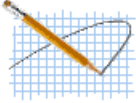


boe_hawaii@notes.k12.hi.us
05/16/2016 08:54 AM

To Testimony BOE/HIDOE@HIDOE
cc
Subject Fw: Testimony for May 17, 2016
General Business Meeting

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Luci Motta <luciihmaui@gmail.com>
05/16/2016 05:46 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony for May 17, 2016 General
Business Meeting

Aloha,

My name is Lucille Motta and I teach 8th grade at Maui Waena Intermediate School, on Maui. Thank you for the opportunity to provide comment on the agenda item: Board Action on Human Resources Committee recommendation regarding Board Policy 203.4 Teacher Performance Evaluation. When I first began reading the DOE's suggestion to remove student test scores as a requirement of teacher performance evaluations, I was thrilled that they've decided to take this step. It could remove a large barrier to teachers who currently feel unable to exercise professional judgment in supporting student success, and it could alleviate one of the repressive aspects of the EES that has driven down teacher morale and increased attrition of quality teachers from the department.

However, when I look closely at the specific language the DOE is suggesting to amend policy 203.4, it gives me pause. They have not removed statewide assessments from the policy at all. In fact, the "may include but are not limited to" language makes the policy alarmingly vague at the same time it maintains test scores as a plausible component of teacher evaluations. "May" is better than "must" but not enough to suggest that the DOE really will fulfill its stated objective. I strongly urge the adoption of language that does remove test scores from the conversation: "The measurements of students' academic learning and growth may include relevant student learning objectives."

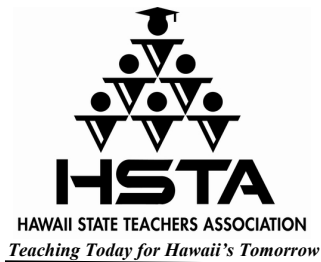
In addition, it is concerning that the DOE would like to change the language of percent values for the components of evaluation so that what currently describes 100% of the measures would only be 80% of the total. There is no indication of what the DOE intends to use to fill the 20% void, and that ambiguity is not acceptable when we're discussing something so important as student success and teachers' professional standing. As a corollary to that issue, the DOE seems to contradict the valuation of the components of the evaluation system when it suggests adopting "protocols within the Teacher Practice component to limit the final rating to no more than 'marginal' if a teacher is rated 'unsatisfactory' in the observation/working portfolio or core professionalism." That would mandate that an individual piece of the evaluation, which on its own cannot make up even half of the total, would determine the entire rating. Not only does the math not work out here, but this protocol would put the teacher at the mercy of the most subjective aspects of the evaluation system. The widely varying results of observations and core professionalism analysis from school to school, and within schools, from evaluator to evaluator, make this plan inappropriate for a fair evaluation system.

I hope that you will take the opportunity of Tuesday's meeting to clarify these points with the DOE representatives and make the policy reflect the true intentions of removing test scores and of maintaining the semblance of fairness in evaluating teachers. Thank you for your time and consideration in reading my testimony.

Lucille Motta
Teacher
Maui Waena Intermediate

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TESTIMONY BEFORE THE BOARD OF
EDUCATION HUMAN RESOURCES COMMITTEE

TUESDAY, MAY 17, 2016

RE: AGENDA ITEM V, A, POLICY 203.4

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair De Lima and Members of the Board:

The Hawaii State Teachers Association **supports** amending Board of Education Policy 203.4, Teacher Performance Evaluation, to remove standardized testing from the state's Educator Effectiveness System.

Today, in partnership with the Department of Education, we ask you to seize an opportunity with which we've been entrusted by the federal government. Passed in December of 2015, the Every Student Succeeds Act provides states with increased flexibility in the use and management of standardized testing by, in part, eliminating mandatory inclusion of tests in teacher evaluations. ESSA also permits states to limit the amount of time that students spend preparing for and taking standardized tests and provides funding to states for auditing and streamlining assessment systems.

Discarding standardized testing in teacher evaluations will restore responsibility for learning to dedicated teachers and begin to reinstate respect as the core value around which educator assessment rotates. We can now focus on the student-centered purpose of evaluation systems—supporting teachers' needs, as they fulfill the needs of their pupils—and create pathways for better communicating and implementing that shared goal.

In addition, we have the potential to return arts education to its rightful place in promoting creativity and human development. Both arts and place-based curricula

immerse students in the history and heritage of their local communities, engaging students in applying cultural content to community experiences and giving them skills necessary to solve civic problems.

Career and Technical Education, as well, will be bolstered by casting aside testing-centered descriptions of student growth. According the Hawaii State Department of Education, “Career and Technical Education is an educational structure that allows students the opportunity to explore and learn through the practical application of academic and technical skills and knowledge. The support and involvement of business and industry in CTE is critical to the preparation of tomorrow's skilled workforce.” With today’s policy revisions, the teaching of technical and career skills will become more feasible and our vocational students’ success will be made more achievable.

In the future, we look forward to working with both the board and the department to ensure that our evaluation system advances professional growth with reliability and integrity. With the flexibility afforded us by ESSA, we can begin rebuilding confidence by boosting timely feedback from and teacher engagement with assessment practices. We can collaboratively craft a responsive evaluation tool that maximizes teachers’ control of their classrooms and reimagines the conditions of possibility under which authentic learning flourishes.

Mahalo for the opportunity to testify **in support** of amending Board Policy 203.4.