

Date of Hearing: January 30, 2008

Committee: Senate Education

Department: Education

Person Testifying: Patricia Hamamoto, Superintendent

Title: S.B. 2667, Relating to education.

Purpose: To appropriate funds to school complex areas for leadership training and induction mentoring.

Department's Position: The Department of Education (Department) supports S.B. 2667 which appropriates an unidentified sum to school complex areas for leadership training and induction mentoring. Leadership training provides valuable tools for the development and ongoing improvement of high-quality educators. Funding for leadership development at the complex area level would supplement the Department's existing leadership programs and build the capacity of the complex areas to address their unique needs. However, funding priority must be given to the Board of Education's supplemental operating budget requests before this measure.

## TESTIMONY IN SUPPORT OF SB2667

To: Education Committee  
Ways and Means Committee  
From: Jan Iwase, Principal of Hale Kula Elementary School  
Re: Senate Bill 2667

I am submitting testimony in support of SB2667 which appropriates funds to school complex areas for leadership training and induction mentoring.

School complex areas are diverse, and the needs of each complex area are different. Complex areas have no funds to provide professional development for all of our schools, and training and professional development are needed to keep up with the challenges of this rapidly-changing world. If we are to have a focused and coordinated K-12 alignment of curriculum, instruction, and assessment based on the needs of our complex area, funds are necessary to provide for professional development. Effective, research-based practices such as participating in professional learning communities to do action research, collaborating to develop rigorous and relevant lessons, and examining student work together can raise the competency of all of our teachers. This positive impact on teaching and learning can result in higher student achievement.

Teachers in their first years of the profession are often unprepared for the many challenges of teaching. Teacher mentors provide a valuable service by modeling and discussing appropriate instructional techniques, assisting with understanding and implementing Department of Education or school policies and procedures, providing opportunities to observe exemplary teachers, and by being a supportive ear in times of difficulty. A mentor can make a difference in whether a new teacher stays in the profession or decides to seek employment in another area.

I ask that you provide funding and support for professional development for complex areas as well as for teacher mentor programs.

If you have any questions, please call me at 622-6380 or email me at [jan\\_iwase@notes.k12.hi.us](mailto:jan_iwase@notes.k12.hi.us).

Thank you for this opportunity to provide testimony on SB2667.