



'Ele'Ele Elementary School

P.O. Box 38
Eleele, HI 96705

September 15, 2016

Dear Chair De Lima and Members of the Hawaii State Board of Education Human Resources Committee:

My name is Paul Zina and I am a third year principal in the State of Hawaii Department of Education currently working at 'Ele'ele Elementary School on Kauai. I have been employed by the State of Hawaii Department of Education for nearly 20 years.

I am pleased to write in support of the Leadership Institute's budget request. Key to transforming the quality of education in Hawaii is to ensure a high quality teacher in every classroom and a great leader in every school, complex area and state office. Our leaders must be instructional and learning leaders, coaches and system thinkers to help students exceed the high expectations we set for them.

The purpose of the Hawaii Department of Education's Leadership Institute is to develop leaders across the system that can implement systemic change and transform schools to secure the futures of the children we serve. The Institute represents a new model of leadership development, one where we move away from the individual leader as the sole authority and fully embrace the idea that everyone is both a leader and a learner.

When the Leadership Institute was launched two years ago in year one of my principalship, too many school principals felt they were not sufficiently prepared to increase student outcomes. Sixteen focus groups revealed that "I am not real clear on what I am supposed to do and what is the expectation of an effective school leader" and "it does not seem like the voice of the school level has been involved when decisions are being made". I shared these beliefs.

Today, the picture looks quite different. Leadership competencies set clear expectations for teacher leaders, vice principals, principals, complex area superintendents and state office leaders. Training capacity has expanded, curricula are more relevant and coherent, and enrollment is up significantly. New programs target state office leaders and school leaders passionate about project based learning. Coaching has expanded to new vice principals, new principals in their first two years and all complex area superintendents. I have made considerable changes to my leadership practice as a direct result of participation in the Leadership Institute as a new principal.

The Leadership Institute now provides the full spectrum of coordinated support from induction and mentoring of beginning teachers through development of state executives. And the impact of these efforts is being recognized. Internal data from the Hawaii DOE spotlight results from

surveys of 309 principals and vice principals that point to encouraging impact by the Leadership Institute and related efforts:

1. "I see progress in strengthening my system of support" (82% agree/strongly agree)
2. "I am equipped to succeed in my role" (78% agree/strongly agree)
3. "My voice matters in complex area decisions" (59% agree/strongly agree)

Many of these efforts were begun using federal and private funds. Please consider the request to dedicate ongoing state funds to developing leadership across our system. I believe it is a vital investment in our children's future. After all, our success rises and falls on whether our leaders can motivate others towards our common goal of student learning.

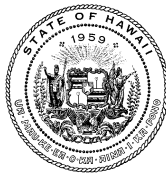
Discerningly,

A handwritten signature in black ink, appearing to read "Paul Zina", with a long horizontal flourish extending to the right.

Paul Zina

Principal

`Ele`ele Elementary School



STATE OF HAWAII
DEPARTMENT OF EDUCATION
Mayor Joseph Fern Elementary School
1121 Middle Street
Honolulu, HI 96819

September 16, 2016

To: testimony_boe@notes.k12.hi.us

Re: Testimony in Support of State I&M Budget Request

Name: Fred Yoshinaga, Principal, Mayor Joseph J. Fern Elementary School

Meeting: BOE HR Committee 9/20/16

Position: Support the State I&M Budget Request

Aloha Committee Members,

I am writing to express my support for the budget request of the State Induction & Mentoring (I & M) Program. I have been Principal at Mayor Joseph J. Fern Elementary School for 3+ years now and I have 35 years of experience collectively as a teacher and as an administrator at the school and district level. During my time at the school level, I have worked closely with mentors and the State I&M Center. I have seen first hand, the powerful impact that the State I&M Program has had for my new teachers. Specifically:

- *having well-trained mentors and supports from the State I&M Program increases the likelihood that our new teachers stay in the profession and help with our teacher retention problem.

- * mentors and new teachers together can be critical assets in efforts to focus on teacher effectiveness and student learning.

- * mentoring by a complex mentor accelerates the professional growth of new teachers and student learning.

- * mentors at schools receive training and practice at coaching which prepares them to be effective teacher leaders or future school leaders

Without the training, support, and program knowledge provided by the State I&M Office, mentoring in schools, and the positive effects I describe above, will suffer. Your consideration to approve the Induction & Mentoring budget request will be greatly appreciated. Thank you.



HAROLD K.L. CASTLE
FOUNDATION

Dear Chair De Lima and Members of the Hawaii State Board of Education Human Resources Committee:

I am pleased to support budget requests for the Leadership Institute and induction and mentoring of beginning teachers.

Key to transforming the quality of education in Hawaii is to ensure a high quality teacher in every classroom and a great leader in every school, complex area and state office. We expect our leaders to be instructional and learning leaders, coaches and system thinkers to help students exceed the high expectations we set for them.

At the request of the Department, the Harold K.L. Castle Foundation has advanced this vision by investing \$782,000 in the Hawaii Department of Education's Leadership Institute and \$762,000 in Induction and Mentoring programs.

Sadly, too few college students choose to enter the teaching profession. This means we must double our efforts to provide beginning teachers with high quality mentoring that improves their craft and increases the likelihood that new teachers stay in the profession. The results speak for themselves; having a well-trained mentor accelerates the growth of teachers and the learning of their students. Mentors and new teachers together can re-focus school culture on professional growth and rebuild school morale. Our Foundation is proud to support a three-year effort to determine the best conditions for increasing the impact of teacher mentoring across the Department.

We are also proud to support the growth of the Department's Leadership Institute. The purpose of the Institute is to develop leaders across the system that can implement systemic change and transform schools to secure the futures of the children we serve. We help fund the State Office Leaders Academy, the Hawaii Innovative Leaders Network, the expansion of New Principals Academy to a second year and the expertise needed to help the Institute become best in class.

We are beginning to see results. Far more school leaders feel prepared for the rigors of the job as compared to two years ago. Foundations are good at initiating new efforts and bearing the initial risk so the Department can gauge the return on investment. We agree that it is now time for the majority of Leadership Institute and Induction and Mentoring to be funded through the regular DOE budget.

Both mentoring new teachers and training leaders across our system have proven to be high impact strategies. Education is ultimately a people business. And so I encourage the Board to approve both investments in its people.

Sincerely,

Alex Harris
Senior Program Officer for Education



Andrew Jones <jonesbaron23@yahoo.com>

09/17/2016 06:52 AM

To "testimony_boe@notes.k12.hi.us"
<testimony_boe@notes.k12.hi.us>

cc

Subject Testimony Andy Jones HRC 9-20

Name: Andy Jones

Position: Language Arts teacher, Radford High School

Meeting: Human Resources Committee, 9-20

Agenda Item: IVB

Position: Comment

Aloha, Board members.

The following is a guest column on EES that I wrote and that was published in the Star-Advertiser in April of this year (2016). It describes one important reason (of many) why most teachers are against EES.

Editorial| Island Voices

Elimination of EES evaluations would free teachers to teach

By Andy Jones

April 21, 2016

COURTESY PHOTO

Andy Jones, of McCully-Moiliili, has taught language arts at Radford High School since 2007; he was chosen this year Radford's OC16 Outstanding Educator.

The issue of teacher evaluations, largely dormant for the past year during which most Hawaii teachers have been on a temporary reprieve, has again come forward for discussion, as dozens of teachers have pleaded with the state Board of Education, the Department of Education and the Senate Education Committee to effectively suspend further evaluations until the end of our current contract in 2017.

Once again, members of the public are responding with the obvious question, "Why don't teachers want to be evaluated?"

This is a fair question, and one that deserves a fair answer. Here is one teacher's attempt at an explanation.

Many non-teachers probably envision the Educator Effectiveness System (EES) to be an observation method that takes place while teachers are conducting their work, independently of the work itself – a sort of information collection system that shadows a teacher's daily business but does not interfere with things as the teacher is busy getting work done.

This is far from the case. In order to earn an "effective" or "highly effective" rating, teachers must spend hours upon hours meeting with evaluators;

preparing lessons for observations that are of a certain type and that consist of a variety of activities that, realistically, most teachers rarely include in one single lesson; preparing other types of lessons designed for teachers to make predictions about students, collect data on them; and track their progress over the course of an instructional period ... the list goes on and on.

Numerous studies have called into question the validity and worth of each of the several components that comprise the new-generation teacher evaluations, of which EES is the local version. I have no space to devote to summarizing these within the scope of this brief article. Instead, I want to continue my focus on the inordinate amount of time EES drains from a teacher's work year.

The architects of the system never made plans for compensating teachers by building time into the teacher workday in order to complete the sundry new obligations.

Here, a reference to the international studies on public school education published annually by the Organization for Economic Cooperation and Development (OECD) is in order. These reports tell us that, of the 36 participating countries, American high school teachers are the second most overworked teachers in the world after Chile, and we share with that country the dubious distinction of being one of only two countries in which teachers spend over 1,000 hours per year in front of students, compared with the OECD average of 644. This was in 2012, prior to the onset of EES. It's common knowledge that many American teachers work well over the conventional 40 hours per week.

I generally put in between 50 and 60 hours of work each week and usually work half a day each on Saturday, Sunday and most holidays, including summer vacation days, in order to get my job done.

No wonder that the 2013-14 school year saw teachers across the country fleeing their profession in droves and at the same time warning young people not to go into teaching.

What is the result? The NEA published an article earlier this month showing that enrollment in teacher training programs is at an all-time low.

This year I'm having a fantastic school year. Without too much exaggeration, I can say that my effectiveness has skyrocketed since being released from the odious EES obligations that hampered my work during the previous two school years. I am confident that I am speaking for a majority of Hawaii teachers when I cry, "Please get EES out of our lives so that we can teach!"

[End]

Mahalo,
Andy Jones

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Katrina Pasion/CAMPBELL/HIDOE

09/17/2016 06:33 PM

To Testimony BOE/HIDOE@HIDOE
cc
Subject Testimony in Support of State I&M
Budget Request

Re: Testimony in Support of State I&M Budget Request
Name: Katrina Pasion, Teacher, James Campbell High School
Meeting: BOE HR Committee 9/20/16
Position: Support the State I&M Budget Request

Aloha Committee Members,

I am writing to express my support for the budget request of the State Induction & Mentoring Program. This is my 3rd school year at James Campbell High School and I am in my last year of the Induction and Mentoring program. The Program has:

- been invaluable in my decision to remain a teacher at JCHS and in the teaching profession.
- supported my professional growth by encouraging my attainment of Highly Qualified Teacher status.
- provided individualized support for me through my school-level mentor.
- instilled a sense of confidence in myself as a teacher by providing the tools I need to be successful as a teacher.

I ask that the Board of Education HR Committee approve the Induction and Mentoring program's budget request to continue the essential work of supporting new teachers through professional development opportunities and the training of quality school-level mentors.

Mahalo for your consideration.

Aloha,
Katrina Pasion
Freshman English Teacher
James Campbell High School
Ph: 808-305-3653
Email: katrina_pasion@notes.k12.hi.us

To: testimony_boe@notes.k12.hi.us

Re: Testimony in Support of State I & M Budget Request

Name: Clifford Lim, General Education Teacher, Fern Elementary School

Meeting: BOE HR Committee 9/20/2016

Position: Support the State I & M Budget Request

Aloha Committee Members,

I am writing to express my support for the budget request of the State Induction & Mentoring program. I am currently a 4th Grade teacher at Fern Elementary School and just gotten my tenure. I am not new to teaching, I have been a Part Time ELL Teacher for a few years, a Substitute for a couple of years, and just finished my three year probationary period. Even though I have been in the education system for a few years, I needed the Induction & Mentoring program to help me with my probationary period. The program, although it does put extra work on probationary teachers, it also provides the mentees with skills, strategies, and support needed to maintain high teaching standards.

To this day, I have not only been involved with my school's activities, but I have also participated as being Head Faculty Representative for HSTA, Honolulu Chapter's Youth, Human, and Civil Rights (YHCR) Representative, and current Student Community Council Chairperson for Fern Elementary; and although I have all this on my plate, I did the work needed for my Mentoring program. I value the time with my mentor and the drive that pushed me to be comfortable in my classroom and to become a better teacher.

In Hawaii, we are trying to keep our highly qualified teachers. We are making tenure available with a three years and a day probationary period. Without the State Induction & Mentoring program, we are not providing any support for our beginning teachers. We are also hurting our students by providing them an unsupported highly qualified teacher that cannot develop their true teaching potential. Why are we crippling the foundations of a profession that will develop great people through teaching?

Without the State Induction & Mentoring program I would not have the skills, strategies, or support needed to make me the rounded teacher that I am today. We are in need of the State Induction & Mentoring program. Please support the I & M budget request.

Clifford Lim
General Education Teacher
Fern Elementary School

September 16, 2016

Dear Chair De Lima and Members of the Hawaii State Board of Education Human Resources Committee:

My name is Carolyn Tsukamoto and I am a first year Educational Officer in the State of Hawaii Department of Education currently working as the Educational Specialist for Induction and Mentoring. I have been employed by the State of Hawaii Department of Education for nearly 27 years with experience collectively as a teacher, school level leader and mentor and well as a resource teacher and administrator at the state level.

I am writing to express my support for the budget request of the State Induction & Mentoring program. While working as a school level mentor, I had first hand experience with the impact high quality teacher induction has on beginning teachers, their students and school communities as well as its influence on my own teaching practice and shaping the pathway for me to become a school and now state level leader. The mentor training I received from the State allowed me to participate in a community of practice with other mentors and helped me see the critical role that mentors play in setting the stage for beginning teacher success while providing me with the tools and resources to be effective as a trained instructional coach. My past mentoring experiences allowed me to apply the knowledge, skills and abilities in advancing teacher practice to similarly advance group development and collective efficacy as a transformational leader focused on knowing and supporting the needs of the individuals I work with.

No matter the quality of their preparation, new teachers encounter many distinct challenges as they navigate their first months and years in the classroom. Their job is too important in children's lives and futures to let them to simply "sink-or-swim" without continued guidance. Strong support not only accelerates teacher effectiveness it can improve the retention of quality teachers and strengthen teacher leadership.

The State I & M Budget Request is an investment in a high quality sustainable teacher induction program. It's a necessary system of support for our newest teachers and will enable the State Office to continue:

- ❖ statewide mentor training for all school-level and complex area mentors*
- ❖ new teacher professional development (e.g. Beginning Teacher Summer Academy)*
- ❖ mentoring program support (e.g. collaborative networks, program consultation, professional development for program leads)*
- ❖ data collection, tools, and program consultation to schools and complex areas to support high quality mentoring*

Please support the I & M budget request as a demonstration of your commitment to better outcomes for teachers, school leaders and students.

Mahalo for your consideration,

Carolyn Tsukamoto

Educational Specialist for Induction and Mentoring



STATE OF HAWAII
DEPARTMENT OF EDUCATION
STEVENSON MIDDLE SCHOOL
1202 PROSPECT STREET
HONOLULU, HAWAII 96822

September 18, 2016

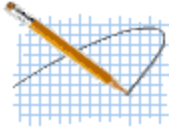
Dear Chair De Lima and Members of the Hawaii State Board of Education Human Resources Committee:

My name is Linell Dilwith and I am a principal member of the Leadership Institute Design Team and Advisory Committee. I am pleased to write in support of the Leadership Institute's budget request. One key to transforming the quality of education in Hawaii is to ensure a high quality teacher in every classroom and a great leader in every school, complex area and state office. Our leaders must be instructional and learning leaders, coaches and system thinkers to help students exceed the high expectations we set for them.

The purpose of the Hawaii Department of Education's Leadership Institute is to develop leaders across the system that can implement systemic change and transform schools to secure the futures of the children we serve. The Institute represents a new model of leadership development, one where we move away from the individual leader as the sole authority and fully embrace the idea that everyone is both a leader and a learner. The Leadership competencies, created by the Leadership Institute, sets clear expectations for teacher leaders, vice principals, principals, complex area superintendents and state office leaders. Training capacity has expanded, curricula are more relevant and coherent, and enrollment is up significantly. New programs target state office leaders and school leaders passionate about project based learning. Coaching has expanded to new vice principals, new principals in their first two years and all complex area superintendents.

Many of these efforts were begun using federal and private funds. Please consider the request to dedicate ongoing state funds to developing leadership across our system. After all, our success rises and falls on whether our leaders can motivate others towards our common goal of student learning.

Sincerely,
L. Dilwith
Principal, RL Stevenson Middle School



Kellee Kelly <kellyk79@me.com>

09/18/2016 04:50 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony 9:30 AM meeting Goal 2
Staff Success

Kellee Kelly Special Education teacher
Human Resources Committee
Goal 2 Staff Success
Comment

Hello, my name is Kellee Kelly and I am a special education teacher on the island of Hawaii. I have been teaching within the Department of Education for the last eight years. For all 8 years I have worked and lived within the neediest of communities. I would like to address Goal 2: Staff Success by explaining what support teachers need to do their job well.

My job is challenging, I can't do it alone. However, instead of feeling supported, I feel self-doubt, anxiety that I am not good enough, and alone. There are a couple reasons I feel this way. First, although student test scores have been delinked from teacher pay, there are still components of EES that are tied to pay making it a punitive model rather than a system of support. A punitive model places student failure solely on the shoulders of teachers. As if we don't have enough to worry about already. In particular, SLO's are based on a growth model. Just like student test scores, growth is not something I have full control over. My schools ActFin reports that as of Feb 2016 we had a 22% chronic absentee rate. Which was a increase from the previous year at 16%. To no surprise. Our community struggles with trauma upon trauma. There are more pressing matters than school. Last year we celebrated the life of 5 individuals. Three of which were my 4 year old student, his sister, and his mother who were murdered by their father. The violence committed shook our school at its core. No one could have "predicted" the year my school would have, and teachers should not be punished because of it. This year we started short one speech pathologist, no School Based Behavioral Health (SBBH), and no Physical Therapist. Yet teachers will be targeted if growth is limited.

There has been so much time and energy spent on EES, as if EES is the magic bullet to increase student achievement. EES is an adult agenda, while we have failed to address what matters most, student. In that process, teachers and students have become dehumanized, reduced to numbers. This process has isolated teachers, created self-doubt, removed autonomy, and created apathy. Please support me so that I can be a successful teacher. Support me by creating a noncompetitive community that works together to meet the needs of our students. Provide me with the training and support I need to work though my students basic needs. Allow me to have a voice when creating systems and programs not just administration or the four teacher leaders at my school, and work WITH teachers to create a more fair and equitable system of support for teachers.

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Cynthia Tong
Teacher, Aiea High School
General Business Meeting 20 Sept 2016
Human Resources Committee, Comment

Good morning, board members. I am a twenty-one year veteran of the DOE public school system and I have left my classroom today to ask this board to discontinue the Student Learning Objective (or SLO) requirement of the Educator Effectiveness System this year. Your decision to discontinue the SLO will allow Hawaii teachers like me to focus on to the primary work of teaching students, building relationships, and bringing innovative teaching to our classrooms.

I must say here that my current school administration is not the source of my frustration with the SLO. Having said that, I can tell you that my previous administration used the SLO as way to curb and punish the progressive teachers, push out the undisciplined teachers, frustrate the new teachers, and reward admin “pets” by “rubber stamping” their SLOs. Unlike most teachers, I have done the SLOs process four times in four years and every year, it has become more time consuming, more heart-wrenching, more convoluted, and more frustrating.

Like many teachers, I was willing to go along with the SLO requirement in 2013-2014 because it was part of the Race To The Top requirement for educator evaluation and I WANTED to be evaluated so I could have it on the DOE record that I was a Distinguished teacher; it didn’t happen – I was deemed “Proficient” that first year. So I studied the rubric, criteria, and system and in 2014-2015, I was deemed “Distinguished”. In my third year of SLO, the DOE did NOT require the SLO BUT my administration required it for the school accreditation process, and told us that within our grade level and discipline, our SLO had to be exactly the same. The state DOE DID require the Independent Professional Development Plan (IPDP) for every teacher and while my initial Independent Professional Development Plan was approved by my supervisor, I was later told by the principal that my “Individual” Professional Development Plan had to be exactly the same as all the teachers in my discipline! All in all, I have completed four SLOs and four IPDPs.

Now I am not your average teaching professional; prior to teaching, I was a professional research analyst for Hawaii Medical Service Association and I specialized in investigating experimental procedures and writing analysis reports for policy and contract decisions. I was often called on to investigate a procedure and write a report within a 48-hour window and I was very good at my job. But the preparation to write and implement a SLO takes so much research, observation, testing, development, and analysis that it is, as my retired teacher husband puts it, akin to writing a master’s thesis without the pay, recognition, or satisfaction while ignoring any ethical considerations. Even worse, I have to do it at least every other year or face the threat of not getting a raise.

In 2013, writing the SLO took over ten hours spread over two weeks. Completing the record sheet, doing the analysis, and conferencing took another four hours for a total of 14 hours of

lost teacher preparation time. The following year, the process took over eighteen hours of teacher preparation time. Last year, the process took over twenty hours and coupled with the TWO IPDPs I did, I lost thirty hours of teacher preparation time. This year, just writing the SLO and completing the first conference took 15 hours over three weeks. I predict I will lose another 20 hours to completing the record sheet, doing the analysis, and conferencing – a total of 35 hours of lost teacher preparation time. If you divided those 35 hours by 3 hours 45 minutes (the contracted prep time per week for every teacher), you'd get 9 WEEKS or a whole quarter's worth of prep – time better learning innovative ways to reach students. Where did and does the SLO time come from? My weekends, my evenings, my family time – I have even worked on SLO while on the plane to family vacations. Why didn't I use my contracted in-school prep or professional development time? Well, that was for writing and revising lessons and unit plans, writing curriculum maps, calling and emailing parents, scoring student work, writing test questions, meeting with counselors, developing a tutorial summer support program, revising and implementing an accelerated studies program, meeting with my data and teaching teams, supervising teaching interns and cadets, teaching forty district teachers how to teach dialectical journal writing and conduct Socratic discussions, going to mandatory trainings, and coaching teachers how to do Science Fair --- and I'm a social studies teacher!

To be honest, I originally liked the idea of quantifying teaching practice into neat little rows on spreadsheets and putting number ratings on student work because it resembled my old job at HMSA and as you can tell from my data and background, I LIKE documentation and statistics. But I realize now that I was seduced by the seeming logic of reducing teaching practice into statistics and in doing so, I reduced my beloved students to numbers and ratings on a piece of paper for a process that, in the end, did NOT make me a better teacher and did NOT make my students' education better. In fact, the opposite happened. The burden of the SLO forced me to choose lessons that I could quantify with assessments that I could score quickly so I could complete my record sheet and analysis in time. These were not the innovative teaching practices that won me five teaching awards in the years before the EES. Worse still, my students were over tested – not only did they have to do tests for my SLO, they had to do tests for the SLOs being done by the math teacher, the language arts teacher, and the science teacher. And these SLO tests were in addition to the state mandated tests for science, language arts, and math -- tests that take hours to administer. They suffered for the DOE's outdated and myopic love for statistical data.

As it is, the SLO component of the Educator Effective System, does not measure teaching effectiveness but rather a teacher's willingness to abandon ethical pedagogy. As the Board of Education, you have the power to discontinue the SLO. I beg you to do so.

Lynn Otaguro
150 Halemaumau St.
Honolulu, Hawaii 96821
September 18, 2016

Human Resources Committee
Board of Education

Testimony re: Agenda Item IV.A

Dear Chair De Lima and Members of the Hawaii State Board of Education Human Resources Committee:

I am a teacher at Lincoln Elementary School, presenting testimony on the topic of teacher evaluations.

I am writing to ask that as you consider the issue of teacher evaluations, you look back at the reason for evaluations, which is to improve our teaching and our schools. If we look at evaluations in that way, instead of getting caught up in the accountability talk, we can look at what really works to help teachers do better. For me, this is articulation and collaboration time with other teachers, discussing strategies for helping our students. What also helps is being in a school where I can ask others for help and where teachers and staff work together.

When principals know their teachers, they know who might need more support and they can provide it. For teachers who are doing fine, a periodic check is more appropriate than the annual or biannual evaluations we have been experiencing. In the past, with the former Pep-T system, I believe teachers were formally evaluated every five years.

The reason I am asking that you consider a change is not to avoid responsibility or accountability, but so that we can make the most of our time and limited resources and put our resources where they have their greatest impact. While the Department of Education has tried to adjust the present evaluation system, by having high stakes evaluations, the present system requires unnecessarily cumbersome processes and paperwork to document work. It ensures that resources will be inefficiently spent on the evaluation process, and the process that is supposed to help us better serve our students actually becomes a distraction from our work with our students.

The best evaluation system would be one that is the least intrusive and costly. A better way to improve our teaching (and help in the recruitment and retention of teachers) would be to support environments where teachers feel safe to seek ways to continue to learn and grow in their craft, and where teachers and administrators work together and are empowered to make the best decisions for their students and schools.

Sincerely,
Lynn M. Otaguro



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KILOHANA ELEMENTARY SCHOOL
HC 01 BOX 334
KAUNAKAKAI, HAWAII 96748

September 18, 2016

Dear Chair De Lima and Members of the Hawaii State Board of Education Human Resources Committee:

My name is Marilyn P. (Terri) Simms. I am the principal of Kilohana Elementary School on the beautiful island of Molokai. As a second year principal, I am currently involved with the Leadership Institute as a member of the New Principal Academy, Year 2.

I am pleased to write in support of the Leadership Institute's budget request. Key to transforming the quality of education in Hawaii is to ensure a high quality teacher in every classroom and a great leader in every school, complex area and state office. Our leaders must be instructional and learning leaders, coaches and system thinkers to help students exceed the high expectations we set for them.

The purpose of the Hawaii Department of Education's Leadership Institute is to develop leaders across the system that can implement systemic change and transform schools to secure the futures of the children we serve. The Institute represents a new model of leadership development, one where we move away from the individual leader as the sole authority and fully embrace the idea that everyone is both a leader and a learner.

When the Leadership Institute was launched two years ago, too many school principals felt they were not sufficiently prepared to increase student outcomes. Sixteen focus groups revealed that "I am not real clear on what I am supposed to do and what is the expectation of an effective school leader" and "it does not seem like the voice of the school level has been involved when decisions are being made".

Today, the picture looks quite different. Leadership competencies set clear expectations for teacher leaders, vice principals, principals, complex area superintendents and state office leaders. Training capacity has expanded, curricula are more relevant and coherent, and enrollment is up significantly. New programs target state office leaders and school leaders passionate about project based learning. Coaching has expanded to new vice principals, new principals in their first two years and all complex area superintendents.

The Leadership Institute now provides the full spectrum of coordinated support from induction and mentoring of beginning teachers through development of state executives. The impact of these efforts is being recognized. Internal data from the Hawaii DOE spotlight results from surveys of 309 principals and vice principals that point to encouraging impact by the Leadership Institute and related efforts:

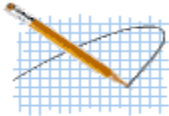
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Many of these efforts were begun using federal and private funds. Please consider the request to dedicate ongoing state funds to developing leadership across our system. After all, our success rises and falls on whether our leaders can motivate others towards our common goal of student learning.

Sincerely,

Marilyn P. Simms
Principal
Kilohana Elementary School



Jonathon Medeiros
<jonathon_medeiros@kauaihs.k12.hi.us>

09/18/2016 08:04 PM

To testimony_boe@notes.k12.hi.us
cc
Subject testimony

Dear Chair De Lima and Members of the Hawaii State Board of Education Human Resources Committee: My name is Jonathon Medeiros. I have been a high school teacher in the Hawaii DOE for more than 10 years and I am the teacher member of the Leadership Institute Advisory Council (LIAC).

I am pleased to write in support of the Leadership Institute's budget request. A key to transforming the quality of education in Hawaii is to ensure high quality educators and leaders in every school, complex area, and state office. As the Learning Policy Institute president Linda Darling-Hammond suggest, "we need great principals. We need principals who know how to create learning environments for teachers as well as kids that are collegial and focused on everyone pulling together in a common direction."

The purpose of the Hawaii Department of Education's Leadership Institute is to develop those great leaders across the system that can implement systemic change and transform schools. The Institute represents a new model of leadership development, one where we move away from the individual leader as the sole authority and fully embrace the idea that everyone is both a leader and a learner. The LIAC provides a unique opportunity for experts from all parts of the Hawaii's education world to review and reflect on the effectiveness of the Leadership Institute.

When the Leadership Institute was launched two years ago, too many school principals felt they were not sufficiently prepared to increase student outcomes. Sixteen focus groups revealed that "I am not real clear on what I am supposed to do and what is the expectation of an effective school leader" and "it does not seem like the voice of the school level has been involved when decisions are being made".

Today, the picture looks quite different. Leadership competencies set clear expectations for teacher leaders, vice principals, principals, complex area superintendents and state office leaders. Training capacity has expanded, curricula are more relevant and coherent, and enrollment is up significantly. New programs target state office leaders and school leaders passionate about project based learning. Coaching has expanded to new vice principals, new principals in their first two years and all complex area superintendents.

The Leadership Institute now provides the full spectrum of coordinated support from induction and mentoring of beginning teachers through development of state executives. And the impact of these efforts is being recognized. Internal data from the Hawaii DOE spotlight results from surveys of 309 principals and vice principals that point to encouraging impact by the Leadership Institute and related efforts:

1. "I see progress in strengthening my system of support" (82% agree/strongly agree)
2. "I am equipped to succeed in my role" (78% agree/strongly agree)
3. "My voice matters in complex area decisions" (59% agree/strongly agree)

Many of these efforts were begun using federal and private funds. Please consider the request to dedicate ongoing state funds to developing leadership across our system. After all, our success rises and falls on whether our leaders can motivate others towards our common goal of student learning.

Sincerely,

Jonathon Medeiros, NBCT
Hawaii State Teacher Fellow
Kauai High School Language Arts Teacher

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Lisa Morrison <lamorrison17@gmail.com>

09/18/2016 08:55 PM

To testimony_boe@notes.k12.hi.us

cc

Subject Testimony for Human Resources
Committee meeting, Tuesday, Sept.
20

Honorable Chair Delima and members of the Human Resources Committee,

I'm Lisa Morrison, a classroom teacher and student activities coordinator at Maui Waena Intermediate School. I'm writing to ask you to delink Student Learning Objectives (SLOs) from teacher evaluations and to end the EES as a punitive system for teachers. Since the Educator Effectiveness System is not used for your job evaluation, I do not expect you to have as intimate a familiarity with it as I and my colleagues do. Therefore, to explain why many of us feel so strongly that student growth and learning should be severed from the evaluation process, it is necessary to discuss the components of this onerous and flawed system.

There are 3 main components of the EES for classroom teachers: Core Professionalism, which is worth 20%; Observations, comprising 30% of the total; and Student Learning Objectives (SLOs), which count for 50% of an evaluation. Core Professionalism (CP) is part reflection, part goal-setting, and mostly vague elements that can be subjectively decided by the evaluator. It is this area of EES that will produce the most variation in results from school to school, because CP can be used to target a teacher for ANY reason. Anything can be considered a matter of professionalism, so anything can be used as a threat of poor evaluation. Granted, if you are fortunate enough to teach at a school with a benevolent administration, this becomes a small opportunity to be recognized for what teachers already do by nature of their job, like attending school concerts, leading clubs and taking students on field trips. But if you don't work for a teacher-friendly administration, then watch out. Also, the EES manual makes clear that if you miss a deadline uploading any of this evidence, your rating will take a hit to make sure it's clear you're a horrible teacher. Elements of CP are reflection on Tripod Survey results, reflection on SGP, IPDP, and other documentation that require hours of work. Again, this is time diverted from preparing for and working with students.

Observations involve intensive preparation on a teacher's part, because the rubric against which the observation is evaluated looks for specific behaviors on the part of students and teachers that do not naturally occur every day of the school year, and are antithetical to the canned curricula they are expected to use. A teacher has to carefully orchestrate the lesson an evaluator will see, because deviating from the rubric spells disaster for a teacher's rating. I've had to develop a stand-alone lesson plan that did not fit with what my students were studying at the time, just to make sure I was showing the correct evidence when my evaluator could fit the observation into her schedule. My students had to be warned so that they understood why we'd be doing something completely different than what we needed to work on; the students are keenly aware of the forced nature of these "observations." There is a pre-conference, either a meeting or written exchange, in which the teacher must lay out a detailed description of what the evaluator will witness, and after the observation there is a mandatory conference to discuss what the

evaluator believes he or she witnessed. The teacher can submit “evidence” to try and further prove their worthiness, but the evaluator’s opinion is what matters and what will boil down to one number on a scale of 0-4. For the observation process, a teacher can expect to use at least 6 hours outside of class, which amounts to a week and a half of prep time diverted from actual student learning.

Finally, Student Learning Objectives are the most time-consuming component and the one that least reflects the important work that teachers really do. It’s supposed to measure student learning outcomes, but it’s not fair, reliable or accurate. Like observations, SLOs require a conference with the evaluator at the beginning and at the end of the process. Teachers are supposed to write the objectives, but the rules for how they have to be written are standardized and regulated, so that an objective that fits the requirements might not be useful to a teacher in his or her real classes. The SLO has to, in the evaluator’s opinion, be something that can only be measured over a large period of time, like a semester or year, and it has to be considered “complex”. There is a standard scale for measuring that as well. This process also has to be documented with a spreadsheet of assessment data and a grading rubric. Teachers have to use 3 baseline data points to judge the level of student aptitude at the beginning of the year, and based on those, teachers are required to make a prediction about how well students will achieve on the SLO. Note that teachers are asked to guess at the beginning how well each individual student (whom they have taught for one month) will perform. At the end of the term, teachers are then judged NOT by how proficient students have become at the SLO, but by whether the teacher was correct in his or her guess. If a teacher predicted correctly that a student would only “approach proficiency,” that’s effective teaching. If a student achieved “proficiency”, but the teacher hoped the student would “exceed proficiency”, that’s ineffective teaching. The predictive element determines a teacher’s rating on this component. The SLO takes far more time than the other two components combined.

Page 1 of the EES manual states, “nothing matters more than effective teachers.” Yet this time-consuming reduction of our valuable work to a single number makes us feel like our real work matters very little. The same page purports that EES provides “all teachers with the support they need to succeed.” There is nothing supportive in this system. It is merely punitive and has no bearing on teacher success in the classroom. At best, it documents what we’re already doing, but requires mounds of paperwork and wasted time. Teachers are expected to do certain activities to manufacture particular “products” that prove we’re being effective. Innovation is not encouraged, since it might not look the way it is supposed to when we are being rated. Only because I managed to have the right digits in my social security number did I end up on a “streamlined” evaluation track this year, which means I can take risks with my curriculum and try what I believe will deepen student understanding and engage them fully in their learning experience. My colleagues who must perform the magic tricks of Student Learning Objectives (SLOs) and the dog-and-pony shows of Classroom Observations are not so lucky as me. Many work in fear of negatively impacting their Core Professionalism rating, without knowing at any time what an evaluator may deem unprofessional.

The first page of the EES manual makes the most important statement in saying, “Teachers deserve to be treated like professionals.” I assure you, there is nothing in this evaluation system that makes me feel that way. I feel micro-managed, distrusted, and belittled. I urge you to delink

SLOs from teacher evaluations and to end the EES. Time is of the essence; please do not let teachers, and therefore students, suffer under EES any longer. Thank you for your attention to this matter.

Lisa Morrison

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Lorna Baniaga-Lee
<msbaniaga.lee@gmail.com>

09/18/2016 09:26 PM

To testimony_boe@notes.k12.hi.us
cc james.koshiba@gmail.com,
kshimomoto@hidoehr.k12.hi.us,
jon_henry_lee@notes.k12.hi.us
Subject Testimony in Support of State I&M
Budget Request

Re: Testimony in Support of State I&M Budget Request
Name: Lorna Baniaga-Lee, Mentor Teacher, James Campbell High School
Meeting: BOE HR Committee 9/20/16
Position: Support the State I&M Budget Request

Aloha Committee Members,

I am writing to express my support for the budget request of the State Induction & Mentoring (I&M) Program. I have been a lead mentor teacher at James Campbell High School for the last 4 years. Our school has one of the largest teacher turnovers in the state. We have an average of 30 new teachers per year for the last several years. This year we have 52 new teachers that have 3 years or less of teaching experience, which is roughly 25% of our teaching staff. It is these kinds of statistics that motivates me to do my job as lead mentor. Taking on the role of lead mentor not only gave me the skills to be an effective teacher leader but it has also provided me with the opportunity to be an advocate for both beginning teachers and mentors who play an important role in the I&M Program. This act of testimony is just a small gesture of my commitment to them as well as to our students' successes. Here are their voices:

William Wilkinson – Year 1 teacher

It has given me a script to follow to help me organize/make sense of all the requirements/deadlines/etc that will allow it to not be overwhelming and allow me to focus my attention stress-free in providing content instruction to my students.

Kathryn Villaruz – Year 1 teacher

I have been provided with helpful feedback towards refining my practices as a teacher. Furthermore, I have been provided with useful tips towards my courses and classroom management, that have assisted with keeping my classroom on-task and engaged.

Edee Shinsato – Year 1 teacher

I&M provided lots of tools for different ways to do formative assessments, classroom set-up, teaching strategies, the 1st year Survival Guide book and opportunities to collaborate. The I&M staff at the BTSA shared many of their own strategies and practices. It was powerful because it was a face-to-face discussion.

Kara Brady – Year 2 teacher

I entered a huge school and felt like a really small fish. I am extremely shy and often suffer from social anxiety. Having the induction and mentoring helped me connect with others in the school

system. It helped me connect with individuals who could help me with the overwhelming amounts of information that I had to face in my beginning year of teaching. They helped me examine my teaching skills and strategies so that I could better reach my students. I don't think that I would have been able to make it through my first year of teaching without the support and friendships that the induction and mentoring program helped establish.

Mikela Callahan – Year 2 teacher

I&M's support system has impacted my journey to become an effective educator in many ways. It has positively impacted my commitment to teaching, helped me with developing effective classroom practices and mostly importantly it has had a significant positive impact on my students' achievement.

Catherine Chao – Year 2 teacher

This support system is one of the many reasons why I love Campbell. Since we have such a large staff, it is very intimidating to ask for help. This program allows new teachers to have a safe space to ask their many questions. I've had a very positive experience here at Campbell and this program has been vital in my teaching career. I've been able to build stronger relationships with veteran teachers and this has in turn positively impacted my teaching practices.

Paige Poehler – Year 2 teacher

(I didn't know whether to put year 1 or year 2 since I have 1.5 years of teaching experience prior to this) But the I&M support system helps me come up with new ideas and teaching strategies that best fit our community. Jen also helps me with determining what resources to use and how. She helps me focus on the important things when I am completely overwhelmed with everything else and she is helping me to become a better teacher by observing me and giving me immediate feedback on what I can do to make the most of my time with my students.

Chamroeun Lim (Nathan) – Year 2 teacher

Induction and Mentoring programs and activities and James Campbell High School has been proactively supporting me in the areas of instructional strategies, curriculum planning, community building, as well as accessibility to resources. As a first year teacher in special education in the inclusion setting, last year not only I was lost given I am not from Hawaii. Consequentially, not only I had difficulty time adapting to the new cultural diversity of my students, but also the cultural diversity of my colleagues. Nonetheless, Induction and Mentoring was dramatically enable to gain confidence as a first year teacher in a new learning

environment through community building, as well as provide instructional coach and mentor that further developing my pedagogy in special education. Throughout the year, we have assigned mentor that we can always reaching out to, like a therapist, not only we talked about classroom management, co-teaching strategies, as well as my overall well-being as a first year teacher in this strange land. Therefore, it is my greatest hope that Induction and Mentoring at James Campbell High continue to develop and thrive in order to support first year and second year teacher like myself to provide the best support for our students.

Ashley Williams – Year 2 teacher

To have someone other than my admin to get advice from is so helpful. It's the community of ohana that makes this job enjoyable. We need the support of veteran teachers.

Germaine Ancheta – Year 2 teacher

During my first year at Campbell, it was very helpful to have Jen Slotter mentor me and help provide strategies and tips in the classroom. I appreciated having someone observe my classroom to look for the strengths and areas of improvement in my classroom. It was also helpful to learn AVID strategies from her.

Maurea Walsh – Year 3 teacher

The opportunities and time set aside to meet with my mentor and fellow beginning teachers has been extremely helpful! A beginning teacher needs the time to observe and debrief built into the workday.

Ann Pang – Year 3 teacher

I've completely relied on my mentor teacher for emotional and logistical support over the years. She helped me set up my classroom and taught me how to enter grades my first year, and she's been the person I've gone too for advice and just for a shoulder to cry on ever since then. I probably would not have considered staying in education if it wasn't for my mentor.

Elizabeth Larriva – Year 3 teacher

PLEASE DON'T TAKE AWAY OR MAKE BUDGET CUTS TO THIS PROGRAM!!!! With the turnover rates of teachers being so high in Hawaii, the state NEEDS to make sure they keep the I&M program available to new teachers. I probably would not have survived my first 2 years as a new teacher if it weren't for the support I received from all parts of the program: The Campbell-Kapolei complex area, the I&M coordinator at JCHS (Lorna), and of course, my Mentor. The 1st year of teaching, teachers are assimilating to the school culture and the Mentor definitely helps out with this. The PLC courses were so incredibly valuable in terms of (academic) resources, ideas, tips, tricks, and fellowship (emotional support) with other beginning teachers. It was so nice to have a mentor as a go-to person, they are your 1st responder to any questions you had, big or small. Also, due to the nature of the program (with

the CAL logs and portfolios), the mentor was able to ask beginning teachers what it is they need help with and allow beginning teachers to reflect upon various aspects of their instruction, classroom management, etc. Reflecting on experiences, observations or data is what helps us become effective educators. We constantly evaluate what worked well, what didn't and then revise. Spending time with the mentor for 1-2 hours per week carves out that time in your busy schedule to reflect because you are prompted to answer the questions on the CAL logs. I enjoyed this program so much that I had talked to the I&M coordinator about becoming a mentor to help incoming teachers. Even though I'm only a year 3 teacher, I figure I have so much to contribute/share because I had JUST gone through the 2 year experience. I even took the necessary steps to attend the PLS course over this summer.

Bryce Tomatani – Year 3 teacher

The Induction & Mentor program has provided me with an abundant of resources to help improve my teaching practice. From tangible resources such as: teaching strategies, templates, curriculum; as well as intangible resources, such as: peer-to-peer evaluation, professional criticism, and overall support. The I&M program also provided a supporting network to help new teachers become accustomed to the rigor of being a new teacher.

David Tanabe – Year 3 teacher

In the fall of 2014, two years ago I was a "late hire", starting two weeks into the new year. I had missed any benefit of administrative days before the start of the school year, and thus, had to rely on the support and good graces of veteran teachers who neighbored my classroom. More importantly, I also benefited from the formal induction and mentorship programs and support provided by Ms. Lorna Baniaga-Lee and other volunteer mentors like her. While I was still trying to coordinate classroom content, frequent meetings with my mentor and Ms. Baniaga-Lee, formal and informal, provided me guidance to operational, administrative, and social aspects to connect with faculty and staff on campus. I was immeasurably helped to succeed and, I believe, to become an attentive, effective and empathetic educator by and through this framework of support provided by the I&M. Teaching is my second career, and I have the benefit of having had unique professional experiences in my first career which allow me the perspective and lead me to the conclusion that other first year and "rookie" teachers derive similarly unquantifiable but highly valuable benefits from their mentors trained through this program.

Haley Williams – Mentor

Having I&M school supports in place has been invaluable to me, both as a mentee and current mentor. The support from more experienced teachers has directly impacted my own teaching practices, and ultimately made me a more effective teacher. I also believe that working with new teachers gives me a more well-rounded perspective on how our school is functioning, and what our steps might be for improvement.

Kim Virtudazo – Mentor

As a new teacher five years ago, the I & M program helped a great deal. Having a prearranged teacher to turn to helped me get through a difficult transitional time. I was able to approach the teacher for all of my content, classroom management, logistical needs. All of the paperwork and policies that the school, DOE and BOE requires, can be confusing so having someone you're comfortable with to turn to makes all of the difference. The teaching profession is difficult enough and the retention is unarguably low when compared to other professions. This is one of the few things the BOE should be doing to retain teachers. Without the I & M program, retention will be even lower.

Noah Myers – Mentor

I am in my 4th year as a teacher, and would not have had nearly as much success pedagogically and mentally had it not been for my mentor. From curriculum development and resources to classroom management, she helped me survive my first year and thrive thereafter. I am now a mentor, trying to emulate her inspiring role, providing guidance, tips, and wisdom whenever possible. I know teaching is a beautiful, rewarding profession, but it is also extremely difficult and overwhelmingly time consuming. Starting out is the hardest part; learning the ropes takes years and would be exponentially more daunting without the guidance of experienced teachers. This is one the main reasons promising talent leaves the profession, and the kids deserve good teachers. So, if you care about the kids, truly care, then this induction and mentor program is one the greatest tools to help them directly by retaining good teachers. Without it, the employment gap will only widen, causing the haphazard, last ditch effort hiring of unqualified, untrained candidates. So, would you want any random person off the street with no medical qualifications to perform your surgery? The same situation applies to the children. Keep talented, qualified teachers by continuing to support and further develop this program, and we can avoid such tragedies.

Noel Hakoda – Mentor

The I & M support system helped me grow as a new teacher, and has also helped me become a teacher leader.

As you analyze the data of effectiveness of the I&M Program, please keep in mind that those numbers represent lives and voices that have direct and positive impact on our students and their continued successes. I believe that the training and support of the State Office is important to growing a comprehensive system of support for all beginning teachers and mentors, and I ask that you please approve the I&M budget request.

Mahalo for your consideration.

Lorna Baniaga-Lee

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Re: Testimony in Support of State I&M Budget Request

Name: Blake Lau, Teacher, Fern Elementary School

Meeting: BOE HR Committee 9/20/16

Position: Support the State I&M Budget Request

Aloha Committee Members,

I am writing to express my support and strong feelings for the budget request of the State Induction and Mentoring Program. I am a teacher in my third year at an Elementary school in Honolulu. For my first two years in the profession I was fortunate to have received mentoring. In my heart, I truly believe and have experienced first hand that mentoring and induction for new teachers is extremely important towards professional growth in many areas and providing support for the many difficult obstacles a new teacher will experience. Mentoring was essential for my successes as a beginning teacher. I'm the type of person that reminisces, thinks and reflects on many aspects and times of my life. When it comes to my teaching career, my amazing mentor comes to mind frequently.

When I think about my very first week of school as a new teacher and how stressed out I was with figuring out strategies for teaching first graders, how to set up my classroom, and who to contact on campus, my mentor was there to support me.

When I think about the time I had so much paper work from the students and I was trying to figure out a way to keep things organized, my mentor was there to give me ideas and ways to help me keep organized.

When I think about the multiple times I went home feeling depressed and defeated with the feeling I wasn't good enough or this profession is not for me, my mentor was there to help me improve and see that yes, I was good enough and this profession is for me.

When I think about the times I was not sure if I was teaching something correctly, my mentor was there to come in and model lessons for me so I could improve my instruction.

When I think about the times I just wanted to observe effective teachers to help me improve my practice, so I could improve my students learning, my mentor was there to coordinate dates and times with other effective teachers, so that I could go into their classrooms and observe.

When I think about the times I felt happiness, excitement and success because something my mentor showed me went absolutely great in class, my mentor was there to congratulate me.

When I think about the times I simply just needed a friend, my mentor was there.

As a new teacher, I went through many ups and downs, and through it all, my mentor was there.

The support, tools, and knowledge of my mentor helped me grow as a teacher, improve my instructional practices and furthermore impact my students and their learning. I know that the training and support of the State Office is important to maintaining the quality of mentoring, and I ask that you please approve the I&M budget request.

Mahalo for your consideration



"Kamiko, Tiana"
<tiana.kamiko@kalakauamiddle.org>

09/19/2016 01:24 AM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony in Support of State I&M
Budget Request

To: testimony_boe@notes.k12.hi.us
Re: Testimony in Support of State I&M Budget Request
Name: Tiana Kamiko, Kalākaua Middle School
Meeting: BOE HR Committee 9/20/16
Position: Support the State I&M Budget Request

Aloha Committee Members,

I am writing to express my support for the budget request of the State Induction & Mentoring Program. I have been a teacher (in one capacity or another) at Kalākaua Middle School for 7 years and was mentored for my first two years as a classroom teacher. I started teaching at KMS as the after-school dance teacher, and while I learned many valuable skills and was met with many challenges in that role, I still did not feel properly prepared for the types of challenges I would face in my own classroom. No amount of schooling could ever prepare you for the real-life situations and struggles a teacher will face when she steps into her own classroom in front of the faces of 20-30 children. Without my mentor by my side, I doubt I would have made it through my first year in the classroom, and I can honestly say I may have reconsidered my career choice if it hadn't been for her constant motivation and willingness to help me at all times, at any hour, in any way she could. Mentoring has had important impacts on my professional growth, specifically:

- * the support of my mentor got me through the challenges of first-year teaching and was critical in my decision to stay in the profession
- * my mentor helped me develop my classroom management and instructional practice, and I could see the impact on my students
- * mentoring helped build my confidence as a teacher, and gave me tools that will help me throughout my teaching career

For me, my mentor was a beacon of positivity. I tend to be independent in the sense that I prefer to work alone, and for that reason, I find myself needing to have all the answers. My mentor helped me realize that there are different ways to approach a situation and there are different perspectives in which to see things, and it helped me to realize that it's okay to ask for help. Ultimately, her job as a mentor was to make sure that I felt strong enough and confident enough to do this job on my own so that she could gradually release me and that maybe one day I could do for other teachers what she did for me. While I am so proud and honored to have been able to work with my mentor for my first two years in my classroom, I would give almost anything to still have her with me every week to just be a listening ear to my complaints or my venting sessions, to encourage me and acknowledge that I'm doing a great job, and to just be there, again, as a beacon of positivity to keep me going and to remind me that I entered this profession for a reason, the students, and I'm not going to let some minor setbacks stop me from reaching my goals. I hope that the new teachers who are working with their mentors now are truly cherishing the time, effort, passion, and love they put into their jobs because they will certainly miss their mentors when they become third -year classroom teachers like me.

Now that I'm in my third year as a classroom teacher, I am so confident in my abilities to make real changes in the lives of these students. Before working with my mentor, I was nervous and scared to be in charge of my own classroom. I had simply been a student teacher prior to that, and I wasn't sure I was ready to take on my own room and my own set of students. My mentor was the one who pushed me to be better than "good enough," and she helped me to find strategies, skills, and activities that truly worked for me as the teacher and also for my students who come from such different learning backgrounds and cultural backgrounds as well. My mentor is the reason I have decided not to change my profession, and she is the reason why I am now a school-level mentor for other teachers at Kalākaua and also why I have been assigned a position as a mentor-teacher for college students who are pursuing an education degree. I have learned so much from my mentor, and I know that I will be able to apply everything that my mentor did for me to those I have been asked to mentor as well. I feel as if there are not enough

words to truly explain the gift mentoring has brought to my life, but I know I now have a lifelong "tool belt" of strategies that will help me to grow not only as a teacher, but as a person as well.

The support, tools, and knowledge of my mentor helped me grow as a teacher. I know that the training and support of the State Office is important to maintaining the quality of mentoring, and I ask that you please approve the I&M budget request.

I thank you so much in advance for your time and consideration.

Mahalo nui,

Tiana Kamiko

Kalākaua Middle School

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Shirley Yamauchi/KAPOMID/HIDOE

09/19/2016 09:00 AM

To testimony_boe@notes.k12.hi.us

cc Andrew

Jones/RADFORD/HIDOE@HIDOE,

Mireille

Subject testimony

- Name: Shirley Yamauchi, Kapolei Middle, Leeward, gr. 7 wheel teacher
- Meeting: 9/20, on EES
- Agenda item: position on EES
- Position: I oppose the EES system, please bring back the PEP-T. My name is Shirley Yamauchi, 16 year teacher at Kapolei Middle School. I have been teaching at Kapolei Middle since August 2000. During this past school year, I was given a marginal rating by my Principal Bruce Naguwa and Vice Principal Dana Kobashigawa. I followed all directions, as provided by academic dean Jackie Riel and my grade level vice principal. I had been out for 91 school days, the previous spring semester of 2015, due to an extremely difficult pregnancy. I felt that I received inadequate, rushed training upon my return to school, in the fall semester of 2015. I followed the EES deadline calendar, as provided by Ms. Riel, and had all of my entries proofread and checked by a curriculum coordinator from another Leeward area school. At my exit interview on June 3, 2016, both of my administrators insisted that my SLOs were incomplete, resulting in a zero score for the SLO portion. My end score was a "marginal." Principal Naguwa also made unnecessary comments to me, at my 4:30 pm meeting in his office, about the hardships of being a single parent, lacking family support, and taking PDE3 courses leading to my neglecting of classroom students? I left his office in angry tears and continued with an appeal process of my marginal score. On August 2, 2016, HSTA received a letter regarding my appeals process, resulting in a deadlocked decision. My marginal score is now in arbitration, I am still waiting for the next step in this procedure. Prior to the implementation of the EES, I have never received a low rating for an annual review as a classroom teacher. This EES evaluation system has resulted in many sleepless nights, I have felt physically sick, and my personal physician has referred me to a psychiatrist. I have never experienced such negativity with the prior PEP-T evaluation system. I ask that you bring back the PEP-T for the public school teachers of Hawaii and to do away with the EES. Thank you.

TESTIMONY for Hawai'i State Board of Education – Human Resources Committee meeting
September 20, 2016 9:30 a.m.

POSITION: Opposed to Update on Strategic Plan Slide Show Draft making no mention of EES

Aloha! My name is Mireille Ellsworth, and I've been an English teacher at Waiakea High School in Hilo for 12 years.

I have some more recent research to share with you regarding SLOs. On Sept. 6, 2016, I submitted written testimony to the Student Achievement Committee showing research regarding the lack of research-grounded evidence to support SLOs. I urge Board members to read the whole survey of literature by Laura H. Chapman which can be found at:

<http://studylib.net/doc/7415941/the-marketing-of-student-learning-objectives--slos>

Today, I'd like to highlight some quotes from this recent study (2015) by Laura H. Chapman detailing the historical background and misuse of SLOs:

"Student learning objectives (SLOs) are a version of the 1950s business practice known as management-by-objectives (MBO). In brief, lower-level managers identify measurable goals and "targets" to be met. A manager of higher rank approves the goals, targets, and measures. Lower-level managers can earn a bonus if they attain or exceed these targets (e.g., a 15% increase in sales within four months)...

"The most successful CEOs and personnel managers abandoned MBO long ago in favor of practices that enhance an organization's work environment. MBO failed to honor the essential front-line workers in the business. Instead, it rewarded workers who were the most competitive and those who gamed the system. In addition, MBO created a maze of paperwork that one expert dubbed a product of 'bureaupathology.'

But teaching students is not a business. "It is well known that a student's performance in school is influenced by factors teachers cannot control far more than instruction in school. Among these factors are inherited conditions; pre-natal and infant care; parental education and income; congruence in language and dialects spoken at home and in school; "food security;" nurturing peer and adult interactions at home, in school, and beyond; access to timely medical care; a dedicated place to sleep in a vermin and lead-free environment."

Chapman explains the corporate mindset applied to education through SLOs because use of these in teacher evaluations "facilitate administrative audits of the goals that teachers set, their methods of instruction, and the tests that teachers use to measure student achievement. Computer software facilitates this system of surveillance and workforce management.

"Gains in scores on tests given at two points in time are not credible measures of student learning or the effectiveness of teachers. Proponents of SLOs are intent on stripping away the layers of educational meanings attached to the concepts of human growth, development, and learning.

"The SLO process permits administrators and policymakers to hide behind numbers and dodge the difficult work of inspiring teachers and students by the example of their expertise, humanity, and ingenuity. The value teachers add to the lives of their students is not strictly academic or test-related, or limited to the 'interval of instruction' in an SLO.

"The rubric for judging SLO quality is more accurately described as a measure of teacher compliance with a writing assignment and skill in playing the SLO game.

"In effect, SLOs are framed and rated as if the teacher is documenting a one-group pretest-posttest experiment for the population named in the SLO, but with no control group, and with an arbitrary demand for multiple standards, measures, and research-based teaching strategies. Given all of these variables and criteria, no reliable and valid inferences can be made about the effect of the teacher on the posttest scores. None. In this respect, the use of SLOs to justify judgments about a teacher's effectiveness is not only blatantly unscientific but also unethical.

"SLOs (like VAM) enable reductive thinking about educational problems. The main educational problem is portrayed as an 'achievement gap.' Reducing the gap is simply a matter of managing teachers so they work more efficiently and effectively. Measuring efficiency (amount of learning per unit of time invested in teaching) and measuring effectiveness (gain in the amount of learning per unit of time) can be done 'objectively.' Good teaching is effective, meaning cost-effective in time and resources.

In developing EES, one wonders if the *Toolkit* put out by The Aspen Institute was used to guide HIDEOE. The "*Toolkit*...forwards a model for teacher evaluations based on: (a) student scores on state tests (VAM with SLOs a proxy for VAM), (b) classroom observations, and (c) student surveys.

Chapman notes, "'These multiple measures' are simply used to define teacher 'effectiveness' and by insular and circular reasoning. This circular reasoning is intended to exclude other considerations from teacher evaluations especially the influences of experience and advanced degrees that are not mapped by annual evaluations and test scores including, for example, professional awards and unsolicited praise from parents, peers, former students.

"The categories and criteria for a typical SLO forward the illusion that every step in the process is scientific. Thus, students in classes are dubbed a 'population.' Records from prior grades become 'baseline data' for profiling and grouping students. 'Expected growth' is a prediction of posttest scores, but stripped free of any theory that might leverage reasoning about the expected outcomes. 'Growth' is a euphemism for an expected increase in scores, pretest to posttest, even if scores are based on rubrics.

Chapman further notes, "The practice of requiring teachers to write measurable student objectives is not entirely new, but it has been fashioned into a blunt instrument to support test-driven teaching and an unparalleled effort to micro-manage the work of teachers.

"The importance attached to VAM and SLOs in teacher evaluation (especially for high stakes personnel decisions) cannot be justified by claims that these measures are reliable and valid. In addition to that serious flaw, the federal definitions of *student achievement*, *student growth* and *effective teacher*—based on corporate accounting and management principles—are so alien to the educational thought and practice that USDE has funded a full scale marketing program to secure compliance with these measures

"The SLO process honors teachers who engage in direct instruction of the kind associated with training. Training may be an aspect of education—marked by clear standards and well-honed methods of securing mastery—but training is not the same as education. The

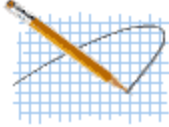
difference between training and education is not trivial. Education is about learning to address non-routine problems; learning to ask questions for which the answers may not be known, or may be ambiguous; and learning to initiate inquiries and projects. Education means students are learning to ask why something is worth doing and thinking about—what life offers and may require beyond completing assignments and taking tests in school.

“Groups of students must learn at different rates to meet or exceed the acceptable end-of-course cut score. The learning trajectory is steeper for students who begin with low scores. They must learn more, and at a faster pace, than other students.

More concerns pointed out by Chapman include:

- “The SLO process is not designed to honor student-initiated inquiries or collaborations on theme-based, problem-based inquiries.”
- “SLOs (like VAM) enable reductive thinking about educational problems. The main educational problem is portrayed as an ‘achievement gap.’ Reducing the gap is simply a matter of managing teachers so they work more efficiently and effectively. Measuring efficiency (amount of learning per unit of time invested in teaching) and measuring effectiveness (gain in the amount of learning per unit of time) can be done ‘objectively.’ Good teaching is effective, meaning cost-effective in time and resources.”
- “The practical import of this view is evident in the inordinate amount of time and money invested in evaluating SLOs for accuracy and completeness, and in seeking a match between the details in a teacher’s proposed plan and the details an evaluator wishes to see. Under the banner of accountability, evaluators are determining the content and aims of instruction and demanding absurd levels of documentation for every student and every aspect of content and instructional strategy.”
- “The preoccupation with minutia in SLOs has other ripple effects. It adds to the pressure on principals and other administrators, and shifts their role from that of an inspirational leader to being auditor-in-chief who seeks data in order to analyze metrics and ‘calibrate’ instruction (as if machines are proper models for education).”
- “The system does not honor teachers as professionals who are trustworthy and capable of making wise decisions in real time, without pre-approved written plans or surveillance by an evaluator who may not be an expert in subject. These policies and practices assume that teachers are unable or unwilling to take responsibility for the wellbeing of their students and their achievements. Under the banner of accountability, teachers are stripped of their identity as professionals.”
- “SLOs divert attention from the educational import of student interests and concerns that are not documented in ‘base-line data.’ In practice, baseline data are highly reductive categories of student characteristics, easy to code, and increasingly standardized alphanumeric descriptors for use in software programs.”
- “The SLO process does not encourage full spectrum discussions about concurrent, and interdependent influences on learning—physical, sensory, perceptual, cognitive, social, and emotional. SLOs reflect a studied indifference to the asynchronous and multifaceted character of human growth and development. A sixth grade student with excellent analytical skills in varied contexts may, at the same time be physically awkward, feel socially inadequate, and be under stress from a home environment in disarray.”

- “Proponents of SLOs are eager to use the terms ‘assessment’ and ‘test score’ interchangeably, as if they are synonyms and have the same practical import. These terms are not interchangeable in meaning or significance. Assessments are deliberative, qualitative, and they are evaluations. They are communications intended to discern and disclose meanings, understand actions, and evaluate (find value) in accomplishments, ideally in face-to-face discussion. As soon as an ‘assessment’ is designed to be ‘comparable across classrooms’ it has become a test—a ‘one-size-fits-many’ test. In the context of an SLO, tests exist for rating students and teachers.”



Alec Shimizu/HONDO/HIDOE

09/19/2016 10:06 AM

To testimony_boe@notes.k12.hi.us

cc

Subject Support the State I&M Budget Request

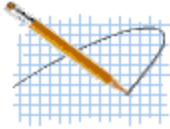
Aloha Committee Members,

I am writing to ask for your support in funding the State Induction & Mentoring Program. I have been a mentor teacher in the Farrington/Kaiser/Kalani Complex Area for the past 4 years; prior to that I was a classroom teacher for 17 years. My experiences at the school-level were incredible, but the growth I've had as a full-release instructional mentor have become the highlight of my teaching career.

As an instructional mentor, I've had the opportunity to develop the teaching practice of beginning teachers in our complex area through ongoing professional development through the Hawaii Teacher Induction Center and New Teacher Center training programs, mentor forums, and peer coaching. As a result of my training, I am able to support up to 15 beginning teachers in my complex area in areas such as lesson planning, developing classroom routines and procedures, using assessment to guide instruction, differentiating instruction to meet the needs of each student, and to communicate with parents and colleagues so that student support is seamless.

One of the key components to the success of our students is to support beginning teachers through a systematic program of instructional mentoring. Our goal is to move teachers' practice forward faster than if they didn't have a mentor and to increase their students' achievement. I humbly ask for your support in approving the I&M budget request.

Mahalo for your consideration,
Alec Shimizu
Full-Release Mentor
Farrington/Kaiser/Kalani Complex Area



Sherrie Ideue/HONDO/HIDOE

09/19/2016 10:39 AM

To testimony_boe@notes.k12.hi.us
cc Keri
Shimomoto/OHR/HIDOE@HIDOE
Subject Testimony in support of State I & M
budget request



BOE Testimony.docx

BOE Testimony

Good Morning Committee Members,

I am writing to express my support for the budget request of the State Induction and Mentoring Program. I have been a district full-release mentor for the Farrington Kaiser Kalani Complex area for the past 8 years. As a veteran teacher the opportunity to step into a teacher leadership role as a mentor has had significant impacts on my own professional growth.

The mentor trainings provided by the state Induction and mentoring program gave me the skills and tools needed to be a successful mentor and teacher leader. The on-going mentor forums continue to support me in my mentoring practice and I truly believe that I have grown in my confidence as a teacher leader. I know this will serve me well in any school leadership position.

Over the past 8 years I have mentored over 100 beginning teachers. They in turn have impacted approximately 5000 students. As an instructional mentor I have seen teachers transform. This has been my greatest joy! Last year I was assigned to mentor a 1st year teacher who was placed in a 2nd grade position. He had no previous experience in working with younger elementary students and was challenged from day 1 with classroom management among many other concerns. This is the life of a 1st year beginning teacher. One afternoon as I was having my weekly meeting with him, my teacher lowered his head and told me that he had an extremely rough week in the classroom. As he shared his experience he wiped a few tears from his eyes and told me that he didn't think he could do this. He looked beaten and defeated. I have seen this look many times. We worked on next steps and I provided encouragement and instructional support. Some of the next steps included co-lesson planning, co-teaching and effective teacher observations. My teacher ended his first year with tremendous growth. This year marks his 2nd year of teaching. He is now a grade level chairperson and is currently helping to support a brand new teacher in his grade level. He is now empowered and a definite teacher leader in the making. It is **transformative!**

Serving as an instructional mentor has been an honor and a privilege. I have seen the positive impact that mentoring and induction has on beginning teachers and student achievement. Investing in our beginning teachers is an investment in our future.

I believe that the training and support of the State Office is important to growing a system of support for all beginning teachers and mentors. I ask that you please approve the Induction and Mentoring budget request. Thank you for your time.



Keri Shimomoto
<kshimomoto@hideoehr.k12.hi.us>

09/19/2016 11:40 AM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony in Support of State I&M
Budget Request

Name: Keri Shimomoto, I & M Educational Specialist
Meeting: BOE HR Committee 9/20/16
Position: Support the State I&M Budget Request

Aloha Committee Members,

I am writing to express my support for the budget request of the State Induction & Mentoring program. I have been a teacher Kaahumanu Elementary School, Aliiolani Elementary School and Lunalilo Elementary School. I have also mentored new teachers in the Honolulu District. I have experienced first hand, the powerful impact high quality teacher induction has on new teachers, their students and school communities.

The State I & M Budget Request is an investment in a high quality sustainable teacher induction program that the DOE is in great need of. It's a necessary system of support for our newest teachers to:

- Accelerate their effectiveness for the students that sit before them
- Increase retention of new teachers to stop the revolving door of new teachers in many of our neediest communities
- Encourage Instructional Mentoring as a new leadership pathway for teachers interested in serving as leaders in our school system
- Build a bench of future school principals with strong instructional mentoring experience

Without the training, support, and program knowledge provided by the State I&M Office, mentoring in schools, and the positive effects described above, will suffer. Please approve the I&M budget request.

Mahalo for your consideration.

Keri Shimomoto
Educational Specialist
Induction & Mentoring

**

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Lindsay Lindenbach/OHR/HIDOE

09/19/2016 12:03 PM

To Testimony BOE/HIDOE@HIDOE
cc
Subject Testimony in Support of State I&M
Budget Request

Name: Lindsay Lindenbach, Resource Teacher, Hawaii Teacher Induction Center

Meeting: BOE HR Committee 9/20/16

Position: Support the State I&M Budget Request

Aloha Committee Members,

I am writing to express my support for the budget request of the State Induction & Mentoring Program. Over the past few school years, I have held many roles within induction and mentoring at the school, complex area, and state level to which I have had the great privilege in supporting the professional growth of many new and experienced teachers, including myself.

As a middle school classroom teacher, I was seeking learning opportunities that went beyond the “prescribed” professional development that was not always applicable to me, my students, or the many roles I played on campus. I can wholeheartedly state that the best professional development I have participated in was facilitated by trained instructional mentors who delivered outstanding learning pieces that were very relevant to advancing my own professional practice, supporting the growth of beginning teachers, and the students in all our classrooms.

I still remember the energy that boiled over in me and the renewed commitment that sparked from the first of eight trainings that I participated in for becoming an instructional mentor. What had sparked in me was more than professional learning for my own personal use, but more importantly, I came to realize the extreme importance of having experienced teachers expertly trained and thoughtfully paired with beginning teachers to mentor. Not only did I thrive as classroom teacher with this mentor training, but I was much better prepared to take on additional leadership roles and help support systemic change beyond the walls of my own classroom.

Once such leadership role I was fortunate to take on, was in becoming a full release mentor and facilitator of very same mentor trainings that so greatly impacted my own teaching practice. As a full release mentor, I supported 12+ beginning and veteran teachers in a variety of best practice: lesson planning, communicating with families, analyzing student work to inform instruction, and conducting formative observations to collect data for reflection and to move practice forward based on real-time evidence. Having the dedicated time and resources to support beginning teachers has great impact on the retention and satisfaction of new teachers as they have access to a full-time resource, advocate, listener, collaborator, coach, problem-solver, and fellow teacher.

In my current role as a state resource teacher, I have expanded my reach beyond directly mentoring beginning teachers to now supporting the fifteen complex areas through mentor trainings, program development and growth, and data-driven decision making.

These systemic supports are needed and greatly valued by the various stakeholders

directly and indirectly impacted by the induction and mentoring services provided, including the Complex Area Superintendents, Administrators, experienced teachers who need their new colleagues to take on major positions on their professional team, the beginning teachers themselves, their students and their families who expect and rely on our schools to provide the best supports for our teachers (new and veteran) so they are able to provide the best support and educational experience for their child(ren).

I believe that the training and support of the State Office is important to growing a comprehensive system of support for all beginning teachers and mentors, and I ask that you please approve the I&M budget request.

Mahalo for your consideration.

Sincerely,

Lindsay Lindenbach

State Induction & Mentoring Resource Teacher

National Board Certified Teacher

Office #: 733-4130



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Executive Director

**TESTIMONY FOR AGENGA ITEM IV, B, PRESENTATION ON GOAL 2,
STAFF SUCCESS, DOE STRATEGIC PLAN**

**Human Resources Committee
Hon. Brian De Lima, Chair
Hon. Hubert Minn, Vice Chair**

**Tuesday, September 20, 2016, 9:30 AM
Queen Liliuokalani Building, Room 404**

Honorable Chair De Lima and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 350 members. On behalf of our members, we offer this testimony on the HIDOE's presentation on status of Goal 2, Staff Success in relation to the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan.

Over the past year, a number of Hawai'i's public school teachers have testified before the board about the impact of the state's "Educator Effectiveness System." As a quick review, as a condition of receiving Race to the Top grant funds, in 2012, Hawai'i agreed to implement high-stakes teacher evaluations, in which teachers' "effectiveness" would be tied to student learning growth and, in turn, used to determine pay raises and reemployment rights. In practice, however, the DOE's "educator effectiveness system" has been devastating. Year after year, HSTA polling shows that a large majority of teachers feel that their work time is besieged by the evaluation system, which they find inadequately explained, lacking administrative support, and unfair. Moreover, 50 percent of the "student growth percentile" score used in EES ratings, until recently, was based on standardized test scores. Far from disappearing, per the BOE's intent in eliminating so-called "student growth percentile," testing remains a mandatory reflection item under the "core professionalism" segment of EES, continuing to marry instruction to toxic levels of standardized testing that undermine critical thinking and are academically inconsequential for students.

Evaluations are also subjective and overburdening, as demonstrated by the number of teachers appealing their results. Appeals are most commonly made on procedural grounds, as administrators frequently fail to perform evaluation components or, in some, complete the evaluations at all (notably, some administrators have attempted to withhold pay increases for teachers whose evaluations they failed to complete, in violation of state law and the HSTA-BOE Master Agreement). While the evaluation system has been “improved” through annual discussions among stakeholders—for instance, by eliminating student survey data as a high-stakes evaluation component, allowing “effective” teachers to skip some components during the following school year, and, again, excising standardized testing as one of the EES’s determinants of student growth—the classroom climate produced by test-driven evaluations continues to erode teacher morale and academic freedom, replacing educator flexibility with profitmaking education consulting “expertise.”

Teachers have heavily criticized the use of “student learning objectives,” which are not only burdensome, but predictive, forcing educators to guess how their students will perform in the future. Teachers cannot possibly be expected to know or control for all non-school events in a child’s life, including familial problems, childhood abuse, financial hardship, personal stress, sexual trauma, and an endless number of additional variables that, when present, impact a student’s ability to learn. Given that SLOs represent 40 percent of their current EES rating, teachers are likely to craft SLOs that all students can meet and exceed *regardless* of interference in the learning continuum, meaning that SLOs represent not the high standards of learning growth, but low measures of achievement that are easy to clear. As teachers have described to the BOE, SLOs effectively undermine our state’s goal of providing a high quality education to all children by *literally* encouraging teachers to lower their expectations. The best way to solve this problem is to amend BOE Policy 203.4 to expressly eliminate the use of any “student learning and growth” measurements (student learning outcomes) in teacher evaluations, including standardized testing, student learning objectives, and school or system improvement objectives.

What has not been brought to the board, perhaps, is an illumination of what a supportive—dare I say “highly effective”—teacher evaluation system would entail. The following values may serve as a guideline:

- **Consistent criteria of good practice:** EES, today, lists the elements of what the DOE considers to be effective teaching, but fails to elaborate on what constitutes evidence of these elements or why they matter. Thus, the current criteria put forward in EES impede fair, accurate, and reliable assessment of a teacher’s effectiveness and do not provide clarity about how to improve. An

effective evaluation system, in contrast, would explicitly detail not only what effective teaching entails, but what research exists to justify the selected components comprising effective teaching. It would also invite discussions about the validity of evaluation components as new research emerges.

- **Focus on improvement, not punishment:** EES ties teacher evaluations to teachers' pay and reemployment rights. Rather than focus on improving the quality of teacher performance in a collaborative, team-integrated manner, EES currently relies on control and compliance—a culture of fear—to compel teachers to obey its prescriptive rubrics. An effective evaluation system must not be tied to teacher pay or reemployment rights.
- **Adequate time and staff:** In many schools, particularly large secondary schools, both teachers and administrators have little time to complete the work required by EES. Teachers carry workloads that sometimes exceed 200 students, while administrators have little time to complete the observations and reporting of evaluations, much less provide adequate training and appropriate feedback to teachers. This has led to cases of administrators skipping some EES requirements in determining a teacher's rating, a clear contractual violation. An effective evaluation system must be manageable by both administrators and teachers, supported by adequate resources and staff, and not prevent the fulfillment of administrators' and teachers' primary professional responsibilities—namely, educating our children.
- **Delinking from student outcomes:** As repeatedly stated before the BOE, the primary measures of student outcomes used for EES, standardized testing (until recently) and student learning objectives (SLOs and SSIOs) do not accurately measure learning growth. In principle, moreover, a teacher's practice should be measured on the performance of their professional skill, rather than student outcomes that are heavily impacted by external factors, like socioeconomic status (studies show SES to be the biggest determinant of student performance).
- **Consideration of teacher needs:** EES protocols are “cookie cutter,” borrowing heavily from national models (Charlotte Danielson framework, the use of which in high-stakes evaluations Charlotte Danielson, herself, has recently and heavily critiqued) and being employed homogenously through the department, with little consideration of what teachers could benefit, in what ways they could most benefit, and by whom. There is little room for flexibility on the part of either the evaluator (administrator) or evaluated (teacher). Thus, EES makes the same mistake with teachers that standardized testing does with students: it treats all members of a given educational population as if they are exactly the same, with the same needs, aptitudes, and skill sets.

An effective evaluation system would, instead, maximize flexibility for teachers and administrators, allowing the evaluation to be tailored to the individualized needs of teachers, as their needs reflect the unique needs of their students.

- **Attachment to professional development:** Despite claims to the contrary, EES ratings are rarely used to guide meaningful professional development. An effective evaluation system allows teachers to discover pathways for professional growth and provides a range of professional development opportunities for improving teacher practice to meet the diverse needs of a dynamic teacher workforce.

As IMUAlliance has said to the board before, it's time to try something collaborative. Something that supports teachers and students. Something localized. Something new. Accordingly, we ask you to place the BOE's teacher evaluation policies on a future Human Resources Committee agenda, ushering forward an urgent discussion about how these policies may be amended to match our ambitions for our keiki.

Sincerely,
Kris Coffield
Executive Director
IMUAlliance



Jon Henry Lee/CAMPBELL/HIDOE

09/19/2016 03:50 PM

To testimony_boe@notes.k12.hi.us
cc james.koshiba@gmail.com,
kshimomoto@hidoehr.k12.hi.us, Lorna
Baniaga-Lee/CAMPBELL/HIDOE@HI
Subject Support the State I&M Budget Request

Re: Testimony in Support of State I&M Budget Request
Name: Jon Henry Lee - Principal , James Campbell High School
Meeting: BOE HR Committee 9/20/16
Position: Support the State I&M Budget Request

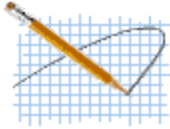
Board of Education Members,

I am writing to express my strong support for the budget request for the State Induction and Mentoring Program. As the principal for James Campbell High School I see first hand the importance of supporting new teachers as they start their careers. We are the largest high school in the state and represent over 3,100 students with more then 200 teachers. With an influx of teachers each year, we recognize the importance of starting them off with the best instructional practices, surrounding them with a network of supports and most importantly, instilling the mindset that everything we do should be student centered.

For a beginning teacher it is both an exciting yet very challenging time in their life. You are forced into the labyrinth of a school, with its incredible number of staff members, procedures and processes that would make anyone's head spin. All the while designing interactive and engaging lessons that incorporate an array of standards. You are tasked with all of that and that doesn't even factor in the part where you are expected to manage and educate a room full of students. This is a crucial time for a teacher's development and that growth must be supported with the careful guiding hand of a trained teacher mentor.

Highly quality teachers are the foundation for any successful school and that simply is not possible without a well designed Induction and Mentoring program. A high functioning program has the ability to establish a school culture that values collegiality and epitomizes professionalism. Please support our new teachers and recognize the importance of developing their leadership potential to the fullest.

Thank you,
Jon Henry Lee
Principal
James Campbell High School
(808)305-3605



Debbie Anderson/WAIAKEAI/HIDOE

09/20/2016 04:30 AM

To testimony_boe@notes.k12.hi.us

cc

Subject TESTIMONY for BOE Human
Resources Committee meeting Sept.
20, 2016, 9:30 am

Agenda item: Strategic Plan #2 *Staff success* , Human Resource Development (HRD).



HR930a20Sept16.docx

Thank you!

Position: 1. Against “Extension” of NCLB-influenced Strategic Plan Goal 2 as is. Sustainable management of change develops means of removing impediments to effective teaching and management of the teaching–learning process.
2. Support responding to 2015 ESSA and instituting appropriate changes in EES.
Executive Summary: The new ESSA law (2015) under which our DOE can migrate to operate provides for the de-linking of a “Student Learning and Growth” component from being “at least 40%” of TEACHER PERFORMANCE EVALUATION (Policy203-4). A “fair” EES (defined at teststandards.org, relied upon by the Supreme Court) focuses on Teacher Practice, or as the NBPTS.org calls “what teachers do.”

If we were to remove from EES the Student Learning Objective (SLO), we have options for higher quality evaluation design. Our objectives can reach beyond school improvement to transformation. The Professional Education Program for Teachers (PEP-T) included a Duty 5 Conference, whose steps mirror a process called Action Research in Education: To determine the effectiveness of actions we take to improve education, action research is a process we engage in. The process is the product. The International Encyclopedia of Education breaks down this process as combining “three activities: research, education, and action (Hall 1981).”

Honorable Chair De Lima and committee members, my name is Debbie Anderson. I teach at Waiakea Intermediate School on the island of Hawaii. As a teacher of over 25 years in Hawai'i, from North Hawaii I designed and taught a decade of credit PD classes for colleagues, which spread across our islands. As Hawaii's NBPTS DREAM Team member, I assisted in facilitating Hawaii's phenomenal growth in NBCTs.

The action research family includes a wide range of approaches and practices, grounded in different traditions, philosophical and psychological assumptions and pursuing different political commitments (Reason & Bradbury, 2001b). Action research is a broad movement with many beginnings, with the term Action Research coined in the United States in 1946. Yoland Wadsworth identified about 40 related streams (Wadsworth, 1998).

Action technologies are suited ideally to work within a HRD paradigm of performance improvement, as they focus singularly upon the actual performance of the work place. Action technologies create avenues for reflective response to influence organizational change strategies. Learning organizations are localized, distributing business responsibly far more widely while retaining coordination and control. (287-301). For a learning organization, survival, resiliency or ‘adaptive learning’ must be joined by ‘generative learning’, learning that enhances our capacity to create” (Senge, 1990: 14). “Organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning. Without it no organizational learning occurs” (Senge, 1990: 139).

Revolution in school improvement and PD replaces teacher training with teacher **learning**. Human Resource Development takes time, but is essential if learners are to assert control over their own destinies. Participatory Evaluation promotes a learning culture within our learning organizations. Collaborative administrative skills include roles as initiating, facilitating, participating, sharing expertise, navigating, and nurturing Human Resource Development.

The central mission of participatory evaluation is to empower learners. The fundamental commitment of empowerment evaluation shares power. Participatory evaluation contributes to building professional relationships based on the values of equality, sharing, mutual trust, and transparency. View participatory evaluation as a legitimate part of school improvement and our Strategic Plan Goal 2 Staff success. Begin with an empowered SELF-Determined Change Agent who facilitates learning.

Teachers have key responsibility for educational improvement. A most effective person to identify problems and to find solutions is the practicing teacher. Teachers need to play a central role in their own change initiatives. **School change** is promoted most effectively from within classrooms. “No advice from experienced colleagues, and no book can replace your own analysis of the situation, an understanding of its complexities, and a clear view of what you are aiming for. But both sources may yield valuable ideas if they fall on **fertile ground**: if you have already developed an understanding of the situation and possible action strategies which can be broadened and modified by external suggestions. This is because such suggestions, instead of remaining discrete and separate, are integrated with your own conception of the situation (Altrichter, Posch & Somekh 1993: p.160).”

Participatory improvement:

Non-participatory	>	Participatory
Outsider control	>	Insider voice
Passive	>	Active
Threatening	>	Alleviates fears
Inaccurate	>	More accurate

Reflective learning the path to effective long-term change. The experience of double loop learning is the crux of organizational learning where individuals within organizational systems study the previous context of their learnings and affect normative change (see NBPTS helix of the Architecture of Accomplished Teaching).

A challenge with large-scale human systems is that collectively people have to take some responsibility. Rather than depending solely upon individual good practices, members of a school engage Actively in Research as a community in a struggle to improve the quality of education.

AR becomes a catalyst to develop inquiring self-directed learners. “Action research is probably the only coherent and viable way of addressing the issues of curriculum evaluation, curriculum development and professional development/teacher education that are central to implementation of this radically new form of science education, reasons Hodson (2002).”

Simultaneously, AR develops greater job satisfaction, better academic programs, improvement of student learning, and contributions to the advancement of knowledge in education. Participatory evaluation serves the best interests of teachers, students, schools and the Department of Education. Therefore, we can change Board Policy 203-4 to remove “Student Learning and Growth” component from being “at least 40%, and ”focus on a primary component of Teacher Practice with the intent of collaborative, participatory “empowerment evaluation.”

TESTIMONY for BOE Human Resources Committee meeting Sept. 20, 2016, 9:30 am
Agenda item: Strategic Plan #2 *Staff success*, Human Resource Development (HRD).

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