

HB 1540

Date: 03/23/2011

Committee: Senate Education

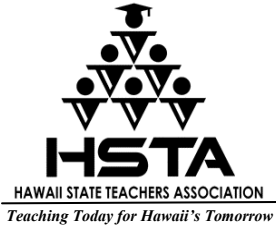
Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: HB 1540(HSCR874) RELATING TO EDUCATION.

Purpose of Bill: Makes permanent statutory provisions that: (1) reduced the maximum employment period for teachers hired on an emergency basis by DOE from 4 years to 3 years; and (2) require those unlicensed teachers hired on an emergency basis prior to 7/1/08, to attain licensure within 4 years from the date of employment.

Department's Position: The Department of Education strongly supports HB 1540 (HSCR874) because it makes permanent statutory provisions that (1) require unlicensed teachers hired on an emergency basis prior to July 1, 2008 to become licensed within four years of the date of employment; and (2) limits the maximum employment period for teachers hired on an emergency basis on or after July 1, 2008 to three years. These provisions provide for better alignment with Hawaii teacher licensing requirement and the criteria for highly qualified teachers as prescribed by the Federal No Child Left Behind Act and Hawaii's Race to the Top efforts. This Bill would require teachers to be licensed in a shorter period of time to meet the highly qualified provisions faster. It is the Department's belief that the shorter period motivates teachers to complete requirements for highly qualified status and licensing.



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TESTIMONY BEFORE THE SENATE COMMITTEE ON
EDUCATION

RE: HB 1540 -- RELATING TO EDUCATION.

March 23, 2011

WIL OKABE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Tokuda and Members of the Committee:

The Hawaii State Teachers Association supports HB 1540 that reduces the maximum employment period for teachers hired on an emergency basis by DOE from 4 years to 3 years. These provisions provide for better alignment with Hawaii teacher licensing requirements and the criteria for highly qualified teachers as prescribed by the Federal No Child Left Behind Act and Hawaii's Race to the Top efforts.

Thank you for the opportunity to testify.

To: Senate Education Committee
From: Malcolm Kirkpatrick
In re: HB 1540 (In opposition)
2011-03-18 *Hearing 2011-03-23*

I testify today in opposition to HB 1540. This bill will raise costs in the Hawaii DOE and reduce overall system performance.

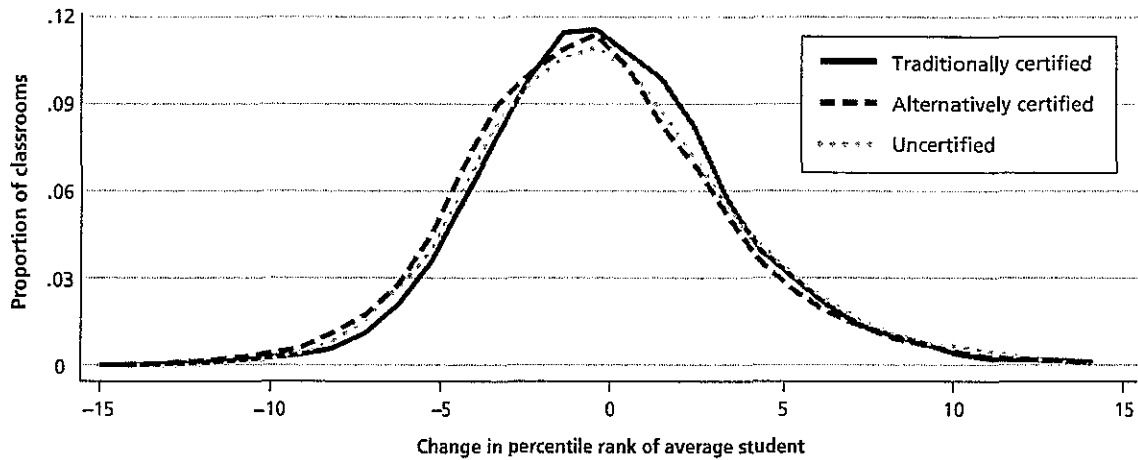
Please consider the attached chart from the Brookings Institution study of teacher effectiveness, "Identifying Effective Teachers Using Performance on the Job". The chart plots the distribution of three populations of teachers against their effectiveness, as measured by student standardized test scores. This plot reveals two important facts: 1) teachers vary widely in their effectiveness, and 2) there is no difference between traditionally certified teachers and uncertified teachers. The authors conclude: "Although these data come from only one school district, they illustrate three conclusions widely accepted among education researchers and consistent with results from many other places. First, there is wide variation in the effectiveness of teachers, even after adjusting for student characteristics such as baseline test performance, race/ethnicity, family income, gender, and so on. ... Second, with only one or two years of student outcome data, a district learns a lot about which teachers are likely to generate large student learning gains and which are not (as shown in figure 2). And, third, these differences in teacher effectiveness are largely unrelated to whether a teacher is certified. The above results—that those with traditional certification do not outperform those without such certification in promoting student achievement—are mirrored in several recent papers (Jepsen and Rivkin 2002; Hanushek et al. 2005; Ballou and Podgursky 2000; Raymond, Fletcher, and Luque 2001). But even when researchers have found differences in mean performance between certified and uncertified teachers, those differences are usually quite small."

They further conclude: "In related research, Hanushek and Rivkin (2004) summarize the research on the predictive power of master's degree completion and find little consistent evidence that graduate degree attainment can identify effective teachers. Similar results are reported in Murnane (1975), Summers and Wolfe (1977), Ehrenberg and Brewer (1994), and Aaronson, Barrow, and Sander (2003)."

The point is this: The requirement that DOE schools limit employment opportunities to people with College education certification artificially restricts each principal's ability to select her staff from the widest pool of applicants.

In an earlier Brookings study of school effectiveness, Politics, Markets, and America's Schools, authors John Chubb and Terry Moe ranked schools by gains in student standardized test scores and then compared characteristics of top-performing schools and bottom-performing schools. The most influential variable, after parent SES, was a compound variable which they called "the degree of institutional autonomy". In other words, the more people above the level of Principal telling the Principal how to do her job, the worse a school performed. One power that the authors hold is the power to determine the qualifications of her staff.

Your auditor has recommended abolishing the Teacher Standards Board. Students, parents, real classroom teachers and taxpayers will gain if you follow the auditor's advice

Figure 1. Teacher Impacts on Math Performance by Initial Certification

Note: Classroom-level impacts on average student performance, controlling for baseline scores, student demographics, and program participation. LAUSD elementary teachers, grade three through five. For details of how an ordinary least squares regression was used to adjust for student background, baseline performance, and other factors, see the appendix.

provide a lot of information about their likely impact during their third year. The average student assigned to a teacher who was in the bottom quartile during his or her first two years lost on average 5 percentile points relative to students with similar baseline scores and demographics. In contrast, the average student assigned to a top-quartile teacher gained 5 percentile points relative to students with similar baseline scores and demographics. Therefore, the average difference between being assigned a top-quartile or a bottom-quartile teacher is 10 percentile points.

Moving up (or down) 10 percentile points in one year is a massive impact. For some perspective, the black-white achievement gap nationally is roughly 34 percentile points. Therefore, if the effects were to accumulate, having a top-quartile teacher rather than a bottom-quartile teacher four years in a row would be enough to close the black-white test score gap. A random assignment evaluation of a classroom size reduction in Tennessee found that schools could improve achievement by half as much—5 percentile points—by shrinking class size in early grades (Krueger 1999). But class size reduction of the magnitude considered in that experiment is expensive: shrinking average class size from twenty-two to sixteen students per class would require a 38 percent

increase in the number of teachers and the amount of classroom space in those early grades.

Although these data come from only one school district, they illustrate three conclusions widely accepted among education researchers and consistent with results from many other places. First, there is wide variation in the effectiveness of teachers, even after adjusting for student characteristics such as baseline test performance, race/ethnicity, family income, gender, and so on. Rockoff (2004) found similar results using data from two school districts in New Jersey. Using data from Texas and Chicago respectively, Rivkin, Hanushek, and Kain (2005) and Aaronson, Barrow, and Sander (2003) report very similar estimates of the variation in teacher impacts on student achievement. Using data from New York City, Kane, Rockoff, and Staiger (2005) find somewhat smaller differences between elementary teachers ranked in the top and bottom quartile. While all of the above were based on nonexperimental methods (that is, they use statistical techniques to control for student characteristics and baseline performance), Nye, Konstantopoulos, and Hedges (2004) analyzed teacher impacts from a random assignment experiment in Tennessee. They found similar variation in teacher impacts on student achievement to those found in the nonexperimental studies.