

Date of Hearing: January 30, 2008

Committee: Senate Education

Department: Education

Person Testifying: Patricia Hamamoto, Superintendent

Title: S.B. 2692, Making an appropriation for the teacher recruitment pipeline.

Purpose: To appropriate funds for the Hawaii teacher cadet program to address the teacher shortage.

Department's Position: The Department of Education (Department) supports S.B. 2692 and appreciates the Legislature's recognition of the critical shortage of trained teachers within the public school system and the importance of qualified teachers in supporting student achievement.

The Department supports the teacher cadet program, as it enables high school students to make an informed career decision to teach in Hawaii public schools.

While the Department supports the appropriation of funds to the teacher cadet program, 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 2692: Making an Appropriation for the Teacher Recruitment Pipeline

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

My name is Donald Young. I am serving as the Acting Dean for the College of Education at the UH Manoa. Today I am providing personal testimony on SB 2692, which appropriates funds for the Hawai'i Teacher Cadet Program.

I fully support the intent of this bill which will further efforts to recruit the best of Hawai'i's students into education and to "grow our own" teachers. The preliminary work done by the Hawai'i Alliance for Future Teachers has been successful in working with a number of high schools in Hawai'i. HAFT has developed enthusiasm for teaching among high school students and provided a new way for the College of Education to reach out to recruit potential new teachers. The established teacher cadet program is supported by nearly all of the Institutions of Higher Education (IHEs) involved in teacher preparation, who work closely and actively with HAFT.

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. One of the strategies is to further develop programs such as HAFT that help to create a pipeline for future teachers. Additional strategies are described in other bills that will be heard this afternoon. Collectively they have the potential to produce a highly qualified teacher workforce in Hawai'i and to retain them in the profession once they have completed their training. Reaching out to high-achieving high-school students as HAFT in collaboration with the IHEs is doing directly addresses this teacher workforce development goal.

RECEIVED
JAN 31 2008
STATE OF HAWAII
OFFICE OF THE ATTORNEY GENERAL
1000 KALANIANA'OLE AVENUE
HONOLULU, HI 96813
808

The Legislature has supported HAFT previously, and as noted, the first cohort group is presently in their junior year in college. Obviously, it is a bit too early to determine if this initiative has been successful in growing our own teachers. But this is the time to recommit to supporting this effort and tracking its success. The very modest appropriation called for in this bill will potentially have significant payoff if we can indeed attract our brightest students into the teacher workforce and retain them there for their potential thirty-year careers. Even if these students do not enter or remain in the teacher workforce, they will be better-informed citizens supportive of the State's efforts to improve public education in Hawai'i.

Thank you for the opportunity to testify

Date: January 28, 2008

Committee: Education

Hearing: Wednesday, January 30, 2008, 1:15 p.m. State Capitol, Conf. Rm. 225

Person Testifying: Dr. Valentina M. Abordonado, Director, Teacher Education Program, Hawai'i Pacific University

Title of the Bill: SB 2692

Purpose of the Bill: Appropriates funds for the Hawaii teacher cadet program to address the teacher shortage

Hawaii Pacific University Teacher Education Program's Position:

The Hawaii Pacific University Teacher Education Program (HPU TEP) is dedicated to preparing highly qualified teachers for the State of Hawaii, and as such, supports the Legislature's continuing efforts to address the critical shortage of teachers.

The Hawaii Pacific University Teacher Education Program concurs with the intent of this Bill and strongly supports the appropriation of funds for this program.

The HPU TEP supports the Hawaii Alliance for Future Teachers Teacher Cadet program as it inspires young people to pursue a career in teaching. It instills in these high school students the desire to serve their community as professional educators and encourages them to further their education at a college or university. This program has demonstrated proven results in creating a pipeline of bright, young scholars into the profession of education in Hawai'i.

To: The Honorable Senator Norman Sakamoto
Chairman of the Senate Committee on Education
And Members of the Senate Committee on Education

January 29, 2008

For : Committee Hearing January 30, 2008, 1:15pm Room 225

RE: Support of SB 2692 Making An Appropriation For The Teacher Recruitment Pipeline.

Aloha Honorable Chair Sakamoto and Members of the Senate Committee on Education,

For the various reasons mentioned in SB 2692 regarding the serious shortage of teachers, I am in strong support of this bill passing. I work with the Institute for Native Pacific Education and Culture (INPEACE), a nonprofit organization, in the Ka Lama Education Academy Program that endeavors to recruit Wai`anae Coast residents to further their education toward the goal of becoming teachers on the coast. We have partnered with HAFT'S Teacher Cadet Program at Wai`anae High School to provide a 3 credit college course in the Foundations of Education at Leeward Community College-Wai`anae Campus to encourage those students exploring education as a career to enroll in college and become licensed teachers in their own communities.

At Wai`anae High School, it was found last year that there were a number of senior students in pathways academies other than Health and Human Services that were interested in becoming teachers and who were unable to participate in the Teacher Cadet Program (TCP) because it was an Health and Human Services academy offering. This year the TCP is a universal elective class that students in any of the pathways academies can take.

Participation in the Teacher Cadet Program presents students with opportunities to shadow teachers at elementary and/or intermediate schools, and work with younger students, which gives them the capability to make a well-informed career decision. The Teacher Cadet Program is essential to early recruitment of potential "homegrown" teachers that will help to stabilize schools with a core of highly qualified licensed teachers with a vested interest in the community. It is both wearing and costly for the Department of Education to have to scramble yearly to recruit new hires from outside Hawai'i to meet the need for qualified faculty. It is also demoralizing for students that have to endure the unlicensed and ill-qualified long-term substitute teachers and other pilot program people that are inevitably brought onboard for the lack of enough licensed teachers.

I respectfully ask that you seriously consider this bill with your vote to pass it and make the appropriation priority for education now in the classroom for future teachers that can and will make a difference in Hawai'i.

Mahalo nui loa for your attention in this matter!

Sincerely,

Sandra S. Morimoto

Sandra S Morimoto
Lead Coordinator / Community Counselor
INPEACE-Institute for Native Pacific Education and Culture
Ka Lama Education Academy
86-088 Farrington Hwy, Ste 201
Wai`anae, HI 96792

91-110 Hānua Street #210 Kāpolei, HI 96707

Phone: 808.690.8097 Fax: 808.690.8099

Email: kanaipono@inpeace-hawaii.org Website: inpeace-hawaii.org

TESTIMONY BEFORE SENATE EDUCATION COMMITTEE
Wednesday, January 30, 2008, 1:15 p.m.
State Capitol, Room 225

RE: Senate Bill 2692

PURPOSE OF THE BILL: Appropriating funds for the Hawaii Teacher Cadet Program to address the teacher shortage in Hawaii.

Chairman Sakamoto and Members of the Senate Education Committee:

My name is Carol Yoneshige and I am the Executive Director of the Hawaii Education Association (HEA). Our Association is one of many organizations belonging to the Hawaii Alliance for Future Teachers. The HEA strongly supports the Legislature's continuing efforts to address the critical shortage of teachers here in Hawaii.

I feel strongly that the Hawaii Alliance for Future Teachers' Teacher Cadet program is a good one and makes sense because it allows high school students to experience all the various phases of being a teacher at a very early age and inspires and encourages them to become professional educators.

Appropriating funds for the Hawaii Alliance for Future Teachers to expand its Teacher Cadet program into all the high schools in Hawaii will definitely result in home-growing our own teachers and on the long run solve the shortage of teachers here in Hawaii. This program has shown that it can create a pipeline of bright young scholars into the profession of education in Hawaii.

Thank you for your support!

SB2692

I am a Second Grade teacher at Kalihi Waena School. For several years now, I have had Farrington High School students from the Teacher Education program in my classroom helping me during the reading and math blocks.

These high school students have come to me well-trained by Mrs. Nishihama and Mr. Kawahara and are ready to assist me in a variety of tasks ranging from small group differentiated instruction to whole class instruction. They tutor one-on-one, or small groups, and have been role models for my Kalihi youngsters. They have helped proctor tests, done numerous read alouds, and have been much-sought-after buddy readers to my emergent readers. They have created instructional charts and posters, and have helped me with getting students ready for various school performances.

The Teacher Education program has impressively high standards, requiring students to do several projects per semester. I have seen the requirements for each project and they are very rigorous. The projects are relevant, and the preparation is detailed, focused, and demanding. Students learn commitment and dedication, and anyone who successfully completes this course will be well-prepared for college.

Teacher Education students' presence in my classroom speaks volumes for staying in school. Through the rigors and standards of this program, and the outstanding guidance offered by the staff, I have seen high school students develop into role models embodying the General Learner Outcomes of the DOE: Self-Directed Learner, Community Contributor, Complex Thinker, Quality Producer, Effective Communicator, and Effective and Ethical User of Technology.

For the above reasons, I urge the State Legislature to provide the necessary financial support for the continuation and expansion of ECE.

W. Tachikawa
Gr. 2 teacher
Kalihi Waena School

SB2692

30 November 2007

To Whom It May Concern

I am writing this letter to ask for your support for the Explorations In Education (EIE), Early Childhood Education (ECE), and Teacher Education (Teacher Cadet) programs conducted at various high schools in Hawaii.

I have been Principal at Pu'uhale Elementary School since June 2006. Upon the start of the 2006-2007 school year, I was informed that a group of students from Farrington High School were coming to volunteer their services during the school day. Little did I know what these students represented and how much value they would bring to Pu'uhale School.

Since then, I have developed a deep appreciation for the Teacher Education Program at Farrington High School, its Coordinator, Stephanie Nishihama, and the many student volunteers that have work so diligently with my teachers and students. The Teacher Cadets have provided an invaluable service to school in our quest to meet the No Child Left Behind benchmarks in reading and mathematics.

The Teacher Cadets have served as small group instructors, one-to-one tutors, coaches and mentors to our students in Kindergarten through Grade 5. More importantly, they have proven to be excellent role models for our students for many have younger siblings or relatives attending Pu'uhale or are former students of the school. Those Teacher Cadets that have relations with our staff and students have become a source of pride for the entire school community.

At times, I must remind myself that the Teacher Cadets are students themselves and have to go through the rigors in their own educational endeavors. Too often, I look at them as members of my staff and not so surprising, they have conducted themselves professionally much in the same manner as I expect any other member of my faculty and staff.

The Teacher Education Program has a history of guiding Teacher Cadets to attend college and pursue a degree in education. It has proven to be a vital asset to the growth and development of our future educators. I strongly recommend that you continue to support this program and look forward to the day that I can welcome these Teacher Cadets into the profession.

Calvin Nomiya
Principal

SB2692

To Whom It May Concern:

I have taught kindergarten students at Puuhale Elementary School for the past seven years and, in that very brief period, expectations for student achievement have greatly accelerated.

The Farrington High School students in the Teacher Education program have been of invaluable assistance in meeting the ever increasing challenges of No Child Left Behind. They have been so very helpful to me and my students that I have become an unabashed supporter of this program and hope that it will continue to expand for the benefit of all involved.

One of the many projects undertaken by the Farrington students involved the creation and presentation of an autobiographical storybook. This project demonstrated to my students that reading and writing are valuable subjects to be learned and important skills to be mastered in order to communicate the experiences and aspirations of older students to younger students. The quality and innovation of these storybooks quickly bonded the Farrington students to my kindergarteners, who showed an intense interest in the details of their lives and backgrounds.

Farrington students have come to us eager to learn and ready to participate in the teaching process. They have been assigned to teach both individual students, with special needs, and small groups with great success. As a direct result of their efforts, my students have achieved benchmark levels in the standardized DIBELS test every year and have advanced to the next grade with an 87% statistical probability of being on grade level. This result portends favorably in their journey to achieve satisfactory reading proficiency in the critical third grade milestone.

Through the various aspects of the Teacher Education program, Farrington students, together with my kindergartners, are learning to become better self-directed learners, community contributors, complex thinkers, quality producers, effective communicators, and effective users of technology. As positive role models and potential teachers, the Farrington High School students have been a wonderful complement to my teaching experience and I strongly recommend that you continue to support this program which has a proven track record.

Thank you.

Craig Moats
Kindergarten Teacher
Puuhale Elementary School

SB2692

I am writing in full support of the Farrington High School Teacher Education Program. This program teaches high school students many practical life applications while also helping elementary children in their academic, social and emotional development.

I have been participating in this program for approximately 10 years. During this time, I have had a dozen different students assist in my classroom. The participating students have been conscientious, committed, compassionate and caring. Many times, students have sacrificed their personal time to help after school, work on special projects and even taken assignments home to complete.

The Farrington High School Cadets participate in teaching my Kindergarten and 1st Grade students in worthwhile and meaningful ways including:

- Conducting morning business
- Tutoring, especially in reading
- Working 1-on-1 or in small groups
- Reading aloud to students
- Creating graphic organizers,
- Teaching lessons
- Assisting on field trips
- Administering tests
- Fostering character education

Clearly, these Farrington High Schools student have played a major role in helping my students academically, especially in reading. However, beyond the academics, there have been just as important social and emotional benefits. Kalihi Kai Elementary has a large population of ESL students. Many also come from disadvantaged homes and/or single parents households. The Farrington HS students provide extra support, which fills a void in these student's lives. They serve as mentors and models to our children and are well loved and respected. My students look forward to coming to school partially because of the cadets.

Ms. Nishihama and Mr. Kawahara have been very supportive. They have always been accessible and provided open communication. Because of their efforts and the Farrington High School cadets, my students have been able to make significant gains academically, socially and emotionally.

There is no doubt in my mind that the Farrington High School students have made a huge impact in my classroom. Please continue to support this invaluable program.

Yours truly,

Faye Kaneshiro
Kalihi Kai Elementary
Kindergarten & Grade 1 Teacher

SB2692

The Farrington High School Teacher Education Program needs to be funded. This special program prepares young adults for the rigors of life after high school as well as benefiting the young children in the Kalihi area schools by sharing their knowledge and experiences with them.

As a veteran teacher of 21 years with the DOE and being fortunate to be affiliated with this wonderful program for the last 4 years, I would like to share some of my observations. I have seen these young adults applying what they have been taught by demonstrating responsibility, organizational skills, with the ideals of commitment, perseverance, dedication, and integrity. Mrs. Nishihama and Mr. Kawahara have instilled in these high school juniors and seniors the importance of being excellent role models with a strong work ethic. The cadets that have assisted me in my classroom are enthusiastic, dependable, flexible, talented and patient. All have brought their own uniqueness and talents to be shared with the students. These young adults are being sent out into the work force better prepared intellectually, emotionally and spiritually.

Here at Kalihi-kai Elementary School about 85-90% of our entering Kindergarteners do not attend Pre School. This makes the transition from home to school difficult for many first time students. This compounded with the fact that our school is vigilantly working towards meeting AYP has made the course load for Kindergarteners so much more challenging. The Teacher Cadets have been a huge benefit! Some of the responsibilities the Cadets have are assisting with the daily duties of the classroom teacher by:

- supervising morning business,
- circulating library books,
- reading stories to the class,
- tutoring students who are struggling with the basic skills,
- facilitating small groups of students for enrichment work,
- enforcing comprehension strategies using buddy reading,
- proctoring tests,
- creating charts,
- organizing the student's portfolios,
- preparing hands-on activities,
- executing their own class required activities.

This allows me as the classroom teacher to TEACH. The cadets not only assist me with my daily lessons but create their own lessons and administer them in the classroom. This involves creating their own apron stories being responsible for the organization and logistics of the lesson and by scheduling apron readings with other teachers. Cadets also create/demonstrate their own lessons featuring a talent or hobby, monitoring time sheets and reflecting on what they are learning are just some of their required tasks.

My students are delighted to see the Teacher Cadets out of the classroom and in the community. Whether it be shopping at Foodland, 'hanging' at the park or working behind the counter at Popeye's. The cadets realize the importance of conducting themselves properly and responsibly inside the classroom as well as out. This provides my young, impressionable students with strong positive role models. My students also see the importance of education and how they can look forward to someday attending High School.

I am confident that after being enrolled in this special program the Teacher Cadets are well prepared for a career working with children. Even if they go on to other endeavors they have a strong background on how to be positive community contributors, skillful problem solvers and responsible independent workers with great communication skills.

This is a very valuable program that needs your support. Not only does it provide this generation with the skills and attitude needed to be successful and productive in the workforce, but it also provides a future generation with an appreciation for a strong educational foundation and the opportunity to be life long learners. Teachers touch the future, what better place to invest the time and financial support. We need to secure the future for the generations to come. **The Teacher Education Program should not be left behind.**

Jo Ann Hironaga Hino
Kindergarten
Kahili Kai School

SB2692

I am a third year kindergarten teacher at Kalihi-Kai Elementary and have participated every semester in the Early Childhood Education Program (ECE and ACE) in mentoring these highly motivated Farrington students.

I firmly believe that these students have been an essential component to student success in the classroom. Ways they have contributed success with the students are the following:

- *Working one-to-one with the student's needs (ex. skills such as sounding out their letters as they write, learning to write and recognize their alphabets and sounds, recognizing and writing numbers)
- *reading aloud to the students (asking high critical thinking questions).
- *conducting morning business
- *participating during whole group lesson (refocusing students)
- *utilizing the skills that they have picked up from other mentoring elementary schools from previous semesters and sharing it with the present mentor teacher

Mrs. Nishihama and Mr. Kawahara have been wonderful mentors to these students. The students in the program demonstrate professionalism such as being responsible (being on time, showing up to classroom), assist in field trips to ensure student safety, conduct a well-thought lesson plan (such as apron story and read aloud/cooking demonstration), and portray a positive role-model and attitude to these young kindergarten students.

Providing funds for this program will enhance student learning and school achievement in all spectrums of education.

Funding this program will help these students become life-long learners and productive citizens. In this program, many of the students are positive contributors to the community. Utilizing their special talents and skills will stray these individuals from violence and misbehavior. In addition, it is a career opportunity (ex: teacher, principal, psychologist, etc) for them that they can seek into as they make a positive difference in the community in the future! They will be the future to mold the next generation!!!

J. Alcantra
Kindergarten
Kalihi-Kai Elementary

11-25-07

It is with deep conviction that I write this testimonial supporting and advocating the funding and continuation of the Explorations in Education (EIE), Early Childhood Education (ECE), and the Teachers Education (Teacher Cadet) Programs at Farrington High School.

For the past 2 years I have been fortunate to have students from these programs in my classroom. The students come daily except on Wednesdays. During that time they have performed a variety of activities to assist in the classroom. On a daily basis, they assist the students in a wide range of activities including: reading individually with the students, teaching decoding skills, building background knowledge and building vocabulary. In math they help students learn skills (e.g. measuring, counting, adding, subtracting) and concepts (e.g. greater than, least, greatest, more, etc.). They also help with routine matters such as correcting papers, passing out papers, prepping special projects, and correcting homework. Helping with routine matters has freed my time so that I am able to plan more effectively, assess more frequently, and work individually or in small groups with those students that need additional help. They are excellent role models for my students who look up to these students.

The Farrington students also participate in special projects. These projects include:

- An beautifully illustrated autobiography written to introduce themselves to the students,
- An apron story. The students selected their story and created colorful, eye-catching aprons that sent the message that books were fun, exciting and interesting. These apron stories were presented to approximately 100 students.
- A Popcorn demonstration that captivated, involved, and was a classic example of a well-integrated lesson incorporating literature, science, math, and a hands-on activity.
- Being chaperones on field trips.
- Reading aloud to the class

The biggest asset in having these students is that they enrich the classroom. Having that extra pair of hands allows me to do special hands-on projects that address the diverse needs of my students. They have been instrumental in assisting, planning, and carrying out hands-on activities in the classroom. Having these students have been similar to having an assistant in the classroom. They know the routines, know what needs to be done, and carry out the tasks with a minimum of supervision. The students are reliable, self-directed, conscientious, and committed.

The caliber of students in the program has been outstanding. (A testament to the dedication of Mrs. Nishihama and Mr. Kawahara who screen and monitor the students daily.)

It is with deep conviction that I recommend that funding be provided to support these programs. These programs are an example of what is RIGHT with public education. Providing funds for these programs is an investment in the future. These students are our future and they can make a difference. Providing funds to continue these programs impacts the lives of the participants in the programs, the teachers they help, and especially the young, impressionable students who look up to them as role models.

Karen Ng
Teacher
Kawahara School

SB2692

Dear Senator Chun-Oakland,

I would like to share my testimony of the Early Childhood Education and Teacher Education Programs currently available at Farrington High School and other High Schools as well. We are so fortunate to have a program like that servicing our complex. This program has the potential to impact student achievement at the elementary schools and fill the need to have opportunities for high school students to explore this career before making the commitment at the college level. It is beneficial for our students because they get the one to one assistance from an extra educational aide. It is beneficial to our teachers because they can provide instruction to smaller groups and model teaching practices that the high school students can emulate when they continue on in their teacher training programs in post-secondary education. It is beneficial to the high school students because they can learn in a real-life setting what teaching is really like before making the commitment and expense for college. They can truly make an informed decision about their future career.

We desperately need programs like this to feed into our College of Education Teacher training programs to fill the needs of our schools facing a teacher shortage. We are currently working with the preschool partners and they face a tremendous obstacle of trying to hire qualified teachers for their preschools. Programs like the Explorations in Education (EIE) and Early Childhood Education (ECE), and Teacher Education (Teacher Cadet) are attempting to fill this need. But they need your support. To allow more high schools to begin new course offerings they need the financial support to run the classes, this might be buying a position for the school so they can hire the person to teach this course. For many schools, we are facing budget cuts and having less money to try to meet the needs of our students.

Thank you for your time and consideration of this matter. We are depending on you, a well known advocate for early childhood education and education as a whole.

Sincerely,
Laura Sato
Principal
Kalihi Waena Elementary School
1240 Gulick Avenue
Honolulu, Hawaii 96819
Ph: 832-3210

SB2692

I am a first year Kindergarten teacher at Pu'u hale Elementary. Having a Farrington High School student (Miss Britney) in my classroom has been invaluable! Veteran Puuhale teachers spoke highly of the program and encouraged me to quickly sign up for a student. This was the best decision I made. This experience has exceeded my expectations ten-fold.

Miss Britney functions in the classroom like a second teacher. She has impacted student achievement in ways I didn't expect. I rely on her to provide daily one-on-one tutoring and small group instruction, conduct morning business and individual assessment as well as perform read alouds. My kindergarteners have responded with higher Dibels scores, and improved phonemic, phonetic and general school skills- essential to academic success.

Her effect was particularly evident the day a substitute took my class. The substitute noted on her summary sheet that Britney was "extremely helpful" and should "consider becoming a teacher."

More over, Miss Britney has fostered positive relationships with ALL the kindergarteners -they miss her when she is not there. I have witnessed her influence on their behavior as she reminds them to make good choices. It is very evident that the children do not receive the individualized attention in her absence.

Miss Britney and other Farrington students are well prepared and highly trained by Ms. Nishihama and Mr. Kawahara to be effective in the classroom. Because they are from the same community as the students, they serve as an inspiration to strive for success- in all areas of their lives. The children can see themselves in these Farrington students. This is so powerful for those children who do not have positive role models in their lives.

Ms. Nishihama and Mr. Kawahara are very visible in our schools- always keeping the lines of communications open. Their program standards and requirements are impressive and obvious in the quality of the students they provide.

These are extraordinary kids, making a real difference in our schools. They are the epitome of community contributors. I am a firm believer that our schools are better because of the service that these students provide due to the exceptional direction and vision of Ms. Nishihama and Mr. Kawahara .

Miss Britney will eventually move on to impact another class and other students, but her impact on my class and my students will endure.

Sincerely,
Liza Kaniho
Puuhale Elementary
Kindergarten

SB2692

I am a retired Farrington High School doing part-time work at Kalihi Kai Elementary School. This year I am a second grade substitute teacher for a semester.

Krystalyn Albano, a senior student in the Teacher Education Program, works with me under this program. Krystalyn was shy and unsure of herself in August. With a positive attitude and an eagerness to learn, she is developing into a more assertive individual. She takes her responsibilities seriously. My twenty-two students work well with her. She gets experience in the many facets of the teaching-learning process.

Cooperative learning programs such as this should get continued financial and educational support.

Sincerely,

Mila Gavieres

SB2692

The benefits derived from the following programs: Explorations In Education (EIE), Early Childhood Education (ECE), and Teacher Education (Teacher Cadet) programs are numerous. The students from the program provide the teachers at Kapalama more direct services by assisting students through tutoring, and assisting them to do their work and by reading to the students. This affords the classroom teachers more time to provide intensive services to those students that need it. The students in the program see how the teachers work and are inspired to become teachers or work in the education field themselves. The program teaches the Farrington students responsibility in a work-like environment, giving these students a more realistic view of what it takes to have a career in a field such as education. Our teachers love having them, and look forward to working with them each year. Our students readily look to them for assistance with their work. This program also develops the Farrington students' leadership skills.

Patricia Dang, Principal
Kapalama Elementary School

SB2692

Hi Mrs. Nishihama,

I/We have been so fortunate to receive students from your ECEE and Teacher Cadet Program for the last 3-4 years. They become such an integral part of our second grade classroom. They model the importance of school and having a positive attitude to the elementary students; as well as, keeping the class organized (prepping papers and materials for activities, monitoring morning business, helping students transition from one activity to the next. Moreover, they support student learning by: Conducting apron stories/read alouds that focus on reading comprehension benchmark, Assisting with large group discussions, Tiering lessons by meeting with flexible groups and/or giving one to one assistance to those learners who need modifications to instructions. Those who excel go on to conduct standards based lessons with the mentor teacher's supervision. At times, The ECEE students and Cadets help to keep things running smoothly, even when there is a substitute, because they know the rituals/routines and expectations of the mentor teacher. I sincerely hope that this program continues, and is supported and funded for future classes.

With Sincere Gratitude,
Rhonda Masuda
Grade 2 Kapalama

SB2692

Dear Mrs. Nishihama and Mr. Marc Kawahara,

I would like to take this opportunity to thank you for providing me with two of your Farrington students. I have yet to be disappointed with their abilities or their willingness to learn. I would consider it an honor to be allowed to have students placed in my class in the future.

Jeanette and Francis have been involved in many activities, which directly affected my student's achievement. The apron lesson fit perfectly into our new, literature based language arts program. This goes far beyond the two wonderfully educating and tasty lessons.

Jeanette has worked one on one with my limited English speaker. Helping the student get her thoughts down on paper.

Jeanette created a behavior management project, which consisted of constructing a large ear out of sculpting wire and painting it for realism. The purpose was to deter tattle-tales.

Francis made documents for students to complete. Francis also helped develop and coordinate the Halloween contest. Christmas is next.

Francis is constantly being asked to contribute his input in discussions and even lead discussions. This strategy proves to help the children feel more comfortable and for some reason, they seem to believe him easier than me.

Scott Kunihiro

SB2692

To Whom It May Concern:

Have you been in a kindergarten classroom recently?

Take a moment and imagine you are the classroom teacher in this scenario:

You have 22 four- and five-year-old students working in four different stations. Each learning station is a different language arts or enrichment activity. The children are working at each station independently, so that there are four different tasks or activities being implemented at the same time. At the green table, one student needs extra help, so the teacher must sit and work with him. At the red table, two children are arguing over an eraser. At the blue table, two children suddenly need to use the restroom, even if the entire class just returned from the restroom five minutes before. The yellow table is working on the computer, completing their daily twenty minutes with the computer-based literacy program. The two extra students not on the computer should be starting the other activities, but one of them cannot sit still. He runs around the room, talking to everyone else and touching everything—all the books, supplies and papers sitting on the shelves. On computer freezes and the student stands up, calling for the teachers help. The blue table is struggling with journal writing and needs assistance in segmenting words and sounds to their own journals phonetically. "Teacher, I need heIIIIllp...!" "Teacher, I need help, too!" "Can you come and sit with ME now???" A shy girl timidly walks up to the teacher and whispers, "I have to make a vomit...." The teacher has to send her to the health room, and begins to fill out the health room card, but then, the student who was running around the room hears the delivery truck outside at the cafeteria. He curiously runs out the door to watch the truck unloading its food and supplies. The teacher has to run out and stop him before he runs off. Meanwhile, the other students clamoring for more help and assistance in getting their tasks completed.

Now, just imagine that you are all ALONE in the classroom... There are no additional teachers, no parent volunteers, no teacher's aides or part-time teachers. What would you do? How would you help keep everyone safe and ensure a positive learning environment for all? How do you help each child who needs one-to-one assistance?

We are Kindergarten teachers at Kapalama School. This is a scenario we face almost daily. We have classes that have both Junior Kindergarten and Kindergarten students blended together. Approximately half of the students have never been to preschool and there are about 10% English Language Learners. We have been fortunate to have benefited from the Farrington High School Teacher Education Program and have had Farrington High School students help out in our classrooms four days per week. They assist us during the morning extended language arts block and during the afternoon block also. The program has evolved over the years and is a valuable asset to the elementary school teachers. It also provides the high school students with excellent work experience and meaningful life experiences.

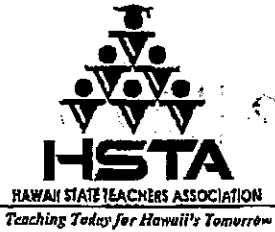
The Teacher Education Program at Farrington High School has strict guidelines and program requirements that keep the students actively involved. They are not just in the classrooms to help "prep" materials or "sit on the sidelines." They are an integral part of the day and help to keep our classrooms routines running smoothly. The students in this program are required to complete several projects that are rigorous and relevant, including writing and implementing standards-based lesson plans, creating and performing apron stories, and a Power Point lesson plan/presentation for a final project.

More importantly, they contribute countless hours of service in the classroom. Guided by Mrs. Nishihama and Mr. Kawahara, they have to work hard to live up to the high expectations of the class. In our Kindergarten classrooms, they carry a lot of responsibility and are in charge of running a daily station. In each station, they lead a small group activity and help individual students as needed. They assist the classroom teachers in a variety of tasks and activities throughout the day, which include whole group instruction, small group differentiated instruction, and one-to-one tutoring. They help implement standards-based lessons and assessments, read aloud to students, help to maintain a safe and positive learning environment, and help foster positive relationships among the children. They also help to create detailed charts and posters. The Farrington students are also positive role models for our students. Our students look up to them and love them like an older brother or sister. The relationships formed between the two student groups has a reciprocal effect, in which the high school students strive to be more responsible and develop into positive role models and the elementary students benefit from the extra support and attention they receive. Having the Teacher Education students in our classrooms helps our elementary students by providing more "adult supervision" and providing more opportunity for small group instruction and one-to-one tutoring. The Farrington students also provide caring support and added attention, which helps develop our students' emotional well-being. It is especially helpful with the children who have no siblings (the only child who looks up to this "surrogate sibling") or who are one of many siblings and thrive with the extra nurturing from the Farrington students. Each Teacher Education student will strive to do his/her best in the classroom to be a positive role-model, thus embodying the essence of the DOE's General Learner Outcomes to be a Self-Directed Learner, Community Contributor, Complex Thinker, Quality Producer, Effective Communicator, and Effective and Ethical User of Technology.

As you might imagine, we highly value the Teacher Education Program at Farrington High School. It is a valuable asset that impacts so many lives. We strongly urge the State Legislature to continue supporting the program and provide the necessary funds to allow it to continue to grow. Thank you for your time and consideration in this matter.

Sincerely,

Kapalama School Kindergarten Teachers
Heather Higa-Funada Mia Grant
Kannette Shiroma-Onaga Donna Wong
Milia MacFarlane



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

Roger K. Takabayashi
President

Wii Okabe
Vice President

Karolyn Mossman
Secretary-Treasurer

Mike McCartney
Executive Director

**TESTIMONY BEFORE THE SENATE COMMITTEE ON
EDUCATION**

**RE: SB 2692 – MAKING AN APPROPRIATION FOR THE TEACHER
RECRUITMENT PIPELINE.**

January 30, 2008

**ROGER TAKABAYASHI, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION**

Chair Sakamoto and Members of the Committee:

The Hawaii State Teachers Association supports SB 2692, which appropriates funds for the Hawaii Teacher Cadet Program designed to increase the number of local students going into teaching, which should help address teacher shortage. The teacher shortage is a longstanding concern of HSTA, and the Association appreciates the Legislature's recognition of this shortage.

We believe funds should be appropriated for the Hawaii Teacher Cadet Program, which encourages high school students to pursue education as a profession. These students will hopefully become educators in Hawaii. This result would help reduce the teacher shortage in our state and contribute to the betterment of Hawaii's public school system.

We urge the committee to pass this bill.

Thank you for the opportunity to testify.