



# UNIVERSITY OF HAWAII SYSTEM

## Legislative Testimony

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Testimony Presented Before the  
House Committee on Lower and Higher Education  
Tuesday, February 12, 2019 at 2:15 p.m.

By

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Dean, College of Education

And

Michael Bruno, PhD

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### HB 650 – RELATING TO TEACHER RETENTION

Chair Woodson, Vice Chairs Hashem and Perruso, and members of the committee:

The University of Hawai'i at Mānoa, College of Education opposes HB 650 as it would create implementation challenges along with the duplication of duties.

The HIDEO provides information on teacher recruitment and retention. There are data to show separation of services and plans for retention efforts. For instance, the Teacher Education Coordinating Committee (TECC) is an advisory committee that identifies studies, takes action, or makes recommendations on education matters of common interest to the Department and the institutions of higher learning in Hawai'i. A five-year plan that addresses topics the TECC members identified as important and actionable items were prioritized with objectives, strategies, and key activities. These priorities were identified: 1) build new capacity locally, 2) increase satisfaction of in-service teachers, 3) provide meaningful incentives for recruitment and retention, 4) effectively market the teaching profession, 5) meet local needs with other approaches, and 6) improve special education teaching experience.

Reports are presented to the Legislature annually. Thank you for allowing us to testify on this measure.



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

**Date:** 02/12/2019

**Time:** 02:15 PM

**Location:** 309

**Committee:** House Lower & Higher  
Education

**Department:** Education

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

**Title of Bill:** HB 0650 RELATING TO TEACHER RETENTION.

**Purpose of Bill:** Establishes a teacher retention advisory board within the Department of Education for administrative purposes to study and make recommendations regarding teacher retention and recruitment in the State. Requires the advisory board to design a teacher mentorship pilot program to be administered by the Department of Education during the 2019-2020, 2020-2021, and 2021-2022 school years. Requires the Department of Education to conduct detailed exit interviews with teachers who voluntarily leave the employ of the department. Requires annual reports to the legislature.

**Department's Position:**

The Department of Education (Department) respectfully opposes HB 650 as it would create significant implementation challenges with conflicts to existing programs and duplication of efforts.

Presently Department affiliated boards and focus groups provide input and recommendations for teacher recruitment and retention. There is a plan to support schools with collaborative strategies that provide professional development for teachers within the context of individual schools. Separation of Service data provides information on why teachers leave the Department. This data helps to design relevant retention protocols that address issues within the purview of the Department.

The Teacher Education Coordinating Committee (TECC) is an advisory committee that identifies studies, takes action, or makes recommendations on education matters of common interest to the Department and the institutions of higher learning in Hawaii. A five-year plan that addresses topics the TECC members identified as important and actionable items were prioritized with objectives, strategies, and key activities. These priorities were identified: 1) build new capacity locally, 2) increase satisfaction of in-service teachers, 3) provide meaningful incentives for recruitment and retention, 4) effectively market the teaching profession, 5) meet local needs with

other approaches, and 6) improve special education teaching experience. Reports are presented to the Legislature annually.

The Department continues to promote innovative school design to include teacher collaboration and student voice. With the input and support of all stakeholders and through researched, data-based best practice, teacher-led professional development promotes teacher empowerment and leadership. This is one factor that affects teacher satisfaction and contributes to teacher retention. Other efforts focus specifically on two major areas of import for the Department, Special Education and Bi-Lingual Education, which is guided by task forces to explore needs and best practices in support of teachers and ensure effective instructional strategies for our students.

Hawaii P-20 Partnerships for Education, a statewide partnership led by the Executive Office on Early Learning, the Hawaii State Department of Education and the University of Hawaii System works to strengthen the education pipeline from early childhood through postsecondary education and training through data-informed decision-making and stakeholder engagement.

A teacher mentorship program presently exists in the Department. The Hawaii Department of Education (HIDOE) established a statewide Teacher Induction Program and the Hawaii Teacher Induction Center (HTIC) in 2011 with support from the New Teacher Center, national leaders in teacher induction and mentoring. To date all fifteen complex areas implement a comprehensive induction program for new teacher in their first three years in the profession. Hawaii Teacher Induction Program Standards guide complex areas in implementing and assessing their programs. The program pairs teachers with a trained instructional mentor for their first two years. The Standards of Mentoring Practice, adopted by the Department in 2018, ensure all beginning teachers and mentors engage in evidence-based mentoring practices throughout the school year for a minimum of three times a month totaling 180 minutes. HTIC provides structured mentor training for all mentors statewide and the University of Hawaii Special Education mentors from the UH MUSE program. All complex areas facilitate quarterly mentor professional learning communities for ongoing mentor development and support. In addition, all complex areas provide quarterly beginning teacher professional learning communities for ongoing professional development and support. HTIC and complex areas hold Beginning Teacher Summer Academies to help new hires transition into the teaching field by providing just-in-time professional development and a community of support as they prepare for a successful opening of the school year.

Data from the Hawaii Teacher Induction Survey and the Learning Zone online mentoring platform is used to inform ongoing program growth and improvement. The data also informs us of supports provided as well as teachers' intent to remain in the department. The 2018 survey indicated 94% of beginning teachers plan to continue teaching in the Department.

The Office of Talent Management Assistant Superintendent and HTIC leaders are currently exploring ways to leverage the pre-service student teaching experience and existing induction and mentoring programs to address recruitment and retention challenges. The Department is addressing the recruitment and retention issue with multiple venues, including but not limited to varied stakeholder advisory boards, focus groups, professional development, and data driven strategies.

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](http://www.hawaiipublicschools.org).





Corey Rosenlee  
President

Osa Tui Jr.  
Vice President

Logan Okita  
Secretary-Treasurer

Wilbert Holck  
Executive Director



TESTIMONY BEFORE THE HOUSE COMMITTEE ON  
LOWER & HIGHER EDUCATION

RE: HB 650 - RELATING TO TEACHER RETENTION

TUESDAY, FEBRUARY 12, 2019

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

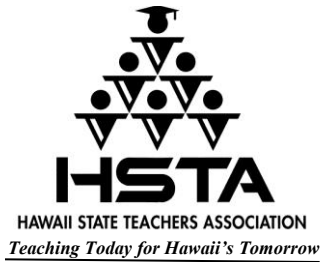
Chair Woodson, and Members of the Committees:

The Hawaii State Teachers Association **supports HB 650**, relating to teacher retention with a **suggested amendment** to ensure that those speaking for teachers are selected by the teachers.

HB 650 would establish a teacher retention advisory board within the Department of Education for administrative purposes to study and make recommendations regarding teacher retention and recruitment in the State. It would also require the advisory board to design a teacher mentorship pilot program to be administered by the Department of Education during the 2019-2020, 2020-2021, and 2021-2022 school years. It would also require the Department of Education to conduct detailed exit interviews with teachers who voluntarily leave the employ of the department.

In the islands, teacher turnover is rife. Approximately 10 percent of Hawaii's teachers switch schools, relocate, or leave the profession each year. Only 50 to 60 percent of current teachers have been at their school for five years or more. Chronic teacher turnover, in turn, forces the department of education to rely on emergency hires and long-term substitute teachers, who are not certified teachers, to fill vacancies especially in our special education classrooms with our most vulnerable students. In the Nanakuli-Waianae Complex Area, for example, an astounding 18 out of 19 SPED teachers hired for the 2017-2018 school year did not have a special education license. This practice is not acceptable.

Hawai'i continues to suffer from a shortage of qualified teachers. According to the DOE's STRIVE HI accountability reports, for the 2017-2018 school year, the state saw 1,011 SATEP vacancies, up from 920 SATEP vacancies in 2016-2017, including a slight increase in SPED SATEP vacancies, from 290 in 2016-2017 to 311 in 2017-2018. As we have noted to the Board of Education at previous hearings, SPED



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teacher attrition has led to a situation in which 1 out of every 6 SPED teachers have not completed a state-sanctioned teacher training program. Our teacher shortage problem is further clarified in the DOE's 2016-2017 Employment Report, which shows that teacher resignations increased from 781 in 2015-2016 to 850 in 2016-2017. Similarly in-state SATEP hires decreased from 404 to 387 over that time span, while out-of-state SATEP hires increased from 508 to 572. Teacher attrition is worse in high-poverty areas.

The Hawaii State Teachers Association believes that this advisory board will bill an important tool to provide concrete solutions to the growing shortage of qualified teachers; however, teachers voices are needed on this advisory board.

The Hawaii State Teachers Association is **requesting the following amendment** to ensure that those are representing and speaking for public school teachers, on this important advisory board, are selected by the teachers.

**Page 5 Line 16 -17:**

**Strike out “board of education” and replace with “bargaining unit 5”.**

To take care of the needs of Hawaii's hardworking teachers, the Hawaii State Teachers Association asks your committee to **support** this bill with the suggested amendment.

**LATE**

**HB-650**

Submitted on: 2/11/2019 7:26:41 PM

Testimony for LHE on 2/12/2019 2:15:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Melodie Aduja	O`ahu County Committee on Legislative Priorities of the Democratic Party of Hawai`i	Support	No

Comments: