
SENATE RESOLUTION

REQUESTING THE HAWAII EDUCATIONAL POLICY CENTER TO REPORT ON THE
RETENTION AND CHANGE IN ASSIGNMENT OF TEACHERS WITHIN THE
DEPARTMENT OF EDUCATION.

1 WHEREAS, teachers employed by the Department of Education
2 graduate from a variety of Hawaii-based and out-of-state teacher
3 preparation programs; and
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5 WHEREAS, while many teachers may graduate, an important
6 measure of the effectiveness of a teacher preparation program is
7 how long they are employed as teachers within the Department of
8 Education; and
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10 WHEREAS, in order to better target resources to the most
11 effective teacher preparation programs, policy makers need to
12 know to what extent graduation from a specific higher education
13 program correlates with persistence and retention within
14 Department of Education schools; and
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16 WHEREAS, in 2000, the Hawaii Educational Policy Center
17 issued a report with the following findings:
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19 (1) Of all the respondents to the survey, six in ten gave
20 a reason for leaving that had to do with teaching
21 issues;
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23 (2) A substantial proportion of former teachers reported
24 significant dissatisfaction with teaching. About four
25 in ten of the survey respondents indicated that they
26 left their positions because they were dissatisfied
27 with teaching as a career, a much larger proportion
28 than the eight per cent reported in national studies;
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30 (3) A substantial proportion of resigned teachers might be
31 receptive to encouragement to stay in their Department
32 of Education positions. Of the teachers who
33 voluntarily resigned during the three years addressed
34 in the survey, approximately four in ten are currently
35 working in education and approximately one-half stated



1 that they plan to work in education during the next
2 school year;

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4 (4) Younger teachers make up a substantial proportion of
5 resigning teachers. The proportion of teachers
6 thirty-nine years of age or younger who resigned,
7 sixty-six per cent, is almost double the proportion of
8 all other current Department of Education teacher age
9 groups; and

- 10
11 (5) Secondary-level teachers are leaving at a higher rate
12 than elementary-level teachers; and

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14 WHEREAS, the findings of the Hawaii Educational Policy
15 Center survey suggest that preparation and teaching
16 environments, especially for newer teachers, are of critical
17 importance in teacher satisfaction and retention; and

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19 WHEREAS, the findings of the survey suggest that strategies
20 to address the teacher resignation issue need to be incorporated
21 into funding strategies; and

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23 WHEREAS, an additional measure of an effective educational
24 system is how often teachers are moving from one school,
25 specialty, or grade level, which would affect teachers'
26 likelihood of improving their effectiveness within a specialty
27 or grade level; and

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29 WHEREAS, highly qualified teachers need the ability to
30 effectively teach the curriculum and meet state standards in
31 whatever grade level or specialty assignment they may receive;
32 and

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34 WHEREAS, an important component to retention, delivery of
35 the curriculum, and improvement are professional development
36 programs such as the mentorship induction program, designed to
37 assist teachers in newer schools or assignments; and

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39 WHEREAS, in the allocation of limited teacher preparation
40 and mentorship resources, knowledge of the correlation of
41 specific programs with stable and effective school faculties
42 will facilitate the targeting of those resources to the most
43 effective programs; and



1 WHEREAS, the annual teacher shortage of approximately 1,500
2 teachers in Hawaii's Department of Education requires a short-
3 term and long-term strategy to reduce this number and to reduce
4 the number of new hires from outside the State that tend to
5 leave the system after shorter periods of employment; and
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7 WHEREAS, an analysis of the effectiveness of teacher
8 preparation programs and mentorship induction programs will
9 provide better guidance as to how to target funds to maximize
10 educational effectiveness in Hawaii's public schools; now,
11 therefore,
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13 BE IT RESOLVED by the Senate of the Twenty-fourth
14 Legislature of the State of Hawaii, Regular Session of 2007,
15 that the Hawaii Educational Policy Center is requested to
16 prepare a report on the effectiveness of the current status of
17 teacher preparation and mentoring induction programs; and
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19 BE IT FURTHER RESOLVED that the report may utilize survey
20 information as well as available data, and include information
21 on the following:
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- 23 (1) Data on the overall retention of teachers by years of
24 service within the Department of Education system;
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- 26 (2) Specific data on the numbers and percentages of
27 teachers that are transferring in and out of each
28 school and analysis of factors contributing to such
29 transfers;
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- 31 (3) Specific data on the average length of service within
32 the Department of Education of teachers who graduated
33 from University of Hawaii programs, other accredited
34 teacher preparation programs within the State of
35 Hawaii, and those who transfer into the State from
36 other states, and analysis of the factors contributing
37 to differing persistence rates;
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- 39 (4) Data and analysis on the relationship between the
40 existence of a teacher mentoring induction program and
41 the stability of teaching faculty at a school,
42 including changes in assignments within the school;
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- 1 (5) Data on what strategies, if any, have been developed
2 and implemented in response to the 2000 Hawaii
3 Educational Policy Center study, and the results of
4 such strategies;
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6 (6) Data on demographics on teacher characteristics and
7 school characteristics;
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9 (7) Department of Education policies relating to teacher
10 transfers, Department of Education reports to the
11 United States Department of Education on addressing
12 the No Child Left Behind law requirements, collective
13 bargaining relating to teacher transfers and
14 seniority, and descriptions of Institutions of Higher
15 Education programs and related costs for preparing
16 teaches, including accreditation reports and reviews;
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18 (8) A report on the current funding strategies for both
19 capacity building in the University of Hawaii campus
20 teacher preparation programs and University of Hawaii
21 and Department of Education mentorship induction
22 programs that address these issues; and
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24 (9) A five-year strategic plan that addresses the
25 targeting of future resources for capacity building
26 within the University of Hawaii system and Department
27 of Education mentorship induction programs and other
28 strategies that will dramatically reduce the annual
29 teacher shortage, as well as reduce the need to
30 recruit teachers that are less likely to continue
31 employment within the Department of Education beyond
32 five years; and
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34 BE IT FURTHER RESOLVED that the Hawaii Educational Policy
35 Center is requested to submit its report and any findings and
36 recommendations to the Legislature not later than twenty days
37 prior to the convening of the 2008 Regular Session; and
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39 BE IT FURTHER RESOLVED that certified copies of this
40 Resolution be transmitted to the Director of the Hawaii
41 Educational Policy Center, the Chair of the Board of Education,
42 and the Superintendent of Education.

