

Personal Testimony

Testimony Presented Before the  
Senate Committee on Education

January 30, 2008, 1:15 pm, Room 225

by  
Donald B. Young, Acting Dean  
College of Education  
University of Hawai'i at Mānoa

**SB 2655: Relating to Education**

Chair Sakamoto, Vice Chair Tokuda, and Members of the Committee:

My name is Donald Young and I am the acting dean for the College of Education. I support SB 2655, which appropriates funds to establish professional development schools within Hawai'i public schools to train pre-service teachers.

Professional development schools are partnerships between institutions of higher education and P-12 schools that a) prepare new teachers, b) provide faculty development within the partner school, c) engage school and university faculty along with teacher preparation students in researching, developing, and implementing improved teaching and assessment practices, and d) improve student achievement. The Legislature supported the concept of professional development schools in the past, and funds were appropriated for professional development schools, but not released by the Governor. Research evidence shows that the professional development schools model is an effective tool in improving faculty effectiveness in both partner institutions (university and school) and in retaining quality teachers, and therefore, we support this bill.

The Hawai'i Educational Policy Center in its Interim Report to the Legislature responding to the requests of the 2007 SCR 56 S.D.1, concluded

*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.*

These multi-pronged approaches working in concert with one another can increase the number and quality of the Hawai'i teacher workforce. Well-designed, well-implemented Professional Development Schools targeting hard-to-fill schools is key.

Dean Christine Sorensen recently described one PDS model in the Honolulu Advertiser (12/02/07).

*In Professional Development Schools (PDS), mentoring and induction is one component of a holistic approach focused on a specific school or an entire complex. PDS work is based on shared decision-making drawing upon all parties to work together to improve student learning. PDS sites have proven successful in (1) helping hard-to-staff schools "grow their own" future teachers, (2) better preparing teacher candidates to teach, (3) positively impacting PK-12 student achievement, and (4) improving teacher retention. One PDS model is presented here (See attached figure).*

***Institutional Collaboration**, sharing expertise and resources, is a fundamental principal. All partners must work together—the school, university, and community.*

***Direct Student Support** is provided at the school by various partners. Activities include tutoring, technology access and training, early intervention and extended school programs, and others. Services are jointly developed based on school needs and implemented by partners based on expertise.*

***Preservice Preparation** occurs through in-depth experiences at the schools and university teacher preparation coursework on site. College faculty become members of the school community and programs encourage middle and high school students to consider teaching as a profession.*

***Teacher Development** includes high quality mentoring and induction programs for new teachers, continuing professional development for existing teachers, and participation of the school's teachers in preparing future teachers. On-site professional development is focused on issues important to the school and the achievement of students.*

*Leadership Development* includes working with principals and teacher leaders to have a deeper understanding of their schools and communities and to implement strategies to support the efforts of personnel in the school. Leadership means creating and sustaining supportive environments for teaching and learning.

*Community Involvement* is critical. Schools exist in different community contexts and the success of a PDS in improving student achievement is dependent upon engaging community members to help determine the focus of the PDS, provide feedback on strategies and activities, and build consensus in the larger community about the importance of the work.

The concept of the PDS is not unfamiliar in Hawai'i. One such project is through Ho'okulaiwi, operating in the Nanakuli Complex. UH College of Education faculty provide teacher preparation programs on site through undergraduate, post-baccalaureate, or master's degree programs. Local teachers and community members are involved in delivering the teacher preparation program. Teacher candidates are immersed in the culture and context of the schools. Professional development for existing teachers occurs routinely and is focused on the specific needs of the schools. UH faculty are integral members of the school community. Curriculum and pedagogy take the local culture into account, incorporating both Hawaiian and Western knowledge.

We believe that these practices, mentoring and induction programs and professional development schools, hold great promise for better preparing and retaining teachers and improving student achievement. In limited ways we are already implementing these promising practices that can have a huge impact on the success of our children. However, the investment needed to fully implement these programs has been inadequate. They must be expanded and funded through mechanisms that are sustainable for the long term.

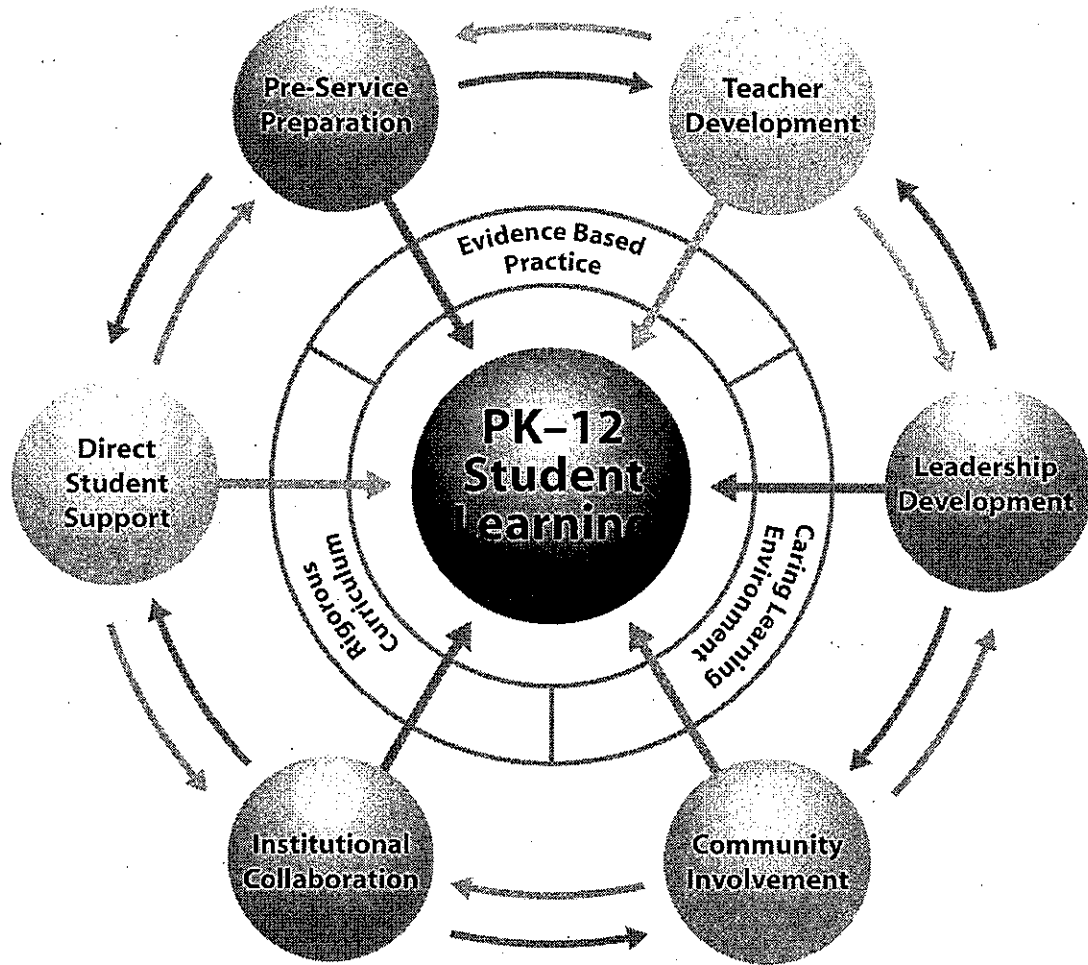
Such a comprehensive professional development school program was unanimously supported by the Teacher Education Coordinating Committee, which includes representatives of all the teacher preparation institutions in Hawai'i, as a strategy to develop the Hawai'i teacher workforce and reduce the number of new hires needed each year. These Institutions of Higher Education are committed to working with the Department of Education to support their teacher candidates and the schools in which they learn how to become professionals.

I estimate the costs associated with establishing and maintaining each professional development school at \$76,000 per year. See attached budget breakdown.

Investing in professional development schools as called for in SB 2655 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.

Thank you for the opportunity to testify today.

# Professional Development School Model



(Sorensen 2006)

## PROFESSIONAL DEVELOPMENT SCHOOLS BUDGET PROJECTION

The numbers below provide an estimate of the minimal costs in university resources to engage in a high quality professional development school model (not including indirect costs). Schools would incur additional costs for reimbursing participating teachers for their time in accordance with union contracts.

<b>Cost Item</b>	<b>Projected Cost Per Professional Development School</b>
<b>University Faculty Liaisons</b> (approximately \$20,000 per year per faculty member; additional faculty as needed for specific training)	\$50,000
<b>Travel</b> (two visits per week; travel reimbursed at collective bargaining rates)	\$1,000
<b>Compensation for School-Based Teachers</b>	\$25,000
<b>Total</b>	\$76,000