CONTENTS

2 Aloha
Program Coordinator’s message

4 The ED Program
An introduction to the Education Program

6 Our Journey
The history of the Education Program

10 The Education Building
Leeward’s new building designed for growing the next generation of teachers

19 Our ‘Ohana
Meet the Faculty & Staff

23 Peer Mentors
Student staff members

24 TAACCCT Grant
Trade Adjustment Assistance Community College & Career Training Grant

27 Students & Alumni
Past, present, and future students share their stories

34 Education Program Data

Ka ‘Imi ‘Ike is published by the Education Program at Leeward Community College and distributed to partners of the program.

http://teach.leeward.hawaii.edu/

ON THE COVER:
The new Education Building at Leeward Community College.
Photo taken by Tomi Rivera.
Fast forward to today, the education building (that we envisioned) is now complete. The move in date will be fall 2014. Yes, the design is exactly what we dreamt about.

This building will enable our team of passionate faculty to realize our stated vision; to prepare student-centered, culturally responsive, and community-focused educators. Through a sound foundation of core courses designed to integrate content with practice, delivered by instructors who share the same philosophy of effective qualities, along with excellent partnerships with K-12 schools extending our classroom experiences, our students will begin their career path rooted in rigorous content taught from the heart.

We envision that these educators will return to their communities as effective, ethical, and reflective practitioners. This collaborative community of learners and practitioners will promote democratic social and educational transformation. The program honors the teaching profession and aspires to inspire future generations of learners.

This issue is a celebration of the accomplishments of the program, its faculty, and best of all its students and graduates.

In closing, in the words of John Dewey, "Education is not preparation for life; education is life itself."

Yes, we can!

Roberta "Bobbie" Martel
The Education Program is a 62 credit degree program intended to either provide the first two years of a baccalaureate program in elementary or secondary education (transfer degree) or prepare the student for employment as a paraeducator (terminal degree). The Education Program is firmly rooted in a strong general education program combined with a rigorous core of pre-professional education courses.

The program also includes field experience embedded within education courses as well as a culminating capstone course with experienced professional teacher-mentors, development of a professional teaching portfolio, and preparation for the PRAXIS I exam — a test required nationally for admission into many teacher preparation programs. The program is designed to be flexible in order to best support transfer to any of our University partners and to allow focus on a range of teaching areas (e.g., elementary, secondary, and special education). Recently, the Education Program has also become a state approved teacher education program (SATEP) providing an alternative certification licensure pathway for those wishing to teach career and technical education (CTE) courses at the secondary level.

The program’s vision is to improve equity and access to teacher education for underrepresented groups and non-traditional students. The program seeks to address the critical teacher shortage in the state of Hawai‘i by providing quality pre-service teachers who are locally educated and culturally responsive to schools in their own communities. This is done by providing a high quality teacher education program that infuses multicultural perspectives, constructivist principles, social justice, and an ethic of caring in order to create a community of learners.

At the heart of the Education Program lies CORE, a standards-based teacher preparation model based upon and aligned with the Hawai‘i Teacher’s Standard Board’s (HTSB) ten standards, which represents the knowledge, skills, and dispositions that Hawai‘i’s teachers need to demonstrate to be considered effective educators. At the end of the program, our graduates develop a professional portfolio based on CORE that demonstrates that they are effective Collaborators (HTSB Standard 10), are Reflective and ethical practitioners (HTSB 9), and are Effective in their teaching (HTSB Standards 4-8).

We believe that this level of preparation allows our graduates to successfully enter the educational workforce as either a paraeducator or a CTE secondary teacher or to transfer to a 4-year university to continue their studies and training in teacher education.

Oriented towards their students (HTSB Standards 1-3), are Reflective and ethical practitioners (HTSB 9), and are Effective in their teaching (HTSB Standards 4-8).

The annual report FINAL.indd
The Education Program began as a response to the difficulty that public schools in the Leeward and Central service areas experienced with the recruitment and retention of teachers in underserved areas and with the need for paraeducators to become highly qualified under the No Child Left Behind (NCLB) requirements. In 2002, then Leeward CC Chancellor Mark Silliman, often visited local schools to ask principals their needs and wants for educating Hawai’i’s children. Principals responded that the high turnover of teachers in their schools and the need to have highly qualified paraeducators were their most pressing challenges.

Searching for an appropriate avenue for Leeward Community College to address these concerns, Chancellor Silliman fortuitously came across an Associate in Arts in Teaching degree that was being developed and implemented by community colleges in Maryland. This new and unique concept of developing pre-service teachers during their first two years of college through an AA degree in teaching was a radical change from the traditional pathway where education majors normally start their teaching preparation during their last two years of college.
Here, the idea is that community colleges are nationally recognized to provide the access and affordability to a large population of new students whose progress toward teacher certification can be expedited through the establishment of programs such as Education Program. Recognizing the high learning curve involved in developing effective new teachers and the issue of teacher turnover, the AAT degree is designed to provide an avenue for two extra years of teaching preparation. In addition, the degree provides paraeducators with the minimum education credits needed to be considered highly qualified under the NCLB act, and provides the option of transferring to a four-year university if a teaching credential is sought.

After several years of discussions and debate, Chancellor Silliman and program development committee, consisting of Judy Kappenberg and Laurie Libarios, drafted a proposal that was eventually approved by the Board of Regents in the spring of 2005. From the outset, the committee intended that the program follow a career ladder concept and access existing, successful program feeders into the pipeline of teaching recruits. This 2+2+2 model hopes to attract high school students participating in the Running Start or Jump Start programs, who come to the campus having earned college credits in general education and education courses. The Teacher Academy programs currently established in high schools will also provide needed recruits whose co-curricular experiences may qualify them for advanced standing in the Education program. The program is designed to be accessible to students statewide with the idea that a neighbor island student could complete the general education requirements of the AAT degree on a neighbor island community college campus or via distance education. To establish and run the Education Program, the committee requested a program coordinator, three full-time instructors, a media specialist, a counselor, and a clerk to oversee the recruitment of targeted under-represented groups and to provide support for students pursuing this career path. In the fall of 2005, Leeward Community College secured the funding needed from the state legislature to officially begin the Education Program. In spring 2006, a program coordinator (Laurie Lawrence) and one full-time instructor (Bobbie Martel) were hired to begin implementing the program and to create and teach the first educational courses. In fall 2006, the Education Program officially began with 21 majors. Bobbie Martel (current program coordinator) noted that during the program’s inaugural semester, those first students became her “family” because she was their only instructor for all the education courses. Subsequently, the program counselor, media specialist, clerk, and two additional instructors were hired during the first year, and with the hiring of one more instructor the following year, the Education Program was fully staffed by fall 2007. Two years later, in spring 2009, the Board of Regents officially accepted the AA degree in Teaching as a permanent program and the first articulation agreements were signed with University of Hawai‘i at Mānoa and the University of Hawai‘i at West O‘ahu.

Since its inception eight years ago, with the efforts and hard work from the current Leeward CC administration and the entire Leeward CC faculty and staff, the Education Program has grown exponentially: from 21 to nearly 400 majors; from 2 faculty members to 9 faculty and staff and 6 student peer mentors; from a small, yet cozy office to a new state-of-the-art building; and from $10,000 in annual funding to $2.64 million in private and federal grants. However, despite this enormous growth, the Education Program retains the feel of family, where every student counts and is supported.
The Education Building

Ka ‘Imi ‘Ike, the Education Building, is the first new permanent building on the Leeward campus since 1979. Designed by Urban Works, the 24,105-square foot building provides an ideal learning environment to nurture the next generation of student-centered, culturally responsive, and community-focused educators. Featuring classrooms, offices, community space and collaborative workspaces for students, the building is designed to reduce energy consumption with the goal of maximizing Leadership in Energy and Environmental Design (LEED) points.

Vision

True to the College’s mission, the Education Building serves as a “beacon” for teacher preparation and professional development for the local community. The building’s name, “Ka ‘Imi ‘Ike,” or “the search for knowledge,” represents our desire to grow the next generation of teachers through innovative, collaborative, and technology-supported strategies and to search for the most effective approaches to educate Hawai‘i’s children. Symbolically, a kukui tree is planted next to the entry sign to represent the enlightenment and knowledge needed to help guide Leeward students in their quest to truly make a difference in the educational system.

21st Century Classrooms

Located on the first floor, seven classrooms provide the flexibility and openness to create a variety of collaborative arrangements that can mimic the setup of a K-12 classrooms, with walls that allow students to design bulletin boards for their future classrooms. Two of the classrooms are designed to support lessons involving art and science, and the proximity of the exterior amphitheater steps allows instruction to move outside and take advantage of more expansive spaces.

Each classroom is fully infused with the latest technology, from smartboards to iPads, enabling students to explore educational content interactively and collaboratively anytime and anywhere. Recognizing that the boundaries between the physical and virtual worlds are becoming blurred, the Education Program redesigned its online content delivery system to support both students taking face-to-face courses and those taking distance education courses. Our students can seamlessly move between both worlds and access course content and assignments based on their needs and schedule. Face-to-face students can access information at home and focus on completing assignments in class, essentially “flipping the classroom” and using the physical spaces as working labs rather than just places for instructors to pass on knowledge.

Program faculty envision offering educational courses that are “open-sourced,” with course content accessible to anyone who is interested in developing their teaching craft, completing course assignments at their own pace, with the option to register as a Leeward Community College student to receive course credit after completion.

One of the classrooms is specifically designed to serve as an interactive media room that allows College faculty and students to create videos and the multi-media content to enhance teaching and learning. The College recognizes that to prepare future educators via distance education the need for engaging multi-media content is essential. The video classroom allows instructors to model and demonstrate a variety of instructional strategies for online delivery and it also allows students to develop presentations and reflective pieces that demonstrate their understanding of course content. Multi-media develop-

Above, Education Building
Groundbreaking (2012)
The foyer of the building offers a feeling of openness and possibility as it extends unimpeded through the first two floors. Bathed in indirect light, the entrance welcomes students and visitors to enter a place of warmth and support.

Collaboration and Community

The design of the Education Building provides collaborative learning spaces for the campus and the community. The foyer of the building offers a feeling of openness and possibility as it extends unimpeded through the first two floors. Bathed in indirect light, the entrance welcomes students and visitors to enter a place of warmth and support.

Collaboration and Community

The design of the Education Building provides collaborative learning spaces for the campus and the community. The foyer of the building offers a feeling of openness and possibility as it extends unimpeded through the first two floors. Bathed in indirect light, the entrance welcomes students and visitors to enter a place of warmth and support.

The Education Building provides collaborative learning spaces for the campus and the community. The foyer of the building offers a feeling of openness and possibility as it extends unimpeded through the first two floors. Bathed in indirect light, the entrance welcomes students and visitors to enter a place of warmth and support.

Collaboration and Community

The design of the Education Building provides collaborative learning spaces for the campus and the community. The foyer of the building offers a feeling of openness and possibility as it extends unimpeded through the first two floors. Bathed in indirect light, the entrance welcomes students and visitors to enter a place of warmth and support.

Collaboration and Community

The design of the Education Building provides collaborative learning spaces for the campus and the community. The foyer of the building offers a feeling of openness and possibility as it extends unimpeded through the first two floors. Bathed in indirect light, the entrance welcomes students and visitors to enter a place of warmth and support.

Collaboration and Community

The design of the Education Building provides collaborative learning spaces for the campus and the community. The foyer of the building offers a feeling of openness and possibility as it extends unimpeded through the first two floors. Bathed in indirect light, the entrance welcomes students and visitors to enter a place of warmth and support.
Cooling and Ventilation
Conservation of energy is key to being certified as a LEED building, thus the design team sought strategies to circulate surrounding air throughout the building to keep it cool while minimizing energy output.

Sunshades in the foyer create a flow of air incorporating the natural ventilation of the trade-winds. In addition, every room can be ventilated either manually or naturally. Windows are placed on two sides in every room to allow for cross breezes, and sensors are placed in every room to indicate outside humidity and temperature. If the sensor panel on the wall is green, then the outside weather is comfortable enough not to use air conditioning and the windows can be opened. If the outside temperature and humidity increases or decreases beyond a comfortable level, then with a push of a button, the window louvers automatically close and the air conditioning turns on.

The building also includes a green roof where the combination of gravel, soil, and vegetation covering the roof offsets the heat gain of the building by soaking up the excess heat. This type of roofing strategy often results in roof temperatures staying at the same temperature as the surrounding air, which keeps the overall building very cool compared to roofs made of concrete or tar.

Water Run-off
The green roof also serves as the basis for controlling the building’s excess water run-off. Whenever it rains, the gravel, soil, and plant roots on the roof absorb storm water and help remove pollutants. Downspouts and French drains guide any excess water to surrounding vegetation. The tilted slabs of artificial grass next to the tree wells contribute to the drainage system by directing the water into the tree well and not allowing the water to pool. Artificial grass was selected over natural grass to offset the energy consumption of weekly mowing and to also withstand the anticipated foot traffic that would leave natural grass brown and unsightly. Near the building’s Diamond Head end is a rain garden. A rain garden is designed to soak up all water via porous soil and plant roots, which serves as an aggregate to draw water down, and eliminate standing water.
Surrounding Vegetation
A concerted effort was made to select plants growing in Hawai‘i for the building’s landscaping. A few non-local plants were chosen for the ability to survive in the Leeward climate without displaying aggressive characteristics. To maintain these plants outside the water run-off system, a fully automated drip irrigation system on the Diamond Head side was installed and is controlled by a light sensor that shuts off the water during a rainstorm.

Ka ‘Imi ‘Ike, the Search for Knowledge
The College’s newest building merges technology, sustainability, flexibility, and inspiration for today’s students and tomorrow’s teachers. The kukui tree, the state tree of Hawai‘i, planted near the building’s entrance represents enlightenment and protection with the sense of hope and renewal, a perfect complement for a building designed for growing the next generation of teachers.
The Education Building...

**other ECO-FRIENDLY design strategies**

10% Building material used in the construction phase of the building, such as steel and ceiling tiles, were recycled and kept out of Hawai‘i’s waste management system.

All toilets in the building are low flow and faucets are controlled via sensors. The building also includes water bottle filling stations.

The University of Hawai‘i has committed to green housekeeping by allowing only green products for cleaning and low-chemical emitting construction materials for use in the building.

Bike racks and showers are included to encourage people to choose alternative modes of transportation.
Robertta “Bobbie” Martel is the coordinator of the Education Program and has been with the program from the beginning. She holds a Master’s degree in Counseling from the University of La Verne and a Teaching Credential from Russell Sage College in Troy, New York. She has over 30 years teaching experience as a kindergarten teacher and as a college instructor. Currently, she is the instructor for ED 291 Developing Language and Literacy and ED 296 Introduction to Art, Music, and Movement. 
Email: rmartel@hawaii.edu

Erin Thompson is the Education Program Counselor and has been with the program since January 2007. She holds a Master’s degree in Educational Administration from the University of Hawai’i at Mānoa. Erin has been in the University of Hawai’i Community College System since 1996 and has been a counselor since 2000, working with a variety of student populations including but not limited to at-risk youth, displaced workers, military vets, first generation college students, career changers, and underprepared and/or economically disadvantaged students. She has taught at the post-secondary level for Windward Community College and Honolulu Community College, and currently reaches ED 295 Service Learning for the program. 
Email: enkt@hawaii.edu

Michael Cawdery is an Education Program instructor since fall 2008. He holds a Master’s degree in Education, Leadership, and Policy from the University of Maryland, and is currently completing his Ph.D. in Education at the University of Hawai’i at Mānoa. Michael has taught in a variety of educational settings, notably in Special Education at low performing schools in the District of Columbia Public Schools. He is the instructor for ED 285 Classroom Management and ED 284 Foundations of Inclusions in Teaching.
Email: cawdery@hawaii.edu

David Fry is the Education Program’s Media Specialist since fall 2013. He holds a Master’s degree in Communication from Hawai’i Pacific University and is currently completing his Ph.D. in Public Communication and Technology from Colorado State University. David is working with the faculty and the Department of Education to develop real-world classroom videos that can be used as a teaching tool for pre-professional students and professional development.
Email: davidfry@hawaii.edu

Brent Hirata is the Education Program’s Media Support Specialist and instructor since January 2007. He earned an Associate’s degree in Electronics Engineering Technology from Mt. San Antonio College, California, a Bachelor’s degree in Secondary Education (Trades & Industry) and Master’s degree in Educational Technology from the University of Hawai’i at Mānoa. He is the instructor for ED 279 Educational Media and Technology.
Email: bhirata@hawaii.edu

Jeff Judd is an Education Program instructor who joined the team in fall 2007. He holds a BS degree in Biological Science and a teaching degree in secondary science from the University of California at Davis and a Ph.D. in Educational Psychology from the University of Hawai’i at Mānoa. Jeff began teaching physical education for K-8 students in the early 1990s, and then moved to teaching chemistry, general science, and psychology for 16 years at the secondary level. He is the instructor for ED 290 Foundations of Education and ED 289 Educational Psychology.
Email: jjudd@hawaii.edu

Pat Dela Cruz is the Education Program clerk since fall 2011. Pat began working at Leeward CC spring 2008 in the Student Activities Office.
Email: pmdc@hawaii.edu

Michael Cawdery

David Fry

Brent Hirata

Jeff Judd

Erin Thompson

Roberta “Bobbie” Martel

Pat Dela Cruz

Michael Cawdery

David Fry

Brent Hirata

Jeff Judd

Erin Thompson
The peer mentors are student staff members that are made up of current and former Education majors who provide academic assistance and support for current students needing to complete a class assignment. Currently, the Education Program is proud to provide six well-qualified and passionate individuals to serve as peer mentors.

Holly Manaseri is a lecturer for the Education Program since fall 2013. She holds a Ph.D. in Cultural Foundations of Education from Syracuse University with a C.A.S. in Disability Studies and a Master’s in Educational Administration and a C.A.S. in Educational Administration from the State University of New York at Brockport. She has worked at SUNY Brockport and the Center on Disability Studies at UH Mānoa. A former school administrator, Holly began her career as a music teacher. Currently, she is teaching ED 284 Foundations of Inclusion and ED 295A and B Field Experience for Alternative Certification Candidates. Currently, she is developing a special education/inclusion certificate to help better prepare pre-professionals and current educators to work with students with disabilities.

Email: hmanaser@hawaii.edu

Cameron Rivera is the program’s Student Support Specialist. He holds a Bachelor’s degree in Business Administration and a Master’s degree in Educational Technology, both from the University of Hawai’i at Mānoa. His work primarily focuses on providing students with one-on-one academic coaching that empowers them to balance the demands of school, work, and family. In addition, he oversees both the Peer Mentor Program and Future Teachers Club, and serves as an instructor for the program’s capstone course, ED 295 Service Learning in Education.

Email: cameronr@hawaii.edu

Kāle’a Silva is an instructor for the Education Program since fall 2009. She is a proud graduate of Leeward Community College and earned an A.A. in Liberal Arts in 1995 then went on to earn a B.A. in Hawaiian Studies from the University of Hawai’i at Mānoa. She holds a Master’s degree in Secondary Education from Chaminade University and is currently completing her Ph.D. in Curriculum and Instruction at the University of Hawai’i at Mānoa. She has over 15 years of teaching experience at the preschool, elementary, and middle school levels in Hawaiian immersion programs and as a complex area mentor resource teacher for beginning P-12 teachers. Kāle’a is the instructor for ED 100 Introduction to Teaching and ED 294 Introduction to Multicultural Education.

Email: jaydene@hawaii.edu
The TAACCCT grant is a $2 billion federal initiative to encourage colleges to expand and improve their ability to deliver education and career training programs that can be completed in two years or less. Through this grant, the College plans to expand, enhance, and accelerate the Education Program. Plans call for expanding the program statewide by adding a Special Education emphasis, enhancing the program’s quality through the use of state-of-the-art technology, and accelerating time to degree to 18 months. The overall goal is to double the number of annual graduates by 2016 and to place those graduates in education jobs while they continue their studies in four-year teacher education programs. Below is a description of some of the progress the program has made in the first years of the grant.

Expand the Education Program – Special/Inclusive Education Certificate

In response to the State of Hawai‘i’s need for teachers trained in special education, the Education Program, led by Dr. Holly Manaseri, is developing a SPED Certificate of Competence in conjunction with the Hawai‘i Department of Education and the University of Hawai‘i. The new program has already produced two graduates in spring 2013, and has already grown to 21 candidates in fall 2013. Besides preparing students, paraeducators (educational assistants), behavioral aides, and teachers to work in inclusive classrooms (educating students receiving special education services in general education classrooms), the cluster of three SPED courses plus Educational Psychology and Classroom Management courses will constitute a 16-credit certificate that will allow these educators to enter a specific career ladder in HIDOE at a higher wage step, earn professional development credits, or support transfer to the dual degree in teaching and special education at the University of Hawai‘i at Mānoa. Besides focusing on current educators, recruitment will also look to high school students participating in the Running Start, Jump Start, and Teacher Academy programs who may come to Leeward CC having earned college credits in general education and education courses; thus, making it easier for them to graduate with both the AAT degree and the Certificate of Competence.

Accelerate the Education Program - 18-month cohort

The Education Program is offering a 18-month option to interested AAT majors to accelerate the time it takes to complete the AAT degree. Traditionally, students may take 2-3 years to complete the program, and if the program intends to double the number of annual graduates, the time to graduate needs to be shortened. Led by Education Program Coordinator Bobbie Marcel, Counselor Erin Thompson, and Student Support Specialist Cameron Rivera, it was decided, based on retention strategies research, that a cohort-style format with strong academic and financial support provided an excellent model. In fall 2013, eleven students were recruited as the first cohort and these first students were provided with a clear course schedule to follow, a laptop computer, textbooks for all education courses, and a peer mentor assigned to support the cohort. To kick off the semester, all eleven students attended an orientation session in order to meet each other and their instructors, and to review the expectations and support structures of the program. The Education Program plans to recruit subsequent cohorts each semester each semester and currently twenty new students are scheduled to start in fall 2014.

Enhance the Education Program - Highlighting Effective Teachers with Video

Pre-service teachers often struggle with implementing instructional strategies because they have had little exposure to what those strategies actually “look or feel like” in an effective classroom. Recognizing the need for bringing “real world” teaching scenarios into the classroom in order to enhance students’ preparation as future teachers, the Education Program’s instructor, Michael Cawdery, and media specialists, David Fry and Brent Hirata, in conjunction with the Hawai‘i Department of Education (HIDOE), are developing professional development videos that highlight effective local teachers in their classroom. These videos are designed to support HIDOE’s new teacher evaluation process and illustrate the types of strategies that all teachers need to demonstrate to be rated as highly effective. Participating teachers engage in a process that mirrors a typical instructor evaluation such as being interviewed before and after a lesson, as well as presenting relevant curriculum materials. Teachers and their class will be compensated and recognized for their contributions. The resulting videos will be made available to not only the program’s students, but to any teacher seeking to be a more effective teacher.

Alternative Certification for Teachers in Career and Technical Education (CTE)

In fall 2012, the Education Program became the only state approved teacher education program (STATEP) for CTE teachers seeking a secondary teaching credential. Bobbie Marcel, the program coordinator, responded to the critical need to keep vocational programs statewide functioning and to keep vocational instructor’s certified by developing the Alternative Certification Program and securing its approval from the Hawai‘i Teacher Standards Board.

The new program has already produced two graduates in spring 2013, and has already grown to 21 candidates seeking vocational licensure statewide. Currently, the Education Program is seeking to become nationally accredited through The Council for the Accreditation of Educator Preparation (CAEP).
Distance Education Course Redevelopment
Over the course of the last several years, the Education Program’s faculty strived to develop high quality educational courses that can be accessible via distance education (DE) or face-to-face classes. Thanks to the leadership of instructor Michael Cawdery and media specialist Brent Hirata, all of the Education Program courses have undergone a redevelopment that now feature common tools and content layout for navigating the course’s website. Using research-based strategies focused specifically for distance education, the pair developed and piloted the program’s ED 285 Classroom Management course to see how students responded. Experiencing success, other courses were redeveloped using similar layouts, and instructors were provided with the time and support to redesign and implement the new distance education format. Today, students taking a program course for the first time find subsequent courses easy to navigate because each one is similar in structure, and thus spends more time interacting with the content and less time feeling lost. With the addition of “real world” teaching videos and multi-media content currently in development, students accessing their learning online will feel even more connected to what effective teaching feels and looks like.

Teacher Academy Day
Teacher Academy Day is an annual event hosted by the Education Program that brings over a hundred high school students interested in teaching to the Leeward CC campus. Developed by the program’s counselor, Erin Thompson, the day consists of an overview of the program in a fun and entertaining way (yes, dancing is involved) and an opportunity to meet instructors and Education students. Students often cite that the Teacher Academy Day as a reason that they decided to attend Leeward CC and to join the Education Program. In addition, Kale’a Silva, program instructor, provides outreach to all the Teacher Academies on the island of O‘ahu, and offers needed support for new and veteran programs to flourish. Additionally her ED 100 Introduction to Education & Teaching students visit Teacher Academy campus sites to collaborate and engage in various activities. It is this forged relationship that serves as the bridge between high school students earning college credit through either their Careers in Exploration high school courses, or ED 100.

The AAT Program’s vision of being a career success ladder 2+2+2 model for future teachers, where high school or returning students are recruited into the AAT Program and then transfer to 4-year universities or hired as paraeducators, has evolved into a 2+2+2+2 cyclical model. Here, the AAT Program envisions an extra step along the ladder as AAT graduates become licensed teachers in Hawai‘i, and return to their local communities and to the schools from which they began their educational journey. To illustrate the AAT Program’s career success model and to celebrate the diversity of its students, the following section features students from each step of the AAT pathway.

meet our future teachers >
Future Education Majors

Haylee Jimeno plans to graduate from Waipahu High School in spring 2015 and join the Education Program the following semester. She wants to become a teacher because she likes being around children and to teach them different things. She is looking forward to her college experience because of the opportunity to learn more about teaching. She believes that to be a great teacher you must love what you teach, show that you care about your students, and connect to them as people!

Seanell Edralin plans to graduate from Waipahu High School in spring 2015 and join the Education Program the following semester. She wants to become a teacher to influence the future generation. She is looking forward to college to learn more about teaching and to meet new and interesting people. She believes that to be a great teacher you must have patience because that attitude will “rub off” onto your students and make learning fun!

Kaelynn Waahila is currently enrolled at Wai`anae High School and plans on graduating in spring 2014. She plans to become an Education major at Leeward CC and pursue her childhood dream of becoming a teacher. She plans to give back to her community by returning to teach at Wai`anae High School after graduation. She believes that a great teacher is patient, responsible, respectful, organized, open-minded, understanding, and fair.

Current Education Majors

Darrin Chinen is a current student in Leeward CC’s Education Program and plans to graduate in spring 2014. He plans to transfer to UH West O‘ahu to become an elementary school teacher in Hawai‘i. Darrin wants to be a teacher in order to be the positive role model that will bring success into children’s lives. He believes that an effective teacher must have the patience and the ability to adapt to the needs of the students by creating diverse lesson plans and have a personal connection with the students. An aspect of the Education Program that Darrin enjoys is the information and support the faculty offers. He has learned from the program in that in order for him to be an effective teacher, he needs be a good manager of his future classroom, as well as finding out what students like to learn so he can build lessons around their interests. Currently he is learning how to create an inclusive classroom for all his future students to be successful with learning challenges and finding methods for developing language and literacy in his classroom.

Kaiea Ebanez is an Education major and takes many of his courses at Leeward CC’s Wai‘anae campus. He plans to graduate in spring 2014 and transfer to the University of Hawai‘i West O‘ahu to become a secondary English or Social Studies instructor in order to teach on the Leeward coast. Becoming a teacher has been something that Kaiea has always wanted to pursue, and whether “it’s helping others gain knowledge, contributing to an individual’s success, or motivating students to pick up their pencils and just do better is very rewarding” for him. He chose the Education Program for their “well-drawn out plan or road map that they provide for you” and what he likes best about the program are the professors. He felt that they “kept me and many of my classmates motivated and excited about becoming a teacher. All of my AAT professors had one of a kind personalities and such positive attitudes and were always there when you needed help.”

Debbie Yoshino is currently in the Education Program’s Alternative Certification Program and plans to teach business courses to middle school students when she graduates in fall 2014. Debbie already has a bachelor’s degree in math and an MBA in accounting, and plans to eventually open up her own private middle school. She believes that through the guiding principles of “authentic learning, intentional technologies, and creative confidence she can inspire the youth of tomorrow.” She is new to distance education and sees it as a wonderful opportunity to grow as a life-long learner. She finds that Leeward CC’s faculty members are excellent at creating community and maintaining the right amount of structure in online courses. She also thinks that the support she receives in the CTE Licensure Program is first class!
Graduates Attending 4-year Universities

Suzette Farnum graduated from the Education Program in spring 2012 and is currently a senior in the College of Education’s Elementary/Special Education dual preparation program at the University of Hawai‘i at Mānoa. Suzette started the program with the goal of being a parent advocate and helping parents of special needs students to get the services that their children need to succeed not only in their academic tasks at school but also to be functional in their life. However, as Suzette progressed through the Education Program, she realized that advocates were also needed for increasing literacy rates for children attending school on the Leeward Coast and is currently interested in developing support strategies for reading skills acquisition. One of the most important things that Suzette learned as a student is that teaching is not a profession that should be taken lightly and what you do in your classroom can impact children for the rest of their lives. For all Suzette’s hard work, she received the prestigious University of Hawai‘i’s Presidential Scholarship and was also accepted in Mānoa’s honor’s program.

Tennelle Quon is currently in the University of Hawai‘i West O‘ahu’s Elementary Teaching Program. Graduating from the Education Program at the Leeward CC/Waianae campus in spring 2012, Tennelle is now entering her student-teaching phase at UHWO and plans to do her solo teaching in an elementary grade classroom next semester. Her goal is to help change the stigma of the Leeward coast by being a good role model in the community and providing her students with a positive learning environment. She states that the Education Program has really prepared her, especially lesson planning and that, “literally every aspect of the AAT Program has been put to good use.” She felt that the instructors and counselor’s support and knowledge allowed her to build the confidence so needed to be successful as a teacher.

Melonia Asinsin graduated from the Education Program in spring 2012 and is currently attending Chaminade University in the Secondary English Program. Known affectionately as “Auntie Mel,” she is a returning to academics in order to “make a difference for all the younger generations by setting a good sturdy foundation that is a promising future for themselves.” She credits her inspiration to her instructors who welcomed her with “open-arms” and provided her with a “bag of tricks” of teaching strategies to use in her future classroom. She thinks that “their style of teaching enhances your thinking-mold and inner-spirit that motivates every part of your mind, body, and soul for professionalism and to excel all boundaries.” She believes that effective teachers teach from the heart and build community, literacy, and cognitive skills as part of every child’s foundation. After graduation, Auntie Mel intends to return to her community to teach English at Nānākuli Intermediate and High School and making a difference in her students’ lives.

Graduates Employed as Educators

James Ro ’11 graduated from the University of Hawai‘i at Mānoa and is currently in his second year as Barber’s Point Elementary’s Technology Coordinator and Physical Education teacher. As Technology Coordinator, James is in charge of the school’s technology plan, bringing in new technology, and teaching teachers how to incorporate technology into their classrooms. As a Physical Education instructor, he teaches K-5 students and coaches the basketball and track team. One of the most important aspects that he is learning as a new teacher is the importance of having classroom management. He states, “The first thing I focused on during the school year was to let my students know about procedures, rules, and expectations. I loved my classroom management class that I took at Leeward CC and it helped me a lot.” As a former Future Teacher Club president, James felt that the Education Program’s low tuition, small classes, and how the teachers treated him as a person rather than just a student were aspects that he liked best about the program. He also really enjoyed the classes because they were hands-on and fun and how they were relevant to what he wanted to do.

Olivia Ramos ’10 is currently in her third year teaching 2nd grade at Makalapa Elementary. Olivia graduated from Chaminade University with a B.S. in Elementary Education. Olivia chose the Education Program because “I knew that they would guide me with every single step I took and this is what convinced me to stay in the program. What I loved best was the team! Erin and the rest of the instructors were amazing. They truly cared about the students and wanted nothing more than to see their students become future teachers. It was as if the students were the seeds and their passion was the water that made us grow into the educators that we are today.” One thing that she learned from the Education Program that helped her as a new teacher is that teaching is not something you do on your own. She says that, “Teachers need to work together, share ideas and keep each other focused. In each class, there was some kind of group activity where we could talk story and tap into each other’s brains and experiences. From all of that, I got a better understanding the importance of working together for the benefit of the students. This has made me a better teacher. I make sure to work with my grade level, administration and parents so that my students can get the best education possible.”
Crystal Alejandro ‘10 also teaches at Makalapa Elementary and is in her third year teaching kindergarten. She graduated from Chaminade University in 2012 with a B.S. in Elementary Education. Crystal found the Education Program through a friend and after taking a few education courses she saw how interesting the classes were and so continued on with the program. She felt that the courses gave her many opportunities for lots of hands-on experiences. For example, she thought it was great that the program even preps future teachers for job interviews because it came in handy for a job fair, the state level interview, and other multiple school interviews. She also found that the “AAT instructors and counselor made me feel comfortable when learning about teaching students. They make the AAT program feel like an ‘ohana/family that I can always come back to for help or advice.” They guided me through every step of my journey from the beginning through graduation from the AAT program, when I was at Chaminade, and still today as I’m teaching in the field.”

Graduates Taking Alternative Routes

Although the Education Program’s mission is to prepare students to return to their community and teach, there are some graduates who seek alternative paths in order to make a difference in children’s lives. Here are a few graduates planning to give back or are giving back in ways besides being a traditional teacher.

Courtney Fukuda ‘13 is using her AAT degree to enter the social work program at the University of Hawai‘i at Mānoa. She realized that during a service learning assignment at a local high school that she enjoyed the one-on-one aspect of working with students and became interested in the counseling side of education. Her ultimate goal is to be a therapist or probation officer and she feels that much of what she learned in the Education Program is applicable when counseling youths. She feels that the teaching tools and skills developed in her courses such as patience, diversity, and good work ethics will help not only in counseling, but also in everyday life. She acknowledges that the Education Faculty “really motivated me to the best of my ability and they made a huge impact on my life.”

Dustin Pacleb ‘11 is also seeking a career in counseling and is currently enrolled at Chaminade University in the Master’s Program for Counseling. Just like Courtney, Dustin felt that he could best impact students’ lives through his ability to build rapport and be the listening ear that he feels today’s youths desperately needs. He found that type of approach in the Education Program, which he sums up in one word, “Support.” He states, “I loved the enormous amount of support that this program offered during my time there. The professors are always willing to help you one-on-one and are always available/ready to answer any questions you may have. Erin Thompson, the Program counselor, is super dedicated and really cares about your well-being. The best thing about this program is that they just keep on giving. Even after graduating from the program, I still (on numerous occasions) find myself coming back to their little office seeking advice on current life/college endeavors. I’m always welcomed with open arms from Ms. Bobbie before receiving the aid I need. The Education program serves as a great resource, even after you graduate from it!”

Gensen Rabacal ‘11 is currently in the secondary English program at Chaminade and is planning to continue onto his master’s degree in education to teach at the college level and/or to take more music courses at Leeward CC in order to teach music, particularly voice, or choir directing. Initially, Gensen was unsure about becoming an educator, but found the “instructors and staff so friendly and filled with love for their specific field of teaching, that it instantly attracted me.” He says that “everyone is a family, and like a family, I could always visit home at any time, even after graduating.” After that he became a devoted member of the Education Program, joined the Future Teacher’s Club, and developed a positive quote that helps him get through everyday as a future teacher. “If I can inspire at least one person a day, I have done my job as an educator.” As a Blind student, Gensen’s seemingly ease of navigating the educational system serves as inspiration to everyone around him, and he believes that without struggle there is no growth. He taught for 3 years in the summer youth work experience program at the Ho’opono training center for the blind and although rough at times, he became a much more seasoned teacher and applied a lot of what he learned from his education courses. He states that “the AAT Program helped me to develop my organization and leadership skills as a teacher, and of course, how to be creative and have fun!”
The Education Program is committed to systematically collecting and assessing program outcomes in order to guide effective planning for program resources. Data from academic year 2013–2014 indicates that the program continues to increase enrollment, and with the addition of the CTE Alternative Certification Program and Accelerated 18-month cohort, the Education Program expects this trend to continue.
GENDER

80% Female
19% Male

1% Unknown

AGE

below 18  18–25  26–35  36–45  46–55  55+

1.77% 57.83% 21.46% 10.35% 6.82% 2.27%

RESIDENCE

Wahiawa 5.93%
Wai‘anae 17.05%
Milibini 10.3%
‘Aiea 7.32%
Kapolei 10.23%
‘Ewa Beach 11.74%
Pearl City 5.56%
Waipahu 13.64%
Honolulu 12.88%
STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total AAT Majors</td>
<td>38</td>
<td>155</td>
<td>246</td>
<td>358</td>
<td>356</td>
<td>377</td>
<td>387</td>
<td>396</td>
</tr>
<tr>
<td>Accelerated Cohort</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>13</td>
</tr>
<tr>
<td>Alternative Certification</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>2</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>Total Enrollment in Education</td>
<td>241</td>
<td>485</td>
<td>727</td>
<td>879</td>
<td>867</td>
<td>1,039</td>
<td>1,018</td>
<td>1,105</td>
</tr>
</tbody>
</table>

Program Degrees Awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>AAT</th>
<th>CTE Alternative Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–07</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>2007–08</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>2008–09</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>2010–11</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>2011–12</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>2012–13</td>
<td>59</td>
<td>2</td>
</tr>
<tr>
<td>2013–14</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

TRANSFER RATES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–07</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>2007–08</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>2008–09</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>17</td>
<td>13</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>2009–10</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2010–11</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>2011–12</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>2012–13</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

UH 4-Year Transfer

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–07</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>2007–08</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>2008–09</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2009–10</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2010–11</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>2011–12</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>2012–13</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>
### STUDENTS TAKING EDUCATION COURSES

#### CITY 2012–13

<table>
<thead>
<tr>
<th>City</th>
<th>2012–13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leeward CC</td>
<td>597</td>
</tr>
<tr>
<td>Leeward CC - Wai`anae</td>
<td>67</td>
</tr>
<tr>
<td>Kapi`olani CC</td>
<td>3</td>
</tr>
<tr>
<td>Honolulu CC</td>
<td>2</td>
</tr>
<tr>
<td>Windward CC</td>
<td>8</td>
</tr>
<tr>
<td>Hawai`i CC</td>
<td>2</td>
</tr>
<tr>
<td>Kaua`i CC</td>
<td>1</td>
</tr>
<tr>
<td>Maui College</td>
<td>2</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>13</td>
</tr>
<tr>
<td>UH West `Oahu</td>
<td>16</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>3</td>
</tr>
</tbody>
</table>

---

**VISION**

Leeward Community College is a learning-centered institution committed to student achievement.

**MISSION**

At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Leeward Community College is an Equal Opportunity/Affirmative Action Employer.