



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

**Date:** 01/30/2013

**Committee:** House Education

**Department:** Education

**Person Testifying:** Kathryn S. Matayoshi, Superintendent of Education

**Title of Bill:** HB 0060 RELATING TO EDUCATION

**Purpose of Bill:** Amends the definition of "student instructional hours" for elementary and secondary schools.

**Department's Position:**

The Department of Education (Department) supports HB 60. This bill clarifies the definition of "student instructional hours" for elementary and secondary schools. The Department understands that improving student outcomes requires strategies to both increase time and improve instruction and student engagement.



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## TESTIMONY BEFORE THE HOUSE COMMITTEE ON EDUCATION

RE: H.B. 60 -- RELATING TO INSTRUCTIONAL TIME.

WEDNESDAY, JANUARY 30, 2013

Person Testifying: WIL OKABE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

**Wil Okabe**  
President

**Karolyn Mossman**  
Vice President

**Joan Kamila Lewis**  
Secretary-Treasurer

**Alvin Nagasako**  
Executive Director

Chair Takumi and Members of the Committee:

The Hawaii State Teachers Association (HSTA) is **opposed to H.B. 60**, relating to student instructional hours.

HSTA is the exclusive representative of more than 13,500+ public and charter school teachers statewide. As the state affiliate of the 2.2 million member National Education Association, the HSTA believes that the definition stated in H.B. 60 relating to student instructional hours must be developed and implemented with teachers and their representatives through collective bargaining.

HSTA believes that instructional time is the teachers work day and should not be legislated. As such, language on defining a teachers work week clearly defined in 2004, when the Legislature enacted Act 51, "Reinventing Education Act of 2004" whereas each school was allowed to address a bell schedule based on the needs of the school population, feeder school, bus and lunch schedules. In addition, the law allowed schools to formulate bell schedules based on factors such as facilities design and distance between classrooms.

Instructional time is the teacher workday and should not be legislated. Instructional time is in the collective bargaining agreement and if the teacher work day is lengthened, teachers must be compensated.

The proposed bill is unclear and will need more information and clarity on the definitions set forth, as well as a review by the Department in order for teachers to determine what they will be teaching under each catch all section such as "all other activities in which there is a related general learner outcome attached to such time", in addition to how the statewide performance assessment would be counted as student instructional hours.

As such, HSTA **opposes H.B. 60** as we believe that student instructional hours must be developed and implemented with teachers and their representatives through collective bargaining.

Thank you for the opportunity to testify.



January 30, 2013  
2:00 p.m.  
Conference Room 309

TESTIMONY TO  
THE HOUSE COMMITTEE ON EDUCATION

**RE: HB 60 – Relating to Education**

Chair Takumi, Vice Chair Ohno and the members of the committee,

My name is Robert Witt and I am executive director of the Hawaii Association of Independent Schools (HAIS), which represents 99 private and independent schools in Hawaii and educates over 33,000 students statewide.

**HAIS supports HB 60** which extends the definition of “student instructional hours” in elementary and secondary schools to include activities in which there is a related general learner outcome such as project-based learning assignments, technology-assisted learning, presentations by persons other than teachers.

Here are some examples taken from the dialogue presently underway with Hawaii’s public and private schools within the context of the Hawaii Community Foundation “Schools of the Future” Initiative.

--Video instruction. The increasingly popular Khan Academy provides evidence that short and concise lessons presented via crisply designed video are effective in engaging students outside of formal class time; similarly, the new “flip-teaching” strategy allows a teacher to tape a week’s worth of content in advance and rely on students to view, and review such video content during the week while at home, thus increasing engagement at home, and at the same time making class time more useful and practical as a time to apply new knowledge to problems, case studies, group work and more.

--There is good reason to believe that good practice in medicine may provide some answers to this problem. Physicians are the top professional in the field of medicine, and increasingly they are leveraging their time via the use of Physician’s Assistant and/or nurses with advanced training. Without increasing the amount of time that a

professional teacher spends with instruction, paraprofessionals can extend learning time with lower costs.

--Similarly, given the number of after-school programs available in our schools, mostly focusing on care and recreation, these extra hours might be re-focused into co-curricular programs led by paraprofessionals who extend formal learning time by working in collaboration with a professional teacher.

--“Schools of the future” are places where much learning will occur in teams where teachers help students define problems that need solving by using “project-based learning” and where student teams are mobilized to invest many hours engaged in problem-solving activities with only occasional interaction with teachers.

--Like “project-based” learning, “directed studies” is another strategy that leverages teacher talent by maximizing self-initiated student learning.

--One last new frontier that has promise for “schools of the future” is performance-based assessment which serves to allow students to demonstrate to their teachers and peers what they have learned in a unit of study; simultaneously, such students are “teaching” their peers because they have mastered a particular subject, put what they have learned into presentation mode, and then share with their peers.

This thinking is preliminary; there is much more that might be explored and discovered by moving in this direction.

Thank you for the opportunity to testify.

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Telephone: 808 926-1530  
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House Committee on Education  
Representative Roy Takumi, Chair  
Representative Takashi Ohno, Vice Chair

January 30, 2013

Dear Chair Takumi, Vice Chair Ohno and Committee Members:

This testimony is submitted in support with amendments of HB60, on instructional time.

The Hui for Excellence in Education (HE'E) is a diverse coalition of over 40 parent and community organizations dedicated to improving student achievement by increasing family and community engagement and partnerships in our schools. Our member list is attached.

We like that the bill creates separate definitions for elementary and secondary students.

We request that you consider the following amendment for the section relating to the definition for secondary students:

1. Under Section 1, #2, regarding secondary school instructional time:  
Delete:  
(F) All other activities in which there is a related general learner outcome attached to such time.

We feel that "all other activities related to GLOs" at the secondary level should be captured in existing DOE curriculum and classes or taken care in items A, B, C, D and E. (F) for secondary students could lead to unnecessary confusion for principals, teachers and School Community Councils in crafting bell schedules. The General Learner Outcomes are important, but should not be included in the definition of secondary student instructional time.

Thank you for the opportunity to testify and for your consideration. Our support of this bill represents a 75% consensus or more of our membership.

Sincerely,

Cheri Nakamura  
HE'E Coalition Director

After-School All-Stars Hawaii  
Alliance for Place Based Learning  
\*Castle Complex Community Council  
Center for Civic Education  
Coalition for Children with Special Needs  
\*DOE Windward District  
\*Faith Action for Community Equity  
Fresh Leadership LLC  
Girl Scouts Hawaii  
\*Good Beginnings Alliance  
Harold K.L. Castle Foundation  
\*Hawaii Appleseed Center for Law and Economic Justice  
Hawai'i Athletic League of Scholars  
\*Hawai'i Charter School Network  
\*Hawai'i Education Matters  
\*Hawai'i Nutrition and Physical Activity Coalition  
\*Hawaii State PTSA  
Hawai'i State Student Council  
Hawai'i State Teachers Association  
Hawai'i P-20  
Hawai'i 3Rs  
Head Start Collaboration Office  
It's All About Kids  
\*INPEACE  
Joint Venture Education Forum  
Kamehameha Schools  
\*Kanu Hawai'i  
Kupu A'e  
\*Leaders for the Next Generation  
McREL's Pacific Center for Changing the Odds  
\*Our Public School  
\*Pacific Resources for Education and Learning

\*Parents and Children Together  
\*Parents for Public Schools Hawai'i  
Punahou School PUEO Program  
Teach for America  
The Learning Coalition  
US PACOM  
University of Hawai'i College of Education  
YMCA of Honolulu  
Voting Members (\*)





# HAWAI'I EDUCATIONAL POLICY CENTER TESTIMONY

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Presented by Jim Shon, Director  
Hawaii Educational Policy Center  
January 30, 2013

COMMITTEE: House Education  
DATE: January 30, 2013  
TIME: 2 pm  
PLACE: Conference Room 309

RE: HB 60 RELATING TO EDUCATION

POSITION: HEPC supports expanded definitions of learning, especially if these this can translate into longer and more flexible learning environments.

COMMENTS:

HEPC would like to take this opportunity to provide some basic information on the relationship between project based learning and so-called Expanded Time learning. This tracks efforts to schedule instructional time in ways that facilitate smaller, project-based learning groups.

<http://www.ed.gov/blog/2012/12/reimagining-the-school-day/>

"I think these are the kernels of a national movement," Secretary Arne Duncan said earlier this week during the announcement of a major new effort by public schools in five states to add significantly more time to the school year for tens of thousands of students starting in the 2013 school year.

Expanded Time Schools

[http://www.timeandlearning.org/files/Mapping\\_the\\_Field\\_Executive\\_Summary.pdf](http://www.timeandlearning.org/files/Mapping_the_Field_Executive_Summary.pdf)

Mapping the Field: A Report on Expanded Time Schools in America

Author: Jessica Edwards

*Mapping the Field: A Report on Expanded-Time Schools in America*, identifies 1,002 expanded-time schools across the United States, up from 655 schools identified the last time NCTL issued the report, in 2009 – an increase of 53 percent. These 1,002 schools serve 520,000 students, up from 300,000 in the 2009 report. The 2012 report defines expanded-time schools as public schools that expand learning time for all enrolled students; operate with a school day of at least seven hours; and have a substantially longer day or year when compared with surrounding public schools.

An analysis of the 1,002 expanded-time schools in the NCTL Database reveals the following:

- Expanded Time (ET) Schools are a widespread and diverse group;
- Expanded-time schools are located in 36 states and the District of Columbia.
- The schools serve approximately 520,000 students and represent about 1 percent of all schools nationwide.
- Four in 10 ET schools are traditional district schools; the remaining 60 percent are charter schools.
- Almost three-quarters (72%) of ET schools are in urban areas.
- Nearly 6 in 10 (58%) ET schools have student populations that are at least 75 percent eligible for free or reduced-price lunch (vs. 20% of schools nationally).
- One-third (33%) of ET schools serve a student body that is at least 99 percent minority (vs. 22% of schools nationally).

Thank you for the opportunity to testify. HEPC stands ready to provide analysis and research for bills and issues before the Legislature.

**HAWAI‘I EDUCATIONAL POLICY CENTER**

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## **TESTIMONY FOR HOUSE BILL 60, RELATING TO EDUCATION**

**House Committee on Education  
Hon. Roy M. Takumi, Chair  
Hon. Takashi Ohno, Vice Chair**

**Wednesday, January 30, 2013, 2:00 PM  
State Capitol, Conference Room 309**

Honorable Chair Takumi and committee members:

I am Kris Coffield, representing the IMU Alliance, a nonpartisan political advocacy organization that currently boasts over 150 local members. On behalf of our members, we offer this testimony in strong support of House Bill 60, relating to education.

No detailed definition of “student instructional hours” currently exists under state law. Yet, as you are well aware, HRS §302A-251 currently directs all public elementary schools (excluding charter and multi-track schools) to implement a school year that includes 915 student instructional hours during the current school year, with secondary schools directed to implement a school year that includes 990 student instructional hours beginning in 2014. Institution of these increases necessarily involves dialogue about the distribution of instructional time, in part as it relates to overall work time for educators. Such discussions are only possible, though, if everyone is operating from a common, carefully elaborated baseline, which can only occur if you pass the definitional change contained in this bill.

Moreover, education reform efforts often involve analyses regarding the impact of student instructional time on learning growth. While studies have evinced mixed results about the correlation between these two items, local research on the how this correlation functions in our state's classrooms can only be performed on the basis of a common operational framework. Put simply, the state cannot scrutinize the impact of, experiment with, and subsidize reform efforts related to instructional time without knowing what such time legally means, both for educators and other stakeholders affected by the length of the school day.

We would like to note that this bill is extremely permissive. The definition of “student instructional hours” contained in this bill is broad, connecting instructional time to general learner outcomes, something the Hawaii State Teachers Association has continually requested.

General learner outcomes are the overarching goals of standards-based learning for all students in all grade levels, including the following:

- ⤴ **Self-directed Learner:** (the ability to be responsible for one's own learning);
- ⤴ **Community Contributor:** (the understanding that it is essential for human beings to work together);
- ⤴ **Complex Thinker:** (the ability to demonstrate critical thinking and problem solving);
- ⤴ **Quality Producer:** (the ability to recognize and produce quality performance and quality products);
- ⤴ **Effective Communicator:** (the ability to communicate effectively); and
- ⤴ **Effective and Ethical User of Technology:** (the ability to use a variety of technologies effectively and ethically).

As you can see, these six GLOs are panoramic in scope and subsume virtually all pedagogical and administrative tasks related to students, from directed subject-matter instruction to assessments to personal and generalized behavior modification. Thus, in theory, aside from professional development, team and parent meetings, and teacher prep periods, **nearly any activity related to the teacher workday can be related to a GLO**, making this an extremely teacher-friendly proposal.

On a personal note, we entreat you to address the lack of a statewide definition of “student achievement” in the near future. While this measure is not the appropriate place to begin such a discussion, it is worth noting, perhaps, that overall efforts to reform lagging schools and advance achievement are inhibited by the lack of specificity regarding what achievement entails. Disagreement over what metrics to utilize for assessment should not be viewed as a barrier to bringing stakeholders together to discuss how to define success and, hopefully, find common ground from which to build schools that are a reflection of our own best selves.

Mahalo for the opportunity to testify in strong support of this bill.

Sincerely,  
Kris Coffield  
*Legislative Director*  
IMUAlliance