

**L A T E**1200 Ala Kapuna Street • Honolulu, Hawaii 96819
Tel: (808) 833-2711 • Fax: (808) 839-7106 • Web: www.hsta.org**Roger K. Takabayashi**
President**Wil Okabe**
Vice President**Karolyn Mossman**
Secretary-Treasurer**Mike McCartney**
Executive Director**TESTIMONY BEFORE THE SENATE COMMITTEE ON
EDUCATION****RE: SB 3252 – RELATING TO TEACHERS.**

February 4, 2008

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

Chair Sakamoto and Members of the Committee:

The Hawaii State Teachers Association strongly supports SB 3252. We appreciate the Legislaturc's recognition that the State of Hawaii has a serious teacher shortage and this bill will help in the state's efforts to recruit and retain teachers through various initiatives. We do have some comments that we would like to share in regards to certain sections of this bill.

First, regarding service credits, we do believe that teachers coming from out-of-state should be credited for years served. However, the current allotment of only six years credit regardless of years served elsewhere has been detrimental to recruiting and retaining teachers. We feel this issue needs to be addressd and a reasonable solution found.

Second, in regards to the annual step increase for teachers receiving satisfactory service performance evaluations for five years, we notice a change from the original bill, SB 2691. In this bill, instead of a step increase there will be a half-step increase the first 3 years, with the step increase being given after the third year of satisfactory performance. We were unsure of the reason for the change and would like some clarification on it.

Third, we are pleased with the housing allowance that will be established with this bill, but do not fully understand the wording in regards to how the allowance will be configured.

Overall, all other initiatives stated in the bill covering PRAXIS, teacher workforce issues, tax credits for teachers, establishing professional development schools, fund the

Feb. 3. 2008. 12:18PM .HSTA No. 5306 P. 6
Hawaiian teacher career program and a Hawai'i beginning teacher induction program,
HSTA has testified previously in support of these initiatives.

Altogether, we feel that these initiatives will surely impact our efforts to recruit and retain teachers and strongly urges the committee to pass this bill.

Thank you for the opportunity to testify.



KALO

KANU O KA 'ĀINA LEARNING 'OHANA

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L A T E

February 3, 2008

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Barbara Robertson

Member
Guy Kaulukukui Ph.D.

For the Senate Committee on Education
February 4, 2008 hearing, 1:15 p.m., room 225

Testimony in support of SB 3252 RELATING TO TEACHERS

Chair Sakamoto and members of the committee:

We support this omnibus bill to address the perennial teacher shortage, as the support non-profit organization to a K-12 charter school, as the fiscal agent for Hālau Wānana, an institution of higher learning with 12 students in our current Hawaiian-culture based teacher education cohort, and as a member of the Teacher Education Coordinating Committee.

This bill incorporates all of the priorities of the Teacher Education Coordinating Committee. We hope that, as this bill moves along, it will consider the interests of small, start-up centers for higher learning such as ourselves and Hawaiian culture based-programs.

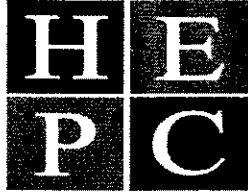
Sincerely,

Kū Kahakalau, Ph.D.
Board President

Taffi Wise
Executive Director

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*Kanu o ka 'Āina Learning 'Ohana
Grows womb-to-tomb models of education that advance Hawaiian culture for a sustainable Hawai'i*



L A T E

HAWAI'I EDUCATIONAL POLICY CENTER
Informing the Education Community

Testimony Presented Before the
Senate Committee on Education

February 4, 2008, 1:15 pm, Room 225

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

SB 3252: Relating to Teachers

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

My name is Donald Young. I am Director of the Hawai'i Educational Policy Center (HEPC).

The Hawai'i Educational Policy Center supports this bill, and especially encourages immediate funding for selected items in it. HEPC is aware that State revenues may require significant adjustments to last year's budget, and has prepared a list of highest priority items for funding in the coming fiscal year. We also suggest funding an additional list of items if other resources become available this session.

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 submitted an interim report that recommended a number of strategies that hold promise of directly addressing the State's teacher workforce development issues. Most of those recommendations are included in SB3252, and we have provided testimony on those that are also included in individual bills this session. (As a reminder, we have attached those recommendations.) Collectively these recommendations have the potential to produce a highly qualified teacher workforce in Hawai'i and to retain them in the profession once they have completed their training. However, since completing the report, the Council of Revenues projections are not encouraging. A multi-year fully funded teacher workforce program could total several millions of dollars that may not be available at this time with other high profile State needs such as the infrastructure capital needs of the University.

Although the HEPC interim report on SCR 56 S.D. 1 did not include capital improvements, it goes without saying that inadequate and shabby facilities for teacher preparation will create greater challenges in recruiting new faculty and in attracting students to the teaching profession. Thus, these recommendations go hand in hand with planning money for a new College of Education building.

The following are HEPC's specific recommendations for funding that represent a minimum level of commitment to the teacher workforce development programs in Hawai'i for the next year. We include a teacher data warehouse capacity that can begin to serve State policy makers, all teacher preparation institutions in Hawai'i, the DOE and the Hawai'i Teacher Standards Board. HEPC is concerned that the data base be housed where teacher workforce issues do not take a back seat to other priorities of the host institution. These figures do not include the needs for teacher workforce development in early childhood education, which are being considered in another bill this session. The University has testified that they have capacity to serve the early childhood education teacher preparation needs in the short term, but will need additional resources if the recommendations of the Early Learning Educational Task Force are implemented.

HEPC Recommended Priorities for Funding Strategies in SB 3252

Strategy	Level I Priority 2008-2009 Estimated Cost	Level II With Additionally Available Funds	Level III Full Implementation Estimated Cost
1a. PRAXIS preparatory courses	\$100,000		\$500,000
1b. ADD courses to address highly qualified teacher needs		\$250,000	\$1,500,000
2. Teachers ten years of service credit			
3. Out-of-state national board certified teachers with full experience credit			
4a. Workforce strategic planning committee	\$25,000	\$50,000 with research component	
4b. ADD teacher workforce data warehouse development	\$50,000		
5. Tax credit for teacher expenses			
6. Professional development schools (target secondary hard-to-staff schools, possibly with a STEM or Learning Academy)	\$75,000/PDS X 4 schools = \$300,000 per year	Additional schools at \$75,000 each per year	\$320,000 annual
7. Rehabilitation graduate loan program			
8. Annual step increases for five years			
9. Professional development courses to meet highly qualified teacher requirements	\$200,000	\$400,000	\$750,000
10. Teacher housing allowance			
11. Hawai'i teacher cadet program		\$175,000/yr	\$175,000 annual
12. Teacher induction-mentoring program (HEPC just learned this is not in the Executive budget, and thus, we have added an estimated cost to first-year priorities.)	\$3,000,000		\$5,000,000
13. Sixteen UH West Oahu positions			\$960,000
TOTALS	\$3,675,000	\$4,250,000	\$9,255,000

Level I: Priority for 2008 funding

Level II: Additional if funds are available in 2008

Level III: Estimated full implementation and long-term costs

These priority recommendations focus on retaining the teachers who are already in the DOE, supporting them, helping them to teach more effectively, and preparing new teachers in Hawai'i who will stay in teaching for their professional lives. Based on currently available data the HEPC

found that the Institutions of Higher Education in Hawai'i are producing approximately 700–800 teachers each year, a number about equal to the number of teachers who leave the DOE system each year for retirement, illness, and deaths. The workforce development issue is one of leakage more than capacity to produce new teachers. Teachers are leaving classrooms at an alarming rate. The available data are clear that investing in these retention strategies will enable the Department of Education to retain more highly qualified teachers, develop a high quality teacher workforce, and reduce the number of new hires needed each year.

As the Interim Report to the Legislature in response to SCR 56 S.D. 1 points out *Quality induction-mentoring programs provide the best available option to retain teachers in DOE employment. Numerous studies have documented positive effects on teacher retention and perhaps more important, on student achievement. A 2007 study published by Educational Research Service documents in monetary terms the benefits of funding quality induction-mentoring programs. Among the reported benefits are lowered social costs of losing new teachers from the profession, return to the school system in increased teaching skills and effectiveness of new teachers, higher student academic achievement in classrooms taught by beginning teachers equal to that of veteran teachers, lower student dropout rates, and better educated students. Economically, the researchers found that for each \$1 invested in quality teacher induction-mentoring programs there was a return of \$1.88 to the district, \$.98 to the state, \$1.66 to society, and \$3.61 to the new teacher. The researchers conclude, “. . .we were able to demonstrate that induction returns extend far beyond mere teacher retention questions. The influence on new teacher practice is by far the most important benefit and potentially extends farther if we consider the benefits to children assigned to effective teachers over the course of their K-12 careers.”*

Given the scarce resources available this year, HEPC also recommends identifying a potential nexus between teacher induction and mentoring programs and other initiatives or priorities, such as secondary schools with STEM or related learning academies, Title I, schools under restructuring, etc. Leveraging funding to achieve multiple purposes will have greater payoff than accreting programs that stretch schools' ability to respond.

RELATING TO SPECIFIC SECTIONS OF SB 3252

PART II

Regarding financial support to assist teachers to pass PRAXIS, this is a short term, high impact strategy. The DOE has teachers in its employment whose only barrier to becoming fully licensed is passing this test. With support they are likely continue teaching. Without passing the required test they will be forced to leave teaching and DOE will have to recruit replacements.

We suggest adding support to provide in-service teachers with courses that will enable them to be classified as highly qualified under federal No Child Left Behind guidelines.

PART III

Regarding service credit for years of teaching experience, HEPC has no data to assist in decision making regarding the potential effectiveness of this strategy.

PART IV

Regarding creating and supporting the Teacher Workforce Strategic Planning Committee, this was one of the recommendations in HEPC's Interim Report on SCR 56. We suggest an appropriation of \$25,000 to support work of the committee should be sufficient.

Part IV includes a provision that the Committee conduct research on the teacher workforce pipeline. HEPC recommends instead that the Committee be empowered to contract with a qualified agency to conduct such research in an amount not to exceed \$25,000.

We recommend that the bill specify that these sums be expended by the UH College of Education.

PART V

Regarding professional development schools, the Senate Education Committee received previous testimony on the effectiveness of professional development schools in SB 2655. The impact of this strategy will be greatest by targeting chronically hard-to-staff schools. A list of such schools is attached. We estimate the costs associated with establishing and maintaining each professional development school at about \$75,000 per year. Funding at \$300,000 per year will result in establishing four such schools.

One concern we have is that establishing and maintaining effective professional development schools requires continuous financial support. A one-time allocation will not get the desired and potential results. Commitment to a school-university partnership such as this must be for a minimum of three to five years.

Investing in professional development schools 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.

PART VI

Regarding graduate student loans, while the proposed graduate student loan program may have merit and addresses a well-documented need, as a strategy/incentive for building the workforce its effectiveness is not clear. The experience with the Hawai'i Educator Loan Program (HELP), one similar to the plan proposed here, has not yet resulted in the desired impact.

HELP was administered jointly between the UHM Financial Aids Office (FAO) and the College of Education. It seemed logical at that time to house it in the FAO while COE handled the application process and monitored the student's progress from application, to completion of program of study, to DOE employment. Post graduation employment monitoring was problematic without the DOE's assistance as UH doesn't have resources to follow up on graduates' placements. HELP is now administered by FAO.

HEPC is concerned that SB 3252 proposes that the Center on Disability Studies (CDS) administer this loan program. CDS has no mechanism to handle loans or tracking students and no history of ability to do so. Lacking the necessary infrastructure, responsibility would fall on the

College of Education Chief Administrative Officer. COE has no mechanism to handle this responsibility. We suggest that, if funded, the UH FAO administer this loan program.

PART VII

Regarding performance-based salary increases, HEPC has no data to assist in decision making regarding the potential effectiveness of this strategy.

PART VIII

Regarding support for teachers, as pointed out above, one of the major barriers to continued employment is the inability of a relatively large number of currently employed teachers to meet the highly qualified requirements of the No Child Left Behind legislation. We strongly urge that the focus of the limited funds that may be available this year to support this part of the bill be on providing *(2) programs or initiatives for professional development for teachers, and (3) programs or initiatives to increase retention* (SB 3252 page 18). Support for teachers to meet highly qualified status will have an immediate and effective impact with a high probability of teacher retention pay off.

PART IX

Regarding housing allowances, HEPC has no data to assist in decision making regarding the potential effectiveness of this strategy.

PART X

Regarding the teacher cadet program, while not a short-term solution, supporting HAFT will further efforts to recruit the best of Hawai'i's students into education and to "grow our own" teachers. The preliminary work done by the Hawai'i Alliance for Future Teachers has been successful in working with a number of high schools in Hawai'i. HAFT has developed enthusiasm for teaching among high school students and provided a new way to reach out to recruit potential new teachers. The established teacher cadet program is supported by all of the Institutions of Higher Education (IHEs) involved in teacher preparation, who work closely and actively with HAFT.

PART XI

Regarding induction-mentoring, the HEPC Interim Report on SCR 56 recommends supporting teacher induction-mentoring as the single best strategy with the highest pay off in teacher retention and improved learning in classrooms. However, we note a discrepancy in the bill. As drafted, SB 3252 provides for "at least sixty full-time equivalent mentor positions" (SB 32523 page 28). The cost of sixty positions at \$50,000 per position is \$3,000,000. However, Section 27 (SB 3252 page 30) appropriates a sum of \$300,000. The \$3 million is the likely target with a significant return on investment in saving recruiting and teacher turnover costs and higher student achievement as reported in the HEPC Interim Report on SCR 56. We included the cost at \$3,000,000 in our recommendations for priority funding in this bill.

PART XII

Regarding teacher education positions for West Oahu, HEPC finds little data to support this strategy and it may be premature. HEPC recommends instead creating and supporting the Teacher Workforce Strategic Planning Committee as called for in Part IV, which was one of the

recommendations in HEPC's Interim Report on SCR 56. The Committee should be charged to consider this proposal for UH West Oahu in its deliberations.

In gathering data for its Interim Report on SCR 56, HEPC found that combined the Institutions of Higher Education in Hawai'i produce 700–800 teachers annually, a number about equal to the number of teachers who leave the DOE system each year for retirement, illness, and deaths. The teacher workforce development issue is one of leakage more than of capacity to produce new teachers. Teachers are leaving classrooms at an alarming rate. The available data are clear that investing in retention strategies will enable the Department of Education to retain more highly qualified teachers, develop a high quality teacher workforce, and reduce the number of new hires needed each year.

HEPC knows of no marketing data on the potential applicant pool in Hawai'i. The State is at nearly full employment further reducing the available applicant pool for teacher education. We do know the State's teacher preparation colleges do not have waiting lists of qualified applicants.

HEPC recommends maintaining sharp focus for the coming year on priority strategies that impact retention as having the greatest immediate impact on the continuing teacher workforce development problem.

Thank you for the opportunity to testify.

Interim Findings and Recommendations (HEPC Interim Report to the Legislature on SCR 56 S.D.1)

After reviewing the available data, HEPC reports the following preliminary findings and recommendations:

1. A Teacher Work Force Strategic Plan as called for in SCR 56 S.D. 1 is premature in that there are not yet sufficient data collected annually and consistently from all stakeholders to create a well-articulated five-year plan. In addition, none of the various stakeholders or agencies involved in teacher recruitment, preparation, employment and support currently regard teacher workforce systems planning as one of their primary missions, nor is there consensus among the various stakeholders as to who should take the lead.
2. 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.
3. 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.
4. 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.
 5. The Legislature should fund research to develop and implement 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.
 6. 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.

DOE Schools Listed From Highest Teacher Turnover Rate to Lower Rates.

School	2005 % Class Not Taught by HQT	2006 % Class Not Taught by HQT	2006 % Teacher Transfer	2006 % Teacher Leaving	Total % Turnover	DOE Hard-to-Staff School	DOE District	DOE Complex	DOE NCLB Status
Hilo Intermediate	31.9%	32.4%	12.8%	12.8%	25.5%		Hawai'i	Hilo	Restruct.
Nanakuli HS	58.3%	41.6%	7.7%	11.0%	18.7%	x	Leeward	Nanakuli	Restruct.
Waianae Intermediate	48.3%	45.9%	6.5%	11.7%	18.2%	x	Leeward	Waianae	Restruct.
Waianae HS	57.7%	41.7%	5.4%	12.2%	17.7%	x	Leeward	Waianae	Restruct.
Wahiawa MS	49.6%	19.6%	4.6%	12.1%	16.7%		Central	Leilehua	Restruct.
Kapaa HS	39.3%	30.7%	5.0%	11.3%	16.3%		Kauai	Kapaa	Correct Action
Molokai HS	71.3%	21.5%	5.3%	10.6%	15.8%	x	Maui	Molokai	Plan for Restruct
Kapaa MS	42.9%	37.6%	1.9%	13.5%	15.4%		Kauai	Kapaa	Correct Action
Konawaena MS	53.3%	22.2%	10.0%	5.0%	15.0%		Hawai'i	Konawaena	
Kohala MS	11.6%	25.5%	14.3%	0.0%	14.3%	x	Hawai'i	Kohala	Correct Action
Central MS	11.9%	15.7%	14.3%	0.0%	14.3%		Honolulu	McKinley	Restruct.
Mililani HS	28.5%	20.0%	5.0%	9.3%	14.3%		Central	Mililani	Restruct.
Lahaina Intermediate	59.3%	41.7%	4.7%	9.3%	14.0%		Maui	Lahaina-luna	Correct Action
Honokaa HS	40.8%	13.7%	8.3%	5.0%	13.3%		Hawai'i	Kohala	Correct Action
Konawaena HS	29.7%	26.4%	7.2%	5.8%	13.0%		Hawai'i	Konawaena	Correct Action
Kalakaua MS	24.3%	21.4%	11.3%	1.6%	12.9%		Honolulu	Farrington	Plan for Restruct.
Waiakea HS	25.3%	19.1%	5.7%	6.9%	12.6%		Hawai'i	Waiakea	
Campbell HS	34.3%	31.1%	4.1%	8.3%	12.4%		Leeward	Campbell	Correct Action
Niu Valley MS	16.1%	7.7%	11.1%	0.0%	11.1%		Honolulu	Kaiser	
Molokai MS			0.0%	10.5%	10.5%	x	Maui	Molokai	Restruct.
Washington MS	9.9%	21.7%	5.7%	4.3%	10.0%		Honolulu	Kaimuki	Correct Action

L A T E

Date: February 2, 2008

Committee: Education

Hearing: Monday, February 4, 2008, 1:15 p.m. State Capitol, Conf. Rm. 225

Person Testifying: Dr. Valentina M. Abordonado, Director, Teacher Education Program, Hawai'i Pacific University

Title of the Bill: SB 3252

Purpose of the Bill: Addresses the teacher shortage problem in the State through various initiatives. Appropriates funds to address the problem.

Hawaii Pacific University Teacher Education Program's Position:

The Hawaii Pacific University Teacher Education Program (HPU TEP) is dedicated to preparing highly qualified teachers for the State of Hawaii, and as such, supports the Legislature's continuing efforts to address the critical shortage of teachers.

The Hawaii Pacific University Teacher Education Program concurs with the intent of this Bill and strongly supports the appropriation of funds for the initiatives described in this bill. In particular, the HPU TEP would like to weigh in on the following initiatives:

Educator Loan Program

Request that the legislature include provisions in this omnibus bill for the Educator Loan Program, addressed earlier in SB 2698 and SB 3039.

The proposed revision to this program addressed in these bills would allow teacher candidates enrolled in any state-approved teacher education program at any institution in Hawaii to participate in the Educator Loan Program, which was previously afforded only to students enrolled at public institutions. All institutions, both public and private, prepare highly qualified teachers for the Hawaii State Department of Education and no one institution is equipped to meet the critical need for teachers; therefore, this program should be extended to all programs that serve our State.

As the largest private institution of higher learning in the State of Hawaii, HPU's Teacher Education Program represents a significant pipeline into the profession of education. Our field-based, standards-driven, inquiry-oriented, and technology-rich curriculum forms the basis for a quality program that prepares highly qualified teachers for Hawaii's public schools. The vast majority of our students are employed as teachers for the State Department of Education, and we have already begun to make significant contributions to easing the critical shortage of teachers in our State. Therefore, we believe that the Legislature would be well-served to support

this measure as it would provide an important incentive for all individuals seeking to serve Hawaii as public school teachers.

Professional Development Schools

As the largest private institution of higher learning in the State of Hawaii, HPU's Teacher Education Program has entered into formal affiliation agreements signed by Hawaii State Superintendent of Education at five public schools in each of the districts on Oahu. These school-university partnership agreements enable HPU to prepare highly qualified teachers for the State while contributing to the professional development needs of the school. It is the vision of our university to extend this partnership to developing professional development schools (PDS), which are modeled after the concept of "teaching hospitals." Legislative funding for Professional Development Schools would enable our university to realize its vision of serving our public schools by delivering courses on their campuses and participating in other professional development activities that directly benefit the partner school.

Therefore, we believe that the Legislature would be well-served to support this bill as it would not only serve to support professional development schools, which have a long, research-based history of improving student learning, but also because it would contribute significantly to the professional development needs of our State's in-service and pre-service teachers.

Teacher Cadet Program

As the director of a state-approved teacher education program at Hawaii Pacific University, I am pleased by this provision, which proposes mentorship and encouragement to young people whom we hope to nurture into the profession of education.

I am so committed to this program that I serve as the private university representative to the Hawaii Alliance for Future Teachers (HAFT), which has worked hard to promote this program. As a collegiate partner in support of this curriculum, I am pleased to report that the curriculum is as rigorous and challenging as any collegiate course that I teach.

The Teacher Cadet program is a worthwhile program that encourages academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. This program also provides these talented future community leaders with insights about teachers and schools so that they will be civic advocates of education.

This program deserves our wholehearted support for its great potential to contribute significantly to our statewide efforts to resolve the critical teaching shortage in Hawaii.

Antonette Port
Educational Consultant
808-941-9624

L A T E

February 4, 2008

Senator Norman Sakamoto, Chair
Senator Jill N. Tokuda, Vice Chair
Committee on Education

Testimony: SB 3252 Relating to Teachers

Thank you for this opportunity to testify in strong support of SB3252.

I am an educational consultant currently on contract with Hawaii Pacific University. I am also a retired State Department of Education employee having served as an Educational Officer with the Department for 32 years. I have had the privilege of participating as a member of the Teacher Education Coordinating Committee (TECC) off and on for a period of over 20 years.

The TECC is comprised of representatives from each of the Institutions of Higher Education(IHEs) that offer teacher education programs, the Department of Education(DOE) and the Hawaii Teacher Standards Board(HTSB) TECC has for a number of years faced the challenges of the persistent teacher shortage in Hawaii. Realizing that no single university or teacher education program can meet the needs of the State, the members of the TECC have come together to propose a set of initiatives that will jointly begin to tackle the staffing shortage problem.

The TECC priorities contained in SB 3252 represent a collaborative effort to support each other in facing the challenge of reducing the teacher shortage in Hawaii and improving the quality of education for all children.

Senate Bill 3252 proposes among other incentives: 1) Professional Development Schools; 2) a Hawaii Educator Loan Program for public and private teacher education students; and 3) PRAXIS practice/tutoring and courses to address "Highly Qualified Teacher" requirements.

Each subset is a critical piece in the puzzle. Implemented together, they can and will make a significant difference in the education of Hawaii's children.

I strongly urge your committee to approve SB 3252.

Sincerely,



Antonette Port

LATE TESTIMONY

Date of Hearing: February 4, 2008

Committee: Senate Education

Department: Education

Person Testifying: Patricia Hamamoto, Superintendent

Title: S.B. 3252, Relating to teachers

Purpose: To address the teacher shortage problem in the State through various initiatives. Appropriates funds to address the problem.

Department's Position: The Department of Education (Department) supports S.B. 3252 and has the following comments on the teacher shortage omnibus bill:

In Part III, Section 4, the Department has concerns over this provision requiring a specific matching amount of teaching experience credit be given to previously employed teachers outside of the Department in specific areas. Since there is a national shortage of teachers, the Department needs to implement strategies to recruit teachers in general to Hawaii. Limiting the teaching experience only to hard-to-fill school placements will not resolve other issues that face the teaching profession. Section 4, #1, should be amended with the addition of teachers who teach in shortage area categories (i.e. special education, math, science, English) and teachers who meet all the requirements of the No Child Left Behind (NCLB) Act. While the Department would prefer to be able to negotiate teaching experience credit through the collective bargaining process, the provision of full service credit equal to the National Board certified teacher's total number of years of teaching experience will also enhance recruitment of outstanding teachers for our schools.

In Part IV, Sections 5, 6, and 7, the Department supports the provisions providing additional funds to research teacher retention and recruitment issues. However, we do not support the formation of a separate task force to develop and evaluate the implementation of a strategic teacher workforce development plan since recruitment issues can already be evaluated by the Hawaii Educational Policy Center as its purpose is to provide objective, data-based information in the form of policy briefs, reports, articles, and forums bearing on public and private education policy and practices at all levels.

In Part V, Sections 8 and 9, the Department strongly supports these provisions, which would establish and fund professional development schools. The

development of these exemplary schools, with structures that support teacher candidate training and learning, faculty development, and enhance student learning, will positively impact the quality of education in Hawaii.

In Part VI, Sections 10, 11, 12, 13, and 14, the Department supports these provisions, which would establish a rehabilitative and related services graduate school loan program for qualified individuals in the areas of occupational therapy, physical therapy, speech language pathology, and school psychology. The loan program would be an important recruiting tool for the Department as it is difficult to find qualified personnel in these specialized services.

In Part VII, Section 15, which provides annual step increases for teachers as a means of providing compensation for teachers, the Department suggests the addition of language that would tie any annual step increase to:

Student achievement and classroom results

Performance contracts for teachers

Extracurricular work completed with/for students

Satisfactory ratings on the Department's Professional Evaluation Program for Teachers

Annual step increases should be given only to those teachers who are fully licensed and have met the provisions of the No Child Left Behind Act (NCLB).

This would be an incentive to teachers to pursue their license prior to the four years currently allowed by the Hawaii Teacher Standards Board and meet the necessary requirements of NCLB. Moreover, the standards for a satisfactory performance evaluation should be in line with the standards and procedures set forth in the *Hawaii State Teachers Association and the State of Hawaii Board of Education Collective Bargaining Agreement July 1, 2007 - June 30, 2009, Section VIII, Teacher Performance*. Annual step increases will also require additional funding to implement the proposal.

In Part VIII, Sections 16 and 17, which appropriate funds to the complex areas for academic coaches and programs or initiatives for professional development or increased teacher retention, we recommend language changes that would allow the Department of Education to determine complex area allocations to ensure that complex area plans are consistent with State level initiatives and meet or exceed the Department's standards for high quality coaching, professional development, and teacher retention.

In Part IX, Sections 18, 19, and 20, which would establish a teacher housing allowance program to provide housing assistance to teachers employed in public schools in hard-to-fill vacancies, additional funds will be required to implement and monitor the program.

In Part XII, Sections 28 and 29, the Department supports the additional 16 teacher education positions at the University of Hawaii, West Oahu campus. A graduate or post-baccalaureate teaching program in Leeward Oahu should increase the pool of highly qualified teachers. The Department recommends that the 16 positions be used to teach courses in a State-Approved Teacher Education Program or supervise student teaching and that the University of Hawaii should determine its priority since it is the expending agency.

The Department of Education appreciates the Legislature's recognition of the critical shortage of trained teachers within the public school system and the importance of qualified teachers in supporting student achievement. However, funding priority must be given to the Board of Education's supplemental operating budget requests before this measure.

Aloha,

My name is Melia Tauvela and teach the Teacher Education course at Kamehameha High School-Kapalama Campus. I am writing to address SB 3252 - the Omnibus Education Bill for the Teacher Shortage problem and HB 2279 - Teacher Cadet bill submitted by Rep John Mizuno in the House. I am in full consent of both Bills and believe that the enactment of these Bills will help to:

1. With regards to the teacher retainment issue, home grow more teachers from Hawaii whose heart and soul reside in Hawaii
2. Allow for more opportunities to expose students in the public school system to the teaching profession
3. Offer the students of Hawaii the best possible teachers they could culturally ever have

I believe having a heart for the children of Hawaii is fundamental to becoming a good teacher in Hawaii and the students that I have observed in the public school system who are taking the Teacher Education class have just that. Feel free to observe for yourself and see the good that they are bringing to the profession and to the lives of Hawaii's students. It is with unswerving support that I ask you to enact both of these bills. I appreciate your time and effort on the deliberation of this topic and look forward to your enactment of SB 3252 and HB 2279.

Mahalo nui loa,

Melia Tauvela

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