The logo for Rising Voices Library is contained within a red speech bubble outline. The word "RISING" is in red, "VOICES" is in black, and "LIBRARY" is in black. There are small red triangles pointing outwards from the top and bottom right corners of the speech bubble. A registered trademark symbol (®) is located at the bottom right of the speech bubble.

RISING
VOICES
LIBRARY

Amplifying
AANHPI Narratives

Grades K-5

SAMPLE TEACHER'S GUIDE

Knowledge and Connection Begin with Compelling Stories



WELCOME TO YOUR **SAMPLE** **TEACHER'S GUIDE!**

Rising Voices: Amplifying AANHPI Narratives is perfect for elementary educators looking to supplement their current resources with highly engaging K-5 books. The books for each grade provide opportunities for students to experience stories that positively portray the contributions and experiences of people who have helped shape our country, our neighborhoods, and our communities. The instructional materials provide strategies to easily integrate the collection into any literacy block.

The Teacher's Guide supports educators with:


- ✓ **Implementation strategies** for integrating the texts into your classroom library.
 - ✓ **Suggestions** for how to support multilingual learners.
 - ✓ **Engaging discussion prompts** for using the teaching cards during read-aloud discussions.
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Access and Opportunity

When a variety of protagonists are showcased in children's books, it provides an opportunity for all children to feel seen and heard and to learn about the unique experiences of communities close to home and around the world. *Rising Voices: Amplifying AANHPI Narratives* provides engaging books that celebrate the achievements and experiences of Asian American, Native Hawaiian, and Pacific Islander people inside and outside of the United States. They include stories that often are missing from children's literature. Along with the books, other resources in the collection help children build greater understanding of and appreciation for the world they live in.

Why Rising Voices?

In 1990, Rudine Sims Bishop used the phrase “windows, mirrors, and sliding glass doors” to emphasize the need for all children to experience diverse stories through the characters and real-life people they meet in books. When they see aspects of their own experiences reflected in texts, they use books as mirrors. When they gain insights into the world beyond their own experiences, they use books as windows. Books later become sliding glass doors as children develop connections with the characters in the stories they read.

Reading a variety of books allows children to look into and outside of their own experiences and to make text-to-self and text-to-world connections. According to award-winning author Grace Lin, diverse books can even perform as “eyeglasses” that help children develop a clear view of the robust world around them.

Ideally, every classroom would contain a library filled with hundreds of books that reflect a variety of characters featured in a positive light. Positive representation in books can result in children who have higher self-esteem and increased classroom engagement (Schwartz, 2019). Providing access to high-quality literature, as well as effective instructional supports, creates environments in which teachers feel supported in expecting great things from all students.

This Rising Voices Collection

- **provides 50 books per grade (25 titles, two copies of each)**, selected by literature and literacy experts to ensure that each grade-level collection includes compelling and grade level-appropriate content.
- **includes texts with AANHPI protagonists as the stars of all kinds of stories**, such as biographies, contemporary realistic fiction, historical fiction, humor, fantasy, and science fiction.
- **reflects the authentic experiences of authors and illustrators**, because the perspectives that authors and illustrators bring to the texts they create lends authenticity to the stories they tell.
- **is organized around five essential literary themes** that students and teachers can use to make cross-text connections within and beyond this library.
- **uses five anchor texts per grade, each supported by a robust Teaching Card** to highlight each of the five themes, deepen comprehension, build knowledge, and scaffold higher-level thinking skills and deep discussion.
- **includes this Teacher's Guide, providing educators with tools** to lead whole-class read-alouds, book clubs, and independent reading with supports for conferring with students.
- **offers Rising Voices stickers and bins** that can be used to identify each book as part of this special collection.


Rising Voices Themes and Anchor Texts

Grades K–2

Anchor texts for each of the five Rising Voices themes are intended to be shared through an interactive, teacher-led read-aloud experience. Teaching Cards for each anchor text provide discussion questions and activities that bring the theme to the forefront, promoting discussion, conversation, and deep thinking. Building on anchor text instruction and discussion, you and your children can read through the collection, continuing to make connections and deepen the exploration of each theme.


Someone Like Me/Memorable Characters

How does understanding the people I read about help me to better understand myself and others?

Anchor Texts	Connect to Texts	Expand Thinking
	<ul style="list-style-type: none"> • What problems do the people in the book face? • What makes the people in the book special? • Which friends and family members is the main character closest to? • What makes the main character feel proud? 	<ul style="list-style-type: none"> • Do things the main character says, does, or thinks remind me of myself or someone I know? • What might the author want me to take away from this book? • Do things the main character says, does, or thinks make me feel seen, respected, and valued for who I am and the experiences I've had?


Family, Culture, and Community

How do the people around me help me feel safe and enrich my life? How can I help others around me? How do the people around me help me feel like I belong?

Anchor Texts	Connect to Texts	Expand Thinking
	<ul style="list-style-type: none"> • Who are the characters in the book? • How do families or community members in the book help each other? • What do people in the book do to help their family or community? • How are the people in this book like people in my family and community? How are they different? 	<ul style="list-style-type: none"> • What do I like most about my family? • What do I like most about my community? • How do my family and community help me? • What can I do to be helpful in my community?


Heroes and Role Models

What makes someone a hero? What can we learn from reading about people who have done important things?

Anchor Texts	Connect to Texts	Expand Thinking
	<ul style="list-style-type: none"> • What problems do the people in the book face? • What makes the people special? • How do they use their skills and talents to creatively solve problems? 	<ul style="list-style-type: none"> • Do these people seem like heroes? Why or why not? • Might I want to be like these people in some way? Why or why not? • What lessons might I take away from this book?


Strong and Resilient

What qualities help people succeed when they face challenges?

Anchor Texts	Connect to Texts	Expand Thinking
	<ul style="list-style-type: none"> • What problems do the people in the book face? • How do the people keep trying to solve problems? • What makes the people good problem-solvers? • How do the people show their feelings when things are hard? 	<ul style="list-style-type: none"> • When was a time that I felt proud because I kept trying? • What have I learned from this book about what it can take to solve a problem?

Thinking Beyond Today

How do people make their dreams come true? What can I learn from this?

Anchor Texts	Connect to Texts	Expand Thinking
	<ul style="list-style-type: none"> • What are the dreams of the people in the book? • How do the people try to make their dreams come true? • What gets in their way? • How do others help them? 	<ul style="list-style-type: none"> • What are my dreams for the future? • Are the dreams of the people in the book like mine? • What might I do to make my dreams for the future come true?


Rising Voices Themes and Anchor Texts

Grades 3–5

Anchor texts for each of the five Rising Voices themes are intended to be shared through an interactive, teacher-led read-aloud experience. Teaching Cards for each anchor text provide discussion questions and activities that bring the theme to the forefront, promoting discussion, conversation, and deep thinking. Building on anchor text instruction and discussion, you and your children can read through the collection, continuing to make connections and deepen their exploration of each theme.


Someone Like Me/Memorable Characters

How does understanding the people I read about help me to better understand myself and others?

Anchor Texts	Connect to Texts	Expand Thinking
	<ul style="list-style-type: none"> • What problems do the people in the book face? • What makes the people in the book special? • Which friends and family members is the main character closest to? • What makes the main character feel proud? 	<ul style="list-style-type: none"> • Do things the main character says, does, or thinks remind me of myself or someone I know? • What might the author want me to take away from this book? • Do things the main character says, does, or thinks make me feel seen, respected, and valued for who I am and the experiences I've had?


Family, Culture, and Community

How do the people around me help me feel safe and enrich my life? How can I help others around me? How do the people around me help me feel like I belong?

Anchor Texts	Connect to Texts	Expand Thinking
	<ul style="list-style-type: none"> • Who are the characters in the book? • How do families or community members in the book help each other? • What do people in the book do to help their family or community? • How are the people in this book like people in my family and community? How are they different? 	<ul style="list-style-type: none"> • What do I like most about my family? • What do I like most about my community? • How do my family and community help me? • What can I do to be helpful in my community?


Heroes and Role Models

What makes someone a hero? What can we learn from reading about people who have done important things?

Anchor Texts	Connect to Texts	Expand Thinking
	<ul style="list-style-type: none"> • What problems do the people in the book face? • What makes the people special? • How do they use their skills and talents to creatively solve problems? 	<ul style="list-style-type: none"> • Do these people seem like heroes? Why or why not? • Might I want to be like these people in some way? Why or why not? • What lessons might I take away from this book?


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Using the Anchor Texts and Teaching Cards

Each grade-level library includes five Teaching Cards that offer options for exploring each anchor text.

A quick overview identifies teaching highlights, like content-area connections and writing about reading, to encourage academic growth.

A sidebar offers tips for building background knowledge, language support, and facilitating the read-aloud.

Grade K



Punky Aloha

written and illustrated by Shar Tui'asoa



At a Glance

Meet Punky Aloha, a Polynesian girl who carries her culture in her heart and everywhere she goes. At first, Punky feels shy about meeting new friends. But when she has to go to the market to get butter for Grandma's special banana bread, Punky learns how to be courageous with the help of Grandma's "brave glasses." Along the way, she remembers to share her aloha, helping animals and people in need. She becomes a brave adventurer and experiences the joy of making new friends on her home island of O'ahu.

Genre/Text Type	Content Area Connections	Write About
Fantasy/Picture Book	Family, Cooking, Friendship	Punky's Problems

Rising Voices Theme
Heroes and Role Models

Teaching Tips

Build Background The Hawaiian word *aloha* means to show love and respect for all living beings, including the land and yourself. Author Shar Tui'asoa explains *aloha* as "I give you, you give me... It's something we all grow together." *Aloha* is also used to say hello and goodbye. Auntie Pilahi Paki, a famous Hawaiian poet, wrote a poem to share the special meaning of *aloha*. Below is a simplified adaptation.

A—Akahai—Kindness
L—Lōkahi—Being together as one
O—'Olū'olū—Friendly and gentle
H—Ha'aha'a—Humble
A—Ahonui—Patience

Language Support Explain to children that writers can use sound words to help readers feel like they are hearing what the characters hear. Preview and explore the sound words with children: *oink* (p. 13), *bzz* (p. 17), *crash* (pp. 22–23), and *yum* (p. 24).

Reading Aloud You may wish to read the book twice. First, read it all the way through and invite general reactions. Then, reread it, using the questions to guide discussion and deepen comprehension. As you read, briefly define unfamiliar words and terms when you come to them in the text.

Introduce

- Teach these essential vocabulary terms before reading aloud the book to children.
 - depends on** (p. 13) needs
 - downright** (p. 20) absolutely, completely
 - recite** (p. 13) say from memory
- Display the front cover to children and read the title. Explain that the girl on the cover is Punky Aloha. Tell children she doesn't need glasses to see. Instead, she is wearing Grandma's "brave glasses." Ask: Why might Punky need to be brave? Let's read to find out!

Read Aloud

Encourage children to turn and talk with partners or share their thinking with the whole group.

pp. 2–7 *Grandma calls Punky a "brave adventurer." What else do you find out about Punky? What used to be hard for Punky to do?*

pp. 8–13 *Punky has a problem. Grandma needs butter for the banana bread, but Punky is scared to go to the market alone. What is Punky afraid of? How might "brave glasses" help Punky on her journey?*

pp. 14–17 *Punky helps a mommy pig get mangoes home to her family. How did reciting her aloha—"Be helpful. Be giving. Be brave."—help Punky? How does Punky feel after helping the pigs?*

pp. 18–23 *Punky is getting the hang of talking to new friends, but then her "brave glasses" break! How do you think she will help the boy she ran into? Do you think Punky will be shy again without her glasses? Why or why not?*

pp. 24–25 *Punky helps Kai and doesn't seem to mind that her "brave glasses" broke. Why wasn't she upset about breaking her glasses? What has Punky learned about making friends?*

pp. 26–30 *Punky had a big adventure and shared aloha along the way. How did sharing aloha help Punky make new friends? How can you share aloha with people in your life?*



This section prepares for reading by introducing essential vocabulary that adds context and empowers children. It provides a "hook" to engage children and build on what they already know.

Suggested prompts support strategic responses to text, higher-level thinking, and interaction as children turn and talk or discuss their ideas with the whole class.

Punky Aloha



After Reading

Write About Punky's Problems

Say: *Sometimes a character has problems in a story that he or she tries to fix or solve. These are called solutions. Noticing how characters solve problems can help us get to know the characters better.*

First, revisit and read aloud pages 14 and 15. Say: *Punky meets a pig who needs help. What problem does the pig have? How does Punky help the pig?* Have children turn and talk with a partner about how the pig needs to carry the mangoes and how Punky uses her skateboard to help. Select a few children to share their thinking with the class.

Reread pages 18 and 19. Ask: *What is the bee's problem? How does Punky help solve the bee's problem?* Have children share with a partner about how the bee needs to collect pollen and how Punky helps with her lei.

Finally, ask: *How does Punky solve her own problem of making friends?* Guide children to discuss how Punky made friends.

Invite children to draw a problem from the story and how it's solved. Ask them to label their drawings with words that tell about the problem or solution. They may choose to write words such as *Punky, bee, skateboard, or lei*.

After reading, this section offers an option to revisit the text to demonstrate comprehension through discussion and writing about reading.

More to Explore

Book Club Discussion Have children meet in small groups to think about the text and discuss the questions below. Read aloud, display, or share copies of the questions with children.

- **Heroes and Role Models** *A role model is someone you admire, or look up to, because he or she does good things. What do you admire about Punky? What do you admire about Punky's grandmother? Who is someone in your life you look up to as a role model?*

Enhance Well-Being and Build Life Skills *Punky thought it was hard to make friends. But on her journey to the market, she realizes that making friends feels good, especially when you share aloha. How did trying something new help Punky? How did Punky's adventure also help others? Why is it important to try new things?* Have children turn and talk with a partner. Then select a few children to share their thinking with the class.

Practice Fluency: Repeated Reading Display and model reading page 13. Then, invite children to repeat Punky's lines: "Be helpful. Be giving. Be brave. This is how we share our aloha." Show children how to take a pause at each period and read expressively in Punky's voice. Ask children to share how reading it a few times helps them read more fluently.

Activity: Make a Brave Accessory Tell children that Punky's glasses remind her to share her aloha. Set out materials such as crayons, paper, pipe cleaners, paper tubes, clips, craft sticks, and tape. Have the class brainstorm and create "brave" accessories, such as wrist bands or badges they can tape or clip on their clothing. Encourage them to include a word or phrase that reminds them to be like Punky.

Spotlight: Shar Tui'asoa Shar's father and grandmother are from Tonga, a part of Polynesia. She based *Punky Aloha* on her own childhood experiences growing up in Hawai'i. Grandma in the book is a mix of Shar's grandmothers: Grandma Joan loved baking, and Grandma Langi was "the best friend of the grandchildren" and looked just like the grandma in the book.

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Connect to Other Texts

Preview or review other texts in this or any other Rising Voices library that are also linked to the theme Heroes and Role Models. Invite children to explore or revisit one of these texts with you or a partner to discover what the people in these books have in common with Punky. Ask: *What do you admire most about the people in these books?*

Amplifying
AANHPI Narratives



This promotes text-to-text connections with other books in the Rising Voices libraries.

This section further connects with the text and its relevance to children's lives. Options are provided for book club discussion, enhancing well-being and building life skills, practicing fluency, a creative activity, and an opportunity to share more insight on the book's author or illustrator.



Changing the Narrative by Joanna Ho

I have always been an avid reader—a bookworm before it became a hip identity with a hashtag. I spent summers buried in books, determined to win every summer reading prize offered by my local libraries. I read anything and everything I could get my hands on, and I loved it all. Yet, despite my insatiable appetite for books, the first time I ever saw myself—the daughter of immigrants from Taiwan and China—in a story, saw characters who looked like me, spoke my languages, shared my culture, and experienced similar family dynamics was in high school when I read *The Joy Luck Club*. It was a singular experience that did not repeat itself for another decade or more.

My invisibility in books and media was so profound that I never even thought to question it. I did not even know it was possible to exist in the narrative, let alone demand a space for myself there. As an English teacher and a high school administrator, I quickly learned the importance of finding books and sharing history that mirrored my students' experiences, all of whom were from an array of marginalized communities. I also realized the value of teaching books that gave them portals to other worlds. I learned that reading became a journey of discovery—instead of a frustrating set of skills—when students felt connected, celebrated, and seen.

I began to write children's books to change the narrative: to carve out space for myself and my community; to share stories that highlight the beauty, power, and humanity of Asian people. I write the stories I needed as a child. I also write because I hope my stories will be a bridge for those who may not know Asian histories or experiences but for the books they read.

The historic erasure of Asian stories and history is a void that impacts all of us, no matter our race or ethnicity. When we don't know who or what came before, it is impossible for us to see the ways we are, and always have been, bound together. Reading our stories and learning our history shows us the fibers that connect us all.

I am thrilled to be a mentor for the Rising Voices: Amplifying AANHPI (Asian American, Native Hawaiian, Pacific Islander) Narratives Collection. This carefully curated collection honors voices from an incredibly diverse and complex AANHPI community. This is a collection for many students who, like I did, yearn to see themselves in books and history. It is also a collection that will build much-needed portals of discovery and be a connection for those who want to better understand the AANHPI experience through the books they read. It will invite dialogue and critical consciousness, celebration and joy, and learning and growth for readers of all ages and backgrounds.

ABOUT JOANNA HO

Joanna Ho is the *New York Times* bestselling and award-winning author of many books for kids. She has received the Asian Pacific American Award for Children's Literature Honor, a Golden Kite Award, a Golden Poppy Award, and an Ezra Jack Keats Award Honor, and she has been a finalist for the Kirkus Prize. Her works include the picture books *Eyes That Kiss in the Corners*, *We Who Produce Pearls: An Anthem for Asian America*, and *The Day the Books Disappeared*, and the young adult novel *The Silence That Binds Us*.

She is a writer and an educator with a passion for anti-bias, anti-racism, and equity work. She holds a master's degree from the Principal Leadership Institute at UC Berkeley and has worn many hats in education: English teacher, dean, designer of an alternative-to-prison program, creator of educator professional development, and high school vice principal. She uses culturally relevant pedagogy, restorative practices, collaboration, and discourse to build student-centered communities of learning.



Building Self-Worth by Dr. Don Vu

One of my favorite things to do as a principal was to go into classrooms and read aloud to kids. I fondly remember one afternoon reading a story about Malala Yousafzai, the young Pakistani Nobel Peace Prize winner who has dedicated her life to empowering and educating girls throughout the world. I was reading to a group of second-grade students and noticed one girl gently stroking her hijab while listening intently. I gave her an encouraging look as I stopped to turn the page.

She took the cue and said, loud enough for the whole group to hear, “I’m wearing what she wears. It makes me happy and proud.” What she said struck me because years before, after the 9/11 terrorist attacks,

many of our Muslim families were sending their girls to school without their hijabs for fear of prejudice and discrimination. Sadly, they were willing to give up a part of their identity so that their children would be safe in school.

I was elated to hear my second grader’s excitement for seeing herself in a book, for making a connection between herself and the heroine in the story. I know that hearing Malala’s story made a difference to her that day, but I was also reminded that the prejudice and discrimination in the world come from hate and fear of the unknown. This hate and fear come from not knowing the stories of others. This happened to our Muslim community almost 25 years ago, and this is why we continue to see skyrocketing incidences of hate crimes against Asian Americans, Native Hawaiians, and Pacific Islanders (AANHPI) in our post-pandemic world today. We tend to hate and fear what we don’t know. And we don’t know or share enough stories about our AANHPI community. In a national survey conducted by The Asian American Foundation (TAAF) in 2022, 58% of Americans could not name a single prominent AANHPI person (LAAUNCH/TAAF, 2022). Today, you may be able to name a few (can you?), but this highlights the continued invisibility of this community in our society.

Thankfully, the world is changing. For students like my second grader who saw herself reflected in the heroine of the story, the right book can help build self-worth and an audacity of equality that will last a lifetime. For the students and families who are unfamiliar with AANHPI stories, learning about this community will build the familiarity that can chip away at the fear and eventually provide a foundation of trust and respect for all people. How can you hate or fear someone when you begin to realize you have more in common with them than you have differences?

The Rising Voices collection for Asian Americans, Native Hawaiians, and Pacific Islanders (AANHPI) aims to make visible a community that has long lived in the shadows of America. With books about Malala Yousafzai and many other beautiful AANHPI stories, this library will proclaim to all AANHPI students and families that their stories are worth being shared and that their value in society is priceless. And this collection will provide everyone a window to a beautiful world that is diverse, magical, and inspirational.

ABOUT DR. DON VU

Dr. Don Vu has served as an elementary school teacher and principal for 24 years. He understands the challenges children and families face when learning a new language and culture, having fled Vietnam with his family in 1975. He also knows that reading and sharing our stories can be transformative and life-changing.

As a mentor for Scholastic's Rising Voices library and the One World, Many Stories Collection: Immigrant and Refugee Experiences, he believes that literacy can change the world. His book *Life, Literacy, and the Pursuit of Happiness* (Scholastic, 2021) is a call to action for all educators to build a school culture of reading to empower all students—especially our immigrant and refugee children—as they pursue their American Dream. Don currently serves as Director in the School of Education at Sacramento County Office of Education supporting school leaders in California.



The Kingdom of Education by Dr. Erika K. Cravalho-Meyers

“He aupuni palapala ko’u; o ke kanaka pono ‘o ia ko’u kanaka” (“Mine is the kingdom of education; the righteous man is my man”). This was said in 1825 by Kauikeaouli Kamehameha III, Mō’i o ke Aupuni ‘o Hawai’i (sovereign of the Kingdom of Hawai’i), upon his accession to the throne. He believed in and supported literacy and education, seeing them as means for Hawaiians to share information from one end of the archipelago to the other and from one generation to the next. Before the introduction of institutionalized education to Hawai’i, we had a strong oral tradition. Knowledge was passed down to the next generation through mo’olelo (history, legends, and stories), mo’okū’auhau (genealogy), mele (song), oli (chant), and ‘ōlelo no’eau (proverbs and poetic sayings).

With Western contact in the 1800s, a written form of Hawaiian was introduced, and within two generations, the literacy rate among the Native Hawaiian population was 98 percent, one of the highest literacy rates in the world. Native Hawaiians used literacy to present their own points of view, and our Hawaiian nūpepa (newspapers) played a vital role in this literacy movement. Over 100 Hawaiian-language nūpepa publications spanned 114 years, with more than 125,000 pages written by and for our people. These papers captured stories of our history, traditions, songs, cultural practices, and social and political interactions. As editor Joseph Mokuohai Poepoe of *Ka Na’i Aupuni* once said, “A nation is truly enlightened when its people know the stories of their homeland.” Today, these newspapers serve as primary sources to understand our culture. They are living archives that reveal the depth of our kūpuna’s (ancestors’) intellect and a tangible manifestation of Native Hawaiian literacy.

Reading has been an important part of my life from a young age. I can remember switching schools between kindergarten and first grade, joining a class full of students who were already reading and I could not! My first-grade teacher, Mrs. Wurdeman, took the time to teach me how to read outside of our regular class time. The first story I read on my own was about a red and blue bird, and to this day, I can remember the sense of joy and pride I felt when I read it. In middle school, I would get lost in books—so much so that after being sent to bed for the evening, I would use my flashlight to read under the covers. My parents quickly caught on to my passion and had to come into my room to ensure I was sleeping.

As an educator, I taught English to middle school students, guided by the philosophical belief that reading is a gateway to opportunity. To read better, you need to practice reading regularly. To write better, you need to read. Reading serves as a pathway to open new

worlds and to imagine futures that may seem unimaginable. In my classroom, reading was a daily occurrence; time was provided at the beginning of each class for students to ground themselves in a book. I used this time to center the students—individually and collectively—within our learning community. I helped them develop habits: they learned to find genres that interested them; they could read anything they wanted; and they could start a book, read a few chapters, and switch if it didn't resonate. My goal was to empower them in their reading journey.

Today, I am committed to the education and advancement of Native Hawaiians. The literacy rates of four generations ago are not the literacy rates of today. Native Hawaiians are on the negative side of nearly every educational and economic statistic, and due to the high cost of living in Hawai'i, there are now more Native Hawaiians living on the continental United States than in Hawai'i itself. Representation is necessary. I am excited to be a part of *Rising Voices: Amplifying AANHPI Narratives* because it will bring Asian American, Native Hawaiian, and Pacific Islander stories, history, and culture to the forefront. It is a collection that will provide young AANHPI readers the opportunity to see themselves in these stories and imagine futures in which they can be anything and everything they want to be. I also see this as a chance to expand global competence for all learners, recognizing our interconnectedness and discovering ways to enhance the unique contributions everyone can bring to the world. These are stories that resonate with me, that pulse through my veins, and that form the construct of who I am as a Native Hawaiian woman. I am excited for these stories and curricular materials to be added to classrooms around the country, building empathy and understanding across cultures.

ABOUT DR. ERIKA K. CRAVALHO-MEYERS

As a long-time educator, Dr. Erika K. Cravalho-Meyers has dedicated the past 20 years to serving Native Hawaiians directly. She brings extensive experience as an educator, administrator, and instructional leader across diverse education systems. She advocates for innovation in learning and values ongoing reflection and refinement to foster a student-centered learning environment. Dr. Cravalho-Meyers strives to create a space that intentionally listens and adapts to the community's needs. As a leader, she leverages the expertise and knowledge of those she collaborates with, employing various processes to build both individual and collective capacities. Her experience includes guiding others through meaningful dialogue and activities focused on developing structures that support professional growth through research-based strategies and diverse assessment methods. Additionally, Dr. Cravalho-Meyers co-founded EAmāi Co-Lab, a partnership dedicated to helping shift mindsets and behaviors related to systemic, institutionalized standards of professionalism toward greater equity and inclusion for those served.

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