



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

**Date:** 03/16/2015  
**Time:** 02:00 PM  
**Location:** 309  
**Committee:** House Education

**Department:** Education

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

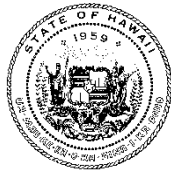
**Title of Bill:** SB 0847, SD2 RELATING TO TEACHERS.

**Purpose of Bill:** Authorizes an additional per year bonus for teachers who maintain current national board certification and teach at a school in a focus, priority, or superintendent's zone school under the National Board Certification Incentive Program. Authorizes an additional per year bonus through the end date of a teacher's national board certification, for teachers who received a bonus for teaching at a school in a focus, priority, or superintendent's zone school under the National Board Certification Incentive Program, and continue teaching at that school after the school is no longer so classified. (SD2)

**Department's Position:**

The Department of Education (Department) supports SB 0847, SD2.

The proposed revisions to subsections (a)(2) and (a)(4)(A) of Hawaii Revised Statutes section 302A-706, as reflected in Section 1, page 1, line 12 and page 2, lines 5-8 of SB 0847, SD2. The proposed revisions delete outdated terms and update the statutory language to reflect the Department's current Strive HI accountability index.



**STATE OF HAWAII**  
**HAWAII TEACHER STANDARDS BOARD**  
650 IWILEI ROAD, SUITE 201  
HONOLULU, HAWAII 96817

**TESTIMONY BEFORE THE HOUSE**  
**COMMITTEE ON EDUCATION**

PERSON TESTIFYING: Lynn Hammonds, Executive Director

DATE: Monday, March 16, 2015

TIME: 2:00 PM

LOCATION: State Capitol Conference Room 309

TITLE OF BILL: SB847 SD2 RELATING TO TEACHERS

PURPOSE OF BILL: Authorizes an additional per year bonus for teachers who maintain current national board certification and teach at a school in a focus, priority, or superintendent's zone school under the National Board Certification Incentive Program. Authorizes an additional per year bonus through the end date of a teacher's national board certification, for teachers who received a bonus for teaching at a school in a focus, priority, or superintendent's zone school under the National Board Certification Incentive Program, and continue teaching at that school after the school is no longer so classified. (SD2)

Chair Takumi, Vice Chair Ohno and Members of the Committee:

The Hawaii Teacher Standards Board (HTSB) **strongly supports** SB847 SD2 so that Hawaii National Board Certified Teachers (NBCT) who teach in a focus, priority or superintendent's zone school may receive an additional bonus.

In addition, the HTSB encourages your committee to enlarge the scope of this bill to include Hawaii charter school teachers who attain NBCT certification so that teachers in all Hawaii public schools are recognized and rewarded for their exemplary work with Hawaii's students.

Thank you for this opportunity to testify.



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819  
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

TESTIMONY BEFORE THE HOUSE  
COMMITTEE ON EDUCATION

Wil Okabe  
President  
Joan Kamila Lewis  
Vice President  
Colleen Pasco  
Secretary-Treasurer  
Wilbert Holck  
Executive Director

DATE: MONDAY, MARCH 16, 2015

RE: S.B. 847, S.D. 2 - RELATING TO TEACHERS

PERSON TESTIFYING: JOAN LEWIS, VICE PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

The Honorable Chair Roy Takumi, Honorable Vice Chair Takashi Ohno and Members of the Committee:

National Board Certification has long been recognized as the gold standard of licensure for the teaching profession. The state of Hawai'i has established a laudable history of developing a strong National Board Certified Teaching (NBCT) corps. Both through the financial support provided for NBCT candidates, and through the NBCT bonuses that are available for all public school teachers who are Nationally Board Certified, the state is clear about making a strong investment for the benefit of Hawai'i's public school students.

The state has also followed the research related to NBCTs and their positive impact on student learning by establishing an additional bonus for work in schools that are hard to staff, underperforming, and/or under-resourced in some way. This second bonus had been available to all NBCTs who worked in schools that were not meeting the Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB) Annual Yearly Progress (AYP) benchmarks. Hawai'i's NBCTs have worked in good faith in schools throughout the state that were not making AYP. In return, they were earning the bonus related to that good work.

Recently, Hawai'i began implementing a different set of benchmarks under its STRIVE HI program. As the language of NCLB and AYP no longer matched the new benchmarks, the state has found that it has no legal vehicle to continue paying the previously mentioned bonus. This bill would correct that. It is clear that this legislative body wants to continue supporting Hawai'i's NBCT's work in our high need schools.

We believe that S.B. 847 can provide both the immediate fix and the long term solution to ensuring that our fine teachers are able to continue their good work with the support of the state of Hawai'i. The language in this bill will remain consistent even when federal legislation does not. Further, as amended, allows the state to continue its commitment to the very teachers it wants in our high need schools regardless of changes in school designation.

On behalf of Hawai'i's 13, 500 public and public charter school teachers, well over 500 (and growing) of which are Nationally Board Certified Teachers, the Hawai'i State Teachers' Association **SUPPORTS S.B. 847, S.D. 1.**

841 Bishop St., Suite 301  
Honolulu, Hawaii 96813



Telephone: 808 926-1530  
Contact@HEECoalition.org

House Committee on Education  
Representative Roy Takumi, Chair  
Representative Takashi Ohno, Vice Chair

March 16, 2015

Dear Chair Takumi, Vice Chair Ohno and Committee Members:

This testimony is submitted in support for SB847 SD2, which authorizes an additional per year bonus for teachers who maintain current board certification and teach at schools in a focus, priority or superintendent's zone under the National Board Certification Incentive Program.

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.

The Coalition understands that teacher quality is considered to be one of the most influential factors in student achievement. National board certification is rigorous and allows teachers to analyze and improve their practice. We believe it is important to continue to reward teachers who voluntarily undergo this process.

Regarding the additional bonus, we think that the incentive should be greatest for national board certified teachers who are at schools in a focus, priority or superintendent's zone, schools with a high turnover rate, and schools that are hard to fill as determined by the Department.

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

Sincerely,

Cheri Nakamura  
HE'E Coalition Director

Academy 21  
After-School All-Stars Hawaii  
Alliance for Place Based Learning  
\*Castle Complex Community Council  
\*Castle-Kahuku Principal and CAS  
Center for Civic Education  
Coalition for Children with Special Needs  
\*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 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  
Junior Achievement of Hawaii  
\*Kaho'omiki  
Kamehameha Schools  
Kanu Hawai'i  
\*Kaua'i Ho'okele Council  
Keiki to Career Kaua'i  
Kupu A'e  
\*Leaders for the Next Generation  
Learning First  
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 (\*) Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*



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

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## **TESTIMONY FOR SENATE BILL 847, SENATE DRAFT 2, RELATING TO TEACHERS**

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

**Monday, March 16, 2015, 2:00 PM  
State Capitol, Conference Room 309**

Honorable Chair Takumi and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 300 local members. On behalf of our members, we offer this testimony in support of SB 847, SD2, relating to teachers.

This bill amends HRS §302A-706 to authorize, under the Teacher National Board Certification Incentive Program, an additional \$5,000 per year bonus for teachers who maintain current national board certification and teach at a school in a Focus, Priority or Superintendent's Zone. Priority and Superintendent's Zone schools are those falling in the two lowest-performing categories under the Department of Education's Strive HI Performance System, in which schools earn points based on achievement, growth, readiness, and achievement gap metrics. Priority schools demonstrate persistently low achievement or graduation rates, or are participating in the School Improvement Grants Program. Superintendent's Zone schools are a subset of Priority schools showing a persistent inability to meet performance goals over time. Together these schools account for the bottom 5 percent of Hawaii's schools with regard to academic achievement. Focus schools comprise approximately 10 percent of underperforming schools with low achievement, low graduation rates, or large intraschool achievement gaps. While not struggling as badly as their Priority or Superintendent's Zone peers, these schools, too, face teacher recruitment and retention problems owing to chronic resource shortages, demographic inequalities, and achievement disparities. Without the guarantee of quality instruction, the incremental progress made by these schools could be jeopardized. It is, therefore, incumbent upon policymakers to take steps to ensure that students in such schools are taught by highly motivated, highly qualified, and highly compensated professionals. Additionally, we gleefully note that the bill allows the additional \$5,000 bonus for teaching in low-achieving or impoverished schools to continue for the perpetuity of a teacher's NBCT certification, even after the school's achievement has progressed. Thus, teachers will no longer be penalized for successfully boosting their school's performance levels.

That said, we encourage you to amend this bill to include Title 1 schools, too, namely those schools that serve low-income student populations. Highly effective teachers are, as your committee has routinely recognized, the key component to student success. Unfortunately, our schools have been plagued by the nation's highest teacher turnover rate, a turnover rate that has, in recent years, exceeded 50 percent turnover every five years. Hawai'i's high cost of living, sadly, undermines the retention of highly effective teachers, while simultaneously suppressing purchasing power. At the same time, a study performed by Stanford sociologist Sean Reardon found that the “rich-poor gap” in math and reading test scores is roughly 40 percent larger now than it was 30 years ago. While we recognize that our suggested amendment would increase the number of schools covered by the bill from approximately 40 underachieving STRIVE-HI schools to about 230-240 total schools, we must find creative ways of incentivizing professional development to keep our best educators in the classroom, especially in impoverished communities.

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

Sincerely,  
Kris Coffield  
*Executive Director*  
IMUAlliance



**SB847**

Submitted on: 3/15/2015

Testimony for EDN on Mar 16, 2015 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Alicia Nakamitsu	Individual	Support	No

Comments: My name is Alicia Nakamitsu and I am a National Board Certified Teacher (NBCT) currently working at Aiea High School on Oahu as a Math Teacher. I am writing in support of SB847 SD2. Passage of this bill is of the utmost importance for the following reasons: 1. National Board Certification is an indicator of excellence. Teacher quality has long been recognized as an indicator for student success and achievement. The National Board process is rigorous and demanding. It challenges each teacher to provide evidence of his or her exemplary teaching quality. Upon successfully earning the certification, teachers should be provided a financial reward for doing so. 2. Teachers who would like to earn certification deserve to be supported. Many teachers covet this certification but are unable to pursue it due to expensive application fees. This measure would provide a financial incentive for teachers to pursue this certification knowing that they would be all/partially reimbursed upon successful completion of the process. 3. Struggling schools need NBCTs. Under the provisions of this bill, teachers who teach at high-turnover, Focus, Priority, Superintendent's Zone, or Title I schools would receive an additional financial incentive, even once a school loses its classification. This is an important provision because it rewards teachers for their longevity at and commitment to a struggling school, where teacher leaders are sorely needed to help motivate students and staff toward continuous school improvement. Thank you for your attention in this matter. If you should have any questions or concerns, please do not hesitate to contact me at [nakamitsua@gmail.com](mailto:nakamitsua@gmail.com).

**SB847**

Submitted on: 3/15/2015

Testimony for EDN on Mar 16, 2015 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Angie Miyashiro	Individual	Support	No

Comments: I support SB 847. I teach in a rural area where we work with many disadvantaged kids. They are great, but it is a lot of work. I am NBCT certified and chose to go to a hard to fill school to make a difference. Please support this SB 847. Thank-you, Dr. Angie Miyashiro

SB 847 – Okemura

My name is Audrey Okemura and I am a National Board Certified Teacher (NBCT) currently working at Pearl City High on March 15, 2015 as a librarian. I am writing in support of SB847 SD2. (HB 11)

Passage of this bill is of the utmost importance for the following reasons:

1. National Board Certification is an indicator of excellence. Teacher quality has long been recognized as an indicator for student success and achievement. The National Board process is rigorous and demanding. It challenges each teacher to provide evidence of his or her exemplary teaching quality. Upon successfully earning the certification, teachers should be provided a financial reward for doing so.

2. Teachers who would like to earn certification deserve to be supported. Many teachers covet this certification but are unable to pursue it due to expensive application fees. This measure would provide a financial incentive for teachers to pursue this certification knowing that they would be all/partially reimbursed upon successful completion of the process.

3. Struggling schools need NBCTs. Under the provisions of this bill, teachers who teach at high-turnover, Focus, Priority, Superintendent's Zone, or Title I schools would receive an additional financial incentive, even once a school loses its classification. This is an important provision because it rewards teachers for their longevity and commitment to a struggling school, where teacher leaders are sorely needed to help motivate students and staff toward continuous school improvement.

Thank you for your attention in this matter. If you should have any questions or concerns, please do not hesitate to contact me at 486-9868.

Audrey Okemura

National Board Certification has long been recognized as the gold standard of licensure for the teaching profession. The state of Hawai'i has established a laudable history of developing a strong National Board Certified Teaching (NBCT) corps. Both through the financial support provided for NBCT candidates, and through the NBCT bonuses that are available for all public school teachers who are Nationally Board Certified, the state is clear about making a strong investment for the benefit of Hawai'i's public school students.

The state has also followed the research related to NBCTs and their positive impact on student learning by establishing an additional bonus for work in schools that are hard to staff, underperforming, and/or under-resourced in some way. This second bonus had been available to all NBCTs who worked in schools that were not meeting the

Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB) Annual Yearly Progress (AYP) benchmarks. Hawai'i's NBCTs have worked in good faith in schools throughout the state that were not making AYP. In return, they were earning the bonus related to that good work.

Recently, Hawai'i began implementing a different set of benchmarks under its STRIVE HI program. As the language of NCLB and AYP no longer matched the new benchmarks, the state has found that it has no legal vehicle to continue paying the previously mentioned bonus. This bill would correct that. It is clear that this legislative body wants to continue supporting Hawai'i's NBCT's work in our high need schools.

I believe that S.B. 847 can provide both the immediate fix and the long term solution to ensuring that our fine teachers are able to continue their good work with the support of the state of Hawai'i. The language in this bill will remain consistent even when federal legislation does not. Further, as amended, allows the state to continue its commitment to the very teachers it wants in our high need schools regardless of changes in school designation

Dear Committee Members;

As a teacher who has taught at both private and public educational institutions in Hawaii, I believe that it is critically important for the State to continue providing incentives for teachers to pursue National Board Certification. It is equally important to provide additional incentives for teachers working in a focus, priority or superintendent zone school, as National Board Certification impacts, not only the students in the classroom but their families and the surrounding community in general.

I am an excellent teacher who is passionate about my career. I chose to return to public education, I chose to teach special needs students but most importantly, I chose to teach in a Title 1 school. My belief is that every student in Hawaii is entitled to excellence in education regardless of socioeconomic status. While the students at Title 1 schools face many challenges, access to a quality education should not be one of them. These children have the right to an inspiring, motivational classroom environment and they should have access to the best and brightest teachers.

While completion of the National Board program recognizes my ability to develop and demonstrate advanced knowledge, skills and practices, it also verifies to parents and community members that my students, are receiving instruction that is on par with some of the most distinguished and accomplished educators from around the Nation.

I believe that an additional incentive to teach in struggling communities and schools would entice more National Board Certified teachers from around the island to transfer into areas of greater need and would undoubtedly help spearhead a movement within my own school to motivate and inspire more teachers to take on the rigorous challenges of National Board Certification.

Hawaii's schools are providing students with the fundamentals of learning but greater numbers of National Board Certified teachers working in disadvantaged, struggling communities will ensure that each and every student in Hawaii has an equitable opportunity to reach their maximum potential.

Sincerely,

Donna Campbell

Kaewai Elementary School

(808)832-3500

[donna\\_campbell@notes.k12.hi.us](mailto:donna_campbell@notes.k12.hi.us)



Elizabeth Laliberte  
384 Ka'ana Place  
Hilo, Hawaii 96720  
(808) 934-0747

TESTIMONY BEFORE THE HOUSE COMMITTEE ON EDUCATION

DATE: MONDAY, MARCH 16, 2015

RE: S.B. 847, S.D. 2-RELATING TO TEACHERS

The Honorable Chair Roy Takumi, Honorable Vice Chair Takashi Ohno and Members of the Committee:

It is widely recognized that effective teachers are the cornerstone of student success. Countless studies attest to the fact that students of National Board Certified Teachers outperform students of non-Board Certified teachers, especially if these students are in a high-needs category. Giving Board Certified teachers the added \$5,000.00 pay incentive attracts teachers to schools with a high percentage of disadvantaged students, which are the schools in the 'Focus' or 'Priority' category. This investment is certain to help the State with its school improvement initiatives.

The National Board process is expensive, compared to the simplistic paper-and-pencil exams generally used for licensing teachers. Expecting teachers to pass a \$2,500 advanced certification test that requires many months' preparation is much different than the expectations attached to a \$500 sit-down exam. Expecting teachers to be able to demonstrate that they understand student assessment data and teach adaptive lessons to diverse learners is much different than expecting them to demonstrate knowledge that primarily relates to subject matter. Ultimately, we get what we pay for. If teachers take the time to develop more sophisticated teaching and assessment strategies, they will want to use them, and their students will benefit.

I believe that S.B. 847 can provide both the immediate fix and the long term solution to ensuring that our fine teachers are able to continue their good work with the support of the state of Hawai'i. The language in this bill will remain consistent even when federal legislation does not. Further, as amended, allows the state to continue its commitment to the very teachers it wants in our high need schools regardless of changes in school designation.

I strongly urge you to support this bill on behalf of myself and Hawaii's almost 500 other National Board Certified Teachers.

Sincerely,  
Elizabeth Laliberte

Dear Chair Tokuda and Committee Members,

My name is Kahanu Nguyen and I am a National Board Certified Teacher (NBCT) currently working at Prince Jonah Kuhio Kalaniana'ole Elementary and Intermediate School on the island of Hawai'i as a 3<sup>rd</sup> grade teacher. I am writing in support of SB847 SD2 (HB11).

Passage of this bill is of the utmost importance for the following reasons:

1. National Board Certification is an indicator of excellence. Teacher quality has long been recognized as an indicator for student success and achievement. The National Board process is rigorous and demanding. It challenges each teacher to provide evidence of his or her exemplary teaching quality. Upon successfully earning the certification, teachers should be provided a financial reward for doing so.
2. Teachers who would like to earn certification deserve to be supported. Many teachers covet this certification but are unable to pursue it due to expensive application fees. This measure would provide a financial incentive for teachers to pursue this certification knowing that they would be all/partially reimbursed upon successful completion of the process.
3. Struggling schools need NBCTs. Under the provisions of this bill, teachers who teach at high-turnover, Focus, Priority, Superintendent's Zone, or Title I schools would receive an additional financial incentive, even once a school loses its classification. This is an important provision because it rewards teachers for their longevity at and commitment to a struggling school, where teacher leaders are sorely needed to help motivate students and staff toward continuous school improvement. As a teacher at a Title I school, this financial incentive has not only been earned, but it also goes back to our school because necessary supplies and materials are personally purchased on behalf of my students, to make learning equally accessible for all of them.

I humbly ask for your consideration and support of this bill as well.

Respectfully, an NBCT



My name is Lacey Cabral and I am a recently recognized National Board Certified Teacher (NBCT) currently working at Keaau High on the Big Island as a Counselor. I am writing in support of SB847 SD2. (HB 11)

Passage of this bill is of the utmost importance for the following reasons:

1. National Board Certification is an indicator of excellence. Teacher quality has long been recognized as an indicator for student success and achievement. The National Board process is rigorous and demanding. It challenges each teacher to provide evidence of his or her exemplary teaching quality. Upon successfully earning the certification, teachers should be provided a financial reward for doing so. I am extremely proud of this accomplishment, equating to my Master's in Counseling. I honestly believe that NBCT's deserve to be rewarded as it is a choice to take on the challenge and be the best we can be, not a requirement.

2. Teachers who would like to earn certification deserve to be supported. Many teachers covet this certification but are unable to pursue it due to expensive application fees. This measure would provide a financial incentive for teachers to pursue this certification knowing that they would be all/partially reimbursed upon successful completion of the process. When I decided to take on this challenge, many of my peers asked me "why". It was my desire to see if I could really accomplish a task such as this, the incentive was also a positive.

3. Struggling schools need NBCTs. Under the provisions of this bill, teachers who teach at high-turnover, Focus, Priority, Superintendent's Zone, or Title I schools would receive an additional financial incentive, even once a school loses its classification. This is an important provision because it rewards teachers for their longevity at and commitment to a struggling school, where teacher leaders are sorely needed to help motivate students and staff toward continuous school improvement. I have worked in Title One school for over 15 years and truly understand the struggles that the students as well as the faculty face. It was my desire to better myself on a professional level for my school and community.

Thank you for your attention in this matter. If you should have any questions or concerns, please do not hesitate to contact me at 959-0859.

**SB847**

Submitted on: 3/16/2015

Testimony for EDN on Mar 16, 2015 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Laura Cummings	Individual	Support	No

Comments: The cost of living in Hawaii and the relatively low salaries that teachers earn make it difficult for teachers to remain in Hawaii. Teachers who sought National Board Certification went through a rigorous program to positively impact student achievement. If they were promised an incentive for making it through the certification process, that should not be taken away because AYP changed to Strive HI. NBCT are continuing to make a difference in Hawaii schools. It would be unfortunate if those highly effective teachers lost out on what was promised due to the changed wording of educational policy. I suspect that Hawaii would lose out on retaining some of these highly effective teachers if promised bonuses were no longer received. Thank you for your time and consideration. Laura Cummings Haleiwa, HI

FOR SENATE BILL 847 and HOUSE BILL 11:

My name is Lisa Chang and I am a National Board Certified Teacher struggling with the idea of whether I should stay with the DOE or go for a position at a private school. I've been a public school teacher for 17 years and I'm in survival mode. I am writing in support of SB847 SD2. (HB 11)

Passage of this bill is of the utmost importance for the following reasons:

1. National Board Certification is an indicator of excellence. Teacher quality has long been recognized as an indicator for student success and achievement. The National Board process is rigorous and demanding. It challenges each teacher to provide evidence of his or her exemplary teaching quality. Upon successfully earning the certification, teachers should be provided a financial reward for doing so.

2. Teachers who would like to earn certification deserve to be supported. Many teachers covet this certification but are unable to pursue it due to expensive application fees. This measure would provide a financial incentive for teachers to pursue this certification knowing that they would be all/partially reimbursed upon successful completion of the process.

3. Struggling schools need NBCTs. Under the provisions of this bill, teachers who teach at high-turnover, Focus, Priority, Superintendent's Zone, or Title I schools would receive an additional financial incentive, even once a school loses its classification. This is an important provision because it rewards teachers for their longevity at and commitment to a struggling school, where teacher leaders are sorely needed to help motivate students and staff toward continuous school improvement.

4. Just this past week, as I participated in a mentoring of new teachers workshop, it was heartbreaking to see the staggering number of new teachers in areas like the Nanakuli and Campbell

complexes. Why? Because these schools present the most challenging of conditions.

During these workshops I was talking to a teacher from Campbell. You could tell she was a good teacher, however, when she talked about Nanakuli, she said she had to leave after 3 years. Why? She loved her students but there was a fight everyday and once a fight involved family members coming down to the school. Ended up the principal got hit in the head with a baseball bat. She couldn't take it anymore. She left the school for Campbell. Although she lives in Waialua, she much rather take the 45 minute drive and serve the Ewa Beach community rather than stay in her backyard at Waialua High.

Another incident. After watching a video, our instructor asked how can you tell the students are engaged? One teacher responded that the students were smiling, another teacher from a high turnover school said, "My students would be smiling because they're high (on pot)." Although we laughed, she wasn't joking. It's rough teaching at these schools and not only do you need heart, you need better than average teachers to navigate and solve the issues at hand.

How do we get teachers to stay at challenging schools is the question. TFA, Teach for America, teachers are great but they leave after 2 or 3 years. After their stint in Hawai'i and a paid for Master's degree from John Hopkin's University, they're gone. At one time, I was at a school that didn't make AYP for 4 years and received that extra 5K Bonus. That extra money helped me put a down payment on a condo and reaffirmed my commitment to stay in the public school system. I will tell you right now that many teachers are in survival mode, just barely holding on mentally and spiritually. With so many local, state and national initiatives being placed on teachers, it's a wonder why there's not a rush to go private, or maybe there is. I humbly ask you to support this bill and in turn find other ways to support public school teachers. Right now, I have classes with 35 and 34 students – way too many students for one teacher. Maybe after

this bill passes because of your understanding and respect for teachers, the next one could focus on class sizes or 0% mortgages for teachers. San Jose has a teachers homebuyers program. See link below. I once copied all the materials and sent it to my State representative years ago. She was on the education committee, but she never responded nor followed up on it. Maybe that's why I don't see her anymore. Any takers? 😊

<http://livable.org/livability-resources/best-practices/93-teacher-homebuyer-program->

Thank you for your attention in this matter. If you should have any questions or concerns, please do not hesitate to contact me.

Aloha,  
Lisa Chang.

**SB847**

Submitted on: 3/15/2015

Testimony for EDN on Mar 16, 2015 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Logan Okita	Individual	Support	No

Comments: My name is Logan Okita and I am a National Board Certified Teacher and would like to ask you to support this bill which will put additional incentives in place to encourage teachers to not only become NBCTs, but also to teach in the areas where they are needed the most. Although I do not currently teach at a school that falls into one of these categories, I believe that my colleagues who do are deserving of additional compensation to reward the efforts it took to earn this certification and the work they do to lead teachers at their schools.

**SB847**

Submitted on: 3/15/2015

Testimony for EDN on Mar 16, 2015 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Michael Oliver	Individual	Support	No

Comments: This bonus/stipend makes sense. It invests in our most highly qualified teachers and helps to ensure stability within the schools that need it most. I strongly support this bill.

Testimony before the House Committee on Education

Date: Monday, March 16, 2015

RE: SB847, S.D. 2

Honorable Chair Roy Takumi, Honorable Vice Chair Takashi Ohno and members of the committee:

My name is Michael Kline and I am a National Board Certified Teacher at Kilauea Elementary School. I ask you to support SB847, S.D. 2.

Research has shown that students of teachers who are National Board Certified do better in school. Test scores of students of National Board Certified Teachers are higher than those who are not taught by a National Board Certified Teacher. National Board Certified teachers can and are making impacts in our schools through out the state. Previously, they were recognized for their hard work and provided an additional bonus to support their work especially those who worked in hard to place schools and in low performing schools. With this bill, this can be remedied. With the high cost of living in the state and teacher salaries lower than those of teachers on the mainland, it is imperative that the state support the very best of our teachers by passing this bill. This will help teachers meet the increasing challenges especially with the students with the greatest needs.

I ask that you support SB 847, S.D. 2.

Sincerely,

Michael Kline  
National Board Certified Teacher  
Exceptional Needs Specialist  
Kilauea Elementary School  
2440 Kolo Road  
Kilauea, HI. 96754  
808-828-1212



**SB847**

Submitted on: 3/15/2015

Testimony for EDN on Mar 16, 2015 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Monica Wilfong	Individual	Comments Only	No

Comments: My name is Monica Wielding and I am a National Board Certified Teacher (NBCT) currently working at Maui Waena Intermediate on 2014-2015 school year as a science teacher. I am writing in support of SB47 SD2.

FOR SENATE BILL 847 and HOUSE BILL 11:

My name is Shahinaz Nassar and I am a National Board Certified Teacher (NBCT) currently working at Wailuku Elementary School as a 4<sup>th</sup> grade teacher. I am writing in support of SB847 SD2. (HB 11)

Passage of this bill is of the utmost importance for the following reasons:

1. National Board Certification is an indicator of excellence. Teacher quality has long been recognized as an indicator for student success and achievement. The National Board process is rigorous and demanding. It challenges each teacher to provide evidence of his or her exemplary teaching quality. Upon successfully earning the certification, teachers should be provided a financial reward for doing so.
2. Teachers who would like to earn certification deserve to be supported. Many teachers covet this certification but are unable to pursue it due to expensive application fees. This measure would provide a financial incentive for teachers to pursue this certification knowing that they would be all/partially reimbursed upon successful completion of the process.
3. Struggling schools need NBCTs. Under the provisions of this bill, teachers who teach at high-turnover, Focus, Priority, Superintendent's Zone, or Title I schools would receive an additional financial incentive, even once a school loses its classification. This is an important provision because it rewards teachers for their longevity at and commitment to a struggling school, where teacher leaders are sorely needed to help motivate students and staff toward continuous school improvement.

Thank you for your attention in this matter. If you should have any questions or concerns, please do not hesitate to contact me at (808)984-6522 Ext. 301.

Shareen K. Murayama  
Henry J. Kaiser High School  
511 Lunalilo Home Road  
Honolulu, HI 96825

February 5, 2015

**Testimony to Support SB847 SD1**

Senate Bill 842 provides the bonus for NBCTs in Title 1, Priority, Focus and Zone schools.

I am a Nationally Board Certified teacher from Henry J. Kaiser High School, and I am supporting SB847 SD1.

Passage of this bill is of the utmost importance for the following reasons:

1. National Board Certification is an indicator of excellence. Teacher quality has long been recognized as an indicator for student success and achievement. The National Board process is rigorous and demanding. It challenges each teacher to provide evidence of his or her exemplary teaching quality. Upon successfully earning the certification, teachers should be provided a financial reward for doing so.

2. Teachers who would like to earn certification deserve to be supported. Many teachers covet this certification but are unable to pursue it due to expensive application fees. This measure would provide a financial incentive for teachers to pursue this certification knowing that they would be all/partially reimbursed upon successful completion of the process.

3. Struggling schools need NBCTs. Under the provisions of this bill, teachers who teach at high-turnover, Focus, Priority, Superintendent's Zone, or Title I schools would receive an additional financial incentive, even once a school loses its classification. This is an important provision because it rewards teachers for their longevity at and commitment to a struggling school, where teacher leaders are sorely needed to help motivate students and staff toward continuous school improvement.

4. Furthermore, I have had the unexpected misfortune of my partner passing away this past month. In order to qualify for any rental housing, I must demonstrate a net income of three times the monthly rental cost. I do not qualify. With the \$2000+ invested in the National Board Certification process, and while simultaneously pursuing my MFA in Oregon State University's Low-Residency program in Creative Writing, I only qualify for a room shared in a house with three or four other roommates. How can I afford to investment in myself, to improve my knowledge and skills so I may stand confidently and competently in front of 32 students in each class x 6 classes, if my employer cannot support my improvements?

5. I am a highly qualified teacher in English and currently teach AP Literature and Composition with my students' scores surpassing Hawaii's state average and just shy of matching the national average scores. How can teachers continue to prepare rigorous lesson plans, assess 60-160 essays weekly, while living paycheck to paycheck, in an 8x10 room, and one shared bathroom with numerous roommates?

6. This year alone, I have written over thirty letters of recommendations for my students. In the past 2.5 years teaching at KHS, our students have been accepted to Boston, MIT, Harvard, Harvey Mudd, USC, and many, many other universities of their choice. Our students have also received two- and four-year scholarships at Kapiolani Community College and the University of Hawaii's Regent Scholars, so I know we are doing our best. Yet, my home is someplace I would never invite anyone over.

Returning to the classroom with five years of teaching experience and 13-year break, I can draw no other conclusion except teaching in this state is feasible only if individuals are married with a spouse as the major breadwinner. What kind of role model does that truly make me for my students?

While I whole-heartedly support SB847 SD1, I hope this testimony affirms the overall need for the state of Hawaii's investment in its teachers and their impact on its future leaders and citizens.

Respectfully submitted,

Shareen K. Murayama  
March 16, 2015

FOR SENATE BILL 847 and HOUSE BILL 11:

My name is Susanna M.G. Rivera and I am a National Board Certified Teacher (NBCT) currently working at Kea'au Elementary School on the Big Island as a Teacher of the Deaf and Hard of Hearing, PreK-grade 5, providing services for students in both East Hawaii and South Hawaii Districts. I am writing in support of SB847 SD2. (HB 11)

Passage of this bill is of the utmost importance for the following reasons:

1. National Board Certification is an indicator of excellence. Teacher quality has long been recognized as an indicator for student success and achievement. The National Board process is rigorous and demanding. It challenges each teacher to provide evidence of his or her exemplary teaching quality. Upon successfully earning the certification, teachers should be provided a financial reward for doing so.
2. Teachers who would like to earn certification deserve to be supported. Many teachers covet this certification but are unable to pursue it due to expensive application fees. This measure would provide a financial incentive for teachers to pursue this certification knowing that they would be all/partially reimbursed upon successful completion of the process.
3. Struggling schools, such as Kea'au Elementary School, need NBCTs. Under the provisions of this bill, teachers who teach at high-turnover, Focus, Priority, Superintendent's Zone, or Title I schools would receive an additional financial incentive, even once a school loses its classification. This is an important provision because it rewards teachers for their longevity and commitment to a struggling school, where teacher leaders are sorely needed to help motivate students and staff toward continuous school improvement. This is one of the reasons I am able to remain in my position at Kea'au Elementary School instead of transferring to a school closer to my home.

Thank you for your attention in this matter. If you should have any questions or concerns, please do not hesitate to contact me at [marukahi@yahoo.com](mailto:marukahi@yahoo.com) or 808-969-2044.

State Senate  
Hawaii State Capitol  
415 South Beretania Street  
Honolulu, Hawaii 96813

March 15, 2015

Dear Hawaii Senators:

I am a National Board Certified Teacher at Aiea High School and I support Senate Bill 847. We must continue to support initiatives that will make a difference in the individual classroom and student achievement. National Board Certification not only recognizes those who are accomplished teachers, but the process, itself, changes teaching practice. I was a good teacher before I began my journey to National Board Certification; however, I am a better teacher because of it.

Teachers who have completed the National Board process overwhelmingly state that it is the single most powerful professional development in their careers. While all students deserve accomplished teachers, our state has the opportunity to encourage National Board Certified teachers to work in our struggling and high poverty schools. NBCTs reflect the 5 core propositions that are the foundation of our certification. Proposition 1: Teachers are committed to students and their learning. Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students. Proposition 3: Teachers are responsible for managing and monitoring student learning. Proposition 4: Teachers think systematically about their practice and learn from experience. Proposition 5: Teachers are members of learning communities.

The proposed teaching bonus is an incentive that will attract and reward accomplished teachers who have embraced these ideals. Students of the focus, priority, superintendent's zone and Title I schools need National Board certified teachers the most. SB 847 encourages teachers to work in our most struggling and/or high poverty schools. Unfortunately, year after year it is these schools that continue to have the highest teacher turnover rate. We not only need to attract qualified professionals, but also keep them in our high-need schools. This bill will not only give our children access to a quality education, but it will also show our state's commitment to bring National Board Certified Teachers to schools with high need recognizing that National Board Certified teachers make a difference. Thank you for your support of teachers and education in Hawaii.

Sincerely,  
Tracey Idica, NBCT

Dear Chair Takumi and Committee Members,

My name is Nancy Laukea and I am a National Board Certified Teacher (NBCT) currently working at Pahoehoe High and Intermediate on the Big Island as a Special Education Science Teacher. I am writing in support of SB847 SD1.

Passage of this bill is of the utmost importance for the following reasons:

1. National Board Certification is an indicator of excellence. Teacher quality has long been recognized as an indicator for student success and achievement. The National Board process is rigorous and demanding. It challenges each teacher to provide evidence of his or her exemplary teaching quality. Upon successfully earning the certification, teachers should be provided a financial reward for doing so.
  2. Teachers who would like to earn certification deserve to be supported. Many teachers covet this certification but are unable to pursue it due to expensive application fees. This measure would provide a financial incentive for teachers to pursue this certification knowing that they would be all/partially reimbursed upon successful completion of the process.
  3. Struggling schools need NBCTs. Under the provisions of this bill, teachers who teach at high-turnover, Focus, Priority, Superintendent's Zone, or Title I schools would receive an additional financial incentive, even once a school loses its classification. This is an important provision because it rewards teachers for their longevity at and commitment to a struggling school, where teacher leaders are sorely needed to help motivate students and staff toward continuous school improvement.
2. Personally, I meet all of the above mentioned criteria. I teach at Pahoehoe High and Intermediate on the Big Island. I am a single mother who has raised two boys alone for the past 20 years. During that time I have gone from being on Food Stamps/Quest to earning my teaching degree, Masters Degree, and National Board Certification. I have been named Teacher of the Year at my school and in 2012 I became District Teacher of the Year for Hawaii Island. I have earned the first ever presented Green Ribbon for our school, and I have successfully taken numerous Pahoehoe students (both regular and special education students) to our District and State Science Fairs. I tell you all this because I have worked hard to better myself and provide a life for my sons. When Gov. Abercrombie decided to cut teachers' salaries to balance the budget – I had to make a hard choice – pay my electric bill or put away money for my retirement. As I started late in this career (after age 40) I now do not have a retirement plan to fall back on when and if I do retire years from now. At 53 I had to borrow money from my parents (ages 83 and 94) to apply to attain my National Certification, and I had to reimburse them with my tax refunds for the past two years. I have lived through 2 weeks of no power from Iselle, the June 27<sup>th</sup> lava flow aiming at my home and my work, and recently another 5 days of power loss due to falling Albezia trees. Not receiving this additional funds feels like it would be the straw that broke the camel's back.
  3. My intent was to take the money I was promised as supplemental incentive for working at a "hard to fill" school and begin investing this toward a retirement plan. I am asking you to very carefully consider the passage of this bill as it has a direct impact on my life and that of my sons.

Thank you for your attention in this matter. If you should have any questions or concerns, please do not hesitate to contact me at

Nancy Laukea

[Nancy\\_laukea@notes.k12.hi.us](mailto:Nancy_laukea@notes.k12.hi.us)

Pahoa High and Intermediate

15-3038 Puna Road

Pahoa, Hawaii 96778

(w) 808-313-4247

(h) 808-965-8826

(c) 808-936-9998



**LATE**

I am a high school teacher of special education inclusion and regular education students. My special education students need 1) books on their reading level that can be used in the regular education classroom and 2) incentives to ensure they are motivated to learn. The incentives and textbooks are often not provided by our special education department because we as inclusion teachers are expected to take general education textbooks and make accommodations to the information so that it can be accessed by special education students.

I find myself often using my own money to finance the aforementioned resources. You must provide teachers with an incentive so that teachers, who use their own funds, can recuperate some of the money that they so unselfishly give for their students' success.

Furthermore, Hawaii public school teachers need to be able to have access to funds to enable them to secure professional development activities that are readily available on the mainland and not available to island educators. The remoteness of the island public school system requires additional monies to secure resources which are so necessary in obtaining higher quality programs, books, technical equipment and training for our students and teachers. Please consider the current SB 847 and pass the bill.

**LATE**

**SB847**

Submitted on: 3/16/2015

Testimony for EDN on Mar 16, 2015 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Corey Rosenlee	Individual	Support	Yes

**LATE**

**LATE**

Howard Hurst  
P.O. Box 1138  
Kalaheo, Hawaii 96742  
[maluia-wcms@hotmail.com](mailto:maluia-wcms@hotmail.com)

March 16, 2015

House Committee on Education  
State Capitol  
415 South Beretania Street

Re: In opposition of SB 847

Honorable Senate Members,

I am writing in opposition of providing any bonus reimbursement to teachers attaining a National Board Certification. In agreement with twenty two other states, I believe that zero compensation should be provided to individuals with this questionable certification on the grounds evidence supporting NBCT as a measure of an educator's efficacy in the classroom is ostensible.

The time worn and evidence based certificate of professionalism in education is a Master's Degree from an accredited university. If the legislature's goal is to ensure exemplary teaching practice by supporting public school teachers, recognition of teachers attaining a Master's level education should be a fiduciary duty.

Providing bonus compensation to individuals attaining National Board Certification is an act of bias against not only to those teachers that have Master's Degrees, but also teachers in hard to staff schools, EES weighted subjects areas of Math and English, Science, and Special Education teachers.

The State of Hawaii should not be funding Pearson coffers by offering incentives to individuals fortunate enough to have the additional time and funds to complete not rigorous academic work, but what is tantamount to jumping through a series of hoops and being adroit system networkers. "You don't have to be an excellent teacher to become National Board Certified; you just have to create an excellent application portfolio."

In conclusion the studies supporting National Board Certification teachers as being highly effective do not provide meta-analysis that they are any more effective than teachers attaining Master's Degrees.

With hope,

Howard Hurst, M.S.Ed