

Date of Hearing: March 14, 2008

Committees: House Education and Labor &  
Public Employment

Department: Education  
Person Testifying: Patricia Hamamoto, Superintendent  
Title: S.B. 3252, SD2 (SSCR2853), 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, SD2 (SSCR2853) which addresses various issues relating to teacher shortages, retention, and professional development. The Department has the following comments on this omnibus bill:

In Part III, Section 4, we recommend the bill be amended by changing "classifying teachers" to "**determining salary credit** for teachers,"

- (1) "service credit to **salary credit**" and "full service credit" to "full salary credit." Using the term service credit has retirement implications and seniority status. For example, a teacher coming in with ten years of experience would be eligible for ten years of retirement credit and be vested in the Employees Retirement System.

Since there is a national shortage of teachers, the Department needs to implement strategies to recruit a wide variety of teachers. Limiting the teaching experience only to hard-to-fill school placements will not resolve other issues that face the teaching profession. Section 4, should also be amended to include 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. The Department would prefer to be able to negotiate teaching experience credit through the collective bargaining process.

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 incentive compensation for performance, the Department recommends that any step increases should be tied to collective bargaining agreements.

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.



# UNIVERSITY OF HAWAII SYSTEM

## Legislative Testimony

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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 3252, SD2: Relating to Teachers**

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

The College of Education supports SB 3252, SD 2 as a high priority for the state's education system. Teacher recruitment and retention continues to be an important issue in the state's schools. A significant number of teachers leave schools during their first three years of employment. This bill attempts to put together a set of initiatives to address teacher workforce development in the state.

We are cognizant of the need to prioritize components as we face tight fiscal times, however, we want to reiterate that a comprehensive and long range program has more capacity to make significant difference. As its priorities in SB 3252, SD 2, the College recommends the following in priority order: Professional Development Schools, Mentoring and Induction for Teachers, Praxis preparation, and the Teacher Cadet Program. These priority recommendations focus on retaining existing teachers, helping them to teach more effectively, and promoting a "grow our own" teacher pipeline among Hawai'i high school students who are more likely to remain in the state for their future professional lives.

This past fall, College of Education leaders participated in discussions with a variety of education stakeholders, including the Teacher Education Coordinating Committee (TECC), and we have reviewed the information provided by the Hawai'i Educational Policy Center (HEPC) in its report on the teacher workforce in the state. We believe that one of the most pressing problems in our state is a need to attract and retain a quality teaching workforce. Many of the policies identified in SB 3252, SD 2 have the potential, collectively, to positively impact the teacher workforce and help to address the state's needs for highly qualified teachers. The data we have seen suggest that the priority for the state should be programs designed to retain

teachers and more fully develop their skills rather than simply aim to produce more teachers, particularly at a time when there is unused production capacity within existing teacher education programs.

The College of Education recommends targeting priority strategies that impact retention as having the greatest immediate impact on the continuing teacher workforce development problem. We recommend passage of SB 3252, SD 2 and investment of resources in priority areas.

Thank you for the opportunity to testify.

LINDA LINGLE  
GOVERNORSHARON C. MAHOE  
EXECUTIVE DIRECTOR

**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: SB3252 SD2 Relating to Teachers**

**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 the broad and overarching approach of SB3252 SD2 to strengthen the teacher workforce. Together, Parts I through X offer a comprehensive approach to recruiting, retaining and supporting a qualified teacher workforce.

We are especially supportive of Part IV and Part VIII of the bill because we believe that establishing and supporting Professional Development Schools is an effective way of preparing new teachers in a real school setting while simultaneously providing professional development opportunities to in-service teachers much like how teaching hospitals enable interns to learn alongside residents and experienced doctors.

**At a time of limited resources, investing in Professional Development Schools makes good sense** because it not only provides for new teacher preparation, but also promotes university and P-12 faculty development, directs inquiry at the improvement of teaching practice, and focuses on student achievement. Interns prepared in PDSs are eagerly sought for employment because of the rich experiences afforded them through the PDS partnership and their ability to hit the road running.

We urge you to consider amending Section 6 of the bill so that the schools that were previously selected to receive implementation grants several years ago, be the first ones considered in Item (1) on page 7 for funding. These schools previously prepared and submitted their proposals and were simply waiting for funds to be released so they could move forward. Thus, we recommend that Item (1) read as follows:

- (1) The department of education shall allocate funds to professional development schools by means of competitive grants subject to the availability of resources and previously selected project schools shall have first consideration;

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

Testimony on SB3252 SD2 Relating to Teachers  
Page 2 of 2

Part VIII of the bill provides for a beginning teacher induction pilot program. Based on Act 159 of the 2005 Legislature, the Department was mandated to “establish and maintain a standardized statewide teacher induction program...” despite the fact that no funds were provided at that time. For this reason it is unclear why Part VIII refers to a “pilot program.” What seems to be most needed is stable and sufficient funding of the Department’s induction and mentoring efforts so that each new and/or beginning teacher is assured a program of quality support. The Hawaii Teacher Standards Board strongly supports the maintenance of a high quality teacher induction program for every new and beginning teacher because this has been shown to be an effective strategy for keeping and supporting good teachers.

Thank you for this opportunity to testify.



HAWAI'I EDUCATIONAL POLICY CENTER  
*Informing the Education Community*

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

**SB 3252 SD2: Relating to Teachers**

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

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 has prepared a list of highest priority items for funding in the coming fiscal year. We also suggest reduced funding levels should resources not be available this session. These priority items are also supported by the Teacher Education Coordinating Committee (TECC).

In response to Senate Concurrent Resolution 56 SD1 *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. Many of those recommendations are included in SB3252 SD2. (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 SD1 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. 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 SD2**

Strategy	Priority 2008-2009 Estimated Cost	Reduced Level With Limited Funds	Estimated Full Implementation Cost
Part II. PRAXIS preparatory courses	\$100,000	\$100,000	\$500,000
Part IV. 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	\$150,000 (two high priority schools)	\$320,000 annual
Part V. Professional development courses to meet highly qualified teacher requirements	\$200,000	\$0	\$750,000
Part VII. Hawai'i teacher cadet program	\$175,000	\$100,000/yr	\$175,000 annual
Part VIII. Teacher induction-mentoring program	\$3,000,000	\$1,000,000	\$5,000,000
<b>TOTALS</b>	<b>\$3,775,000</b>	<b>\$1,350,000</b>	<b>\$6,745,000</b>

Level I: Priority for 2008 funding

Level II: Reduced levels if funds are limited 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. We have attached an estimated number of teachers who will be impacted by the priority levels of funding recommended above.

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 SD1 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 SD2**

### **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.

Recommended level of funding is \$100,000.

### **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 professional development schools, 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.

HEPC recommends funding at \$300,000.

## **PART V**

Regarding support for teachers, 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 SD1 page 11, lines 4-6). Support for teachers to meet highly qualified status will have an immediate and effective impact with a high probability of teacher retention pay off.

We recommend \$200,000 be allocated for this purpose.

## **PART VI**

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

## **PART VII**

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.

We recommend funding at \$175,000 for the teacher cadet program.

## **PART VIII**

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. As drafted, SB 3252 SD2 provides for "at least sixty full-time equivalent mentor positions" (SB 3252 SD2 page 25, line 14). The cost of sixty positions at even a modest \$50,000 per position is at minimum \$3,000,000. The \$3 million invested in induction and mentoring will provide a significant return 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.

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 your for the opportunity to testify.

**Projected Numbers of Teachers Retained  
by Implementing Measures Recommended in SB 3252 SD2**

<b>HEPC Recommended Priority Strategy</b>	<b>Recommended Funding Level</b>	<b>Current Number of Teachers in Need</b>	<b>Projected Number of Teachers Who Can be Supported</b>	<b>Projected Number of Teachers Retained After 3 Years</b>
1. Support for teachers to pass PRAXIS Leverage \$100,000 with DOE resources for tutoring, materials, and test fees; add support for neighbor island teachers in hard-to-staff schools; assume half are already local residents; potential additional support from IHEs	\$100,000	1,500	750	300
2. Professional Development Schools (3-4) to target hard-to-staff schools (sustained multi-year) Leverage DOE and IHE efforts; assume 100 teachers per school with 20% turnover	\$300,000		100	75
3. Support for teachers to meet highly qualified status Leverage with IHEs and DOE efforts; develop and deliver 11 courses; teachers need multiple courses to be qualified	\$200,000	2,728	220	50
4. Induction-Mentoring Program (sustained multi-year) Leverage with IHEs and DOE efforts; target hard-to-staff schools; provide 30 mentor teachers w/15 teachers per	\$3,000,000	1,200	450	225
<b>Projected Total Teachers Retained (3 years or more)</b>				<b>670</b>

## **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.

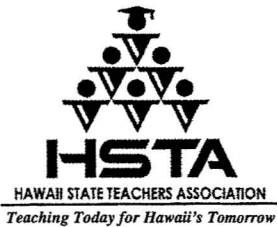
In order to accomplish this reduction, initiatives in the next two years, including budget proposals by the various publicly funded state agencies, should focus on areas where data already suggest clear action and hold promise of success. These include the following recommendations.

- 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	Lahainaluna	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	Correc 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



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

**RE: SB 3252, SD2 – RELATING TO TEACHERS.**

March 14, 2008

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

Chairs Takumi, Sonson and Members of the Committees:

The Hawaii State Teachers Association strongly supports SB 3252, SD1. We appreciate the Legislature'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 with the committee regarding certain sections of this bill.

First, regarding service credits, we believe teachers coming into the Department of Education (DOE) from out-of-state should be given some credit for years served. Increasing the current allotment of six years credit to ten for (1) teachers hired in a hard-to-fill school or other DOE –determined shortage area and (2) teachers who meet all requirements of the No Child Left Behind Act will assist in recruiting and retaining highly qualified teachers from out of state. The Association strongly feels these teachers should be placed on the pay scale equivalent to a teacher who has been teaching for ten years in the state of Hawaii, but not at a higher level.

Second, we are pleased with the housing allowance provided in this bill. However, we remain unclear how the allowance will be calculated. We notice the deletion of appropriations for the renovation, repair and maintenance of existing teacher housing. We recognize that money may be short but hope there will be a reconsideration to reinstate the appropriation as teacher housing has been a factor to our teacher shortage.



Third, the Association would like to support the appropriation of funds for Hawaii Alliance for Future Teachers and the Hawaii Teacher Cadet Program which encourages our high school students to pursue education as a profession. These students will hopefully become educators in Hawaii. The increase in the number of students pursuing an education degree would help reduce the teacher shortage in our state and contribute to the betterment of Hawaii's public school system.

HSTA has testified previously in support of all other initiatives stated in the bill covering PRAXIS and a Hawaii beginning teacher induction program.

Altogether, we feel that these initiatives will favorably affect our efforts to recruit and retain teachers and strongly urge the committee to pass this bill.

Thank you for the opportunity to testify.

**Antonette Port**  
**Educational Consultant**  
**808-941-9624**

March 14, 2008

Rep. Roy M. Takumi, Chair  
Rep. Lyla B. Berg, Ph. D. Vice Chair  
Committee on Education

Rep. Alex M. Sonson, Chair  
Rep. Bob Nakasone, Vice Chair  
Committee on Labor and Public Employment

**Testimony: SB 3252,SD 2 Relating to Teachers**

Thank you for this opportunity to testify in strong support of SB3252, SD 2.

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, SD 2 i.e. Part II (PRAXIS preparation), IV (professional development schools), and VIII (induction-mentoring) represent a historically significant collaborative effort to meet the challenges of providing and retaining highly qualified teachers for Hawaii. These initiatives have been thoughtfully developed based on research, the wisdom of professional practice and experience, and a strong desire to meet the educational needs of the children and youth of Hawaii.

Each of these is a critical element. 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, SD 2.

Sincerely,

Antonette Port  
Educational Consultant