

Date of Hearing: February 22, 2008
Committee: Senate Ways and Means

Department: Education
Person Testifying: Patricia Hamamoto, Superintendent
Title: S.B. 3252, S.D. 1 (SSCR2259), Relating to teachers
Purpose: To address the teacher shortage problem in the State through various initiatives.
Appropriates funds to address the problem.

Department's Position: The Department of Education (Department) supports S.B. 3252, S.D. 1 (SSCR2259) and has the following comments on the teacher shortage omnibus bill:

In Part III, Section 4, the Department has concerns over this provision requiring a specific matching amount of teaching experience credit be given to previously employed teachers outside of the Department in specific areas. Since there is a national shortage of teachers, the Department needs to implement strategies to recruit teachers in general to Hawaii. Limiting the teaching experience only to hard-to-fill school placements will not resolve other issues that face the teaching profession. Section 4, #1, should be amended with the addition of teachers who teach in shortage area categories (i.e. special education, math, science, English) and teachers who meet all the requirements of the No Child Left Behind (NCLB) Act. While the Department would prefer to be able to negotiate teaching experience credit through the collective bargaining process, the provision of full service credit equal to the National Board certified teacher's total number of years of teaching experience will also enhance recruitment of outstanding teachers for our schools.

In Part IV, Sections 5, 6, and 7, the Department supports the provisions providing additional funds to research teacher retention and recruitment issues. However, we do not support the formation of a separate task force to develop and evaluate the implementation of a strategic teacher workforce development plan since recruitment issues can already be evaluated by the Hawaii Educational Policy Center as its purpose is to provide objective, data-based information in the form of policy briefs, reports, articles, and forums bearing on public and private education policy and practices at all levels.

In Part V, Sections 8 and 9, the Department strongly supports these provisions, which would establish and fund professional development schools. The development of these exemplary schools, with structures that support teacher candidate training and learning, faculty development, and enhance student learning, will positively impact the quality of education in Hawaii.

In Part VI, Sections 10, 11, 12, 13, and 14, the Department supports these provisions, which would establish a rehabilitative and related services graduate school loan program for qualified individuals in the areas of occupational therapy, physical therapy, speech language pathology, and school psychology. The loan program would be an important recruiting tool for the Department as it is difficult to find qualified personnel in these specialized services.

In Part VII, Section 15, which provides annual step increases for teachers as a means of providing compensation for teachers, the Department suggests the addition of language that would tie any annual step increase 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

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 (NCLB). 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. Moreover, the standards for a satisfactory performance evaluation 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*. Annual step increases will also require additional funding to implement the proposal.

In Part VIII, Sections 16 and 17, which appropriate funds to the complex areas for academic coaches and programs or initiatives for professional development or increased teacher retention, we recommend language changes that would allow the Department of Education to determine complex area allocations to ensure that complex area plans are consistent with State level initiatives and meet or exceed

the Department's standards for high quality coaching, professional development, and teacher retention.

In Part IX, Sections 18, 19, and 20, which would establish a teacher housing allowance program to provide housing assistance to teachers employed in public schools in hard-to-fill vacancies, additional funds will be required to implement and monitor the program.

In Part XII, Sections 28 and 29, the Department supports the additional 16 teacher education positions at the University of Hawaii, West Oahu campus. A graduate or post-baccalaureate teaching program in Leeward Oahu should increase the pool of highly qualified teachers. The Department recommends that the 16 positions be used to teach courses in a State-Approved Teacher Education Program or supervise student teaching and that the University of Hawaii should determine its priority since it is the expending agency.

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



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Ways and Means
February 22, 2008, 11:00 am, Room 211

Virginia S. Hinshaw, Chancellor
Written Testimony by
Christine K. Sorensen
Dean, College of Education
University of Hawai'i at Mānoa

SB 3252 SD1: Relating to Teachers

Chair Baker, Vice Chair Tsutsui, and Members of the Committee:

The College of Education supports as its priorities in SB 3252 S.D. 1 the following: Part II (Praxis preparation), Part V (Professional Development Schools), Part VI (allocation of complex resources to professional development and retention initiatives), Part VIII (teacher cadet program), and Part IX (beginning teacher induction program), with **highest** priority for funding to Parts V (Professional Development Schools) and IX (induction). These priority recommendations focus on retaining exiting teachers, helping them to teach more effectively, and promoting a “grow our own” teacher pipeline among Hawai'i high school students who are more likely to remain in the state for their future professional lives.

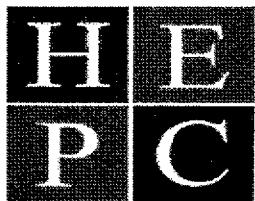
This past fall, College of Education leaders have participated in discussions with a variety of education stakeholders, including the Teacher Education Coordinating Council (TECC), and we have reviewed the information provided by the Hawai'i Educational Policy Center (HEPC) in its report on the teacher workforce in the state. We believe that one of the most pressing problems in our state is a need to attract and retain a quality teaching workforce. Many of the policies identified in SB3252 S.D.1 have the potential, collectively, to positively impact the teacher workforce and help to address the state's needs for highly qualified teachers. While a holistic plan has the most potential to make a long term difference, we have identified the specific strategies above as those worthy of the highest priority given the limited resources of the state. The data we have seen suggest that the priority should go to programs designed to retain teachers and more fully develop their skills rather than simply aim to produce more teachers, particularly at a time when there is unused production capacity within existing teacher education programs.

The HEPC report found that the Institutions of Higher Education in Hawai'i are producing approximately 700–800 teachers each year, a number about equal to the number of teachers who leave the DOE system each year for retirement, illness, and death. The workforce development issue is one of retention more than capacity to produce new teachers. We believe, given the data, that the focus should be on retaining teachers in the profession once they have completed their training.

In addition to targeting funds to programs designed to recruit our brightest students into teacher education and to retain those teachers we have trained, we believe a high priority should be given to the establishment of a teacher data warehouse that will provide the necessary information to track and study our teacher workforce capacity. Such a data warehouse could better serve State policy makers, all teacher preparation institutions in Hawai‘i, the DOE and the Hawai‘i Teacher Standards Board. Models of such data systems exist in other states and have demonstrated their power in effectively providing data for policy development and decision making.

The College of Education recommends targeting priority strategies that impact retention as having the greatest immediate impact on the continuing teacher workforce development problem.

Thank you for the opportunity to testify.



HAWAII EDUCATIONAL POLICY CENTER

Informing the Education Community

Testimony Presented Before the Senate Committee on Ways and Means

February 22, 2008, 11:00 am, Room 211

Written Testimony

by

Donald B. Young, Director
Hawai'i Educational Policy Center
University of Hawai'i at Mānoa

SB 3252 SD1: Relating to Teachers

Chair Baker, Vice Chair Tsutsui, and Members of the Committee:

The Hawai'i Educational Policy Center supports SB 3252 S.D. 1, Parts II (PRAXIS preparation), IV (workforce planning), V (professional development schools), VI (professional development courses), VIII (teacher cadet program), and IX (induction-mentoring), and especially encourages immediate funding for these items. HEPC opposes Part X relating to teacher education positions for UH West Oahu.

HEPC is aware that State revenues may require significant adjustments to last year's budget, and has prepared a list of highest priority items in this bill for funding in the coming fiscal year that will have the greatest impact on teacher workforce development. We also suggest funding an additional list of items if other resources become available this session.

In response to Senate Concurrent Resolution 56 S.D. 1 *Requesting the Hawai'i Educational Policy Center to Report on the Retention and Change in Assignment of Teachers within the Department of Education*, HEPC submitted an interim report that recommended a number of strategies that hold promise of directly addressing the State's teacher workforce development issues. Most of those recommendations are included in SB3252 S.D. 1. (As a reminder, we have attached those recommendations.) Collectively these recommendations 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. However, since completing the report, the Council of Revenues projections are not encouraging. A multi-year fully funded teacher workforce program could total several millions of dollars that do not appear to be available at this time.

Although the HEPC interim report on SCR 56 S.D. 1 did not include capital improvements, it goes without saying that inadequate and shabby facilities for teacher preparation will create greater challenges in recruiting new faculty and in attracting students to the teaching profession. Thus, these recommendations go hand in hand with planning money for a new College of Education building (SB 2649).

The following are HEPC's specific recommendations for funding that represent a minimum level of financial commitment to the teacher workforce development programs in Hawai'i for the next year. We include a teacher data warehouse capacity that can begin to serve State policy makers, all teacher preparation institutions in Hawai'i, the DOE and the Hawai'i Teacher Standards Board. These figures do not include the needs for teacher workforce development in early childhood education, which are being considered in other bills this session.

In order to have a meaningful impact, SB 3252 S.D. 1 must focus on those strategies that together will have a high impact on teacher preparation, recruitment, and retention. In addition to the information provided below, we have attached an estimated number of teachers impacted by these suggested strategies.

HEPC Recommended Priorities for Funding Strategies in SB 3252 S.D. 1

Strategy	Level I Priority 2008-2009 Estimated Cost	Level II With Additionally Available Funds	Level III Full Implementation Estimated Cost
Part II. PRAXIS preparatory courses	\$100,000		\$500,000
<u>ADD</u> courses to address highly qualified teacher needs		\$250,000	\$1,500,000
Part IV. Workforce strategic planning committee	\$25,000	\$50,000 with research component	
<u>ADD</u> teacher workforce data warehouse development	\$50,000		
Part V. Professional development schools (target secondary hard-to-staff schools, possibly with a STEM or Learning Academy)	\$75,000/PDS X 4 schools = \$300,000 per year	Additional schools at \$75,000 each per year	\$320,000 annual
Part VI. Professional development courses to meet highly qualified teacher requirements	\$200,000	\$400,000	\$750,000
Part VIII. Hawai'i teacher cadet program	\$176,000	\$176,000/yr	\$176,000 annual
Part IX. Teacher induction-mentoring program (HEPC just learned this is not in the Executive budget, and thus, we have added an estimated cost to first-year priorities.)	\$3,000,000		\$5,000,000
TOTALS	\$3,851,000	\$4,250,000	\$8,295,000

Level I: Priority for 2008 funding

Level II: Additional if funds are available in 2008

Level III: Estimated full implementation and long-term costs

These priority recommendations focus on retaining the teachers who are already in the DOE, supporting them, helping them to teach more effectively, and preparing new teachers in Hawai'i who will stay in teaching for their professional lives. Based on currently available data the HEPC found that the Institutions of Higher Education in Hawai'i are producing approximately 700-800 teachers each year, a number about equal to the number of teachers who leave the DOE system each year for retirement, illness, and deaths. The workforce development issue is one of leakage more than capacity to produce new teachers. Teachers are leaving classrooms at an alarming rate. The available data are clear that investing in these retention strategies 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.

As the Interim Report to the Legislature in response to SCR 56 S.D. 1 points out *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 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 there was a return of \$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."*

Given the scarce resources available this year, HEPC also recommends identifying a potential nexus between teacher induction and mentoring programs and other initiatives or priorities, such as secondary schools with STEM or related learning academies, Title I, schools under restructuring, etc. Leveraging funding to achieve multiple purposes will have greater payoff than accreting programs that stretch schools' ability to respond.

RELATING TO SPECIFIC SECTIONS OF SB 3252 S.D. 1

PART II

Regarding financial support to assist teachers to pass PRAXIS, this is a short term, high impact strategy. The DOE has teachers in its employment whose only barrier to becoming fully licensed is passing this test. With support they are likely continue teaching. Without passing the required test they will be forced to leave teaching and DOE will have to recruit replacements. We recommend funding for this part at \$100,000.

We suggest adding support should funds be available to provide in-service teachers with courses that will enable them to be classified as highly qualified under federal No Child Left Behind guidelines. We recommend adding funding of \$250,000.

PART IV

Regarding creating and supporting the Teacher Workforce Strategic Planning Committee, this was one of the recommendations in HEPC's Interim Report on SCR 56. However, rather than create yet another committee, HEPC now recommends assigning the tasks identified in Part IV to the Teacher Education Coordinating Committee (TECC), an existing committee already established by and reporting annually to the Legislature.

We suggest an appropriation of \$25,000 to support work of the committee should be sufficient in carrying out the planning and coordinating functions called for in the bill.

PART V

Regarding funds for professional development schools, the HEPC in its report on SCR 56, included funding for professional development schools as a high priority strategy that would impact teacher preparation, in-service teacher professional development, teacher retention, and student achievement. The impact of this strategy will be greatest by targeting chronically hard-to-staff schools. A list of such schools is attached. We estimate the costs associated with establishing and maintaining each professional development school at about \$75,000 per year.

Funding at \$300,000 per year will result in establishing four such schools.

One concern we have is that establishing and maintaining effective professional development schools requires continuous financial support. A one-time allocation will not get the desired and potential results. Commitment to a school-university partnership such as this must be for a minimum of three to five years.

Investing in professional development schools will pay dividends in better teacher retention in hard-to-fill schools, better prepared teacher education graduates, and improved teaching and learning at both the school and university levels.

PART VI

Regarding support for teachers, as pointed out above, one of the major barriers to continued employment is the inability of a relatively large number of currently employed teachers to meet the highly qualified requirements of the No Child Left Behind legislation. We strongly urge that the focus of this year's limited funds be allocated to support *(2) programs or initiatives for professional development for teachers, and (3) programs or initiatives to increase retention* (SB 3252 S.D. 1 g 15 lines 12–16). Support for teachers to meet highly qualified status will have an immediate and effective impact with a high probability of teacher retention pay off.

We recommend \$200,000 be allocated for this purpose.

PART VIII

Regarding the teacher cadet program, while not a short-term solution, supporting HAFT 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 to reach out to recruit potential new teachers. The established teacher cadet program is supported by all of the Institutions of Higher Education (IHEs) involved in teacher preparation, who work closely and actively with HAFT.

We recommend funding at \$176,000 for the teacher cadet program.

PART IX

Regarding induction-mentoring, the HEPC Interim Report on SCR 56 recommends supporting teacher induction-mentoring as the single best strategy with the highest pay off in teacher retention and improved learning in classrooms. However, we note a discrepancy in the bill. As drafted, SB 3252 S.D. 1 provides for “at least sixty full-time equivalent mentor positions” (SB 3252 S.D. 1 page 30, line 7–8). At a modest cost of \$50,000 per position, the sixty FTEs will require at least \$3,000,000. However, Section 23 (SB 3252 S.D. 1 page 33, line 12) appropriates a sum of only \$300,000, a funding level that will not have the impact desired on retaining highly qualified teachers. The \$3 million is the likely target with a significant return on investment in saving recruiting and teacher turnover costs and higher student achievement as reported in the HEPC Interim Report on SCR 56. \$300,000 will not begin to address the statewide teacher retention problem.

We recommend funding at \$3,000,000 in our recommendations for priority funding in this bill.

PART X

HEPC opposes Part X regarding teacher education positions for West Oahu. There are no data to support this strategy, there is little evidence of an applicant pool being available, and it is premature.

HEPC recommends instead creating and supporting the Teacher Workforce Strategic Planning Committee as called for in Part IV, which was one of the recommendations in HEPC’s Interim Report on SCR 56. The Committee should be charged to consider this proposal for UH West Oahu in its deliberations, and recommend to the 2009 Legislature a rationale plan for teacher workforce development in the state.

HEPC knows of no marketing data on the potential applicant pool in Hawai‘i. The State is at nearly full employment further reducing the available applicant pool for teacher education. We do know the State’s teacher preparation colleges do not have waiting lists of qualified applicants.

HEPC recommends maintaining sharp focus for the coming year on priority strategies that impact retention as having the greatest immediate impact on the continuing teacher workforce development problem.

Thank you for the opportunity to testify.

**Projected Numbers of Teachers Retained
by Implementing Measures Recommended in SB3252**

HEPC Recommended Priority Strategy	Recommended Funding Level	Current Number of Teachers in Need	Projected Number of Teachers Who Can be Supported	Projected Number of Teachers Retained After 3 Years
1. Support for teachers to pass PRAXIS Leverage \$100,000 with DOE resources for tutoring, materials, and test fees; add support for neighbor island teachers in hard-to-staff schools; assume half are already local residents; potential additional support from IHEs	\$100,000	1,500	750	300
2. Professional Development Schools (3–4) to target hard-to-staff schools (sustained multi-year) Leverage DOE and IHE efforts; assume 100 teachers per school with 20% turnover	\$300,000		100	75
3. Support for teachers to meet highly qualified status Leverage with IHEs and DOE efforts; develop and deliver 11 courses; teachers need multiple courses to be qualified	\$200,000	2,728	220	50
4. Induction-Mentoring Program (sustained multi-year) Leverage with IHEs and DOE efforts; target hard-to-staff schools; provide 30 mentor teachers w/15 teachers per	\$3,000,000	1,200	450	225
Projected Total Teachers Retained (3 years or more)				670

Interim Findings and Recommendations
(HEPC Interim Report to the Legislature on SCR 56 S.D.1)

After reviewing the available data, HEPC reports the following preliminary findings and recommendations:

1. A Teacher Work Force Strategic Plan as called for in SCR 56 S.D. 1 is premature in that there are not yet sufficient data collected annually and consistently from all stakeholders to create a well-articulated five-year plan. In addition, none of the various stakeholders or agencies involved in teacher recruitment, preparation, employment and support currently regard teacher workforce systems planning as one of their primary missions, nor is there consensus among the various stakeholders as to who should take the lead.
2. In order to bring focus to teacher workforce issues, the Legislature should require that a special Teacher Workforce Strategic Planning Committee be formed to create, adopt, adapt, track and evaluate the implementation of a Strategic Teacher Workforce Development Plan. The Planning Committee should seek annual and timely input from the Teacher Education Coordinating Committee (TECC), which includes representatives from the Department of Education, the Hawai‘i Teacher Standards Board, and all major teacher preparation programs in Hawai‘i.
3. 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.

In order to accomplish this reduction, initiatives in the next two years, including budget proposals by the various publicly funded state agencies, should focus on areas where data already suggest clear action and hold promise of success. These include the following recommendations.

- Meeting PRAXIS requirements
 - Institutions of Higher Education should require potential teachers to pass the PRAXIS prior to student teaching;
 - The Department of Education in collaboration with the Institutions of Higher Education should create study supports/tutorials to help in-service teachers pass PRAXIS to become licensed.
- The Department of Education in collaboration with Institutions of Higher Education should provide assistance to in-service unlicensed teachers to meet licensure requirements, including delivering courses/programs on-site, on university campuses, and/or through distance learning technologies.
- The Department of Education in collaboration with Institutions of Higher Education should create and support high quality induction and mentoring programs for new teachers in order to keep those already highly trained.

- Institutions of Higher Education in collaboration with the Department of Education should create high quality professional development schools targeting hard-to-staff areas.

4. The Legislature should require and fund the development of an affordable, easy-to-implement, multi-agency teacher data system to identify and track teacher candidates through the educational, employment and professional development pipeline. The system should collect timely and ongoing data to assist policy makers in making decisions and in identifying important trends or patterns that inform and improve targeted teacher recruitment, hiring, retention, professional support and development, and premature retirement or leaving rates. Public agency stakeholders should be required by the Legislature to transfer appropriate data, with protocols to protect individual privacy, to this system.
5. The Legislature should fund research to develop and implement detailed entrance and exit surveys from institutions of higher education that match student and employee dispositions and experiences with the size, type and culture of the school to which they were assigned. Research should also focus on why teachers decide to enter the workforce, reasons for transferring from school to school, and factors influencing teachers to leave teaching.
6. The Legislature should request the University of Hawai‘i campuses and programs involved in teacher preparation to submit collective plans and budgets to form a seamless, coordinated, and non-duplicative system that optimizes the locations, resources, and expertise of all the institutional actors in teacher recruitment, preparation, employment, and retention.

DOE Schools Listed From Highest Teacher Turnover Rate to Lower Rates.

School	2005 % Class Not Taught by HQT	2006 % Class Not Taught by HQT	2006 % Teacher Transfer	2006 % Teacher Leaving	Total % Turnove r	DOE Hard -to- Staff Scho ol	DOE District	DOE Complex	DOE NCLB Status
Hilo Intermediate	31.9%	32.4%	12.8%	12.8%	25.5%		Hawai'i	Hilo	Restruct.
Nanakuli HS	58.3%	41.6%	7.7%	11.0%	18.7%	x	Leeward	Nanakuli	Restruct.
Waianae Intermediate	48.3%	45.9%	6.5%	11.7%	18.2%	x	Leeward	Waianae	Restruct.
Waianae HS	57.7%	41.7%	5.4%	12.2%	17.7%	x	Leeward	Waianae	Restruct.
Wahiaawa MS	49.6%	19.6%	4.6%	12.1%	16.7%		Central	Leilehua	Restruct.
Kapaa HS	39.3%	30.7%	5.0%	11.3%	16.3%		Kauai	Kapaa	Correct Action
Molokai HS	71.3%	21.5%	5.3%	10.6%	15.8%	x	Maui	Molokai	Plan for Restruct
Kapaa MS	42.9%	37.6%	1.9%	13.5%	15.4%		Kauai	Kapaa	Correct Action
Konawaena MS	53.3%	22.2%	10.0%	5.0%	15.0%		Hawai'i	Konawaena	
Kohala MS	11.6%	25.5%	14.3%	0.0%	14.3%	x	Hawai'i	Kohala	Correct Action
Central MS	11.9%	15.7%	14.3%	0.0%	14.3%		Honolulu	McKinley	Restruct.
Mililani HS	28.5%	20.0%	5.0%	9.3%	14.3%		Central	Mililani	Restruct.
Lahaina Intermediate	59.3%	41.7%	4.7%	9.3%	14.0%		Maui	Lahaina-luna	Correct Action
Honokaa HS	40.8%	13.7%	8.3%	5.0%	13.3%		Hawai'i	Kohala	Correct Action
Konawaena HS	29.7%	26.4%	7.2%	5.8%	13.0%		Hawai'i	Konawaena	Correct Action
Kalakaua MS	24.3%	21.4%	11.3%	1.6%	12.9%		Honolulu	Farrington	Plan for Restruct.
Waiakea HS	25.3%	19.1%	5.7%	6.9%	12.6%		Hawai'i	Waiakea	
Campbell HS	34.3%	31.1%	4.1%	8.3%	12.4%		Leeward	Campbell	Correc Action
Niu Valley MS	16.1%	7.7%	11.1%	0.0%	11.1%		Honolulu	Kaiser	
Molokai MS			0.0%	10.5%	10.5%	x	Maui	Molokai	Restruct.
Washington MS	9.9%	21.7%	5.7%	4.3%	10.0%		Honolulu	Kaimuki	Correct Action



STATE OF HAWAII
HAWAII TEACHER STANDARDS BOARD
 650 Iwilei Road, Suite 201
 Honolulu, Hawaii 96817

TESTIMONY BEFORE THE SENATE COMMITTEE ON WAYS AND MEANS

RE: SB3252 SD1 Relating to Teachers

Friday, February 22, 2008

DR. JONATHAN GILLENTINE, CHAIRPERSON
Hawaii Teacher Standards Board

Chairwoman Baker, Vice-Chair Tsutsui and Members of the Committee:

The Hawaii Teacher Standards Board supports the broad and overarching approach of SB3252 SD1 to strengthen the teacher workforce. Together, Parts I through X offer a more comprehensive approach to recruiting, retaining and supporting a qualified teacher workforce than ever before.

We are especially supportive of Part V and Part IX of the bill because we believe that establishing and supporting Professional Development Schools is an effective way of preparing new teachers in a real school setting while simultaneously providing professional development opportunities to in-service teachers much like how teaching hospitals enable interns to learn alongside residents and experienced doctors.

At a time of limited resources, investing in Professional Development Schools makes good sense because it not only provides for new teacher preparation, but also promotes university and P-12 faculty development, directs inquiry at the improvement of teaching practice, and focuses on student achievement. Interns prepared in PDSs are eagerly sought for employment because of the rich experiences afforded them through the PDS partnership and their ability to hit the road running.

We urge you to consider amending Section 9 of the bill so that the schools that were previously selected to receive implementation grants several years ago, be the first ones considered in Item (1) on page 12 for funding. These schools previously prepared and submitted their proposals and were simply waiting for funds to be released so they could move forward. Thus, we recommend that Item (1) read as follows:

- (1) The department of education shall allocate funds to professional development schools by means of competitive grants subject to the availability of resources and previously selected project schools shall have first consideration;

Testimony on SB3252 SD1 Relating to Teachers

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Part IX of the bill provides for a beginning teacher induction pilot program. Based on Act 159 of the 2005 Legislature, the Department was mandated to "establish and maintain a standardized statewide teacher induction program..." despite the fact that no funds were provided at that time. For this reason it is unclear why Part IX refers to a "pilot program." What seems to be most needed is stable and sufficient funding of the Department's induction and mentoring efforts so that each new and/or beginning teacher is assured quality support. The Hawaii Teacher Standards Board strongly supports the maintenance of a high quality teacher induction program for every new and beginning teacher because this has been shown to be an effective strategy for keeping and supporting good teachers.

Thank you for this opportunity to testify.



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TESTIMONY BEFORE THE SENATE COMMITTEE ON WAYS AND MEANS

RE: SB 3252, SD1 – RELATING TO TEACHERS.

February 22, 2008

ROGER TAKABAYASHI, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Baker and Members of the Committee:

The Hawaii State Teachers Association strongly supports SB 3252, SD1. We appreciate the Legislature's recognition that the State of Hawaii has a serious teacher shortage and this bill will help in the state's efforts to recruit and retain teachers through various initiatives. We do have some comments that we would like to share in regards to certain sections of this bill.

First, regarding service credits, we do believe that teachers coming from out-of-state should be given some credit for years served. Increasing the current allotment of six years credit to ten for a teacher hired in a hard-to-fill school or other Department of Education (DOE) –determined shortage area will assist in recruiting and retaining teachers entering from out of state. The Association strongly feels these teachers should be placed on the pay scale equivalent to a teacher who has been teaching for ten years in the state of Hawaii and no higher.

Second, we are pleased with the housing allowance that will be established with this bill, but still do not fully understand the wording in regards to how the allowance will be configured. We are also pleased with the addition of appropriating monies for the renovation, repair and maintenance of existing teacher housing and requiring the DOE to report to the Legislature on alternative teacher housing incentives.

Overall, all other initiatives stated in the bill covering PRAXIS, teacher workforce issues, tax credits for teachers, establishing professional development schools, fund the Hawaii teacher cadet program and a Hawaii beginning teacher induction program, HSTA has testified previously in support of these initiatives.

Altogether, we feel that these initiatives will surely impact our efforts to recruit and retain teachers and strongly urge the committee to pass this bill.

Thank you for the opportunity to testify.