wishes to support SB 1348 but with Section 1 (d) amended to read as follows:

(d) Any law to the contrary notwithstanding, **laboratory schools of the University of Hawaii system** may conform **their** student enrollment **profiles** to the standards prescribed by the University of Hawaii college of education **or Hawaiian language college** in order to meet the research requirements of the University of Hawaii college of **education or the Hawaiian language college.**

The 'Aha Pūnana Leo asks that you **support SB 1348 with amendments** to include our laboratory school program of the Hawaiian language college at UH Hilo, mandated by the legislature under HRS 304A 1301-1302.

Mahalo for this opportunity to provide testimony regarding this important measure.

M. 'Ekekela Aiona
 Executive Director, 'Aha Pūnana Leo
 96 Pu'uhonu Place
 Hilo, HI 96720
 (808) 935-4304

SB 1348

Personal Testimony of Brendan Brennan

Anyone who has sat in a University Laboratory School classroom knows what the magic feels like. The magic that tells you THIS is the way students should learn and teachers should teach. When people observe ULS classrooms they see conversation, collaboration, exploration, risk taking and entrepreneurship all taking their rightful place at the table of 21st century education. It is in the classrooms of the University Laboratory School that cutting edge, innovative programs are devised, researched and developed for the students and teachers of Hawai'i. Our classrooms are designed to be microcosms of the larger state-wide population they serve and this is only possible because of our unique and purposive admissions system. Without our admissions policy the Laboratory School can not effectively serve its purposed. Without the admissions policy the children of Hawai'i have one less advocate for their success.

Educational equity begins and ends with fair and equal representation. It is this equal representation that is the bedrock of the Laboratory School's admissions system. As you walk through the halls of the Laboratory School you see all of Hawai'i's unique populations being represented at once. The Hawaiian student from Waianae struggling with math? He is here. The Micronesian student who found out she had a knack for drawing? She is here. The Japanese student that needed a little more school community support to find success? He is here. The Caucasian student who found out coding was cool? She is also here.

It is at the Laboratory School where these students serve as the voice for their communities and cultures and it is at the Laboratory School where we listen to their voice so that we may create and invent better educational programs to serve them. It is at the University Laboratory School where we not only strive to help the individual student become successful but also the groups they represent.

While the list of the Laboratory School's impact on education in Hawai'i is exhaustive there is one program that will potentially have the most impact in the years to come. Hawai'i DOE's Future Ready Learning program is geared towards transitioning the entire state educational system into the 21st century. If this program is successful, 188,000 students from Hawai'i will find themselves learning in the most innovative classrooms in the country.

This Herculean task means training all teachers, administrators and technology coordinators over the next five years on technology, policy and next generation pedagogical practices. It is at the University Laboratory School where the foundations of this program were researched and developed and it is the University Laboratory School that will serve as a prime observation site for the thousands of educators that are learning what it takes to become Future Ready.

The children of Hawai'i need an advocate to help them be prepared for jobs that don't yet exist, to use technology that hasn't been invented yet and to solve problems that we can't possibly fathom.

It is because of our unique admissions policy, and not in spite of it, that the University Laboratory School is the strongest advocate for the education of Hawai'i's children.

I am strongly in support of SB 1348.

Many thanks,

Brendan Brennan

Written Testimony Addressed to
the Senate Committees on Ways and Means
Wednesday, February 25, 2015 at 9:00 a.m.
SB 1348 RELATING TO EDUCATION

Chair Tokuda, Vice Chair Kouchi and members of the Ways and Means Committee, I am submitting written testimony in support of SB 1348 as an alumna of the University Laboratory School (ULS) and a parent of a current ULS 11th grader.

The proposed legislation will allow the ULS to conform its student enrollment profile to the standard prescribed by the University of Hawai'i, College of Education in order to meet the University of Hawai'i, College of Education's research requirements. I wholeheartedly support the purpose and general intent of SB 1348.

The University Laboratory School is unique in many ways. Its small size creates an intimate educational setting where every student is recognized and feels safe. Art and music are critical components of its curriculum. Diverse subjects such as coding, kimono art, speech and debate are options available to every student. Moreover, the single characteristic that makes ULS unique is its absence of preference. Students are not sorted into sections for the "smart" and the "not so smart" students. There are no advanced placement courses.

Everyone is treated equally and taught the same curriculum. That is what makes the University of Hawai'i, College of Education's research possible and credible. The beauty of ULS is its student body – a cross-section of Hawai'i's population – and the wonderful curriculum developments that it has produced for almost 50 years.

This bill will allow ULS to continue its partnership with the Curriculum Research and Development Group, and ensure that important educational research and breakthroughs continue. This partnership is important to schools in Hawai'i, the Mainland and other countries who benefit from the research, design, development, publication, teacher training and related services it provides. The greater good is served by allowing the University Laboratory School to conform its student enrollment profile to the standard prescribed by the University of Hawai'i, College of Education.

For all of the foregoing reasons, I urge you to pass SB 1348.

Carolyn Ogami

Testimony Presented Before the
Senate Committee on Ways and Means
Wednesday, February 25, 2015 at 9:00 am

SB 1348 – Relating to Education

Chair Tokuda, Vice Chair Kouchi, and members of the Committee on Ways and Means:

My name is David Oride and I am a parent of a sophomore at the University Laboratory School (ULS). In addition, I'm also the Chair of the School's Governing Board.

I fully support the intent of SB 1348.

I believe that the proposed legislation will provide clarity and help resolve confusion for the Charter School Commission over the current charter school statutory law as it pertains to ULS' long-standing admissions policy. ULS' admissions policy and practice is one of inclusion that provides a purposely-diverse population of students which is reflective of the State's population. This sample of students is essential for research and development purposes to ensure that the innovations created within ULS will "work" at every other Hawai'i school.

Without a purposely-diverse research population, the school would not be able to fulfill its mission in supporting educational research in its collaboration with the College of Education. Researchers and developers will not have access to a representative pool of students with whom to research, develop, disseminate, and support education innovations. To my knowledge, the University Laboratory School is the only school in Hawai'i that provides access to a purposely-diverse student population for educational research and development work in grades K-12.

ULS has played an important role in shaping Hawaii's innovative approaches to improving teaching and learning. I hope that you will join me in supporting the University Laboratory School by supporting SB 1348.

Thank you for the opportunity to provide testimony on SB 1348.

February 24, 2015

Honorable Senator Jill Tokuda and Senator Ron Kouchi
Senate Committee on Ways and Means
RE: SB 1348
Testimony in Support of SB 1348

Honorable Chair Tokuda and Vice-Chair Kouchi,

Thank you for allowing me to submit testimony in support of SB 1348. My name is Denise Yoshimori-Yamamoto and I am a Governing Board member and parent of a child at the University Laboratory School.

ULS is a unique and wonderful environment for all of its students. My husband and I feel extremely blessed to have our 6 year old daughter, Alisa, enrolled in the school. In the past year and a half we have seen Alisa blossom and develop into a respectful, intelligent, holistic thinking young girl. She views the world around her with openness and appreciation which we credit to ULS.

The student population creates this real world environment with classmates from a diverse ethnic and socioeconomic backgrounds which I think will prepare her the real life. The unique learning environment of ULS is teaching her traits many other schools do not offer – humility, patience, acceptance and kindness with her fellow peers. ULS is a diamond in the rough that needs to be preserved and supported by the University, the Charter School Commission and the state.

Although ULS is a public charter school it differs from the other charter schools in our state and should be allowed some liberties in pursuit of its academic mission. ULS is a charter LABORATORY school. As a laboratory for the University of Hawaii's College of Education, ULS is the vehicle for hands on research and refinement of new educational initiatives that the entire state has been able to benefit from. With its strategically planned diverse student population, many programs can be refined and perfected to help students from all backgrounds, not just the top or bottom tier populations. ULS also works internationally with other countries and integrates international educational developments into its programs.

If ULS is not recognized for its unique laboratory status and academic mission differing from other charter schools, our educational system will greatly suffer. CoE will not have the required diverse pool of students to teach and test their programs thus resulting in the inability to provide necessary data and results for our educational system to develop. The community in Hawaii would lose a vital option for educating their children in a wonderful environment.

I strongly urge you to support SB1348.

SB1348

Submitted on: 2/23/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Dwight Takeno	Individual	Support	No

Comments:

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Submitted on: 2/23/2015

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Submitted By	Organization	Testifier Position	Present at Hearing
George M. Harrison	Individual	Support	No

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SB1348

Submitted on: 2/23/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Javier Mendez-Alvarez	Individual	Support	No

Comments:

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SB1348

Submitted on: 2/23/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Joanna Philippoff	Individual	Support	No

Comments:

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SB1348

Submitted on: 2/23/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
karyn yoshioka	Individual	Support	No

Comments:

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Personal Testimony Presented Before the
Senate Committee on Ways and Means
for
Wednesday, February 25, 2015, at 9:00 am
by
Kathleen F. Berg, PhD

SB 1348 Relating to Education

Chair Tokuda, Vice Chair Kouchi, and members of the Committee on Ways and Means

My name is Kathleen Berg, and I offer my personal testimony in support of SB 1348. I have worked at the University of Hawaii (UH) College of Education since 1973, most of that time with the Curriculum Research & Development Group (CRDG), working with or in the University Laboratory School (ULS). I am currently the director of CRDG.

I thank you for hearing this bill, SB 1348, relating to the admissions policy of ULS, since its passage should result in the University Laboratory School (ULS) securing approval from the Charter School Commission for its long-used, research-based admissions policy. Without this approval, the capability of the school to meet its dual missions, one of which is to serve the educational research and development community, will be lost.

When the school became a charter school in 2001, its admissions policy—which uses stratified random sampling from the applicant pool to provide an inclusive student population reflective of Hawaii’s population by gender, family income, ethnicity, and school achievement, including English language learning and special needs students—was accepted practice consistent with the purpose for which the school was chartered, a purpose that the school has served for over 50 years. Such a student population is essential for research and development purposes to better ensure generalizability of the innovations created within ULS to Hawaii’s schools and to provide credibility for the curriculum programs and teaching methods, assurance that they could be used effectively in Hawaii’s schools with all of Hawaii’s kids. The admissions policy has always been one of inclusion, not exclusion. And to date no legal challenges have ever been brought regarding the policy or process of selection.

It has only been under the latest version of the state’s charter school law that the policy has come into question. The Charter School Commission is apparently unable to approve an exception to the law’s prescribed general lottery as admissions policy, even though the law gives it authority to make exemptions, because of either the very strict stipulations regarding discrimination in the law, or the omission of “research” as one of the possible purposes for an exemption, or both. Although they have expressed sympathy for the school’s situation as well as admiration and appreciation of the unique role the school plays and important service it provides for public education in Hawaii, the law, as interpreted now in a most restrictive sense, apparently does not allow them to approve the ULS admissions policy without passage of SB 1348. (They have now given “conditional approval” to the process, conditioned upon the passage of SB 1348.)

Even though the Ninth Circuit Court has upheld a similar race and ethnic conscious admissions policy for the laboratory school run by the University of California Los Angeles for the purpose of conducting

educational research—the same situation as ULS with the UH College of Education—indicating that this policy is not unconstitutional as to federal law, the revised state charter school law is identified as forbidding it. It is unlikely that the Hawaii law was intended to be more restrictive than federal law, but it is being interpreted thusly.

Given that the situation now is that a legal reading currently disallows the school to use its research-based admissions policy, which disallows it to continue to serve the purpose for which it was chartered, the passage of SB 1348 should solve the impasse by making it legal for the ULS to conform its student enrollment profile to the standard prescribed by the UH College of Education to meet the mission of serving educational research and development. The current ULS admissions policy is designed to do just that through a stratified random sampling process, a process that honors the notion of a lottery but also ensures that the ULS student population will be equally distributed with respect to gender and consists of a wide representation of ethnicities, achievement, and family income levels, allowing the school serve as a sample that is reflective of Hawaii's public school student population in research that is designed to benefit all of Hawaii's children.

I urge you to continue to support ULS in its admissions policy and mission by approving SB 1348.

Thank you for the opportunity to testify.

Senator Jill N. Tokuda, Chair
Senator Ronald D. Kouchi, Vice Chair
Senate Committee on Ways and Means

Date of Hearing: 2-25-2015
Time: 9:00 am
Location: Conference Room 211

Testimony of Dr. Kauanoë Kamanā, Director of the Laboratory School Program of Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language of the University of Hawai'i at Hilo

SB 1348 RELATING TO EDUCATION: **Support with Amendments**

Aloha Chair Tokuda, Vice Chair Kouchi and Members of the Senate Committee on Ways and Means:

My name is Dr. Kauanoë Kamanā. I am the director of the laboratory school program of the state Hawaiian Language College established by the legislature at the University of Hawai'i at Hilo with its laboratory school program codified under HRS 304A 1301-1302.

SB 1348 Section 1 (d) is of direct relevance to our Hawaiian language college laboratory school program, yet as written does not include us. I wish to support the bill but with Section 1 (d) amended to include our laboratory school program and to read as follows:

(d) Any law to the contrary notwithstanding, **laboratory schools of the University of Hawaii system** may conform **their student enrollment profiles** to the standards prescribed by the University of Hawaii college of education **or Hawaiian language college** in order to meet the research requirements of the University of Hawaii college of education **or the Hawaiian language college.**

I ask for your **support of SB 1348 with the amendments** to include the laboratory school program of the Hawaiian language college at UH Hilo, mandated by the legislature under HRS 304A 1301-1302.

Mahalo nui.

SB1348

Submitted on: 2/23/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Kelly-Anne Macdonald	Individual	Support	No

Comments:

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SB1348

Submitted on: 2/23/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Linda Venenciano	Individual	Support	No

Comments: My name is Linda Venenciano and my connection to the University Laboratory School (ULS) began in the mid-1990s when I was a beginning mathematics teacher at a Hawai'i public middle school. At that time, I was a participant in a professional development project run by the College of Education's Curriculum Research & Development Group, at where ULS was our training site. The focus of the training was to support teachers' understanding of how theories about teaching and learning could be transferred into practice. The diversity of the ULS student population was a critical, convincing aspect of the professional development experience. As we observed cutting-edge instructional strategies and curricula being used with classes of similar demographic backgrounds to our own classes, the relevance of the professional development training suddenly materialized. This was unlike the textbook training designed to work with a general population of students, one during which teachers find themselves asking, "But would that teaching approach and instructional materials work with our students in Hawai'i?" The students at ULS were precisely like the students in our own classes. The partnership between CRDG and ULS has enabled unique opportunities for educational research and development. Presently, I am an Assistant Professor in the College of Education, parent of a University Laboratory School student, and a ULS Governing Board member. I continue to hold profound value in having the diverse complexion of the ULS student body. On a professional level, opportunities to conduct educational research and professional development with the assured diversity of the ULS student body are highly valued. This is the only Laboratory School of its kind and it continues to serve as a testing ground for educational programs for the State of Hawai'i and beyond. On a personal level, one of my children was very fortunate to have been admitted to the school. She is thriving in this environment. Like many other parents, I believe it is very important for all children to socialize with a diverse range of peers and learn to build community through their interactions at school. The ULS policy on admission helps to provide opportunity for the pursuit of this societal paradigm. I urge you to support the current ULS admissions policy, and ultimately the mission of the school, with the approval of SB 1348.

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SB1348

Submitted on: 2/24/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Lisa M Vallin	Individual	Support	No

Comments:

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SB 1348

Personal Testimony from Marybeth Baldwin

I am writing in strong support of SB1348 allowing the University Laboratory School (ULS) to conform its student profile to standards set by the University of Hawai'i's College of Education in order to meet the college's established research requirements. I am in a unique position in that I experienced and benefited from the purposive enrollment as a student at ULS in the 1990s, and now have returned as a classroom teacher and researcher in this distinctive setting.

First, I would like to speak to my experiences as a student at ULS. In most neighborhood schools, students come from relatively similar backgrounds. At ULS, my friends came from all over O'ahu. I lived in Hawaii Kai and had friends who lived in Makaha, Kalihi, and Laie; in public housing, multi-family ohana residences, and million dollar homes; I had close (now life-long) friends whose parents were immigrants and unemployed, hotel workers, pet store owners, lawyers, professors, and refuse workers. I had friends who--now that I am an educator--I realize would have been in special education classes at any other school. I also had friends whose academic achievements rivaled those at the best private schools Hawai'i offers.

As a student, I realized I was in a special place. I knew that I was being offered an opportunity to experience public education offer me what it was meant to do--educate all students no matter their background in a well-rounded, academic and supportive setting. When I look back on my student experience at ULS, I realize that my interaction with caring teachers, classmates mirroring Hawai'i's unique culture, and an enriching curriculum is what inspired me to pursue a career in education. I wanted my life's work to positively impact students across the state. The best way to do so was to return to ULS as a teacher and researcher where I could work with a representative student body. It is this exact mix of students now attending ULS who represent the full range of students on our island and is the purpose of SB 1348.

Second, I would like to speak to my experiences at ULS as a full-time teacher, UH PhD candidate, and a curriculum developer. I was able to administer a randomized control trial at ULS. This is considered the "gold standard" research and leads to the most reliable results. In addition, because of ULS' purposive enrollment, I was able to conduct my research with a student group that represented the state population, giving immediate credibility to the results. My research results provided evidence that an underappreciated arts program already being implemented in state classrooms clearly has a positive effect on students' vocabulary learning. No other primary or secondary school in the state is able to conduct educational research in the same manner as ULS. If ULS is not allowed to continue its all-inclusive purposive lottery, there will be very little valid educational research conducted statewide in K-12 settings. Who knows what the educational impact of that could be?

After completing my doctorate degree, I continued to do research at ULS. My interest turned to integrating technology in education. Along with a small team, I have worked for over five years on a number of technology projects, including introducing Google Apps for Education to our entire student body and faculty, conducting a pilot study on 1:1 technology and subsequently expanding it, developing a faculty-led professional development series, and now developing technology integration for physical education programs. Of these programs that we developed at ULS, all of them (except for the current physical education project) have been adopted by the Department of Education. I have been able to work with the ACE21 project (run by the College of Education's Curriculum Research and Development Group) to support 8 pilot schools in the Department of Education where 1:1 computing technology is being implemented. We conduct professional development experiences with teachers and bring them to ULS to observe. Because of my team's experience running our technology programs at ULS, we have been able to support the Department of Education with their technology projects and look forward to continuing that with their new commitment to Future Ready Learning.

These technology projects that are now reaching students in under-resourced places such as Pahoia and Nanakuli would not have been possible without the University Laboratory School and its purposive lottery. In fact, when teachers from across the state visit and observe our classes, they immediately recognize that they are seeing students similar to those in their own classes. This gives the teachers a sense that they *can* integrate technology like we do. Eliminating the purposive lottery at ULS would be a huge detriment to education across the state. There would no longer be an incubation lab for innovators to try new ideas and concepts out and it is quite possible that many of the 21st century advances the DOE has made would stall.

I strongly encourage the passing of SB1348 to support the purposive lottery at University Laboratory School and in turn, educational advancements for students in all our DOE schools. Mahalo.

Marybeth Baldwin, PhD
marybeth_hamilton@universitylaboratoryschool.org



RE: SB 1348

Aloha Committee Members,

I am submitting testimony **in support** of Senate Bill 1348, allowing the University Laboratory School to continue its admission practices of establishing a student population similar to those of Hawai'i's public schools. The invaluable research provided through the ULS model has improved our schools through curriculum development, instructional approaches/strategies, and working with people with various educational challenges.

As a former public school student (Kalaheo '83) I found the ULS developed curriculum interesting and challenging. As a public school teacher (Honoka'a '87-91) I found the ULS developed curriculum an asset to aid teachers in the thorough development of both curriculum and strategy. Currently, as a provider of Adolescent Residential Treatment Services (Kailana 1993- Present) I have implored our teachers and therapist to use only the best evidenced-based practices in all of our adolescent services. Therefore, the need to have a research institution such as the University Laboratory School that works with kids that look, act and feel like our state's public school children and youth is essential to our better understanding of how our youth best learn.

I strongly support the SB 1348.

Sincerely,

Matthew A. Claybaugh, PhD
President & CEO
Marimed Foundation

SB1348

Submitted on: 2/24/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Melvina Chang Nakao	Individual	Support	No

Comments:

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SB1348

Submitted on: 2/23/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Michelle S. Hobus	Individual	Support	No

Comments: Honorable Chair Tokuda and Vice Chair Kouchi, Thank you for accepting my testimony in support of SB1348. As a parent of two students at the University Laboratory School (ULS) and as an attorney, I whole heartedly support the approval and passage of SB1348. The invaluable innovative research being conducted at ULS benefits schools across the state of Hawaii as well as nationally and internationally. The strength and viability of our educational system in Hawaii would be severely compromised without this research. The diverse population of ULS is vital to the research being conducted there and is a true blessing to those who attend the school. The amazing work being done at ULS has served our community and our state well for many years, I strongly urge your support of SB1348 so this valuable work may continue.

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Paul R. Brandon
47-682 Hui Kelu St. No. 3
Kaneohe, HI 96744

Re: SB 1348

February 23, 2015

To the members of the Hawaii Senate Ways and Means Committee:

Please add this testimony to the previous expressions of support for Senate Bill 1348, which would allow the University Laboratory School to continue its long-standing practice of randomly accepting applicants in a manner conducive to educational research.

As a 40-year Oahu resident with professional experience within City government, Kamehameha Schools, and, for 25 years, as a professor of education in the University of Hawaii at Manoa College of Education, I have known of no setting better for educational research than the University Laboratory School (ULS).

ULS students are admitted in a manner to ensure that the student body closely mirrors the ethnic and socioeconomic distribution of Hawaii public school students. This allows research at ULS that generalizes to the state. No other setting in the state, and few within the nation, allow such generalization.

I have been fortunate to have been able to conduct several research and evaluation studies within ULS. These have included studies of the effects of programs, trials of survey questionnaires and interview protocols, and other tasks essential to the educational research enterprise. Without the current ULS student-selection process, the soundness of the findings of our studies would be limited.

Furthermore, the current selection process ensures that applicants of all ethnic groups and socioeconomic levels have a chance to be admitted. Admitting students by a schoolwide lottery that does not recognize these groups and levels, as required by current law, means that the largest group of applicants is likely to be over-represented. The largest such group is composed of middle-class students, whose parents are most likely to apply to the school; thus, a schoolwide lottery would end up shortchanging students who need the benefits of a good education the most. Such a lottery is, I think, contrary to the progressive democratic spirit that has dominated Hawaii governance since statehood.

I am heartened that the members of two previous Senate committees have to date unanimously approved the bill. I urge the Ways and means Committee to do likewise.

Sincerely,

Paul R. Brandon, PhD

SB1348

Submitted on: 2/23/2015

Testimony for WAM on Feb 25, 2015 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Paul McKimmy	Individual	Support	No

Comments: The University Laboratory School can not serve its intended research mission without the ability to match its student enrollment to the state's diverse makeup. I support this.

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SB1348

Submitted on: 2/24/2015

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Submitted By	Organization	Testifier Position	Present at Hearing
Wade Nishimura	Individual	Support	No

Comments: I strongly support SB1348 and University Laboratory School's mission to further educational research in Hawaii. Thanks you.

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