

Date: 02/03/2014

Time: 02:00 PM

Location: Conference Room 309

Committee: House Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: HB 2597 RELATING TO TEACHERS.

Purpose of Bill: Authorizes under the Teacher National Board Certification Incentive Program an additional \$5,000 per year bonus for teachers who maintain current national board certification and teach at a school in a priority or Superintendent's zone.

Department's Position:

The Department of Education (Department) supports HB 2597. However, the Department is suggesting some additional modifications based on the current method to evaluate school performance (Strive HI Performance System). Based on this new performance system the Department proposes the following changes to the bill:

Subsection (a)(4):

(A) ~~[A school that is in restructuring under the No Child Left Behind Act, Public Law 107-110]~~ A school in a focus, priority, or superintendent's zone, or other similar designation, as determined by the department.;

(B) A school with a high turnover rate, as determined by the Department; or

~~[(C) A school that is not making adequate yearly progress, but is not in restructuring under the No Child Left Behind Act, Public Law 107-110; or]~~

~~(D)~~ (C) A hard-to-fill school, as determined by the Department.

AND, please remove the proposed new paragraph (E) as this would be covered in our proposed amendments to (A) above.

Thank you for the opportunity to testify, and we ask for your favorable consideration of our testimony.

ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Saturday, February 01, 2014 2:26 PM
To: EDNtestimony
Cc: tabalos@hsta.org
Subject: Submitted testimony for HB2597 on Feb 3, 2014 14:00PM

HB2597

Submitted on: 2/1/2014

Testimony for EDN on Feb 3, 2014 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Tanya Abalos-Arceneaux	HSTA	Comments Only	Yes

Comments: TESTIMONY BEFORE THE HOUSE COMMITTEE ON EDUCATION DATE: MONDAY, FEBRUARY 3, 2014 RE: H.B. 2597 - RELATING TO TEACHERS PERSON TESTIFYING: WIL OKABE HAWAII STATE TEACHERS ASSOCIATION The Honorable Chair Roy Takumi, The Honorable Vice-Chair Takashi Ohno and the Members of the Committee: The Hawaii State Teachers Association (HSTA) would like to provide comments on H.B. 2597, relating to Teachers; Incentives; Priority and Superintendent's Zones. HSTA is the exclusive representative of more than 13,500 public and charter school teachers statewide. As the state affiliate, of the 3.2 million members of the National Education Association, HSTA believes that teachers should be able to access public funding sources for National Board for Professional Teaching Standards Programs. The proposed amendment in section E to include superintendent zones is unclear. As such, HSTA would defer to the Hawaii Nationally Board Certified Teachers State Network Affiliate when it is formed. Thank you for the opportunity to comment on HB 2597.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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TESTIMONY FOR HOUSE BILL 2597, RELATING TO TEACHERS

House Committee on Education

Hon. Roy M. Takumi, Chair

Hon. Takashi Ohno, Vice Chair

Monday, February 3, 2014, 2:00 PM
State Capitol, Conference Room 309

Honorable Chair Takumi and committee members:

I am Kris Coffield, representing IMU Alliance, a nonpartisan political advocacy organization that currently boasts over 175 local members. On behalf of our members, we offer this testimony in support of, with proposed amendments for House Bill 2597, relating to teachers.

This bill amends HRS §302A-706 to authorize, under the Teacher National Board Certification Incentive Program, an additional \$5,000 per year bonus for teachers who maintain current national board certification and teach at a school in a Priority or Superintendent's Zone. Priority and Superintendent's Zone schools are those falling in the two lowest-performing categories under the Department of Education's Strive HI Performance System, in which schools earn points based on achievement, growth, readiness, and achievement gap metrics. Priority schools demonstrate persistently low achievement or graduation rates, or are participating in the School Improvement Grants Program. Superintendent's Zone schools are a subset of Priority schools showing a persistent inability to meet performance goals over time. Together these schools account for the bottom 5 percent of Hawaii's schools with regard to academic achievement. Given the relatively small number of schools included in these two categories, we encourage the committee to expand the list of schools covered by the proposal to include Focus schools, which comprise approximately 10 percent of underperforming schools with low achievement, low graduation rates, or large intraschool achievement gaps. While not struggling as badly as their Priority or Superintendent's Zone peers, these schools, too, face teacher recruitment and retention problems owing to chronic resource shortages, demographic inequalities, and achievement disparities. Without the guarantee of

quality instruction, the incremental progress made by these schools could be jeopardized. It is, therefore, incumbent upon policymakers to take steps to ensure that students in such schools are taught by highly motivated, highly qualified, and highly compensated professionals.

Mahalo for the opportunity to testify in support of this bill.

Sincerely,
Kris Coffield
Legislative Director

To Chair Takumi and members of the House education committee,

My name is Corey Rosenlee and I am a nationally certified teacher from Campbell High School. I come here today to support HB2597. In Hawaii our teacher turnover rate after 5 years is as high as 56% which is the highest in the nation. This turnover rate is especially difficult in our underserved communities, that usually get the most inexperienced teachers and find it difficult to build a community of teachers because every year there are so many new and inexperienced ones. This lack of quality teachers consequently denies our poorest children a quality education and thus perpetuates poverty and stunts social mobility. A quality public education starts with a quality teacher with years of experience and a perpetual teacher turnover rate with an influx of ever new and inexperienced teachers naturally leads to an unstable learning environment and poor education quality.

HB2597 is an attempt to rectify this problem by encouraging experienced, quality teachers to teach in underserved schools and by retaining teachers with national certification to stay in the same underserved schools. To be honest I believe that the incentive should be even higher. \$5000 is a good start but imagine what we could accomplish, if quality, experienced teachers were incentivized with an additional \$20,000-\$30,000 to teach and stay at underserved schools? The United States has the highest rates of social inequality among the industrialized nations. Studies show the best way to minimize social inequality is through a high quality school system, and the best way to have a quality school system is to have well paid, well qualified teachers in the classroom. This bill is a good start, but imagine if we had even a higher bonus we might be able to make a real dent in the inequality in our underserved schools.

I also would like to suggest one amendment to this bill I have seen as a nationally certified teacher. There is a cruel provision as part of this bill that if a nationally certified teacher start at a school that doesn't meet AYP or is failing and the teacher help the school pass, the teacher will be denied of the \$5000 dollar incentive. That is wrong and achieves the opposite of what this bill is intended to do. I am a nationally certified teacher and at Campbell I have worked hard to try to get our students to pass HSA and to help our school make AYP. With this bill, if I am successful at this endeavor and we make AYP, that summer instead of being rewarded with the \$5000 incentive I will be punished for helping our students pass. This is wrong and instead of incentivize teacher to work hard and stay at the same school, this bill could actually punish quality teachers and increase turnover rate. And I am sure that is not what this bill intends to do. So, as a solution, I suggest a grandfather clause to amend the bill, that if a nationally certified teacher starts at a school that qualifies for the incentive and when that school meets the needed criteria the teacher should be able to keep the incentive in the future. No ~~quality, good~~ teacher should be punished for helping their students succeed.

Thank you.

ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Friday, January 31, 2014 9:18 AM
To: EDNtestimony
Cc: mendezj@hawaii.edu
Subject: *Submitted testimony for HB2597 on Feb 3, 2014 14:00PM*

HB2597

Submitted on: 1/31/2014

Testimony for EDN on Feb 3, 2014 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Javier Mendez-Alvarez	Individual	Support	No

Comments:

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ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Friday, January 31, 2014 10:23 PM
To: EDNtestimony
Cc: sherrianwitt@aol.com
Subject: *Submitted testimony for HB2597 on Feb 3, 2014 14:00PM*

HB2597

Submitted on: 1/31/2014

Testimony for EDN on Feb 3, 2014 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
sherrian witt	Individual	Oppose	No

Comments:

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As a Nationally Board Certified Teacher, I underwent a rigorous assessment of my teaching and educational practices. Becoming a NBCT gives teachers a chance to be reflective of their practice and to improve over the course of time, and helps teachers to build in these practices on a regular basis. Supporting this process of NBCT certification requires incentive, and while teachers have internal incentives and tend to work to be the best teacher they can be, the further monetary incentive is necessary to support the monetary and time costs of the process.

NBCTs also become teacher leaders at the schools that they work at, because of their familiarity with best practices and from the support that the NBCT network provides, and we want to encourage teachers at priority schools to support their colleagues and departments. Providing monetary incentive will strengthen the school by encouraging more teachers to go through the process, therefore raising the level of teaching and educating at that school, which ultimately brings more success for students. Studies have shown that NBCTs have a positive effect on the school, for teachers and students. I think in order to keep increasing the number of NBCTs we have in our state, we need to continue to support the incentive for priority schools.

From: mailinglist@capitol.hawaii.gov
Sent: Monday, February 03, 2014 10:45 AM
To: EDNtestimony
Cc: karin.hansendelrey@gmail.com
Subject: Submitted testimony for HB2597 on Feb 3, 2014 14:00PM



HB2597

Submitted on: 2/3/2014

Testimony for EDN on Feb 3, 2014 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Karin Hansendelrey	Individual	Support	No

Comments: I am a NBCT at a public intermediate and high school. We are a Title 1 school, and I spend an average 1000.00 of my own money each year to buy students supplies, rewards, writing implements, and paper. In addition, I spend my own money to continue taking professional development courses to improve my practice as a teacher. the National Board process has been the most important step I have taken to improve my practice in order to increase student achievement. I believe the metacognition and reflection has been successful, because thus far my students have an 86% passing rate in their HSA bridging test in English Language Arts! Hooray!

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