



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

Date: 02/14/2018
Time: 02:10 PM
Location: 309
Committee: House Education

Department: Education

Person Testifying: Dr. Christina M. Kishimoto, Superintendent of Education

Title of Bill: HB 2352 RELATING TO THE HAWAII TEACHER STANDARDS BOARD.

Purpose of Bill: Increase membership on the Hawaii Teacher Standards Board to include a member of the Native Hawaiian Education Council and a non-voting public university student teacher. Clarify that a permit is required for non-licensed teachers serving in public schools.

Department's Position:

The Department of Education (Department) supports the intent of HB 2352 and respectfully provides comments for the committee's consideration.

HB 2352 will increase the membership of the Hawaii Teacher Standards Board (HTSB) to include two additional members, the chairperson from the Native Hawaiian Education Council and a teacher candidate from a Hawaii educator preparation program. The addition of these members will provide different perspectives for the HTSB's consideration when reviewing items relating to educator preparation programs and licensing.

The Department offers the following comments regarding the amendments to clarify language in Section 302A-805, Hawaii Revised Statutes:

- Remove the added verbiage of "or permit" on Page 3, line 14, as the proposed language could be perceived to imply that a permit can be renewed every ten years similar to an advanced license, which is not the case.
- Add the verbiage of "or permit" on Page 4, line 21, so the language would read, "Restoration of a license or permit shall require compliance with the renewal requirements provided by law or administrative rule and payment of all applicable renewal and late fees." This addition would align with other proposed amendments within the same paragraph.

Thank you for the opportunity to provide testimony.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at www.hawaiipublicschools.org.



HB2352
RELATING TO THE HAWAII TEACHER STANDARDS BOARD
House Committee on Education

February 14, 2018

2:10 PM

Room 309

The Office of Hawaiian Affairs (OHA) **SUPPORTS** HB2352, which would create a new seat on the Hawai‘i Teacher Standards Board for the Native Hawaiian Education Council’s chairperson or their designee, as well as a non-voting public university student teacher.

The Hawai‘i Teacher Standards Board has various significant duties, including having full responsibility for establishing teacher, school counselor, and school librarian licensing standards, and issuing licenses to those who meet the criteria for these standards. The Board issues three tiers of licenses and two kinds of special permits; approves Hawai‘i based state approved teacher, counselor, and librarian education programs; validates and adopts licensure tests; and participates in efforts related to teacher quality, among other important duties.

The Native Hawaiian Education Council (Council), established in 1994 under the federal Native Hawaiian Education Act, has a long, community-based history and extensive experience in numerous aspects of education, including in Hawaiian language medium education, Hawaiian language immersion education, public charter school education, early learning, general K-12 education, teacher education and preparation, and professional development, among other areas. Adding the Council’s chairperson or their designee to the Hawai‘i Teacher Standards Board will bring valuable and practical perspectives to the Board in carrying out its various important responsibilities. Significantly, having Council representation on the Hawai‘i Teacher Standards Board will enable the Board to further the constitutional mandate that “[t]he State shall provide for a Hawaiian education program consisting of language, culture and history in the public schools.”¹

Therefore, OHA urges the Committee to **PASS** HB2352. Mahalo nui for the opportunity to testify on this measure.

¹HAW. CONST. art. X, § 4.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
House Committee on Education
February 14, 2018 at 2:10 p.m.

By

Donald O. Straney
Vice President for Academic Planning and Policy
University of Hawai'i System

HB 2352– RELATING TO THE HAWAII TEACHER STANDARDS BOARD

Chair Woodson, Vice Chair Kong, and members of the committee:

Thank you for the opportunity to comment on HB 2352 that increases membership on the Hawai'i Teacher Standards Board to include a member of the Native Hawaiian Education council and a non-voting public university student teacher.

The University of Hawai'i (UH) supports the intent of this measure.

Thank you very much for the opportunity to provide testimony.



Native Hawaiian Education Council

February 12, 2018

Representative Justin H. Woodson, Chair
Representative Sam Satoru Kong, Vice Chair
State of Hawai'i, House of Representatives
House Committee on Education

Via: Electronic Upload – On-line Submission
<https://www.capitol.hawaii.gov/submittestimony.aspx?billtype=SB&billnumber=2779>

RE: HB 2352 – RELATING TO THE HAWAII TEACHER STANDARDS BOARD

Aloha mai kakou,

The Native Hawaiian Education Council (NHEC or the Council) **SUPPORTS H.B. No 2352** based on:

- A. **Support of HB2352's Specific Additions:** 1) The chairperson of the Native Hawaiian Education Council; 2) A non-voting teacher candidate; 3) "permit" language; 4) the Council's belief and practice to work collaboratively in support of teachers; and 5) the Council is a non-governmental entity, created as a result of the Native Hawaiian Education Act (i.e., IRC 501(c)(1)) and has a community based history and experiences in all facets of education (e.g., Hawaiian language medium, charter, Kaiapuni, early childhood, general education, project and place based, research, evaluation, curriculum, assessment, teacher education and preparation, professional development, administrator and leadership development).

- B. **The Native Hawaiian Education Mission, Vision and Goals (attached):**
Goal #1: 'Ōlelo Hawai'i: Advance 'Ōlelo Hawai'i Expectations; Actualize a Hawaiian Speaking Workforce; Amplify Access and Support; and Achieve Normalization; **Goal #2:** 'Ike Hawai'i: Actualize 'Ike Hawai'i; Amplify Leo Hawai'i and Advance Hana Hawai'i.

- C. **The Council's Platform and Priorities (attached) to: Intensify Systems Engagement** by amplifying two pathways of education—in English and Hawaiian medium community—in all facets (e.g., teachers, administrators, curriculum, instruction, assessment, programs, evaluation, accreditation); and supporting multiple education



Justin H. Woodson, Chair
Sam Satoru Kong, Vice Chair
February 12, 2018
Page 2

settings and sectors—public, including charter and Kaiapuni, independent, parochial, community based, early childhood, elementary, secondary and tertiary.

D. The Council’s Platform and Priorities (attached) to: Advance Hawaiian Culture Based Education including culture based education in teacher education and preparation programs, professional development and meeting the needs in two pathways of education in the State of Hawai’i.

The Council is mindful that Hawai’i operates in a unique context of having a single State Educational Agency (SEA) and Local Educational Agency (LEA); two official languages—English and Hawaiian—that are mediums of instruction in the State’s public education system; and a public charter school system that is a blend of Hawaiian language immersion and Hawaiian culture based schools and in the midst of implementing the Every Student Succeeds Act (ESSA)—the most pervasive federal policy change since No Child Left Behind in 2001, returning control to State’s by Congressional intent; and one public post-secondary/tertiary system.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.

Please feel free to contact the Council’s Executive Director, Dr. Sylvia Hussey, directly via e-mail (sylvia@nhec.org), office (808.523.6432) with any questions.

Sincerely,



Dr. Lisa M. Watkins-Victorino, Chair

Attachments

cc: Policy & Advocacy and Executive Committees and staff





KEAOMĀLAMALAMA

www.keaomalalama.org

Nu'ukia (Vision)

'O Hawai'i ke kahua o ka ho'ona'auao.

Hawai'i is the foundation of our learning.

Ala Nu'ukia (Mission)

I nā makahiki he 10 e hiki mai ana e 'ike 'ia ai nā hanauna i mana i ka 'ōlelo a me ka nohona Hawai'i no ka ho'omau 'ana i ke ola pono o ka maui Hawai'i.

In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new 'ike to sustain abundant communities.

Pahuhopu (Goals)

In the next 10 years, our learning systems will . . .

Goal #1 — 'Ōlelo Hawai'i:

- **Advance 'Ōlelo Hawai'i Expectations**
Develop and implement a clear set of expectations for 'ōlelo Hawai'i that permeates all levels of education.
- **Actualize a Hawaiian Speaking Workforce**
Increase a prepared 'ōlelo Hawai'i workforce to ensure community and 'ohana access and support.
- **Amplify Access and Support**
Increase 'ōlelo Hawai'i context and programming to support the kaiāulu.
- **Achieve Normalization**
Pursue normalization of 'ōlelo Hawai'i.

Goal #2 — 'Ike Hawai'i:

- **Actualize 'Ike Hawai'i**
Increase use of knowledge from traditional and diverse sources.
- **Amplify Leo Hawai'i**
Increase 'ohana and kaiāulu learning and participation.
- **Advance Hana Hawai'i**
Increase resources to support practice and leadership.

Native Hawaiian Education Platform*

‘O Hawai‘i ke kahua o ka ho‘ona‘auao.
Hawai‘i is the foundation of our learning.

Perpetuate ‘Ōlelo Hawai‘i

Actions on advancing ‘Ōlelo Hawai‘i expectations; actualizing a Hawaiian speaking workforce; amplifying access and support; and achieve normalization of ‘Ōlelo Hawai‘i

Amplify Family and Community Voices

Recognizes parents and families as first educators; Actions that inform, illuminate, elevate and strengthen parent, family and community engagement in education

Advance Hawaiian Culture Based Education

Actions that promote further understanding, connecting, supporting and advancing ‘ike and ‘Ōlelo Hawai‘i: policy and pathways; teachers, leaders and communities; pedagogy and programs; curriculum, instruction, assessment and research practices; and evaluation and accreditation mechanisms.

Intensify Systems Engagement

Actions that intensify systems level action---federal, state, primary, secondary, tertiary, national and international, health, housing—to strengthen families and communities.

* Formal set of principal goals



**Native Hawaiian
Education Council**
735 Bishop Street, Suite 224
Honolulu, Hawaii 96813
808-523-6432
www.nhec.org

2017-2018 Native Hawaiian Education Priorities

Native Hawaiian Education Council

Perpetuate ‘Ōlelo Hawai‘i

- Support the Working Group recommendations re: the Expansion of Hawaiian Language Instruction Throughout the University of Hawai‘I Systems.
- Support continuing work on Hawaiian language standards and assessments.

Amplify Family and Community Voices

- Advocate for the effective implementation of ESSA for the benefit of families and communities.
- Aggregate field data on family and community voices by island community.

Advance Hawaiian Culture Based Education

- Illuminate Models and Practices of Innovation.
- Elevate Accreditation Frameworks, Designations and Schools.
 - Create a Native Hawaiian research agenda.
 - Continue Native Hawaiian education meta-evaluation.
- Include CBE in Teacher Education and Preparation Programs and Professional Development

Intensify Systems Engagement

- Continue national advocacy work re: ESSA implementation and Native Control of Native Education.
- Engage in early learning planning and implementation work.
- Advance the implementation of Board of Education Policy E-3 Na Hopena A‘o.
- Support the continuing 2-Pathways of Education Design and Development



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HB-2352

Submitted on: 2/13/2018 1:58:44 PM

Testimony for EDN on 2/14/2018 2:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Melodie Aduja	OCC Legislative Priorities Committee of the Democratic Party of Hawaii	Support	No

Comments:

February 14, 2018

Committee on Education
Representative Justin Woodson, Chair
Representative Sam Kong, Chair

Aloha Chair Woodson, Vice Chair Kong and Members of Committee,

We support HB2352, increasing membership on the Hawaii Teacher Standards Board (HTSB) to include a member of the Native Hawaiian Education Council (NHEC) and a non-voting public university student teacher, and clarifying that a permit is required for non-licensed teachers serving in public schools.

We are a group of advocates from Native Hawaiian, parent, disability, higher education, multilingual, social justice, and education reform communities who have come together to look at opportunities and risks for advancing equity and improving achievement under the Every Student Succeeds Act (ESSA). We are committed to equity in education through either of the state's official languages, English and Hawaiian. We are concerned for specified groups that need particular attention - students with disabilities, students who do not speak the language of instruction, students with socio-economic challenges, and racial and ethnic groups that have historically not succeeded in our schools relative to others.

We think that both the addition of the member of the NHEC and a non-voting public university student teacher is appropriate for HTSB. NHEC is strongly tied to community and has an understanding of all aspects of Hawaiian Education and hence, a representative from the Council would be a great contribution. Regarding the non-voting student teacher member, we think it would be extremely valuable to have a teacher candidate voice, as they are the group that HTSB affects the most.

Thank you for the opportunity to testify.

Mahalo,

Martha Guinan
Cheri Nakamura
Sylvia Hussey
Patricia Halagao
Brook Chapman DeSousa
Gavin Thornton
William Pila Wilson
Ka'ano'i Walk
Kanakolu Noa
David Miyashiro
Shawn Ford
Alohilani Okamura

HB-2352

Submitted on: 2/13/2018 2:59:00 PM

Testimony for EDN on 2/14/2018 2:10:00 PM

LATE

Submitted By	Organization	Testifier Position	Present at Hearing
Kamehameha Schools	Kamehameha Schools	Support	No

Comments:



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

LATE

TESTIMONY BEFORE THE HOUSE COMMITTEE ON EDUCATION

PERSON TESTIFYING: Lynn Hammonds for the Hawaii
Teacher Standards Board

DATE: Tuesday, February 14, 2018

TIME: 2:10 pm

LOCATION: State Capitol Conference Room 309

TITLE OF BILL: HB 2352 RELATING TO THE HAWAII TEACHER STANDARDS BOARD

PURPOSE OF BILL:

Increase membership on the Hawaii Teacher Standards Board to include a member of the Native Hawaiian Education Council and a non-voting public university student teacher. Clarify that a permit is required for non-licensed teachers serving in public schools.

Chair Woodson, Vice Chair Kong, and Members of the Committee on Education:

The Hawaii Teacher Standards Board (HTSB) **strongly supports** SB2779, which will increase membership on the HTSB to include a member of the Native Hawaiian Education Council (NHEC) and a non-voting public university student teacher, and add clarifying language that a permit is required for non-licensed public school teachers.

The HTSB strives to be inclusive in setting rules and policies that govern teacher licensure and teacher preparation programs in our state, and is especially sensitive that Native Hawaiian needs and perspectives are considered. The NHEC includes broad representation from the Native Hawaiian community focused on education, yet is not the official representative group of any specific teacher employer or preparation program affected by HTSB regulations.

Another of HTSB's main responsibilities is the approval of educator preparation programs. Individuals enrolled in these programs have always had the opportunity to submit testimony to the HTSB, but have never had an official voice on the board to express opinions on policies affecting their programs. This addition will allow them to have that voice, and will give rotating representation to teacher candidates, or student

teachers, from among the public educator preparation programs housed at four University of Hawaii campuses: Manoa, West Oahu, Hilo, including both the Education Division and Kahuawaiola Indigenous Teacher Educator Program, and Leeward Community College.

The remaining revisions add "or permit" as needed to clarify that all Hawaii public school teachers must have either a license or, if they do not yet qualify for a license, the appropriate permit. This is not a change in the law, as all public school teachers are currently required to possess either a license or a permit. There are, however, two places where we suggest technical revisions:

Page 3, Line 14:

Remove "or permit" because it does not apply, as there is no advanced permit, so that the language reads:

"§302A-805 Teachers; license required; renewals. ~~[Beginning July 1, 2002, all new licenses shall be issued by the board.]~~ No person shall serve as a half-time or full-time teacher in a public school without first having obtained a license or permit from the board under this subpart. All licenses and permits issued by the board shall be valid only for the fields specified on the licenses and permits and shall be renewable every five years for a standard license and every ten years for an advanced license or permit if the individual continues to:

Page 4, Line 21:

The failure to timely renew a license or permit, pay all fees in a timely manner, or comply with any other requirement provided by law or administrative rule shall result in the automatic forfeiture of the license or permit. A person with a forfeited license or permit shall not teach at a public school until that person's license or permit is restored. Restoration of a license or permit shall require compliance with the renewal requirements provided by law or administrative rule and payment of all applicable renewal and late fees. Upon restoration of a person's license or permit, the person may teach at a public school."

Thank you for the opportunity to testify.