

Date of Hearing: February 1, 2008

Committee: House Education

Department: Education

Person Testifying: Patricia Hamamoto, Superintendent

Title: H.B. 3221, Relating to education

Purpose: To authorize the Hawaii Teacher Standards Board to coordinate an effort that creates a data interface network to promote the free interchange of information among public and private Hawaii teacher education institutions and the Department of Education

Department's Position: The Department of Education (Department) supports H.B. 3221 which authorizes the Hawaii Teacher Standards Board (HTSB) to coordinate an effort that creates a data interface network to promote the free interchange of information among public and private Hawaii teacher education institutions and the Department of Education. This interface is essential for the Department to continually meet the No Child Left Behind (NCLB) Title II requirements.

In Section 1, accessibility to the necessary data on teachers will help the Department in our ability to plan for and strengthen quality teachers. An electronic teacher licensing system would expedite operations and avoid the need for duplicative collection of data by multiple institutions and agencies. This sharing of information would enable all parties to expedite the processes required in the performance of their duties and responsibilities.

The Department recommends on page 2, lines 4-10, that the Board of Education (BOE) be replaced by HTSB as the coordinator of this project. In Section 2, the Department strongly recommends that the technical method for data exchange not be specified in the legislation. There are many acceptable methods of data exchange and it is not reasonable to require a specific method in the law.

As written, the bill requires interface via "simple object access protocol" web services, which will require extensive and unnecessary expenses on the part of participating organizations in cases where the partner agencies

have legacy systems. For example, for most of the types of data to be exchanged between HTSB and participating organizations, a simple encrypted nightly file transfer will accomplish all of the objectives without requiring extensive modifications and/or complex “turnkey hardware, software, and communications translation solutions” as mandated in the bill.

The Department’s personnel system for certificated employees is such a legacy system. The Department plans to replace this system over the next three years as part of an automation project and it would be a huge and unnecessary waste of resources to build a complex interface for the old system, when proven, long-established file transfer methods can accomplish the same result. Accordingly, we strongly recommend that the legislation not prescribe a specific data transfer method. The Department recommends that the second and third sentences of Section 2 be replaced by “The Hawaii Teacher Standards Board and partner agencies are directed to determine a mutually acceptable data transfer method for the data to be exchanged.” The Department will work with participating organizations to agree on a list of transactions that each organization will be prepared to service and originate. The Department would appreciate the right to determine which licensing data the Department is willing to support in the interfacing of information.

In Section 3, to assist with the implementation of teacher licensing data interface network, the Department would need additional staff positions. However, funding priority must be given to the Board of Education’s supplemental operating budget request.



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

TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION

RE: HB 3221 Relating to Education

Friday, February 1, 2008

DR. JONATHAN GILLENLINE, CHAIRPERSON
Hawaii Teacher Standards Board

Chairman Takumi and Members of the Committee:

The Hawaii Teacher Standards Board strongly supports HB3221 Relating to Education and its intent to enable our board, the Department of Education and all Hawaii State Approved Teacher Education institutions to develop interfaces with each other so that we can share critical data.

We all have a need for more timely and usable data. The following is a list of examples.

HTSB needs:

- DOE reports about teachers' work site so that we can contact teachers more quickly.
- DOE reports of teachers terminated for cause so that we can determine whether an action on the teacher's license is needed.

DOE needs:

- HTSB reports of teachers' license status so that it can complete its NCLB reports as well as adjust teachers' probationary status as needed.
- HTSB reports of license denials or revocations so that these individuals are not employed by the DOE.

Teacher preparation institutions need:

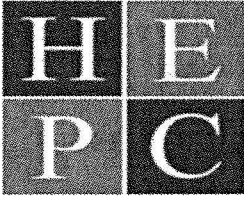
- Aggregated data about their program completers—whether they sought a license and employment in Hawaii, where they are employed, how they are faring in the classroom, etc.
- The above data enables the institutions to demonstrate the degree to which their programs are meeting the State Approval of Teacher Education performance standards, i.e. whether their candidates are performing as desired.

State policymakers need:

- Data that provides an accurate picture of teacher preparation, distribution, fields, etc., so that they can better plan for future needs.

We recommend an amendment on Page 2, Line 4-5: Delete "board of education" and replace with Hawaii Teacher Standards Board. We believe this was included in error.

Your support of HB 3221 will provide a mechanism for all the parties to move toward sharing data for multiple purposes. Thank you for this opportunity to testify.



HAWAI'I EDUCATIONAL POLICY CENTER
Informing the Education Community

Testimony Presented Before the
House Committee on Education

February 1, 2008, 2:15 pm, Room 309

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

HB 3221: Relating to Education

Chair Takumi, Vice Chair Berg, and Members of the Committee:

The Hawai'i Educational Policy Center (HEPC) supports the creation of a teacher workforce data base as described in HB 3221. Such a data base needs to have the following characteristics:

1. A home institution that has the capacity, orientation, and willingness to serve a larger group of stakeholders, the entire teacher preparation community, the Department of Education, the Hawai'i Teacher Standards Board, and policy makers;
2. The knowledge and willingness to invest in the hardware, software, and personnel to operate a web-based warehouse that not only can analyze and summarize data streams from the various stakeholders, but also allow for policy makers and the general public to query it for specific configurations of data;
3. The capacity to produce timely reports to meet the needs of policy makers;
4. The autonomy and independence to go beyond the institution's core mission, budgetary priorities, and other challenges that often diminish the ability of an agency to serve others.

While attempting to collect data on licensing, teacher program completion, university course completion, higher education degree completion, etc., 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 found:

Data collection and reporting are scattered, and at times inconsistent or difficult to interpret. There are many purposes for collecting data, disaggregating it, etc. but data collection and analysis of the teacher preparation-recruitment-retention system has not been a priority. Data may exist pertinent to these issues, but decision makers are not yet able to easily access, compile, or analyze them. A state-level data warehouse system is necessary for these purposes. Complicating establishing such a system are data often "bundled" with confidential information and personal identifications that under current law need to be removed before they can be shared.

The inability to locate reliable data to inform decision making on teacher workforce development, HEPC in its Interim Report on SCR 56 S.D. 1 recommended:

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.

HB 3221 appears to address this need.

HEPC also calls your attention to other recommendations in its Interim Report on SCR 56 S.D.1 on teacher workforce development, namely

- 1. 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.*
- 2. 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.*

HEPC directs your attention to **SB 2654**, which seeks to implement the recommendations of HEPC. SB 2654 sets in motion the necessary conditions to develop a comprehensive strategic plan to address the goals of SCR 56 S.D.1. The HEPC supports this effort, noting that the plan should be inclusive of Pre-Kindergarten through grade 12 teacher workforce development. Such planning and development falls within the P-20 Initiative, in which the University has been partner and leader. The University also recognizes the vital nature of developing a high quality teacher workforce and stands ready to step up to this challenge through its commitment to the P-20 Initiative.

The UH College of Education Dean and the TECC recognize the need for a teacher workforce database and have unanimously supported its creation. Collectively, we have the technical expertise to combine data sets at low cost, and to filter out confidential information that may be a part of the basic data of the DOE, IHEs, and HTSB.

Thank you for accepting our input on this issue.

TESTIMONY BY HiTech Quest

Jim Shon, Executive Director

RE: HB3221 RELATING TO EDUCATION.

EDN on Friday, 02-01-08 at 2:15 pm in House conference room 309.

EDNtestimony@Capitol.hawaii.gov

Hi Tech Quest respectfully opposes this bill as written. While the idea of collecting more data is admirable, we think the BOE and the DOE do not need additional authority to do this. In the past, some data has been collected, but not to this extent.

HiTech Quest prefers the recommendations of the Hawaii Educational Policy Center's recent report on teacher workforce development. This report recognizes that the DOE and the Hawaii Teachers Standard Board are important players, but not the only institutional stakeholder. It also recognizes that the institutions of higher learning have a significant role in development of and nurturing the teacher workforce pipeline.

- 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.
- 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.

It should be noted that both DOE and HTSB are members of the TECC. However, they do not "run" the TECC, nor should they be the central institutional focus of the data system. They both are constrained by internal budgetary and other program priority issues.

Frankly, one unintended consequence of HB 3221 could be to revive past rivalries between the college communities and the DOE. We would not want to see the tug of war between who is king of the hill recreated in the context of the data issue. What IS needed is a legislative mandate to require all parties to allocate time, resources and cooperation with whoever is selected as the lead.

The HEPC report included the following observation:

- Scattered Data. Data collection and reporting are scattered, and at times inconsistent or difficult to interpret. There are many purposes for collecting data, disaggregating it, etc. but **data collection and analysis of the teacher preparation-recruitment-retention system has not been a priority.** Data may exist pertinent to these issues, but decision makers are not yet able to easily access, compile, or analyze them. A state-level data warehouse system is necessary for these purposes. Complicating establishing such a system are data often "bundled" with confidential information and personal identifications that under current law need to be removed before they can be shared.

HiTech Quest prefers **SB 2654**, which seeks to implement the recommendations of HEPC. (See attachment).

A non-profit organization whose mission is to use contextual and project-based learning experiences in conjunction with the secondary education and business communities to help build a strong technology workforce in Hawaii. 1

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HiTech Quest acknowledges the important and heroic work of DOE and the Hawaii Teachers Standards Board in providing data that can be used by policy makers. However, the enormous workload of both institutions has not in the recent past created this kind of policy oriented data. It cannot be that HSTB or DOE is not interested in the kinds of teacher workforce data needed by policy makers only that other obligations have and will continue to take precedence. DOE data folk frequently indicate that they do not have the resources or time to answer many of the questions posed by policy makers. In addition, the enormous other data needs of the DOE tend to lead the technology discussion towards large system adoptions that take many years to implement. If the HEPC report is correct, we need to begin moving on this right now. There is, for large system, what might be called the "tyranny of the comprehensive," meaning that the temptation to adopt only systems that can meet all the institutional needs is overwhelming. Confidential information on teachers has been among the reasons why searches of the data base are said to be impossible, or an imposition and distraction of already overburdened staff.

Thus we have two completely different institutional responses: one that would locate the planning and creation of a data set in institutional with huge and daunting agendas, or location of the data warehouse in perhaps a more agile and less encumbered arena, the University of Hawaii.

HiTech Quest has some experience with the promotion of and adoption of technology systems. (see attachment) We know that in spite of the best intentions, large organizations with the kinds of responsibilities that the DOE and HTSB have are often less able to stop and create a data warehouse system that may be partly or mostly designed for others.

Frankly, HiTech Quest would prefer that the data tracking system be developed by a third party (no, not us) that is more focused and less encumbered. Our second choice would be the UH College of Education which needs to step up to the plate on its own data collection and service to the wider community in this regard. Creation of a data warehouse and tracking system is consistent with the mission of the College of Education and the TECC.

Mahalo.

Jim Shon
Executive Director
HiTechQuest

About HiTech Quest .

Over the past five years HTQ has sponsored more than 250 projects involving 649 students from 33 schools (public, private and home school). More than \$100,000.00 in scholarship money and software prizes has been awarded in recognition of the student's accomplishments.

The 2007 HiTech Quest Strategic Plan calls for:

- Recruiting Teacher Coordinators with Project Learning Teams
- Coordination and execution of HTQ Project Showcase Technology-focused enrichment programs to enable youth to develop additional skills that will enable them to be successful in the technology industry.
- The technology-focused enrichment programs will challenge students to develop additional technical skills. Because the programs are project-based in a real-world context, the participants develop an understanding of what will take to be successful in a career in this highly competitive, ever changing industry.

In this context HiTech Quest serves as a “case manager” to facilitate partnerships between businesses, sponsors and foundations willing to invest in education, client organizations needing a service, a teacher with a student project learning team, and a business mentor for the learning team. Specifically, HTQ provides:

- Administration support and technical assistance for Project Learning Teams in High Schools
- Recruiting & coordination for Volunteer Business Mentors
- Funding for Teacher Coordinators
- Recruiting client organizations and sponsor organizations
- Recruiting Teacher Coordinators with Project Learning Teams
- Coordination and execution of HTQ Project Showcase

For High School Teachers and Learning Teams, HiTech Quest Provides

- Project-based, real-world, hands-on educational experiences
- Ties to local business community – the viability of a career in Hawai'i
- Leadership skills in technology
- Teacher Training in project-based learning strategies and techniques
- Additional income
- Investment in technologies and capabilities for the classroom
- Opportunities for after school and vacation engagement

A non –profit organization whose mission is to use contextual and project-based learning experiences in conjunction with the secondary education and business communities to help build a strong technology workforce in Hawaii. 3

A BILL FOR AN ACT*RELATING TO TEACHERS.***BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:**

SECTION 1. The legislature finds that in 2007, the legislature adopted Senate Concurrent Resolution No. 56, S.D. 1, which requested the Hawaii educational policy center to report on the retention and change in assignment of teachers within the department of education. Pursuant to its study, the Hawaii educational policy center made several findings and recommendations to the legislature, including that the information necessary to develop a teacher workforce strategic plan, as requested in the resolution, is currently unavailable because sufficient data has not been collected annually and consistently from all stakeholders.

The legislature further finds that the Hawaii educational policy center recommended that the legislature convene a teacher workforce strategic planning committee to develop, adopt, adapt, track, and evaluate the implementation of a strategic teacher workforce development plan for the State.

The purpose of this Act is to establish the teacher workforce strategic planning committee and provide funding therefor.

SECTION 2. (a) There is established the teacher workforce strategic planning committee within the University of Hawaii. The teacher education coordinating committee shall provide administrative, technical, and clerical support to the committee.

(b) The teacher workforce strategic planning committee shall consist of nine members, without regard to section 26-34, Hawaii Revised Statutes, as follows:

- (1) The superintendent of education or the superintendent's designee;
- (2) The chair of the Hawaii teacher standards board, or the chair's designee;
- (3) One representative from the University of Hawaii at Manoa college of education;
- (4) One representative from the University of Hawaii at Hilo education department;
- (5) One representative from the University of Hawaii, West Oahu campus division of social services;
- (6) One representative from Brigham Young University Hawaii school of education;
- (7) One representative from Hawaii Pacific University teacher education program;
- (8) One representative from Chaminade University education division; and

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(9) One representative from the University of Phoenix Hawaii campus college of education.

(c) The members of the teacher workforce strategic planning committee shall select a chair from among the members. A majority of the members shall constitute a quorum. The members shall not receive compensation for their services but shall be reimbursed for necessary expenses, including travel expenses, incurred in the performance of their duties under this Act. Any member of the task force shall be immune from civil liability, as provided for under section 26-35.5, Hawaii Revised Statutes.

(d) The teacher workforce strategic planning committee shall:

- (1) Develop, adopt, adapt, track, and evaluate the implementation of a strategic teacher workforce development plan;
- (2) Develop an affordable, easily implemented, 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 policymakers 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 departure rates. The system should also contemplate the need for the transfer of appropriate data, with protocols to protect individual privacy; and
- (3) Conduct research on the development and implementation of 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.

(e) The teacher workforce strategic planning committee shall submit its findings and recommendations, including proposed legislation, if necessary, to the legislature no later than twenty days prior to the convening of the regular session of 2009.

SECTION 3. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ _____ or so much thereof as may be necessary for fiscal year 2008-2009 for the teacher workforce strategic planning committee established pursuant to this Act.

The sum appropriated shall be expended by the University of Hawaii for the purposes of this Act.

SECTION 4. This Act shall take effect on July 1, 2008, and shall be repealed on June 30, 2009.