



**HB2352 HD1 SD1**  
**RELATING TO THE HAWAII TEACHER STANDARDS BOARD**  
Senate Committee on Ways and Means

April 6, 2018

11:00 a.m.

Room 211

The Office of Hawaiian Affairs (OHA) **SUPPORTS** HB2352 HD1 SD1, which would create new seats on the Hawai‘i Teacher Standards Board for the Native Hawaiian Education Council’s chairperson or their designee, as well as for a non-voting public university student teacher.

The Hawai‘i Teacher Standards Board has various significant responsibilities, 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 validates and adopts licensure tests; issues three tiers of licenses and two kinds of special permits; approves Hawai‘i based teacher, counselor, and librarian education programs; 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. Accordingly, 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 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.”<sup>1</sup>

Therefore, OHA urges the Committee to **PASS** HB2352 HD1 SD1. Mahalo nui for the opportunity to testify on this measure.

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<sup>1</sup>HAW. CONST. art. X, § 4.



# **UNIVERSITY OF HAWAII SYSTEM**

## **Legislative Testimony**

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Testimony Presented Before the  
Senate Committee on Ways and Means  
April 6, 2018 at 11:00 a.m.

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

HB 2352 HD1 SD1 – RELATING TO THE HAWAII TEACHER STANDARDS BOARD

Chair Dela Cruz, Vice Chair Keith-Agaran, and members of the committee:

Thank you for the opportunity to comment on HB 2352 HD1 SD1 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.



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

**TESTIMONY BEFORE THE SENATE COMMITTEE ON WAYS AND  
MEANS**

PERSON TESTIFYING: Lynn Hammonds for the

Hawaii Teacher Standards Board

DATE: Friday, April 6, 2018

TIME: 11:00 AM

LOCATION: State Capitol Conference Room 211

TITLE OF BILL: HB 2352\_HD1 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 Dela Cruz, Vice Chair Keith-Araran, and Members of the Committee on Ways and Means:

The Hawaii Teacher Standards Board (HTSB) **strongly supports** SB2779 HD1, 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.

Thank you for the opportunity to testify.



## Native Hawaiian Education Council

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April 5, 2018

Senator Donovan M. Dela Cruz, Chair  
Senator Gilbert S.C. Keith-Agaran, Vice Chair  
State of Hawai'i, Senate  
Senate Committee on Ways and Means

Via: Electronic Upload – On-line Submission

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

Aloha 'olua mai,

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



Senator Donovan M. Dela Cruz, Chair  
Senator Gilbert S.C. Keith-Agaran, Vice Chair  
Senate Committee on Ways and Means  
April 5, 2018  
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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](mailto: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



# 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  
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735 Bishop Street, Suite 224  
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# 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-SD-1**

Submitted on: 4/5/2018 5:52:31 AM

Testimony for WAM on 4/6/2018 11:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Melodie Aduja	Testifying for Oahu County Committee on Legislative Priorities of the Democratic Party of Hawai'i	Support	No

Comments:

To the Honorable Donovan M. Dela Cruz, Chair; the Honorable Gilbert S. C. Keith-Agaran, Vice-Chair, and Members of the Committee on Ways and Means:

Good morning. My name is Melodie Aduja. I serve as Chair of the Oahu County Committee ("OCC") on Legislative Priorities of the Democratic Party of Hawaii. Thank you for the opportunity to provide written testimony on **HB2352 HD1 SD1** relating to Hawaii Teacher Standards Board; and Board Permits.

The OCC on Legislative Priorities is in favor of **HB2352 HD1 SD1** and supports its passage.

**HB2352 HD1 SD1** is in alignment with the Platform of the Democratic Party of Hawai'i ("DPH"), as it increases 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. Clarifies that a permit is required for non-licensed teachers serving in public schools, effective 7/1/2050.

Specifically, the DPH Platform states, "[w]e support the continued engagement and empowerment of the Native Hawaiian community in decisions related to county and state affairs. (Platform of DPH, P. 4, Lines 210-211 (2016)).

We support Hawaiian language immersion schools that contribute to the revitalization and continuation of the Hawaiian language and appropriate assessments that accurately reflect Hawaiian language immersion students' progress and support the Hawaiian language immersion program. We support Hawaiian-focused schools and courses that provide culturally-based education in order to maximize choices in life and work. We support educational programming and efforts that embody Hawaiian values, language, culture and history as a foundation to prepare students for success in college, career and communities. (Platform of DPH, P. 4, Lines 216-221 (2016)).

Education shall be respected as a valuable resource and those pursuing a profession in education shall be compensated with a competitive wage based on national standards while taking into consideration the state's cost of living. We support hiring the most qualified individuals to be teachers and administrators for our educational system. We also support and value the universities and colleges that prepare educators and provide advanced degrees. (Platform of DPH, P. 6, Lines 304-308 (2016)).

Given that **HB2352 HD1 SD1** increases 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. Clarifies that a permit is required for non-licensed teachers serving in public schools, effective 7/1/2050, it is the position of the OCC on Legislative Priorities to support this measure.

Thank you very much for your kind consideration.

Sincerely yours,

/s/ Melodie Aduja

Melodie Aduja, Chair, OCC on Legislative Priorities

Email: [legislativepriorities@gmail.com](mailto:legislativepriorities@gmail.com), Text/Tel: (808) 258-8889

April 6, 2018, 2018

Committee on Ways and Means  
Senator Donovan Dela Cruz, Chair  
Senator Gilbert Keith-Agaran, Vice Chair

Aloha Chair Dela Cruz, Vice Chair Keith-Agaran and Members of Committee,

**We support HB2352 HD1 SD1, 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,

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