UNIVERSITY OF HAWAI‘I SYSTEM

TESTIMONY

S.B. 1642, S.D.2: RELATING TO TEACHERS

Testimony Presented Before the
House Committee on Education and
Committee on Higher Education

March 18, 2005

By

Randy Hitz
Dean
University of Hawai‘i at Mānoa

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S.B. 1642, SD 2: Relating to Teachers

Chairs Takumi & Waters; Vice Chairs Berg & Shimabukuro; and Members of the Committees:

The University of Hawaiçi strongly supports the intent of S.B. 1642 S.D. 2 which is to address the teacher shortage through a comprehensive set of initiatives including better teacher recruitment, enhanced teacher education capacity, improved professional development and working conditions for teachers, and tax incentives.

In earlier testimony, we summarized some of the ways the University has attempted to help address the teacher shortage. We will not repeat that here. We will state our support or opposition for each initiative in S.B. 1642 S.D. 2 with little elaboration except in those areas which directly impact the University.

Sections 2 and 3: Hawaiçi teacher cadet program. The University supports the intent of these sections and commits to continued cooperation in the initiative.

Sections 4 and 5: Associate of Arts in Teaching

The University supports the appropriation of funds to increase the capacity of Leeward Community College to offer an Associate of Arts n Teaching degree. Such funding is a part of the Board of Regents approved Biennium Budget request. The University recognizes, however, that the associate degree is not intended to prepare individuals for immediate licensure. Rather, it provides more students at the lower-division level with classroom-based experience intended to enhance their readiness for success in baccalaureate or post-baccalaureate teacher education programs.

Sections 6 and 7: Admission to the College of Education

The University is willing to conduct a study of the advisability of admitting students into the College of Education in their freshman year.

Sections 8 and 9: Support for the College of Education

The University supports the proposed increases in funding for the College of Education for fiscal years 2006 and 2007. We also support the proposed increases to fiscal year 2015. However, we recommend the following phrase be added to the last sentence of section 8, “so long as recruitment to the college warrants the need for additional faculty.”

Technical recommendations: We also note that the term “college” should replace the term “school”. The words “teacher students” in section 9 should be omitted.

The University supports the intent of section 10 to create a forgivable loan program for teacher education students. However, this section is not needed since a program already exists and section 11 deals with the funding of that program. We strongly support sections 11 and 12.

The University supports the intent of sections 19 and 20 which supports induction for new teachers and we commit to continued cooperation with the DOE in the implementation of induction programs. We respectfully suggested, however, that the last sentence in Section 19 be removed. The reference to a specific form of assessment (portfolios) is unnecessary and probably premature at this time.

While supporting the intent of Sections 21-23 to encourage more qualified individuals to become teachers, the University advises caution in regard to sections 21, 22, and 23.

Section 21. The University disagrees with the premise of section 21 which is that there are undue barriers preventing people from entering the teaching profession in Hawaiçi.

Sections 21 and 22 also seem to confuse the roles of the DOE and the Hawaiçi Teacher Standards Board with regard to teacher licensing. The University strongly supports the HTSB as the autonomous and sole licensing authority for teachers in Hawaiçi. We fear that sections 21 and 22 will undermine the HTSB and render it irrelevant.

Section 22: The University finds unnecessary the requirements of the HTSB to more clearly articulate

requirements for teachers hired from out of state or to accept individuals with a National Board Certificate. The HTSB already meets the intent of these proposed changes.

We support the idea of altering the language in these sections to require the HTSB to study and report on the issues. The following language may be useful.

"The Hawaii Teacher Standards Board shall report to the 2006 legislature on its policies and progress in the following areas:

- Licensing requirements for out-of-state applicants seeking to be a licensed teacher in Hawaiçi.
- The role of prior learning or professional experience in partially meeting licensing requirements.
- License reciprocity with other states including use of National Board Certification for licensing teachers.
- Use of performance-based standards for licensing and re-licensing.
- Determining the extent to which current PRAXIS passing scores prevent applicants from becoming licensed.
- Valid and reliable alternative ways for assessing applicant performance of the HTSB standards.

The HTSB will also consider developing a tiered licensing system in which provisional licenses are issued for a short term with the expectation that an applicant must meet all licensing requirements within a specified period of time before a full license is issued."

The University supports sections 23 through 29.

The University supports sections 30 and 31 regarding professional development schools. We note that this initiative passed three years ago and that ten schools in partnership with university programs, submitted proposals. The University remains committed to work with schools to develop proposals for professional development schools. We can also provide more detailed information regarding the rationale and nature of PDSs.

The university supports the intent of sections 32 through 48.

While we support the intent of S.B. 1642, S.D. 2, we respectfully request that priority be given to the Board of Regent-approved biennium budget request which includes increased funding for UHWO to establish a teacher

preparation program and UHH to expand their teacher preparation offerings.

Thank you for this opportunity to testify in support of S.B. 1642, S.D. 2.

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