



GOV. MSG. NO. **893**

EXECUTIVE CHAMBERS  
HONOLULU

LINDA LINGLE  
GOVERNOR

July 8, 2008

The Honorable Colleen Hanabusa, President  
and Members of the Senate  
Twenty-Fourth State Legislature  
State Capitol, Room 409  
Honolulu, Hawaii 96813

Dear Madam President and Members of the Senate:

I am transmitting herewith SB3252 SD2 HD2 CD1, without my approval, and with the statement of objections relating to the measure.

SB3252 SD2 HD2 CD1

A BILL FOR AN ACT RELATING TO TEACHERS.

Sincerely,

A handwritten signature in black ink, appearing to read "Linda Lingle".

LINDA LINGLE

EXECUTIVE CHAMBERS

HONOLULU

July 8, 2008

STATEMENT OF OBJECTIONS TO SENATE BILL NO. 3252

Honorable Members  
Twenty-Fourth Legislature  
State of Hawaii

Pursuant to Section 16 of Article III of the Constitution of the State of Hawaii, I am returning herewith, without my approval, Senate Bill No. 3252, entitled "A Bill for an Act Relating to Teachers."

The purpose of this bill is to appropriate out of the general fund \$300,000 to the Department of Education to assist teachers with preparatory courses, tutorials, or programs for PRAXIS examinations and to establish four professional development schools in Department of Education public schools.

This bill is objectionable because the Department of Education currently receives State and federal funding to support teacher recruitment, retention, and to meet the highly qualified teacher requirements of the No Child Left Behind Act. According to the most recently available fiscal reports, the Department receives about \$30.1 million in federal funds for teacher quality development under No Child Left Behind.

The College of Education at the University of Hawaii is responsible for graduating students who are fully qualified to

STATEMENT OF OBJECTIONS  
SENATE BILL NO. 3252  
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teach in our school system.

Additionally, money in this measure falls outside of the budget act and is not within the State's six-year balanced budget plan.

For the foregoing reason, I am returning Senate Bill No. 3252 without my approval.

Respectfully,

A handwritten signature in black ink, appearing to read "L. Lingle", is written over the printed name.

LINDA LINGLE  
Governor of Hawaii

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# 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 The purpose of this part is to appropriate funds to assist  
2 public school teachers and teacher candidates participating in  
3 preparatory courses, tutorials, or programs for the PRAXIS  
4 examinations to become highly qualified under the No Child Left  
5 Behind Act.

6 SECTION 3. There is appropriated out of the general  
7 revenues of the State of Hawaii the sum of \$100,000 or so much  
8 thereof as may be necessary for fiscal year 2008-2009 to assist  
9 public school teachers seeking to become highly qualified under  
10 the No Child Left Behind Act by paying for their participation  
11 in preparatory courses, tutorials, or programs for the PRAXIS  
12 examinations.

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

15 PART III

16 SECTION 4. Pursuant to Act 313, Session Laws of Hawaii  
17 2001, the legislature funded the establishment and development  
18 of professional development schools in Hawaii. Professional  
19 development schools, wherein a public school enters into formal  
20 agreements with teacher education programs that address  
21 standards-based education and teacher preparation, equip  
22 teachers with the resources and skills necessary to ensure that



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.

