

Date: March 14, 2017

To: Board of Education, Human Resources Committee

From: Maureen Ikeda, Educational Specialist  
Hawaii Department of Education, Office of Curriculum, Instruction & Student Support

Re: TESTIMONY

Meeting: Human Resources, March 21, 2017

Agenda Item: Leadership Institute, State Office Leadership Academy (SOLA)

Position: Support

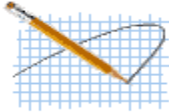
Aloha Board of Education Members,

My name is Maureen Ikeda, I am an employee of Hawaii Department of Education, Office of Curriculum, Instruction & Student Support. I am submitting testimony in support of the State Office Leadership Academy (SOLA) program of the Leadership Institute, Hawaii Department of Education.

State Office Leadership Academy is a one-year, cohort-based professional development academy for state office leaders. My time in this program is drawing near an end and I welcome the opportunity to share my experience.

SOLA has been extremely beneficial in deepening my understanding of various leadership competencies while incorporating Nā Hopena A'o (HĀ) framework within the context and values of our unique HIDOE system. As a relatively new state office leader, the reading material, exercises, demonstrations and guest speakers provided by SOLA have been valuable and applicable in my workspace and will be referred to with high regard moving forward. The program facilitators are knowledgeable, caring and teach and lead using practical application with an organized flow and sense of relevance to HIDOE. SOLA members have created and/or strengthened collegial relationships and developed a deeper sense of belonging to HIDOE, which will enable us to lead our department in allegiance to the values that reflect our culture of aloha.

Thank you for the opportunity to submit testimony in support of the HIDOE Leadership Institute and State Office Leadership Academy (SOLA).



Lanelle Hibbs/WINDO/HIDOE

03/16/2017 04:52 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject Testimony

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Lanelle Hibbs, Kailua-Kalaheo Complex Area Superintendent  
Meeting: Human Resources  
Agenda Item: Leadership Institute  
Position: Support/Comment

This is testimony in regards to the Leadership Institute work that I have experienced.

I value the work that the Leadership Institute has provided to me, since I began in my position as CAS. To help me transition, an induction process was in place and I received Executive Coaching, which has been helpful in my problem solving, reflection, and has strengthened my areas of growth. My coach gives me guidance and direction in problem solving to strengthen areas of growth. I have also appreciated the guidance received in our monthly Academic Leadership Time (ALT) as we have looked at common data such as our 9<sup>th</sup> grade on-track, problem solving protocols, sharing bright spots, sharing common practices through scenarios. Recently, we were able to give input into the refinement of the CISL Interview tool, which is comprehensive and includes a performance task. This will help to find the best candidates who will serve as our future administrators. As leaders in our complex area, we value the Educational Leadership Institute because it not only provides an opportunity for school/complex leaders to learn best practices, but also gives leaders time to share their expertise which further builds their leadership competencies.

Leadership Institute is a critical support for leaders at all levels.

## Written Testimony

From: Rodney Luke, Pearl City-Waipahu Complex Area Superintendent (PC-W CAS)  
For: Human Resources Committee Meeting  
Agenda Item: Leadership Institute  
Position: Support

March 17, 2017

Honorable Chair, Brian De Lima and Members of the Human Resources Committee:

I am Complex Area Superintendent (CAS), Rodney Luke, speaking in support of the Leadership Institute. I am currently a member of the Leadership Institute Advisory Council. The responsibility of the council is to provide feedback and guide the work of leadership development within the department.

The HIDOE Leader Competencies by Pipeline Level is a document that outlines the competencies of Teacher Leaders, Vice Principals, Novice Principals, Experienced Principals and Complex Area Superintendents. These competencies guide the kinds of experiences developed to build leadership. These are a few that I have experienced:

### *Monthly CAS Academic Leadership Team*

The *Monthly CAS Academic Leadership Team* is involved in coaching sessions to further build cognitive coaching skills using problem-solving protocols, sharing of “bright spots,” and sharing common practices. These sessions include data driven conversations to impact student achievement with a focus on closing the achievement gap.

### *Executive Coaching Sessions*

The *Executive Coaching Sessions* are personalized sessions for each Complex Area Superintendent to support the work occurring in the Complex Area. Personalized and ongoing reflective conversations are to increase coaching skills as the context to address content within the Complex Area.

### *Leadership Institute Advisory Council*

The *Leadership Institute Advisory Council* consists of different stakeholders to provide critical feedback to guide the work of leadership development within the department. It is a collective focus around the Leadership Institute Design Plan of shared leadership, building the leadership pool, and continuously building the capacity in our system.

### *First National Principal Supervisor Summit*

The *First National Principal Supervisor Summit* consist of K-12 Superintendents, District Leadership Staffs, Principal Supervisors and Aspiring Principal Supervisors nationwide who are invited to join the staff of Broward County Public Schools, the Wallace Foundation and the Council of Great City Schools. The *Leadership Institute Advisory Council* used this opportunity to validate implementation practices to support school leaders throughout the department.

### *Educational Leadership Institute*

The *Educational Leadership Institute* is an annual gathering of all department educational officers to understand and take forth the expectations of the State Superintendent and Deputy Superintendent. It also is an opportunity to share best practices and learn from colleagues. My complex team and I partnered with Data Governance to share the work we have been doing as a K-12 unit to address the 9<sup>th</sup> grade data. This provided us an opportunity to share with other administrators. I also used this opportunity to allow the complex educational officers to address the leadership competencies.

I am in support of the Leadership Institute and the work that is being done. The institute is committed to cultivate, nurture and develop the leaders of the Department of Education.

## **Leadership Institute Testimony**

Name/ Position: Beth Schimmelfennig/Civil Rights Compliance Specialist

Meeting: Human Resources

Agenda Item: Leadership Institute

Position: Support

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For all of my 38 years with the Department of Education, I have held leadership roles in the areas of special education and/or civil rights compliance at the District or State levels. My philosophy is that all employees and students are entitled to work and learn in an environment that is safe and healthy, and that is rooted in respect for one another. I believe that students deserve to come to school in an environment that provides equal access to education and embraces diversity, dialogue, and understanding of differences.

Before I was given the opportunity to be a part of the SOLA program, I was bogged down in the daily routine of survival in the Civil Rights Compliance Office. The workload itself is sometimes overwhelming and often challenging. While my daily work remains to be “compliance”, I am reminded through the SOLA experience that it is really the process and the relationships that we build that are most important if our goal is to cultivate values that effectively support our students’ academic achievement, character building, and social-emotional well-being. It is imperative that as State Office leaders we continuously refocus and remind ourselves that our work needs to remain centered on our students. SOLA provided me the opportunity to reflect about how my role in the Civil Rights Compliance Office is intertwined with other State offices, Districts, and schools, and most importantly how my decisions may support or burden schools, ultimately having an impact on students. As we completed our monthly homework assignments, readings, reflections, shared research, and learned new strategies, our SOLA group began to trust each other and truly bonded as *ohana*. This has led to greater productivity because I feel “safe” going to one of my colleagues for a quick answer to a question or even an “out of the box” discussion.

The SOLA program focused on Hawaiian values and centered on eight competencies: Achievement Focus; System Support and Learning Leadership; Stakeholder Engagement; Talent Development; Reflection and Integrity; Communication and Relationships; Change Leadership; and Resource Leadership. Each meeting, held at a different site across Oahu, was a strategically planned, hands-on learning experience. Engaging in culture and cultural experiences throughout the SOLA program has revitalized me, reinforced or renewed concepts that I already knew, and inspired me to want to continue to grow and strengthen my own understanding of how I can support Hawaii’s public school students and how I must embrace the work with *Aloha*. SOLA reminded me that we are truly fortunate to live and work in such a special place, and with that gift, we have a great responsibility to the children of Hawaii.

I wish everyone who works in a State or District office could have a SOLA experience. I strongly support the continuance of the SOLA program, and will always remain grateful for the competent, thoughtful, deliberate work structured by Teri Ushijima and those who worked with her to develop the SOLA concept. Thank you.



Kuaanaai Lewis/OSIP/HIDOE

03/19/2017 05:03 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject HIDOE State Office Leadership  
Academy (SOLA) testimony\_3/21/17

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**Date:** March 17, 2017

**From:** Kua'anaa'I M. Lewis, Test Development Specialist

Hawai'i Department of Education, Office of Strategy, Innovation, and  
Performance (OSIP)

Assessment Section

**Meeting:** Human Resources Committee Meeting

**Agenda Item:** Leadership Institute, State Office Leadership Academy (SOLA)

**Position:** Support

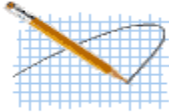
Aloha e Board of Education Members,

My name is Kua'anaa'I M. Lewis and I am a Test Development Specialist with the Hawai'i Department of Education's Assessment Section which is part of the Office of Strategy, Innovation, and Performance (OSIP). I have been a Test Development Specialist with the Assessment Section since May 2011 and a classroom teacher, both in public and private schools, since 1993. I have been involved with teaching and working with Hawai'i students, families, and educators for 24 years. I am submitting testimony in support of the State Office Leadership Academy (SOLA) of the Hawai'i Department of Education's Leadership Institute.

There is a 'Ōlelo No'ēau (Hawaiian Proverb) that states: ***"E 'opu ali'i - Have the heart of a chief"***. In other words, a chief, or a leader, who has a genuine aloha and care for the people in order to promote their success in all endeavors of life. The goal of SOLA correlates very nicely with this 'olelo no'ēau as both focus on the importance of leadership with aloha. SOLA is a one-year, cohort based, professional development academy with the goal of strengthening each participant's skills in order to help them fulfill their kuleana as state office leaders for the Hawai'i Department of Education (HIDOE). SOLA was designed using the HIDOE's Leadership Competencies and the Na Hopena A'o (HA) framework.

Being a participant in SOLA's first cohort class has truly been a blessing for me. It has helped me to continue building my leadership skills and gain a greater understanding about the different functions and kuleana of the HIDOE. This in turn encourages me to provide the necessary support and kokua schools and other offices, within the HIDOE, need in order to give excellent customer service to our keiki and the 'ohana. SOLA has afforded me the opportunity to connect and build relationships with other HIDOE staff members and community partners. These connections have helped me to not only share information but to also receive information which helps me to stay focused on the "bigger picture" of why we as the HIDOE exist. The "bigger picture" is to guide our keiki in being educated, healthy and joyful lifelong learners who contribute positively to our community and global society. SOLA has also provided me the opportunity to strengthen my commitment to the HIDOE by instilling in me a great appreciation for Hawai'i and its people. The teachings, meetings, discussions, and projects I've been involved with, as a participant of SOLA, has helped me to see where I fit in and how best to use my talents, gifts, and knowledge in the HIDOE so that we can collaboratively support our keiki in achieving success!

Mahalo nui for the opportunity to submit testimony in support of the State Office Leadership Academy (SOLA) and all the good work it's done and will continue to do in providing excellent professional development for the HIDOE leadership teams. ***"E 'opu ali'i - Have the heart of a chief"*** .



Lois Mow/PROCURE/HIDOE

03/19/2017 06:50 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Testimony for March 21, 2017

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Meeting: Human Resources

Agenda Item: Leadership Institute

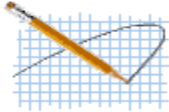
Aloha,

The State Office Leadership Academy (SOLA) program creates learning opportunities through site visits and presentations by guest speakers. SOLA participants learn about the successes and challenges of DOE schools and offices. Through the collaborative relationships participants form with each other and with these different DOE presenters, we learn about how best our offices can support the endeavors of the DOE. I am truly grateful for the opportunity to participate in the SOLA program. I also look forward to continuing to build the Procurement and Contracts Branch Team by sharing the experiences and knowledge gained from participating as a SOLA Team member.

Thank you for your consideration of this testimony.

Lois Mow, Director

Department of Education, Office of Fiscal Services, Procurement and Contracts Branch



Melissa Speetjens/WAIMEAC/HIDOE

03/19/2017 07:10 PM

To testimony\_boe@notes.k12.hi.us  
cc  
Subject testimony

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March 17, 2017

Name: Melissa Speetjens, Principal  
Waimea Canyon Middle School, Kauai

Meeting: HUMAN RESOURCES BOE COMMITTEE

Agenda Item: LEADERSHIP INSTITUTES

Position: Support (strongly)

Comment: As a Hawaii principal, I have participated in four (4) of the components of the Leadership Institute and have found all of these components very valuable in my position for collaboration, knowledge, and experience.

As a member of the first 2-Year Principal Academy, this Academy gave me the opportunity to connect with new principals throughout the state. Being from Kauai, this was a very important aspect of the big picture needed for principalship. The collaboration encouraged and provided continues to be useful. Year 2 proved to be extremely important as I was able to connect with other middle school principals throughout the state, visit their schools, get a firsthand look, and experience their new jobs on the different islands..

I am a regular participant in the Secondary Principal Forum and Educational Leadership Institute (ELI). This further connects principals with each other, allows a pipeline of current knowledge and expressed need areas for principals, and, once again, offers invaluable means of collaboration throughout the state.

The Hawaii Innovative Leadership Network (HILN) is the innovative impetus needed by principals in Hawaii. Being accepted into this group of education innovators has been the grounding needed to be a public school innovative leader. The lessons we continue to be involved in has formed the foundation for necessary change at my school and other schools throughout the state. HILN is already changing the state focus on 21st century student success.

I strongly support the continuation of these Leadership Institutes. They provide the necessary induction, mentoring, and avenues for innovative success needed by administration for the Hawaii Department of Education.

Aloha,

Melissa Speetjens  
Principal

Waimea Canyon Middle School (Kauai)  
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Carole Kwock: TESTIMONY for March 21, 2017, Hawaii BOE HR Committee, 9:30a

Hawaii Board of Education  
Human Resources Committee  
Brian De Lima, Chair  
Hubert Minn, Vice Chair

Dear Chair De Lima, Vice Chair Minn and Members of the Committee,

I am writing in SUPPORT of Agenda Item IV. B. Presentation on Leadership Institute programs, including induction and mentoring and administrator development. I believe leadership development across the school, complex area, and state office level is crucial to providing a sound future for the Hawaii Department of Education.

Specifically, I would like to express my support for the State Office Leadership Academy (SOLA). I am fortunate to be one of the sixteen participants in this inaugural cohort that was launched in School Year 2016-2017. Prior to SOLA, no formal leadership training opportunities existed at the state office level. Looking back at my eight years in DOE, I can recall several frustrating and painful “sink or swim” leadership experiences. I was fortunate that I was able to build strong bonds with colleagues and supervisors in the section I started with, who remained my mentors, `ohana, and lifeguards. I’ve seen several new leaders struggle to swim, only to give up and quit after 1-2 years. I often wonder if I would have given up, too, without the encouragement and safety net of my initial support system.

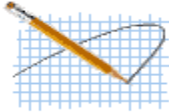
SOLA has definitely contributed to my leadership skills, and I treasure the opportunity I have had to bond with others in my cohort across various state offices, as well as gain valuable insight into how to better serve the schools and complex areas. It has prompted me to do a better job reaching out to Complex Area Business Managers (CABMs) and SASAs to actively engage them for their input, and at the same time, provide them with a perspective of the challenges we face at the state level.

I look forward to help establish SOLA beyond the inaugural cohort so that we can grow networks of cohorts to support our existing EOs and future waves of state-level leaders. I love that SOLA has embedded the HA framework, state office leadership competencies, and focus on the state-level’s purpose to support student achievement and school staff.

I strongly urge the BOE to support SOLA, as well as other crucial programs offered by the Leadership Institute to ensure a bright future for our schools, students, and DOE system.

Mahalo,

Carole Kwock  
Executive Assistant & SY 16-17 SOLA participant  
Office of Fiscal Services, Hawaii DOE



Art Souza/HAWAII DOE/HIDOE

03/19/2017 05:28 PM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject Fw: Testimony

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**From:** "Art Souza" <[Art\\_Souza/HAWAII DOE/HIDOE@notes.k12.hi.us](mailto:Art_Souza/HAWAII DOE/HIDOE@notes.k12.hi.us)>

Aloha, I write to offer support of the updates delivered by Teri Ushijima to the BOE on Tuesday March 20/2017.

The true transformation of schools will only happen if we change the way we lead schools.

The initiation and the continuing efforts of the Hawaii DOE Leadership Institute has been the vital lever that has helped to redefine leadership in our Hawaii public schools.

The creation of the state leadership competencies, the redefining of the current administrative training process and the ongoing work of the Leadership Institute Advisory Council are important elements of the change process.

A combination of best practice sharing via visits to model training institutes in Georgia and Florida as well as the home grown personalization efforts by the Leadership Institute and PDERI have created a new model of leadership and administrative training.

The collaborative model for school leadership has also been echoed by the partnership efforts between the Castle Foundation and the State DOE.

This partnership has created a spirit of developing leadership at all levels; teacher leadership, school staff and state level leadership, and Complex Area Superintendent and community leadership.

It is our hope that continued support at all levels will be provided to support the continuing efforts of the Leadership Institute.

Sincerely, Aloha

Art Souza, Complex Area Superintendent , West Hawaii

Art Souza  
Complex Area Superintendent  
Honokaa-Kealahou-Kohala-Konawaena Complex Area  
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Dr. Amy Perruso  
3348 Kaunaoa St.  
Honolulu, HI 96815

March 21, 2017

RE: BOE Human Resources Committee  
Agenda Item IV.A : Leadership Institute

Aloha Chair DeLima and Committee Members,

In the Strategic Plan, we see an overreliance on professional development and teacher mentoring and induction to address a long-term, systemic teacher shortage crisis. Teachers have expended a great deal of energy over the past year and a half trying to help Board members understand why and how EES (the Educator Effectiveness System) not only makes educators less effective, but also contributes to the teacher shortage crisis.

We have made some progress, and we were able to delink student test scores from teacher evaluations when the passage of ESSA created those conditions of possibility. However, we have not been able to really address the debilitating effects of the teacher evaluation system because its genesis is misunderstood. For almost two years, teachers, after sharing all of the ways in which EES cripples their teaching and makes a mockery of their profession, have been told that the Board cannot address the problem of EES because "EES is a product of contract negotiations and so needs to be resolved at the table." Nothing could be further from the truth.

What was previously BOE Policy 2055 (and is now BOE Policy 203.4) never emerged from an agreement made at the table. Rather, after the teachers refused to ratify a Tentative Agreement with the employer in January 2012, Governor Abercrombie went to the legislature to try to enact teacher evaluation into state law. By March 2012, it was clear that this effort would be unsuccessful. In April 2012, with the Race to the Top grant from the federal government threatened by the state's failure to comply with the teacher evaluation requirement, Abercrombie approached the Board of Education. The BOE at that time was led by Don Horner and filled with Governor Abercrombie's appointees, and the governor was able to anchor the language he sought on teacher evaluation into BOE Policy 2055. The adverse consequences of this policy making decision are being felt in classrooms across the state, years later.

It was not until April of 2013 that a contract framed by this Board of Education policy was settled and ratified. Suffice it to say that EES did not come from the table, teachers were not able to negotiate on it because it was embedded in BOE policy,

and it is impossible for us to address this issue at the table as long as the language of BOE Policy 203.4 stands as is.

We are not seeking the elimination of Board Policy 203.4. We are simply seeking to modify the language of BOE Policy 203.5 so that we can actually negotiate it at the table. The changes we seek in the policy language are as follows:

“In developing and annually improving the evaluation system[s], the Department shall ~~[consult and confer the evaluation design and may]~~ negotiate ~~[related]~~ collectively bargained agreements with the exclusive representative of ~~[employees affected by the evaluation system.]~~ teachers that include, but are not limited to, the evaluation design, criteria, and processes. In addition, the Department shall involve ~~[teachers]~~ the exclusive representative in the development and improvement of the evaluation system.”

This change in policy reflects the direction we need to take with the new flexibility provided under ESSA. While the department has claimed that the superintendent has made the changes suggested by the Joint Committee per the agreement process, allowing it to improve every year, our own Joint Committee members have testified here that their recommendations and the feedback of teachers have *not* been sufficiently addressed. Our members of the Joint Committee have been and are still calling for dramatic policy revision, to make this policy subject to collective bargaining. EES is onerous, unfair and unproductive, and is not a sufficiently supportive system that improves teacher practice. It is not working, and in fact, is driving good teachers out of the system.

Thank you for your time.

Yours truly,

Amy Perruso

March 20, 2017

Brian De Lima, Chair  
Human Resources Committee  
Hawaii State Board of Education  
P.O Box 2360  
Honolulu, Hawaii 96804

**RE: Testimony for March 21, 2017 Board of Education Human Resources Committee Meeting in support of Leadership Institute Programs**

Dear Chair De Lima and Members of the Human Resources Committee:

My name is Alex Kagawa and I am the Budget Preparation Administrator under the Department of Education's Office of Fiscal Services Budget Branch.

As a participant in the State Office Leadership Academy (SOLA) program, I am grateful for the department's commitment to invest in its employees and develop its leaders.

- Leadership programs, like SOLA are tailored to fit our department's culture (i.e Na Hopena A'o, place-based learning at culturally significant locations, Vision, Mission, Goals, etc.). It's not the canned courses that you would get from outside, one-size-fits-all, training courses.
- Is consistent with with Hawaii Revised Statute Chapter 5-7.5.
- In other state departments that I've worked for, employees were elevated into mid-level leadership positions either because no one wanted the extra headache or because they were the most senior person with the most technical knowledge. As you all know, leadership requires more than just technical skills and if you have limited leadership experience, then your areas will suffer as you struggle through steep learning curves in addition to "trial and error" decisions made at the expense of your staff and program.
- The leadership programs provides guidance and training on Education Officer (EO) level position expectations.
- SOLA alone is not sufficient, EO's must also seek out personal and professional development on their own to supplement the SOLA program.

The leadership programs for school and state leaders provides a consistent reinforcement of the vision, mission and direction needed to understand how, why and what changes are necessary to meet current and future challenges. These programs help bring state and school leaders closer together helping to break through the damaging dualistic "school versus state" thinking.

Thank you for the opportunity to testify in support of the Leadership Institute and SOLA program.



**Vanessa Ott**

2825 S. King St., #2901, Honolulu, HI 96826

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**March 21, 2017**

To: Board of Education Human Resources Committee Members

**re: 3/21/17 HR Committee meeting Agenda Item V.A. - *Presentation on Leadership Institute Programs, including teacher induction and administrator development***

Aloha Board of Education Human Resources Committee Members,

I am asking that the BOE set a policy of openness and transparency whereby all non-confidential DOE information be available to the public. This would include making the DOE leadership training materials available to the public. I would like to know what new Principals and CASs are learning, and what they're not learning. If there's nothing to hide, make the information available to the public to establish trust. If there is something to hide, make the information available to the public so it can be improved. There is no reason to not make the training materials accessible to everyone.

I also am asking that the BOE change the way that Principals are selected. Currently, an employee must get the Principal's permission. However, a good teacher who clashes with a bad Principal will never have that opportunity for even if s/he moves to another school, a bad Principal can ruin a great employee's career. I know of one case where a great candidate was denied the opportunity to become a Principal because of this narrow entry path, so she started a Charter School, and the DOE lost a fabulous teacher and potentially great Principal.

There should be an alternate pathway for great employees to become Principals (and eventually CASs). I suggest that if five (5) teachers are willing to support a coworkers acceptance into the Principal training program, the employee will be accepted.

Mahalo,

Vanessa Ott  
Community Stakeholder