

# SB238

Relating to Education  
EDU

NEIL ABERCROMBIE  
GOVERNOR



KATHRYN S. MATAYOSHI  
SUPERINTENDENT

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

**Date:** 02/06/2013

**Committee:** Senate Education

**Department:** Education

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

**Title of Bill:** SB 0238 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 SB 238. 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.



February 6, 2013

3:00 p.m.  
Conference Room 414

TESTIMONY TO  
THE SENATE COMMITTEE ON EDUCATION

**RE: SB 238 – Relating to Education**

Chair Tokuda, Vice Chair Kidani 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 SB 238** which amends the definition of ‘school 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, and presentations by persons other than teachers.

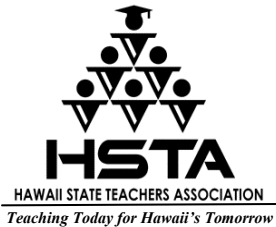
Here are some examples taken from the dialogue presently underway with Hawaii’s public and private schools within the context of the Hawaii Community Foundation “Schools of the Future” Initiative.

- 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, give 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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## TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION

**Wil Okabe**  
President

**Joan Kamila Lewis**  
Vice President

**Colleen Pasco**  
Secretary-Treasurer

**Alvin Nagasako**  
Executive Director

DATE: WEDNESDAY, FEBRUARY 06, 2013

RE: S.B. 238 – RELATING TO INSTRUCTIONAL TIME

PERSON TESTIFYING: WIL OKABE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

The Honorable Chair Tokuda and Members of the Committee:

The Hawaii State Teachers Association is **opposed** to SB 238, 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 part of the teachers' work day and should not be legislated. As such, language on defining a teachers' work week was 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 part of the teachers' workday and should not be legislated. Instructional time is in the collective bargaining agreement and if the teachers' 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 SB 238** 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.

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Telephone: 808 926-1530  
Contact@HEECoalition.org

Senate Committee on Education  
Senator Jill Tokuda, Chair  
Senator Michele Kidani, Vice Chair

February 6, 2013

Dear Chair Tokuda, Vice Chair Kidani and Committee Members:

This testimony is submitted in support with amendments of SB238, 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

HE'E Member List

Academy 21

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 (\*)



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Legislative Director

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## **TESTIMONY FOR SENATE BILL 238, RELATING TO EDUCATION**

**Senate Committee on Education**  
**Hon. Jill N. Tokuda, Chair**  
**Hon. Michelle N. Kidani, Vice Chair**

**Wednesday, February 6, 2013, 3:00 PM**  
**State Capitol, Conference Room 414**

Honorable Chair Tokuda 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 Senate Bill 238, 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. That said, if the definition contained in this bill is deemed to be so broad (particularly for secondary schools) as to create unequal apportionment of instructional time for different students (with some students receiving more instructional time than others because of, for example, participation in project-based learning, thereby confusing implementation of mandated instructional time increases under Act 167), we would urge the committee to create a list of exclusions from the definition, omitting those activities that cause instructional time disparity.

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

**From:** [mailinglist@capitol.hawaii.gov](mailto:mailinglist@capitol.hawaii.gov)  
**To:** [EDU Testimony](#)  
**Cc:** [jshon@hawaii.edu](mailto:jshon@hawaii.edu)  
**Subject:** \*Submitted testimony for SB238 on Feb 6, 2013 15:00PM\*  
**Date:** Sunday, February 03, 2013 12:46:45 PM

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**SB238**

Submitted on: 2/3/2013

Testimony for EDU on Feb 6, 2013 15:00PM in Conference Room 414

Submitted By	Organization	Testifier Position	Present at Hearing
Jim Shon	Hawaii Educational Policy Center	Oppose	Yes

**Comments:**

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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