
A BILL FOR AN ACT

RELATING TO TEACHERS.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

PART I

1
2 SECTION 1. The legislature finds that Hawaii has
3 experienced a severe teacher shortage and rampant turnover in
4 its public schools for the past decade. Each year, the State
5 hires approximately 1,600 new teachers to fill vacant positions
6 statewide. However, once hired, approximately 50 per cent of
7 these newly hired teachers leave the system within five years.
8 The Hawaii educational policy center reports that a primary
9 concern of those leaving is dissatisfaction with an overall lack
10 of professional support for new teachers. Additionally, the
11 Hawaii State Teachers Association reports that, based on a
12 survey of its members, approximately one-third of teachers will
13 leave the profession after only three years with 46 per cent
14 leaving within five years.

15 The legislature further finds that the loss of teachers
16 costs the department of education approximately \$4,000,000 per
17 year. This estimation, however, may be a conservative estimate



1 with more fully comprehensive estimates totaling closer to
2 \$29,000,000 per year.

3 The purpose of this Act is to address the ongoing teacher
4 shortage problem in the state through various programs,
5 incentives, appropriations, and changes to the current law
6 relating to teachers. Specifically, this Act:

- 7 (1) Appropriates funds for public school teachers and
8 teacher candidates to take PRAXIS preparatory courses,
9 tutorials, or programs to become highly qualified
10 under the No Child Left Behind Act; and
11 (2) Appropriates funds to establish professional
12 development schools within Hawaii public schools to
13 train preservice teachers.

14 PART II

15 SECTION 2. According to the Hawaii educational policy
16 center, based on preliminary data, by the 2010-2011 school year,
17 the number of new hires required each year in Hawaii public
18 schools can be reduced from 1,600 to approximately 1,400. By
19 the 2015-2016 school year, the number can be reduced to
20 approximately 800 new hires. To accomplish the foregoing
21 reductions, the State must support efforts to assist in-service
22 teachers in passing PRAXIS examinations to become licensed.



1 all students attain their full potential. An important
2 component of professional development schools is mentoring and
3 induction, which is only part of a holistic approach focused on
4 a specific school or an entire complex. Professional
5 development schools are based on shared decision-making between
6 all parties to improve student learning. Professional
7 development schools have proven successful in:

- 8 (1) Helping hard-to-fill schools nurture their own future
9 teachers;
- 10 (2) Better preparing teacher candidates to teach;
- 11 (3) Positively impacting preschool-through-twelfth-grade
12 student achievement; and
- 13 (4) Improving teacher retention.

14 The purpose of this part is to appropriate funds to
15 establish professional development schools for teachers in
16 public schools in the state.

17 SECTION 5. There is appropriated out of the general
18 revenues of the State of Hawaii the sum of \$200,000 or so much
19 thereof as may be necessary for fiscal year 2008-2009 to
20 establish four professional development schools for teachers in
21 Hawaii public schools; provided that:



- 1 (1) The department of education shall allocate funds to
2 professional development schools by means of
3 competitive grants subject to the availability of
4 resources; provided further that schools that were
5 selected previously shall receive first consideration;
- 6 (2) A grant application shall include a description of how
7 the professional development school will meet the
8 professional development school standards of the
9 National Council for the Accreditation of Teacher
10 Education and the department's six images of success:
- 11 (A) Standards-based learning;
- 12 (B) Professionalism and the capacity of the system;
- 13 (C) Quality of student support;
- 14 (D) Coordinated teamwork;
- 15 (E) Responsiveness of the system; and
- 16 (F) Focused and sustained action;
- 17 (3) Five per cent of the funds appropriated to establish
18 and continue development of professional development
19 schools shall be set aside for program administration,
20 including an annual professional development school
21 conference;



1 (4) Grants may be awarded for up to five years at a time
2 and may be renewable; and

3 (5) Professional development schools shall present annual
4 reports to the department and shall present findings
5 at the annual professional development school
6 conference.

7 For the purposes of this part, "professional development
8 schools" means those public schools, consortia of schools, or
9 departments within schools that have entered into formal
10 agreements with state-approved teacher education programs to
11 address standards-based education, teacher preparation, and
12 professional development.

13 The sum appropriated shall be expended by the department of
14 education for the purposes of this part.

15 PART IV

16 SECTION 6. This Act shall take effect on July 1, 2008.



S.B. NO. 3252
S.D. 2
H.D. 2
C.D. 1

Report Title:

Teacher Recruitment and Retention; Appropriation

Description:

Addresses the teacher shortage in the state through the appropriation of funds for public school teachers to take preparatory courses, tutorials, or programs for the PRAXIS examinations to become highly qualified under the No Child Left Behind Act and to establish professional development schools.
(CD1)

