
A BILL FOR AN ACT

RELATING TO TEACHERS.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

PART I

1
2 SECTION 1. The legislature finds that Hawaii has
3 experienced a severe teacher shortage and rampant turnover in
4 its public schools for the past decade. Each year, the State
5 hires approximately one thousand six hundred new teachers to
6 fill vacant positions statewide. However, once hired,
7 approximately fifty per cent of these newly hired teachers leave
8 the system within five years. The Hawaii educational policy
9 center reports that a primary concern of those leaving is
10 dissatisfaction with an overall lack of professional support for
11 new teachers. Additionally, the Hawaii State Teachers
12 Association reports that, based on a survey of its members,
13 approximately one-third of teachers will leave the profession
14 after only three years with forty-six per cent leaving within
15 five years.

16 The legislature further finds that the loss of teachers
17 costs the department of education approximately \$4,000,000 per



1 year. This estimation, however, may be a conservative estimate
2 with more fully comprehensive estimates totaling closer to
3 \$29,000,000 per year.

4 The purpose of this measure is to address the ongoing
5 teacher shortage problem in the State through various programs,
6 incentives, appropriations, and changes to the current law
7 relating to teachers. Specifically, this measure:

- 8 (1) Appropriates funds for public school teachers and
9 teacher candidates to take PRAXIS preparatory courses,
10 tutorials, or programs to become highly qualified
11 under the No Child Left Behind Act;
- 12 (2) Provides teachers with full service credit for prior
13 teaching experience up to a maximum of ten years when
14 determining the classification of a teacher hired to
15 teach in a hard-to-fill school, a shortage area
16 category, or other shortage area as determined
17 department of education and any newly hired teacher
18 who meets all the requirements of the No Child Left
19 Behind Act;
- 20 (3) Provides local private school or out-of-state national
21 board certified teachers with full credit for the



- 1 teacher's total number of years of teaching
2 experience;
- 3 (4) Provides teachers hired for the 2004-2005 school year
4 through the 2007-2008 school year full service credit
5 for prior teaching experience up to a maximum of ten
6 years when determining the classification of a teacher
7 hired to teach in a hard-to-fill school or other
8 shortage area as determined department of education;
- 9 (5) Appropriates funds to establish professional
10 development schools within Hawaii public schools to
11 train preservice teachers;
- 12 (6) Appropriates funds to complex areas for academic
13 coaches, professional development, and the retention
14 of teachers;
- 15 (7) Establishes the teacher housing allowance program to
16 provide housing assistance to teachers employed in
17 schools in geographically isolated areas or hard-to-
18 fill positions within the State. Appropriates funds
19 for the program and requires the department of
20 education to report to the Legislature on alternative
21 teacher housing incentives;



- 1 (9) Appropriates funds for the Hawaii teacher cadet
2 program to address the teacher shortage; and
- 3 (10) Appropriates funds for a Hawaii beginning teacher
4 induction pilot program within the department of
5 education.

6 **PART II**

7 SECTION 2. The legislature finds that the Hawaii
8 educational policy center has reported that, based on
9 preliminary data, by the 2010-2011 school year, the number of
10 new hires required each year in Hawaii public schools can be
11 reduced from one thousand six hundred to approximately one
12 thousand four hundred. By the 2015-2016 school year, the number
13 can be reduced to approximately eight hundred new hires. In
14 order to accomplish the foregoing reductions, the State must
15 support efforts to assist in-service teachers in passing PRAXIS
16 examinations to become licensed.

17 The purpose of this part is to appropriate funds to assist
18 public school teachers and teacher candidates participating in
19 preparatory courses, tutorials, or programs for the PRAXIS
20 examinations in order to become highly qualified under the No
21 Child Left Behind Act.



1 SECTION 3. There is appropriated out of the general
2 revenues of the State of Hawaii the sum of \$ or so much
3 thereof as may be necessary for fiscal year 2008-2009 to assist
4 public school teachers seeking to become highly qualified under
5 the No Child Left Behind Act by paying for their participation
6 in preparatory courses, tutorials, or programs for the PRAXIS
7 examinations.

8 The sum appropriated shall be expended by the department of
9 education for the purposes of this part.

10 **PART III**

11 SECTION 4. Section 302A-618, Hawaii Revised Statutes, is
12 amended by amending subsection (a) to read as follows:

13 "(a) The designation of any teacher to any given class
14 shall be determined by the department in accordance with
15 licensing requirements[-]; provided that, for purposes of
16 classifying teachers:

17 (1) Any teacher hired to teach in a hard-to-fill school, a
18 shortage area category, or other shortage area as
19 determined by the department and any teacher who meets
20 all the requirements of the No Child Left Behind Act
21 shall be provided full service credit equal to the
22 teacher's total number of years of teaching



1 experience; provided that the service credit shall not
2 exceed ten years; provided further that any teacher
3 hired to teach in a hard-to-fill school, a shortage
4 area category, or other shortage area as determined by
5 the department and any teacher who meets all the
6 requirements of the No Child Left Behind Act hired
7 between January 1, 2004, and June 30, 2008, shall not
8 receive retroactive pay related to the provision of
9 full service credit allowed under this paragraph; and

10 (2) Notwithstanding any provision to the contrary, a
11 national board certified teacher shall be provided
12 full service credit equal to the teacher's total
13 number of years teaching experience."

14 **PART IV**

15 SECTION 5. The legislature finds that, pursuant to Act
16 313, Session Laws of Hawaii 2001, the legislature supported and
17 funded the establishment and support of professional development
18 schools in Hawaii. Professional development schools, wherein a
19 public school enters into formal agreements with teacher
20 education programs that address standards-based education and
21 teacher preparation, equip teachers with the resources and
22 skills necessary to ensure that all students attain their full



1 potential. An important component of professional development
2 schools is mentoring and induction, which is only part of a
3 holistic approach focused on a specific school or an entire
4 complex. Professional development schools are based on shared
5 decision-making between all parties to improve student learning.
6 Professional development schools have proven successful in: (1)
7 helping hard-to-fill schools nurture their own future teachers;
8 (2) better preparing teacher candidates to teach; (3) positively
9 impacting preschool through grade twelve student achievement;
10 and (4) improving teacher retention.

11 The purpose of this part is to appropriate funds for the
12 establishment of professional development schools for teachers
13 in public schools in the State.

14 SECTION 6. There is appropriated out of the general
15 revenues of the State of Hawaii the sum of \$ or so much
16 thereof as may be necessary for fiscal year 2008-2009 for the
17 establishment of four professional development schools for
18 teachers in Hawaii public schools; provided that:

19 (1) The department of education shall allocate funds to
20 professional development schools by means of
21 competitive grants subject to the availability of
22 resources;



- 1 (2) A grant application shall include a description of how
2 the professional development school will meet the
3 professional development school standards of the
4 National Council for the Accreditation of Teacher
5 Education and the department's six images of success:
6 (A) Standards-based learning;
7 (B) Professionalism and the capacity of the system;
8 (C) Quality of student support;
9 (D) Coordinated teamwork;
10 (E) Responsiveness of the system; and
11 (F) Focused and sustained action;
- 12 (3) Five per cent of the funds appropriated for the
13 establishment and continued development of
14 professional development schools shall be set aside
15 for program administration, including an annual
16 professional development school conference;
- 17 (4) Grants may be awarded for up to five years at a time
18 and may be renewable; and
- 19 (5) Professional development schools shall present annual
20 reports to the department and shall present findings
21 at the annual professional development schools
22 conference.



1 For the purposes of this part, "professional development
2 schools" means those public schools, consortia of schools, or
3 departments within schools that have entered into formal
4 agreements with state-approved teacher education programs to
5 address standards-based education, teacher preparation, and
6 professional development.

7 The sum appropriated shall be expended by the department of
8 education for the purposes of this part.

9 **PART V**

10 SECTION 7. The legislature finds that the board of
11 education, in 2002, approved the superintendent's proposal to
12 establish complex areas, headed by complex area superintendents,
13 and comprised of two or more school complexes. Each school
14 complex consists of a high school and the intermediate or middle
15 and elementary schools that feed into it. The establishment of
16 complex areas allows each administrator to focus on the needs of
17 the supporting schools and school complexes to provide better
18 supervision and support.

19 The legislature believes that the establishment of complex
20 areas provides the opportunity for the more efficient management
21 of schools and school complexes contained therein. The
22 allocation of resources within a complex area could also prove



1 highly cost-effective. More autonomy in the management of
2 complex areas can yield beneficial results for the students,
3 staff, and administrators. For these reasons, greater
4 discretion for the allocation of resources should lie with the
5 complex area superintendents.

6 The purpose of this part is to provide funding to the
7 complex areas for academic coaches for students and programs or
8 initiatives for professional development and to increase teacher
9 retention.

10 SECTION 8. There is appropriated out of the general
11 revenues of the State of Hawaii the sum of \$ or so
12 much thereof as may be necessary for fiscal year 2008-2009 for
13 the fifteen school complex areas; provided that the funds shall
14 be provided on a per pupil basis, which shall be in addition to
15 the allocation provided according to the weighted student
16 formula; provided further that the funds appropriated shall be
17 allocated to provide for the following:

18 (1) Academic coaches for school programs for students
19 including but not limited to robotics, speech and
20 debate, and science clubs; provided that the
21 department of education shall establish and provide
22 funding at three different levels, based upon the



1 total number of students participating in the club or
2 activity and the total number of hands-on hours the
3 coach spends with the students;

4 (2) Programs or initiatives for professional development
5 for teachers; and

6 (3) Programs or initiatives to increase teacher retention.

7 The sum appropriated shall be expended by the department of
8 education for the purposes of this part.

9 **PART VI**

10 SECTION 9. The legislature finds that with an overall
11 shortage of teachers and other educational staff members,
12 including administrators and related service professionals, many
13 schools have difficulty keeping staff from accepting positions
14 in other schools or leaving the profession altogether. The cost
15 and availability of housing can greatly impact the recruitment
16 and retention of teachers, especially in geographically isolated
17 communities and in schools plagued with hard-to-fill vacancies.
18 In addition, the high cost of housing in Hawaii creates added
19 economic stress on younger teachers who are among those most
20 likely to leave the profession. The legislature further finds
21 that there is a critical need to provide housing assistance for
22 the recruitment and retention of teachers in hard-to-fill



1 positions and in geographically isolated public schools, as
2 determined by the department of education.

3 The legislature is also aware that the current condition of
4 state-owned teacher housing requires the units undergo extensive
5 repair and renovation, and will require a consistent maintenance
6 program and dedicated oversight and support personnel when the
7 program is transferred from the Hawaii housing finance and
8 development corporation to the department of education.

9 The purpose of this Act is to establish a teacher housing
10 allowance program to provide housing assistance to teachers
11 employed in public schools in geographically isolated
12 communities and public schools plagued with hard-to-fill teacher
13 vacancies. This Act also appropriates funds for the repair and
14 maintenance of existing teacher housing and requires the
15 department of education to report to the legislature on
16 alternative programs or options for addressing the teacher
17 housing needs in the State.

18 SECTION 10. Chapter 302A, Hawaii Revised Statutes, is
19 amended by adding a new section to be appropriately designated
20 and to read as follows:

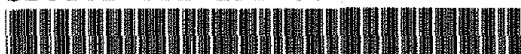
21 "§302A- Teacher housing allowance program. (a) The
22 department shall establish a teacher housing allowance program



1 to provide housing allowances to teachers employed to teach at
2 public schools in the State.

3 (b) The amount of the housing allowance shall be equal to
4 the teacher's full-time equivalence multiplied by the difference
5 between the statewide median cost of housing minus the lesser of
6 either the cost of housing in the school district where the
7 teacher is employed or the cost of housing in the school
8 district in which the teacher resides. For purposes of this
9 section, the difference between the school district's cost of
10 housing and the statewide median shall not exceed fifty per cent
11 of the median.

12 (c) The cost of the housing for each school district and
13 the statewide median shall be determined every four years based
14 on a standard set of housing specifications and on data reported
15 for the most recent annual period for which data are available.
16 A nationally recognized entity that collects statistically valid
17 housing cost data for federal government agencies and businesses
18 shall be selected by the superintendent, subject to approval by
19 the board, to collect the data. The department shall contract
20 with the entity selected under this subsection for this purpose.
21 For the purposes of this section, the "statewide median cost of
22 housing" means the cost at which there is an equal number of



1 districts with higher housing costs and with lower housing
2 costs.

3 (d) The department shall administer the teacher housing
4 allowance program and shall adopt rules pursuant to chapter 91
5 necessary for the program's implementation."

6 SECTION 11. There is appropriated out of the general
7 revenues of the State of Hawaii the sum of \$ or so
8 much thereof as may be necessary for fiscal year 2008-2009 for
9 the teacher housing allowance program established under this
10 Act.

11 The sum appropriated shall be expended by the department of
12 education for the purposes of this Act.

13 SECTION 12. The department of education shall examine
14 existing programs and options for the future, including
15 information on the costs, feasibility, and benefits of each
16 program or option for addressing the teacher housing needs
17 within the State, and submit a report of findings and
18 recommendations to the legislature no later than twenty days
19 prior to the convening of the regular session of 2009. The
20 programs or options examined shall include but not be limited to
21 a second mortgage loan program or other home loan guarantee
22 programs.



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PART VII

SECTION 13. The legislature finds that Hawaii continues to have a critical shortage of trained teachers for the public school system. In order to address the teacher shortage, members of the Hawaii alliance for future teachers initiated the teacher cadet program, which began in the 2004-2005 school year with the participation of five public high schools: Farrington, Kaimuki, Campbell, Kapolei, and Kahuku high schools. By the 2006-2007 school year, the number of participating schools had increased to twelve schools.

For three years, the Hawaii alliance for future teachers, in partnership with the department of education, implemented a course called explorations in education in some public schools in Hawaii. The goal of the Hawaii alliance for future teachers is to develop future teachers for Hawaii public schools by introducing Hawaii high school students to the world of teaching. In three years, approximately two hundred students, mostly seniors, have completed the course.

Members of the first cohort group are presently in their junior year in college. A database system has been established to track the students who have gone through the teacher cadet program while they are in college. The best and brightest



1 students have been recruited to go through a rigorous course in
2 the college of education at the University of Hawaii that
3 addresses standards in the teaching profession.

4 The content of the course includes learning styles, self-
5 assessment, developmental stages of learning, governance in
6 schools, the history of education in the United States and
7 Hawaii, and realities of the teaching profession, including
8 salaries. An important component of the explorations course,
9 renamed teacher education in 2006, is the field experience where
10 students actually experience teaching and work with teachers and
11 students on a regular basis. The feedback from students and
12 mentor teachers has been overwhelmingly positive in terms of
13 gains made by the students in the classrooms as well as the
14 enriching experience for high school students who are seriously
15 considering teaching as a career.

16 The purpose of this part is to appropriate funds to the
17 Hawaii teacher cadet program to address the teacher shortage in
18 Hawaii and provide for the expeditious release of funding by
19 removing matching requirements for appropriations made to the
20 Hawaii teacher cadet program.

21 SECTION 14. Section 302A-401.5, Hawaii Revised Statutes,
22 is amended to read as follows:



1 "[-]§302A-401.5[+] **Hawaii teacher cadet program fund.** (a)

2 There is established the Hawaii teacher cadet program fund as a
3 separate fund of the Hawaii alliance for future teachers, a
4 Hawaii nonprofit organization. Moneys received from the state,
5 county, or federal government, private contributions of cash or
6 other property, and the income and capital gains earned by the
7 fund shall constitute its assets.

8 (b) The Hawaii alliance for future teachers shall expend
9 moneys from the fund in the form of either grants to
10 organizations or contracts with private vendors to provide
11 programs for students who possess a high level of academic
12 achievement and the personality traits found in good teachers to
13 consider teaching as a career in accordance with this section.

14 (c) The fund may receive contributions, grants,
15 endowments, or gifts in cash or otherwise from all sources,
16 including corporations or other businesses, foundations,
17 government, individuals, and other interested parties. The
18 legislature intends that public and private sectors review and
19 investigate all potential funding sources. The State may
20 appropriate moneys to the fund.



1 (d) The Hawaii alliance for future teachers shall appoint
2 the members of the Hawaii teacher cadet program advisory board,
3 which shall be responsible for:

4 (1) Soliciting and otherwise raising funds for the fund;

5 (2) Establishing criteria for the expenditure of funds;

6 (3) Reviewing grant proposals using criteria established
7 by Hawaii alliance for future teachers; and

8 (4) Making recommendations for grants and other specific
9 expenditures.

10 Members of the advisory board shall be stakeholders in Hawaii's
11 public educational system, including students, parents, alumni,
12 principals, community and business leaders, and representatives
13 from the department of education and the department of
14 accounting and general services, who shall be represented on the
15 advisory board.

16 (e) In managing the moneys in the fund, the Hawaii
17 alliance for future teachers shall exercise ordinary business
18 care and prudence given the facts and circumstances prevailing
19 at the time of action or decision. In doing so, the Hawaii
20 alliance for future teachers shall consider its long- and short-
21 term needs in carrying out its purposes, its present and



1 anticipated financial requirements, expected total return on its
2 investments, price trends, and general economic conditions.

3 (f) There may be an endowment component of the fund, and
4 the Hawaii alliance for future teachers may accumulate net
5 income and add the same to the principal.

6 (g) The use of any state moneys may be restricted by the
7 legislation appropriating these moneys to the fund.

8 (h) The Hawaii alliance for future teachers may expend
9 principal from the fund for the purposes of the fund.

10 (i) Any organization submitting a proposal to the Hawaii
11 alliance for future teachers for moneys shall meet the following
12 standards at the time of application:

13 (1) Be a for-profit organization duly registered under the
14 laws of the State, or be a nonprofit organization
15 determined by the Internal Revenue Service to be
16 exempt from the federal income tax, or be an agency of
17 the State or a county;

18 (2) In the case of a nonprofit organization, have a
19 governing board whose members have no material
20 conflict of interest and serve without compensation;

21 (3) In the case of an applicant that is not a state or
22 county government agency, have bylaws or policies that



1 describe the manner in which business is conducted and
2 policies that relate to the management of a potential
3 situation involving a conflict of interest;

4 (4) Have experience with the project or in the program
5 area for which the proposal is being made; and

6 (5) Be licensed and accredited, as applicable, in
7 accordance with the requirements of federal, state,
8 and county governments.

9 (j) All proposals submitted to the Hawaii alliance for
10 future teachers for moneys shall be approved by the department
11 for consistency in meeting standards for public schools.

12 (k) Organizations or agencies to which moneys are awarded
13 shall agree to comply with the following conditions before
14 receiving the award:

15 (1) Use persons qualified to engage in the activity to be
16 funded;

17 (2) Comply with the applicable federal, state, and county
18 laws; and

19 (3) Comply with any other requirements prescribed by the
20 Hawaii alliance for future teachers to ensure
21 adherence by the recipient of the award with



1 applicable federal, state, and county laws and with
2 the purposes of this section.

3 (1) Chapter 103D shall not apply to organizations or
4 agencies that apply for grants or contracts under this section;
5 provided that the Hawaii alliance for future teachers shall be
6 held accountable for the use of the funds under a contract with
7 the department.

8 (m) Any contract awarded by the Hawaii alliance for future
9 teachers shall be made with as much competition as is practical
10 to execute its purposes.

11 (n) The fund shall be audited annually by an independent
12 auditor. The results of each annual audit shall be submitted to
13 the department not later than thirty days from the date the
14 Hawaii alliance for future teachers receives the audit results.
15 In addition, the Hawaii alliance for future teachers shall
16 retain for a period of three years and permit the department,
17 state legislators, and the auditor, or their duly authorized
18 representatives, to inspect and have access to any documents,
19 papers, books, records and other evidence that is pertinent to
20 the fund.

21 (o) The fund shall not be placed in the state treasury,
22 and the State shall not administer the fund, nor shall the State



1 be liable for the operation or solvency of the fund of the
2 Hawaii alliance for future teachers.

3 ~~[(p) For every dollar of state moneys granted by the fund~~
4 ~~to the project, there shall be a minimum of \$1 in value matched~~
5 ~~by the Hawaii alliance for future teachers in cash, or the fair~~
6 ~~market value of in-kind donations, real property, or any other~~
7 ~~item of value from federal, state, or county governments,~~
8 ~~private entities, community-based organizations, non-profit~~
9 ~~organizations, or individuals.~~

10 ~~(q)~~ (p) The ~~[superintendent of education]~~ Hawaii alliance
11 for future teachers shall submit an annual report of the
12 progress of the Hawaii teacher cadet program fund no later than
13 twenty days prior to the convening of each regular session of
14 the legislature."

15 SECTION 15. There is appropriated out of the general
16 revenues of the State of Hawaii the sum of \$ or so much
17 thereof as may be necessary for fiscal year 2008-2009 for
18 deposit into the Hawaii teacher cadet program fund established
19 under section 302A-401.5, Hawaii Revised Statutes.

20 SECTION 16. There is appropriated out of the Hawaii
21 teacher cadet program fund the sum of \$ or so much
22 thereof as may be necessary for fiscal year 2008-2009 for the



1 operations of the Hawaii teacher cadet program, including
2 recruiting additional schools for the teacher education course,
3 training of teachers, supporting teachers, mentoring of
4 students, tracking of students for the Hawaii teacher cadet
5 program, and revising and updating the Hawaii teacher education
6 curriculum.

7 The sum appropriated shall be expended by the department of
8 education for the purposes of this part.

9 **PART VIII**

10 SECTION 17. The legislature supports initiatives and
11 programs that combat the high teacher attrition rates within the
12 department of education and endeavor to develop and retain high-
13 quality teachers. The legislature finds that teacher induction
14 programs can cut teacher attrition in half and improve teacher
15 effectiveness. Accordingly, research indicates that among
16 beginning teachers nationally, forty-one per cent who do not
17 receive induction support change schools or leave the profession
18 altogether after their first year, compared to only eighteen per
19 cent of teachers who participate in high-quality induction
20 programs. Additionally, for every one dollar invested in a
21 comprehensive teacher induction program, a return of \$1.66 is
22 realized after five years.



1 The purpose of this part is to establish and fund a Hawaii
2 beginning teacher induction pilot program to assist in the
3 development and retention of highly-qualified teachers in the
4 State.

5 SECTION 18. (a) There is established a Hawaii beginning
6 teacher induction pilot program within the department of
7 education to help improve the retention of new teachers through
8 rigorous, in-depth assistance and support from highly-trained
9 mentors. The department of education shall provide staff as
10 needed for the implementation of the project.

11 (b) The goals of the Hawaii beginning teacher induction
12 pilot program shall be to:

- 13 (1) Provide an effective transition into the teaching
14 career for six hundred first-year and second-year
15 teachers;
- 16 (2) Improve the educational performance of pupils through
17 improved training, information, and assistance for six
18 hundred new teachers;
- 19 (3) Ensure professional success and retention of six
20 hundred new teachers;



- 1 (4) Ensure that fifty mentors provide intensive
2 individualized support and assistance to each of the
3 six hundred participating beginning teachers;
- 4 (5) Ensure that an individual induction plan is in place
5 for each of the six hundred beginning teachers and is
6 based on an ongoing assessment of the development of
7 the beginning teachers;
- 8 (6) Ensure continuous program improvement through ongoing
9 research, development, and evaluation; and
- 10 (7) Increase teacher retention to ninety per cent.
- 11 (c) The Hawaii beginning teacher induction pilot program
12 shall use mentors, selected on the basis of understanding of
13 standards, curriculum, assessment, and literacy and mathematics
14 education. There shall be at least sixty full-time equivalent
15 mentor positions to support six hundred beginning teachers. To
16 the extent possible, mentor positions shall be filled by
17 currently employed teachers and may include retired principals
18 and teachers on a full or part-time basis. Each mentor shall
19 attend at least twelve full days of mentor training at a mentor
20 academy, which shall include instruction on the assessment
21 tools, coaching, observation strategies, and analysis of student
22 work. The mentors shall be fully released from their classroom



1 responsibilities during participation in the program. Mentors
2 shall tailor support to the needs of each individual teacher,
3 which may include:

- 4 (1) Classroom management;
- 5 (2) At least three formal classroom observations with
6 feedback cycles;
- 7 (3) Informal observations;
- 8 (4) Collection of student data;
- 9 (5) Lesson design;
- 10 (6) Demonstration lessons;
- 11 (7) Resource identification; and
- 12 (8) Interaction with colleagues, parents, and
13 administrators.

14 Each mentor shall conduct weekly one-on-one meetings with
15 each teacher and attend weekly half-day mentor forums providing
16 continuing professional development for mentors.

17 (d) The Hawaii beginning teacher induction pilot program
18 may also include the following:

- 19 (1) A five-day summer institute for beginning teachers,
20 which includes planning for the upcoming school year,
21 familiarization with assessment tools, and a one-day



1 visit to a school to observe exemplary teachers during
2 the first days of the school year;

3 (2) Two days of release time for teachers to observe
4 exemplary veteran teachers and debrief; and

5 (3) At least three half-day trainings for school
6 administrators over the course of the school year to
7 learn how to support the program.

8 (e) The department of education shall provide for program
9 assessment that shall consist of the following:

10 (1) The New Teacher Center Formative Assessment System to
11 assist teachers and mentors in collecting data that
12 includes classroom profiles, assessment logs,
13 individual learning plans, self-assessment summaries,
14 and analysis of student work;

15 (2) The Hawaii Continuum of Teacher Development to allow
16 teachers to self-assess along four characteristics,
17 that is, emerging, applying, integrating, and
18 innovating, and to set goals at the beginning of the
19 year to be evaluated at the year's end;

20 (3) Data collection, including:

21 (A) Weekly teacher performance measures;

22 (B) Teacher certification and retention tracking;



- 1 (C) Professional development attendance rates;
- 2 (D) Student achievement, including benchmark
- 3 assessments in grades three to eight; and
- 4 (E) Teacher, mentor, and site administrator surveys;
- 5 and

6 (4) A final evaluation and written report to assess the
7 effectiveness of the program based on the teacher,
8 mentor, and site administrator surveys, professional
9 development attendance rates, student achievement
10 benchmarks, and teacher retention tracking.

11 (f) The department of education shall submit interim
12 reports on the Hawaii beginning teacher induction pilot program,
13 including its status, outcomes, findings, and recommendations to
14 the legislature no later than twenty days prior to the convening
15 each regular session from 2009 through 2011, and a final report
16 to the legislature no later than twenty days prior to the
17 convening of the regular session of 2012.

18 SECTION 19. There is appropriated out of the general
19 revenues of the State of Hawaii the sum of \$ or so much
20 thereof as may be necessary for fiscal year 2008-2009 for the
21 Hawaii beginning teacher induction pilot program established
22 pursuant to this part.



Report Title:

Teacher Shortage; Omnibus; Appropriation

Description:

Addresses the teacher shortage problem in the State through various initiatives. Appropriates funds to address the problem.
(SB3252 SD2)

