



EXECUTIVE CHAMBERS

HONOLULU

NEIL ABERCROMBIE
GOVERNOR

Wednesday, February 1, 2012, 2:00 PM
State Capitol Room 309

Testimony of
NEIL ABERCROMBIE
Governor, State of Hawaii

To the House Committees on Education and on Labor and Public Employment
Representative Roy Takumi, Committee on Education Chair
Representative Della Au Belatti, Committee on Education Vice Chair

Representative Karl Rhoads, Committee on Labor and Public Employment Chair
Representative Kyle Yamashita, Committee on Labor and Public Employment Vice Chair

HB 2527 - Relating to Education

Chairs Takumi and Rhoads, Vice Chairs Yamashita and Belatti, and members of the Committees:

Thank you for hearing HB2527. I appreciate the House's leadership in addressing the important matter of educational accountability and improved learning for our children. I strongly support HB2527. It is a priority bill in the administration package for the 2012 legislative session.

HB2527 expands the Hawaii Revised Statute provisions for educational accountability established in the "Reinventing Education Act of 2004" (Act 51, Session Laws of Hawaii 2004). Based on Act 51, HRS 302A-1004 established a "comprehensive system of educational accountability to motivate and support the performance of students and the education system. This accountability system shall... (i)include an evaluation of effectiveness of complex area superintendents and principals in supporting students' achievement, safety and well-being and civic responsibility and the satisfaction of stakeholders affected by (their) work." HB2527 proposes to update the framework established by Act 51 and to align the framework with the current research on educational improvement as well as the State's Race to the Top plans which are included in the Department of Education's long term strategic plan.

HB2527 adds teachers to the list of educators evaluated based on their effectiveness. HB2527 also specifies that measures of students' achievement must be based on multiple measures, include the statewide assessment and other measures of student learning

objectives, and constitute at least 50 percent of the evaluation rating. HB2527 also clarifies that educators should receive an annual rating of their effectiveness.

Currently, the law allows the State to establish a performance management system. Under HRS 89-9(d), the employer and exclusive representative of bargaining unit members cannot agree to "any proposal which would be inconsistent with the merit principle... or would interfere with the rights and obligations of a public employer to... determine qualifications, standards of work and the nature and content of examinations(, and to) hire, promote, transfer, assign and retain employees in positions." Furthermore, HRS 302A-638:

establish(es) an evaluation program for all teachers and educational officers. The evaluation shall be performed at least once in each school year. The program shall define the criteria for evaluation and assign responsibility for the application criteria. The evaluation of a teacher or educational officer shall be on the basis of efficiency, ability and such other criteria as the department shall determine.

Though consultation with the Attorney General's office, we confirmed the State's authority to implement most aspects of the performance management system, with the exception of the effects of the evaluation on personnel (i.e., compensation). However, despite these clear guidelines in the law, the State's position on the scope of management rights could be challenged. We cannot afford that delay.

Therefore, this legislation is important to clearly establish this authority. The bill would also more clearly establish the Legislature's intent that the Department of Education should have a performance management system in which educators would receive an annual evaluation rating of their effectiveness and that teachers' contribution to student learning and growth would be a significant factor in determining the rating.

The educator evaluation is a critical component of the state's Race to the Top plan. Race to the Top reviewers identified the breadth and depth of community support for the state's plan as a strength of Hawaii's application. Letters of support for Hawaii's plan came from congressional and legislative leaders, business, community and civic organizations and leaders, and the Hawaii State Teachers Association, which provided a letter and an agreement of concepts. In its December 21, 2011 letter placing the State's Race to the Top grant on "high risk status," the U.S. Department of Education identified "ongoing delays in finalizing master and supplemental contracts between HSTA and the State have impacted the state's ability to make progress" as a major concern. The U.S Department of Education identified the Great Teachers Great Leaders and Zones of School Innovation projects as most affected by delays in achieving agreement between the State and the teachers' union. Affirming and clarifying the legal authority of the state to move forward with pilot then statewide implementation of annual educator evaluations with a rating of effectiveness will go a long way to addressing the U.S. Department of Education's concerns; in response to the early January tentative agreement with HSTA which contained a description of the performance evaluation on effectiveness and tied the evaluation to increases in salary, Education Secretary Arne Duncan congratulated Hawaii for "a major breakthrough."

However, Race to the Top is only a small contributor to our motivation for action and support for a performance management system that includes a robust evaluation system. Evaluation of educators' effectiveness provides the basis to support development of personnel, reward effective educators, remediate marginal educators, dismiss ineffective/unsatisfactory educators, identify highly effective individuals for leadership roles, and ensure equitable distribution of effective educators. It is the right thing to do for children. It is also the national and federal direction for educational improvement. Recent federal grants, current congressional proposals to reauthorize *No Child Left Behind*, and federal criteria for state waivers for *No Child Left Behind* include requirements from the Race to the Top framework.

DOE's plan to development the performance-based evaluation is thoughtful, is based on research and best practice, and will include feedback from educators. Evaluations must be fair and objective. DOE and HSTA had agreed to work on the evaluation development and implementation collaboratively; the early January tentative agreement with HSTA had included the DOE's commitment to professional collaboration with teachers and HSTA in the development and implementation of the performance-based evaluation tools and maintained protections for teachers against unfair evaluations. Currently, DOE is engaged in a two-year pilot to try out performance evaluation tools, provide teachers and principals opportunities for feedback, train teachers and principals, and establish systems of support.

As I shared with you in my State of the State address:

We must continue our focus on our children and students' performance. We cannot wait any longer. We wanted to cross the Race to the Top finish line side-by-side with the HSTA. Make no mistake we will cross that finish line. Our students deserve no less.

Doing so requires that we use all management, administrative, legislative and legal tools we have at our disposal to implement an evaluation system that not only measures, but achieves student growth; turns around low-performing schools; and supports teachers in increasing their effectiveness. Your leadership in exercising the state's legislative tools to support improved teaching and learning is critical to improve outcomes for our children and for our state.

Thank you for your consideration.

Date: 02/01/2012

Committee: House Education/Labor & Public
Employment

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

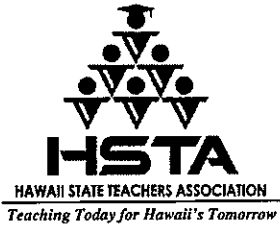
Title of Bill: HB 2527 RELATING TO EDUCATION

Purpose of Bill: Provides the department the directive, means and flexibility to establish a performance management system that cultivates and supports highly effective educators and that implements our State's race to the top commitments.

Department's Position:

The Hawaii Department of Education appreciates the opportunity to testify and **strongly supports** this bill.

In today's global economy, a solid education is essential for success. At the heart of the department's reform efforts is the belief that good teaching matters – a lot. In fact, research shows that we can virtually close the achievement gap when students are taught by effective teachers for three years in a row. Investing in the effectiveness of our teachers and leaders is the very best way that we can prepare students to succeed in college or a career. Under the current approach to evaluation, teachers do not consistently receive constructive feedback on their performance. The department has laid out a thoughtful process to develop and pilot tools in eighteen schools this year and seventy nine in 2012-13, a statewide pilot in 2013-14 and full implementation statewide in 2014-15. This legislation reflects national best practice. It focuses the annual evaluation on multiple measures, giving equal treatment to outcomes as well as instructional practice. The legislation also clarifies that the department has the same core expectations for teachers, administrators, and complex area superintendents. And finally, the language reinforces the department's authority and shows confidence in our planned direction. This legislative commitment is required by our Race to the Top plan, the federal School Improvement Grant funds, and request for flexibility under the Elementary and Secondary Education Act.



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Wil Okabe
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Vice President

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Alvin Nagasako
Executive Director

**TESTIMONY BEFORE THE HOUSE COMMITTEES ON
EDUCATION AND ON LABOR & PUBLIC EMPLOYMENT**

RE: HB 2527 – RELATING TO EDUCATION.

Wednesday, February 1, 2012

**WIL OKABE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION**

Chairs Takumi, Rhoads and Members of the Committees:

The Hawaii State Teachers Association appreciates the opportunity to comment on HB 2527, a measure that grants the Department of Education the directive, means and flexibility to establish a performance management system. At this time we oppose the bill.

HSTA believes the creation of a performance management system will take more time, input and involvement of stakeholders. Evaluations must be based upon multiple facets of a student's performance and it cannot rely on a single measure such as a standardized test score. We must be able to measure a student not only through their test-taking skills, but also through their long-term academic performance and growth as a person. Educators should have the opportunity to comment on the type of tools that will best measure student achievement.

We certainly support the intent of HB 2527, as it emphasizes the importance of measuring students and rewarding teachers based upon results. However, the creation of a performance management system cannot be taken lightly and key provisions of this measure should be reviewed to ensure its practices are comparable to other local, national and international educational systems.

Finally, teachers' voices need to be heard and this remains very important to our members. Their right to fair evaluations and basic due process must be protected. All educators should be afforded the opportunity to make recommendations concerning the best interest of students and assist in establishing standards that are not arbitrary or capricious.

We remain committed to working with the DOE to secure Race to the Top funding, collaborating and designing a valid and reliable tool for assessing teacher effectiveness while preparing our students to compete in a global economy, college, and to be career ready.

Thank you for the opportunity to testify.



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Legislative Director

TESTIMONY FOR HOUSE BILL 2527, RELATING TO EDUCATION

House Committee on Education
Hon. Roy M. Takumi, Chair
Hon. Della Au Belatti, Vice Chair

House Committee on Labor
Hon. Karl Rhoads, Chair
Hon. Kyle T. Yamashita, Vice Chair

Wednesday, February 1, 2012, 2:00 PM
State Capitol, Conference Room 309

Honorable Chair Takumi, Chair Rhoads and committee members:

I am Kris Coffield, representing the IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 150 local members. On behalf of our members, we offer this testimony in opposition, with consideration for amendments to HB 2527, relating to education.

While the IMUAlliance sympathizes with efforts to improve Hawaii's education system, we feel that this bill fails to ordain policies proven to enhance student achievement and sets a bad precedent for future collective bargaining negotiations with teachers. This month, 67 percent of voting members of the Hawaii State Teachers Association rejected a contract proposal that tied compensation to performance evaluations, sending a clear signal that teachers will not accept inequitable treatment from state officials. One of the prime complaints about the contract proposal, prior to its renunciation, was that too few details were disclosed about how evaluations would work. Though HB 2527 does not link pay increases to performance assessments, it is clear from positions taken by the state during contract negotiations that this connection is sought by the Department of Education. In fact, page 13 of the department's Phase 2 Race to the Top grant application specifically states, under item 3 relating to "Hawaii's Career and College Readiness Agenda" on cultivating and rewarding effective teaching: "HIDOE will cultivate a highly effective performance-oriented teacher and principal workforce whose evaluation, tenure, and compensation are linked to their effectiveness in facilitating student growth." The only logical conclusion one can draw from the RTTT grant language and state's hardline collective bargaining tactics is that the performance evaluation system devised under the ambiguous auspices of this bill will be used as a model for implementing merit pay at a later date.

The IMUAlliance wholeheartedly agrees with this bill's introductory claim (Section 1, page 2, lines 4-6) that "effective teaching is the school-based factor that contributes most to student achievement." Unfortunately, state mandated performance evaluations do little to promote effective teaching without subsequent escalations in funding, availability of professional development programs, and classroom support. Moreover, evidence on the efficacy of performance evaluations in determining the effectiveness of educators is mixed, at best. For example, according to a 2008 study published by BYU economists Brian A. Jacob and Lars Lefgren in the *Journal of Labor Economics*, administrators, and specifically principals, were found to be generally capable of identifying teachers whose pedagogical methods produce the largest and smallest student achievement gains, but were far less capable of distinguishing the effectiveness of teachers falling in between those two poles. Granted, this bill does not specify an evaluation design or metrics to be used, leaving those decisions to the DOE. Section 2, §302A-1004(a)(11) of this proposal does, however, call for "an annual rating of performance that differentiates using at least four performance levels," necessitating disaggregation of the messy middle ground—levels two and three, presumably—that Jacob and Lefgren's study shows is difficult to evaluate. Little incentive is given to strive for the highest effectiveness rating, too, if both the third and fourth levels of performance effectiveness result in the same consequence or reward system (since these levels cannot be linked to compensation sans collective bargaining consent), a problem that cannot be mitigated by establishing different professional development requirements for the second and third levels of effectiveness, since determining effectiveness at these two levels is, again, highly problematic. Thus, while we strongly oppose this measure, we urge your committee to consider revising the first sentence of Section 2, §302A-1004(a)(11) to read: "Establish an annual rating of performance that differentiates using at least three performance levels, as determined by the department," thereby eliminating the messy middle. We would like to stress, however, that implementing this change will not in any way alter our staunch opposition to this measure, unless corresponding amendments are also made.

Finally, the IMUAlliance has concerns about the fiscal components of HB 2527. Here, the bill is problematic on two fronts. First, as stated before, the measure clearly appears intended to circumvent the collective bargaining process, denying teachers a seat at the table in designing and implementing performance assessments. Currently, §302A-1004 directs the DOE to design a comprehensive system of educational accountability, with no reference to the inclusion of other education stakeholders in the design or implementation process. Any evaluation system that excludes educators from the design process is destined to not only ostracize incumbent and prospective teachers, but also discount the insights and experiences of those professionals most involved with day-to-day instructional tasks. Second, performance assessments are likely to be a high-cost item, one that the DOE may not be able to afford at a time of fiscal restraint.

In order to rectify the aforementioned problems with this piece of legislation, the IMUAlliance urges your committee to consider several amendments. First, to ensure due process for teachers receiving an unsatisfactory rating, we encourage the committee to revise the first

line of §302A-1004(a)(11) to read: “Establish an annual rating of performance that differentiates using at least three performance levels, as determined by the department, and a procedure by which an educator may protest the validity of a rating he or she has been given. Second, we believe that the design of the evaluation system should come from a board, committee, or other body composed, in equal parts, of representatives from the DOE and educators or their representatives, such as the Hawaii State Teachers Association. Third, we feel that accurate evaluations require methodological transparency and that, therefore, a subsection §302A-1004(a)(12) should be added to the bill, stating: “Methods used in annually evaluating and rating the effectiveness of educators shall be clearly explained prior to enactment and made available upon request by any educator subject to evaluation.” Finally, to protect against the sole use of standardized test scores in assessments of student achievement as part of performance evaluations, we suggest that you revise §302A-1004(a)(10)(A)(iii) to read: “The measurement of students' academic achievement must consist of multiple measures to include statewide assessment and other student learning objectives, as determined by the department, and cannot be based ~~on a single~~ solely on standardized test scores.”

Again, we hope that your committee will not subvert the results of collective bargaining negotiations by expanding executive privilege and will, instead, leave the details of evaluations to future discussions between the state and teachers. That said, we do feel that our proposed amendments make this measure much more palatable and equitable to all affected parties. Mahalo for the opportunity to testify in opposition to HB 2527.

Sincerely,
Kris Coffield
Legislative Director
IMUAlliance



HAROLD K.L. CASTLE
FOUNDATION

January 31, 2012

*Closing the achievement
and preparation gaps
in public education*

*Restoring nearshore
marine ecosystems*

*Strengthening Windward
Oahu communities*

Hon. Rep. Roy M. Takumi, Chair, House Committee on Education

Hon. Rep. Karl Rhoads, Chair, House Committee on Labor and Public Employment

Hawaii State Legislature

State Capitol

Honolulu, HI 96813

RE: Testimony on HB2527 RELATING TO EDUCATION

Dear Chairs Takumi and Rhoads and Members of the Committees:

I am writing to express support for HB2527. This bill would require and allow the Hawaii Department of Education to improve the effectiveness of all of the state's educators through the establishment of "meaningful performance measures, rigorous evaluation, quality feedback for improvement, targeted teacher support, and opportunities and rewards for effective measures," as noted in the draft bill's preliminary language.

As you may know, the Harold K.L. Castle Foundation has invested in a variety of measures to eliminate the achievement gap and the college preparation gap in Hawaii, primarily through the improvement of instructional leadership in our schools. The Foundation recently committed \$10 million over the next four years to help the State to achieve five of the instructional-leadership goals contained in its Race to the Top plan. However, several of those goals are not achievable unless the state adopts ways to fairly and effectively tie teacher and administrator performance to the achievement of their students.

Recent empirical research makes clear that effective teaching matters more than any other single factor in the ability of students to succeed. Struggling students can catch up to their peers if they have high-quality teaching for several years in a row. Evaluation of teachers' effectiveness provides the basis to ensure equitable distribution of effective teachers, to help beginning teachers, and to identify those with teaching mastery who should be encouraged to take on leadership roles in their schools.

Already, nearly 300 teachers in 18 schools in Hawaii have participated in observations of their classroom practice this school year, as part of the design of a new, holistic evaluation effort that will include longitudinal student growth data, formative assessments, and student feedback.

1197 Auoloa Road
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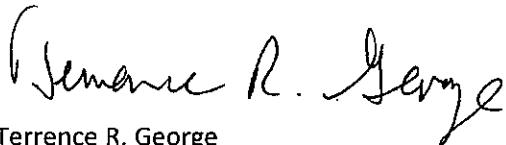
www.castlefoundation.org

The purpose is not to punish but to support teachers, and to use such evaluations to more tightly focus teachers' professional development on their specific needs and those of the school.

Although I would prefer to see that these educator-effectiveness initiatives be included in existing and future contracts with teachers and administrators, the absence of contracts that currently contain such initiatives requires the state to adopt legislation quickly in order not to lose hard-won federal Race to the Top grant monies that can pay for the final design, training, and deployment of such a new set of strong performance evaluation measures. Therefore, I support this bill.

Thank you for the opportunity to submit testimony to your committees.

Sincerely yours,

A handwritten signature in black ink that reads "Terrence R. George". The signature is written in a cursive style with a large, stylized initial "T".

Terrence R. George
Executive Vice President and Chief Operating Officer



KANEOHE
RANCH

January 31, 2011

The Honorable Roy M. Takumi, Chair and Members
House Committee on Education
The Honorable Karl Rhoads, Chair and Members
House Committee on Labor & Public Employment
Hawaii State Legislature
State Capitol
Honolulu, HI 96813

RE: Testimony on HB2527 RELATING TO EDUCATION

Ladies and Gentlemen:

This testimony is submitted in support of HB2527.

On August 24, 2010, the U.S. Department of Education announced Hawaii as a winner of a \$75 million Race to the Top grant. The Hawaii DOE team proved we could compete successfully and we were one of eleven states and the District of Columbia to win, placing third in the final standings. We won because of a bold plan to improve education outcomes for all Hawaii's children. Nothing is more important to our State's future. Hawaii's 2011 NAEP scores showed the Department is making progress.

HB2527 provides authority needed to preserve Hawaii's Race to the Top grant. It provides the Hawaii Department of Education the directive, means and flexibility to improve educator effectiveness so that Hawaii's youth can achieve future success.

This bill will clarify the authority of the Hawaii DOE to implement an evaluation system for educators and improve outcomes for our students. It will allow the public to have assurances about the rigor of the DOE's performance management system and educators' evaluations based on effectiveness. In my occupation, professionals are evaluated based on diligence, hard work, team play and business success, with data as a component. Performance evaluation is essential to developing better staff members and professional workers.

Although this writer hopes these matters can be achieved through collective bargaining, this legislation is needed to protect the Race to the Top grant.

I believe improved student outcomes are critical to the future of our state, and improving educator effectiveness is a key element to achieving those outcomes.

Thank you for this opportunity to testify and for your kind consideration of these matters.

Very truly yours,

H. Mitchell D'Olier
President and
Chief Executive Officer

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 2:13 PM
To: EDNtestimony
Cc: reillyp41@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Fairfax Reilly
Organization: Individual
E-mail: reillyp41@yahoo.com
Submitted on: 1/31/2012

Comments:

HB2527 provides a description of ideal outcomes for Hawai'i's approximately 175,000 students in public schools. Race to the Top has nothing to do with achieving quality public schools at this stage, although the funds may look tempting. Twelve thousand five hundred teachers plus other support professionals teaching all subjects of the ACCN cannot be "scored" within a single instrument nor program. The devil is in the details as multiple national professional organizations have found. Hawai'i could not afford to conduct such performance evaluations similar to the National Board of Professional Teacher Standards does for certified teachers. The bill should focus on a select focus that is both practical and affordable.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 11:29 PM
To: EDNtestimony
Cc: lorinelson53@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: HB 2527 Testimony.docx

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Lori Jane Nelson
Organization: Individual
E-mail: lorinelson53@gmail.com
Submitted on: 1/29/2012

Comments:

I am a teacher and I oppose this bill because the evaluation process is notoriously subject to personal whim of the evaluator; because this process is a negotiable contract item; and because student performance (test scores) are a result of many, many extraneous factors over which teachers have no influence.

Testimony re: HB 2527

I am a special education teacher. I currently teach Kindergarten Special Education at Makaha Elementary School in the Leeward District of Oahu. Last year, I was a teacher at Kealakehe High School on the Big Island, teaching Special Education Physics, Chemistry, and Agriculture in cooperative teaching, inclusion classrooms. For five years prior to that, I taught the medically fragile special education students (mixed grade room) at Nanakuli Elementary School in the Leeward District of Oahu. And before that, I taught Special Education grades K-8 in Pennsylvania, along with teaching college classes in remedial reading and special education, for nine years.

I am writing to express my opposition to HB 2527.

While I agree with the notion that teachers ought continuously to reflect upon and then improve their instructional practices, by conferring with peers and administrators, seeking professional development opportunities, reading professional journals, and attending state-, district-, and school-level conferences, I do not agree with the idea that these improvement processes should, or can, be legislated. And I certainly don't agree with the idea of tying individual teacher salary to student performance or teacher evaluation. (The tenure system is what we use to keep good teachers and can ineffective ones—but you folks are trying to mess with that as well...).

Student performance is the result of an aggregate of circumstances, only one of which is teacher performance in the classroom. I have witnessed students completing bubble tests by creating designs on the page—Christmas trees seem to be a favorite. This is after the students have undergone assemblies stressing the test's importance, have been prepped for weeks for successful test completion, and have been bribed with promises of ice-cream and pizza parties if they succeed. I have heard parents tell their students not to worry about how they do on the test, since it won't impact passage from one grade to the next. I have heard kids tell each other the same reassuring message. I have had students who never did homework because they went fishing every day with uncle, and then feasted on the take with the rest of the family. The responsible adult (often not a parent) states that family is more important than homework, and that this child will never be compelled or even encouraged to do any homework. I have had students tell me that their life-goal is to own a boat like uncle's, and uncle never finished sixth grade...how is a teacher culpable for that student's test score?

My second objection to this legislation is the evaluation of teacher performance. I don't object to the idea of being evaluated, as I find that to be entertaining at the very least, and at best actually helpful, but have doubts about the process currently under development. I teach in a "zone of improvement" school, and the evaluation method doesn't seem to be particularly valid or reliable (I got a nice "practice eval" recently, but I am still not convinced of its validity, although I do believe that I am a good teacher). It is simply too possible for an administrator (or anyone) with a personality conflict with a teacher to skew that teacher's evaluations unfairly, and in fact, erroneously, to create the (false) impression that s/he is not a good teacher. Likewise, it is possible to skew results to grant super evaluations to a pet teacher. Whether or not one can continue to pay the mortgage or if one gets an extra vacation in a given year should not depend on administrator pique.

Thirdly, this bill and others having to do with contract items that we have the right to collectively bargain, is just plain wrong. As with the other ones, its passage will further the appearance that the state of Hawaii does not care one whit about teachers, does not respect teachers, and has no interest in retaining the best teachers, who will continue to flee the state that values them so little. I will not be fleeing, because I have an unsellable house here, but I will be speaking up, and I will be voting for people who demonstrate respect for my profession and my professionalism.

Hawaii's children will be the ones to suffer if you vote yes for this bill. Please vote no.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 2:01 PM
To: EDNtestimony
Cc: dgweidman@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Doug Weidman
Organization: Individual
E-mail: dgweidman@gmail.com
Submitted on: 1/31/2012

Comments:

This falls under the classic "problem searching for a solution" scenario which governments engage in. Why are you seeking to implement a performance system which other states have tried and current research shows is not working?

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 10:41 PM
To: EDNtestimony
Cc: handmo@hawaii.rr.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: evaluation bill.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Cori Muraoka
Organization: Individual
E-mail: handmo@hawaii.rr.com
Submitted on: 1/29/2012

Comments:

I am writing to you to express my strong opposition to HB 2527 relating to student accountability by all educators, including superintendents and principals. I agree that, "A quality education for all our keiki is the foundation of our social and economic future." I also agree that effective teachers make the most impact on our students. However, the Employer needs to honor the Collective Bargaining Process and allow all stakeholders to have a part in designing a tool, testing a tool, refining a tool and then implementing the tool that is agreed upon, together.

Using student performance on state assessments to gauge an effective teacher can be used for those teachers on testing grade levels. However, how will student performance be measured for teachers on non-testing levels? How will student performance be measured for librarians, counselors, PE teachers, music teachers, technology teachers, curriculum coordinators, etc.? Measurement of teacher effectiveness has to be fair. Teachers on test taking grade levels should not carry the burden for all.

All students are different and come from different backgrounds. Some students may not even attend school regularly. A child can have the best award-winning teacher, but if they aren't even in school or don't complete assignments, the child won't reach their potential and probably won't perform well on assessments. A teacher cannot be held accountable for this.

If measurement of students' academic achievement consists of multiple measures, what will the other measures be? It's unfair to base achievement off of something that is not common among all classes on the same grade level. A teacher made test can vary greatly from one school/class to another. If teacher A administers a test that is based on the same benchmarks but is easier than the test teacher B gave, is this good measure of student achievement?

I constantly take classes or workshops that will help me gain the skills and knowledge necessary to teach a diverse range of students. However, paying for these classes becomes expensive especially with pay cuts and doing these activities on weekends or nights means sacrificing precious time with my family. If the law will require professional development activities, is the Employer going to pay for the tuition/fees for these classes? Will the Employer give the employee time off of work or compensate the employee for attending workshops and classes on their personal time? Please don't ask teachers to sacrifice more than they already do.

If student achievement becomes too high stakes, teachers will start to "teach to the test." Teaching to the test will result in a low quality education where students will only learn how to be good test takers rather than being productive citizens that can problem solve, think critically and work together with others. Teaching to the test will also lead to more dropout, worse attendance and most importantly the loss of love for learning.

The Employer must honor the Collective Bargaining Process and allow all stakeholders to have a part in designing the tool that will be used for evaluation of effective teachers.

Thank you.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 10:07 PM
To: EDNtestimony
Cc: scent_of_flowers06@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Karen Jaremski
Organization: Individual
E-mail: scent_of_flowers06@yahoo.com
Submitted on: 1/29/2012

Comments:

Once again, our governor has shown his true colors, and all the signs point to what a bully he truly is! HB2527 is now in the works and seeks to take over the evaluation process, all because there is \$75million at stake and he does not want to make his performance as governor look more abysmal than it already is. Most teachers do NOT object to being evaluated based on their performance. That was not the issue when we voted down the latest contract. WE JUST NEEDED TO KNOW THE FACTS OF THE EVALUATIONS, and since they weren't provided, we voted no. Abercrombie can't stand the thought of losing RTTT funds, so once again, he is trying to call all the shots and dictate what HE wants, not what is best for those that voted him into office (because we believed in him!) How many times can you continue to trust this bully who abuses the system, and clearly is out for his own personal gain! Let us teachers be evaluated and clear out those who do not perform as they should, but let that decision be up to those who know best, the educators themselves! We don't need to have a school system run by this bully! Defeat HB2527! Thank you for allowing me to testify!

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 9:40 PM
To: EDNtestimony
Cc: toni_reynolds@email.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Antoinette "Toni" Reynolds
Organization: Individual
E-mail: toni_reynolds@email.com
Submitted on: 1/29/2012

Comments:

HB2527 is a slap in the face to all teachers. As a 20+ year teacher, I understand the importance of evaluation. However, an evaluation tool should be carefully crafted, worked on by all parties involved, and then amended some more, if needed. Finally, a well-crafted evaluative tool should be agreed upon by all parties, especially those being evaluated. All viewpoints deserve to be considered, and a fair and equitable evaluation system should also include opportunities for improvement (not just a tool for driving people from the teaching profession.)The National Education Association has carefully prepared a detailed report on teacher evaluation, which includes some balanced evaluative models. Forcing a teacher evaluation system without a vote by teachers is insulting and divisive. We need to work together on a balanced evaluation system.

-Toni Reynolds, teacher from Big Island

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 9:05 PM
To: EDNtestimony
Cc: jmgillentine@hawaii.rr.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB. 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Jonathan Gillentine
Organization: Individual
E-mail: jmgillentine@hawaii.rr.com
Submitted on: 1/29/2012

Comments:

This bill simply leaves too many questions unanswered:

Page 2: How do students demonstrate higher performance?

Page 6: Who are the 'other employees' who will be accountable and how will they meet that accountability?

Page 8: How do you plan to measure student achievement for special schools, such as Olomana and Hawaii School for the Deaf and Blind, and special populations, including special education and early childhood students for which there are not reliable or valid measures to appropriately determine their achievement?

Page 8: How can adequate response rates to broadbased surveys be guaranteed?

Page 9: This is all going to be in place by July 1, 2013? How is that possible?

Thanks for the opportunity to testify.

Aloha,
Jonathan Gillentine, PhD, NBCT

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 8:38 PM
To: EDNtestimony
Cc: david92jackson@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Response to HB 2527.wps

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: David Jackson
Organization: Individual
E-mail: david92jackson@yahoo.com
Submitted on: 1/29/2012

Comments:

Here are a few questions I believe are of importance to you in the decisions you face regarding HB 2527 on the matter of evaluating teachers by student performance on state assessments.

1. If I succeeded in using my power and influence to reduce your career to merely serving the increase of a certain statistic, whose value is dependent on a great many more factors beyond your control than are in your control, would you continue in that career?
2. If you chose to continue in that career, and I insinuate you are incompetent simply because you struggle to increase that statistic, would you find much satisfaction in your work?
3. If I were to reduce your salary and benefits, and then threaten to stall your chances for future salary advancement until you manage somehow to increase that statistic which you are not allowed to directly influence, and thus whose use as a measure of your performance is not statistically valid, what reason would you find to continue in that career?
4. If you began to see your job as being responsible for leading a horse to drink from a poisoned pond, would you want to get up in the morning in time to do it?
5. If you watched others get raises because they were successful in tricking horses into dooming themselves, would you sit back and let it happen?

I prefer to stand on the shoulders of giants, the historically renowned men and women of science and reason to whom you owe the world you inhabit and whom have all adamantly opposed the kind of political expedience demonstrated by one Governor Abercrombie and his education initiatives. Whose shoulders will you stand on?

Finally, I assert that the teacher evaluation tool must be a reflection of the quality of teachers' efforts alone, not the efforts of others over whose behavior and choices they have no significant influence. Here is my offering for a sound and fair evaluation tool that promotes the kind of professional growth that has a real chance of increasing a teacher's efficacy in providing students with the opportunity to receive a solid education.

- Is the teacher prepared to present the logical development of topics on a daily basis?
- Does the teacher provide meaningful assignments that support student understanding?
- Does the teacher prepare students to reason, by providing the necessary contexts?
- Does the teacher allow students to take appropriate paths to gain the understanding they need to complete their assignments?
- Does the teacher compose student grades to be a reflection of academic acquisition?
- Does the teacher daily demonstrate concern for student growth by observing and providing constructive criticism?
- Does the teacher project a pleasant demeanor that invites approach and questioning?
- Does the teacher demonstrate a passion for their subject?
- Does the teacher demonstrate a reliance on reason before emotion?
- Does the teacher continue to educate themselves?
- Does the teacher maintain an atmosphere of mutual respect and academic focus?

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 7:41 PM
To: EDNtestimony
Cc: ccainecc@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Catherine Caine
Organization: Individual
E-mail: ccainecc@yahoo.com
Submitted on: 1/29/2012

Comments:

To Whom it May Concern;

While I understand the state's interest in raising the level of achievement in each of our students. Is basing a teacher's salary on a multi-facited issue going to get you the result you desire? I think not! I can have an impact on student learning but I am not the only factor in this equation. Does the parent bring the child to school ready to learn? Is the child capable of learning in the narrow way that is required to provide proof that they are learning? I think you need to consider so much more than the monetary funds you are looking for from the federal government. Think about a better society through education. If you want to be more informed talk to the National Board of Certification they had a great web broadcast on what is a fair and equitable teacher evaluation system. Should we base your pay or reward you if the economy improves? Do you have total control of that? I think not!

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 7:16 PM
To: EDNtestimony
Cc: dearshawn@hawaii.rr.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Comments Only
Testifier will be present: No
Submitted by: Shawn M. Bus
Organization: Individual
E-mail: dearshawn@hawaii.rr.com
Submitted on: 1/29/2012

Comments:

Representative Takumi, Chair of Education Representative Della Au Bellati Vice-Chair As a teacher, I am very concerned about a system of pay that includes rewards and sanctions for and against teachers based on student performance. You do not have to spend a lot of time in the classroom to realize that there are many factors beyond the control of the teacher that effect student performance on academic assessments. (I am glad to see that parents are acknowledged as important stakeholders, and that their 'lines of responsibility' will be defined as part of this bill.) I have the following concerns:

- If teacher salary and/or career status is going to be significantly impacted by student assessment scores, then it is imperative that Hawaii teachers have our profession and interests (which is crucial to the interests of students) defended by our union, as stated in the HB 2527. HB 1668 seeks to eliminate the due process essential to the avoidance of potential unjust terminations by eliminating tenure. Teachers must have the right to due process preserved as a way to eliminate the potential of unjust evaluations and terminations. This must be part of any teacher evaluation system.
- Due to the real potential of negative consequences and sanctions against teachers who are perceived to not meet a yet to be established criteria as observed by a yet to be determined evaluator, there must be a system in place that allows for a defense against unjust evaluations. For example, there must be a system of due process when a teacher's rating is based on student assessments that are invalid (i.e., doesn't assess what it claims to access), or a teacher assessment that lacks inter-rater reliability.
- I am concerned that basing teacher salary increases on student assessments sends the wrong message to teachers. To do so will place an unjust emphasis on testing and encourage teaching to the test. Too much instructional time will be spent on teaching students how to score well on these assessments, rather than on teaching critical thinking and problem solving skills, and on encouraging teachers to use their strengths and interests to fire up student imaginations and the love of learning. Do not assume that merit pay will indeed improve student learning.

Please take care not to sabotage my colleagues' and my efforts to bring the best out of our students, and out of us. We need your support, not your censure.

Sincerely,
Shawn M. Bus, MA in Education

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 5:22 PM
To: EDNtestimony
Cc: christinaellis3@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Teacher evals.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Christina Ellis
Organization: Individual
E-mail: christinaellis3@gmail.com
Submitted on: 1/29/2012

Comments:

I am in no way opposed to making the current teacher evaluation system more useful, but at the same time I am vehemently opposed to tying teacher evaluations to student achievement.

After 3 years of furloughs, no planning days, and extreme pay cuts for teachers. Suddenly our law makers are concerned with teacher performance. There are much better ways to improve teacher effectiveness than tying teacher performance to student achievement.

In national surveys, when teachers are polled as to the best way to boost their effectiveness, their number one recommendation is to reduce class size – far above any other reform offered, including merit pay. When Finland's leaders sought to improve their students' academic performance, they instituted measures that included reducing class size, boosting teachers' salaries, and eliminating standardized testing. Teaching is now a highly sought after profession in Finland, and Finnish students top the world in academic performance.

If we want to make teaching a profession worth pursuing, we must pay all teachers a respectable professional wage—on par with professions that require comparable education and expertise – and provide them the tools they need to do their job – small classes, strong mentors, time for planning and collaboration, scope for their own creativity and help with addressing challenges such as poverty and homelessness.

Teachers should be evaluated by robust systems that use multiple measures, as well as parent and peer input, to identify their weaknesses, help them improve, and weed those unsuited to the job out of the profession. Concerned parents and community members should insist on fair, broad-based systems of evaluation, as well as on the other kinds of support that teachers need to succeed.

The reality is that with the demands from the federal government, the state government, teachers are no longer allowed to teach all students. Teachers are told that they must focus all their energy on the “bubble” or “hot list” kids these are the students who scored within 15-20 points on their last HSA test. Teachers are not to “waste time” on students who are well below, students who met, or students who exceeded on the HSA. I know many teachers personally who have been spoken to by their administrators for being “caught” working with the wrong students.

The real problem in education is not with the teachers, it is with legislators who create well meaning but ultimately extremely harmful policies on the public education system.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 4:45 PM
To: EDNtestimony
Cc: kluczon@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: I have been teaching since 1986 in the Department of Education.docx

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Esther G. Luczon
Organization: HSTA
E-mail: kluczon@gmail.com
Submitted on: 1/29/2012

Comments:

I have been teaching since 1986 in the Department of Education-Hawaii.

I oppose bill **HB 1668** – eliminating all current teacher tenure status. I also oppose bill **HB 2527** holding all educators, including superintendents and principals, accountable, for student achievement.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 4:43 PM
To: EDNtestimony
Cc: jmlandes@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: J Michael Landes
Organization: Individual
E-mail: jmlandes@gmail.com
Submitted on: 1/29/2012

Comments:

I am writing to you to express my strong opposition to HB 2527 relating to Teacher Evaluation. The proposed bill would circumvent the collective bargaining process to impose a new evaluation across the school system without the input or consent of the people who would be directly affected by this new evaluation. Teacher evaluations are a recognized part of our contract, and any changes to the evaluation system need to be collectively bargained and negotiated in good faith.

I recognize that the recent rejection by teachers of a tentative agreement may have sent the message that teachers are opposed to a new evaluation system. This is simply not true. All of the comments I have heard from my fellow teachers in regards to this issue are along the same lines. We welcome a new evaluation system. We just want to have a role in determining how this new evaluation will work and what it will look like. We voted no, because the tentative agreement asked us to sign now and trust the state to come up with the evaluation later. We would have essentially been giving the state a blank check, as we would have been locked into whatever type of new evaluation the state came up with, had we voted yes. Again, we are not opposed to evaluations - we just want them clearly defined before we vote on them. And, we demand that the development and implementation of evaluations remain part of our collective bargaining rights.

Please remember that teachers and other union members constitute a large voting bloc in this state. Unlike some other states where a Republican majority has taken a very anti-union stance and the Democrats have banded with their pro-union allies in recalls and protests, our Democratic majority is now taking an anti-union stance. Please recognize that following the governor's footsteps into into this type of union busting will not go unnoticed in the upcoming elections.

Thank you.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 4:01 PM
To: EDNtestimony
Cc: lclay7910@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Legislature 2012.docx

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Laurel Clay
Organization: Individual
E-mail: lclay7910@gmail.com
Submitted on: 1/29/2012

Comments:

Aloha,

I am a 23-year classroom veteran, and now, a National Board Certified teacher. I am writing to you to express my **strong** opposition to HB 1668 relating to Teacher Tenure. Your bill will end tenure for those who are currently tenured teachers and not allow for future teachers to become tenured. I worked very hard to achieve my goal to be a tenured teacher and I am very proud of that fact. I teach my students about goal setting in my classroom all of the time. I have never told them that once you achieve the goal, someone might make a law that takes it away. I teach them to be good citizens, follow the law, and set goals to achieve. **Why** would you want to take this away from me? Especially since I've dedicated my life's work to teaching in Hawaii's public schools?

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 2:47 PM
To: EDNtestimony
Cc: honua@mac.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: HB 2527.docx

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Terry Low
Organization: Individual
E-mail: honua@mac.com
Submitted on: 1/29/2012

Comments:

Dear Congress Members:

RE: House Bill 2527

It is disconcerting to see that the legislature feels it is necessary to by pass collective bargaining and try to legislate how schools should be run. The motivation for this is probably stimulated by the possibility of the state losing "Race to the Top" funding. Those funds are fairly significant, but the actual benefit to Hawaii's schools overall is small. Even the schools that those funds are intended to benefit will likely see only a small fraction of those funds directly used in the classroom to help students, with much going to educational vendors who are looking to profit from programs they are selling. Why the state is in danger of losing those funds has nothing to do with classroom teachers. The Department of Education failed to have thought through the logistics of their plan when they submitted it for "Race to the Top" funding. Attacking teachers for that failure is disrespectful, especially given the sacrifices teachers have had to make in recent years to help balance the state's budget. Auwe!

It would be nice if the Legislature would allocate the funds to pay teachers a salary commensurate with the responsibilities they have been charged with. Teachers in Hawaii have been paid last or next to the last in the nation when cost of living is factored in since I have been teaching here—eighteen years now. This doesn't count the years of furloughs and now DLWOP's that we have had to endure. Many teachers have to work two or three jobs in order to get by here. How do you think that affects their performance? Teachers are hardworking, caring, dedicated professionals that deserve better. Honor the teaching profession by finding the funds to pay teachers for the professionals they are. Stop trying to legislate things that can be resolved collaboratively in collective bargaining. Understand that the "Race to the Top" plan is not a panacea for what ails education in Hawaii.

Aloha,
Terry Low
Kauai High School

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 2:44 PM
To: EDNtestimony
Cc: jonmon@hawaii.rr.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Monica Johnson
Organization: Individual
E-mail: jonmon@hawaii.rr.com
Submitted on: 1/29/2012

Comments:

All education related employees should be held accountable to student achievement, but the means need to be fair and agreed by all. The employer should honor the collective bargaining unit. We need democracy to be fair and right for making this decision related to education. Unclear words such as given flexibility does not represent democracy especially for educators.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 2:58 PM
To: EDNtestimony
Cc: lnishizuka@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Comments Only
Testifier will be present: No
Submitted by: Lisa Yamagata
Organization: Individual
E-mail: lnishizuka@gmail.com
Submitted on: 1/29/2012

Comments:
To Whom it May Concern:

As a teacher, I am open to possibilities of revamping our current evaluation (PEP-T) system. However, I strongly believe that teachers and our union (HSTA) should be involved in the process of creating the new evaluation system. When it comes down to it, every individual teacher in the state will be the ones MOST affected by this new evaluation system, so why not give us an opportunity to have a say in something that will affect us so greatly? We are the ones in the trenches, working with students on a day-to-day basis...we know the ins and outs of everything that goes on in the schools and classrooms. Please, I ask that you respect us as professionals and involve us in the crafting of a new evaluation system.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 3:24 PM
To: EDNtestimony
Cc: Ddkaoki@mac.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Diane Aoki
Organization: Individual
E-mail: Ddkaoki@mac.com
Submitted on: 1/29/2012

Comments:

I am a 5th grade teacher at Kealakehe Elementary School in Kona on the Big Island. I am writing in opposition to HB 2527, relating to teacher evaluation. The teacher evaluation bill, especially considered together with the tenure bill, has worrisome implications. This proposed law will drastically affect the lives of thousands of teachers and consequently their students. Teachers are not worried about being held accountable for the work that they do. They are worried about being treated fairly. There is nothing in the bill that addresses validity and reliability of the tool and process used, that allows the ones being evaluated an opportunity to give feedback on the tool and process used, that considers a way to address the many problems that will accompany such a change in the law. There is no way to defend against an unfair and inaccurate evaluation. Though the employer has management rights to evaluate their employees, many factors, such as the impact on working conditions, fairness, morale, and equity, will be impacted by such an onerous law. Please let us collaboratively work with our employer to implement a system that will raise the profession and therefore the quality of education our students deserve.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 2:00 PM
To: EDNtestimony
Cc: dolini@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: HB 2527

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Doreen Stone
Organization: Individual
E-mail: dolini@gmail.com
Submitted on: 1/29/2012

Comments:

I am writing today to oppose HB 2527.

The collective bargaining process ensures fair measures and protects teachers' rights. Excluding teachers from the decisions that affect the assessment tools by which they would be measured is flawed from the start. Teachers should be part of designing and refining the evaluation process because we know the job, know our students, and know our communities.

Thank you,

Doreen Stone

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 1:17 PM
To: EDNtestimony
Cc: melissa1@hawaii.rr.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Testimony Related to HB 2527 Performance.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Melissa Yoshimoto
Organization: Individual
E-mail: melissa1@hawaii.rr.com
Submitted on: 1/29/2012

Comments:

Testimony Related to HB 2527 Performance

I am a tenured Special Education Teacher in the Honolulu District. I have been teaching at the same school for 12 years. Over the past decade, there have been so many changes and policies regarding the provision of services for students under IDEA largely due to the economic climate. I am to make water into wine with outdated materials, inadequate support, and being stretched so thin across content, curriculums, and grades that I am transparent. How are you to judge my performance as a teacher without taking mitigating circumstances into account?

Over the last 3 years, the ability to procure services, items, and receive assistance for students has become increasingly difficult. Students are not given what they need because there is no money. Students with the highest needs are being provided service by individuals with the lowest level of education and limited experience. Students with behavioral health needs are not being addressed because there are no bodies to fill these jobs. How are you to judge my performance based without asking if they are getting what is written in the IEP's or the mental health services they need?

A typical Special Education teacher at our school carries a caseload of 10-14 students with varying disabilities and grade levels. We are considered case managers, which make us social workers, secretaries, data analysts, therapists (mental, physical, and occupational), middle management, and trainers to all low-level para-professionals that come our way. How are you to judge my performance as a teacher when I wear these many hats?

It may read as though I hate my job, in truth, I do not. What I dislike is the fact that direct service is the last to receive the support that need to enable students to be successful. I can say that I have bled sweat and tears in the classroom and at home. I can say that I spend one paycheck buying student supplies. I am a professional and I have taken my profession seriously. How do you judge my performance of a teacher when I have no school budget?

How do you make teacher evaluation tool that takes into account all of these variables and then measures student performance? And as a thought, if I am judged to be ineffective or sub-par, then aren't we all to blame. Should it be off with all of our heads?

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 1:16 PM
To: EDNtestimony
Cc: jenniferfixman@hotmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Testimony on HB2527.docx

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Jennifer Fixman-Kramer
Organization: Individual
E-mail: jenniferfixman@hotmail.com
Submitted on: 1/29/2012

Comments:

Testimony on HB2527: Holding Educators Accountable for Student Achievement Dear Legislators, Please vote no for HB 2627. While I am certainly in favor of promoting student progress, this bill is not the solution—and may contribute greatly to further problems.

Here's the thing about measuring student progress: While certainly our goals as teachers are to meet every child's needs and to help every child progress, it is certainly easier to help some children over others. Here are some examples: If an English-speaking child's parents work with him for 2 hours per night on top of school work, this child may have a greater chance of succeeding on a standardized test than a child who leaves school, does not have a home, lacks a stable caretaker, and wonders if he will eat dinner each night. That first child also may have a greater chance of success on a standardized test than a child who just immigrated to our country and speaks no English—or a child who has been designated as "special education" and requires an "individualized educational plan" but is held to the same standards as everyone else on standardized tests.

If people's livelihoods are at stake, could there be schools or teachers that try to alienate students in all but the first category I have described? If those children who are less likely to succeed no longer attend their schools, their schools are less likely to be labeled as "failing," and teachers would be more likely to keep their jobs. Teachers, principals and superintendents who originally chose their jobs to make a difference for ALL children may begin to think about their own needs to preserve their jobs first.

Should we therefore forego any accountability? Of course not. But an accountability system must be extremely well-thought-out and should certainly include input from educators. I realize that the HSTA teachers did not agree to the recently proposed contract. Governor Abercrombie has used the fact that teachers voted against our union leaders' decisions as a basis for skirting our union in such decisions. The teacher vote is a statement on the system of "checks and balances" that underlies our entire governmental system.

Please work together with us to promote student achievement in Hawaii. I believe we should have a better system of Early Childhood Education, and develop more ways to support and educate our island families. We should also develop ways of evaluating performances that do not ultimately hurt children.

While HB2627 was perhaps created for good reasons, it is simplistic, dangerous, and could actually become a tool for discrimination and diminishing educational quality in our islands.

Thank You,

Jennifer Fixman-Kramer

Teacher, Waikele Elementary

Testimony on HB2527: Holding Educators Accountable for Student Achievement

Dear Legislators,

Please vote no for HB 2627. While I am certainly in favor of promoting student progress, this bill is not the solution—and may contribute greatly to further problems.

Here's the thing about measuring student progress: While certainly our goals as teachers are to meet every child's needs and to help every child progress, it is certainly easier to help some children over others. Here are some examples: If an English-speaking child's parents work with him for 2 hours per night on top of school work, this child may have a greater chance of succeeding on a standardized test than a child who leaves school, does not have a home, lacks a stable caretaker, and wonders if he will eat dinner each night. That first child also may have a greater chance of success on a standardized test than a child who just immigrated to our country and speaks no English—or a child who has been designated as "special education" and requires an "individualized educational plan" but is held to the same standards as everyone else on standardized tests.

If people's livelihoods are at stake, could there be schools or teachers that try to alienate students in all but the first category I have described? If those children who are less likely to succeed no longer attend their schools, their schools are less likely to be labeled as "failing," and teachers would be more likely to keep their jobs. Teachers, principals and superintendents who originally chose their jobs to make a difference for ALL children may begin to think about their own needs to preserve their jobs first.

Should we therefore forego any accountability? Of course not. But an accountability system must be extremely well-thought-out and should certainly include input from educators. I realize that the HSTA teachers did not agree to the recently proposed contract. Governor Abercrombie has used the fact that teachers voted against our union leaders' decisions as a basis for skirting our union in such decisions. The teacher vote is a statement on the system of "checks and balances" that underlies our entire governmental system.

Please work together with us to promote student achievement in Hawaii. I believe we should have a better system of Early Childhood Education, and develop more ways to support and educate our island families. We should also develop ways of evaluating performances that do not ultimately hurt children.

While HB2627 was perhaps created for good reasons, it is simplistic, dangerous, and could actually become a tool for discrimination and diminishing educational quality in our islands.

Thank You,
Jennifer Fixman-Kramer

Teacher, Waikele Elementary

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 12:00 PM
To: EDNtestimony
Cc: lesliefras@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Leslie Frasier
Organization: Individual
E-mail: lesliefras@gmail.com
Submitted on: 1/29/2012

Comments:

As a teacher, I am deeply committed to the success of every child. I put children first by working every day to reach and motivate my students. Teachers are in the classroom and know the needs of our students and the effective strategies to help students achieve. That is why the teachers' agenda simply puts students at the center of our work.

Making changes that target and hurt teachers are not the solution to a better education system. Everyone in the community must be accountable for the success of our children-- teachers, decision makers, students, and parents. This means teachers must embrace the challenge to improve our professional practice. Students must be respectful and come to school ready to learn. Parents and families must instill values of respect, responsibility, and love for learning. Elected officials must give our students, teachers, and schools the supports and the resources they need to be successful.

I strongly oppose this measure.
thank you.
Leslie Frasier

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 11:32 AM
To: EDNtestimony
Cc: aasnc@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Alicia Jacobson
Organization: Individual
E-mail: aasnc@yahoo.com
Submitted on: 1/29/2012

Comments:

To Whom It May Concern,

Thank you for hearing my opposition to HB2527 regarding teacher evaluations. First may I comment that I am in favor of teacher evaluations, mentoring, and performance incentives IF we can find a fair, effective means to put these processes in place. Currently, we (teachers) have not been given any specific plan to implement evaluations. If this bill is passed at this stage of infancy, there could be severe negative consequences. An effective evaluation program will take time and money to implement. As a teacher, I feel that our energy should be first put towards creating a support system for new teachers or teachers facing curriculum or disciplinary challenges in the classroom (this often occurs if you are forced to change grade levels or have severe behaviors in the classroom.) After nine years in the classroom, I have not received support in these areas do to lack of staff to assist in this role. I feel that it is a HUGE mistake to make evaluations mandatory at the current time since we do not have staff to properly perform this duty. We are moving too quickly and without proper reflection. This should not be a race (no pun intended,) but a well thought out plan to improve our current education system here in Hawaii. I hope you will give thought to my reasons for opposition of B2527.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 9:12 AM
To: EDNtestimony
Cc: maka.ohana@hawaiiantel.net
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: I oppose HB2627 the way it is now.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Sienna Makarewicz
Organization: Individual
E-mail: maka.ohana@hawaiiantel.net
Submitted on: 1/29/2012

Comments:

I oppose HB2627 the way it is now. We as teachers are already evaluated through the Pept. Our schools and children are tested through SAT. More testing and evaluating will not fix our schools. I teach second grade at a low-income school. I have two students that come up to an hour late each day if they come at all. I have another child whose mother walked abandoned him. I have another student that told me this week his dad has cancer. I have gone to his home to talk to his parents but they are not there the mother is working and the father was on the mainland in the hospital. I have another girl whose grandma was murdered last month. I have many children that come to school hungry and too late for breakfast at school. I have children that skip lunch because they do not like the food or are too rushed to go to recess. I have children that try their best at completing their homework but they are on their own with no support from the parents. They have no one that reads to them or that listens to them read. There are many more issues that go on in the homes of my children that I do not even know about. How am I going to be evaluated? What about their parents? This is just one classroom and just a few of our challenges. Are you going to tie my performance to the lives of these children? I work very hard to help my children. They all improve and grow but they do not all make benchmark but I will keep trying my hardest to see them all succeed in life.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, January 29, 2012 7:17 AM
To: EDNtestimony
Cc: jjbli@aol.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: HB 2527 .pages.zip

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Jennifer
Organization: DOE
E-mail: jjbli@aol.com
Submitted on: 1/29/2012

Comments:

Why are parents not being held accountable for their child's performance in school? As a teacher I only spend one part of a school year with their child. they ARE their child's primary educator.

CREATING A QUALITY EDUCATION SYSTEM IS A TEAM EFFORT

Education reform is in the news nationwide, not just in Hawaii. It is on the minds of parents and in response, politicians are putting it on their agenda and making it an issue

Critics of education believe they know how to fix schools even though they have spent little, if any, time in our classrooms. The trickle-down effect of their criticisms make it difficult for children and their parents to respect teachers and value education.

Teachers are deeply committed to the success of every child. We put children first by working every day to reach and motivate our students. Teachers are in the classroom and know the needs of our students and the effective strategies to help students achieve. That is why the teachers' agenda simply puts students at the center of our work.

Making changes that target and hurt teachers are not the solution to a better education system. Everyone in the community must be accountable for the success of our children--teachers, decision makers, students, and parents. This means teachers must embrace the challenge to improve our professional practice. Students must be respectful and come to school ready to learn. Parents and families must instill values of respect, responsibility, and love for learning. Elected officials must give our students, teachers, and schools the supports and the resources they need to be successful.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Saturday, January 28, 2012 10:54 PM
To: EDNtestimony
Cc: kimkspringer@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Kim Springer
Organization: Individual
E-mail: kimkspringer@gmail.com
Submitted on: 1/28/2012

Comments:

I am Kim Springer, a 30 veteran teacher. I am writing in opposition to this bill. There are many factors which affect test scores, and teachers are only ONE factor. Some factors which affect test scores: family conflict, illness, abuse, lack of sleep, lack of parental support, poor attitude, hunger, disruptive peers, poor test taking skills, and the list goes on. You CANNOT hold educators solely accountable for test scores, because they are not the only ones which affect them. I strongly urge you to do what's right for Hawaii's keiki and vote NO.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Saturday, January 28, 2012 7:51 PM
To: EDNtestimony
Cc: dmtynan@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Dennis Tynan
Organization: Individual
E-mail: dmtynan@gmail.com
Submitted on: 1/28/2012

Comments:

This is unquestionably a matter for collective bargaining. I am incredulous that a Democratic legislator would even consider launching such an attack on teachers' right to negotiate this with the State. I trust you will pull this item and let the teachers and the State work this out in an open, democratic and collaborative way as they have been doing for decades in this state. Do not go down this Wisconsin, Ohio, Indiana road that Republicans have modeled for everybody.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 11:38 AM
To: EDNtestimony
Cc: ltanddt@aol.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Comments Only
Testifier will be present: No
Submitted by: Dedania Tyau
Organization: Individual
E-mail: ltanddt@aol.com
Submitted on: 1/31/2012

Comments:

We look forward to a fair evaluation of our educators, which should include not only teachers, but also its supposed resource teachers and the DOE system. The evaluation should be based on the truly multiple aspects of teaching. The tool by which the educators are measured should be developed alongside with teachers who actually work in the classroom. Make sure you're evaluating or at least taking into consideration, who's truly accountable for education: teachers, administrators, support staff, non-instructional teachers, students, parents, community, society.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 12:42 PM
To: EDNtestimony
Cc: ltanddt@aol.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: dedania tyau
Organization: Individual
E-mail: ltanddt@aol.com
Submitted on: 1/31/2012

Comments:

hb 2527: Have any of you actually been in the classroom with 25+ students? Some have financial issues, personal issues, lack of money, food, or support at home. Then you have teachers who aren't even in the classroom. You must develop a fair evaluation tool that involves input from experienced instructional teachers and that allows for the multiple factors that face educators and education. The evaluation you propose discourages current and future teachers from their profession and will short-change our students.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 1:00 PM
To: EDNtestimony
Cc: ikaikaperreira@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: HB2527 Testimony.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Ikaika Perreira
Organization: Individual
E-mail: ikaikaperreira@gmail.com
Submitted on: 1/31/2012

Comments:

I am an educator in the public school system and it is with trepidation that I write to oppose HB2527. And while the community at large may feel that this opposition is due to a fear of performance evaluations, it is not. It is due to the measures of the performance indicators cited in this bill. As a special education teacher, I am wary of having my students achievement in relation to grade level standards determine my ability as an educator. For many of these students with special needs, their gains are slow, but steady. For others, their gains are huge, but still not at grade level. I also think that to expect increased professional development without providing such opportunities is unreasonable. I cannot support this bill in its current language and for this reason, I ask that you oppose HB2527.

Ikaika Perreira

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 2:53 PM
To: EDNtestimony
Cc: jamie_psak@notes.k12.hi.us
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Jamie Psak
Organization: Individual
E-mail: jamie_psak@notes.k12.hi.us
Submitted on: 1/31/2012

Comments:

Dear Representatives Takumi and Rhoads and members of the Education and Labor and Public Employment committees, I oppose the passing of this bill.
Thank you for your consideration,
Jamie L. Psak

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 3:04 PM
To: EDNtestimony
Cc: bulbs145@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Matthew Pounds
Organization: Individual
E-mail: bulbs145@yahoo.com
Submitted on: 1/31/2012

Comments:

As a Hawaii Public School teacher of 8 years, the legislature in our great state is beginning to disgust me and Bill HB 2527 may just be the last straw for many teachers. Contrary to public opinion, teachers do believe that we should get yearly evaluations of some sort and would truly value the consistent feedback from our Administrators. However, this Bill rashly pushes forward a law that needs to be carefully thought out. In this proposed Bill, you are asking for teachers to be held accountable for student learning, which sounds fair. However, who's to say that an excellent teacher who teaches Special Ed (a group that will predominantly test poorly) is worse than a teacher blessed with AP Students? It is not only unfair, but also unethical to pass a law mandating yearly teacher evaluations comprised of student performance without having several teachers work to create a fair model. I have been incredibly disappointed by the reactionary ways of the legislature of Hawaii of the last few years and hope that the legislature realizes that the teachers of HSTA did not vote "no" to a contract that included teacher evals because they were in there at all, they voted "no" because of how vague the guidelines (what few there were) were that were set forth in the contract. This Bill is no different.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 3:22 PM
To: EDNtestimony
Cc: leslie_harada@notes.k12.hi.us
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: leslie harada
Organization: Individual
E-mail: leslie_harada@notes.k12.hi.us
Submitted on: 1/31/2012

Comments:

Shame on all of you! Teachers have earned their tenure, we have earned our degrees to become professionals. Do doctor's go through internship annually too once licensed? Not even our administrators are required to earn a license (and pay for it too). Tenure is a two year and one day probationary period. Keep it.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 3:49 PM
To: EDNtestimony
Cc: mariarossman@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: mariarossman
Organization: Individual
E-mail: mariarossman@yahoo.com
Submitted on: 1/31/2012

Comments:
Aloha,

I am writing to you to express my strong opposition to HB 2527 .Evaluations should not be tied to test scores.Please stop this bill immediately.

Thank you.
mariarossman@yahoo.com

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 12:04 PM
To: EDNtestimony
Cc: Jant725@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Support
Testifier will be present: No
Submitted by: Jan Turner
Organization: Individual
E-mail: Jant725@gmail.com
Submitted on: 1/31/2012

Comments:
HB2527

My name is Jan Turner. I am a retired teacher, as of December 31, 2011. I taught nearly 44 years, 41.5 at Solomon Elementary School on Schofield Army Barracks in Wahiawa.

I appreciate having this venue to voice my opinion.

Believing that all entities must share in the responsibility for student learning and growth, I am speaking, WITH RESERVATION, in support of HB2527.

Due to being constantly maligned in the media, and in political speeches, teachers are quite understandably suspicious.

They are barraged daily with threats of being fired for low student test scores; and then "assured" that won't happen.

They are told that specific racial and intellect groups of students in their schools are the cause for their schools's failure, yet told not to tell anyone because the parents would get mad. I think the parents should be told so they will get angry! Maybe the national punishment agenda would change?

Teachers are aware that in some states, student test scores are published, and the hiring and firing and paying of teachers is being based on those test scores.

I believe if the names of the parents of failing students were published in newspapers, then the game plan would be drastically changed!

I believe holding teachers accountable for student test scores is as unreasonable as holding dentists accountable for the number of cavities of their clients.

Any evaluation tool used for teachers must be reasonable, and devoid of all subjectivity.

Teachers, as the education experts, must be a viably equal partner in the creation of an evaluation tool.

The creation of an evaluation tool is a collective bargaining issue in that teachers must have the right to be evaluated fairly, which entails the right to due process.

The evaluation tool shall not be..... a hammer! Rather, it must consist of multiple measures, and be used not only to evaluate, but to support personal growth via access to knowledge and a myriad of professional experiences, as well as to provide safety for trying out new ideas and innovations.

Thank you for your time.

Jan Turner

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 6:42 AM
To: EDNtestimony
Cc: aarontmartin@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Oppose HB 2527.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Aaron Martin
Organization: Individual
E-mail: aarontmartin@yahoo.com
Submitted on: 1/30/2012

Comments:

January 30, 2012

To whom it may concern,

While I am encouraged to see that all stakeholders are included in student accountability, I remain highly skeptical that such will be the case. Every year, I have kids whose performance is hindered by chronic absences. How can I be held accountable for a child's performance when the child is not in school half the time? How can a test score be used to judge my effectiveness as a teacher when there are bigger issues at play such as getting the child enough to eat, or a safe place to sleep?

That aside, I ask you to honor the Collective Bargaining process. I also ask that teachers be allowed to participate in crafting, testing, and refining a fair and equitable measure of performance. I fear that if a performance measure is established without input from teachers, it may lead to many unanticipated and undesirable repercussions on student achievement.

Thank you for taking the time to listen to my concerns regarding HB 2527 and that after due consideration, you will vote against it. If all stakeholders are to be accountable then all stakeholders should have a voice, if not Hawaii public education will not be as strong as it should be.

Sincerely,

Aaron Martin
7th grade Life Science Teacher
Kapaa Middle School

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 1:42 PM
To: EDNtestimony
Cc: joelle_morton@notes.k12.hi.us
Subject: Testimony for HB1668 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB1668

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: joon
Organization: Individual
E-mail: joelle_morton@notes.k12.hi.us
Submitted on: 1/30/2012

Comments:

I disagree with HB 2627 to hold all educators, superintendents, and principals accountable for student achievement. As a teacher I work tirelessly to ensure students are learning. The only way there will be student improvement is if the responsibility is put on the students' shoulders. They are not motivated and are very irresponsible with their learning achievements. I think if they had to pass a standardized assessment in order to receive their diploma perhaps they would make yearly improvements. I also think if they do not pass yearly assessments they should not be allowed to progress to the next grade level. In this way, there might be more parent interaction and student motivation. It is a joke to think this is entirely the responsibility of educators. It is not.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 11:53 AM
To: EDNtestimony
Cc: hanabay17@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Beate Arendale
Organization: Individual
E-mail: hanabay17@yahoo.com
Submitted on: 1/31/2012

Comments:

Please consider that standardized test scores do not reflect the whole student. Many politicians did not score well on their SAT/ACT exams, however they became productive leaders because they were willing to work hard and had a vision for their future. As an educator, I help students have a vision for their future and I teach them to be responsible and productive citizens. A standardized test can not measure what teachers do in the classroom. Please do not judge teachers solely on student performance.

Respectfully,

Beate Arendale

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 11:50 AM
To: EDNtestimony
Cc: plstanfield@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Patty Stanfield
Organization: Individual
E-mail: plstanfield@gmail.com
Submitted on: 1/31/2012

Comments:

I am shocked, that after all the financial hits Hawaii's hard-working dedicated unappreciated teachers have shouldered over the last few years, our Elected Officials would consider further undermining the profession by tying 50% of our evaluations and potential pay raises to student scores.

Poor teachers are not the problem in my school; Poverty is the problem.

None of us minds the the idea of more-frequent evaluations; in fact I believe many of us would welcome the prospect.

However inextricably linking our own families' financial futures to our students' achievement, particularly when so many other variables relating to student success or failure are beyond our control, is just plain madness.

Clearly this big push in the legislature is due to Race To The Top, yah? Nobody wants to lose face.

Well I for one, along with many of my colleagues, feel that the measly 75 million dollars is simply not worth completely ruining the lives of Hawaii's precious educator-families.

No one's arguing with revamping the present evaluation system, as long as 1) teachers themselves are involved in developing the instrument, and 2) teacher evaluations are not linked 50/50 with student achievement (as is outlined in black and white on page 8 of this insidious bill).

Thank you in advance for doing the right thing by stopping this bill from going any further.

.....Patty

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 11:34 AM
To: EDNtestimony
Cc: ekagawahsta@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: HB 2527.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Comments Only
Testifier will be present: No
Submitted by: Edwin Kagawa
Organization: Individual
E-mail: ekagawahsta@gmail.com
Submitted on: 1/31/2012

Comments:

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 11:35 AM
To: EDNtestimony
Cc: shawn_suzuki@notes.k12.hi.us
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Shawn Suzuki
Organization: Individual
E-mail: shawn_suzuki@notes.k12.hi.us
Submitted on: 1/31/2012

Comments:

I am opposed to a bill that continues to address/sanction those in education and doesn't address elements outside schools that have just as great if not greater impact on student achievement. To address the education system and not, per this act, hold accountable the BOE and it's policy making, the level of funding/support by legislators, parents and the court system for their direct involvement as related to attendance etc. is hard to understand. This legislation without a standard of measurement or instrument other than HSA scores I believe will result in more of the same. I'm hopeful there will be consideration for further legislation that "spreads the wealth" to areas, departments and individuals where the root of problems occur. Mahalo for this opportunity to provide an opinion.

Honorable Representatives:

I would like to submit testimony to HB 2527 as it relates to amending Act 51. I believe that it is important to be a part of designing a valid and reliable tool that evaluating the tool to see if it helps teachers with their practice and having a process to make adjustments to the tool then again testing the new tool. We must all agree before it is used for evaluation. HSTA wants a tool that will truly assist a teacher in their practice of helping their students achieve.

I do support the bill in concept because it holds all educators, including superintendents and principals, accountable for student achievement and I do believe in accountability, employee evaluations need to be reliable, valid, and developed appropriately through a collaborative process.

I do acknowledge in the new legislation that the measurement of students' academic achievement must consist of multiple measures to include statewide assessment and other student learning objectives, as determined by the department, and cannot be based on a single standardized test score.

Evaluation should consist of multiple measures; statewide assessments, teacher created assessments, district/school assessments, student work, and teacher defined student objectives for individual student growth.

Collective bargaining and following the law is very important to our members. The right to fair evaluations and due process should be protected.

Thank you for allowing me to provide testimony in to HB 2527.

Edwin Kagawa
HSTA Hilo Chapter President
Kea'au Middle School Teacher

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 10:58 AM
To: EDNtestimony
Cc: Bridgette_Beatty@notes.k12.hi.us
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: OPPOSITION TO HB 2527.docx

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Bridgette Beatty
Organization: Individual
E-mail: [Bridgette Beatty@notes.k12.hi.us](mailto:Bridgette_Beatty@notes.k12.hi.us) Submitted on: 1/31/2012

Comments:

January 31, 2012

To Whom It May Concern:

I am writing in opposition to HB 2527 & SB2789. Race to the Top performance management systems are based on NO research, and are NOT proven to cultivate or support highly effective educators. Principals do not have time to do anything but performance management when such Race to the Top systems are implemented, so all the other work they do gets neglected. Bad teachers already get fired when they can't do their jobs. Tenure does not protect teachers who do not do their jobs.

Good teachers leave schools where performance management systems cause negative micro-management and excessive demands on teacher time distract them from teaching. Race to the Top aims to attack public education so that private capitalist interests can take over the school system for their own profit, NOT to improve outcomes for students.

I would also like to respond in opposition to SB 2993 which eliminates the vesting of tenure for certain employees of the Department of Education. Almost all civil servants get tenure, however it is called due process. They usually get it 4 times faster than teachers, too. Tenure does not mean bad teachers can't be fired. Tenure means good teachers can't be fired without cause. Bad teachers have always been let go when needed. There are poor teachers in public education, however, the vast majority of teachers are good at what they do, and revoking tenure won't make bad teachers better, it will cause fewer people to enter the profession, and more to leave it.

Please oppose these measures which do nothing to promote the investment of good, even great teachers, and therefore nothing to support and promote the education, learning, and critical thinking skills of our students and Hawaii's future.

Respectfully,
Bridgette Beatty

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 9:33 AM
To: EDNtestimony
Cc: lekilikauai@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Say No to no tenure.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Leslie Simmons
Organization: Individual
E-mail: lekilikauai@gmail.com
Submitted on: 1/31/2012

Comments:

January 31, 2012

Dear Hawaii Legislators,

My name is Leslie Simmons and I am a veteran teacher at Kapaa Middle School. I am writing to you because I am vehemently opposed to HB 1668, which relates to tenure, and HB 2627, which relates to performance evaluations. I feel both will have a negative impact on public education in Hawaii for the reasons outlined below.

HB 1668:

First, I would like to remind you that tenure is only earned after a teacher has been duly observed and evaluated, and has successfully demonstrated his/her professional competence throughout the probationary period.

Furthermore, tenure does not guarantee a teacher a job, but rather, ensures that due process is followed. In other words, effective teachers are allowed to continue to teach without the constant distraction of having to wonder if they will have a job the following year. Without tenure, teachers may be arbitrarily dismissed. For example, more experienced teachers may be unfairly targeted simply because their salaries are more costly. On the other hand, a tenure system establishes a process by which struggling teachers may receive additional support needed. At the same time, the tenure and evaluation system weeds out those individuals unsuited to this demanding profession. This is important because a bad teacher brings us all down.

Doing away with the possibility of tenure, coupled with erosion of public employee benefits and recent measures targeting public school teacher in particular, make the task of recruiting and retaining highly qualified teachers increasingly difficult.

Finally, tenure is and always has been a subject of collective bargaining. To strip us of tenure previously bargained and earned would, in my opinion, be a violation of our statutory and constitutional right to collectively bargain over wages, hours, and conditions of work.

HB 2627:

While I am encouraged to see that all stakeholders are included in student accountability, I remain highly skeptical that such will be the case. Every year, I have kids whose performance is hindered by chronic absences. How can I be held accountable for a child's performance when the child is not in school half the time? How can a test score be used to judge my effectiveness as a teacher when there are bigger issues at play such as getting the child enough to eat, or a safe place to sleep?

That aside, I ask you to honor the Collective Bargaining process. I also ask that teachers be allowed to participate in crafting, testing, and refining a fair and equitable measure of

performance. I fear that if a performance measure is established without input from teachers, it may lead to many unanticipated and undesirable repercussions on student achievement.

Thank you for taking the time to listen to my concerns regarding both bills. I hope that after due consideration, you will vote against HB 1668 and HB 2627 because of the negative impact they will have on public education in Hawaii.

Sincerely,

Leslie Simmons

Kapaa Middle School

Special Education Teacher

Language Arts

Peer Mediation Advisor

808 821-4460 ext. 155

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 8:22 AM
To: EDNtestimony
Cc: reynoldsranch@hotmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: OPPOSE_HB_2627 ER.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Elizabeth Reynolds
Organization: Individual
E-mail: reynoldsranch@hotmail.com
Submitted on: 1/31/2012

Comments:

Dear Senator Kouchi,

My name is Elizabeth Reynolds and I am a veteran teacher at Keaau Middle School. I am writing to you because I am vehemently opposed to HB 2527, which relates to performance evaluations. I feel both will have a negative impact on public education in Hawaii for the reasons outlined below.

HB 2627:

While I am encouraged to see that all stakeholders are included in student accountability, I remain highly skeptical that such will be the case. Every year, I have kids whose performance is hindered by chronic absences. How can I be held accountable for a child's performance when the child is not in school half the time? How can a test score be used to judge my effectiveness as a teacher when there are bigger issues at play such as getting the child enough to eat, or a safe place to sleep?

I have students who come to me and:

- their parents have been out all night "partying"
- they don't have gas for their generator
- they have worn the same shirt for 4 days unwashed
- CPS put them in foster care the night before
- their parents don't have gas to get to the grocery store or bring them to school
- their parents don't take them to the doctor

I care deeply for my students, and it hurts me that the majority of them do not have the support at home, and some don't have their basic needs taken care of. I feed them and give them; clothes, soap, books, pencils, pens, and positive support.

I work long hours I get to work 1/2 hour early and stay an hour late. I work at home. I continually take classes to improve myself. I am professional. I am caring. I am tired.

That aside, I ask you to honor the Collective Bargaining process. I also ask that teachers be allowed to participate in crafting, testing, and refining a fair and equitable measure of performance. I fear that if a performance measure is established without input from teachers, it may lead to many unanticipated and undesirable repercussions on student achievement.

I hope that after due consideration, you will vote against HB 2627 because of the negative impact it will have on public education in Hawaii.

Sincerely,
Elizabeth Reynolds

Dear Senator Kouchi,

My name is Elizabeth Reynolds and I am a veteran teacher at Keaau Middle School. I am writing to you because I am vehemently opposed to HB 2527, which relates to performance evaluations. I feel both will have a negative impact on public education in Hawaii for the reasons outlined below.

HB 2627:

While I am encouraged to see that all stakeholders are included in student accountability, I remain highly skeptical that such will be the case. Every year, I have kids whose performance is hindered by chronic absences. How can I be held accountable for a child's performance when the child is not in school half the time? How can a test score be used to judge my effectiveness as a teacher when there are bigger issues at play such as getting the child enough to eat, or a safe place to sleep?

I have students who come to me and:

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- they don't have gas for their generator
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I work long hours I get to work 1/2 hour early and stay an hour late. I work at home. I continually take classes to improve myself. I am professional. I am caring. I am tired.

That aside, I ask you to honor the Collective Bargaining process. I also ask that teachers be allowed to participate in crafting, testing, and refining a fair and equitable measure of performance. I fear that if a performance measure is established without input from teachers, it may lead to many unanticipated and undesirable repercussions on student achievement.

I hope that after due consideration, you will vote **against HB 2627** because of the negative impact it will have on public education in Hawaii.

Sincerely,
Elizabeth Reynolds

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 6:03 AM
To: EDNtestimony
Cc: mazzoli@hawaii.rr.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: 2527To Whom It May Concern.docx

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Laurie Kirk Mazzoli
Organization: HSTA
E-mail: mazzoli@hawaii.rr.com
Submitted on: 1/31/2012

Comments:

To Whom It May Concern:

HB 2527

The idea of holding educators, administrators and superintendents accountable for student achievement is just what No Child Left Behind has turned into. The fact is that some students **choose to be** left behind, not because of educators but because of home problems, learning abilities, attendance and many other factors. In my thirty-five years of experience, I have seen many students left behind, not due to any educational errors, but the fact is that children in the classroom, just like players on the football team, are unable to compete in the world that we live in today. Not every student is college material. Not every student wants to go to college or technical school. Still, that is how many have defined the "No Child Left Behind" act. I believe we, as educators, have many problems that loom before us. The world is rapidly changing and education must change also. I, as an educator in the classroom, do everything in my power to reach every student that I can, and I will continue to do so no matter what evaluative tool the state may come up with. Still, I believe that it is the teachers, those in the front lines, who should have at least some say as to how we will be evaluated. The one time I saw Ex-President Bush in the classroom was on 9/11. I cannot help but imagine that at least one of those students in that elementary school classroom has not achieved his or her potential, let alone his or her goals. And, I would have to say that it was not the fault of the teacher in that classroom. We must work together to come up with a tool to evaluate the success of teachers and a method to measure how each and every one of us can improve.

Laurie Kirk Mazzoli
Kaua`i High School

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 10:51 PM
To: EDNtestimony
Cc: enhparaso@clearwire.net
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Ethan Paraso
Organization: Individual
E-mail: enhparaso@clearwire.net
Submitted on: 1/30/2012

Comments:

My students laughed when they heard that my pay will be linked to their performance. The smarter of them actually stated, "Mister. You are the best teacher I've ever had, but if they do that, you will never get a raise." I have taught honors level high school science but have found my niche with those students that are Below Grade Level Readers with lots of SPED inclusion students, many with poor motivation. I am very good, but my students will always score well below average level as a group. When this proposal is enacted poorly, (as it most surely will) I will be motivated to assert my seniority, leave my "Z" students to a newbie teacher that couldn't handle them, and teach privately or once again teach honors level. I implore you. Legislate the requirement of teachers' input while developing any Evaluation process. That will better ensure fairness for the teachers while seeking to improve education and still satisfy Race to the Top funds.

Mr. Ethan Paraso
Chemistry and Biology Teacher
Moanalua High School

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 10:47 PM
To: EDNtestimony
Cc: Remoto1@aol.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Renee Nakamoto
Organization: Individual
E-mail: Remoto1@aol.com
Submitted on: 1/30/2012

Comments:

I am writing to voice my strong opposition to HB 2527 relating to Teacher evaluation. First of all, it irks me to no end to have to spend my precious time fighting for what's right for education. It's 10:30 at night and I should be planning my lessons for tomorrow and correcting homework that was turned in today. I'm not against evaluations, but I would like fellow teachers involved in creating the evaluation and I'm strongly opposed to tying evaluation to student performance. Who will teach in the rural, low-income areas if this happens? We do what we can in school, but there are many factors beyond our control. Why punish us for that? Thank you for your attention to this matter.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 10:32 PM
To: EDNtestimony
Cc: artistmarasaltz@hotmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Mara's testimony HB2527.docx

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Mara Saltzman Matsumura
Organization: Individual
E-mail: artistmarasaltz@hotmail.com
Submitted on: 1/30/2012

Comments:

Dear Hawaii State Legislators:

I am a special education, elementary school teacher on the Big Island of Hawaii. I am pleased that educational reform is at the forefront of Hawaii legislation recently and I sympathize with the intent of HB 2527. We all want better schools. However, I am writing to you in strong opposition to HB 2527.

In the way that it is currently written, too many doors are left open to bad reform. It is like what I tell my students when I direct them to revise their work: Please go back and rewrite it by using specific, supporting details to clarify your stance. Cite research-based evidence and take out vague terms. Provide means for the teachers (who will carry out the plans laid out in the educational reforms) to shape the evaluation system and report on its success or failure.

After reading the bill, I still don't see how administrators and principals will be held accountable for school improvement. Will this act actually promote parent involvement and positive teacher discourse that can lead to involvement by all stakeholders (teachers, parents, and community members)? Specifically how will this enacted bill help build mentorship with schools? What will be required of principals and other administrators? What will prevent administrators from making rushed and uninformed observations, assessment decisions, and personnel decisions? What will prevent administrators and principals from making arbitrary personnel decisions? When the bill mentions "flexibility for innovation," I wonder what happens when administrators choose to disregard innovative and research-based educational practices for ones that are self-serving? What happens when the assessments and newly "required" teaching practices become discriminatory towards disabled students who require interventions that fall outside the norm or benchmark that is set by people at the state level who don't know the specific children?

I believe that teacher input is essential at this crucial point in educational history in order to design an evaluation system based on actual growth of students and meaningful teacher contributions in schools. When school systems and principals value teacher input, they will be better able to recruit and retain the best and brightest teachers. Critical thinkers and good planners analyze issues from all sides and discuss the possible repercussions before taking action. I fear that leadership will be able to silence the voice of teachers who propose flexibility, change, and innovation when they implement an evaluation system that does not clearly layout the value of teacher contributions in schools. A school without vocal and participating critical thinkers and planners will have thoughtless followers leading 21st century children into the future.

My concern with this bill is rooted in the dysfunction of administration and leadership in Hawaii schools today. Over the years here in Hawaii, I have silently questioned the effectiveness of

some principals because they have failed to fairly evaluate (or even evaluate) teachers in recent years, because they fail to employ research-based strategies in their staff development and parent outreach, because they don't understand how to analyze student work and scores, because they fail to provide consistent school-wide data reporting systems that aid teachers in their own monitoring of the actual growth of ALL learners, and because they don't personally know many of the students in their own schools. Many schools have been already outsourcing these critical and essential leadership tasks to consultants and teacher coaches, who in essence, exercise more power over school reform than the administration, teachers, and parents. Some of these consultants cost individual schools tens of thousands of dollars a year.

I see that principals have great difficulty getting the required Pep-T evaluations done at the current rate for probationary and tenured teachers. I heard from colleagues across the state that principals don't have time to visit their classrooms and often complete "ghost" or phony evaluations just to get it done. Does the state have a plan to support principals in getting the evaluations done and for ensuring that the evaluations are based on actual, reliable pieces of evidence? Is there a plan for validating evaluations that remove teachers from their positions or deny teachers the salary steps or merit pay? Legislators, I urge you to make certain that systems are in place BEFORE legislation is passed. Safeguard the schools and the future of education in Hawaii by enacting codes that prevent administrators from making arbitrary decisions regarding a teacher's employment status. The way this bill is written makes it all too easy for administrators to silence employees with opposing opinions within the schools and to replace or alienate experienced and effective teachers.

A consistent, fair evaluation plan for all of Hawaii's public school pre-K-12 teachers is a massive undertaking for the state, particularly with its multiple islands, unique communities, unequal distribution of resources, and varying needs in rural to urban environments. Is the state ready to take on designing a valid, effective system for the consistent evaluation Guidance Counselors, Student Service Coordinators, Resource Teachers, Inclusion Special Education Teachers, Self-contained Special Education Teachers, Resource Room Special Education Teachers, Pre-school Teachers, Librarians, Computer Technology Teachers, Physical Education Teachers, and Teachers of the Gifted and Talented, Elementary Teachers, Secondary Teachers, Art and Music Teachers, etc.?

I also have numerous concerns about the student learning objective outcomes and assessments that will be used to evaluate teachers. Hawaii's State Alternate Assessment (HSAA) is still a "baby" in-the-making. The HSAA, the way it is now, has just three years of failed attempts to assess the most profoundly disabled students based solely on-grade benchmarks. This HSAA is not a reliable measure of student growth for the most profoundly disabled students. Let's take a moment to look at how we are currently assessing the most intellectually-disabled students.

In the state's effort to provide equal opportunity and the same learning opportunities to all children, some might say that the state is forgetting to meet students where they are. How could we possibly get academically challenged students to where they need to go if we don't meet them at the level where they really are? Please, before you enact this bill, look at the Hawaii State Alternate Assessment and see if it's reliable, "cheat" proof, and practical for the most profoundly disabled students. Principals and administrators may not really know what the Hawaii State Alternate Assessment (HSAA) entails and may wrongly dismiss teachers required to give the HSAA to students who have no chance of passing them. I hate to say that students have no chance of passing because I really believe in equal opportunity. However, I always question if we are wasting our time when we spend less on toileting skills for some disabled students and more on abstract reasoning. For example, how could a student that can't add $3+4$ possibly multiply a fraction? In the end, it's not equal opportunity, any way you look at it, when we don't have time to reinforce students' current abilities, build on what they know, and provide them with needed life skills because we are too busy teaching students who can't talk, count by 1's, or use the toilet independently how to form inferences, multiply fractions, or calculate volume.

Legislators, I implore you to consider these issues that I have raised here before you enact this bill. In your efforts to fix the system, to measure actual student growth for all students, and to hold all accountable, please don't forget about the experts among your teacher constituents. Hawaii teachers know how the larger system plays out within the classrooms and these are the people who can who can predict possible pitfalls. After all, the classroom is the most important place in all of this education legislation. We teachers can help make it work, if you would just listen to us.

Sincerely,

Mara Saltzman Matsumura

Teacher in Hilo (Waiakea Complex) and Resident of Kea'au in Puna

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 10:17 PM
To: EDNtestimony
Cc: dok@riseup.net
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: TestimonyHB2627.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Pete Doktor
Organization: Individual
E-mail: dok@riseup.net
Submitted on: 1/30/2012

Comments:

Testimony: Opposition to HB 2627

As an educator who serves the people, our community, our youth, I strongly urge the scrapping of HB 2627 for methods of student learning evaluation that are more effective in terms of measuring student growth. Teachers are not against assessment and accountability- in fact, we want more! The problem is with HB 2627, it does not accurately measure student growth, thus it is based on a flawed model that will only continue the downward spiral of quality education.

Consider the education system touted as the best internationally, Finland. Consider one of the first things in the development of this world-class system, was to get rid of standardized testing! This was not because of political ideology- it was because research shows that it is a very limited measure of student growth, thus actually hampering educational progress.

Can you imagine if cops were to be paid on the basis of number of arrests and prosecutions? Soldiers paid on the basis of how many battles they won? Politicians on the basis of how many bills they passed? Or, if doctors were to be compensated on the basis of patients they had "cured?" Extending the last example, would it matter if a patient refused to stop smoking, exercise or eat healthy? Would it be fair to penalize the doctor in anyway? That is essentially what HB 2627 represents: holding teachers to arbitrary numbers by "client outcomes" (students) that may choose to avoid all efforts by the "doctors" (teachers)! However, this request for opposition to HB 2627 isn't about money.

There are other more meaningful means of measuring student growth. Given the complexity of intelligence, it should be based on multiple factors. Can you imagine if the testing you took in school were, say music tests? Would that be an accurate measure of your learning? That is what we do when we limit measuring growth to standardized tests.

Moreover, there is a presumption that standardized tests measure what students should be learning. Unfortunately, what is not being addressed is the political and economic interests behind the high stakes testing, and the plot to further privatize public education. Here are some facts about punitive high stakes testing in public education:

- Is not scientifically-based and fails to follow the U.S. Government's own data on learning
- Fosters test driven education that is not meeting the individual/intellectual needs of students
- Presents a racial and economic bias that is beneficial to white middle/upper class students and detrimental to second language students, impoverished students, and students of color
- Is in opposition to the corrective action in gaps in opportunity and resources sanctioned by the Fiscal Fairness Act
- Supports complicity of corporate interests (test industry) rather than democracy based on public concerns
- Fosters coercion over cooperation with regards to federal funding for public education
- Promotes a culture of lying, cheating, and exploitation within the school community

Not only should we not link teacher evaluations to standardized testing, we should employ better means of assessing student learning! I have witnessed NCLB and now RTTT destroy the intelligence of a generation, in exchange for test-taking skills. If this bill should pass, I will seriously look for another career for I cannot bare to abuse our youth any more than our politics have.

Respectfully, Pete Doktor 1/30/12 2168A Maha Place; Honolulu Hawai'i 96819

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 10:12 PM
To: EDNtestimony
Cc: susukona@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Testimony_evaluation.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Susan K. Suzuki
Organization: Individual
E-mail: susukona@yahoo.com
Submitted on: 1/30/2012

Comments:

Susan K. Suzuki
P.O. Box 1991
Kealahou, HI 96750

January 30, 2012

To Whom It May Concern:

I am writing in opposition to HB 2527 relating to Teacher evaluation in its current form.

I fully support teacher accountability, however, I believe the bill as is will not accomplish the goal of improving student achievement. Raising the level of best practices within the school through: Professional Learning Communities, consistent use of formative assessments, Data Driven Instruction, and increasing educators' understanding and implementation of research-based instructional strategies will be much more effective in accomplishing that goal. The evaluation should instead focus on assessing the structures at the school level, each individual's current level of proficiency and their progression towards proficiency in each of these areas.

This can only be accomplished collaboratively. The Department of Education should be made to include teacher representation through the Hawaii State Teacher Association to determine clear descriptors and design a fair rubric prior to creating a tool for evaluation. This involvement should also be in the designing of a tool, monitoring and assessing its effectiveness, refining it and then implementing the tool that is agreed upon, together. Together this group should also reassess after a designated time period to determine whether the tool in its most revised form is accomplishing the desired goals.

There is no quick fix to improving student achievement but there are specific actions that should be implemented by both schools and educators if we are to ensure that every child does leave our K-12 system "College and Career" ready. Teacher evaluation should not be a result of initiatives, but rather a meaningful measure of the teacher's effectiveness in implementation of the best practices that will positively impact student achievement.

Thank you for your attention and I look forward to your active support of what is right for teachers.

Sincerely,

Susan K. Suzuki
Kindergarten Teacher
Konawaena Elementary School

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 9:43 PM
To: EDNtestimony
Cc: kaipo_kealoha@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Chris Gates
Organization: Individual
E-mail: [kaipo kealoha@yahoo.com](mailto:kaipo_kealoha@yahoo.com)
Submitted on: 1/30/2012

Comments:

As a teacher I support a comprehensive evaluation process, but this is an issue that should be dealt with through the union and not determined by legislators who are not familiar with the profession.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 9:32 PM
To: EDNtestimony
Cc: mskkom@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Kathryn Miller
Organization: Individual
E-mail: mskkom@gmail.com
Submitted on: 1/30/2012

Comments:

We have an adequate teacher evaluation system. Education will not be improved appreciably by changing it.

What teachers fear is a system so detailed that an evaluator can pick on those teachers who are not part of his 'brown-nosing' inner circle and apply the instrument harshly or loosely to suit his wants.

I see opportunity for nepotism and further demoralization of our education system.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 8:01 PM
To: EDNtestimony
Cc: konagirl71@hawaiiantel.net
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Testimony_evaluation.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Hannah Loyola
Organization: Individual
E-mail: konagirl71@hawaiiantel.net
Submitted on: 1/30/2012

Comments:

January 30, 2012

To Whom It May Concern:

I am writing in opposition to HB 2527 relating to Teacher evaluation in its current form.

I fully support teacher accountability, however, I believe the bill as is will not accomplish the goal of improving student achievement. Raising the level of best practices within the school through: Professional Learning Communities, consistent use of formative assessments, Data Driven Instruction, and increasing educators' understanding and implementation of research-based instructional strategies will be much more effective in accomplishing that goal. The evaluation should instead focus on assessing the structures at the school level, each individual's current level of proficiency and their progression towards proficiency in each of these areas.

This can only be accomplished collaboratively. The Department of Education should be made to include teacher representation through the Hawaii State Teacher Association to determine clear descriptors and design a fair rubric prior to creating a tool for evaluation. This involvement should also be in the designing of a tool, monitoring and assessing its effectiveness, refining it and then implementing the tool that is agreed upon, together. Together this group should also reassess after a designated time period to determine whether the tool in its most revised form is accomplishing the desired goals.

There is no quick fix to improving student achievement but there are specific actions that should be implemented by both schools and educators if we are to ensure that every child does leave our K-12 system "College and Career" ready. Teacher evaluation should not be a result of initiatives, but rather a meaningful measure of the teacher's effectiveness in implementation of the best practices that will positively impact student achievement.

Thank you for your attention and I look forward to your active support of what is right for teachers.

Sincerely,

Hannah Loyola
Kindergarten Teacher
Konawaena Elementary School

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 7:41 PM
To: EDNtestimony
Cc: jennyhazama@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: OPPOSE HB2527.docx

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527.

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Jenny Hazama
Organization: Individual
E-mail: jennyhazama@yahoo.com
Submitted on: 1/30/2012

Comments:

OPPOSE HB2527

Representative Takumi, Chair of Education

Representative Marilyn Lee, Mililani Mauka

I am writing to you to express my opposition to HB2627. It is encouraging to see that all educators, including superintendent and principals, are accountable, for student achievement. But I would still want the Employer to honor the Collective Bargaining process. I still believe it is important for all stakeholders to have a part in designing a tool, testing a tool, refining a tool and then implementing the tool that is agreed upon, together.

Creating a quality education system is a team effort. Everyone in the community must be accountable for the success of our children - teachers, decision makers, students, and parents. Students must be respectful and come to school ready to learn. Parents and families must instill values of respect, responsibility, and love for learning. Elected officials and decision makers must give our students, teachers, and school the support and resources they need to be successful. Those who are teachers understand student learning and achievement the best.

HB2526 says that there will be an annual evaluation of teachers using at least four performance levels. But it does not say that increased teacher performance will be linked to an increase in pay. If teacher effectiveness is to be based on a myriad of criteria and teachers are expected to be highly effective, shouldn't teachers be rewarded with increased wages? The development of an evaluation system should also be part of the Collective Bargaining process.

Please stop this bill from going forward.

Thank you,
Jenny Hazama

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 7:13 PM
To: EDNtestimony
Cc: pacificelc@hawaii.rr.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: OPPOSE HB 2527_mhc.pdf

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Melany H Chapin
Organization: Individual
E-mail: pacificelc@hawaii.rr.com
Submitted on: 1/30/2012

Comments:

Dear Senator Kouchi,

My name is Melany H. Chapin and I am a veteran teacher at Kea`au Middle School. I am writing to you because I am vehemently opposed to HB 2527, which relates to performance evaluations. I feel both will have a negative impact on public education in Hawaii for the reasons outlined below.

HB 2527:

While I am encouraged to see that all stakeholders are included in student accountability, I remain highly skeptical that such will be the case. Every year, I have kids whose performance is hindered by chronic absences. How can I be held accountable for a child's performance when the child is not in school half the time? How can a test score be used to judge my effectiveness as a teacher when there are bigger issues at play such as getting the child enough to eat, or a safe place to sleep?

That aside, I ask you to honor the Collective Bargaining process. I also ask that teachers be allowed to participate in crafting, testing, and refining a fair and equitable measure of performance. I fear that if a performance measure is established without input from teachers, it may lead to many unanticipated and undesirable repercussions on student achievement.

I hope that after due consideration, you will vote against HB 2527 because of the negative impact it will have on public education in Hawaii.

Sincerely,
Melany H. Chapin

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 7:07 PM
To: EDNtestimony
Cc: odysseyhaw@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: evaluations testimony.docx

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Mary Ann Sadaoka
Organization: Individual
E-mail: odysseyhaw@gmail.com
Submitted on: 1/30/2012

Comments:

Please do not pass this bill!! If I could afford to travel to Oahu to personally testify, I would!

I have been teaching for many years and I have seen the devastating effects of No Child Left Behind and now with Race to the Top. It is not the fault of teachers that put the \$75 million the state was to receive from this program in jeopardy. Without adequate communication between all parties that are invested in our students' achievement and an environment of collaboration, there will be nothing but ill will on all sides, not results.

Now we are rushing through legislation, that while it sounds good, leaves much to be desired. The bill mentions multiple assessments of teachers' effectiveness which is good, since teaching to a test severely limits a student's learning, but when you tie that to 50% of student achievement, we have a problem. How is student achievement measured? How do we judge whether a school has met annual yearly progress? With a test! To base compensation, etc. on 50% student achievement is really unfair to teachers the way student achievement is currently measured. No one has ever addressed how a student with severe disabilities or English as a second language will meet annual AYP with a one dimensional test as it is currently done. Also, it is going to take the entire community to increase student achievement--the parents or guardians at home, the state in providing resources to children outside of the school setting to secure safe after school learning environments as well as resources made available to schools to allow the one on one that would be necessary for those who are severely behind grade level.

Please do not rush legislation where other avenues should be pursued where all parties at stake have a strong commitment rather than having it be mandated by law! We do not need more legislation to improve our schools, we need commitments and resources!

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 5:56 PM
To: EDNtestimony
Cc: cheryl_kiefer@notes.k12.hi.us
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: OPPOSE HB 2627.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Cheryl Kiefer
Organization: Keaau Middle School
E-mail: cheryl_kiefer@notes.k12.hi.us
Submitted on: 1/30/2012

Comments:

Dear Senator Kouchi,

My name is Cheryl Kiefer and I am a veteran teacher at Keaau Middle School. I am writing to you because I am vehemently opposed to HB 2527, which relates to performance evaluations. I feel both will have a negative impact on public education in Hawaii for the reasons outlined below.

HB 2627:

While I am encouraged to see that all stakeholders are included in student accountability, I remain highly skeptical that such will be the case. Every year, I have kids whose performance is hindered by chronic absences. How can I be held accountable for a child's performance when the child is not in school half the time? How can a test score be used to judge my effectiveness as a teacher when there are bigger issues at play such as getting the child enough to eat, or a safe place to sleep?

That aside, I ask you to honor the Collective Bargaining process. I also ask that teachers be allowed to participate in crafting, testing, and refining a fair and equitable measure of performance. I fear that if a performance measure is established without input from teachers, it may lead to many unanticipated and undesirable repercussions on student achievement.

I hope that after due consideration, you will vote against HB 2627 because of the negative impact it will have on public education in Hawaii.

Sincerely,
Cheryl Kiefer

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 2:05 PM
To: EDNtestimony
Cc: ravaetodd@hotmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: HB 2527.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Dawn Ravae Todd
Organization: Individual
E-mail: ravaetodd@hotmail.com
Submitted on: 1/30/2012

Comments:

Aloha,

I wish to submit testimony of my opposition to HB 2527. I do believe in accountability for student achievement. But I still want the collective bargaining process to be honored. I am encouraged that all stakeholders are actively designing and refining a tool to be agreed upon for implementation. However, I fear that the passing of this bill will force an inferior model of evaluation to be adopted to simply jump through a hoop presented in our RACE TO THE TOP with little regard to the impact it will have upon the educational process in the future,

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 12:26 PM
To: EDNtestimony
Cc: laceycabral@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Opposition to HB2527.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Lacey Cabral
Organization: Individual
E-mail: laceycabral@gmail.com
Submitted on: 1/30/2012

Comments:

Opposition to HB2527

I am a Counselor at Keaau High and have been for the past 12 years. I am also a daughter of a 3rd grade Teacher of 37 years. Under the guidance of my Mother, I learned to take pride in my job/profession, to never make excuses, and to give all that you possibly can to ensure a great public education system. I do understand that we are bound by NCLB, but how we measure student achievement should be a collaborative process. I can tell you from the school standpoint that we are trying everything we possibly can to meet our benchmarks. I do not blame our teachers, our principals, or even our superintendants. I blame our society! I teach in a rural school, 80% on free/reduced lunch, ¼ of population qualify for special education services, etc. How are we as educators supposed to take on the task of ensuring that every student meets proficiency when we're dealing with a generation of students who were exposed to drugs in utero and childhood, using drugs themselves, dealing with domestic violence, dealing with poverty, broken families, dealing with issues that a generation ago was unheard of? For many of our kids, providing them support, reassurance, and love takes precedence.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 12:28 PM
To: EDNtestimony
Cc: lonpoethelloyou@hotmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Let teachers teach.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Susan Kay Anderson
Organization: Individual
E-mail: lonpoethelloyou@hotmail.com
Submitted on: 1/30/2012

Comments:

Please trust teachers to do their jobs. Let their experience in teaching students, implementing instruction as a result of their university degrees, and their own creative innovations stand for their evaluations. Please reject current evaluation tools and reject all proposals to tie teacher pay to HSA scores and student growth.

Susan Kay Anderson
Teacher, Pahoa High and Intermediate School

January 30, 2012

Dear State of Hawaii,

Please find a way to evaluate teachers to the state's satisfaction that will not be tied to teacher retention, pay, or tenure/termination. Teachers have it very hard in meeting all the mandates as it is and their challenges they have teaching Hawaii students in public schools with severe language, economic, and social disadvantages needs to be GENEROUSLY supported and applauded, not evaluated, observed, and punished by "evaluation tools." Pep-T is currently used as a disciplinary tool. The newly proposed "tools" are arbitrary and capricious at best. Tying test scores or other "student growth" measures to determine teacher "effectiveness" is not only demeaning and harassing to teachers but is unethical and can be used as a tool for discrimination and harassment in the hands of administrators and other staff at schools in Hawaii if a teacher is not conforming to required mandates, politics, and even student discipline at the school. Teachers' livelihoods hang in the balance. Please support teachers and allow for fair, just, humane working conditions free of harassment and workplace bullying.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Friday, January 27, 2012 9:02 AM
To: EDNtestimony
Cc: debrab@financefactors.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Support
Testifier will be present: No
Submitted by: Debra Bringman
Organization: Individual
E-mail: debrab@financefactors.com
Submitted on: 1/27/2012

Comments:

There are many teachers out there that truly care about the keiki. I believe this bill will allow us to not only rate them, but reward them for their dedication and efforts.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 10:05 AM
To: EDNtestimony
Cc: laulea808@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: HB2527.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: R. Laule'a Smythe
Organization: Individual
E-mail: laulea808@gmail.com
Submitted on: 1/30/2012

Comments:

My name is Laule'a Smythe and I am a veteran teacher at Kalaheo Elementary School. I am writing to you because I am vehemently opposed to HB 2527, which relates to performance evaluations. I feel this bill will have a negative impact on public education in Hawaii for the reasons outlined below.

HB 2527:

While I am encouraged to see that all stakeholders are included in student accountability, I remain highly skeptical that such will be the case. Every year, I have kids whose performance is hindered by chronic absences. How can I be held accountable for a child's performance when the child is not in school half the time? How can a test score be used to judge my effectiveness as a teacher when there are bigger issues at play such as getting the child enough to eat, or a safe place to sleep?

That aside, I ask you to honor the Collective Bargaining process. I also ask that teachers be allowed to participate in crafting, testing, and refining a fair and equitable measure of performance. I fear that if a performance measure is established without input from teachers, it may lead to many unanticipated and undesirable repercussions on student achievement.

Thank you for taking the time to listen to my concerns regarding HB 2527. I hope that after due consideration you will vote against HB 2527 because of the negative impact they will have on public education in Hawaii.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 9:28 AM
To: EDNtestimony
Cc: dmitchell100@hotmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: David Mitchell
Organization: Individual
E-mail: dmitchell100@hotmail.com
Submitted on: 1/30/2012

Comments:
I am opposed to this bill.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 2:36 PM
To: EDNtestimony
Cc: matty_dr@hotmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Matthew Rossman
Organization: Individual
E-mail: matty_dr@hotmail.com
Submitted on: 1/30/2012

Comments:

I am strongly opposed to this bill. Doctors and nurses are not evaluated by how many of their patients die. Teachers should not be evaluated based on the criteria listed in this bill. Please stop this bill.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 2:34 PM
To: EDNtestimony
Cc: crettonrealclass@me.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Denim Cretton
Organization: Individual
E-mail: crettonrealclass@me.com
Submitted on: 1/30/2012

Comments:

As a tenured teacher at a charter school I followed all of the guidelines to maintain my tenure upon transferring. Loss of my tenure would mean a loss of job security and ease of transfer back to the DOE system. This would be unfair, as I followed all the rules in place to secure my rights as a tenured teacher, and would lose my years of experience and be forced to redo my probation. I am a highly qualified teacher and the Teacher of the Year at my school last year.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 11:25 AM
To: EDNtestimony
Cc: andrealmedrano@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: OPPOSE HB 2627.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Andrea Medrano
Organization: Individual
E-mail: andrealmedrano@yahoo.com
Submitted on: 1/30/2012

Comments:

Dear Senator Kouchi,

My name is Andrea Medrano and I am a veteran teacher at Kea'au Middle School. I am writing to you because I am vehemently opposed to HB 2527, which relates to performance evaluations. I feel both will have a negative impact on public education in Hawaii for the reasons outlined below.

HB 2627:

While I am encouraged to see that all stakeholders are included in student accountability, I remain highly skeptical that such will be the case. Every year, I have kids whose performance is hindered by chronic absences. How can I be held accountable for a child's performance when the child is not in school half the time? How can a test score be used to judge my effectiveness as a teacher when there are bigger issues at play such as getting the child enough to eat, or a safe place to sleep?

That aside, I ask you to honor the Collective Bargaining process. I also ask that teachers be allowed to participate in crafting, testing, and refining a fair and equitable measure of performance. I fear that if a performance measure is established without input from teachers, it may lead to many unanticipated and undesirable repercussions on student achievement.

I hope that after due consideration, you will vote against HB 2627 because of the negative impact it will have on public education in Hawaii.

Sincerely,
Andrea Medrano

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 11:16 AM
To: EDNtestimony
Cc: sseal@iname.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Rebekah Seal -LaPlante
Organization: Individual
E-mail: sseal@iname.com
Submitted on: 1/30/2012

Comments:

I oppose this Bill as I am already National Board Certified and our license renewal is supposed to be our accountability.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 7:04 PM
To: EDNtestimony
Cc: stacey.harutunian@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Stacey Harutunian
Organization: Individual
E-mail: stacey.harutunian@gmail.com
Submitted on: 1/30/2012

Comments:

I am writing in strong opposition to HB 2527. I am a teacher at Nanakuli High and Intermediate School and I came to Hawaii as a part of Teach for America. I joined Teach for America because ALL children deserve to have an equal and top quality education. I elected to be a secondary math teacher because I know qualified teachers in this subject and grade level are particularly difficult to find. I wanted to do my part.

As an 8th grade math teacher, I am responsible for a state-tested grade level. This responsibility falls almost completely on my shoulders alone. I work extremely hard every day to do what it takes to help each and every one of my students to learn. I live far from my family, who I love dearly, because I know I can continue to help in a school where we are fighting hard to get all students on grade-level and to graduate from high school ready for both college and career.

I am concerned that the people who decide the way in which teachers should be evaluated will not truly appreciate or understand the large number of factors that effect a child's state test scores and overall improvement in a year. Ask any teacher if they want their job to be tied to so many major contributing factors that are out of their locus of control. They will tell you a resounding "no". We are not afraid of being held accountable as professionals, but it would be unjust to hold us accountable in a way that does not consider outside factors.

Do not punish teachers, but help us figure out a way to get everyone in the community on board to move our kids forward toward higher levels of learning, critical thinking and problem solving. This bill would punish teachers who already develop themselves professionally every year. Policy-makers, administrators, students and parents must also be held accountable.

I believe that passing this bill would be extremely problematic for the subject areas and schools that are already struggling. Please take careful consideration when voting because there are likely serious repercussions that will move us away from our common goal of helping our keiki.

Let's stay focused on that goal!

Thank you.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 7:14 PM
To: EDNtestimony
Cc: terencepmurphy@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Carol Murphy
Organization: Individual
E-mail: terencepmurphy@yahoo.com
Submitted on: 1/30/2012

Comments:

I am a tenured teacher who has worked in Hawaii public schools for the past 23 years. I have no argument against teacher evaluations. I do firmly believe though that teachers must have a say in how we are evaluated. We are professionals and we are in the classroom everyday. Let's work TOGETHER to come up with an effective and fair evaluation system. PLEASE listen to our input. We do have a lot of knowledge. Aloha, Carol

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 4:27 PM
To: EDNtestimony
Cc: lauren_appelbaum@notes.k12.hi.us
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Lauren Appelbaum
Organization: Individual
E-mail: lauren_appelbaum@notes.k12.hi.us Submitted on: 1/30/2012

Comments:

I oppose this bill because the teachers' Union has yet to ratify a contract with the DOE. Therefore any bill regarding teacher evaluation is against the law according to state & federal constitution ...THE WAGNER ACT @1935

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 5:01 PM
To: EDNtestimony
Cc: lauligai@hotmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Laurie Blumstock
Organization: Individual
E-mail: lauligai@hotmail.com
Submitted on: 1/30/2012

Comments:

The Governor proposing this is another example of political posturing and self-grandiosity on the power he has assumed is his over the people. The introduction of this bill is intended only to destroy the right to collective bargaining with the excuse that the teachers union vote is a block to receiving federal funds. The fact of the matter is that there was no real proposal on the table. The nuts and bolts of the plan were never presented. Ultimately, Governor Abercrombie is demanding a blank check from the teachers. This is not only disrespectful, but insulting to the teachers he pretended to value when he was trying to get elected. An example of a promise he made and broke: "No furlough days if I am elected";. We all know how well he fulfilled THAT promise.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 3:14 PM
To: EDNtestimony
Cc: alantopher@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Christopher
Organization: Individual
E-mail: alantopher@yahoo.com
Submitted on: 1/30/2012

Comments:

Aloha,

I would like to voice my strong opposition of the proposed HB 2527. I am a public school teacher who has been teaching for 15+ years. The department of education as well as the teacher's union have always been able work out an evaluation system that both sides are agreeable to. This is part of our open and collaborative bargaining process. I am opposed to HB 2527 and see HB 2527 as an attempt to micromanage an already overly bureaucratic system.

Thank you.

Christopher Hale
Holualoa Elementary School

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 9:06 PM
To: EDNtestimony
Cc: freddie_perez@notes.k12.hi.us
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Freddie Perez
Organization: Individual
E-mail: freddie_perez@notes.k12.hi.us
Submitted on: 1/30/2012

Comments:

Dear Legislators,

I am opposed to HB 2527 for the following reasons:

I first believe, along with the National Board of Professional Teacher Standards (2011), that the development of EFFECTIVE teacher evaluations must include:

Student achievement is the status of subject-matter knowledge, understandings, and skills at one point in time.

Student learning is growth in subject-matter knowledge, understandings, and skill over time.

In essence, a change in achievement constitutes learning.

It is student learning—not student achievement—that is most relevant to defining and assessing accomplished teaching.

Accomplished teaching reflects skilled practice and contributes to student learning.

Dear Legislators,

I am opposed to HB 2527 for the following reasons:

Reason #1

This bill does not include classroom teachers in the evaluation process.

I believe, along with the National Board of Professional Teacher Standards (2011), that the development of EFFECTIVE teacher evaluations must include:

1. Including the right stakeholders, which includes teachers.
2. Specify what exactly must be measured.
3. Define the process of measuring.
4. Specify implementation plan and training measures.
5. Clarify how measures will be implemented consistently
6. Define the evaluation process
7. Define ongoing support for teachers

It is imperative to include classroom teachers, including National Board Certified Teachers in this development process in order to create a system that is just, qualitative, and meaningful. Teachers are the bridges between theory and practice. Teachers are applied researchers. It is time to respect their professionalism and include in the process.

Reason #2

There needs to be a clear understanding of what student achievement is and what student learning is. Teacher evaluations must be grounded in student learning. The NBPTS Task force (2011), which included, Lloyd Bond, Peggy Carr, Linda Darling-Hammond, Charles E. Ducommun, Douglas Harris, Frederick Hess, Lee Shulman, created a report, Student Learning, Student Achievement. This task force represents many well-known and highly respected scholars in the field of education. Additionally, these scholars come from very different perspectives but all came to an agreement on the following as stated in the aforementioned report:

1. Student achievement is the status of subject-matter knowledge, understandings, and skills at one point in time.

2. Student learning is growth in subject-matter knowledge, understandings, and skill over time.

A change in achievement constitutes learning. It is student learning—not student achievement—that is most relevant to defining and assessing accomplished teaching.

3. Accomplished teaching reflects skilled practice and contributes to student learning.

I implore you to not pass this bill as it incomplete, ineffective, unjust, and does not rightfully include the right stakeholders. Thank you for reading this message.

Freddie Perez

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 9:12 PM
To: EDNtestimony
Cc: Terqu2004@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Dr. Angie Miyashiro
Organization: Individual
E-mail: Terqu2004@yahoo.com
Submitted on: 1/30/2012

Comments:

I strongly oppose HB 2527. How can one be expected to be evaluated on a test score? Why is everyone so engrossed in evaluation? Improvement is critical and just like having a coach, one gets better as their coach assists. However, evaluation is not the issue. We need equipment and tools to do our job. I have 200 kids and 8 basketballs. The Social Studies teacher has outdated maps. We need up to date equipment, enough for each student and a variety to provide the quality programs that are so needed. Dr. Angie Miyashiro

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 9:11 PM
To: EDNtestimony
Cc: kkom@hawaii.rr.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Kathy Okumoto
Organization: Individual
E-mail: kkom@hawaii.rr.com
Submitted on: 1/30/2012

Comments:

We already have a teacher evaluation system. Do you think that telling teachers they fall short in many picky ways will improve education?
The shortcomings of education today are due to inadequate parenting & political correctness. We have rooms full of students, who are inadequately cared for physically and emotionally; not disciplined to follow rules and pay attention and are physically and mentally lazy. When those conditions are corrected, each teacher may then be able to see progress from the 3-4 hours a week she sees each student.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 8:55 PM
To: EDNtestimony
Cc: hirayamasan1@hawaiiintel.net
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Joy Hirayama
Organization: Individual
E-mail: hirayamasan1@hawaiiintel.net
Submitted on: 1/30/2012

Comments:

My name is Joy Hirayama, a 25 year veteran teacher. I am writing in opposition to this bill. There are many factors which affect test scores, and teachers are only ONE factor. Some factors which affect test scores: non-English speaking families moving from other countries, family conflict, no pre-school background - and already entering Kindergarten a year behind, illness, abuse, lack of sleep, lack of parental support, poor attitude, hunger, disruptive peers, poor test taking skills, and the list goes on. You CANNOT hold educators solely accountable for test scores, because they are not the only ones which affect them. Parents also need to be held accountable for their child's success in school. Those students with strong parental support do quite well in school, compared to those whose parents don't care. I strongly urge you to do what's right for Hawaii's keiki and vote NO. Thank you for listening.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 8:50 PM
To: EDNtestimony
Cc: cheryltat@hotmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Cheryl Cotten
Organization: Individual
E-mail: cheryltat@hotmail.com
Submitted on: 1/30/2012

Comments:

What can't be bargained is legislated, without regard for the fine points of implementation. This wastes money and time, both mine and yours. I am NOT against evaluation, even yearly evaluation. I do, as would any public employee, want that evaluation to be fair and well thought out.

The only reason I voted against such a measure in the offered contract was because many items were unclear. How would student performance be a function of the pay raises for teachers who are in positions that do not teach? (Registrars, librarians, SSC's, district personnel and such). How will this evaluation be fair to those who teach SPED and ELL students? What about those inclusion classrooms? How will this be fair to those kids?

Teachers need to be part of the process (not the law and then scramble to construct the tool), that will guide evaluations. Multiple measures need to be offered, just as we are taught to offer multiple measures of learning to our students.

Please think about what you are doing when this bill is read. I do not have much time to spend submitting more testimony or going to the hearings. I am one of those full time, tenured (16+ yrs) teachers who is busy with teaching and is grateful for that as it takes my mind off of the house foreclosure notices.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 8:09 PM
To: EDNtestimony
Cc: rstewart99489@hawaii.rr.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Roxane K. Stewart
Organization: Individual
E-mail: rstewart99489@hawaii.rr.com
Submitted on: 1/30/2012

Comments:

I am a high school teacher with a masters degree & I strongly oppose HB2527. Standardized test scores DO NOT accurately measure student achievement, nor do they accurately measure teacher effectiveness. Standardized tests do not account for student learning disabilities, reading deficiencies, language differences, etc. nor do they look at the whole child which is more than a math & reading score. How many legislators have actually looked at the Hawaii tests that come from the mainland and are said to be one of the hardest in the nation? How many legislators would be able to pass the 10th grade standardized assessments? How many current classroom teachers did legislators talk to in any fact finding prior to proposing this bill? How many parents of special education students were talked to? Again the legislature is shooting darts into the wind hoping to hit something so they can look good for voters. But remember that we teachers compruse some 13,000 educated voters. If you really want to "fix" things, why don't you genuinely confer with the people on the front lines everyday, living and breathing it everyday!

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 5:51 AM
To: EDNtestimony
Cc: Lisa.M.Galloway@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Lisa Galloway
Organization: Individual
E-mail: Lisa.M.Galloway@gmail.com
Submitted on: 1/31/2012

Comments:

MYTH: Race to the Top performance management systems are based on best practice research in education. FACT: Race to the Top performance management systems are based on NO research, and are NOT proven to cultivate or support highly effective educators.

MYTH: Principals want performance management so they can get rid of bad teachers. FACT: Principals do not have time to do anything but performance management when such Race to the Top systems are implemented, so all the other work they do gets neglected.

MYTH: Teacher performance management will get rid of bad teachers who can't be fired. FACT: Bad teachers already get fired when they can't do their jobs. Tenure does not protect teachers who do not do their jobs.

MYTH: Good teachers will be rewarded by performance management. FACT: Good teachers leave schools where performance management systems cause negative micro-management and excessive demands on teachers time distract them from teaching.

MYTH: Race to the Top aims to improve public education. FACT: Race to the Top aims to attack public education so that private capitalist interests can take over the school system for their own profit, NOT to improve outcomes for students.

PLEASE DO NOT PASS THIS BILL!

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 7:04 AM
To: EDNtestimony
Cc: mlgm.kauai@hawaiiantel.net
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Lita M Davenport
Organization: Individual
E-mail: mlgm.kauai@hawaiiantel.net
Submitted on: 1/31/2012

Comments:

I support accountability and employee evaluations that are reliable and valid but want to be assured that it is developed appropriately through a collaborative process.

I want teachers to be a part of designing the tool that will be used to assess teachers in practice and believe it is a critical process for valid and reliable application and compliance.

Evaluation should consist of multiple measures; statewide assessments, teacher created assessments, district/school assessments, student work, and teacher defined student objectives for individual student growth.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 7:05 AM
To: EDNtestimony
Cc: mlgm.kauai@hawaiiantel.net
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Michael G Davenport
Organization: Individual
E-mail: mlgm.kauai@hawaiiantel.net
Submitted on: 1/31/2012

Comments:

I support accountability and employee evaluations that are reliable and valid but want to be assured that it is developed appropriately through a collaborative process.

I want teachers to be a part of designing the tool that will be used to assess teachers in practice and believe it is a critical process for valid and reliable application and compliance.

Evaluation should consist of multiple measures; statewide assessments, teacher created assessments, district/school assessments, student work, and teacher defined student objectives for individual student growth.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 9:55 AM
To: EDNtestimony
Cc: gelbarda0001@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Adam Gelbard
Organization: Individual
E-mail: gelbarda0001@yahoo.com
Submitted on: 1/31/2012

Comments:

I believe taking away what many of us have worked so hard for is just another way the state tries to treat us like second class citizens. Many of my fellow educators say we are professional, in our state that is not the case at all. I have always felt like hired help that could be thrown away at a moments notice because the state doesnt understand the concept of teach to fish. Like our state we want the fish given to us and we have never been taught this is why our economy has been so poor for many year and still will b for many years to come while rich get richers and the poor get poorer. I have always felt if anyone in our state had half a brain they would understand without their own knowledge gained through out life it was never on their own. You always need help learning from the beginning till the very end. Who was the teacher of your knowledge it was us the dedicated teachers of Hawaii. I like many strongly oppose this any any other bill that negitively effects teachers. We need to be treated fairly not even better than others or same because that will never happen but fairly. You people need to stop thinking of yourselves and think of our future and your children. Like 75% of the members of this state most know this state is completely backwards for everything. Can't our elected people finally help with a problem instead of creating new ones. Its pathetic.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 10:05 AM
To: EDNtestimony
Cc: brendan.poff@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Brendan Poff
Organization: Individual
E-mail: brendan.poff@gmail.com
Submitted on: 1/31/2012

Comments:

The folly of merit pay. Pay-for-performance began in England in about 1710, when salaries were based on test scores in reading, writing and arithmetic. The rationale was that it would help keep students from poor families in school, where they could learn the basics. It remained in tact for about 30 years but made its exit due to teaching to the tests and very little improvement. Pay-for-performance re-emerged briefly in Canada in 1876, but it ran into similar difficulties and was terminated in 1883. In 1969, the US was under pressure to close the education gap between black and white students and Arkansas school districts offered to try it out. After wide spread cheating, to which the state NEVER investigated and with no evidence of improvement, the program ended. In 2005 Texas attempted the same thing but again according to a study by Vanderbilt University, there was little evidence the program improved student achievement. With that said, Texas quietly shut down the evaluation system in 2009.

Are you aware of how many Nobel Prize winners have emerged from the US? Over the last 100 years we have had 233 winners. Over a very long period of time, education has been billed a failure in the US. Do you understand what that means? That pretty much means, according to this logic of course, that everyone in the US is of below average intelligence due to the education they received in the US. Do you honestly believe that? We are innovative as a people, we set the direction of the world. We are smart. To make my point even more clear, look at the language in the first paragraph of the bill. To quote "Hawaii's steady gains on the National Assessment of Educational Progress, the "Nation's Report Card," show that Hawaii's educational improvement efforts are moving us in the right direction. In 2011, Hawaii was the only state that demonstrated significant gains in all grade levels and subjects tested." Do you see what I see? Translation: Hawaii is making great improvements in their educational system. We are doing it. Bottom line is this is about money and looking good for Washington. If we are the only state to show this progress, what is the problem?

Then the bill goes on to say: "However, we still have a long way to go and must accelerate improvement for our children to benefit from the economic, social and civic opportunities in our state and global community.

The improvement is not fast enough? That's like being on a diet where you are losing 2 to 3 pounds a week and then you decide that you're not losing it fast enough so you're just going to stop eating so we can accelerate the process. That wouldn't make sense now would it. Tortoise and the Hare. Prime example. Slow and steady wins the race. This is not about accountability, like you're masking it to be. This is about looking good to your Washington friends. Make an educated decision here. If all you can see since the 1700's is failure with this type of evaluation, what makes you think you can change it for the better despite

numerous attempts and failures and alterations to how it was done? I think it is funny that you state there is some research out there that supports this belief. Where is it? I can rattle off a list of respected universities that conclude quite the opposite. Harvard, Vanderbilt, etc. Want more improvement? Require that teachers collaborate during the school day. Give teachers the time to do the work, not add to it. You are wrong with what you are doing here and I hope you are sensible enough to realize this. Public schools are just a scapegoat for all that goes wrong with society. People need someone to blame for everything that's wrong, and I think right now the education world has won that blame.

Please vote with your minds and not your gut instinct. Research this on your own before committing, because the state of our educational world is in your hands.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 10:27 AM
To: EDNtestimony
Cc: dkideoka@hotmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Keith Ideoka
Organization: Individual
E-mail: dkideoka@hotmail.com
Submitted on: 1/31/2012

Comments:

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 3:03 PM
To: EDNtestimony
Cc: lsekioka@hotmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Lisa
Organization: Individual
E-mail: lsekioka@hotmail.com
Submitted on: 1/31/2012

Comments:

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 11:36 AM
To: EDNtestimony
Cc: jenniferlvalenzuela@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: jennifer valenzuela
Organization: Individual
E-mail: jenniferlvalenzuela@gmail.com
Submitted on: 1/31/2012

Comments:

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 9:40 PM
To: EDNtestimony
Cc: natiejs@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: oppose.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Natalie Sur
Organization: Individual
E-mail: natiejs@yahoo.com
Submitted on: 1/30/2012

Comments:

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Friday, January 27, 2012 3:15 PM
To: EDNtestimony
Cc: james_butler@notes.k12.hi.us
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: james butler
Organization: Individual
E-mail: james_butler@notes.k12.hi.us
Submitted on: 1/27/2012

Comments:
I oppose Hb 1668, HB2527, and HB 2789.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 9:28 AM
To: EDNtestimony
Cc: monica_yasuda@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Monica Yasuda
Organization: Individual
E-mail: monica_yasuda@yahoo.com
Submitted on: 1/31/2012

Comments:

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 10:58 AM
To: EDNtestimony
Cc: sup4972@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Robert Sternthall
Organization: Individual
E-mail: sup4972@gmail.com
Submitted on: 1/31/2012

Comments:

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, February 01, 2012 6:51 AM
To: EDNtestimony
Cc: kellie_young@notes.k12.hi.us
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Kellie Young
Organization: Individual
E-mail: kellie_young@notes.k12.hi.us
Submitted on: 2/1/2012

Comments:

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 11:48 PM
To: EDNtestimony
Cc: cheri_alonzo@notes.k12.hi.us
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: OPPOSE HB 2627.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: cheri alonzo
Organization: Individual
E-mail: cheri_alonzo@notes.k12.hi.us
Submitted on: 1/31/2012

Comments:

Dear Senator Kouchi,

My name is Cheri Alonzo and I am a veteran SPED teacher at Keaau Middle School. I am writing to you because I am vehemently opposed to HB 2527, which relates to performance evaluations. I feel both will have a negative impact on public education in Hawaii for the reasons outlined below.

HB 2627:

While I am encouraged to see that all stakeholders are included in student accountability, I remain highly skeptical that such will be the case. Every year, I have kids whose performance is hindered by chronic absences. How can I be held accountable for a child's performance when the child is not in school half the time? How can a test score be used to judge my effectiveness as a teacher when there are bigger issues at play such as getting the child enough to eat, or a safe place to sleep?

That aside, I ask you to honor the Collective Bargaining process. I also ask that teachers be allowed to participate in crafting, testing, and refining a fair and equitable measure of performance. I fear that if a performance measure is established without input from teachers, it may lead to many unanticipated and undesirable repercussions on student achievement.

I hope that after due consideration, you will vote against HB 2627 because of the negative impact it will have on public education in Hawaii.

Sincerely,
Cheri Alonzo

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 10:54 PM
To: EDNtestimony
Cc: jikasan@aol.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Evaluation Testimony - HB2527 - 1-31-12 revised.docx

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: James G. Cadiz Jr.
Organization: Individual
E-mail: jikasan@aol.com
Submitted on: 1/31/2012

Comments:

Honorable Chair Takumi, Chair Rhoads and committee members:

My name is James Cadiz a teacher and member of the Hawaii State Teacher Association. I have been a teacher for the Department of Education for 7 years. I currently work at Waianae Elementary School. I choose to testify in opposition of HB 2527, relating to education.

I will not say I disagree with a teacher evaluation plan. I disagree with the notion that teacher's have no input or say in the evaluation process since not all teachers are alike.

Take this example into consideration. Kindergarten teachers have students that are barely writing and reading. From what I understand from my administration is that the Danielson method includes a student survey. It has been undecided whether or not parents will have to take the survey for them. This in away precludes teacher evaluation to be left towards parent biasness. You have supportive and unsupportive parents. In my profession the squeakiest wheel gets the grease despite whether the person has a reasonable argument. Just this year I had a parent harass another teacher because they were unhappy of the grades one teacher provide this parent's child. To have this parent provide an evaluation would have an effect on teacher evaluation. Another teacher, despite all efforts, assessments presented, differentiation and accommodations made, a parent refuses to take the recommendation from this teacher and the administration and persists to have things done her way despite the professionalism involved. Can we justify this person to be in charge of teacher evaluation?

The examples above would be open to the termination and even the success of a teacher. Let's look at teacher evaluation from this perspective as well. A teacher provides false documentation or buffers student performance so that said teacher appears good in data reporting. The parents are happy despite the truth that the student is actually performing at developing or below standards. The student / parent or both give praises and recommends this teacher as one of the best ever. How does this affect teacher evaluation?

I have heard Special Education teachers wonder about the evaluation process. Despite if a child is diagnosed with learning disabilities and they are doing everything they can at school and still the child makes very few gains in the HSA test, does this make the SPED teacher unacceptable and unworthy even unsatisfactory?

Teacher evaluation should be provided teacher input since we are at the front lines. We are well equipped to prescribe fair and equitable treatment. Education is made up of diverse learning styles as well as teaching styles. Not every teacher has a wand that wooshes wonders and achievement at the flick of the wrist. It takes trial and error. What is unclear after meeting with our administration is whether or not there will be a grace period or a process of assistance that if a teacher is found marginal or just satisfactory, are there interventions or trainings in place so that the teacher has a chance to prove their worth. And isn't this what we do with our own students? We can't just expel them if they don't make the cut right? Allow us the right to have a seat at the table.

I oppose HB2527 because it implements a general evaluation process that is unclear, undecided, and undeveloped yet. Come up with a clear plan and process then introduce the bill. You wouldn't buy a house or a car that hasn't been planned out in drawing, concept or development would you?

I understand there is no perfect system to evaluation but tying salary, merit, bonus and termination to the above examples would make any evaluation process difficult. All I'm asking is for the clause mentioned in the tentative agreement to be reintroduced. Teachers should have a say. It is our collective bargaining right. The teachers have voiced their opinion. 67% said no and even in media reports they reported that the contract was too vague and now you're going to penalize teachers for voting it down and removing the section that allows teachers to have feedback. Where is the democratic process in all of this?

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 8:37 PM
To: EDNtestimony
Cc: LittletonL@aol.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: HB2627.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Susan Warren
Organization: Individual
E-mail: LittletonL@aol.com
Submitted on: 1/31/2012

Comments:

In more advanced cultures around the world, Finland, for example, the vocation of teaching is both well respected and well paid.

Educators are viewed among the pinnacles for a career choice. Why is our Legislature willing to sacrifice the future of its children by discarding the vitality of tenured teachers?

I attended four years of undergraduate school and two years of graduate school to attain my advanced teaching degrees.

I have 38 years total of teaching experience, but my annual pay as an educator in Hawaii is half of what it is in other states.

Mind you, I have more years of teaching experience than most of you have sitting on the Legislature.

Why is this travesty regarding tenure even up for legislative questioning? How dare you consider this when you each should be on your knees thanking all teachers because one of US taught you to read and be creative thinkers! Like I said, "How dare you!" In fact, this campaign is the epitome of disrespect toward every educator you ever had in your entire lives!

Vote NO on HB 2627

Susan K. Warren
4230 Ono St.
Lihue, HI. 96766

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 8:14 PM
To: EDNtestimony
Cc: cleaverm001@hawaii.rr.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Maralie Cleaver
Organization: Individual
E-mail: cleaverm001@hawaii.rr.com
Submitted on: 1/31/2012

Comments:

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 7:53 PM
To: EDNtestimony
Cc: gart57@hotmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: evaluations.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Kristen Hak
Organization: Individual
E-mail: gart57@hotmail.com
Submitted on: 1/31/2012

Comments:

I am taking time out of my day to write a statement to you because I think that it is important to hear the voice of experienced teachers who are currently working in the field. I have been teaching for nine years in the Leeward District of Oahu. I used to walk into work with a smile on my face everyday. Unfortunately, that seems to be happening less and less over the last year or two. While I welcome opportunities to improve my teaching I think that the state should stay out of it. The state is trying to force a plan that is not well thought out into reality. The result will be disastrous. Do you remember when the teachers agreed to random drug testing, but then the state realized that they lacked the money, or the means of making it a reality? I remember. I also remember being blamed by the media and the public for the shortsightedness of people who tried to make something happen without a clear plan. This new evaluation system seems like more of the same to me. I think that our representatives at the state level are uneducated about what actually happens at our public schools. We are all evaluated on a regular basis. Tenured and non-tenured teachers are working hard and being observed by our principals, coaching, consultants, peers, etc. We are taking the initiative and seeking to take professional development courses to improve our teaching. We are required to submit portfolios for these courses. The evaluation plan from the state seems like a good idea, but it is not developed enough to become a reality. It seems like a lackluster effort from the state to try to show that we are making progress in making our Race to the Top grant come to fruition. Let's open up our eyes and face reality. Governor Abercrombie has impeded the progress to make the Race to the Top grant come alive. He instructed the state's chief negotiator not to negotiate with our union for the last year and a half. That is the real reason why there has been such minimal progress in the grant. It has nothing to do with creating more laws and new teacher evaluations. Governor Abercrombie wanted to play hardball and now he is trying to save face by putting something which has not been fully thought out into law. Ridiculous! What would our forefathers think of this kind of legislation? It's unnecessary. What is necessary is to negotiate with the teachers and HSTA to come to agreements over our contract. How is any progress supposed to be made when Governor Abercrombie refuses to work with us? He seeks only to enslave us and bind us through legislation. I thought education set people free. Seems like Governor Abercrombie is seeking to reverse that thought and enslave the teachers and the public students here in Hawai'i.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 7:49 PM
To: EDNtestimony
Cc: dercoff@aol.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: HB 2527 Testimony.docx

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: Yes
Submitted by: Beatrice DeRego
Organization: Individual
E-mail: dercoff@aol.com
Submitted on: 1/31/2012

Comments:

TESTIMONY FOR HOUSE BILL 2527 RELATING TO EDUCATION

**House Committee on Education
Hon. Roy M. Takumi, Chair
Hon. Della Au Belatti, Vice Chair**

**House Committee on Labor
Hon. Karl Rhoads, Chair
Hon. Kyle T. Yamashita, Vice Chair**

**Wednesday, February 1, 2012, 2:00 PM
State Capitol, Conference Room 309**

Honorable Chair Takumi, Chair Rhoads, and committee members:

I am Beatrice DeRego, born and raised in Kaneohe, a veteran of the United States Army, previous controller for Marriott Corporation's Conference Division, and an educator who returned to my home state to teach because of the flexibility and latitude teachers were being provided in contrast to districts in other states I researched. This was a system that had not yet been impaled on the sharp stick enforced by NCLB and its initial attempts to siphon tax dollars from public schools to private schools and corporations by labeling schools failures using an obscenely narrow lens of proficiency. It was also before our public and legislature were coerced by corporate America into believing that all teachers are at best, mindless sheep with little understanding of their profession, or at worst, devious public sector leeches gaming the system for substantial rewards. In my tenure as a high school teacher in Hawaii, fully 95 plus percent of the teachers I work with or have had the good fortune to work with are intelligent, reflective, critically thinking professionals whose worst flaw is a tendency to believe that it is "only about the kids", and are willing to devote countless hours, dollars, concern, and sometimes relationships in their efforts to ensure all their students have the best opportunities they can provide to succeed. I have never found such a level of commitment, even during my 6 years in the armed forces.

As a teacher in the Hawaii DOE, I am extremely concerned about the rush to pass legislation mandating performance based evaluations when the research based criteria necessary for such a process to actually improved student academic performance is in the best cases, barely initiated, and in the worst cases, in an embryonic state. I am, therefore, submitting testimony in opposition to HB 2527, relating to education.

I agree wholeheartedly with the legislature's belief that "investing in our educators will have [a] significant impact in educational outcomes for children and our state, and that effective educators are critical to our children having the best chance at reaching their potential and achieving their dreams." As a parent, I would hope the legislature agrees that the role of a parent is at least as significant as that of a child's teachers since many, myself included, have invested considerable time and resources into ensuring their children are academically successful and able to make the most of the prospect that may become available to them.

Additionally, I agree that "supporting educators' effectiveness requires a comprehensive approach including clear expectations for students, aligned systems of support from classrooms to the state offices, flexibility for innovation, and a performance-based management system for educators – including educational officers, principals

and teachers – that provides a clear career path with meaningful performance measures, rigorous evaluation, quality feedback for improvement, targeted teacher support, and opportunities and rewards for effective educators.”

It is precisely these requirements that require you to vote no on this bill since the majority of these criteria are currently non-existent. According to Storey (2000) outcomes have not been clearly identified, and this necessarily reduces goal clarity. A major problem is the complexity of designing a program that balances clear goals and diverse evaluation criteria, since clear criteria are required to measure productivity gains.

Hawaii has only recently adopted common core standards, which are in their first iteration, and will certainly be adapted as states attempt implementation. Additionally, in schools where a multitude of teachers may impact a student's progress, or lack thereof, it will be difficult to attribute a percentage of gain to a specific teacher. When only two core subjects are tested, how will an evaluation “fairly” assess student gains across all teachers who have influenced a student's learning? Additionally, while the superintendent has indicated that evaluations will include multiple measures, one of those planned is student survey data, which is highly subjective and suspect. When students routinely walk into a class and begin a year by stating with disappointment that they prefer “younger” teachers because they have more energy and “let them get away with more stuff”, it is hard to believe an objective survey tool can be designed. Additionally, since teachers are repeatedly expected to accept disruptive students who are returned to their classes daily with a slow and tedious removal process that hinders all the other students' progress, will the new evaluations system provide some sort of handicap as in golf for students who are not deemed “average”?

Secondly, your requirement for an aligned system of student supports has to begin at the basic level. Students in our rural and outdated schools are not given the same resources or opportunities of those in the newer, more technologically advanced schools. It is inequitable to expect a student suffering in a 90 degree classroom for several months of the year to perform the same as a student in an air-conditioned environment, with a plethora of computers and additional resources. How will you adjust your evaluation tool to ensure that all students, and thus their teachers, are treated fairly? Fair and accurate evaluation is difficult because performance cannot be determined objectively.

You also require quality feedback for teacher improvement; however, research has determined that many performance based evaluation systems undermine this need. School administration becomes hierarchical and cooperation between school management and staff is strained. Additionally, these systems often lead to increased competition and reduced co-operation between teachers, which research consistently demonstrates is essential for student learning. Instead, a range of perverse outcomes occur because of teacher 'game playing' and a narrowing of the curriculum to ensure that those indicators most tested or evaluated are stressed.

Holt (2001) suggests that rather than viewing the teacher as a single actor, the vital roles played by the school, the principal, and the family be acknowledged. Educational achievement is difficult to establish since it includes numerous actors, not simply teachers. Confounding this problem, it can be argued that the best teachers are given classes that perform lowest academically or behaviorally, and may therefore be punished under a performance-based system (Evans, 2001). Recent efforts to establish 'value-added' evaluation criteria are

considered thorny because they are in the nascent stages of development, and there are clear socio-economic and racial biases in these systems (Clotfelter and Ladd, 1996).

Moreover, En-Clotfelter and Ladd (1996) argue that although school systems have a clear choice when designing systems whether to control for socio-economic, racial and gender characteristics, there is a trade-off between adjusting for differences in schools, and the possibility of sending undesirable messages to the community that a school has reduced expectations of some students' outcomes. There exist systematic differences in student progress which research demonstrates can be attributed to socio-economic, racial and gender characteristics.

Some proponents of performance-based evaluations acknowledge that administering such a system would require an broad bureaucracy. For example, Odden (2000) argues that it would be expensive to adequately evaluate every teacher, and would require considerable resources if this evaluation were to be completed regularly (such as annually). Furthermore, the time needed to administer this kind of a system would have severe budgetary implications (Cutler and Waine, 2000). It is difficult to understand how a principal who is responsible for a multitude of teachers will be able to accurately observe and assess the performance of their staff even once a quarter to get a complete understanding of the breadth of a teacher's instructional skills and knowledge.

Teachers work with human beings not robots or cogs. Teaching is different from the private sector precisely because education develops human beings rather than creating a product priced by market indicators. Teachers are not permitted to discard their "products." Rather than an efficient control line where resources are carefully screened to ensure a quality outcome, teachers must adopt a wide variety of students with differing levels of preparation and readiness. They need to measure and assist students in improving "reading, computation, inferential reasoning and critical analysis, creative expression, exposition, social adjustment and more" (Chamberlin, et al, 2002). Schools are not factories, so you cannot transfer their systems to schools and education institutions successfully.

Research reveals little consensus on even the fundamental issues surrounding performance-based evaluations and rewards. To compound these problems, there is only contradictory research on the value of performance-based systems. Among the studies that have been completed, substantial doubts have been raised about the validity of the conclusions regarding student progress reached due to implementation and design. While, there appears to be some evidence suggesting there are minimal benefits arising within group-based performance evaluations, there is little evidence regarding individual performance-based systems.

Frankly, while the intent of performance based evaluations to improve academic progress may be worth exploring, until the requirements necessary to ensure an equitable system is designed that will guarantee the progress being desired, it would be unfortunate for the legislature to move forward with haste based significantly on a belief that Race to the Top funding will be cut. While \$75 million dollars is a substantial sum of money, especially when the Hawaii economy is only now beginning to recover, I implore you to set aside the immediate funding needs and consider the students who are so often called into play to justify an argument. If improved progress for all students is the priority of all stakeholders, then Hawaii needs to take the time to ensure all who

are involved have a seat at the table to carefully design and implement an evaluation system that provides recruitment incentives, rewards for effectiveness, and a clear process for removing those teachers who cannot or will not be able to perform given adequate resources, support and time. We need evaluations that are reliable and valid, but also developed appropriately through a collaborative process rather than mandated through strong-armed legislative tactics.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 6:37 PM
To: EDNtestimony
Cc: helierock@yahoo.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Helie Rock
Organization: Individual
E-mail: helierock@yahoo.com
Submitted on: 1/31/2012

Comments:

Regarding HB2527, establishing a "performance management system" for teachers, I am not opposed the concept, but I feel strongly that the teacher's themselves must be heavily involved in designing such a system, and this should NOT be taken out of their collective bargaining agreement. It is essential that any teacher evaluation system based even partially on student achievement be very clearly defined and fair to ALL members of Bargaining Unit 5—which includes registrars, counselors, librarians, resource teachers and other support personnel who do not have regular classes upon which to base student achievement. In addition, any reference to student achievement should NOT be tied to state assessment tests that students have no motivation or stake in for doing well. Students are not held accountable for yearly AYP results, therefore how can teachers be held responsible? When the test is meaningful for students—when they have something at stake—then they will do well.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 5:51 PM
To: EDNtestimony
Cc: vanessa.kahihikolo@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: OPPOSE HB 2627.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Vanessa Kahihikolo
Organization: Individual
E-mail: vanessa.kahihikolo@gmail.com
Submitted on: 1/31/2012

Comments:

Dear Senator Kouchi,

My name is Vanessa Kahihikolo and I am a teacher at Kea'au Middle School. I am writing to you because I am vehemently opposed to HB 2527, which relates to performance evaluations. I feel both will have a negative impact on public education in Hawaii for the reasons outlined below.

HB 2627:

While I am encouraged to see that all stakeholders are included in student accountability, I remain highly skeptical that such will be the case. Every year, I have kids whose performance is hindered by chronic absences. How can I be held accountable for a child's performance when the child is not in school half the time? How can a test score be used to judge my effectiveness as a teacher when there are bigger issues at play such as getting the child enough to eat, or a safe place to sleep?

That aside, I ask you to honor the Collective Bargaining process. I also ask that teachers be allowed to participate in crafting, testing, and refining a fair and equitable measure of performance. I fear that if a performance measure is established without input from teachers, it may lead to many unanticipated and undesirable repercussions on student achievement.

I hope that after due consideration, you will vote against HB 2627 because of the negative impact it will have on public education in Hawaii.

Sincerely,
Vanessa Kahihikolo

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 5:49 PM
To: EDNtestimony
Cc: ebauer6610@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Regarding HB 2527.doc

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Elizabeth Bauer
Organization: Individual
E-mail: ebauer6610@gmail.com
Submitted on: 1/31/2012

Comments:

Regarding HB 2527

I've been a teacher in Hawaii for 16 years. Before I begin, I want to make clear that I do see the need for a new evaluation system that, does indeed, tie into a clear career path with meaningful performance measures. I just do not think this evaluation system should be legislated. It should be negotiated, as part of the contract between the employer and employees. Principals, as often the sole administrators of the evaluation system, should also be involved in the planning of the instrument of evaluation. Legislators, on the other hand, can really help support a new, comprehensive evaluation system by funding teachers' career path.

The Race to the Top emphasis is on positive rewards and incentives, versus the negative sanctions during NCLB. Likewise, the evaluation system for teachers should include rewards for exemplary teachers. However, this should be above and beyond the normal step movements gained through years of experience and should include any cost of living increases. All teachers, as professionals, should be able to count on these normal pay increases over time. Otherwise, the whole evaluation system loses credibility, with all parties involved: teachers, principals, the DOE, and State government. Again, without trust that a consistent career path is a viable option; teachers cannot agree to an evaluation system that offers empty promises AGAIN!

When teachers turned down the last tentative contract, they did send a message; we don't believe your promises; we can't agree to an open-ended evaluation system! While applying for the RTT grant, HSTA did commit that we would work to find a new evaluation system. However, for seven months, no one talked to us, and a contract was imposed on us. Now, they want us to trust that an evaluation system will be created, and it will be tied to increases in pay. It is an empty promise. Legislators should not attempt to impose an evaluation system on us. Rather, they can step forward and legislate that they will FUND a career path for teachers, and it should include a fair, equitable evaluation system, worked out by the parties concerned.

In the bill it mentioned that performance indicators shall include [A] student performance relative to statewide content and performance standards including gaps in achievement between all students and student groups persistently achieving at lower levels. This section concerns me. Special Education students and low income students persistently achieve lower scores. Why? Special Education documents disabilities or learning differences that are not recognized on regular education or state assessments. Likewise, lower income students have a multiple of disadvantages, which make their progress more difficult. It is time to recognize these teachers for their difficult job, and celebrate their progress with "extra merit". We should not evaluate them as "less" because they didn't meet the standard mark. You may find it hard to retain teachers at low income schools with that attitude; or recruit Special Education teachers.

As the bill mentioned, "The legislature believes that investing in our educators will have the most significant impact on educational outcomes for children and our state, and that effective educators are critical to our children having the best chance at reaching their potential and achieving their dreams."

IT IS TIME TO START INVESTING IN OUR EDUCATORS. Ensure that they have a clear career path first!

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 5:41 PM
To: EDNtestimony
Cc: cyninouye@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: cynthia inouye
Organization: Individual
E-mail: cyninouye@gmail.com
Submitted on: 1/31/2012

Comments:

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 5:38 PM
To: EDNtestimony
Cc: jnishiki@hotmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Janet Nishiki
Organization: Individual
E-mail: jnishiki@hotmail.com
Submitted on: 1/31/2012

Comments:

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 5:18 PM
To: EDNtestimony
Cc: bob_rossman@mail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Robert Rossman
Organization: Individual
E-mail: bob_rossman@mail.com
Submitted on: 1/31/2012

Comments:

I am writing to you to express my strong opposition to HB 2527. I oppose making teacher evaluations part of state law. Please stop this bill immediately.

Thank you.
Robert Rossman

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, February 01, 2012 9:44 AM
To: EDNtestimony
Cc: jjflash007@gmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: HB 2527.docx

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: Jack Little
Organization: Individual
E-mail: jjflash007@gmail.com
Submitted on: 2/1/2012

Comments:

Educators and policy makers who support pay for performance need to step back, slow down, ask more questions, and not accept the superficial answers coming from governors, state legislators, and others who neither understand the statistical intricacies nor in some cases care to learn.

Recent Research

School administrators need to move beyond the noise and corporate marketing of pay-for-performance schemes based on student test results and educate themselves on recent empirical evidence on the subject. Information gleaned from studies and reports provide some clarity on the issue.

First, very few white-collar private sector professionals receive performance pay based on a single or very narrow set of indicators. In fact, only six percent of private-sector employees received direct, output-based cash payments according to the 2005 National Compensation Survey (Adams et al. 2009; Springer et al. 2010). Most of those workers were in commission-based fields like used-car salesmen, penny-stock brokers, and real estate agents; hardly comparable professions to that of raising children to be productive, ethical, and moral citizens.

Results from the longitudinal Project on Incentives in Teaching (POINT) conducted by researchers at Vanderbilt University's Peabody School of Education suggested that performance pay did not have a significant impact on student achievement in mathematics in Grades 5-8 (Springer et al. 2010) for students of teachers eligible for bonuses from between \$5,000 to \$15,000 compared to teachers not eligible.

The researchers stated, —... there were no significant differences for students in Grades 6-8 when separate effects were estimated for each grade level|| (p. 43). A positive effect was found only in Grade 5 and it did not persist in Grade 6 or other grade levels. The researchers stated, —To conclude, there is little evidence that POINT incentives induced teachers to make substantial changes to their instructional practices or their level of effort ...|| (p.45).

Similar results were found from another experimental study conducted in New York City (Fryer, 2011). —Surprisingly, all estimates of the effect of teacher incentives on student achievement are negative in both elementary and middle school ...|| (p. 18).

The impact of performance pay on student achievement in elementary school and middle school in the area of language arts and mathematics, as measured by state standardized tests in NYC, was negative with effect sizes ranging from -0.02 to -0.05. Furthermore, the pay system in the NYC experimental study did not improve student attendance, grade point average, or achievement on alternative measures of achievement such as other standardized tests taken by students.

Results were similar for high school students. —Similar to the analysis of elementary and middle schools, there is no evidence that teacher incentives had a positive effect on achievement.

Estimates of the effect of teacher incentives on high school achievement are all small and statistically non-significant|| (p. 18).

Why?

So why would we, as a country, want to pursue another policy that has not been fully vetted, tested, or modeled to identify and address all the possible negative unintended consequences to children and education professionals? Evidence suggests that pay for performance based solely, or to a large degree, on standardized test scores is not universally effective and could be detrimental to achievement (Adams, Heywood, and Rothstein 2010; Buzik & Laitusis, 2010; Springer et al. 2010).

Twenty Questions

Before we launch ourselves off of yet another reform precipice without a parachute for children, those who are proposing the policy should at least have evidence-based answers for the following questions:

1. Why expose children and education professionals to yet another unproven intervention? (Think high school exit exams, Reading First, charter schools, vouchers, high stakes standardized testing in Grades 3-8, etc.)
2. Why, if only approximately six percent of professionals in the private sector have their pay tied directly to quantitative indicators, are we so quick to implement such plans in schools without further study or attention to the unintended consequences raised in recent studies on the topic (Adams et al. 2009; Springer et al. 2010)?
3. How do proponents of pay for performance based on student test results reconcile the scheme with theories such as Hertzberg's (1968) Two-Factor Theory of Motivation, Maslow's Hierarchy of Needs (1954), Reactance Theory, and the work of Pfeffer and Sutton (2006), among others, which suggest that long-term effects will be detrimental to the system and not result in improved student learning?
4. What protections will be put in place in the pay for performance schemes to protect against the narrowing of the curriculum that occurs when test results become the ultimate outcome variable to determine the quality of the education processes (see Au 2007)?
5. According to UNICEF (2005), the United States is second only behind Mexico in the percentage of children living in poverty in the industrialized world. How will pay for performance programs account for the debilitating effects poverty has on achievement (Coleman et al. 1966; Hart and Risley 1995; Sirin 2005; Emerson 2009)?
6. Student prior achievement has an effect size of 0.67 on later achievement. That is the difference between scoring at the 50th percentile compared to scoring at the 73rd percentile on a nationally norm-referenced test (Feinstein 2003; Duncan et al. 2007). How will pay schemes based on test results account for prior achievement?
7. Without mandated random assignment of students to classes how will policymakers ensure that classes are balanced in terms of student prior achievement, disabilities, and other demographic characteristics that effect student achievement on statewide standardized tests?
8. The effect size difference in achievement for students who attend a high-quality preschool program compared to those who do not is about 0.44, or equal to the difference between scoring at the 63rd percentile versus the 50th percentile. How will performance pay systems account for the influence of children having attended a high-quality, low-quality, or no preschool program at all on student achievement (Jones 2002; Loeb et al. 2004)?
9. How will pay schemes account for the effects of low birth weight on academic achievement? Low birth weight—more prevalent for African American babies and babies born into poverty—has a direct effect on IQ if medical and educational interventions are not in place during the early years of a child's life (Bhutta et al. 2002). The effect size difference between low birth weight babies who did not receive appropriate interventions during the early years and babies born within normal weight ranges is about 0.54, or the difference between scoring at the 50th percentile and the 65th percentile.

10. How will pay schemes account for changes in achievement caused by students going through divorce or a death of a parent? Although small, the achievement differences averaged 0.17 or about six percentile points on norm-referenced tests (Kunz 1995; Jeynes 2006).

11. How will the schemes separate the influence on student achievement that the Grade 8 language arts teacher has on Grade 8 math performance? For example, a review of the nation's high school and Grade 8 tests reveals that there is about a 0.50 to 0.75 correlation between language arts and math scores on state tests (Tienken 2008). How do the current policy proposals disentangle the interrelatedness of the education process that takes place in schools and outside of the school walls? Subject area learning does not occur in a vacuum.

12. How will pay systems that are linked to student standardized test scores account for the standard error of measurement (SEM)? SEM is similar to the margin of error in a political poll and it is inherent in all standardized test results. The reported score is not the student's true score (Tienken 2008). The amount of error on the Grade 8 state tests ranges from 3 scale-score points to 85 scale-score points nationally. In New Jersey, there are about 10 scale-score points of error in student test scores. If a student receives a 200 scale score, the true score can be anywhere from a 190 to a 210. That range could mean the difference between receiving a raise or not. No state education agency mediates SEM at the student level (Tienken 2011).

13. How will pay for performance schemes account for differences in access to resources within and among classes within schools in the same district?

14. How will pay schemes account for having to work for a school or district administrator or school board that does not understand the research regarding evidence-based practice and mandates negative or educationally bankrupt practices?

15. Are pay for performance policy initiatives just Trojan horses for union busting and under-paying teachers and administrators?

16. Why are some school administrators and their organizations actively supporting pay for performance schemes when they lack answers to the above questions?

17. Should school administrators who willingly implement pay for performance schemes linked to student results on standardized tests without strong empirical evidence lose their licenses due to educational malpractice?

18. Does implementing an untested intervention on children who are compelled to participate violate any of the *Interstate School Leaders Licensure Consortium* (ISLLC) standards? If not, why?

19. Would a child be compelled to be part of a medical experiment in which the prior results were negative and/or unknown? If not, then why are some school leaders allowing students in their schools to be subjected to this unknown system?

20. If the private sector cannot get pay for performance schemes correct and most private sector managers do not think they are a good idea (Pfeffer & Sutton, 2006), why is the education field willing to support these ideas?

School leaders—and, more importantly, teachers—have very little control over the answers to these questions. Schooling does not dictate the processes or environments that cause poverty, divorce, low birth weight, or

academic experiences prior to entering school.

Nor can it mediate fully their effects using resources currently available. Therein resides the problem:

The proposed policies on pay for performance do not account for or mediate the main factors that affect performance on state standardized tests.

Portions adapted from Tienken, C.H. (2011). Pay for performance: Whose performance? *Kappa Delta Pi Record*, 47(4), 152-154.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, February 01, 2012 8:42 AM
To: EDNtestimony
Cc: DYON77@GMAIL.COM
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Oppose
Testifier will be present: No
Submitted by: DYON NAKAMURA
Organization: Individual
E-mail: DYON77@GMAIL.COM
Submitted on: 2/1/2012

Comments:

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 11:19 PM
To: EDNtestimony
Cc: mmbeavers@hawaiiantel.net
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM
Attachments: Testimony on HB 2527 re teacher evaluations 013012.docx

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position:
Testifier will be present: No
Submitted by: Melissa
Organization: Individual
E-mail: mmbeavers@hawaiiantel.net
Submitted on: 1/30/2012

Comments:

Before the House Committees on Education and Labor and Public Employment
TESTIMONY SUPPORTING IN PART
HB 2527 RELATING TO EDUCATION

Good afternoon Chairman Takumi, Chairman Rhoads, and members of the House Committees on Education and Labor and Public Employment.

My name is Melissa Beavers. I am a social studies teacher at Moanalua High School. Prior to becoming a teacher, I was an attorney for 13 years. I am writing to express my partial support for House Bill 2527 Relating to Education.

I support the language of the bill that holds all stakeholders accountable for student achievement. I also support having a system to evaluate teacher effectiveness. However, I respectfully request that language be added to the bill to clarify that the teachers shall participate and collaborate with the Department of Education (DOE) in designing, testing, evaluating, and, if necessary, revising that evaluation system.

Teacher input and participation in designing a viable, reliable and fair teacher evaluation system is critical and necessary because teachers know best the factors that go into improving student achievement and what is needed to help teachers improve their effectiveness. A typical business employee evaluation model is ineffective and inappropriate for evaluating teachers for a number of reasons. First, unlike typical employment situations where evaluation criteria such as employee attitude, communication skills, reliability, etc. are in the control of the employee, many of the factors that affect student achievement are outside of the teacher's control. For example, parental support and involvement or lack thereof greatly influences a child's attitude toward learning and school. Children with parents who are uninvolved or simply out of the picture, have a much more difficult time succeeding in school. Similarly, children who come from home environments that do not provide proper nutrition, health care and supervision often struggle through school. Other hurdles faced by students include homelessness and drug or alcohol abuse. Second, unlike most other employment situations, teachers cannot be observed on a daily basis by their supervisors, given the myriad of daily responsibilities faced by principals and vice-principals, and the sheer numbers of teachers on campus. Thus it is difficult to obtain a fair assessment on how effective a teacher truly is; a visit to one period that a teacher teaches out of six or seven, on one day out of 190 does not provide a valid reliable assessment of that teacher. Finally, a teacher evaluation system that is based only on student achievement may result in less teachers willing to teach students with learning disabilities, behavior problems and other difficulties such as low reading levels, for fear that their failure to sufficiently increase the achievement of these challenged students will result in the teachers' dismissal.

Those who teach or who have taught truly understand the challenges faced by teachers in educating children and what it takes to be a "good," effective teacher. Teaching and education is so much more than test scores and grades. It is only through teacher and DOE collaboration that an effective, fair, reliable teacher evaluation system can be developed that will lead to both student and teacher success. I respectfully request that HB 2527 be amended to require teacher participation and collaboration in the development, testing, and revision, if necessary, of the

teacher evaluation system, and that HB 2527 makes clear that the right of teachers to fair evaluations and due process is protected.

belatti2 - Kate

From: mailinglist@capitol.hawaii.gov
Sent: Monday, January 30, 2012 9:28 PM
To: EDNtestimony
Cc: penguin6699@hotmail.com
Subject: Testimony for HB2527 on 2/1/2012 2:00:00 PM

Testimony for EDN/LAB 2/1/2012 2:00:00 PM HB2527

Conference room: 309
Testifier position: Comments Only
Testifier will be present: No
Submitted by: Nicole Schorn
Organization: Individual
E-mail: penguin6699@hotmail.com
Submitted on: 1/30/2012

Comments:

I know there is a nationwide push to evaluate teacher performance but I believe there are a lot of misconceptions. It is difficult for someone not in the classroom on a daily basis to understand all the external factors that go in to a student's success. As teachers we do a lot to try to motivate and educate our students but we cannot be the only driving force to their success and achievement. Their progress is a result of a combination of things from the amount of sleep they get, what they eat, what kind of home life they have, what values are instilled from home and surrounding community members, how much they desire to learn and put in the time to do so, extracurricular activities and more. The demographic area that a school is in can play a role on these external factors and help improve (or worsen) student success. These are things that need to be considered when determining how to evaluate teachers.

Teacher performance evaluation tools need to be something that take a variety of aspects of what teachers do in and outside of the classroom from a variety of sources in to consideration. These tools need to be created by a team of community members, administrators, teachers, the BOE, and HSTA. These tools need to be tested, evaluated, and refined repeatedly by such joint team before they can be fully implemented and have consequences attached to them. When creating these tools they also have to consider the difference in responsibilities, expectations, and type of students for different types of teachers (i.e. different grade levels, different subject areas). Whatever tool is created has to be fair and equal for an elementary v. a high school teacher or a core v. an elective teacher. Until discussions are started that include teachers and administrators in this process and creation it will be difficult to get an accurate picture and create a fair, valid, reliable tool to use for measuring teacher performance.