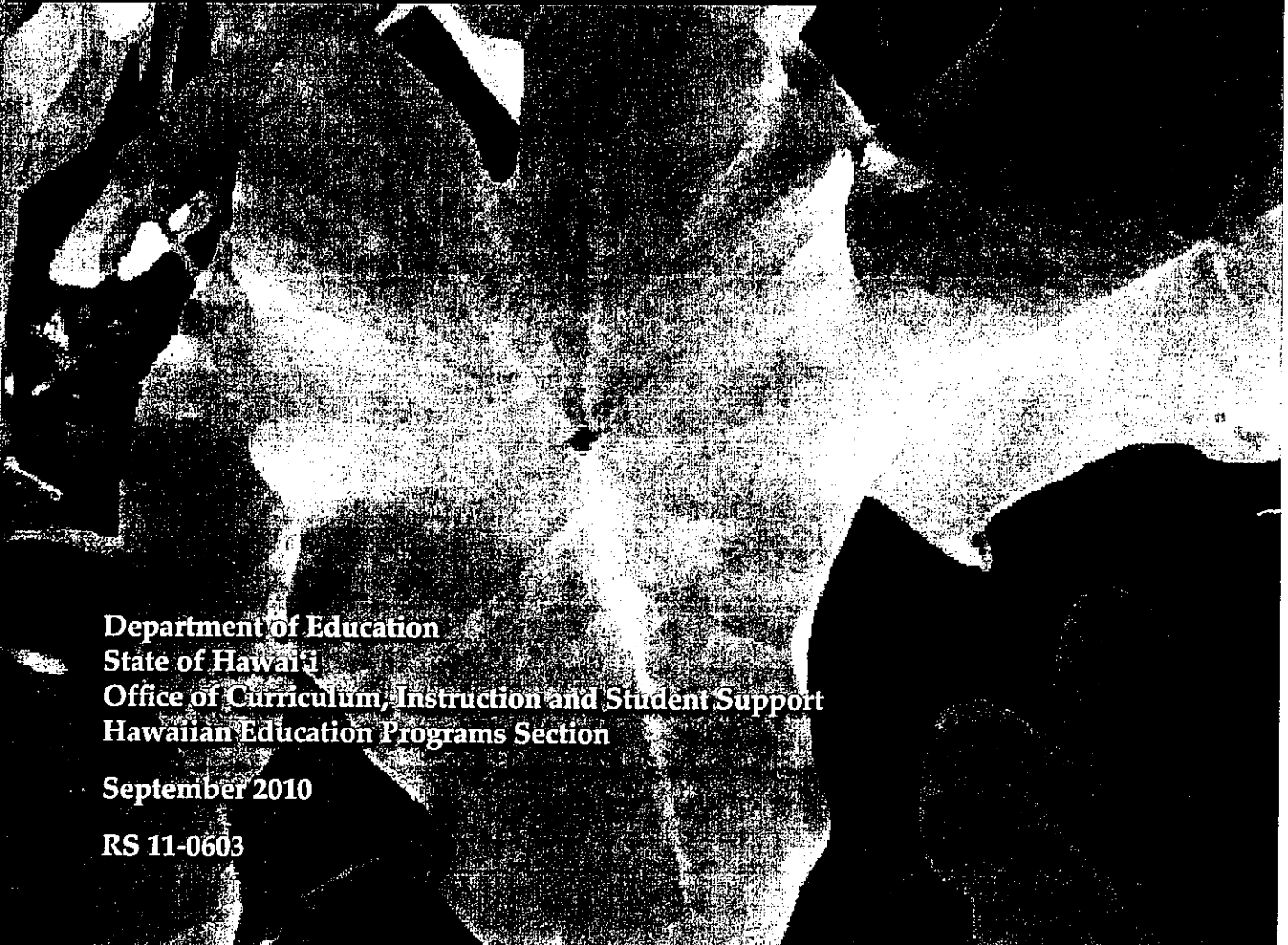


KE KŪLANA KŪPUNA

The Standard of Our Elders



Department of Education
State of Hawai'i
Office of Curriculum, Instruction and Student Support
Hawaiian Education Programs Section

September 2010

RS 11-0603



**The Honorable Linda Lingle
Governor, State of Hawaii**

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Foreword

Welina mai nei!

Welcome to the Hawaiian Studies Program (HSP). Your position as a Cultural Personnel Resource or CPR means that you are a role model for young minds and a testament of *aloha*. Your love of children and dedication to the teaching and learning of Hawaiian history, language, and culture have brought you to this position.

This document is a resource guide that provides basic information about the HSP and your role and responsibilities as a Hawai'i Department of Education CPR. Your ability to make learning exciting and meaningful for Hawai'i's children will assure their appreciation of Hawaiian content. Your sense of responsibility and professionalism assures success in the classroom.

Mahalo for assuring a quality educational experience for future generations.

A handwritten signature in cursive script, reading "Kathryn S. Matayoshi". The signature is written in black ink and is positioned above a horizontal line.

Kathryn S. Matayoshi
Superintendent

Acknowledgements

State, district, and school personnel helped in the writing and revision of this document. The following current and former Office of Curriculum, Instruction and Student Support (OCISS) and district Cultural Personnel Resource (CPR) staff contributed:

Writing Team

Melisa Abregano, State Resource Teacher, Hawaiian Studies Program
Hiilani Goss, State Resource Teacher (retired), Hawaiian Studies Program
Dr. Sydney Iaukea, Educational Specialist, Hawaiian Studies Program
Keoni Inciong, Administrator, Hawaiian Education Programs Section
Dr. Gloria Kishi, Educational Specialist, Pihana Nā Mamo
Kuulei Makua, Resource Teacher, Kahua Induction Program
Donna Mills, State Resource Teacher (retired), Hawaiian Studies Program
Dawn Kauai Sang, Acting Educational Specialist, Hawaiian Language Immersion Program
Gwen Takeguchi, State Resource Teacher, Hawaiian Studies Program
Puanani Wilhelm, former Administrator, Hawaiian Studies and Language Immersion Program

Review Team

Dee Bajo-Daniel, Central District CPR Coordinator
Kawaiula Branco, Honolulu District CPR Coordinator
Kawao Durante, former District CPR Coordinator
Lei George, Leeward District CPR Coordinator
Janet Kaneta, Leeward District CPR Coordinator
Lokalia Kaopuiki, Windward District CPR Coordinator
Sabra Kauka, Kaua'i District CPR Coordinator
Leimomi Peralta, Hawai'i District CPR Coordinator
Alexa Vaught, Maui District CPR Coordinator

Rosanna Fukuda, Educational Specialist, Social Studies
Alison Inouye, Resource Teacher, Career and Technical Education
Jean Nakasato, Educational Specialist, Positive Behavior Support/Chapter 19

Linda Unten, Interim Director, Curriculum and Instruction Branch
Daniel Hamada, Assistant Superintendent

Photographs

Yvonne Kealoha Inciong

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The Meaning of *Kupuna*

'O wai ka i 'ole i ke ala i hele mua 'ia e o'u mau kupuna.

Who can deny the wisdom of following a path laid by our *kupuna*.

The word *kupuna*, as defined in the Pukui and Elbert Hawaiian-English dictionary, is a “grandparent, ancestor, relative or close friend of grandparent’s generation, grandaunt, granduncle.” Within our modern day context, the term encompasses much more. The Hawaiian Studies Program considers the following description that captures the essence of a *kupuna*.

A *kupuna* is:

- an elder in the Hawaiian community
- a person with *mana* or inner power
- a model who embodies Hawaiian values such as *aloha* (love), *lokomaiika'i* (friendliness), and *pono* (virtuous or just)
- a source who possesses traditional knowledge and culture passed on to them by example, from *kupuna* to *kupuna*. Knowledge may not necessarily come through academic degrees or a licensed professional body
- a practitioner of the Hawaiian language
- a preserver of Hawaiian lore
- a community contributor and advisor

Program Overview

'O ke kahua mua, ma hope ke kūkulu.

Build first the foundation, then construct upon it.

Introduction

Hawai'i is a unique place for many reasons. It supports eleven of the thirteen climate zones that exist in the world today, ranging from tropical to desert. It is home to Native Hawaiians, an indigenous people who developed a language, cultural practices, and sophisticated societal structures long before contact with Western societies. Hawaiians are descendants of the Polynesian race who were navigating and exploring the vast Pacific Ocean before western civilizations ventured beyond the sight of land.

Today's Hawai'i reflects the multitude of influences from contact with other cultures and lifestyles. In this rapidly changing world, it is imperative that students understand Hawai'i – its history, culture, and language – in order to make appropriate decisions regarding its future. An appreciation of Hawai'i's rich history, native traditions and perspectives is critical for proper stewardship of its unique resources.

The Hawaiian Studies Program (HSP) was established by the Hawai'i Department of Education (DOE) in 1980 as a means to implement the 1978 State Constitutional Amendment that mandated that the "State shall promote the study of Hawaiian culture, history and language." (Article X, Section 4) The program is further supported by the State of Hawai'i Board of Education (BOE) policy, which "supports the perpetuation of the native Hawaiian language and culture as an integral part of the Hawai'i Content and Performance Standards." (BOE Policy #2104: Hawaiian Education Programs Policy) The full text of these documents is in the *Legal Authority* section of the document.

At present, the HSP is one of four programs housed in the Hawaiian Education Programs Section (HEPS) in the Office of Curriculum, Instruction and Student Support (OCISS). The other programs include: the Hawaiian Language Immersion Program (HLIP), Pihana Nā Mamo, and the Kahua Teacher Induction Program.

Program Goals

Program goals are articulated in the BOE Policy #2104 which states the following:

The goals of Hawaiian Education Programs shall be to:

- Perpetuate the knowledge of our *kūpuna* (ancestors) as the guiding light that directs the learning and instruction of Hawaiian education
- Provide guidance in developing, securing and utilizing materials that support the incorporation of Hawaiian content and perspectives in all content areas
- Empower classroom teachers with a basic knowledge of and appreciation for the indigenous culture, history, and language of Hawai'i
- Ensure that students in Hawai'i's public schools will graduate with a high level of understanding of and appreciation for the indigenous culture, history, and language of Hawai'i
- Ensure that students have a strong foundational knowledge of place and appreciate the contributions of all Hawai'i's people
- Assist Hawaiian Studies Cultural Personnel Resources (CPR), i.e., *kupuna, makua, kumu*, and others involved in delivering Hawaiian Studies content

Program Description

Hawaiian Studies is the study of the native Hawaiian people, their culture, values, history, and language. It is also the study of Hawaii as it becomes home to people of different origins. The underlying foundation for the Hawaiian Studies program is the concept of *Ke A'okahua Honua*, or place-based education. This concept honors the Hawaiian culture as the host culture and recognizes the importance of place. Such a perspective gives all of Hawai'i's residents a sense of belonging, knowledge of its history, and a desire to take care of the land and its people. Using this place Hawai'i as the context of study allows all students to participate in a relevant curriculum based on common concerns for Hawai'i as our home. Active engagement of students in content related to where they live and the things that they experience allows for meaningful learning.

Integration of the Hawaiian Studies Content

At the elementary level, place-based education may be integrated across the curriculum through the use of stories, songs, crafts, dance, values, and materials appropriate to the location and surrounding areas of the school. All elementary and middle schools with 6th grade students are provided funds to hire a Cultural Personnel Resource Personnel (CPR) to assist in delivering Hawaiian Studies content. CPRs can enhance the learning experience by sharing their resources and expertise in these areas. Lessons shared by the CPRs can be reinforced and expanded upon by the classroom teacher throughout the week to maximize the impact of the lesson.

Description of Sample Lesson

A third grade class in a school in the Ko'olaupoko moku is completing a science unit on the island's water cycle, addressing HCPS Science benchmarks 2.8.2, 3.8.1, and 3.8.2. The students are learning about the role of the Ko'olau Mountains watershed areas in Kahalu'u and Waihe'e in ensuring the adequate supply of drinking water for Oahu. The CPR or kupuna reinforces the lesson by sharing information and materials on the ahupua'a system of old Hawaii, highlighting its importance in the conservation of resources and management of land use.

At the secondary level, students are required to take two Hawaiian history courses: *History of the Hawaiian Kingdom* and *Modern History of Hawai'i*. These courses, for the most part, are taught by certified social studies teachers. Descriptions of these courses are in the Hawai'i DOE's Authorized Courses and Code Numbers (ACCN) document. See <http://doe.k12.hi.us/curriculum/accn>.

Description of Sample Lesson

In the course *Modern History of Hawai'i*, students at a Maui high school read about the controversial decision regarding the restoration of waters to the *Nā Wai 'Ehā* streams on Maui. Teams of students are assigned to one of the four streams in their community to investigate the impact of the diversion of its waters by the sugar companies on taro cultivation, fishing, Native Hawaiian practices, and recreation. Students may use primary sources, interviews, and field observations to gather and report findings, addressing HCPS Social Studies benchmark SS.9MHH.3.9.

Legal Authority

Two major documents mandate the provision of Hawaiian Studies in our Hawai'i DOE schools. These are the Hawai'i State Constitution and the Hawai'i State Board of Education Policy.

State of Hawai'i Constitution, Article X, Section 4

Section 4. The State shall promote the study of Hawaiian culture, history and language. The State shall provide for a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise shall be encouraged as a suitable and essential means in the furtherance of the Hawaiian education program. (Add Const Con 1978 and election Nov 7, 1978)

State of Hawai'i, Board of Education Policy 2104: Hawaiian Education Programs Policy

2104

HAWAIIAN EDUCATION PROGRAMS

POLICY

The Board of Education supports the perpetuation of the native Hawaiian culture, history, and language as an integral part of the Hawaii Content and Performance Standards.

The Board recognizes that appropriate support for and coordination of Hawaiian Studies and Language programs will directly impact the education of all students to ensure that Hawaii's indigenous culture, history, and language are preserved for future generations. Therefore, the Department of Education shall establish organizational structures and allocate resources (e.g., personnel, fiscal, etc.) to create and coordinate appropriate curricula, develop performance assessment tools, and advise all divisions of the Department of Education regarding programs related to the study of Hawaiian culture, history, and language.

The goals of Hawaiian Education Programs shall be to:

- Perpetuate the knowledge of our *kupuna* (ancestors) as the guiding light that directs the learning and instruction of Hawaiian education
- Provide guidance in developing, securing, and utilizing materials that support the incorporation of Hawaiian content and perspectives in all content areas
- Empower classroom teachers with a basic knowledge of and appreciation for the indigenous culture, history, and language of Hawaii
- Ensure that students in Hawaii's public schools will graduate with a high level of understanding of and appreciation for the indigenous culture, history, and language of Hawaii
- Ensure that the students have a strong foundational knowledge of place and appreciate the contributions of all Hawaii's people
- Assist Hawaiian Studies Cultural Personnel Resources (CPR), i.e., *kupuna*, *makua*, *kumu*, and others involved in delivering Hawaiian Studies content

Approved: 4/19/01
Amended: 1/22/09

Funding

Funding for the Hawaiian Studies Program (HSP) is provided by the Hawai'i State Legislature. The funds for the HSP are not part of the lump-sum budget, with the HSP identified as a categorical program. This means that the funds specified for the HSP must be spent for purposes of this program. Schools must spend the funds according to established guidelines.

Once funds are received by the Hawai'i DOE, an allocation notice is developed that specifies how the HSP funds are to be spent. The allocation notice describes the purpose, rationale, and guidelines for the spending of the HSP funds and implementation of its activities. The notice also identifies how much funds each school and district will be receiving and the date when funds will lapse. Schools should review this allocation notice carefully. This notice will also indicate the key performance indicators (KPIs) used to measure the impact of the program and the due dates for reports.

Purpose. The purpose of the HSP is to support: (1) students in developing an understanding and appreciation of Hawaiian language, culture, values, practices, and concepts; (2) teachers in gaining knowledge of Hawaiian Studies content; and (3) the utilization of community resources and resource people to enhance classroom experiences.

Rationale for Allocation. Funds in the HSP are allocated for the following:

1. "A" (Character 10) funds are allocated to the Office of Curriculum, Instruction and Student Support (OCISS), Curriculum and Instruction Branch (CIB), Hawaiian Education Programs Section (HEPS) for three temporary resource teachers to be located at the state office to assure quality teacher and CPR inservice and to prepare, update, and create new curricular materials.
2. "A1" (Character 11) funds are allocated at a set per student rate based on projected enrollment to each elementary school, middle schools that serve 6th grade students and district offices to support and maintain CPR services, as well as to utilize other community resources to enhance the HSP curriculum in grades K-6.
3. "B" (Character 20) funds are allocated at a set per student rate based on projected enrollment to each elementary school and middle schools that serve 6th grade students to provide appropriate supplies that support the Hawaiian Studies curriculum.
4. "A1" and "B" funds are allocated to each of the seven districts to support part-time CPR resource personnel at the district level. Remaining "A1" and "B" funds are allocated to the OCISS Hawaiian Studies Program to support teacher inservice training and curriculum development.

Guidelines for Implementation. Funds are to be used for direct instruction for kindergarten through sixth grade students in learning about Hawaiian culture, history, and language. These services may be procured through contracts.

The "B" funds may be used to:

1. Purchase supplies that allow CPRs to demonstrate Hawaiian arts and crafts, including food preparation and a reasonable amount of paper supplies for instruction in Hawaiian culture. **Funds may not be used to purchase catered Hawaiian foods and services.**
2. Purchase materials used for inservice training for CPRs.
3. Pay for buses to transport students to culturally significant sites.

4. Pay for admission to culturally and/or historically significant sites or to attend culturally related performances or demonstrations. See below for the priority in using funds.
5. Purchase Hawaiian Studies resource materials that will be used by the school as a whole, if such purchases will not negatively impact the ability of the CPR to deliver services.
6. Cover registration fees for CPR (*kupuna, makua, kumu*) to attend HSP-related conferences (such as *'Aha* or *Kūpuna* conference), activities, workshops, and events. **Before these funds can be used for registration fees, the school administrator must determine that priorities at the school-level for the HSP have been met.** The priorities for HSP funds are to: (1) support students in developing an understanding and appreciation of Hawaiian culture, language, values, practices and concepts; (2) support teachers in gaining knowledge of Hawaiian Studies content; and (3) support the utilization of community resources and resource personnel to enhance classroom experiences. If priorities are met, then the following should be considered:
 - How does this activity support the goals of the BOE Policy #2104 and the HSP?
 - How will attending the event impact the school's HSP and, ultimately, the students receiving HSP services?
 - What HSP enrichment will be provided to students as a result of participating in this activity?

The Request to Use Hawaiian Studies Program (HSP) Funds for Professional Development form must be completed for these activities. See Appendix A for instructions and a copy of the form.

Key Performance Indicators. The Key Performance Indicators (KPIs) provide details on how the program will measure its effectiveness. The KPIs identify the target goals for the HSP, describing the desired outcomes as a result of implementing the HSP at the school. The KPIs may change each fiscal year. You may check with your principal for more information about the KPIs and the target goals for the program.

Reports. There are two reports that are due for the HSP each year. The school administrator needs to ensure that these reports are completed and submitted by the due dates.

Hawaiian Studies Program's *Kūpuna* Component

Background

The program that brought Native Hawaiian elders into classrooms began in the 1970s in a few Windward O'ahu District schools. This program was commonly referred to as the *Kūpuna* Program. The program is available to all elementary schools and middle schools with 6th grade students in the state. Since its inception more than 30 years ago, many of the elders who were active practitioners of the Hawaiian language, culture, and traditions have since passed on. Currently, the Hawai'i Department of Education uses the term Cultural Resource Personnel (CPR) to refer to the persons who are hired in this program. The CPR may be a *kupuna*, *makua*, or *kumu*, depending on the person's background experiences and age.

The role of the CPR is a unique one within the Hawai'i DOE and in the nation. Persons with the needed expertise and experiences in the Hawaiian culture, language, and practices may not have typical teacher credentials. In recognition of this, an exception to the highly qualified teacher requirements of the No Child Left Behind (NCLB) Act was requested. See Appendix B for the memo regarding the waiver.

Organization Chart

The CPRs are part of the Hawaiian Studies Program whose statewide functions are under the Office of Curriculum, Instruction and Student Support (OCISS), Hawaiian Education Programs Section (HEPS). Funds allocated to the districts are administered by the District/Complex offices. School-level personnel are hired and supported through the funds that are allocated to the schools which are administered by the principal with oversight by the district/complex offices. See Figure 1 for the organization chart.

Selection of *Kūpuna* Component Personnel

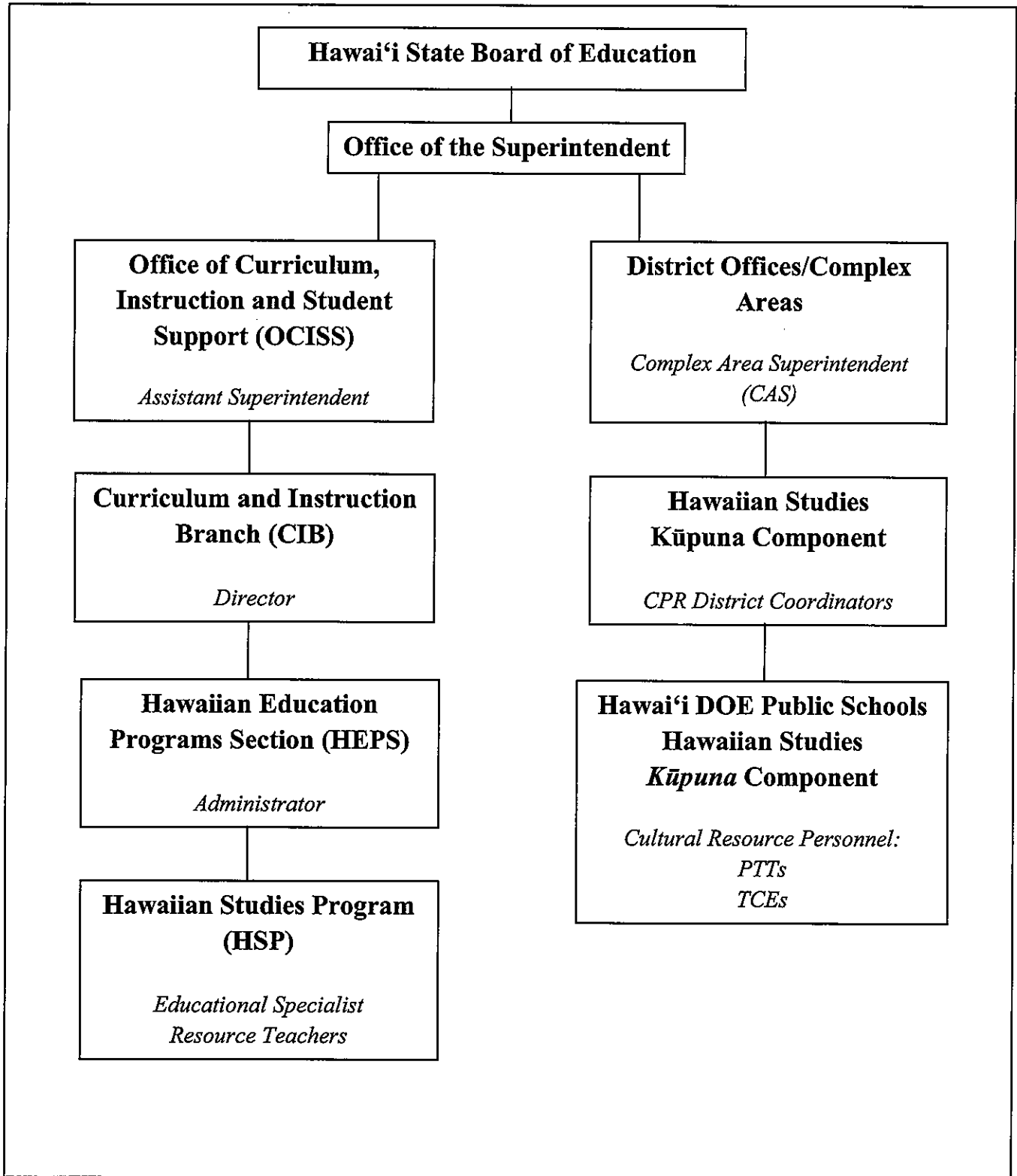
Principals should confer with the CPR District Coordinator to identify qualified applicants with appropriate background for their school-level HSP resource personnel. There are two ways to secure personnel for the Hawaiian Studies *Kūpuna* Component.

1. Cultural Resource Personnel (CPR)
The CPR is hired as a part-time teacher (PTT) who collaborates with the classroom teachers and school personnel in delivering HSP content.
2. Temporary Contract Employee (TCE)
Schools may choose to contract community people to provide services related to Hawaiian culture, history, and language.

Desirable characteristics of persons hired as CPRs or TCEs include:

- Demonstrates knowledge of Hawaiian culture, history, and language
- Possesses cultural knowledge gained by example and/or from *kupuna*
- Embodies values of *aloha* (love) and *mālama* (care)
- Enjoys working with children and young people
- Possesses experiences working with students in an educational setting
- Contributes generously to the community

Figure 1.
Organization Chart



Roles and Responsibilities

Ola na iwi.

The bones live.

Knowledge lives on through our kupuna.

Effective and efficient implementation of the *Kūpuna* Component requires the coordination of the various offices and personnel. The roles and responsibilities of the state, district/complex, and school level personnel are highlighted below.

State Office

- Provides statewide leadership in the area of Hawaiian Studies
- Allocates and monitors HSP funds
- Conducts work sessions and/or meetings for CPR District Coordinators
- Coordinates and conducts conferences and professional development activities
- Supports district and school activities that enrich and enhance HSP
- Keeps district offices and other state offices apprised of HSP developments

District/Complex Office

- Supports the CPR District Coordinator
- Oversees and administers the HSP funding for its schools
- Monitors the work schedules (See Appendix C for form) and activities of school-based CPRs
- Communicates with the state HEPS office

CPR District Coordinator

- Coordinates and/or conducts meetings and trainings for school-level CPRs
- Attends monthly scheduled meetings and professional development training convened by the state OCISS office
- Communicates and provides updates and information to school, district, and state
- Serves as liaison and/or advocates for CPRs in the school community
- Identifies potential CPRs and makes referrals to schools with vacancies
- Provides professional development for school-level CPRs, including preservice for potential hires and inservice for current employees
- Seeks and/or develops appropriate curriculum materials to support student achievement
- May assist district with activities related to the HSP

School Principal

- Keeps apprised of current developments in the HSP *Kūpuna* Component
- Confers with the CPR District Coordinator when hiring a qualified community resource person for the HSP position (CPR or TCE)
- Provides overall supervision of the school-based CPR, including conducting an orientation for new CPRs and making decisions regarding classroom use
- Reports any HSP staff changes during the school year to the CPR District Coordinator
- Makes decisions regarding compensation for the CPR and the appropriate use for HSP funds following the allocation guidelines and other Hawai'i DOE procedures

- Works collaboratively with the CPR to establish a work schedule that provides adequate student contact time
- Completes at least one meeting with the CPR regarding work year accomplishments and future job status
- Provides reports as requested to the state office HSP

Classroom Teacher

- Shares instructional plans with the CPR to allow for better coordination and enhancement of teaching Hawaiian Studies content in the classroom
- Works collaboratively with the CPR in planning relevant lessons to integrate Hawaiian culture, history, and language
- Remains in the classroom and actively participates in HSP activities
- Informs the CPR of special situations in the class (health, religion, etc.) that may impact lesson or student participation
- Provides supportive classroom management at all times for all students
- Updates the CPR of any schedule changes

CPR

- Follows school and state procedures and policies (see School Checklist in Appendix D)
- Maintains updated school contact information (see Contact Information Form in Appendix E)
- Informs the CPR District Coordinator of personal contact information and changes in school assignment
- Collaborates with district and state HSP staff to develop high quality educational experiences for children
- Works cooperatively with the classroom teacher in planning relevant lessons to present Hawaiian culture, history, and language within the context of the regular classroom curriculum
- Provides documents and reports as requested by CPR District Coordinator and/or state HEPS office
- Participates in relevant training and meetings that are provided at school, district, and state levels
- Assures quality content and teaching by being a lifelong learner of Hawaiian culture, history, language and instructional strategies

Quick Checklist of Reminders for CPRs

- Read and understand *Ke Kūlana Kūpuna*
- Maintain a current copy of the school's daily schedule and calendar
- Update weekly schedule and distribute to the principal for dissemination within the school and to the CPR District Coordinator
- Maintain a list of important contact numbers
- Label and inventory personal items and ensure that they are stored separately from school, district, and state resources
- Maintain an accurate inventory by (1) listing items purchased with HSP funds and their location, (2) submitting a current copy of the list to the office at the opening and closing of the school year, and (3) reporting in writing any missing items to the principal immediately
- Ask principal for a secure place to store items
- Establish and keep accurate records of HSP items borrowed by teachers and ensure that the materials are returned in a timely manner
- Check with teachers before bringing chemicals such as paint, thinner, cleaners, etc., to the school campus as these may be dangerous and be restricted

Behaviors Consistent with the Role of the CPR

He keiki mea kupuna.

[It shows] that a child has a grandparent.

A grandparent's care is reflected in a child's behavior.

The term 'professional behavior' covers many areas, from behavior that are mandated by law to standards of behavior expected by the public of anyone working in schools and with students. Here are guidelines regarding expected behaviors of CPRs.

Behavior Governed by Law

1. No smoking is allowed anywhere on campus or during school-related activities.
2. No possession or use of alcoholic beverages on campus or during school-related activities.
3. No possession, use, or sale of illegal drugs on campus.
4. No strip searches. Strip searches are within the exclusive authority of the police and other law enforcement personnel.
5. No corporal punishment. If an employee were to physically restrain a student as punishment for the student's behavior or if an employee were to otherwise physically punish a student, those acts would be considered corporal punishment and outside of the employee's scope of duties and responsibilities. An employee may use force only when trying to restrain a student from hurting himself/herself or any other person or property. Otherwise, no physical punishment may be inflicted on the student.
6. No sexual relations with students. Engaging in sexual relations with a student is prohibited, even if the student consents to the sexual relationship. Inappropriate physical contact with a student or another adult would also be grounds for discipline.
7. No physical or sexual harassment/abuse of people. Educators have a responsibility to provide a safe and healthy environment that supports the ability of all students to learn free from physical and psychological harm. The DOE has an anti-harassment policy as defined in Chapter 19. Harassment means when a person acts with intent to harass, bully, including cyberbullying, annoy or alarm another by engaging in the following conduct that includes but is not limited to:
 - Striking, shoving, kicking, or otherwise touching a person in an offensive manner or subjecting such person to offensive physical contact;
 - Insulting, taunting, or challenging another person in a manner likely to provoke a violent response;
 - Making verbal or non-verbal expressions that causes others to feel uncomfortable, pressured, threatened, or in danger because of reasons that include but are not limited to the person's race, color, national origin, ancestry, sex, including gender identity and expression, religion, disability, or sexual orientation which creates an intimidating, hostile or offensive educational environment or interfere with the educational opportunity of a student;
 - Name calling, making rude gestures, insulting, or teasing another person who feels humiliated, intimidated, threatened or embarrassed;
 - Making a telephone call without purpose of legitimate communication;
 - Making repeated communications anonymously, or at extremely inconvenient hours, or in offensively coarse language on campus or, other department of education premises, on

- department of education transportation, or during a department of education sponsored activity or event on or off school property;
- Causing fear as to prevent others from gaining legitimate access to or use of school buildings, facilities, services, or grounds such as, but is not limited to, restroom facilities; or
 - Physically harming, physically restraining, threatening, or stalking, or a combination of the above.
8. Report any suspected child abuse to appropriate school authority, e.g., counselor, vice-principal, principal.
 9. Public schools are governed by laws separating church and State. *Oli*, as a cultural practice, can be taught and used as a class activity.
 10. CPRs must not engage in any or all behaviors/conduct that is illegal to the United States government.

Disciplinary Action

Failure to comply with the above expectations may result in one or all of the following:

- Oral or written warning
- Oral or written reprimand
- Suspension
- Dismissal
- Legal action

Behavior Expected in Schools

1. Follow basic procedures

- Report to the office at appropriate time, allowing for enough time to get ready and organized before the start of classes
- Sign in and out at the office
- Allow for enough time to escort student to and from classes if necessary
- Leave desks, materials, and the classroom in good order
- Leave a your schedule at the office with the School Administrative Services Assistant (SASA)
- Inform the school if you will be absent or late

2. Provide for the health and safety of students

- Be aware of school emergency procedures and provide assistance as needed to the teacher
- Exercise good judgment in managing the behavior of students. This includes developing rapport with students, communicating clearly with students, and providing instruction appropriate to their interests and attention span
- Recognize and prevent, if possible, situations in which students may jeopardize the health and safety of themselves or others
- Seek aid for an ill or injured student. An "Incident Report" form may need to be completed and submitted if an injury occurs

- The classroom teacher is ultimately responsible for the students and should be present while the CPR is providing instruction. The CPR should provide assistance as needed.
- Chapter 19 is the Hawai'i DOE's school administrative rule to promote and maintain a safe and secure educational environment. Please refer to Appendix F for a summary of Chapter 19. CPRs need to inform the teacher and/or principal if there are concerns regarding Chapter 19.

3. Exemplify professionalism

- Demonstrate values such as *'oiai'o* (honesty), *kaulike* (fairness), *hō'ihī* (respect for individual), *na'auao* (ability to learn), and *ha'aheo* (pride in success) by example and your behavior
- Display positive attitudes and behaviors toward self, students, school staff, and community members
- Establish and maintain positive relationships with students and school staff
- Respect the dignity and worth of students and staff, including being discrete about sensitive or confidential information
- Dress neatly and appropriately for the teaching assignment
- Evaluate one's effectiveness in teaching and be open to suggestions and feedback
- Show adaptability and flexibility, recognizing that unanticipated situations may arise during the day
- Communicate clearly and logically in oral and written expression using standard English and/or Hawaiian
- Seek ways to stay current with new curriculum and strategies, attending relevant professional development activities

Effective Classroom Instruction and Management

He lālā wau no ku‘u kumu.

I am like a branch of a tree.

I learn from my teacher.

Good instruction and good classroom management go hand-in-hand. A teacher who provides interesting and motivating lessons will have minimal classroom management issues. A classroom that is well-managed makes it possible to deliver effective instruction. To be successful, a CPR must be knowledgeable about effective instructional strategies and positive classroom management.

Suggestions for Effective Instruction

1. **Familiarize yourself with the standards and grade-level benchmarks.** The Hawaii DOE website <http://standardstoolkit.k12.hi.us> is an excellent resource for the various standards based education documents and resources that will tell you what is expected of students at each grade level. The classroom teachers also target specific benchmarks each quarter that may provide you with information to guide your lessons.
2. **Develop knowledge and resources regarding the school and area in which you teach to assist you in designing place based lessons.** Learn about the historical and cultural sites in the area, its songs and legends, place names, and community resources. These can be used to develop motivating activities that link students to their everyday environment and provide a sense of community.
3. **Communicate and collaborate with classroom teachers.** Lessons that reinforce and complement what is being taught by the teacher and vice versa will have a greater impact on student learning than materials that are presented in isolation.
4. **Lessons should have clear objectives and a way to check if it was effective.** See the sample lesson plan formats in Appendix G to help in planning your lesson. This will ensure that you – and therefore, the students – are clear about the objectives and expectations. Proper planning will also identify needed materials, provide guidance about time needed to complete activities, and identify the way by which you may evaluate whether the lesson accomplished its objective.
5. **“Book End” presentations.** Each lesson should begin with clear cues to students that you are starting the lesson so they can focus their attention and are ready to learn. The beginning of the lesson is a good time to provide introductory comments and share the lesson’s objectives. At the end of the lesson, be sure to provide a closing to summarize the activity. This may be the time to quickly review what was covered, provide feedback to students on their performance, and give a preview of any follow-up or upcoming events.
6. **“I do, we do, you do” or Model-Lead-Check.** This style of instruction builds upon the Hawaiian values of *nānā* (observe) and *ho‘olohe* (listen) as you show (“I do”) the children what is expected through a demonstration or a sample of the work to be done. Once they have seen or experienced what is expected, guide them (“we do”) through the lesson. You may break down the task into several smaller steps as you both practice (*hana ka lima*) the skill. Once students have

had enough practice, you can check (“you do”) on their mastery of the skill by having them show you (*hō’ike*) what they have learned.

Suggestions for Positive Classroom Management

- 1. Expect good behavior.** Students tend to respond to whatever is expected of them. Tell students what they need to do in positive terms (“Please use your quiet voice”), rather than what NOT to do (“No yelling”).
- 2. Know the classroom rules and discipline plan and/or consequences established by the teacher.** Be consistent about enforcement of rules and consequences.
- 3. Speak courteously.** Students need to hear the CPR say, “*E’olu’olu*” (please), “*Mahalo*” (thank you), and “*E kala mai*” (excuse me). Students learn courtesies from their models.
- 4. Recognize the value of every student.** Treat each student impartially and fairly. Respect students’ individual differences, show understanding, and provide encouragement. Be sensitive to students’ needs.
- 5. Be a role model.** To create a positive learning environment, the CPR should model *ho’omanawanui* (patience), *aloha* (love), *lokomaiika’i* (friendliness), *kaulike* (fairness), *’ike* (understanding), and *kulana pa’a mau* (consistency).
- 6. Be positive.** Praise what is good. When providing instruction, comment on those who are following directions correctly rather than pointing out those who are not listening.
- 7. Be prepared.** Have materials ready, start and end on time. Minimize “down time” since this is when students will tend to misbehave. Do not dismiss students before the end of the period.
- 8. Give students *kuleana* (responsibilities).** Responsibilities provide students with a sense of accomplishment. Students who experience success are more likely to participate in positive ways. Responsibilities should be suited to the student’s age.
- 9. Monitor attention span.** Proper pacing of instruction is crucial for effective learning to occur. If it is too slow, students’ attention may stray. If it is too fast, students may get lost. It is important to know when to change activities, when to pick up the pace, and when to slow down.
- 10. Be ready for potential problems.** Despite all best efforts, there may be a student who exhibits discipline problems. Get suggestions from the teacher, counselor, and other staff about effective ways to handle the situation. If possible, avoid excluding the student from the group.
- 11. Never leave the group unsupervised.** There is a risk of negligence or liability should a mishap occur. If you need help, inform the teacher immediately.

Frequently Asked Questions (FAQs)

1. Is the Hawaiian Studies Program (HSP) required?

Yes. This is mandated by two state documents: The Hawai'i State Constitution, Article X, Section 4 and the State of Hawai'i Board of Education Policy 2104.

2. Is the Hawai'i DOE mandated to use Cultural Personnel Resources (CPRs) in the Hawaiian Studies Program (HSP)?

The State Constitution encourages the use of community expertise. It also supports the use of community resources. Principals have two ways of hiring the HSP CPRs: as Part-Time Teachers (PTTs) or as Temporary Contract Employees (TCEs) through a contract.

3. Is there a recommendation amount of instructional time for the HSP?

One hour per week is a recommendation only. When the HSP first started, it was thought to be the minimum time necessary to assure adequate exposure to Hawaiian language. It was also intended that the teacher be the primary source of HSP content with the CPR serving as a resource to the teacher. Integration of HSP content throughout the school curriculum would be the optimum implementation of the program. This would support place-based education and provide relevant content for students. CPRs and TCEs could then provide focused expertise to support the curriculum.

4. How is the HSP funded? How are funds allocated to schools?

The HSP is funded solely by State funds. Each year's monies come from the legislature to the DOE at the beginning of a new fiscal year in July. The HSP funds are allocated to the state office. Funds are provided in three areas: A for full-time teachers, A1 for part-time and hourly type positions, and B for supplies. A1 and B funds are given to each school based on its enrollment, with each school receiving the per student amount multiplied by the number of students.

5. What are the program guidelines regarding spending the funds?

HSP funds allocated to the district/complex and schools support the implementation of HSP culture, history, and language. The allocation notice includes instructions to the schools about how funds can be used. It gives direction as to the kind of personnel that should be hired with the A1 funds and describes allowable uses of the "B" funds. The principal is responsible for the appropriate use of the allocation at the school. Failure to complete required reports may result in future funds being withheld.

6. Why are CPRs part-time employees?

The original intent of the HSP *Kūpuna* component was to employ part-time *kūpuna*, or retired individuals who were native Hawaiian speakers and practitioners of the culture. Rather than classify them as Educational Assistants (EAs) or Para-Professional Tutors (PPTs) – who are paid at a lower rate – *kūpuna* were included in the classification of Part-Time Teachers (PTTs). PTTs work a maximum of 17 hours per week and do not receive health benefits.

7. Can CPRs be paid for passing time, lunch, and recess time? Is time spent for teacher articulation, inservice training, and preparation time counted as part of the PTTs work time?

Principals may compensate PTTs for time they spend preparing for instruction, including inservice training they attend or time spent in material preparation. Typically, the PTT hours are time spent in instruction, but a principal may consider passing time, lunch, and recess as part of the PTTs 17-hour work week.

8. Who supervises the CPR?

PTTs are required to be supervised in the classroom by the classroom teacher, administrator, and/or other certified full-time personnel.

9. Does the HSP provide for public charter schools?

The CPR in public charter schools is funded through the charter schools' funds. They may attend State and District CPR trainings, but the HSP does not provide funding for any cost items.

10. What is the protocol for the teacher and CPR in addressing concerns?

The teacher and CPR should communicate and discuss concerns with each other and seek to resolve the situation. If this is not satisfactory, either one may inform the principal of concerns. If the concern cannot be remedied at the school level, the principal may contact the CPR District Coordinator for assistance.

Appendices

- A. Request to Use Hawaiian Studies Program Funds Instructions and Form
- B. Memo Regarding Waiver of NCLB Requirements
- C. CPR School Level Schedule Form
- D. School Procedures and Policies Checklist
- E. Contact Information Form
- F. Chapter 19 Summary
- G. Sample Lesson Plan Formats

Appendix A: Instructions

Request to Use Hawaiian Studies Program (HSP) Funds for Professional Development Program ID 16807

To use HSP funds for professional development, please follow the instructions below:

1. Principal should review the priorities for use of funds in the *Funding for Hawaiian Studies Program* section of this guideline.
2. If priorities are met, the requestor may complete and submit the “Request to Use Hawaiian Studies Program Funds for Professional Development” form. This needs to be submitted at least one week prior to the event.
3. Requestor must answer questions 1 and 2 on the form and submit it to the principal.
4. Principal should review the answers and determine whether attendance at this event supports the goals of the Hawaiian Studies Program (HSP). See *Program Overview* section of this guide for the goals of the program.
5. Principal should indicate either:
 - (1) approved,
 - (2) conditionally approved (more information needed), or
 - (3) not approved and state reasons.
6. If the request is approved and funds spent for professional development, requestor must complete answer to question 3, noting the benefits gained by attendance.
7. Principal should review the answer to question 3 and complete the “Confirmation of Completion” section of the form.
8. A completed copy must be attached to the end-of-year report for HSP. Reports typically are due on June 30 of each year. See the allocation notice for required reports and due dates.

Appendix A: Form

Request to Use Hawaiian Studies Program (HSP) Funds for Professional Development

Reminders: This form is for school use only. It must be approved by the principal prior to the event. Completed forms must be submitted with the HSP end-of-year report.

School	
Name of Requestor	Position/Grade Level
Name of Activity/Event	Date of Activity
Answer the following questions:	
1. Which goal(s) of BOE Policy 2104 and the Hawaiian Studies Program will this activity support? Briefly explain below.	
2. How will participating in the activity or attending the event impact the Hawaiian Studies Program at your school and the students you serve?	
3. (To be answered after attending the event) What have you gained/learned by attending the activity? Provide an example of how you will use this experience or knowledge to enrich and enhance student learning of Hawaiian Studies at your school.	

4. Other comments or thoughts (optional)	
Principal/Administrator: Please check one	
<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved (more information needed) <input type="checkbox"/> Not Approved (provide reason below)	
Principal's/Administrator's Signature	Date
Requestor's Signature	Date
Confirmation of Completion (Sign below after the event and review of question 3)	
Principal's/Administrator's Signature	Date
Requestor's Signature	Date

Make copies for your files:

- Copy 1 - Requestor
- Copy 2 - School



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2080
HONOLULU, HAWAII 96820

OFFICE OF THE SUPERINTENDENT

May 27, 2003

Memo To: Assistant Superintendents, Complex Area Superintendents, Superintendent's Directors, Charter Schools, and Principals

From: *Patricia Hamamoto*
Patricia Hamamoto, Superintendent

Subject: Requirements for Kupunas

On January 8, 2002, President George Bush signed into law the *No Child Left Behind (NCLB) Act of 2001 (P.L. 107-110)*. The legislation reauthorizes the *Elementary and Secondary Education Act of 1965 (ESEA)* and established strict provisions for preparing, training, and recruiting highly qualified teachers, paraprofessionals, and administrators. The new requirement, along with the FELIX Consent Decree, has greatly impacted the Department in the area of personnel qualifications.

In August 2002, the Department sent a letter to Secretary Rod Paige, requesting an exemption for the *kupunas* from the restrictive requirements of NCLB legislation. In addition, the Office of Human Resources (OHR) requested clarification on this matter from our congressional team and from the various staff members in the U. S. Department of Education (USDOE). At this time, neither the Department nor the OHR staff has received any response to our request for clarification from the agencies queried.

Given the absence of guidance, the Department is taking the following position. The *kupunas* will be viewed as *cultural personnel resource* to the Department. As *cultural personnel resources* responsible for sharing the language, customs, and history of the Hawaiian people, the *kupunas* will not be held to the restrictive NCLB requirements pertaining to teachers or paraprofessionals.

The *kupunas* represent a very small minority within the general population of the State of Hawaii, one that has been steadily declining with annexation, statehood and modernization of the State. *Kupunas* themselves represent an effort to reverse the decline of the Hawaiian language, culture and sense of history of the people native to the State. They must be a part of the education of our public school students.

Memo to ASs, CASs, Supt's Directors, Charter Schools, and Principals
May 27, 2003
Page 2

Therefore, at this time, the Department will not hold the restrictive requirements of NCLB legislation to the *kupunas*. The consequences of keeping the *kupunas*, Hawaii's cultural treasures, out of the classroom would do irreparable harm to native Hawaiian students as well as the cultural foundations of the State as an international melting pot and national model for harmony in cultural diversity.

Should you have any questions regarding the above matter, please direct calls to Fay Ikei at 587-5580.

PH:jm

cc: Chair, Board of Education
Garrett Toguchi, Board of Education
Governor Linda Lingle
U. S. Congressional Delegation
Speaker Calvin Say
President Robert Bunda
Members of Legislature
Clayton Fujie, Deputy Superintendent
Fay Ikei, Director, OHR
Wendell Staszko, Director, OHR
Caroline Hasegawa, Administrator, Certificated Section
State Personnel Officers
Puanani Wilhelm
Carol Nafus, President, PTSA

Appendix C
Hawaiian Studies Program
CPR School Level Schedule Form

School: _____ Date: _____

CPR Legal Name: _____ Other Name: _____

Home Phone	Cell	Other/fax	E-mail

Day	Time	Grade	Number of Students	Teacher's Name	Room Number
Monday	8:00				
	9:00				
	10:00				
	11:00				
	12 noon				
	1:00				
	2:00				
Tuesday	8:00				
	9:00				
	10:00				
	11:00				
	12 noon				
	1:00				
	2:00				
Wednesday	8:00				
	9:00				
	10:00				
	11:00				
	12 noon				
	1:00				
	2:00				
Thursday	8:00				
	9:00				
	10:00				
	11:00				
	12 noon				
	1:00				
	2:00				
Friday	8:00				
	9:00				
	10:00				
	11:00				
	12 noon				
	1:00				
	2:00				

Appendix D

School Procedures and Policies Checklist

CPRs will know school procedures and policies for:

- Signing in and out during the work day
- Obtaining and wearing an official Hawai'i Department of Education Identification Badge
- Reporting absences
- Parking
- Purchasing lunch
- Communicating with the home via phone call, email, written notes, etc
- Reporting strangers on campus
- Inviting guests on campus
- Reporting and/or updating personal and emergency information
- Receiving mail and flyers (possibly a mailbox)
- Receiving phone calls and phone messages
- Obtaining and returning room keys (if assigned a room or storage area)
- Emergencies: fire, bomb, lockdown, shelter-in-place, hazardous substance
- Locating exits and knowing escape plans for each room, facility or area
- Reporting campus accidents and incidents for staff and students
- Purchasing supplies, materials, and resources
- Labeling new materials and resources
- Using facilities such as the library, cafeteria, conference room, open areas, gym, etc.
- Using playground and equipment
- Borrowing books and resources
- Using appropriate forms (state, district, school levels)
- Other: _____
- Other: _____

Appendix E
Contact Information Form

Contact Information SY _____

SCHOOL _____ ADDRESS _____

PHONE _____ FAX _____

Position	Name	Room	Phone	Cell/Other	Email
Principal					
Vice Principal					
Teacher/GLC					
Teacher/GLC					
Teacher/GLC					
Teacher/GLC					
Teacher/GLC					
Teacher/GLC					
Teacher/GLC					
Counselor					
Librarian					
SASA					
Health Aide/ Nurse					
Custodian					
GLC (Middle)					

Appendix F

Chapter 19 Summary

Chapter 19 is the Department's school administrative rule to promote and maintain a safe and secure educational environment. The intent of school-administered discipline is to:

- (1) Promote and maintain a safe and secure educational environment;
- (2) Teach and acknowledge proper behavior which is beneficial to the educational process and self-development;
- (3) Deter students from acts which interfere with the purpose of education or which are self-destructive, self-defeating or anti-social; and
- (4) Maintain proper student conduct to ensure that educational activities and responsibilities remain uninterrupted.

Prohibited student conduct applies to all students in the public school system, on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property. Prohibited behaviors include the following:

Chapter 19	
<p>Class A Offenses</p> <ul style="list-style-type: none"> • Assault • Burglary • Dangerous instrument, or substance; possession or use of • Dangerous weapons; possession, use, or sale of • Drug paraphernalia; possession, use, or sale of • Extortion • Fighting • Firearms; possession, use, or sale of • Homicide • Illicit drugs; possession, use, or sale of • Intoxicating substances; possession, use, or sale of • Property damage or vandalism • Robbery • Sexual offenses • Terroristic threatening 	<p>Class B Offenses</p> <ul style="list-style-type: none"> • Bullying • Cyberbullying • Disorderly conduct • False alarm • Forgery • Gambling • Harassment • Hazing • Inappropriate or questionable uses, or both of internet materials or equipment, or both • Theft • Trespassing
<p>Class C Offenses</p> <ul style="list-style-type: none"> • Abusive language • Class cutting • Insubordination • Laser pen/laser pointer; possession or use of • Leaving campus without consent • Smoking or use of tobacco substance • Truancy 	<p>Class D Offenses</p> <ul style="list-style-type: none"> • Contraband; possession or use of • Minor problem behaviors • Other school rules

Interventions to teach students appropriate behaviors must be instituted when disciplinary actions are imposed.

Failure to Report Class A or Class B Offenses. Any teacher, official, or other employee of the DOE who is witness to a Chapter 19 Class A or Class B offense, or who has reasonable cause to believe that a Class A or Class B offense has been committed, may be subject to disciplinary action should he/she fail to report the incident to school administration.

Appendix G
Sample Lesson Plan Format – EZ

LESSON PLAN

What is your name?
What is the name of your school?
What grade level are the students?
What is the name of the teacher(s)?
What is the title of your lesson?
What topic/objectives are you covering in this lesson?
How many minutes is this lesson?
What materials do you need to bring with you to teach this lesson?
What supplies and materials do the classroom teacher and/or students need to have so that you can teach this lesson? (Did you let the classroom teacher know?)

How are you beginning/opening this lesson or activity?

What are the steps you will do to teach this lesson?

1	
2	
3	
4	
5	
6	

What are you doing to close/end the lesson or activity?

Appendix G

Sample Lesson Plan Format – Basic

LESSON TITLE: _____ Contributors: _____

TIME FRAME	IMPLEMENTATION DURATION / DATE(S)	GRADE(S)
TEACHER'S UNIT		
CONTENT		
RESOURCES	MATERIALS & SUPPLIES	
PLACE-BASED (Wahi Pana)	TOPIC/OBJECTIVES	
HAWAIIAN LANGUAGE / VOCABULARY		
CULTURAL ENHANCING ACTIVITY (Mo'olelo, Mele, Oli, Hula, etc.)		
CLOSING (Recap, Product, Performance, etc.)		
REFLECTIVE NOTES – How has this place-based lesson enhanced student learning?		

Appendix G

Sample Lesson Plan Format – Advanced

LESSON TITLE: _____

CONTRIBUTORS: _____

TIME FRAME _____ Minutes @ _____ Sessions	IMPLEMENTATION DATE(S)	GRADE <i>(Circle all that apply)</i> Pre-K K 1 2 3 4 5 6														
TEACHER'S UNIT <i>What topic is being taught in the classroom that this lesson enhances?</i> 																
RESOURCES <i>Mark all that apply:</i> <input type="checkbox"/> Personal knowledge/experience <input type="checkbox"/> Other:	MATERIALS & SUPPLIES <i>Mark all that apply:</i> <i>Provided by: C=CPR, T=Teacher, S=Students</i> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 50%; padding: 2px;">Handout(s) Attached</td> <td style="width: 50%; padding: 2px;">CD/Cassette Player</td> </tr> <tr> <td style="padding: 2px;">Pencil</td> <td style="padding: 2px;">Television</td> </tr> <tr> <td style="padding: 2px;">Crayons/Markers</td> <td style="padding: 2px;">DVD Player</td> </tr> <tr> <td style="padding: 2px;">Scissors</td> <td style="padding: 2px;">Computer</td> </tr> <tr> <td style="padding: 2px;">Glue</td> <td style="padding: 2px;">LCD Projector</td> </tr> <tr> <td style="padding: 2px;">Drawing Paper</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Construction Paper</td> <td style="padding: 2px;"></td> </tr> </table>		Handout(s) Attached	CD/Cassette Player	Pencil	Television	Crayons/Markers	DVD Player	Scissors	Computer	Glue	LCD Projector	Drawing Paper		Construction Paper	
Handout(s) Attached	CD/Cassette Player															
Pencil	Television															
Crayons/Markers	DVD Player															
Scissors	Computer															
Glue	LCD Projector															
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VOCABULARY	TRANSLATION / DEFINITION															

CULTURAL ENHANCING ACTIVITY (Mo'olelo, Mele, Oli, Hula, etc.)

CLOSING (Recap, Product, Performance, etc.)

Check as applicable

Review skills/concepts covered in this lesson

Quiz on _____

Produce product _____

Performance _____

Other:

SUGGESTED FOLLOW-UP ACTIVITY FOR THE CLASSROOM TEACHER

Check as applicable

Additional worksheet (see attached)

Have students practice skills covered for review/assessment next time

Have students review concepts covered for review/assessment next time

Other:

REFLECTIVE NOTES – How has this place-based lesson enhanced student learning?



KE KŪLANA KŪPUNA

The Standard of Our Elders