

SB204

**Date:** 02/02/2009

**Committee:** Senate Education and Housing

**Department:** Education

**Person Testifying:** Patricia Hamamoto, Superintendent

**Title of Bill:** SB 0204 Hawaii Teacher Standards Board; Data Interface Network; Appropriation

**Purpose of Bill:** Authorizes the Hawaii teacher standards board to coordinate an effort that creates a data interface network to promote the free interchange of information among public and private Hawaii teacher education institutions and the department of education. Appropriates funds.

**Department's Position:** The Department of Education (Department) supports this bill with recommended changes:

In SECTION 2, the second and third sentences specify that the "simple object access protocol-based web services" be used for the data sharing between all participating organizations. While this protocol, often referred to as "soap," is potentially applicable, many older legacy systems cannot easily support it without either substantial and expensive modifications to existing software, or by the installation of external software and hardware to perform the transformations between legacy transactions and soap-compatible web services. The Department strongly recommends that the wording be changed to simply state that the "data sharing be based on a data transfer methodology that is mutually agreeable to participating organizations."

Because of the typical mix of modern web-based systems along with legacy systems in the state, the vast majority of data transfers used to conduct state business takes place quite successfully using ordinary file transfers rather than real-time transactions between systems. All functional and operational needs can usually be met in this manner with minimal expense, except in cases where true real-time data exchange is absolutely necessary. We believe that real-time data exchange is not necessary to accomplish the purposes of this bill. For this reason, we recommend that it is inappropriate to specify the specific technical data sharing protocol in the legislation.

The Department defers to the Hawaii Teacher Standards Board, as the expending agency, concerning the priority and fiscal impact of this legislative proposal.



# HAWAI'I EDUCATIONAL POLICY CENTER

*Informing the Education Community*

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Testimony Presented Before the  
Senate Committee on Education and Housing

February 2, 2009, 1:15 pm, Room 225

by  
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Hawai'i Educational Policy Center

## **SB 204: Relating to the Hawaii Teacher Standards Board**

Chair Sakamoto, Vice Chair Kidani, and Members of the Committee:

The Hawai'i Educational Policy Center (HEPC) supports the creation of a teacher workforce data base as described in SB 204.

Such a data base needs to have the following characteristics:

1. A home institution that has the capacity, orientation, and willingness to serve a larger group of stakeholders, the entire teacher preparation community, the Department of Education, the Hawai'i Teacher Standards Board, and policy makers;
2. The knowledge and willingness to invest in the hardware, software, and personnel to operate a web-based warehouse that not only can analyze and summarize data streams from the various stakeholders, but also allow for policy makers and the general public to query it for specific configurations of data;
3. The capacity to produce timely reports to meet the needs of policy makers;
4. The autonomy and independence to go beyond the institution's core mission, budgetary priorities, and other challenges that often diminish the ability of an agency to serve others.

While attempting to collect data on licensing, teacher program completion, university course completion, higher education degree completion, etc., in response to Senate Concurrent Resolution 56 S.D. 1 *Requesting the Hawai'i Educational Policy Center to Report on the Retention and Change in Assignment of Teachers within the Department of Education.*, HEPC found:

*Data collection and reporting are scattered, and at times inconsistent or difficult to interpret. There are many purposes for collecting data, disaggregating it, etc. but data collection and analysis of the teacher preparation-recruitment-retention system has not been a priority. Data may exist pertinent to these issues, but decision makers are not yet able to easily access, compile, or analyze them. A state-level data warehouse system is necessary for these purposes. Complicating establishing such a system are data often "bundled" with confidential information and personal identifications that under current law need to be removed before they can be shared.*

The inability to locate reliable data to inform decision making on teacher workforce development, HEPC in its Interim Report on SCR 56 S.D. 1 recommended:

*The Legislature should require and fund the development of an affordable, easy-to-implement, multi-agency teacher data system to identify and track teacher candidates through the educational, employment and professional development pipeline. The system should collect timely and ongoing data to assist policy makers in making decisions and in identifying important trends or patterns that inform and improve targeted teacher recruitment, hiring, retention, professional support and development, and premature retirement or leaving rates. Public agency stakeholders should be required by the Legislature to transfer appropriate data, with protocols to protect individual privacy, to this system.*

SB 204 appears to address this need. The HEPC supports this effort, noting that the plan should be inclusive of Pre-Kindergarten through grade 12 teacher workforce development. The TECC recognizes the need for a teacher workforce database and has unanimously supported its creation.

One caution, page 3, line 4 may be overly broad in specifying “all” information held by each institution or agency. For the purposes identified in the bill, all information is not required.

Thank you for accepting our input on this issue.