



Tracy Murakami <tracymurakami@gmail.com>

05/06/2017 12:55 PM

To testimony_boe@notes.k12.hi.us
cc Margaret_Cox@notes.k12.hi.us
Subject testimony re: Super. candidates

Dear Honorable Members of the Board of Education:

Please consider this my testimony in support of Dr. Kishimoto for Superintendent.

Many of us involved with the Hawaii DOE see a dire need for more dynamic leadership: one that is more focused on the needs of students (which includes adequately supported teachers), than the needs of adults. Dr. Kishimoto identified this as a problem that plagues school systems. Dr. Kishimoto refers to herself as a "bold leader." I think bold leadership is essential to move the Hawaii DOE forward from the current system that often undervalues students' needs.

Also, currently, the Hawaii DOE does not seek substantive input from the users of the system. Dr. Kishimoto's resume shows that she values input from the users of the system: she established a Superintendent's Teacher Advisory Committee, Parent Advisory Committee, and Student Senate.

Dr. Kishimoto also brings years of experience as a Superintendent of Schools. One gets the impression she will hit the ground running, as she readily identifies, in response to an inquiry that she has not served as a classroom teacher, the tasks of an effective Superintendent. Undoubtedly, her experience in Arizona and Connecticut have prepared her for the work she would face in Hawaii.

Thank you for your hard work thus far narrowing the candidate selection down to two excellent candidates.

Tracy Murakami

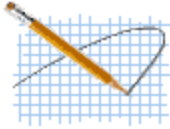
Kauai

Parent of current and former (Class of 2016) public school students

**

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**



STEPHENIE BLAKEMORE

05/06/2017 03:57 PM

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

cc

Subject keep looking

Aloha

No to either candidate.

They both lack the experience as educators that this school district needs to make much needed steps out of a failed reform process that has been destroying public education in our state. We need experienced enlightenment, not generalized political double speak.

These two choices are not only disappointing, but unacceptable.

Surely you recognize the need to honor our keiki and can renew you search for someone who truly is capable of leading not only the 10th largest public school district in the country, but one that culturally and geographically covers an incredibly vast and diverse area.

I suggest that all of you on the Board of Education need to look at the life and work of the late Dr. Richard Dufour and learn to recognize a candidate who can be as real and as they are competent. Here is a link to get you started:

[Richard P. DuFour | School Improvement Network](#)

**Richard P. DuFour | School Improvement
Network**

Increasing Student Achievement Dr. Richard P. DuFour is one of the nation's most distinguished educators. Dr. Du...

I hope learning about Dr. Dufour will give you an idea of what kind of educational leadership is needed when looking at candidates to lead our school district.

You are insulting the stakeholders in Hawaii's public education system by presenting these two candidates as your final choices. What your choices tell me, in no uncertain terms, is that you do not have a clue as to what our public schools need in order to succeed!

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**



Faye Neves <kiyomonster@gmail.com>

05/08/2017 11:29 PM

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

To whine it may concern,
After having viewed the statements and Q&A from both candidates and reading their resumes, I urge you to consider Dr Kishimoto as our next Superintendent of Public Schools. I found her responses specific and meaningful, whereas I felt Dr Chen's were a little more politically correct and full of platitudes. I think Hawaii has seen enough of this in the last few years. We need a leader who is bold, innovative and knows how to bring stakeholders together. I gather that Dr Kishimoto is not afraid to shake up the status quo which we surely need. I liked that she wasn't a fan of statewide curriculum and believes in training and empowering teachers. Listening to her speak made me feel hopeful for our schools' future (something I've not been optimistic about in a long time!) Thank for seeking public input in this matter:0)
Sincerely,
Faye Neves
Former teacher and parent of a public school student

Sent from my iPhone

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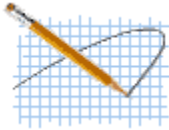


boe_hawaii@notes.k12.hi.us

05/09/2017 07:36 AM

To Testimony BOE/HIDOE@HIDOE
cc
Subject Fw: Testimony In OPPOSITION -
BOTH CANDIDATES For
Superintendent Of The Department Of
Education, State Of Hawaii

----- Forwarded by BOE Hawaii on 05/09/2017 07:36 AM -----



Lowell Tsuchiyama <lowtsu@aol.com>

05/08/2017 10:15 PM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony In OPPOSITION - BOTH
CANDIDATES For Superintendent Of
The Department Of Education, State
Of Hawaii

To the Honorable Members of the State of Hawaii Board of Education:

I write to you today to express my STRONG and VEHEMENT **OPPOSITION** to Dr. Linda Chen **AND** Dr. Christina Kishimoto for the position of superintendent of the Department of Education, State of Hawaii.

My opposition to Dr. Linda Chen can best be summed up by the commentary published in the Honolulu Civil Beat on Thursday, May 4, 2017 (authored by language arts teacher Andy Jones).

(See Andy Jones, "Why State Ed Board On Wrong Track In Superintendent Search," Honolulu Civil Beat (May 4, 2017)

<http://www.civilbeat.org/2017/05/state-education-board-on-wrong-track-in-superintendent-search/> (Honolulu Civil Beat's "Community Voice" Section).)

Further, Dr. Chen's public statements in her only press availability in Hawaii to date suggests that Dr. Chen does not understand the specifics of her challenges in Hawaii to any real extent and it does not appear that she has made any effort to investigate what she will be facing should she be hired by the Board for the foreseeable future.

With respect to Dr. Kishimoto, my opposition to her is well founded based upon documents and information I have found on the Internet over the past few weeks. See, for example:

1.

<http://jonathanpelto.com/2012/10/01/goose-vs-gander-the-double-standard-for-teachers-and-superintendents/> -- Discussing Dr. Kishimoto's poor superintendent job evaluations in her previous position of superintendent of the Hartford Public School District (linking to http://articles.courant.com/2012-09-27/community/hc-hartford-kishimoto-eval-0928-20120927_1_superintendent-christina-kishimoto-chairman-matthew-poland-evaluation);

2.

<http://jonathanpelto.com/2012/10/15/the-poster-child-for-education-reforms-fraudulent-performance-evaluation-movement/> -- Blog posting covering the same topic (job performance) immediately above (linking to http://articles.courant.com/2012-10-13/community/hc-hartford-superintendent-bonus-1013-20121012_1_superintendent-christina-kishimoto-chairman-matthew-poland-performance-bonus);

3. <http://westieconnect.com/archives/10601> -- Discussing Dr. Kishimoto's alleged inappropriate relationship with a member of her current school district's senior staff (now since left from his position as a member (employee) of the school district);

4. <https://www.youtube.com/watch?v=WGfjj3S5Bz0&feature=youtu.be> -- Court proceeding initiated by Dr. Kishimoto against a member of the public, whom she alleges harassed her.

In addition, it appears that Dr. Kishimoto is at the beginning of a three-year contract extension initiated at Dr. Kishimoto's request. (See e-mail to Board (Hawaii) copied below.)* It is quite interesting that Dr. Kishimoto is seeking a new opportunity from the Board of Education, State of Hawaii, given that Dr. Kishimoto still has unfinished business in the State of Arizona for the Gilbert Public School District. (See Dr. Kishimoto's contract extension, still in Year 1.) Assuming that Dr. Kishimoto has not informed the Board (in Gilbert) of her intention to apply for a new position in another jurisdiction while her obligation to the Gilbert Public School District is still ongoing and current, what does that say about her intention and commitment to "stick it out here in Hawaii" through whatever circumstances history directs at her? It is this choice that is troubling and not in the best interest of the Department, which is the only public school district in the state.

Taken all together, both choices for the position of superintendent of the DOE **ARE NOT WORTHY** of selection by the Board at this time. If the Board seeks to provide the Department with the best leadership that it can find going forward, the Board **should re-visit its candidate finalist list** and proceed with interviewing and/or considering the remaining six (6) candidates on its list at this time. Through that process, I am sure that the other candidates on the Board's list will demonstrate to the Board that the candidates possess what it takes to lead the DOE in a better direction with a much better understanding of the challenges presented within the state presently.

Thank you for the opportunity to testify on the Board's selection of a candidate to fill the position of superintendent of the DOE at this time.

* E-mail to Board (Hawaii) dated April 27, 2017.

From: Western Connections

Sent: Thursday, April 27, 2017 9:43 AM

To: boe_hawaii@notes.k12.hi.us ; lance_mizumoto@notes.k12.hi.us ; patricia_bergin@notes.k12.hi.us ; Kenneth_Uemura@notes.k12.hi.us

Cc: nkalani@staradvertiser.com

Subject: Superintendent Candidate Christina Kishimoto

Aloha, Esteemed Members of the Superintendent Search Committee,

We hope your fiduciary duty requires that you consider Christina Kishimoto's past performance as you make a momentous decision about a new superintendent for the benefit of your constituents. We really wish the former members of the Gilbert Governing Board had paid attention to media reports about Kishimoto in Hartford, CT before they hired her on a split vote back in 2014. BTW, Ray and Associates guided that superintendent search, too.

If you hire Kishimoto, [she'll have to break her contract that was renewed last summer in a split vote](#). That's especially interesting, since [she instituted draconian *hostage clauses* in GPS employee contracts](#) that are not included within her own contract. In fact, it appears that [Kishimoto set up her employees for problems with the US Internal Revenue Service when she usurped the board's power to forgive hostage fees](#).

You might be interested in what sitting board members had to say in public about Kishimoto's contract renewal, shown in videos within the linked post. For your convenience, [Kishimoto's 2014 contract is linked here](#); her [2016 contract is here](#). Notice the new contract, negotiated a year early, is iron-clad: [in other words, no matter what Christina Kishimoto does as Superintendent of Gilbert Public Schools, she cannot be fired as long as she claims she made *a mistake in judgment.*](#) The reasons for that unusual provision are

many, as Westie has chronicled since 2014. Be wary.

If you haven't Googled Christina Kishimoto's name, you can find much on [Westie Connect](#) about her performance as superintendent of Gilbert Public Schools (GPS), doing basically the same things she did as superintendent in Hartford, [which is chronicled in a contemporaneous blog](#) and [also in the Hartford Courant](#). Basically, Kishimoto was fired by a 7-0 vote in Hartford, then hired on a 3-2 vote in Gilbert. Her performance raised pretty much the same issues in post places.

We hope you are aware that the Gilbert Governing Board just voted to open a special audit of GPS finances, due in part because the past three annual audits have contained the same findings regarding issues within the financial system. A special interest item about GPS finances is the new financial and payroll software installed on Kishimoto's watch; [after a year and a half, GPS employees still cannot count on being paid correctly and on time](#).

At the moment, Westie Connect is publishing a series of Fraud, Waste and Abuse posts about Kishimoto's administration, which will continue through the summer whether or not Kishimoto remains in GPS. FW&A posts thus far:

[GPS Fraud, Waste & Abuse Report #1: Travel Violates State Law](#)

[GPS Fraud, Waste & Abuse Report #2: Red Flags of Fraud in Employee Travel](#)

[GPS Fraud, Waste & Abuse Report #3: The \\$100,000+ Ghost Employee](#)

[GPS Fraud, Waste & Abuse Report #4: Sweetheart Promotions and Stealth Raises](#)

[GPS Fraud, Waste & Abuse Report #5: Accountability for Fraudulent Schemes](#)

[GPS Fraud, Waste & Abuse Report #6: Consultant Fraud](#)

[GPS Fraud, Waste & Abuse Report #7: Illegal Payments and Tax Evasion](#)

[GPS Fraud, Waste & Abuse Report #8: Illegal Gifts of Public Funds](#)

It's significant that no one in Gilbert Public Schools has ever contested Westie's reporting of anomalies in school district administration or asked for a correction of our detailed posts based on hard evidence. In fact, Westie's best audience is comprised of GPS employees, many of whom provide inside information for our posts.

Don't take our word for it: notice that Kishimoto's resume is inconsistent in verb usage. Inconsistency and [sloppiness mark her work](#) and illustrate her level of focus on managerial issues in GPS. Also notice Kishimoto has no teaching experience and does not have a superintendent's license in Arizona; those have been issues insofar as the level of trust from her employees, which is to say, not much.

We were impressed by your statement that your search is transparent; one trademark of Kishimoto's leadership has been the lack of transparency, in both Hartford and Gilbert. In fact, the GPS Governing Board endured [six months of monitoring by the AZ Attorney General because Kishimoto led the board into multiple violations of Open Meetings Law](#). Early this year, Kishimoto had the audacity to [mislead the newly seated governing board into a series of new OML violations](#).

Right now, [GPS is wondering why the district has lost thousands of students, costing millions of dollars in state funding](#). Kishimoto says it's due to charter schools luring students away. Those charter schools are thriving as [families flee from the chaos Kishimoto fomented in the district](#).

Kishimoto enjoyed a *rubber stamp* governing board for two years; [it's significant that the president of that board was voted out of office in 2016](#). The community approved a tax override and a bond during Kishimoto's tenure, as her resume states; due to her poor performance, the community now has a serious case of buyer's remorse. But [Christina Kishimoto now has a national reputation](#), funded by GPS taxpayers!

Based on her last two jobs, you can expect to spend hundreds of thousands of dollars on Kishimoto's travel and catering demands if you hire her. Expect lots of legal fees, as well. Christina Kishimoto is still a defendant in lawsuits in Hartford and [a federal lawsuit in Gilbert about discriminatory hiring practices](#).

Mahalo.
Westie Connect

PS: We assume this email is a public record, as it would be in Arizona.

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**



caroline oda <cwoda@mac.com>

05/09/2017 11:38 AM

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

Testimony

- Name: Caroline Ward Oda, Ph.D., Head of School, Emerita, St Andrews Schools. Email cwoda@mac.com
- Meeting: Meeting to Consider Final Candidates
- Agenda item; Selection of the New Superintendent of Schools
- Position: Oppose. Recommend reopening the search and including local candidate semi-finalists

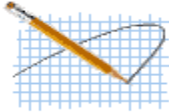
It is clear from the April 21st StarAdvertiser account that there are serious red flags in both DOE superintendent candidates' backgrounds reminiscent of the red flags in some past leadership hires at UH (Evan Dobelle and M.R.C. Greenwood being most prominent.) The UH choices cost Hawaii greatly in finances and in educational progress for our university students. We can't afford to overlook the red flags in these candidates' backgrounds and risk our entire state's public school system.

One finalist, Christina Kishimoto was dismissed from her position in Hartford, CN in 2013. The Hartford paper noted that "She is a skilled policy person who designed many of the new schools, but had not been a K-12 teacher, principal or superintendent. She had little administrative background and had no feel for the politics of the job." Kishimoto has been employed in Arizona since July 2014 - only 2 ½ years - insufficient time to determine whether she is successful there. One needs to ask why she is seeking a new position so soon?

In August 2016 Linda Chien resigned from her position as Deputy Chief Academic Officer in Baltimore, MD "after her boss was dismissed less than two years into a four year contract" according to the StarAdvertiser. It appears Chien does not have district superintendent experience. Her bio on CADRE notes: "Previously, she worked in Boston and Philadelphia, where she oversaw teaching and learning, English-language-learner programs, and the supervision of schools. Her experience also includes the roles of principal, literacy supervisor, staff developer, and teacher in New York City and Seattle."

There were three local candidates among the semi-finalists for this position. In light of the red flags in the two finalists experience, the search should be re-opened, local candidates reconsidered, and a wider field of finalists selected.

Caroline Ward Oda, Ph.D.
cwoda@mac.com



Calvin Chinen <calchinen1@gmail.com>

05/10/2017 02:05 AM

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

Testimony

- Name: Cal Chinen Email: calchinen1@gmail.com
- Meeting: Meeting to Consider Final Candidates
- Agenda item; Selection of the New Superintendent of Schools
- Position: Oppose. Recommend reopening the search and including local candidate semi-finalists

Dear Honorable Members of the Board of Education,

For the last 80 years or so, I have had direct family members who were beneficiaries of the Hawai'i State Public Educational System. My parents were public school products from the 1930's to the 1940's, my siblings and I were public school products from the 1950's to the 1970's, my children were public school products from the 1980's to 2000's, and my grandchildren are public school products now in 2017. All of our generations have benefitted greatly by our Department of Education. All of us have gone on to higher educational levels and have sought to serve our community. I believe that the same will happen for our grandchildren. We owe so much to the State of Hawaii and to our DOE. Mahalo!

Therefore, I was greatly dismayed and somewhat alarmed when I read the StarAdvertiser article on April 21st regarding the decision for the finalists for the Superintendent's position. Both of the finalists pose a tremendous risk for the State of Hawaii. Both of these candidates have very questionable issues in their records in their fairly recent histories. The new superintendent will not only have to deal with cross cultural students and situations but will also need to be multi-cultural in communication and understanding. The cultural milieu from which the present

candidates are indeed cross-cultural but Hawaii is much more than that. Hawai'i's schools, students, and families are complex and multi-cultural. The learning curve for the present candidates is already high but with the multi-cultural standards, this challenge will be extremely high.

On top of that, the DOE Budget is the single largest item in our State Budget and the largest employer in Hawaii. And, of course, it directly affects the keiki of Hawaii. Can we risk so much based on this? Surely, out of the thousands of employees of our DOE, there must be some who are more than qualified. Would you please re-consider and open up the search for more qualified and proven candidates?

Aloha,

Cal Chinen

Castle High School, '72

45-322 Kahowa'a Place,

Kaneohe, HI 96744

Ph. 808 265 556

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**



Native Hawaiian Education Council

May 11, 2017

Mr. Lance A. Mizumoto, Chair
Mr. Brian De Lima, Vice Chair
State of Hawai'i, Board of Education
1390 Miller Street, Room 309
Honolulu, Hawai'i 96813

Via: testimony_boe@notes.k12.hi.us

Re: **May 11, 2017 General Board Meeting**
IV. Action Items – A. Board Action on Selection of and Contract with
Superintendent Finalist

Dear Chair Mizumoto and Vice Chair De Lima,

The Native Hawaiian Education Council (NHEC or the Council) would like to provide comments regarding the above agenda item.

First, we have attached our testimony from the March 2017 Board meeting in which we provided the following specific feedback for the characteristics and job description of the next Superintendent, specifically noting:

1. The #1 ranked quality of ***Understands or demonstrates the ability to become familiar with Hawai'i's people, culture, history, environment, geography, and politics;***
2. The characteristic of ***Possesses a high degree of empathy and emotional intelligence that enables him or her to cultivate strong relationships and create a positive work environment and culture;*** and
3. ***Reorganizing the job description by Student Focused, Staff Focused and Systems Focused*** sections in alignment with the joint BOE/DOE Strategic Plan.

While we are disappointed that both finalists are from outside of Hawai'i, and do not appear to readily understand Hawai'i's unique and complex context, we appreciate the opportunities that the Council had to interact with the two finalists, read their resumes and view their press release interviews/statements. We re-emphasize the above points to remind the Board of the criticality



Lance A. Mizumoto, Chair
Brian De Lima, Vice Chair
May 11, 2017
Page 2

of characteristics, responsibilities and orientations of the selected candidate. We ask the Board to identify clearly each applicant's---knowledge, attitudes, behaviors, aspirations and skills---that would benefit our families and communities for the long term.

Second, we ask the Board to determine the **depth of each applicant's understanding and the operating realities** of Hawai'i's unique context:

- 1) A single State Educational Agency (SEA) and Local Educational Agency (LEA);
- 2) Two official languages—English and Hawaiian—that are mediums of instruction in the State's public education system;
- 3) A 34+ public charter school system that is a blend of Hawaiian language immersion and Hawaiian culture based schools;
- 4) Midst of implementing the Every Student Succeeds Act (ESSA)—the most pervasive federal policy since No Child Left Behind in 2001 returning control to State's by Congressional intent—acknowledging the diversity of students, families and communities;
- 5) An island State in which bodies of water geographically, politically and culturally separate schools, families and communities;
- 6) Administrative responsibility for statewide early learning; and
- 7) The continuing implementation of the approved BOE/DOE Strategic Plan and alignment with the Governor's Blueprint for Public Education.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail (sylvia@nhec.org), office (808.523.6432) or mobile (808.221.5477) telephone with any questions.

Sincerely,



Dr. Lisa M. Watkins-Victorino, Chair

Attachment A – Correspondence dated March 7, 2017 re: Superintendent Job Description and Characteristics

cc: Native Hawaiian Education Council and staff





Native Hawaiian Education Council

March 6, 2017

Mr. Lance A. Mizumoto, Chair
Mr. Brian De Lima, Vice Chair
State of Hawai'i, Board of Education
1390 Miller Street, Room 309
Honolulu, Hawai'i 96813

Via: testimony_boe@notes.k12.hi.us

Re: **March 7, 2017 General Board Meeting**
VII. Action Items
C. Board Action on Superintendent Job Description and Characteristics

Dear Chair Mizumoto and Vice Chair De Lima,

The Native Hawaiian Education Council (NHEC or the Council) would like to provide comments regarding the above agenda item re: Board Action on the **Superintendent Job Description and Characteristics**, generally **SUPPORT** the recommendations, with comments below:

Re: Characteristics

1. **Re-order** the characteristics based on the combined ranking (on page 2) scores, beginning with the #1 ranked quality of *Understands or demonstrates the ability to become familiar with Hawai'i's people, culture, history, environment, geography, and politics*; and
2. **Include Quality #2, that was combined ranked #6** (*Possesses a high degree of empathy and emotional intelligence that enables him or her to cultivate strong relationships and create a positive work environment and culture*), as part of the job description and characteristics.



Re: Job Description

1. **Increase the minimum years of experience from 5 to 15 years;** the scope and magnitude of the position and system responsibilities needs a leader with dimensional length, depth and breadth of experiences; and adjust the executive capacity years from 5 to 10 years and the educational environment experience from 3 to 5 years;
2. **Replace the existing competencies verbiage** with the re-ordered combined ranked characteristics, which can be articulated as competencies, beginning with the #1 ranked quality of *Understands or demonstrates the ability to become familiar with Hawai'i's people, culture, history, environment, geography, and politics* (See Attachment A);
3. **Organize the Primary Responsibilities section into Student Focused, Staff Focused and Systems Focused** sections in alignment with the joint BOE/DOE Strategic Plan; and consider the added student focused primary responsibilities as noted in blue in Attachment A as the originally drafted primary responsibilities did not have any student focused responsibilities; and
4. **Utilize both competencies and primary responsibilities** sections to develop and articulate a Superintendent evaluation process with multi-stakeholder input.

Attachment A contains a re-drafted job description with the above comments incorporated.

The Council is mindful that Hawai'i operates in a unique context of having a single State Educational Agency (SEA) and Local Educational Agency (LEA); two official languages—English and Hawaiian—that are mediums of instruction in the State's public education system; and a public charter school system that is a blend of Hawaiian language immersion and Hawaiian culture based schools and in the midst of implementing the Every Student Succeeds Act (ESSA)—the most pervasive federal policy since No Child Left Behind in 2001 returning control to State's by Congressional intent and implementation of the approved BOE/DOE Strategic Plan.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.



Lance A. Mizumoto, Chair
Brian De Lima, Vice Chair
March 7, 2017
Page 3

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail (sylvia@nhec.org), office (808.523.6432) or mobile (808.221.5477) telephone with any questions.

Sincerely,

A handwritten signature in blue ink that reads "Lisa M. Watkins-Victorino". The signature is written in a cursive, flowing style.

Dr. Lisa M. Watkins-Victorino, Chair

Attachment A

cc: Native Hawaiian Education Council and staff



State of Hawaii Department of Education
RE-DRAFTED POSITION DESCRIPTION – SUPERINTENDENT
As of 03/2017

Position Summary

The Superintendent of the State of Hawaii's Department of Education ("Department") serves as the chief executive officer of the statewide public school system, with responsibility for both the State Education Agency ("SEA") and Local Education Agency ("LEA") roles for 256 schools (15 complex areas) on six islands, over 175,000 students, approximately 22,300 permanent employees, and approximately 13,500 casual hires and substitute employees, and an annual operating budget in excess of \$1.9 billion. Reporting to the State Board of Education ("Board"), the Superintendent is accountable for achieving the Department's goals as set out in the Department and Board's joint strategic plan.

Position Qualifications

Education. Master's degree from an accredited college or university in education, business, or public administration, or a closely related field. Alternatives to these education qualifications may be allowed as the Board may find appropriate and acceptable.

Experience. Minimum of 15 years in progressively increasing leadership roles in public or business administration working with multi-year strategic planning and budgeting. At least 10 years shall have been in an executive capacity leading a diverse senior team in a large multi-geographic organization, and at least 5 years shall have been in an educational environment.

Position Competencies

- Understands or demonstrates the ability to become familiar with Hawaii's people, culture, history, environment, geography, and politics.
- Embraces and demonstrates a strong commitment to make all decisions based on what is best for our students.
- Encourages innovation and visionary risk-taking to develop new educational opportunities and uses and encourages creative problem solving to overcome challenges.
- Is able to demonstrate openness and transparency and communicate effectively with diverse audiences to achieve desired results.

**State of Hawaii Department of Education
RE-DRAFTED POSITION DESCRIPTION – SUPERINTENDENT
As of 03/2017**

- Understands and can effectively implement change management in large, complex organizations and has the ability to foster a culture that generates genuine enthusiasm for positive and meaningful change.
- Possesses a high degree of empathy and emotional intelligence that enables him or her to cultivate strong relationships and create a positive work environment and culture.
- Is able to develop, improve, and communicate strategic goals, objectives, and a vision of high quality public education.
- Has knowledge of research and best practice in the area of educational data and accountability systems, including knowledge of how such systems can support student achievement and equity.
- Demonstrates a deep commitment to helping all students maximize their potential.
- Inspires teamwork (building trust and empowering others to achieve a common purpose).
- Is able to attract, identify, build, and retain a strong leadership team that is capable of advancing the Board and Department's educational vision.
- Is a transformational leader with a record of motivating employees to exceed expectations.

Primary Responsibilities

Student Focused

- Oversee and support the development and integrated implementation of student prioritized curriculum, instruction and assessment policies, strategies and innovations and systems.
- Recognize that there are two mediums of instruction in the State's public education system and support the Hawaiian education system for student learning, growth and achievement.
- Oversee and support school, family and community engagement for the benefit of student learning, growth and achievement.

**State of Hawaii Department of Education
RE-DRAFTED POSITION DESCRIPTION – SUPERINTENDENT
As of 03/2017**

Staff Focused

- Promotes standards and statewide policies, programs and practices that continuously incent and improve teacher quality and leadership.
- Promotes standards and statewide policies, programs and practices that continuously incent and improve administrator quality and leadership.
- Approves the appointment of all Educational Officers, hires and seeks Board approval for all Department executives, makes final decisions on actions where serious disciplinary action is contemplated for an employee, and engages in labor negotiations.

Systems Focused

- **Strategic Direction & Leadership**
 - Works with the governor, Board and key stakeholders to ensure the efforts of the Department are aligned with the goals of the joint strategic plan.
 - Formulates, prioritizes, and deploys appropriate strategies, change efforts, action plans, and key performance indicators to achieve the goals of the joint strategic plan; regularly communicates and reports on the progress of the goals of the joint strategic plan to the Board and other key stakeholders.
- **Collaboration & Collective Impact**
 - Develops and maintains working relationships with key stakeholder groups, related state agencies (such as the Department of Health and Department of Human Services), federal agencies, state and federal political leaders and other public officials, and serves as the primary contact for such individuals and agencies.
 - Cultivates and maintains learning relationships with national education leaders, evaluates new strategies and innovations, and implements best practices and necessary system changes.
- **Accountability**
 - Defines the State accountability system and selects and administers statewide assessments aligned with State standards. Ensures data systems for the inputs and outputs of the education system support a focus on achievement, equity, and progress and are broadly available.

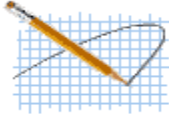
**State of Hawaii Department of Education
RE-DRAFTED POSITION DESCRIPTION – SUPERINTENDENT
As of 03/2017**

- **Resourcing**

- Oversees the administration of state and federal funds and programs; ensures allocation of funds, programs and resources align with joint strategic plan and direction from the Board. Ensures the preparation, transparency, and fiscal management of the Department's budget and advocates funding to achieve the vision and goals of the joint strategic plan.

- **Operations**

- Ensures the Department has processes and systems in place for the internal organization, operation, and management of the public school system, including a proactive 2-way communication plan and process, which address both internal and external stakeholders, as well as safety, disaster recovery, and business continuity plans to effectively respond to emergency situations.
- Ensures compliance with all applicable state and federal laws, including those that recognize both of Hawaii's official languages, and any Board, state, and federal policy and regulations governing education.
- Serves as Department's Chief Procurement Officer and ensures appropriate financial controls are in place.
- Exercises administrative oversight of the following agencies: names of agencies



Donna Polohiwa Whitford
<dpwhitford@yahoo.com>

05/10/2017 10:43 AM

To <testimony_boe@notes.k12.hi.us>
cc
Subject Testimony re:Finalists for State Supt.

I am a 40+ year DOE veteran as I learned when I went to consult with my retirement counselor. Up until then I never paid much attention to the passing of time, because I loved what I was doing. Circumstances have drastically changed, and I, as well as too many of my colleagues, have remained silent far too long for fear of retaliation.

The fact that I will be retiring on June 1, 2017, has finally given me courage to speak up. First of all, I have been a classroom teacher in Idaho, on Oahu and on Maui. I also served as a Maui District resource teacher, vice principal, principal and complex area superintendent before returning to a school level principalship for the last 12 or so years.

I am genuinely appalled by the path that the DOE has taken in the last few years. I have witnessed and been a victim myself of retaliation by District superiors who seem to believe that they can ignore rules and regulations. What is most disturbing was that even when I reached out and was acknowledged by state superiors, I was told that I was right and that something would happen. To this day, nothing has changed and rules are still being ignored and other administrators are being targeted

The backgrounds of the two state superintendent finalists chill me to the bone. Again we are hoping that someone who does not understand the unique diversity and cultural needs of Hawaii will lead us into the light, well, the blind can't see the light. It is not the fault of these people. Our current state superintendent tried her best, but her background was law and business. The current finalists have backgrounds in administration and both have had problems retaining positions and cannot point to successful outcomes, because if they could; they would not be applying for this job.

Wake up Hawaii and fight for your children! They are individual human beings and should not be reduced to numbers or scores. All children can learn, but they are not all ready to learn at the same time. What happened to the lessons learned from team building, from teacher-parent collaboration, from administrators' support of teachers . . . I could go on and on, but the bottom line is, "Wherever happened to common sense?" Superiors should listen, really listen to the children, parents, school faculty and staff and community. Too many of our young administrators seem to think they have all the answers and what they say goes no matter what.

I fear the same is about to happen with the selection of one of these two women as our next state superintendent. Why the secrecy? Chairperson of the appointed BOE told the finalists not to speak to the press. The BOE is only now accepting public testimony. Should that not have been done before there were only two choices? What qualifies a banker to know what is best for our educational system? We are not a business. The only profit we are hoping for is a healthy, happy, successful constituency capable of contributing positively, willingly and actively in a highly ethical functioning society where the rights of all people are recognized and honored.

My years of service were also years of education. I learned just as much as I taught. The DOE would do well to consult with their "maoli" and "kupuna," rather than trust the "malahini" new to the islands.

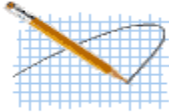
Speak up Hawaii! Let your voices be heard!
Our keiki depend on us!

Malama Pono,
Donna Polohiwa Whitford
dpwhitford@yahoo.com
808 281-8645

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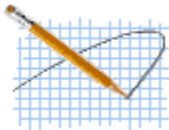
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boe_hawaii@notes.k12.hi.us
05/10/2017 02:52 PM

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

----- Forwarded by BOE Hawaii on 05/10/2017 02:51 PM -----



Kenneth Swearingen
<ken.swearingen@gmail.com>
05/10/2017 02:34 PM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony

Name: Joanne Swearingen, Retired DOE teacher and administrator

Meeting: Human Resources/Full BOE

Agenda: Selection of new State Superintendent

Position: Oppose with Comments

I **strongly oppose** the selection of either one of the two out-of-state finalists for the position of State Superintendent of Education. There are several qualified candidates who have attended public schools, taught in public schools, and/or administered public schools. I don't understand (nor does most of the general public and certainly those in the school system) why the two finalists are from out-of-state!

It will take an out-of-state superintendent **at least a couple of years** to become familiar with Hawaii's unique statewide school system that encompasses different islands including the canoe district that encompasses Maui, Molokai, and Lanai.

Kathy Matayoshi, though not an educator by training, at least attended and graduated from public schools and was very familiar with the unique business, political, and governmental community in Hawaii. Someone from out-of-state will need to do a lot of homework to acclimate herself to Hawaii's unique system WHILE OUR SCHOOLS WAIT AND SUFFER.

PLEASE RECONSIDER YOUR FINALISTS AND **RE-OPEN THE FINALIST LIST** to include local candidates for the sake of our children.

P.S. My two children attended public schools kindergarten through graduation (Hokulani Elementary, Jarrett Middle School, and Kalani High (older son) and Kaimuki High (younger son)) and have done very well so I feel that I have a personal stake in making sure our public schools do well and have the right leadership.

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

**TESTIMONY FOR AGENDA ITEM IV, A, BOARD ACTION ON SELECTION
AND CONTRACT WITH SUPERINTENDENT FINALIST**

**General Business Meeting
Hon. Lance Mizumoto, Chair
Hon. Brian De Lima, Vice Chair**

**Thursday, May 11, 2017, 9:30 AM
Queen Liliuokalani Building, Room 404**

Honorable Chair Mizumoto 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 the following testimony on agenda item IV, A, Board Action on selection and contract with superintendent finalist.

As John F. Kennedy once said, “Leadership and learning are indispensable to one another.” When educational leadership is disconnected from the learning process, our schools may become paralyzed, failing to perform their function of preparing our students for a prosperous and democratic future. In our view, Hawai‘i’s unique culture, history, and population demand locally-grown leadership. Just as we talk of growing our own teachers, so must we develop educational leaders within our education—and especially teacher—workforce, who will be capable of providing quality learning opportunities in a state with the nation’s highest cost of living, accelerating teacher turnover, elevated special needs population, tremendous ethnic diversity, and ongoing history of occupation that marginalizes the islands’ indigenous people. We see the search firm’s, advisory committee’s, and board search committee’s failure to advance a local candidate for State Superintendent as an indictment not on the talent of local applicants, but a continuation of our state’s misguided reliance on foreign political and business forces to disrupt Hawai‘i’s right to determine its own future. Put bluntly, the selection of a mainland candidate as State Superintendent is an act of educational colonialism being wrought upon our children at a time when the Hawai‘i State Department of Education and Board of Education are, in theory, re-centering our education system around Hawaiian (Nā Hopena A‘o) values.

That said, we accept the two candidates brought before the board, today, as the final candidates selected by an exhaustive and overly politicized search process. Regarding your decision, we wish to remind you that as our state replaces standardized testing and mandated curricula with more authentic assessments and educator empowerment, we must ensure that the classroom experience is embodied in all discussions about who will guide the future of our school system. In our view, the incoming superintendent must embrace the distinction between leadership and management drawn by Peter Drucker, who said, “Management is doing things right; leadership is doing the right things.” Specifically the new superintendent must move away from the business model of education advanced by the now defunct federal No Child Left Behind and Race to the Top programs. The outmoded business model requires a manager, who disciplines schools and teachers for failing to comport with mandated classroom rubrics or meet standardized testing “achievement” benchmarks. A holistic model of education, codified under the Every Student Succeeds Act, demands a leader, who inspires collaboration among stakeholders and emboldens educators to innovate in satisfying the unique needs of their student populations. Giving our schools effective leadership will only happen if teachers who’ve toiled under corporate-style management are welcomed into academic and financial planning processes as leaders themselves, allowing their frustration at being treated as compliant and debased employees to be shared.

Accordingly, we invite you to ask the candidates the following fifteen questions to determine the extent to which they are willing to enact a new education paradigm:

1. Hawai'i ranks last in the nation in per pupil spending adjusted for cost of living. How would you work to increase funding for public schools in Hawai'i?
2. Hawai'i also faces challenges recruiting and retaining qualified teachers, with the number of teacher vacancies increasing by 45 percent over the last three years. In your view, what are the most critical factors to recruiting and retaining qualified teachers and how would you address our state's recruitment and retention problem?
3. What is your definition of “teacher empowerment” and how have you put that definition into practice in the districts in which you've previously worked?
4. What is your definition of “innovation” and what examples of innovation have you championed in your previous jobs?
5. What steps would you take as Superintendent to strengthen special needs programming in our school system?
6. How will you incorporate the flexibility provided to states and school districts by the Every Student Succeeds Act into Hawai'i's school system?

7. What do you believe will be the biggest adjustment you will have to make in transitioning to the Hawai'i superintendent position, if you are selected, and how will you address the perception that you, as someone from the mainland, don't understand Hawai'i's culture or school system?
8. What does school accountability entail to you and what indicators will you use to evaluate schools under Hawai'i's STRIVE HI framework?
9. What role does standardized testing play in determining student learning and what alternative forms of assessment do you believe are worth using in Hawai'i schools, if any?
10. How will you work to ensure that Hawai'i's schools meet the needs of Native Hawaiian families and students?
11. What will you do to address the unique needs of small and remote schools, particularly on the outer islands?
12. What is the role of charter schools in relation to traditional public schools?
13. How will you balance arts and cultural instruction with English, math, and science courses?
14. What does "college and career readiness" mean to you?
15. In your view, what is the best way to support struggling schools?

Again, our State Superintendent will chart the course of our children's future. To promote a society in which our schools are the sign and signal of Hawai'i's highest standards of excellence, please ensure that your selection has the character and knowledge necessary to carry out that task.

Sincerely,
Kris Coffield
Executive Director
IMUAlliance



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President
Justin Hughey
Vice President
Amy Perruso
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE BOARD OF EDUCATION
GENERAL BUSINESS MEETING

THURSDAY, MAY 11, 2017

RE: AGENDA ITEM IV (SUPERINTENDENT SEARCH)

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Mizumoto and Members of the Board:

Thank you for taking the time to hear the Hawaii State Teachers Association's thoughts on the search for a new superintendent. The HSTA is disappointed that no candidate in Hawaii or with strong ties to the islands made the short list of finalists. We feel knowledge about our unique cultures and our statewide school system is important for our next superintendent to be effective. We also wish that HSTA would have been allowed to interview the initial eight finalists. This denied HSTA and the full Board of Education the opportunity to potentially compare a local candidate with the two finalists. Lacking complete information makes it difficult for HSTA to know whether these two candidates were the best applicants to be the next superintendent. Therefore, instead of recommending either candidate, HSTA will reiterate the qualities we would hope for in the next superintendent.

HSTA hopes that when selecting the new superintendent, the BOE will strongly consider the following important characteristics. We believe that the next superintendent should have extensive experience as a teacher and principal. Our DOE leader should grasp the opportunity under the new federal education law to replace a culture of standardized testing with a school climate that magnifies support. Support for a well-rounded education, with authentic assessments along with arts and place-based learning. Support for teachers, with an evaluation system that respects classroom autonomy and provides relevant, useful professional development.

Our next superintendent needs to understand the complex areas of special education and English Language Learners. And perhaps most important, the next leader of the

DOE needs to be approachable and collaborative, someone who listens to teachers because they are the ones closest to students in the classroom.

Please take this opportunity to create meaningful change to improve our public schools for our keiki.

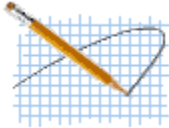


boe_hawaii@notes.k12.hi.us

05/11/2017 08:05 AM

To Testimony BOE/HIDOE@HIDOE
cc
Subject Fw: Please provide testimony tomorrow

----- Forwarded by BOE Hawaii on 05/11/2017 08:05 AM -----



Greg Char <gchar49@hotmail.com>

05/10/2017 05:24 PM

To "boe_hawaii@notes.k12.hi.us"
<boe_hawaii@notes.k12.hi.us>
cc
Subject Please provide testimony tomorrow

Dear BOE -

I would appreciate it if you would communicate my testimony to the potential Superintendents tomorrow. I understand there will be a forum for the public to give testimonials, but, unfortunately, I have to work and cannot make it down there.

Dear Ms. Chen and Ms. Kishimoto:

(Rhetorical question) Have you read the book "Dumbing Down America" by James Delisle? If not, please do so. It talks about how the public school system does not meet the needs of gifted children. Not even close. In Hawaii, same story.

Also, please read this article

<http://www.civilbeat.org/2014/03/living-hawaii-many-families-sacrifice-to-put-kids-in-private-schools/>

written by Alia Wong in 2014

Here is a quote from the article **"One in seven school-age children in the state attend private schools — the highest percentage in the nation."**

And while you are at it, ask the locals about the "brain drain" and why there is a shortage of doctors, teachers, etc. in our state.

I work in a public school on Oahu and what Mr. Delisle wrote in his book is spot on with regards to Hawaii's schools. My son, as you can guess, is accelerated, (perhaps even gifted if the DOE has a definition) and is a prime example. When he was in elementary school almost every year we met with the Principal and his teacher to discuss how they would meet his academic needs. They promised differentiated teaching. That never took place aside from a few minutes a week of reading in a group with like peers. Oh, I forgot, they also told him to go work by himself on a computer program. From what I have read differentiated teaching does not work unless a dedicated system is in place and ALL of the teachers believe in it and employ it.

When he went up to middle school it was the same. My son was bored and unchallenged. Luckily, they had ukelele and an after school program that peaked his interest, but his regular classes did not meet his academic needs. I promised him it would be better when he got to high school. I was wrong.

He is going to enter 9th grade in the Fall and his high school has no classes for accelerated

(gifted) students. In fact, several of the classes are at best repetitive and at worse remedial! The lone way he could challenge himself academically would be to take college classes thru the Early College program. He was set to take one of the classes in the Fall, but the Principal said "no" to Freshmen taking such a class in the Fall. They told us he could take such a class in the Spring, but only after school and only if there was available space after the upperclassmen. They cannot guarantee a spot in the class. Thus, my son will probably go thru the whole 9th grade just like before - bored and unchallenged. Despite ample evidence that shows my son to be accelerated (gifted) the school will not provide classes that will meet his academic needs. In fact, they are denying him educational opportunities!

I have spoken to MANY parents who are in similar situations and are equally frustrated.

I implore whomever gets elected to work with the District and school leaders to design a comprehensive K-12 system that educates ALL students, I hope that you will be the one who will lower the percentage of students attending private schools, reduce our shortage of teachers and doctors, and slow down if not stop the "brain drain" Thank you for your time.

[Living Hawaii: Many Families Sacrifice to Put Kids in ...](#)

www.civilbeat.org

Editor's Note: Civil Beat is examining why life in the islands is so expensive in an ongoing series, Living Hawaii. We are looking at what's behind high prices ...

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