
HOUSE RESOLUTION

REQUESTING THE DEPARTMENT OF EDUCATION TO COLLECT AND REPORT ON
AGGREGATED DATA LINKING PROBATIONARY TEACHERS' SUMMATIVE
RATINGS TO THEIR RESPECTIVE TEACHER EDUCATION PROGRAMS.

1 WHEREAS, the skill and ability of the teacher in the
2 classroom is often cited as one of the most important in-school
3 variables influencing student achievement; and

4
5 WHEREAS, research has shown that the teacher education
6 program a teacher attended is one of the few predictive factors
7 of teacher success; and

8
9 WHEREAS, there is a history of critical focus on teacher
10 education programs, notably the Holmes Group, a group of over
11 one hundred deans at leading colleges of education who came
12 together to propose reform in such programs in two reports—
13 *Tomorrow's Teachers*, published in 1986 and *Tomorrow's Schools*,
14 published in 1990; and

15
16 WHEREAS, research has found that while good teachers
17 present material and engage students in a variety of ways, there
18 are common philosophies, techniques, and characteristics that
19 underlie this assortment of strategies; and

20
21 WHEREAS, it has also been found that while content mastery
22 is imperative to effective teaching, pedagogical content
23 knowledge—knowing how to convey information in a way that
24 students can understand—is equally vital; and

25
26 WHEREAS, teaching philosophies and techniques and
27 pedagogical content knowledge are central curricular components
28 of teacher education programs and how well those education
29 programs are able to draw and develop such techniques and
30 knowledge will influence the success of teachers they graduate
31 into the classroom; and



1 WHEREAS, additional data is required to determine any
2 correlation between teacher education programs and teacher
3 success in the classroom; and

4
5 WHEREAS, the methodology used in more recent research on
6 teacher education programs has been criticized for not
7 adequately capturing those qualities of teacher education
8 programs that appear to be most influential in creating
9 effective teachers, including program support and mentoring for
10 novice teachers; and

11
12 WHEREAS, in addition, one of the more high-profile ratings
13 of teacher education programs, that by the National Council on
14 Teacher Quality, did not even examine the outcomes of teachers
15 trained in the programs it evaluated; and

16
17 WHEREAS, to adequately determine the nature of any
18 correlation between teacher education programs, the methodology
19 should ideally include site visits; discussions with faculty,
20 students, and administrators; and document reviews; and

21
22 WHEREAS, since most teachers are trained at local
23 universities, it is imperative that data collection and analysis
24 be done at the local level and proceed in a methodical manner;
25 now, therefore,

26
27 BE IT RESOLVED by the House of Representatives of the
28 Twenty-seventh Legislature of the State of Hawaii, Regular
29 Session of 2014, that the Department of Education is requested
30 to collect and report on aggregated data linking probationary
31 teachers' summative ratings to their respective teacher
32 preparation programs; and

33
34 BE IT FURTHER RESOLVED that the Department of Education
35 submit a report of its findings resulting from the collection of
36 this data to the Legislature and the Board of Education no later
37 than twenty days prior to the convening of the regular session
38 of 2015; and



1 BE IT FURTHER RESOLVED that certified copies of this
2 Resolution be transmitted to the Chair of the Board of Education
3 and Superintendent of Education.
4
5
6

OFFERED BY: Jakub Oms

MAR 07 2014

