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# Wai'anae High School Service-Learning Study

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# Wai'anae High School Service-Learning Study
## RMC Research
## November 2003

Located on the leeward coast of the island of O´ahu, Wai´anae High School serves a rural community with the largest population of native Hawaiians in the world. The school also serves a high concentration of students from low-income families and students who receive special education services. The Hawaiian Studies Program (HSP) at Wai´anae High School is a school within a school that began in 1997 with 30 students. During the 2002-2003 school year, the program included 60 students in Grades 10 through 12. The program is open to all students and includes wide racial, ethnic, and academic diversity

During the 2002-2003 school year, the HSP curriculum emphasized understanding of Hawaiian culture; language; history; and the related studies of anthropology, archaeology, ecology, agriculture, health, and communications. The program also had a strong career component, offering students opportunities to learn and practice skills they can apply to future employment and further education. Instructional activities in the HSP included weekly hands-on fieldwork activities supervised by local community partners who represented state agencies, businesses, and community organizations. Students worked collaboratively with their teachers and "field work faculty," including professional archaeologists, environmental scientists, health care professionals, and videographers.

The program is unique in that it was initiated by the community. Representatives from Ka'ala Farm contacted the school to develop a program to help students connect with their heritage. The Queen Liliu´okalani Children's Center was later brought in as a partner. Over the years, the Wai'anae Coast Comprehensive Health Center and archaeologists from a local community college joined as partners to support the HSP.

During the 2001-2002 school year, four teachers operated the Hawaiian Studies program. Three of the teachers participated in the CREDE initiative. One teacher who helped to develop the program from its infancy left last year. Since she had been one of the strong leaders of the program, it was not clear at the beginning of the school year who would assume leadership and whether the program would survive. The teacher who replaced the original team members did not participate in the CREDE demonstration project. The remaining three teachers, though, formed a strong bond and cohesive team, and together assumed many of the tasks that were needed to sustain the program over the course of the year. This year, a student teacher was also a part of the instructional program. The student teacher did not participate in the CREDE project.

Two CREDE staff members came to Wai'anae High School on a weekly basis to provide indepth professional development on CREDE's standards for effective pedagogy. This year, the professional development consisted primarily of teacher planning for standards implementation, videotaping of classrooms during the lessons that were planned, editing of the videotapes to 30 minutes, and review/critique of the tapes by all of the participating teachers and CREDE staff members. Teachers also viewed videotapes from other CREDE demonstration sites. For their participation, teachers received graduate credit and release time.

In addition, partnership meetings were also held weekly to coordinate activities. Students were provided with transportation to field work sites. Several parts of the program that were present in the past, such as trips to the outer islands, were eliminated due to budget cuts.

As part of the HSP and with the support of partners, students engage in rotations to learn more about Hawaiian culture, heritage, and preservation. Students in the Reforestation and Restoration rotation learn to become environmental stewards, engaging in a nature conservancy project geared toward restoring and preserving native plants. Those in the Health rotation learn medical terminology and a great deal about health-related careers. Students in this rotation participated in an anti-tobacco campaign this year. Students in the archaeology rotation engaged in reconnaissance activities. They learned how to identify an archaeological site, mapping the area and studying artifacts in order to understand historical Hawaiian cultures. Those in the environmental science rotation conducted stream studies. Finally, those on video crew developed public service announcements and other documentation projects.

**EXHIBIT 1**
**Summary of Data Collection Methods and Number of Participants**

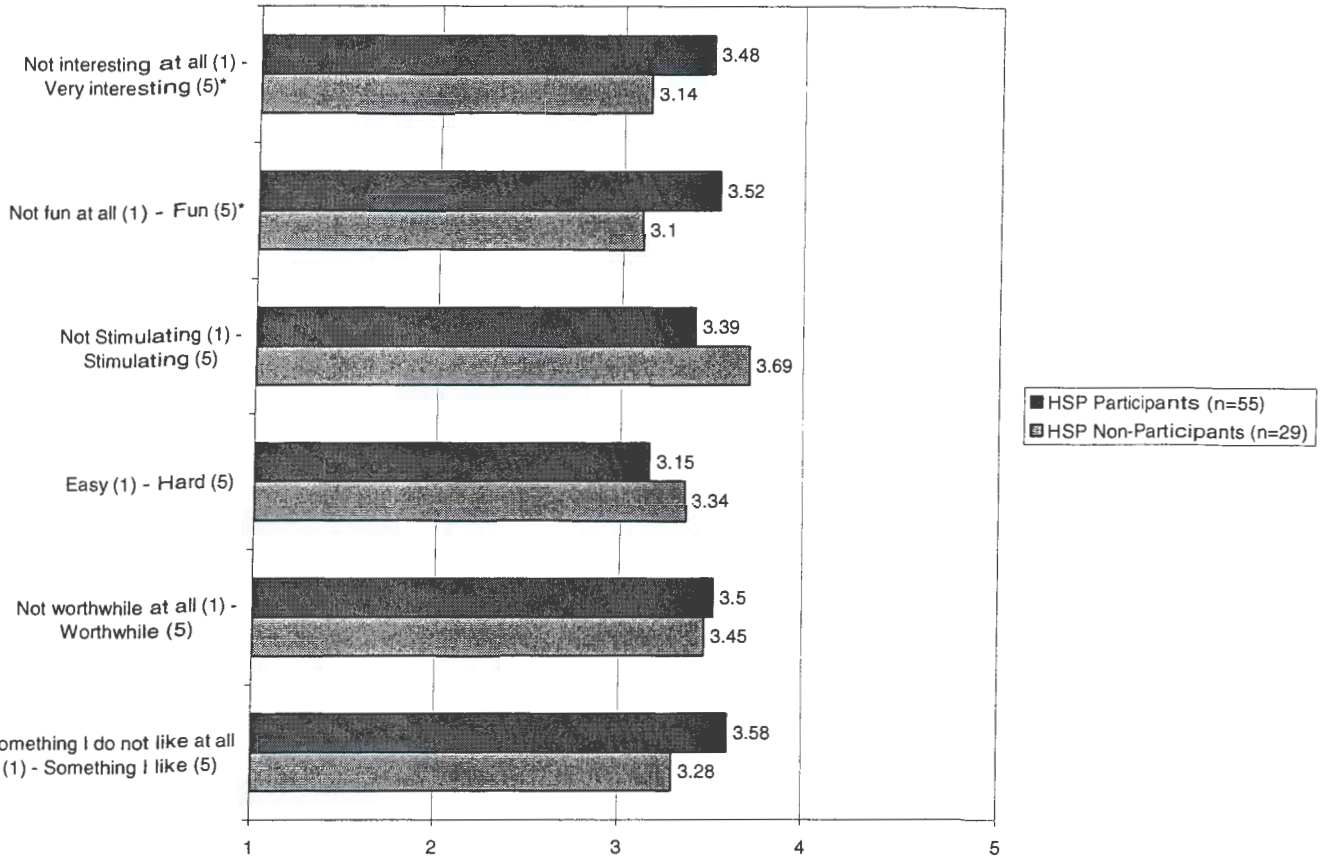
| Method | Number of Events | Number of Respondents |
|---|---|---|
| Classroom Observation | 3 | 3 |
| Teacher Focus Group | 1 | 3 |
| Administrator Interviews | 2 | 3 |
| Community Partner Focus Group/Interviews | 4 | 9 |
| CREDE Professional Development Facilitators Interview | 1 | 2 |
| Student Focus Groups | 3 | 19 |
| HSP Student Matched Pre/Post Surveys | | 55 |
| Non HSP Student Matched Pre/Post Surveys | | 29 |
| Student Matched Pre/Post Problem Solving Inventory (Essay) | | 43 |
| HSP Student Attendance Data | | 43 |
| Non HSP Student Attendance Data | | 20 |

## Results

- Evaluation of Professional Development
- Evaluation of Implementation: fidelity to standards and quality
- Evaluation of Impact
- Evaluation of Implementation Issues: Facilitators and Barriers
- Sustainability

## Sample Impacts

### Exhibit 12
### Students' Attitudes Toward School

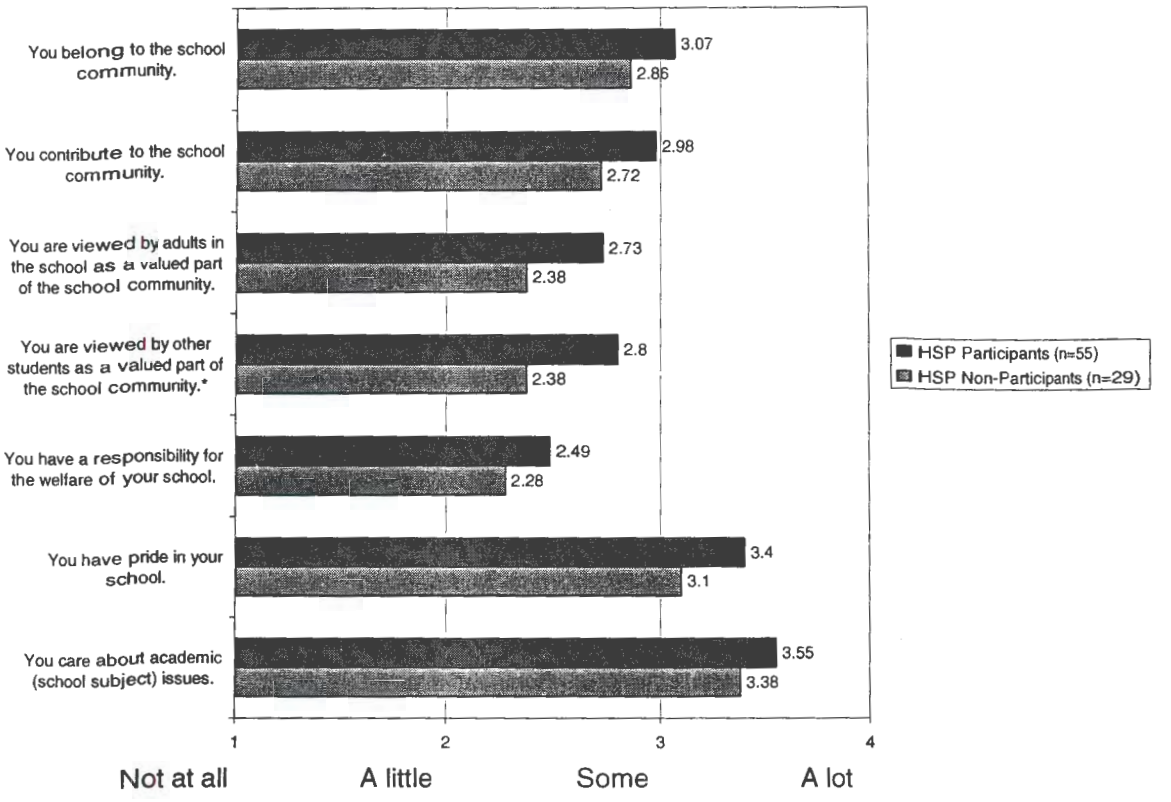



*We learned how to identify a site and how to identify artifacts. We learned how to map the area. We determined how to understand how the Hawaiians lived and what they did in that area and what things were for. The best thing was we had a great teacher and we learned a lot.* – Student

*The project I worked on was developing a PSA, that was a commercial for health which was on non-smoking, so we were educating people about not smoking, doing wiser things than smoking. The commercial was fun; best part was informing people about not smoking. The worst part was that it was kind of slow; we had to keep taping the same things over and over. What was fun, overall, was that we got to experience all kinds of stuff, so that was good.* – Student

*I think the best thing that ever happened was me joining the program, because there is nothing wrong with always learning something new every time, always a new project, always new people to learn, always new people to meet, and I've never been steered wrong yet. It's a very good program, I really enjoy it.* - Student

## Exhibit 13
## Students' Perceptions of School as a Community

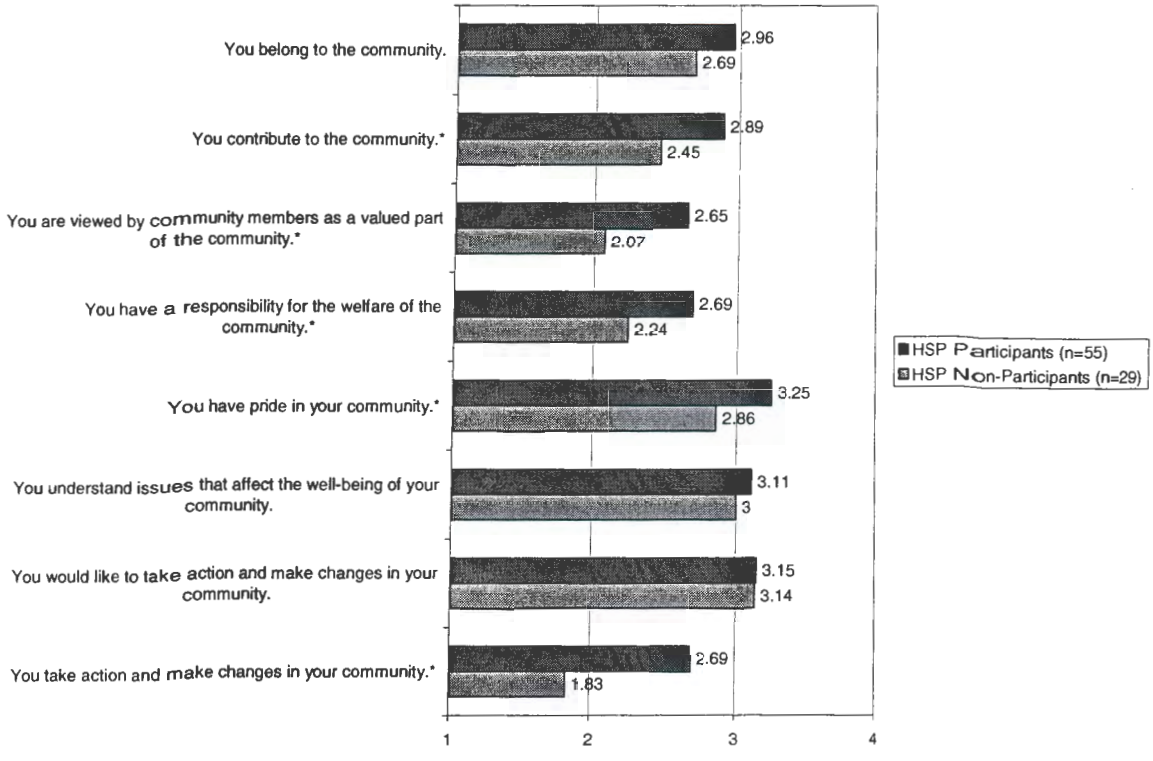



Note: $p < .05$

*It took me a long time to understand that I needed people to help me out, cause I always thought that oh, I'm the one that got to do the work and like that, but my teacher made me understand that you have to pass on the work to other people besides yourself.* - Student

*Being a mentor, teachers you a lot of responsibility that is good for future use to get ahead in life. Being a leader, having people follow you, instead of you follow them, show skills that you need. Like a role model, it is good to have someone look up to you, and I think it is good for your future use in whatever career you go in (it gives you confidence).* - Student

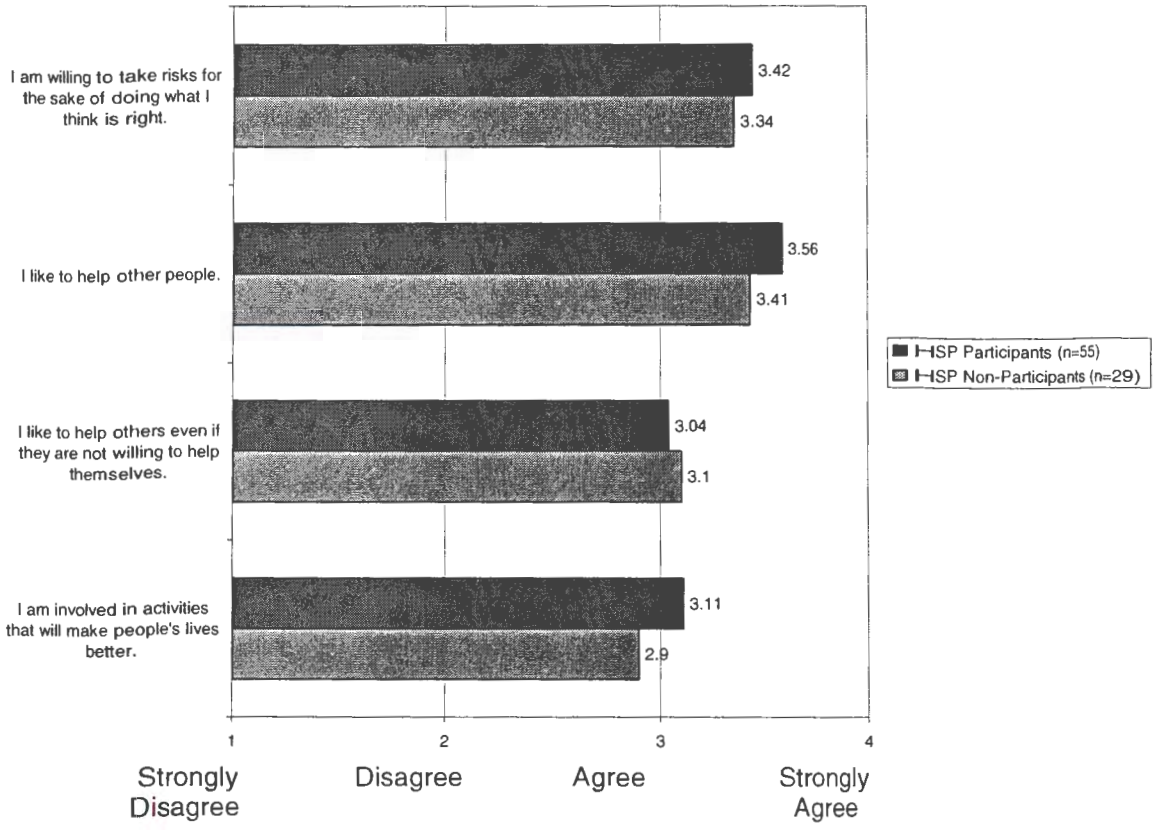
## Exhibit 14
## Students' Perceptions of Roles in Local Community




Note: $p < .05$

*What I learned from it was, like it was a tobacco prevention type of program, many people around the community, they don't want to know about tobacco, they don't want to learn about it, or they choose not to learn about it, they don't care about it, so, like tobacco prevention is pretty hard to get out to the community, but, if more people get involved and try to push it, to help make it a tobacco-free community, then it could be possible, but, as of now, I'd say, it's kind of difficult, because they aren't that much people as I thought it would be.* - Student

## Exhibit 15
## Students' Civic Attitudes

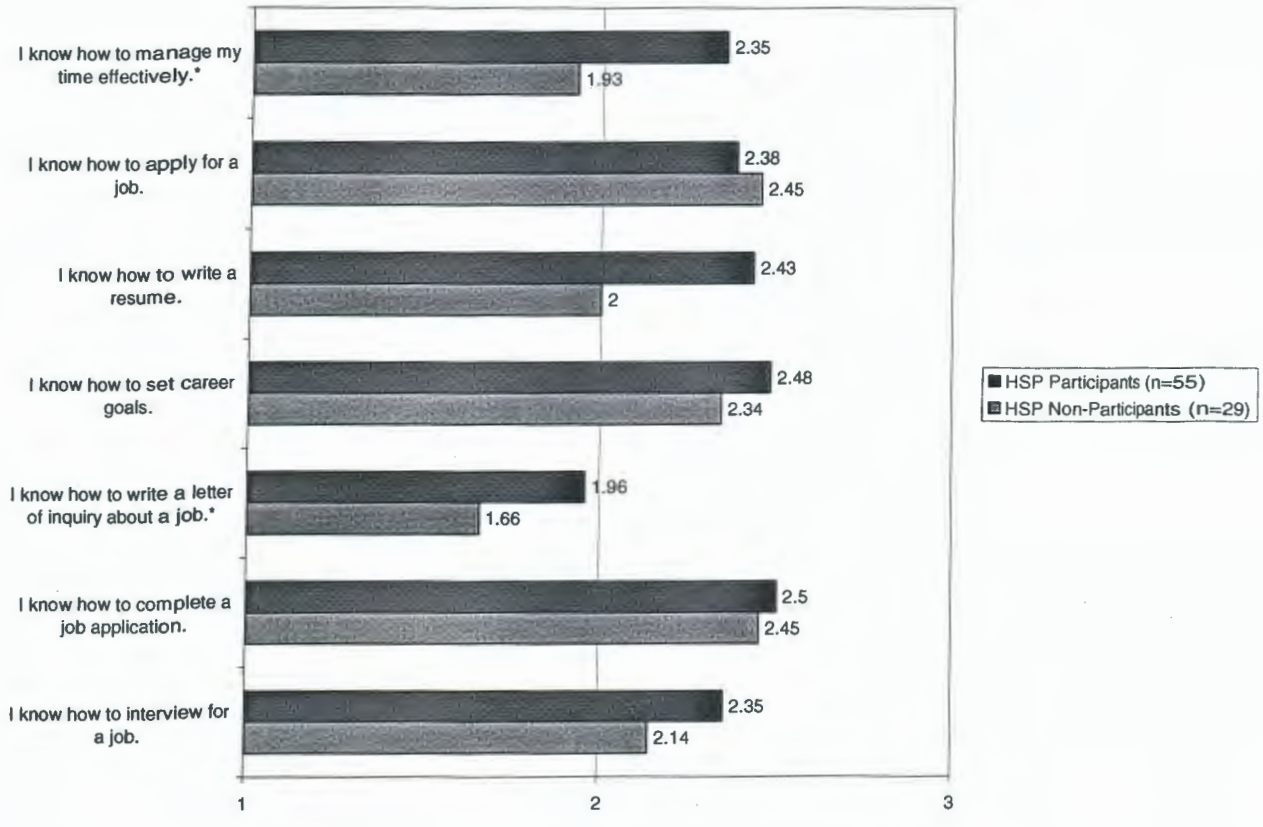



*In class he describes why we should take care of the streams, and why we should take care of the land because it takes care of us.* - Student

*Mentorship, when you are passing down your knowledge for what you learned from other role models. That you can use later on in your future when you teach the next generation coming up, you teach the next person below you and they will teach the next person after them. That way you carry on the knowledge, and show how much you learned, and they will be eager to teach other people what they have learned. Then the community will see that you are doing something for the community.* - Student

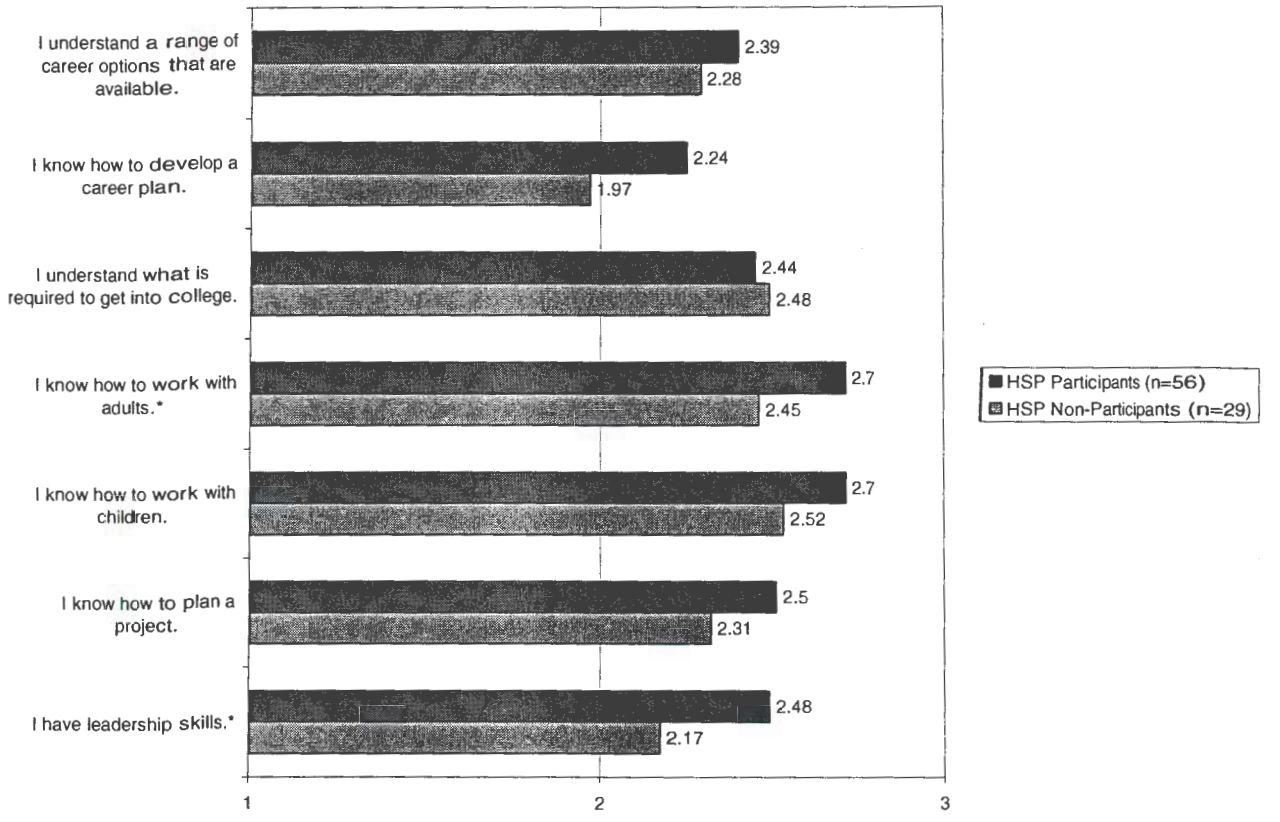
*Yea, we work with other people. Each teacher has us working at different grade levels, and we work in groups, and we just have too, work together to get stuff done. We come back as a group at the end of the day and discuss stuff and sometimes we have projects and stuff we have to work with other grade levels and other students to get done, so, yeah.* - Student

## Exhibit 16
## Students' Ratings of Their Career-Related Skills (Part 1)



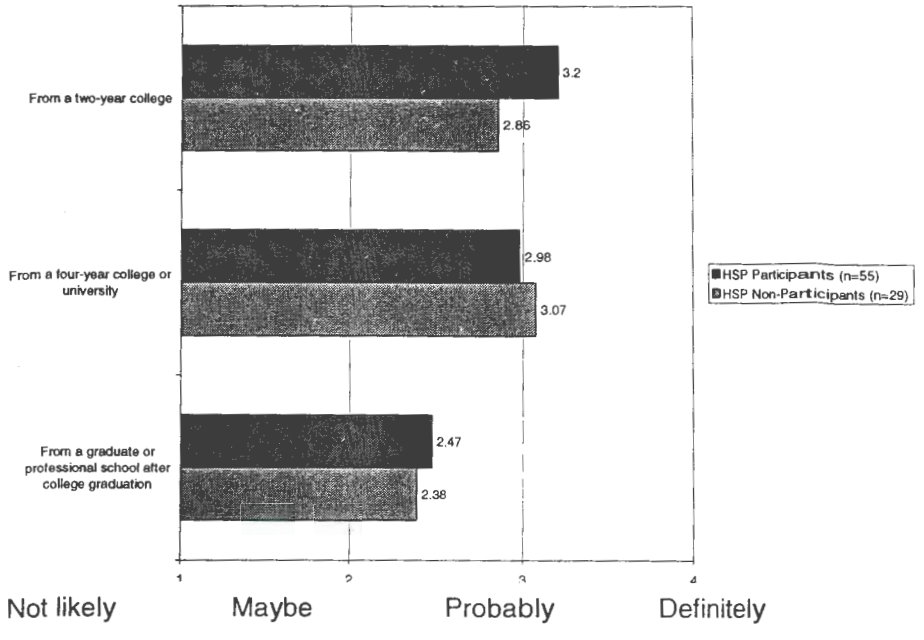

Note: $p < .05$

## Exhibit 17
## Students' Ratings of Their Career-Related Skills (Part 2)

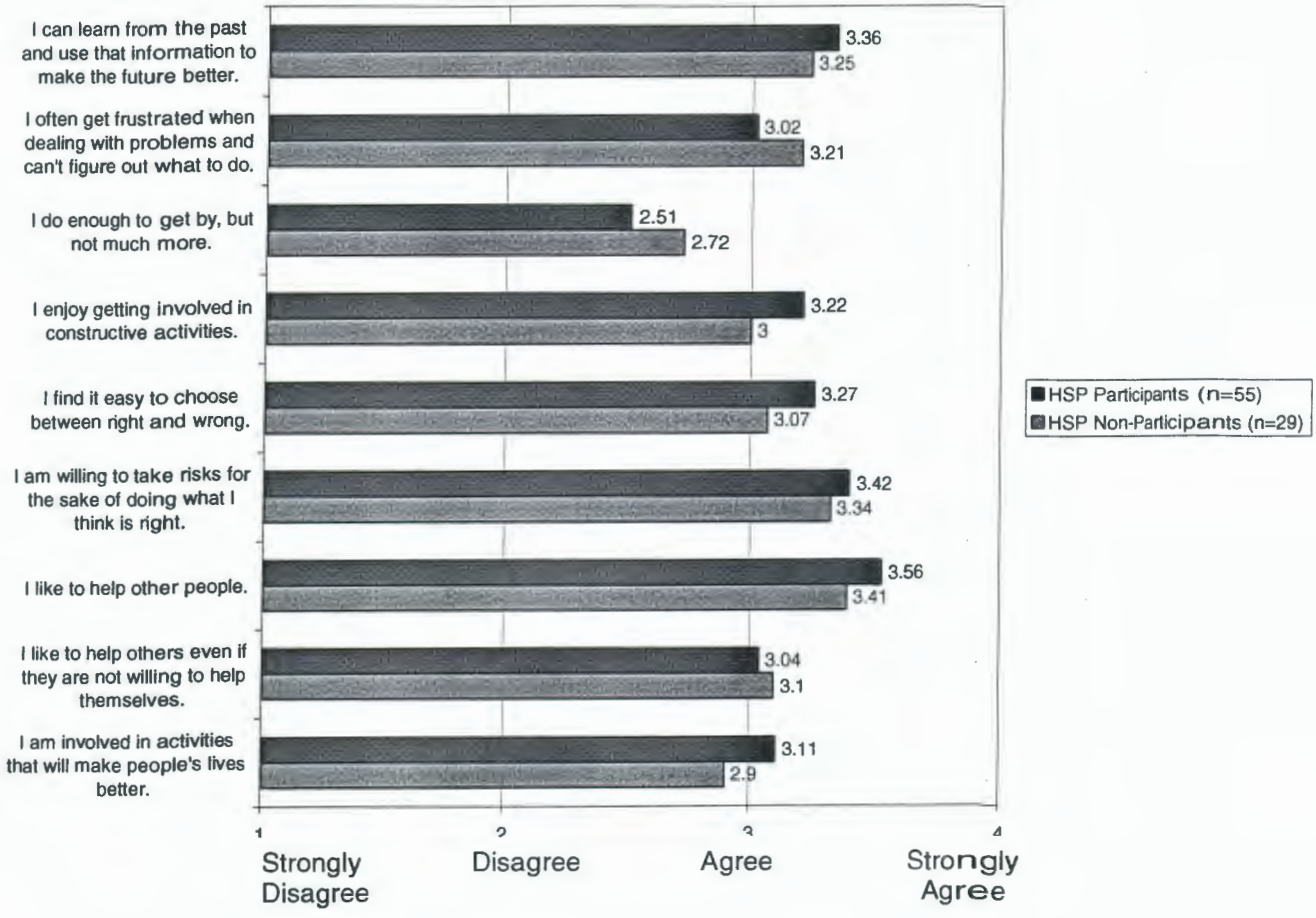



Note: $p < .05$

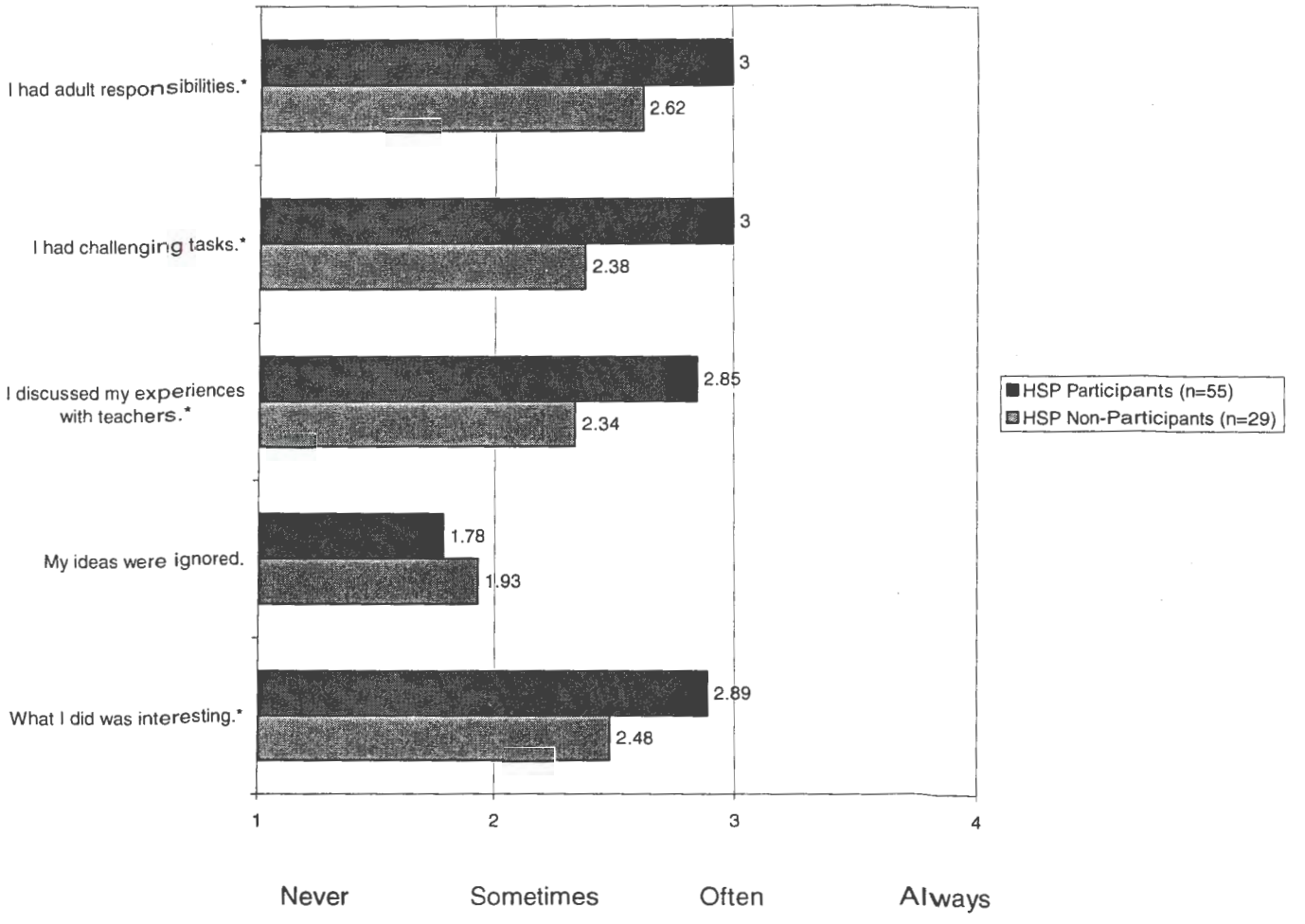
## Students' Perceptions of Likelihood to Graduate from a Post-Secondary Institution



## Exhibit 23
## Indicators of Student Resilience

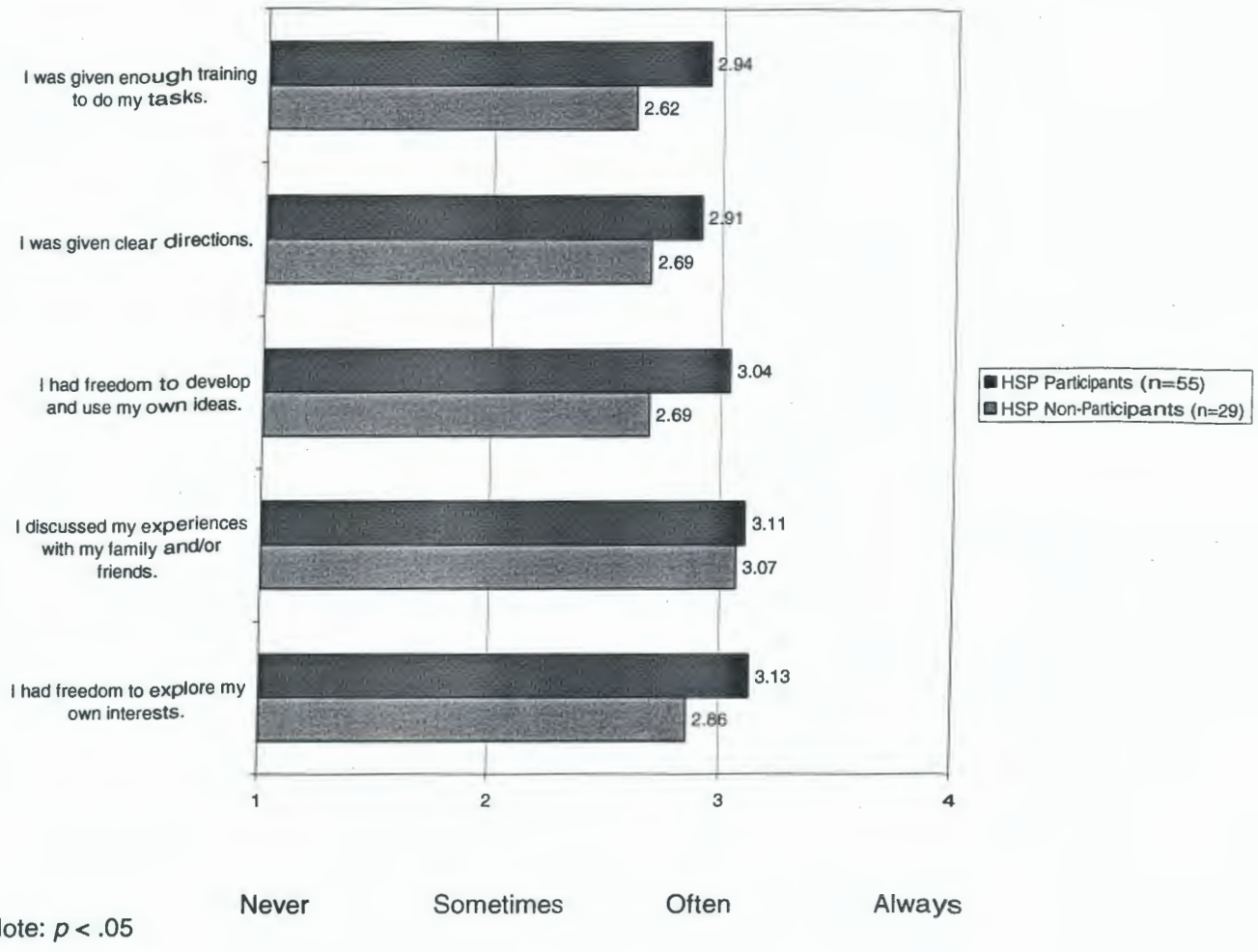


## Students' Ratings of School Experiences (Part 1)



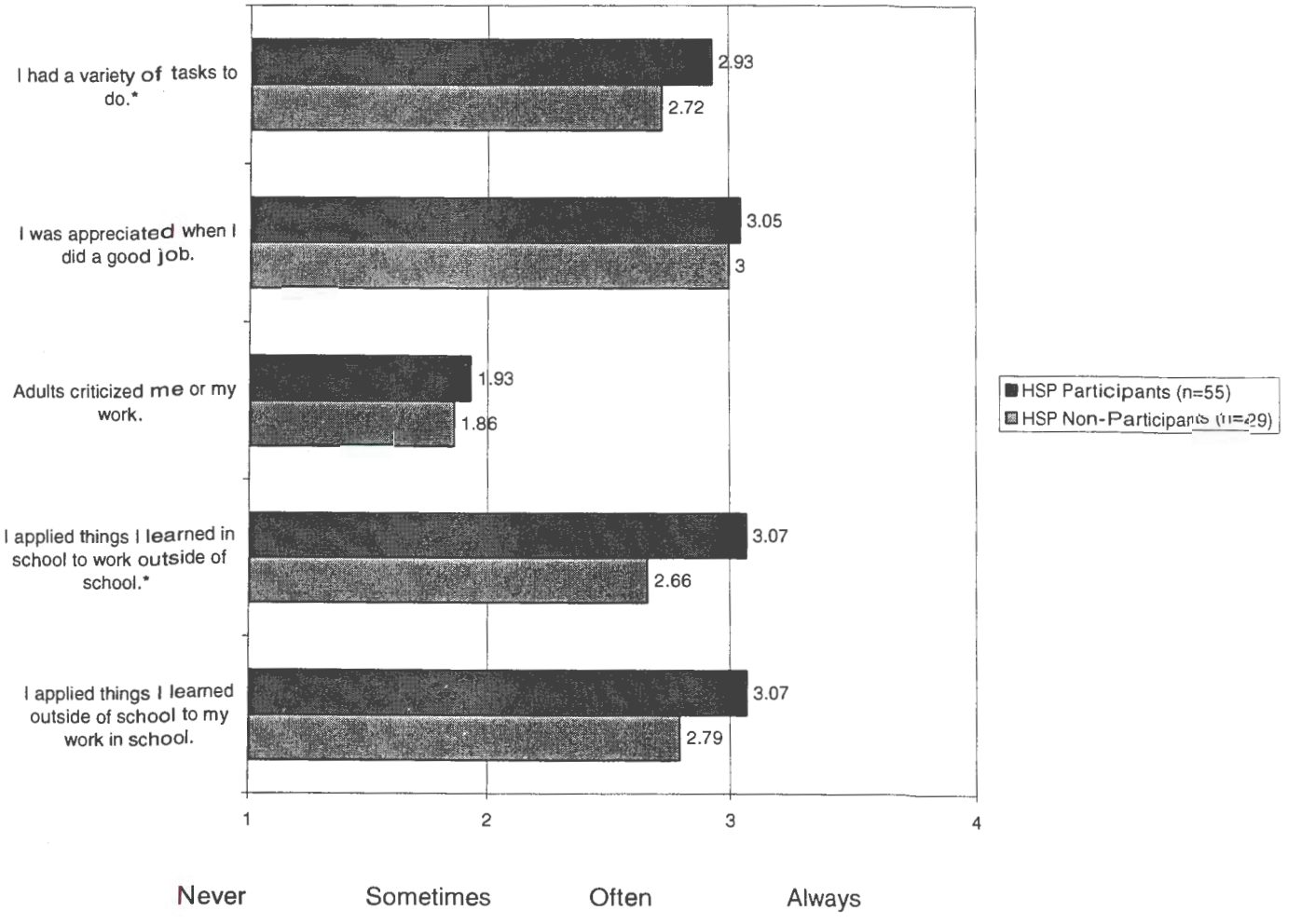

Note: $p < .05$

## Exhibit 29
## Students' Ratings of School Experiences (Part 2)



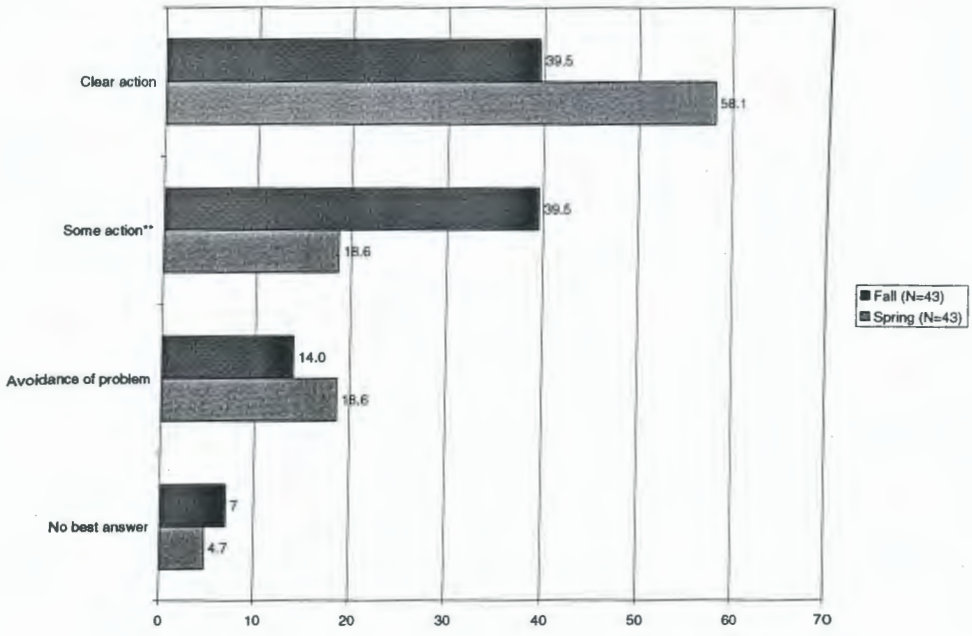

Note: $p < .05$

## Exhibit 30
## Students' Ratings of School Experiences (Part 3)

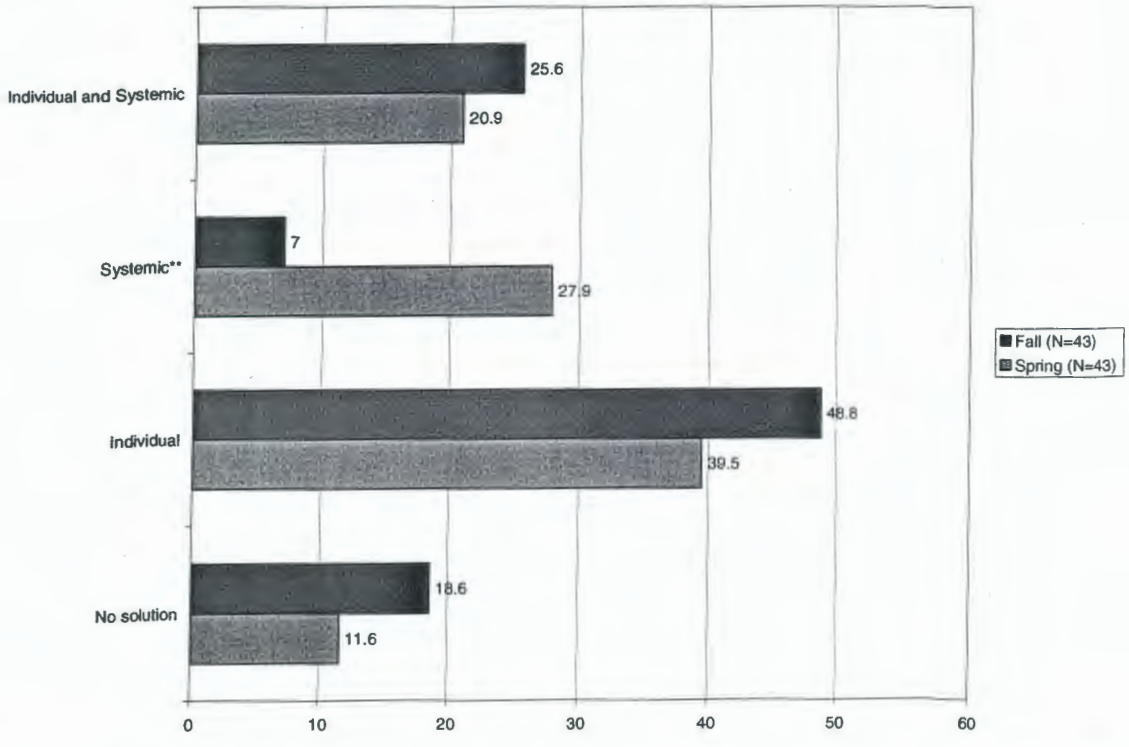



Note: $p < .05$

## EXHIBIT 32
## Extent of Action* Reflected in Student Responses to the Problem Solving Inventory

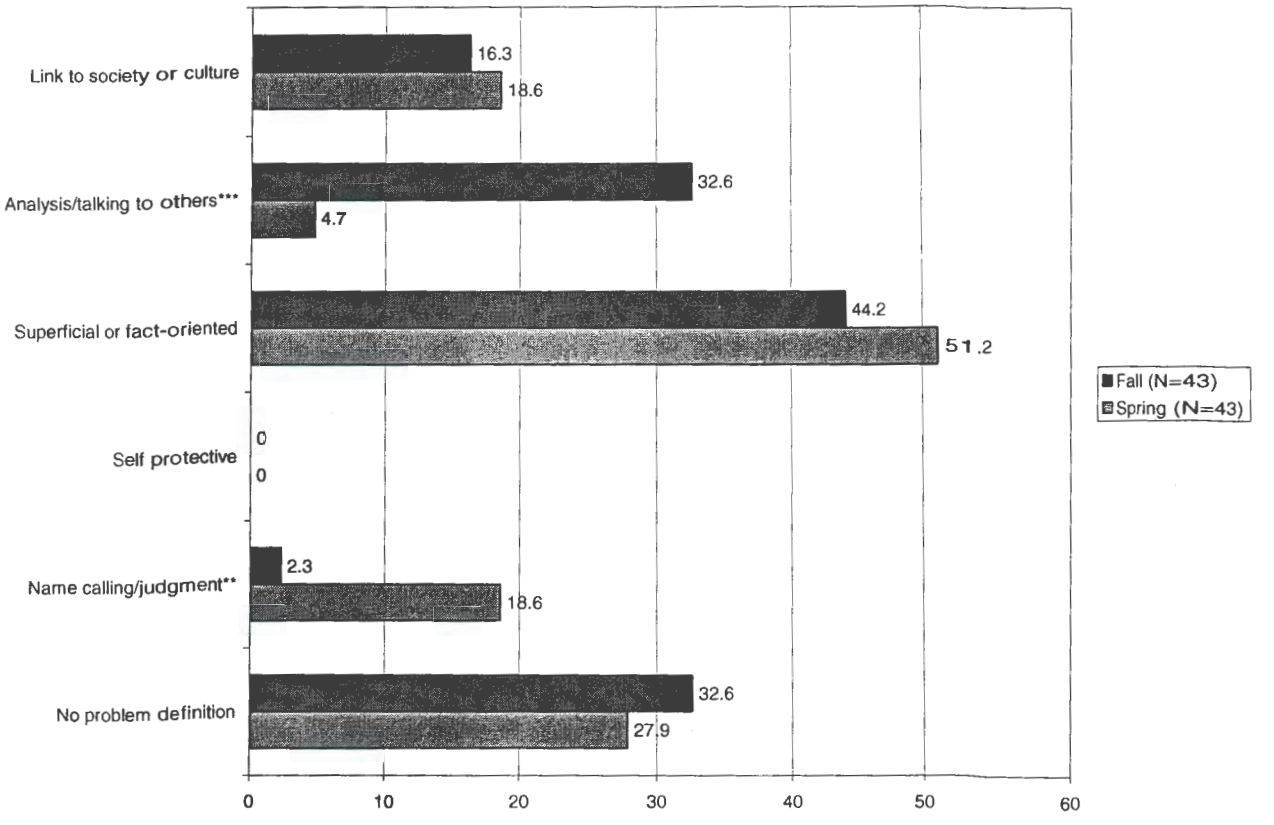



## Solution Locus* Reflected in Student Responses to the Problem Solving Inventory




*Note: Reported as a percentage of students suggesting no solution or individual, systemic, and individual and systemic solutions, $^{**}p < .05$.
*Note: Reported as a percentage of students indicating different levels of action, $^{**}p < .10$.

## EXHIBIT 36
## Cognitive Complexity of Solution* Reflected in Student Responses to the Problem Solving Inventory




*Note: Reported as a percentage of students indicating different levels of cognitive complexity,
**$p < .05$, *** $p < .01$.

## Implementation Issues

In homogeneous focus groups and in interviews, representatives of all stakeholder groups were asked to identify factors that served to facilitate or impede progress. A large variety of micro and macro level system factors were identified.

### *Factors That Served to Facilitate Implementation*

- **Factors associated with embedded professional development.**

*The CREDE staff understand preparation and the realities of working in the classroom. They are really knowledgeable and organized. They gave us agendas and kept us on task. We really appreciate their patience.* – Teacher

*The concrete, the visual helps. The rubric helps make it concrete, too.* – CREDE staff

*This is a culturally relevant way to approach professional development. We're very relational. It's good that there are the same people every time.* – CREDE staff

- **Relationships with administrators.**

*It's working. Both marine science and HSP are hands-on where students are totally engaged. We want more emphasis on the academic, though, and a much larger group involved in intensive professional development.* – Administrator

### *Factors That Served to Impede Progress*

- **Difficulties finding enough time and resources to support community partnerships.**

- **Concern about curriculum coverage.**

*The curriculum suffers with the partnership, but it's worth it. There's just a lot of logistical work.* – Teacher

- **Uncertainty about the HSP future in the Talent Development Model.**

*We don't have enough information about what's going to happen under Talent Development. We're feeling a little hopeless because there's not enough information to make decisions.* – CREDE staff

- **Working with adolescents.**

*"We have a commitment to move this program to a deeper cultural perspective. How to operationalize this in terms of the management of teens, though, is sometimes difficult."* – Community partner

- **Working with non-Native teachers.**

*The teachers lack the life experience that (our staff) has and having us be out of the program would be detrimental to the students.* – Community partner

*Some teachers were concerned about not being Native Hawaiian. They need to work with that, and call on the community to help. We will provide help as we are able, but we don't want to impose. It takes a lot of coordination.* – Community partner

- **Having a student teacher in the program.**

*We allowed a student teacher, but now we regret it. If it worked, it would have been great, but it didn't.* – CREDE staff

- **Coordination between CREDE and community partners.**

*CREDE came in, we didn't seek them...We've been accommodating to them, but there is a perception that they are imposed...Perceptions can be damaging.* – Community partner

*It would be nice to have a single focus, but that is not possible. (Our group) works hard at maintaining levels of communication and vision, being perceptive enough to see what is going on. This year, we stepped back a little. We have a broader perspective...but we felt there were factors beyond our control.* – Community partner

- **Concern about meeting school improvement goals.**

*We were a shopping mall high school where students and teachers could do pretty much what they wanted . . . now we're trying to ensure that every student in our programs has a structured curriculum. It jut can't be organic. That's a challenge in working with HSP. There's a comfort level where teachers just don't want to change.* – Administrator

- **Creating enough challenge in the program.**

*Make it more challenging. Not too much of the students in Waianae know what the students in the Hawaiian studies program are doing. We have to make them understand what we do because, who likes to sit in a class and read books all day when you can have first hand experience up on the mountain. Not too much of them know what we are doing. Make things more challenging and more fun.* - Student