

Date of Hearing: March 14, 2008
Committees House Education and Labor &
Public Employment

Department: Education

Person Testifying: Patricia Hamamoto, Superintendent

Title: S.B. 2663, SD2 (SSCR2600), Relating to the Hawaii Teacher Standards Board

Purpose: To change the composition of the Hawaii Teacher Standards Board to include 8 licensed teachers regularly engaged in teaching members. Defines the term "teachers regularly engaged in teaching;" and clarifies nominating procedures for board members. Appropriates funds for data/information management efforts of the board. Requires the Hawaii Teacher Standards Board to include in its annual report to the governor and the legislature information on income and expenditures and supporting data.

Department's Position: S.B. 2663, SD2 (SSCR260) has five (5) parts. The Department of Education (Department) would like to comment on Part III only.

The Department supports Part III in S.B. 2663, SD2 (SSCR2600) which authorizes the Hawaii Teacher Standards Board (HTSB) to coordinate an effort to create a network incorporating the teacher education institutions and the Department in order to support the free interchange of information valuable to all participating organizations and to provide funds to achieve this interchange.

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 supports the HTSB and partner agencies being 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.



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

**TESTIMONY BEFORE THE HOUSE COMMITTEES ON EDUCATION
AND LABOR AND PUBLIC EMPLOYMENT**

RE: SB2663 SD2 Relating to the Hawaii Teacher Standards Board

Friday, March 14, 2008

DR. JONATHAN GILLENLINE, CHAIRPERSON
Hawaii Teacher Standards Board

Chairman Takumi, Chairman Sonson and Members of the Committees:

The Hawaii Teacher Standards Board supports most of the changes proposed in SB2663 SD2 Relating to the Hawaii Teacher Standards Board.

In Section 3 of the bill, we feel that the current number of 13 members has worked well and that the only change needed is to provide for a majority of teaching professionals on the Board. For this reason, we ask that on page 2, line 21 you revert "fifteen" back to "thirteen" and in line 22 change "eight" to "seven." This will then provide for a majority of teachers on the Hawaii Teacher Standards Board.

We strongly support Section 3's clarification of the term "regularly engaged in teaching." This terminology was originally included in the law because it is a term used by the National Board for Professional Teaching Standards to clarify who on its board can sit as a "teacher." Last year the Office of the Attorney General said that someone who teaches only one class meets this definition and we disagree. Teachers feel strongly that a board member who sits as a representative of teachers must indeed be teachers, school counselors or school librarians and since the board already has seats for school administrators, teacher board members should not also be administrators. Teacher board members should spend more than 50% of their work assignment in teaching.

We request further clarification of page 4, lines 1-3 by substituting the following language since it is not clear whether the national organization or the local chapter makes the nomination:

(3) Any state chapter of a national professional organization that represents teachers or school administrators; and

In addition, we ask for your approval of the amendments in Section 2 that seek to ensure that the board composition is balanced and representative of the subject areas, grade levels, and geographic distribution of teachers and school administrators. This new language will describe what has already been past practice.

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The Hawaii Teacher Standards Board along with all the members of the Teacher Education Coordinating Committee strongly supports Part III of the bill. We all have supported the development of a means by which we all can share information that will enable us to facilitate our work as well as provide data to be used for program improvement and for informing policy. 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.

The Board supports the intent of Part IV of the bill, but we are confused about why a statutory change was needed to accomplish this. With regard to page 8, lines 4-7, in the past we have included information about how our budget has been used, but we were never advised that "income and expenditures" as mentioned in SB 2663 were missing and/or inadequately reported. We are even more confused by the amendments in Lines 6-7 on page 8 since we have annually provided hard data in our report about licenses issued, etc.

As noted in every report we have submitted, we want to work with the Legislature and we believe that open and ongoing communications is necessary if we are to do so.

We ask for clarification and explanation about Section 9. What is the intent of line 22 on page 9 and lines 1-3 on page 10 and how does this impact all the other amendments contained in SB2663 SD2?

Thank you for this opportunity to testify.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
House Committee on Education and
House Committee on Labor and Public Employment

March 14, 2008, 2:00 pm, Room 309

By
Virginia S. Hinshaw, Chancellor
Presented by
Christine Sorensen, Dean
College of Education
University of Hawai'i at Mānoa

SB 2663, SD2: Related to the Hawaii Teacher Standards Board

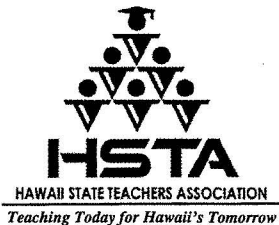
Chairs Takumi and Sonson, Vice Chairs Berg and Nakasone, and Members of the Committees:

This past year, as we have sought to study the teacher workforce in our state, we have discovered a critical need for better connected data systems. SB 2663, SD2 contains language addressing this need to share data between and among the institutions of higher education in the state, the Department of Education (DOE), and the Teacher Standards Board (HTSB). Only by being able to link data across these sectors will we be able to answer some of the question legislators and the general public have been asking us about the workforce patterns of our teachers.

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 production of teacher candidates and the state's teacher workforce capacity. Such a data warehouse could better serve State policy makers, all teacher preparation institutions in Hawai'i, the DOE and the Hawaii 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.

In addition, we support adding clarity to the recommendation and selection process for members of the HTSB.

Thank you for the opportunity to testify.



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**TESTIMONY BEFORE THE HOUSE COMMITTEES ON
EDUCATION AND LABOR & PUBLIC EMPLOYMENT**

**RE: SB 2663, SD2 – RELATING TO THE HAWAII TEACHER STANDARDS
BOARD.**

March 14, 2008

**ROGER TAKABAYASHI, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION**

Chairs Takumi, Sonson, and Members of the Committees:

The Hawaii State Teachers Association finds that in other professional licensing boards, such as the Hawaii State Bar Association (HSBA), which oversees licensing of lawyers in Hawaii, the board is composed of practicing lawyers, not judges or inactive lawyers. We strongly feel the composition of Hawaii Teacher Standards Board should also follow suit and include active teachers, since the purpose of the HTSB is to set licensing standards and issue licenses for Hawaii public school teachers. The current HTSB composition is questionable. We have a concern and would like to offer some amendments to SB 2663, SD2.

The concern deals with Part II, Section 3, Subletter (b), Line 3. Our question is what are some examples of a “national professional organization”? We would like clarification of this line.

The following are amendments we would like to offer:

-Part II, Section 3, Subletter (a) should read as follows, adding wording in *italics*:

For purposes of this section, "teachers regularly engaged in teaching" means teachers, school counselors, or school librarians *who are in the public school system and are not assigned the duties of a school administrator.*

-Part II, Section 3, Subletter (b) should read as follows, completely striking out Line 4, striking Lines 1, 2, and 3 and amending to read as follows:

(b) Except for the chairperson of the board of education, the superintendent, and the dean of the college of education, the governor shall appoint the members of the board pursuant to section 26-34, from a list of qualified nominees submitted to the governor by ~~[the departments, agencies, and organizations representative of the constituencies of the board.]:~~

- ~~(1) The exclusive representatives for public school teachers; (1) Seven (7) of the eight teacher positions shall be submitted by the exclusive representative of public school teachers;~~
- ~~(2) The exclusive representative for public school administrators; (2) One (1) of the eight teacher positions shall be at the discretion of the Governor;~~
- ~~(3) Any national professional organization with a local chapter in the State that represents teachers or school administrators; and (3) Three (3) of the three administrative positions shall be appointed by their exclusive representative.~~
- ~~(4) The Hawaii Association of Independent Schools for the private school teachers.~~

The Association, as the exclusive representative for public school teachers, strongly believes two-thirds of members of HTSB, the entity which licenses our public school teachers, should be composed of active teachers as defined in this bill. Nominees should be submitted by HSTA and approved by the governor. If HSBA licenses lawyers in Hawaii and is made up of active lawyers, why should HTSB be any different in its composition?

Thank you for the opportunity to testify.