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## SENATE CONCURRENT RESOLUTION

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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



1 voluntarily resigned during the three years addressed  
2 in the survey, approximately four in ten are currently  
3 working in education and approximately one-half stated  
4 that they plan to work in education during the next  
5 school year;

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

13  
14 (5) Secondary-level teachers are leaving at a higher rate  
15 than elementary-level teachers; and  
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17 WHEREAS, the findings of the Hawaii Educational Policy  
18 Center survey suggest that preparation and teaching  
19 environments, especially for newer teachers, are of critical  
20 importance in teacher satisfaction and retention; and  
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22 WHEREAS, the findings of the survey suggest that strategies  
23 to address the teacher resignation issue need to be incorporated  
24 into funding strategies; and  
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26 WHEREAS, an additional measure of an effective educational  
27 system is how often teachers are moving from one school,  
28 specialty, or grade level, which would affect teachers'  
29 likelihood of improving their effectiveness within a specialty  
30 or grade level; and  
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32 WHEREAS, highly qualified teachers need the ability to  
33 effectively teach the curriculum and meet state standards in  
34 whatever grade level or specialty assignment they may receive;  
35 and  
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37 WHEREAS, an important component to retention, delivery of  
38 the curriculum, and improvement are professional development  
39 programs such as the mentorship induction program, designed to  
40 assist teachers in newer schools or assignments; and  
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42 WHEREAS, in the allocation of limited teacher preparation  
43 and mentorship resources, knowledge of the correlation of  
44 specific programs with stable and effective school faculties



1 will facilitate the targeting of those resources to the most  
2 effective programs; and  
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4 WHEREAS, the annual teacher shortage of approximately 1,500  
5 teachers in Hawaii's Department of Education requires a short-  
6 term and long-term strategy to reduce this number and to reduce  
7 the number of new hires from outside the State that tend to  
8 leave the system after shorter periods of employment; and  
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10 WHEREAS, an analysis of the effectiveness of teacher  
11 preparation programs and mentorship induction programs will  
12 provide better guidance as to how to target funds to maximize  
13 educational effectiveness in Hawaii's public schools; now,  
14 therefore,  
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16 BE IT RESOLVED by the Senate of the Twenty-fourth  
17 Legislature of the State of Hawaii, Regular Session of 2007, the  
18 House of Representatives concurring, that the Hawaii Educational  
19 Policy Center is requested to prepare a report on the  
20 effectiveness of the current status of teacher preparation and  
21 mentoring induction programs; and  
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23 BE IT FURTHER RESOLVED that the report may utilize survey  
24 information as well as available data, and include information  
25 on the following:  
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- 27 (1) Data on the overall retention of teachers by years of  
28 service within the Department of Education system;  
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- 30 (2) Specific data on the numbers and percentages of  
31 teachers that are transferring in and out of each  
32 school and analysis of factors contributing to such  
33 transfers;  
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- 35 (3) Specific data on the average length of service within  
36 the Department of Education of teachers who graduated  
37 from University of Hawaii programs, other accredited  
38 teacher preparation programs within the State of  
39 Hawaii, and those who transfer into the State from  
40 other states, and analysis of the factors contributing  
41 to differing persistence rates;  
42
- 43 (4) Data and analysis on the relationship between the  
44 existence of a teacher mentoring induction program and



the stability of teaching faculty at a school,  
including changes in assignments within the school;

- (5) Data on what strategies, if any, have been developed and implemented in response to the 2000 Hawaii Educational Policy Center study, and the results of such strategies;
- (6) Data on demographics on teacher characteristics and school characteristics;
- (7) Department of Education policies relating to teacher transfers, Department of Education reports to the United States Department of Education on addressing the No Child Left Behind law requirements, collective bargaining relating to teacher transfers and seniority, and descriptions of Institutions of Higher Education programs and related costs for preparing teaches, including accreditation reports and reviews;
- (8) A report on the current funding strategies for both capacity building in the University of Hawaii campus teacher preparation programs and University of Hawaii and Department of Education mentorship induction programs that address these issues; and
- (9) A five-year strategic plan that addresses the targeting of future resources for capacity building within the University of Hawaii system and Department of Education mentorship induction programs and other strategies that will dramatically reduce the annual teacher shortage, as well as reduce the need to recruit teachers that are less likely to continue employment within the Department of Education beyond five years; and

BE IT FURTHER RESOLVED that the Hawaii Educational Policy Center is requested to submit its report and any findings and recommendations to the Legislature not later than twenty days prior to the convening of the 2008 Regular Session; and

BE IT FURTHER RESOLVED that certified copies of this Concurrent Resolution be transmitted to the Director of the



- 1 Hawaii Educational Policy Center, the Chair of the Board of
- 2 Education, and the Superintendent of Education.

