

# LATE TESTIMONY

Date of Hearing: January 30, 2008

Committee: Senate Education

Department: Education

Person Testifying: Patricia Hamamoto, Superintendent

Title: S.B. 2653, Relating to teachers

Purpose: To appropriate funds for Hawaii beginning teacher induction pilot program within the department of education.

Department's Position: The Department of Education (Department) supports S.B. 2653, which appropriates \$300,000 in general funds to implement a pilot teacher induction program. The Department currently has in place a statewide induction and mentoring program and funds appropriated by this bill will enhance and expand services to beginning and veteran teachers who have not met the requirements of the No Child Left Behind (NCLB) Act. The program elements, the mentor training component and the professional development courses outlined in the bill mirror the current Department Induction Program. Similarly, the selection and qualifications of the mentor and the evaluation of the program is consistent with the current Department program. The additional funding will also provide the opportunity for beginning teachers to attend summer institutes, prior to the opening of school.

The Department supports the additional funding for the induction and mentor program for teachers; however, funding priority must be given to the Board of Education's supplemental operating budget request.

## LATE TESTIMONY

Date of Hearing: January 30, 2008

Committee: Senate Education

Department: Education

Person Testifying: Patricia Hamamoto, Superintendent

Title: S.B. 2691, Relating to teachers

Purpose: To provide for annual step increase for teacher's who have completed a year's satisfactory service and have complied with other applicable requirements

Department's Position: The Department of Education (Department) acknowledges the intent of S.B. 2691 which provides annual step increases for teachers as a means of providing compensation for teachers. Currently, the Department negotiates with the Hawaii State Teachers Association (HSTA) for salary increases. The Department supports the concept with the addition of language to S.B. 2691 which would tie any annual step increases to:

- Student achievement and classroom results
- Performance contracts for teachers
- Extracurricular work completed with/for students
- Satisfactory ratings on the Department's Professional Evaluation Program for Teachers.

Moreover, the standards for a "satisfactory performance evaluation" as set forth in the proposed language of S.B. 2691 should be in line with the standards and procedures set forth in the Hawaii State Teachers Association and the State of Hawaii Board of Education Collective Bargaining Agreement July 1, 2007 – June 30, 2009, Section VIII. Teacher Performance.

In addition, annual step increases should be given only to those teachers who are fully licensed and have met the provisions of the No Child Left Behind Act. This would be an incentive to teachers to pursue their license prior to the four years currently allowed by the Hawaii Teacher Standards Board and meet the necessary requirements of NCLB.

Should the Legislature approve this measure, additional and adequate funding must be appropriated to support such a comprehensive salary increase.

However, funding priority must be given to the Board of Education's supplemental operating budget requests before this measure.

Personal Testimony

Testimony Presented Before the  
Senate Committee on Education

January 30, 2008, 1:15 pm, Room 225

by  
Donald B. Young, Acting Dean  
College of Education  
University of Hawai'i at Mānoa

**SB 2653: Relating to Education**

Chair Sakamoto, Vice Chair Tokuda, and Members of the Committee:

My name is Donald Young and I am the acting dean for the College of Education. I support the intent of SB 2653, which appropriates funds for a Hawai'i beginning teacher induction pilot program within the Department of Education.

Induction programs will significantly increase the retention of teachers in the Department of Education employment by providing necessary support for new teachers. Teacher preparation programs in Hawai'i are effective in preparing highly qualified graduates, but it takes ongoing mentoring and support to sustain and enhance teaching effectiveness that leads to increased student achievement. I note that SB 2683 proposes to provide academic coaches to beginning teachers and professional development aimed at teacher retention. SB 2667 calls for providing leadership training and induction mentoring within complex areas. I suggest that these well-intended efforts be combined into a coordinated high-quality teacher induction and mentoring program to be provided to all newly hired teachers.

The Hawai'i Educational Policy Center in its Interim Report to the Legislature responding to the requests of the 2007 SCR 56 S.D.1, concluded

*Preliminary data indicate that by 2010-2011 school year, the number of new hires required in Hawai'i's public schools can be reduced from 1,600 annually to approximately 1,400; by the 2015-2016 school year the number can be reduced to approximately 800. Further reduction does not seem feasible because this is the approximate number of teachers who annually leave DOE employment due to retirements, health issues, and deaths.*

The HEPC Interim Report recommends a number of strategies to enable the State to accomplish this goal, including those strategies described in SB 2683, SB 2653, and SB 2667. Collectively they have the potential to retain highly qualified teachers in the profession once they have completed their training. These efforts should be coordinated to effect the desired impact of reducing the number of new teachers hired each year and of further developing the teacher

workforce. One of the primary reasons teachers cite for leaving the education profession is the perceived lack of support and training during the early years of their careers.

As the HEPC report concludes investing in high-quality teacher induction and mentoring programs for new teachers is cost effective:

*Quality induction-mentoring programs provide the best available option to retain teachers in DOE employment. Numerous studies have documented positive effects on teacher retention and perhaps more important, on student achievement. A 2007 study published by Educational Research Service documents the in monetary terms the benefits of funding quality induction-mentoring programs. Among the reported benefits are lowered social costs of losing new teachers from the profession, return to the school system in increased teaching skills and effectiveness of new teachers, higher student academic achievement in classrooms taught by beginning teachers equal to that of veteran teachers, lower student dropout rates, and better educated students. Economically, the researchers found that for each \$1 invested in quality teacher induction-mentoring programs returned \$1.88 to the district, \$.98 to the state, \$1.66 to society, and \$3.61 to the new teacher. The researchers conclude, "...we were able to demonstrate that induction returns extend far beyond mere teacher retention questions. The influence on new teacher practice is by far the most important benefit and potentially extends farther if we consider the benefits to children assigned to effective teachers over the course of their K-12 careers."*

Further, as an HEPC study revealed, the estimated cost of teacher turnover in Hawai'i in 2002 was between \$4 million and \$29 million, depending on which economic model is applied. Investing in teacher induction and mentoring programs has two major impacts. The first is cost savings over the cost of constantly recruiting and not retaining new teachers. The second is the payoff in higher student achievement when students have opportunities to learn from more qualified and experienced teachers.

I recommend combining the features of SB 2683, SB 2667, and SB 2653 to support a comprehensive, high quality teacher induction and mentoring program for all new teachers. The available data are clear that doing so will enable the Department of Education to retain more highly qualified teachers, develop a high quality teacher workforce, and reduce the number of new hires needed each year.

Such a comprehensive induction and mentoring program was unanimously supported by the Teacher Education Coordinating Committee, which includes representatives of all the teacher preparation institutions in Hawai'i. These Institutions of Higher Education are committed to working with the Department of Education to support their graduates as they enter and mature in the teaching profession.

Thank you for the opportunity to testify today.

## LATE TESTIMONY

SB2653

Committee on Education  
Hearing: 1/30/08 at 1:15 pm

This is to request that the committee reevaluate the Central District Teacher Development Program and consider continued funding. I understand that funds have been cut for this very important program, and I urge members of this committee to reconsider this move. It is vital that new teachers to the state be mentored, which should aid in keeping them in the profession (instead of leaving out of frustration).

Thank you.

Helen Tsugawa  
Retired teacher

## LATE TESTIMONY

SB2653

**To the Committee on Education, hearing on Wednesday, January 30 at 1:15,  
reference: Funding to sustain the Central District Teacher Development Program.**

My Name is Chad Nacapuy and I am currently a first year mentor in the Central District Teacher Development Program. Cut the funds from this program and you will effectively cut out the only means of support for a lot of new teachers. When a new teacher begins he or she is so overwhelmed that they barely are able to survive day to day. Their fellow teachers try to help as much as possible but they are also very busy and with the turn over in teachers that we see year to year it makes even more difficult to help teachers because so many new teachers arrive.

The mentor program gives each new teacher a dedicated mentor to work with and support them through the hardest period of their career. I understand that you need to cut money from certain places to pay for things but cutting this program would put an even bigger strain on a system that is already in emergency crisis mode.

## LATE TESTIMONY

SB 2653

Committee on Education,

Re: Funding to sustain the Central District Teacher Development Program.

With the many demands for highly qualified teachers in our State, we need to put into place funding to help our new teachers achieve that status.

The Central District Teacher Development Program is a model program. The district works with school level mentors to be effective teachers in the classroom. Workshops are conducted to teach the school level mentors how to help these new teachers; workshops address curriculum development, which in turn funnels to the practioners in the field. Besides the workshops, Central District Teacher Development Program Office provides resources as needed. For example, they alert mentors about upcoming Proxis preparation classes, or upcoming Praxis tests. They give us info on HOUSSE courses to gain points toward being highly qualified.

Please do fund this program. There are too many new teachers out in the field who need professional assistance to attain excellence in the classroom. I am a first time school level mentor and I am convinced this program is what sustains new teachers in the field.

Sincerely,

June Ching

Aiea High School

School Level Mentor Teacher



# LATE TESTIMONY

SB 2653

Attention: Committee on Education regarding the hearing on Jan. 30 @ 1: 15 p.m.

Reference: Funding to Sustain the Central District Teacher Development Program

I am Joy Molina-Yacapin, a teacher and Reading Coach at Haleiwa Elementary school. During SY 2005-2006 and SY 2006-2007 I was a school level mentor in addition to my other responsibilities. During those years I mentored and provided support to 8 non-tenured teachers at my school. This mentoring program allowed me to meet with these teachers on a regular basis to discuss curriculum implementation, behavior concerns and classroom concerns as well. My mentees were very grateful for this support since many of them began their teaching professions after the school year started. With this mentor program in place, these teachers always had a resource available to guide them through many difficult times.

I was also fortunate to be guided by the Central District mentors who provided me with additional strategies and support to help me at the school level. Without them I would not have been able to help my teachers with many of their concerns. These mentors have been trained and have the expertise to deal with many teachers with many teachers and administrators. **PLEASE ALLOW THEIR SERVICES TO CONTINUE.**

If we want to encourage more people to teach in our Aloha State then we **must have trained individuals** to help new teachers. Without these individuals our prospective new teachers will become frustrated and discouraged with the tremendous demands of the teaching profession.

I thank you for taking the time to consider my request.

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Gratefully,

Joy Molina-Yacapin  
Former School Level Mentor

## LATE TESTIMONY

SB2653

Committee on Education, hearing on Wednesday, January 30 at 1:15

The Central District Teacher Development Program has been operating an effective induction program for several years, yet we have been told that funds are not available to continue the current services. This, at a time when NCLB requires a system for improving and maintaining the quality of teachers. This, at a time when other districts are scrambling to create or improve their teacher induction programs. We have a proven, effective program with trained mentors and we are constantly providing mentor training for other leader teachers in the schools. Please fund our program so we can continue to provide the support that our new teachers need to become effective educators.

Thank you,

Fay Jitchaku  
Central District Mentor

## **LATE TESTIMONY**

**SB 2653**

Committee on Education, hearing on Wednesday, January 30 at 1:15, reference: Funding to sustain the Central District Teacher Development Program.

For the past three years, I have acquired a ton of information from my mentor teachers, Fay Jitchaku and Carol Okimoto. Their observations have helped me to improve my teaching in the classroom. It is a vital resource that should be kept in schools to help with transitioning beginning teachers. Having the feedback from these individuals helps us to be more conscious of our surroundings in the classroom. These mentoring positions are invaluable to us as non-tenured teachers and there would be no available teachers otherwise to observe us during classtime. Please make the right choice and keep these positions available. Thank you.

Kevin Miura

SB2653

Funding to sustain the Central District Teacher Development Program

To Committee on Education

Regarding: Hearing on Wednesday, January 30 at 1:15, Funding to sustain the Central District Teacher Development Program

I am a Special Education teacher from Pearl Harbor Elementary School. I have taught for 11 years in the DOE, all of which were at Pearl Harbor Elem. When I first began teaching in 1996, I had an extremely difficult time and for the first several months, would contemplate leaving the profession. Had it not been for a colleague who took it upon herself to be my unofficial mentor, I probably would have left teaching and pursued another profession.

Since then, the Central District created their New Teacher Development Program with assistance from the New Teacher Center at UCSC. I was not able to benefit from such a wonderful and essential program, however I am grateful that our new teachers have such a support. This school year I volunteered to be a school level mentor teacher with the program and not only do I see that the program needs to be continued, but it needs to be expanded to hire more mentor teachers - teachers who can devote their entire day to helping new teachers. Teaching alone is a very difficult and very important responsibility, but when you add in children with special needs or children who are English Language Learners, it gets exponentially more challenging. We are not only "raising" students, we are "raising" future citizens of the world. Please show your support for education by continuing to fund this much needed program.

Thank you for your time  
Lori Sumida

**SB2653**

**Reference: Funding to sustain the Central District Teacher Development Program**

**Attention to: Committee on Education, regarding the hearing on Wednesday, January 30 at 1:15.**

**Please continue funding the Central District Mentor Program.**

**I am a new teacher working in a highly needed area of teaching. Special Education is not a popular focus for many education majors. The demands of this specialized area appeals to just a few. I chose this field because I have family members that were once in Special Education, and because I believe that students with disabilities need caring and compassionate teachers that can handle the toughest of challenges. Thankfully, I was chosen for the position. Since I beginning my journey here, I have come across obstacles and demands that I never fathomed.**

**With the efforts of my principal, new teachers here are given support from a mentor. My mentor, Joanna Mezza, has been invaluable. Many of the concerns that I would not have otherwise been able to express to anyone in my department or on campus, I am able to express to my mentor. She offers professional suggestions and recommendations that aids in how I teacher and how I work with my students.**

**General education and special education teaching are two very different teaching experiences. With the accountability issues and lawsuit happy society, anxiety runs pretty high in special education. Our administration can take care of their employees by keeping services like the mentoring program alive and strong. Our mental and physical well-being is just as important as the student's well-being. As much concern for DOE employees should be addressed as the concern put out for students.**

**Again, it is not just the certifications, licensure, or experience that you want for your new non-tenured teachers, it is strong foundations in cooperation, collaboration, reflection, articulation, and understanding that ultimately are reflected in classroom teaching. My mentor encourages and motivates these communication strategies.**

**Please revitalize the Mentor Program and continue funding for next year and the years to come.**

**Thank you for your time,  
Cassandra Olayvar-Barayuga**

## LATE TESTIMONY

SB2653

Att: Committee on Education regarding hearing on Wednesday, January 30 at 1:15.

Reference: Funding to sustain the Central District Teacher Development Program

Aloha, my name is Kris Sato and I am requesting that additional funds be made available to continue the Central District Mentor Program. This program made all the difference in the world for me. My mentor guided me through all the standards of practice, methods and every question I had. Without this support I would have possibly left teaching. Please continue the additional funds. Mahalo. Kris Sato

## LATE TESTIMONY

SB2653

Committee on Education,

My name is Curtis Katamoto and I was lucky enough to have the support of the mentoring program. It was good to have a professional not from the school you work at to discuss the problems/solutions you are facing as a new teacher everyday. I strongly feel that the mentoring program is an important component to helping new teachers survive their first year. I hope you will be able to continue funding. Thank you for your time.

Curtis Katamoto Red Hill Elem.