

# **TESTIMONY for BOE Agenda, October 4th, 5:00 pm, Agenda Item IV. A.**

## **General Business Meeting**

**Board of Education  
Tuesday, October 4, 2016**

Honorable Chair Mizumoto and Members of the Board,

I am Alan Isbell, a fourth-grade teacher at Wailuku Elementary School and president of the Maui Chapter of HSTA, representing 1,458 teachers. I am asking you, today, to restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

The bad news: Yet another independent body just days ago ranked Hawaii dead last in the nation for teacher pay and job conditions.

The good news: There is an easy fix – toss out EES, the whole kit and caboodle. Use the money that would be spent on continuing this atrocity to pay teachers enough to make it possible to stay on the job.

The Board of Education has gone along with the DOE line on this for far too long, the directors unable to see the forest through the trees. The PEP-T evaluation system was working perfectly well until it was decided by the DOE hierarchy that more was needed to satisfy the whims of Arne Duncan, the former U.S. Secretary of Education, and the federal Race to the Top education reform program. Ironically, the impetus for embracing this failed program was in gaining an extra \$75 million over four years. So why not spend a billion to get there?

Think of it: An unreported sum of expenses racked up by administrating and operating EES has cost the state the ability to retain teachers. How much has it cost? How about starting with the cost of the many extra vice principals hired statewide simply to implement EES? What was the cost of their training?

What was the cost of aggregating the so-called data resulting from the high-stakes testing at the heart of this fiasco? What was the cost of mandating the purchase of new curriculum aligned with Common Core and the testing? What was the costs of the testing?

Has anyone asked for an audit of this mess? Does anyone in government really want an audit of this mess? Likely not, because when teachers here have endured decades of hand-wringing by the state when it comes to paying them, when they are told there is no money to adequately compensate them, who would want to admit that teachers could have been paid well if not for spending exorbitant sums to conduct business as usual under the shibai perpetrated by bureaucrats.

What was the end result of all this expense? Less than one-half percent of Hawaii's teachers were evaluated as unsatisfactory. The same result could have been reached through PEP-T at no extra cost. In the meantime, morale expressed by virtually every teacher I come in contact with has plummeted, as they lose the struggle to keep up with the cost of living here.

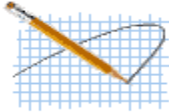
The realization leaves one with an empty feeling.

Mahalo.

Alan Isbell

Wailuku Elementary School

Maui



chawk@hawaiiantel.net

09/29/2016 09:42 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Testimony on EES

Honorable Chair Mizumoto and members of the Board,

I'm Kevin Kawamura, a teacher at Maui Waena Intermediate School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because through the last 4 years this has taken an emotional toll on myself and many of my colleagues. It's not a fair system to my students too. We tend to only concentrate on the students that give us the best chance to pass the HSA/SBAC due to stressing about our evaluations. I've had sleepless nights and mood swings. This is unhealthy for me and my students. Teaching is not fun anymore and many of my colleagues are looking at other options as either leaving the profession or taking another teaching line like PE, Social Studies, and Health. Students are losing top notch teachers that truly put their heart and soul into their work each day.

Please take into great consideration in making changes in the EES System. Get rid of SLO's and minimize the Core Professionalism portion of the EES. The paperwork is too overwhelming and time consuming. Perhaps, a Reflection on our teachings, lessons, and meeting with our administrator on our goals is the way to go. The IPDP makes more sense.

Thank you for your time,

Kevin Kawamura

Maui Waena Intermediate

Grade 6 Math

Maui

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**Ronald Browning/MAUIWAENA/HIDOE**

09/30/2016 07:48 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject EES

Honorable Chair Mizumoto and members of the Board,

I am Ron Browning, a teacher at Maui Waena Intermediate School on Maui, and have been teaching for over 22 years. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because it is overly burdensome and extremely time-consuming, taking teacher time away from focusing on the learning of our students. The process requires us to focus on a particular skill with a particular group of students (what about the rest of our classes?), and engage in a ridiculous amount of record-keeping in order to justify our continued good standing as educators. The system is really not about the learning of our students. Many hours are spent that would be better spent planning lessons that can engage our students, evaluating student work, providing meaningful feedback to our students, and engaging in any number of tasks and activities that make up the responsibilities of an educator.

Thank you for your time,

Ron Browning  
Maui Waena Intermediate

Maui



Lyn Sarver/MAUIWAENA/HIDOE

09/30/2016 07:54 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject IMPORTANT

Honorable  
Chair Mizumoto  
and members of the Board,

Honorable Chair Mizumoto and members of the Board,

I'm Lyn Sarver, a teacher at Maui Waena Intermediate School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because it takes up so much time to do EES paperwork rather than focus on teaching. I need every free moment I have to focus on new and exciting lessons, grading papers and setting up lab experiments. Having to spend time with EES "busy work" feels unnecessary and tedious and does NOT SUPPORT MY TEACHING OR MY STUDENTS. Please consider a different strategy for weeding out unsatisfactory teachers.

Thank  
you for your time,  
Lyn Sarver  
Maui Waena Intermediate  
Maui

*Lyn Sarver  
7th Grade Life Science  
Maui Waena Intermediate School  
(808) 727-4325*



Melissa Nelson/MAUIWAENA/HIDOE

09/30/2016 08:37 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject concerns

Honorable Chair Mizumoto and members of the Board,

I'm a 6<sup>th</sup> grade teacher at Maui Waena Intermediate School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because while the data collected can be analyzed and in some ways used to understand teachers and students it is not a well designed nor time effective system. To be honest EES and test proctoring is not my career. It is not the vocation that I love or does it truly reflect who I am as a teacher nor who my students are as individual learners.

The time consuming process, from meetings, to collection, to sorting, and posting takes away valuable teaching and planning time and still does not give me the useful information I need to serve the students entrusted to me. Time with my students does that. Time learning who they are and how they learn.

This system forces schools to push students through. Many of whom are not only below grade level but well below. This year alone, I have already began working to seek the needed resources for 5 out of my 124 students that cannot read! These students are not ELL learners or have already been in the ELL program for 3 years. Middle school is already a tough time for kids what with hormones, life changes, and increasing responsibilities. Pushing them through the education system is not an answer just as evaluating teachers based on tests that do not measure students as individuals.

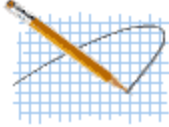
Thank you for your time,

Ms. Mele Nelson

ELA Teacher

Maui Waena Intermediate

Maui



Sandra Wigger/MAUIWAENA/HIDOE

09/30/2016 10:40 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject The Negative Impact of EES on  
Students

Honorable Chair Mizumoto and members of the Board,

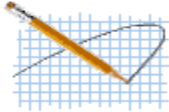
I'm Sandra Wigger, a 7th grade math teacher at Maui Waena Intermediate School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because *by the time I get done proving to you thru EES that I am doing my job, I don't have time to actually do my job. The EES process also demands that I do things that are not in the best interests of the students who most need my attention. For example, I have many 7th grade students who do not even come close to being fluent in single-digit add, subtract, multiply, & divide. When this SLO idea came up several years ago, I thought great! I can make this awesome plan to meet this need. BOY, WAS I SHOT DOWN. I WAS REQUIRED TO CONDUCT AN SLO THAT WAS DOK 3 . . . WAY ABOVE THE LEVEL THE MAJORITY OF MY STUDENTS WERE FUNCTIONING. AS A RESULT OF THE EDICT, I ENDED UP DOING THE SLO WITH HONORS STUDENTS . . . WHO MADE MY LOOK GOOD. THIS DIDN'T MEET THE NEEDS OF THE AVERAGE, OR BELOW AVERAGE, STUDENT . . . THE STUDENTS WHO IN MY OPINION SHOULD HAVE BEEN THE ONES TARGETED. As a result, I have to do two, three, even four times the amount of work . . . the "for show" DOK 3 SLO that you demand, and the SLOs that really meet the needs of my students.*

*While, overall, I agree with the idea of EES, that teachers should be monitored and held accountable, the current structure and demands on me do not really address the needs of my students. I am a veteran teacher. I am professional. I am an excellent teacher. I care about my students' success. I do the best job possible with the limited resources I have. When a student is not succeeding in my class, the reason generally has little to do with my teaching methods and everything to do with what is happening, or not happening, to that student outside of their math class.*

Thank you for your time,  
Sandra Wigger  
Maui Waena Intermediate School

Maui



Victoria Gonder/LAHAINALUNA/HIDOE

09/30/2016 01:11 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject testimony

Honorable Chair Mizumoto and members of the Board,

I am Victoria Gonder, a teacher at Lahainaluna High School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because not all evaluators are fully qualified to evaluate or there is a large difference in the depth of evaluation between evaluators. Also the SLO's are not scientifically sound data, the teachers get to make their own evaluation tools, set the threshold for passing, enter 'student data' that can not be verified, and then say if they were successful in reaching their goals. While I believe most teachers are professional, some are not and all data can be adjusted to make the organization or individual look good. This system also places a heavy work load on teachers to create, analyze and input information that is not currently being used in their normal teaching.

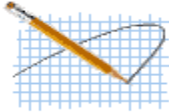
I am also concerned with how the evaluators have to take dictation of every word said and then we both have to prove that something was said to fall into the proper holes. Everyday teachers say many things, I am sure that the holes are not always covered every day, but within multiple days the proper teaching methods are addressed. When the evaluator is doing dictation, they are not observing, how can they see anything if they are writing? As a teacher, I want to trust that my principal is trained and knows what a good teacher looks and acts like, that they see me in action more that once a year and can evaluate me on their own. I do not want to help my principal do his/her job, I know where I am lacking and will admit to working on areas to improve it , as well as knowing my strengths and hope that the evaluator can recognize them also. If there are evaluators that cannot do this, they should be retained or removed, this goes for teachers also. I know that other teachers at my school who do not teach to the same standards as many others do including myself and still get a good evaluation, this is very offensive to me, why should I work hard if others are rewards the same for much less effort.

Please work hard in changing the evaluation system for the next contract. Teachers should have a requirement to attend quality content specific district driven professional development as part of their evaluation at no charge, then evaluators should look for these initiatives being put in place and used in the classroom as part of the evaluation.

Thank you for your time,  
Victoria R. Gonder  
*MA Science Education*  
*Physical Science Teacher*



*Lahainaluna High School*  
*Maui*



Brittany Kelly/MAUIWAENA/HIDOE

09/30/2016 02:22 PM

To testimony\_BOE@notes.k12.hi.us

cc

Subject For Oct 4th EES board meeting

Honorable Chair Mizumoto and members of the Board,

I'm Brittany Kelly, a teacher at Maui Waena Intermediate School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES, specifically the SLO, on our teachers and students, because of the stress and pressure it puts on the teacher, the time it takes to complete, and the subjectivity of the observer that you have.

Last year, I began teaching in Hawaii. I had 4 years under my belt and I was really looking forward to the new experience. This was until I learned about this thing called the SLO. At first, I really did not know what it was. I then went to an extremely boring, over informative but under helpful PD for two days (at the cost of instructing my students). Now I was really starting to feel the stress. I just started teaching in a new school, in a new culture, and now I had this SLO to do. I could not imagine being a first year teaching and trying to figure this out. I would have quit in a heartbeat. The idea of the SLO is not bad. Okay I could handle that. Find a skill that my students as a majority need to sharpen and work on it throughout the year to help them be proficient at it. REJECTED. That's not how it works. It has to be a standard from the current year of curriculum. So instead of working on something like integers or fractions (which my students needed a lot of help on and are building blocks for almost everything in 8th grade) I had to come up with something else. This is all happening while I am trying to learn my students, learn a new school, plan effective lessons, grade papers, and do everything else that comes with the first term. Once again, if I was a first year teacher or if I had the option to quit, I would have been gone. The stress was overwhelming. There were multiple tears had with colleagues who were trying to support me. I still really did not have much of an idea of what this SLO thing was or how it worked, but I did my best to try to fill the screen with the amount of smoke that was needed. Yes, it is just a smoke screen.

This year, I felt a little more confident knowing what was expected of me. I was going to go into the school year and find a current standard that my students really needed to work on. We started the year with equations. YIKES! I found what I should work on quickly because my students really need to know how to solve equations well for when they go to Algebra 1. I got it this time. I went to my new evaluator and showed her my thoughts and I was quickly rejected because it was not a DOK 3 or higher. REALLY?!? I guess I missed that somewhere along the way. Now I am back to the drawing board spending time thinking about what I can do for the SLO. I'm so defeated. It is constantly on my mind. I am spending time thinking about this instead of using all of that time to plan some better lessons. A week later we have a great PD session (being sarcastic here). In this session we are told how we are going to pick 3 particular

students to focus on to move up. We are expected to look at data to determine strengths and weaknesses to know where to help these students. Mind you, the data we looked at did not include the information that we needed and we did not even have access to all of the data they wanted us to look at. The next day, we were given a list of our expanding ELL students and had to come up with ideas of what we were going to incorporate in our classes to get these students to exit. Something else now on my plate and I still have not gotten my SLO approved. The stress is building. Something is going to have to fall off my plate eventually, but if it does there goes my rating as a teacher. I refuse to do any of these on my own time. If you want me to do all of this, you are going to have to increase my pay to accommodate the work.

Creating an SLO takes time. A lot of time. It takes time because you have to make sure things are worded correctly. It takes time because if it gets rejected by your evaluator (which it usually does the first time around), you have to start all over again. For someone like me, I want to make sure that if I spend time doing something, it is done well and it is going to be productive. Unfortunately, because there are so many parameters set on the SLO it usually comes out as something that does not really flow with my teaching. It is really just something else that I need to fit into the already tight schedule because you have to remember that there are really only three terms to teach a full year of standards because testing takes so long. This is frustrating because I am losing valuable time with my students so I can do some extra paper work for the district. If you cannot tell that I am a decent teacher through other means, then you really have some blinders on. (By the way if done a certain way it is possible to skew the numbers in the SLO to give the results needed.) There should be no reason for me to spend time collecting a bunch of proof that I am doing the job that I have a degree in and am considered a professional at. I would prefer to spend my time giving feedback on assignments or creating more effective lessons. Things that will actually help the students not things that will appease the district.

Between last year and this year there were some administration changes at our school. This means that I am now under a different evaluator. No big deal, right? They all use the same rubric, so it is an objective process. That is incorrect. Previously I mentioned that the SLO I turned in this year was not approved because it was not a DOK 3. After I spent some time trying to figure out what I could do, I decided I would just do the same SLO I did from last year (even though I did not really care for it). I went through and updated the data, cleaned up some of the things that I now understood what to do, and turned it in to my new evaluator. IT WAS NOT APPROVED. Why? Because the word construct is listed in the DOK 2 section of words, BUT it is also listed in the DOK 3 words (as that is what I was focusing on). None the less, this was the same exact SLO I got approved and did last year under a different evaluator. Who's right, who's wrong? Nobody really knows. This is not an objective process at all. It really just depends on how the certain evaluator interprets the rubric and expectations. If you want to continue doing the SLO there should only be one person in the entire district evaluating. If we are getting multiple opinions at one school, I can guarantee it is not objective across the board.

I am told that you do not believe the representatives that we have, and you think they are just a couple of teachers that are not happy with the system. Please know there is a reason why we have representatives. The reason is for them to represent us as a whole. They are representing us as a whole correctly. Many of us just don't have time to go and represent ourselves individually because, as you can see, our time is already consumed with smoke screens and paper work. Mind you, this is all connected to keeping our jobs, so we have to figure it out. The district is just trying to keep us so busy that we don't have time to come up for air, much less speak out and defend ourselves. This is not teaching!

Thank you for your time,  
Brittany Kelly  
Maui Waena Intermediate School

Maui



Jody Brown/KALAMA/HIDOE

09/30/2016 02:30 PM

To testimony\_BOE@notes.k12.hi.us

cc

Subject EES impact

Honorable Chair Mizumoto and members of the Board,

I'm Jody Brown, a librarian at Kalama Intermediate School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because *the EES process takes an enormous amount of time away from my other, more student-centered duties. It is in the students' and the district's best interest to streamline the evaluation process considerably, thus allowing educators to devote more of their time to planning learning, evaluating student work and communicating with families. The time cost of the current system is a burden to the entire educational community.*

Thank you for your time,

Jody Brown

Kalama Intermediate School Librarian

Maui

Jody Brown

Kalama Intermediate School Librarian, M.Ed., MLIS

120 Makani Road, Makawao, HI 96768

(808) 573-8752

<http://library.k12.hi.us/HIDOE/school.asp?SchoolType=2&slD=280>

[edline.net/pages/Kalama\\_Intermediate\\_School](http://edline.net/pages/Kalama_Intermediate_School)

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Susan Tomoso/MAUIWAENA/HIDOE

09/30/2016 03:19 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject

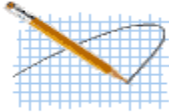
Honorable Chair Mizumoto and members of the Board,

I am a teacher at Maui Waena Intermediate School on Maui. Please, it is time to restore respect for public school teachers. You can help do this by revising BOE Policy 203.4. This policy is needed to address the **failings** of the DOE's Educator Effectiveness System. What is needed is for you to amend the board's teacher evaluation policy to enable HSTA to negotiate an evidence based evaluation system that will improve the working conditions of Hawaii's teachers. By improving the working conditions of the teachers, the learning environment of students will conversely improve.

I am very concerned about the negative impact of the Educator Effectiveness System on myself and on my colleagues. I was hired to teach. I teach because I enjoy working with children and watching them grow academically. This EES requires me to do many things that do NOT impact my students, but mainly, it takes time away from my planning time - which should be spent planning to TEACH and/or correcting papers. As it is, I have spent hours at home correcting papers that I usually have been able to get corrected during my planning time. I would like my planning time reserved for planning and correcting. Most, of all, I would like to be allowed to TEACH my students, not trying to figure out what numbers and tests and students I should be using to fill in some paperwork that does not help me at all.

Thank you for your time,  
Susan D. Tomoso  
Maui Waena Intermediate School

Maui



Ashley Olson <ms.a.olson@gmail.com>

09/30/2016 06:39 PM

To testimony\_BOE@notes.k12.hi.us

cc

Subject EES, Tuesday October 4, 2016

Honorable Chair Mizumoto and members of the Board,

My name is Ashley Olson and I am a teacher at Lahainaluna High School on Maui. While I understand the need to evaluate educators to ensure that we are doing our jobs to our best abilities, I am asking that you please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System, or EES. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

The EES, as it exists, requires hours and hours of teachers' and administrators' working hours (as well as hours outside of the work day) to complete. More than reflecting on teaching, it has led too many teachers to reflect upon how out of touch policy makers are with regard to the amount of time it takes to do a job well- and then to prove that the job is being done well within the painfully burdensome, time consuming, and ultimately worthless structure of EES.

There is a group of individuals who has been offering testimony to the Board of Education in recent months. That group of individuals is the collective voice of thousands of teachers- teachers who cannot afford to ALL attend BOE meetings, often due to the cost of inter-island travel, not to mention the prospect of leaving thousands of students without licensed instructors for the day. Those individuals have been trying to tell you for months that EES is a bust. Please hear them. Please hear US: there is a better way to evaluate teachers. Please let TEACHERS offer insight into the development of a functional, useful evaluation tool.

Teachers in Hawaii work minor miracles in dilapidated, over-crowded, under-funded, HOT classrooms every day. Teachers have a vested interest in quality education, and in quality educators. We can be a strong ally of the BOE in our mutual goal of creating and implementing a valid, workable and valuable evaluation process.

Thank you for your time,

Ashley Olson

Lahainaluna High School

Maui

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Anna Crawford <annabcrawford@hotmail.com>

10/01/2016 11:46 AM

To "testimony\_BOE@notes.k12.hi.us"  
<testimony\_BOE@notes.k12.hi.us>

cc

Subject BOE Testimony re: BOE Policy 203.4 ,  
EES

Honorable Chair Mizumoto and members of the Board,

I'm Anna Crawford, a teacher at King Kekaulike High School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

**I am especially concerned about the negative impact of EES on our teachers and students, because..**

I have been teaching for the HDOE since 2001. I teach high school French. The addition of EES has adversely impacted students and teachers. EES is time consuming in a way that does not benefit students. I routinely see teachers at my school take sick and personal days off to be able to complete their SLO's and other components of the EES evaluations. This leaves students with subs and missing out on valuable instructional time with their qualified teachers. At the moment, my school is also preparing for our WASC accreditation and we spend most of our 21 hours of PD and our PLC time preparing for the WASC evaluation. So much of our time is sucked up doing WASC and EES we don't have enough time to prepare differentiated, GLO and standards based lessons. In my opinion the majority of our planning, PLC, and PD time should be spent on student learning! I urge you to consider downsizing the EES.

Thank you for your time,  
Anna Crawford  
King Kekaulike High School  
Maui

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\*\*



Lisa Ann Hookano <pauahihookano@me.com>

10/01/2016 12:33 PM

To testimony\_BOE@notes.k12.hi.us

cc

Subject BOE policy 203.4 regarding the DOE's educator effectiveness system

Honorable Chair Mizumoto and members of the Board,

I'm L. Pauahi Hookano, a teacher at S.E. Kalama Intermediate School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because it is time consuming, to the point of bringing teachers to tears. I have witnessed amazing, highly effective teachers decide to retire because of the workload created by the EES. This impact does not only affect Kalama Intermediate, but the greater community. If this is happening at my school, the same thing must be happening across Hawai'i. We need to develop and encourage the resources that we have in Hawai'i. The entire system needs to be overhauled in order to benefit the students and the teachers. Education cannot be run as a business model, it does not work. We as educators need to be able to spark the imagination and creativity of our students, not teach them how to take tests, nothing is to be gained by constantly testing them, and pressuring them (and our teachers) to perform.

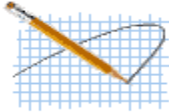
Thank you for your time,  
L. Pauahi Hookano, M.Ed.  
S.E. Kalama Intermediate

120 Makani Road,  
Makawao, Hi 96763

Maui

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Eric Iwasaki/KALAMA/HIDOE

10/02/2016 05:49 AM

To Testimony BOE/HIDOE@HIDOE  
cc  
Subject re: EES system

Honorable Chair Mizumoto and members of the Board,

My name is Eric Iwasaki and I am a teacher at Kalama Intermediate School on Maui.

Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System.

Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because teachers are spending time on a system that doesn't benefit our students. We have already seen this evaluation system drop the test score component because a rule in New York state. This process of SLO is not needed to evaluate teachers because it is not part of the teaching process.

Instead, we should be devoting our attention to giving teachers more autonomy and be working on reducing the poverty in our communities.

Thank you for your time,  
Eric Iwasaki  
Kalama Intermediate School

Maui



Bree Evans <evans.bree@yahoo.com>

10/02/2016 08:11 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject EES

I'm Bree Langston, a teacher at Kihei Elementary School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

Bree Langston

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Bonita Rai <bonitarai2002@yahoo.com>

10/02/2016 04:59 PM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>

cc

Subject TESTIMONY for BOE Agenda,  
October 4th 5:00pm. Agenda Item  
IV.A.

General Business Meeting  
Board of Education  
Tuesday, October 4, 2016

Honorable Chair Mizumoto and members of the Board,

I'm a teacher at Kahuku High and Intermediate School. I am asking you, today, to restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System (EES). Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because a one size fits all approach is unfair and fundamentally flawed. As a special education (SPED) resource teacher, I have first hand experience regarding how the EES system created an undue burden on SPED teachers and students with disabilities. My diverse learners are placed in a resource setting which includes, but is not limited to, students with autism (low functioning spectrum), and intellectual disabilities. These students must prove their value by meeting proficiency marks on high stakes testing based on common core standards; an ill-conceived policy which demoralizes my students and virtually assures their failure. Time can be better spent providing professional development opportunities to SPED teachers, specifically to collaborate with with experts in the field, research effective teaching strategies, and design need specific curriculum and assessments that maintain academic integrity and the dignity of students. Furthermore, I urge policy makers to walk in my shoes for a day and discover what I must do to achieve professional standards as a SPED resource teacher, in a hot classroom with inadequate resources and poor facilities. Other critical issues are poor salaries, given the extremely high cost of living in Hawaii, IEP Case loads requiring numerous meetings and preparation beyond regular work hours without monetary compensation, and insufficient preparation time for curriculum/lesson development. I must prepare for three different lessons daily.

Sincerely,

Bonita Cavanaugh  
Kahuku High and Intermediate School  
Oahu

\*\*\*\*\*



nico arihood <nico.arihood@gmail.com>

10/02/2016 07:21 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject EES Testimony

Honorable Chair Mizumoto and members of the Board,

I am Nicole Arihood, a teacher at Pu'u Kukui Elementary School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because of the quick training each individual receives on completing all the necessary documentation needed, the lack of time for support to meet for documentation on EES requirements, the lack of meaningful feedback once EES is completed and turned in, and the amount of time needed to complete EES's numerous requirements. The EES system still also allows for tenured teachers who do not do their fair share part in successfully teaching students to slide through the system, which is not fair to other hard-working teachers.

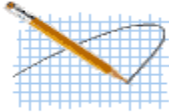
Thank you for your time,  
Nicole Arihood  
Pu'u Kuki Elementary

Maui

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Jc <emaliaahkee@gmail.com>

10/02/2016 07:43 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject BOE Policy 203.4

I'm Kelly Ah Kee a teacher at Maui Waena Intermediate School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES( especially the SLO )on our teachers and students, since it is very time consuming and takes away valuable time we could be spending on creating and collaborating on engaging and rigorous activities/ lessons.

Thank you for your time,  
Kelly Ah Kee

Maui Waena Intermediate

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October 4, 2016

Board of Education  
State of Hawaii

Testimony for BOE Agenda, October 4, 2016, 5:00 p.m., Agenda Item IV.A

Honorable Chair Mizumoto and members of the Board:

I am a teacher at Lincoln Elementary School. I am asking that you revise BOE Policy 203.4 to address the difficulties with the DOE's Educator Effectiveness System. About fifteen years ago, I decided to become a teacher because I wanted to make a difference in our public schools. Today, I am presenting testimony on the topic of teacher evaluations for the same reason.

Prior to becoming a teacher, I was an attorney, and spent part of my time with the Department of the Attorney General. In that position, I worked with supervisors who judged my performance based on the things I did every day with my clients and before the courts. When I was evaluated, I did not write additional briefs to show that I could research or analyze the law. I didn't do extra work that would take my focus away from taking care of my clients. Because my supervisors talked and worked with me on a regular basis, they knew who I was, they knew my work, and they knew how I served my clients.

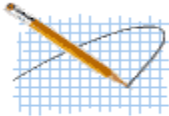
That is how our evaluation system as teachers should be. Evaluations should be based on the work we do every day with our students, parents, community, and colleagues. We already collect a lot of data and participate in work such as data teams. Principals should know who we are and how we teach in our classrooms and work with our students. Any additional documentation should be minimally intrusive, more like the former Pep-T system and less like our present one.

What happens with the additional paperwork and burden of the present EES is that time is taken away from our core duties as teachers. It makes it harder to focus on what we really want to work on, which is helping that student who is struggling to learn a concept, tutoring after school, working on a parent workshop, finding material to introduce our class to a new way of looking at the world, learning more about a teaching strategy, or analyzing school data to improve our processes and complete our WASC review. There are so many different demands on teachers today, and often, they come all at once, and each of these are in addition to the regular work of managing a classroom and making sure our students learn a curriculum and develop their potential.

When we look at our evaluation system, we need to be looking at the reason for evaluation, to ensure teacher quality. But if we want teachers to improve, it will not be because of an evaluation, but because we are in a safe learning environment where we can admit imperfection and work on our skills. Improvement often will come more through articulation and collaboration time with other teachers. In this time of data driven action, we should be looking more at investing in these kind of processes to improve our teaching, rather than an inefficient evaluation system. Thank you for your consideration.

Sincerely,  
Lynn M. Otaguro  
Lincoln Elementary School  
Oahu, Hawaii





Nanna Lindberg  
<nanna.lindberg82@gmail.com>

10/02/2016 08:40 PM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject Testimony policy 203.4

Honorable Chair Mizumoto and members of the Board,  
I'm Nanna Lindberg, a teacher at Maui High School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because of a system having been forced upon us where we have little say about how we are being evaluated. There is a growing mistrust and low morale around EES. I see my fellow colleagues struggling to find time for the evaluation components, already busy doing the most important part of our work which is teaching, not seeing a connection between EES, the work we do and the learning of our keiki. We are seeing so much time and money spent on EES while classrooms are hot, dirty, without teachers and resources. I am as a science teacher deeply concerned about my students and their academic progress. With classroom funding dwindling I cannot deliver the required curriculum to my students. I cannot teach science without doing science. Science is not a textbook falling apart because the glue does not withstand our classroom temperatures. Science is not students understand the biology of evolution by reading a textbook written in academic language not appropriate for their age or cultural and/or language background. Science is taught in the lab. Hands on! This is where we need to spend our money! On resources. On teaching, not evaluating teachers doing their very best to teach a curriculum without resources. That already should tell you how extraordinary our teachers are!

Please consider revising the policy 203.4 and let teachers take a part in designing an equitable evaluation system with our students and teachers' best interest in mind. A system where students and teacher alike will thrive!

Thank you for your time,  
Nanna Lindberg  
Maui High School

Maui

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Theresa HABERSTROH <kevlar\_h@msn.com>

10/02/2016 09:44 PM

To "testimony\_BOE@notes.k12.hi.us"  
<testimony\_BOE@notes.k12.hi.us>

cc

Subject EES Testimony

To the Hawaii Board of Education Members:

My name is Theresa Haberstroh and I have been a teacher in Hawaii for 25 years, 14 of which have been in the DOE. I am an extremely hardworking, dedicated professional who spends almost more time on my classroom and students than on my home life. I am a parent of two public school aged children and I'm very invested in the future of our Hawaii students. I teach 2nd grade at Haiku Elementary on the island of Maui and I have taught 3rd and 4th grades there as well.

It's understandable that there must be checks and balances within the system, however the Educator Effectiveness System causes undue stress and unnecessary extra work for all of us teachers and administrators who go miles above and beyond what we are required to do. Just this week I spent 10 or more hours outside of contractual time to fulfill the SLO requirement of EES with no help or guidance from administration due to their overwhelming schedules of IEPs, administrative meetings and otherwise difficult requirements of the job.

Every single day of the year, (not just the school year) there are teachers and administrators who are at school well before the contractual starting hours; who are at school well beyond the ending contractual hours; who work on the weekends, through holiday breaks, and so on. Every parent who ever comes in to volunteer has remarked that "I couldn't do this." or "It takes a very special person to be able to work with these children day after day and be as patient and understanding as you are."

Our calling as teachers should be enough for all to say, "MAHALO!, Mahalo for being there for our Keiki!" Its such a challenging job. I ask each of you to come spend a day in our classrooms. Come to various schools of Title I or rural or inner city schools. See what we dedicated professionals do for our community, our children, our future.

Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

Thank you for your consideration in this matter.

Sincerely,

Theresa Haberstroh

Haiku Elementary

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FRANCINE lee <upcountrygirls@msn.com>

10/03/2016 03:23 AM

To "testimony\_BOE@notes.k12.hi.us"  
<testimony\_BOE@notes.k12.hi.us>

cc

Subject EES

Honorable Chair Mizumoto and members of the Board,

My name is Francine Lee. I am a teacher at Kahului Elementary School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students.

Thank you for your time,  
Francine Lee  
Kahului Elementary School

Maui

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carlo marchetti <buk181818@gmail.com>

10/03/2016 07:02 AM

To "testimony\_boe@notes.k12.hi.us"  
<testimony\_boe@notes.k12.hi.us>,  
"testimony\_boe@notes.k12.hi.us"  
cc "buk1818@aol.com"  
<buk1818@aol.com>

Subject

Shortage of teachers and EES.

This is in regards to an article I read in the Hawaii Free Press. "Hawaii. Worst State for Teachers".

[http://www.hawaiiifreepress.com/ArticlesMain/tabid/56/ID/18316/Survey-Hawaii-Worst-State-for-Teachers.aspx?utm\\_source=October+2%2C+2016+News+from+Hawaii+Free+Press&utm\\_campaign=October+2%2C+2016+Email+&utm\\_medium=email](http://www.hawaiiifreepress.com/ArticlesMain/tabid/56/ID/18316/Survey-Hawaii-Worst-State-for-Teachers.aspx?utm_source=October+2%2C+2016+News+from+Hawaii+Free+Press&utm_campaign=October+2%2C+2016+Email+&utm_medium=email)

In December 30, 2014 I quit teaching in Hawaii for the State Department odds Education after 16.5 years of teaching special education in Maui County. I did this because your EES system is built for regular education students and against special education students and teachers with discriminating bias in test that students cannot read, which neglects their disabilities, and neglects and ignores the monitoring and showing progress and discrimination against special education students and teachers. Why are special education students even judged upon a test they cannot read?

Why are students even made to take a test that has no published validity nor reliability in test scores, which students with reading disabilities cannot even read at the elementary level?

The BOE/DOE may not be using this test to judge teacher pay, but it's still being used in schools to force students who have already failed the regular reading system. And Teachers may not be using this as a contractual item for EES, but it still is being used to waste valuable special education teaching time.

Also the 21 hours of classes that the BOE/DOE has teachers going to waste preparatory time, valuable preparation time for teaching classes each day and week. If you are a trial lawyer and you don't have time to prep for your court case you may possibly lose that court case. Why waste valuable teaching prep time with twenty one hours that teachers could up grade their skills to learn how to do more paperwork for EES nstead of prepping for the next days special education teaching time.

I had no more time to write preliminary goals for Individual Education Plan meetings because of the wasted 21 hours. For the first time in my 36 years of teaching profession I was written up for not coming up with a written preliminary IEP goals and objectives to be prepared for the next IEP meeting because I was told to attend the 21 hours of wasted time that interfered with IEP teaching and preparation.

Katherine Matayoshi told us several years ago when negotiating this, at the time, new EES system, that teachers have too much on their plates, and that the DOE needs to take some things off their plates. Well she lied to us DOE teachers and just piled on more useless hours and useless SLO wasted paper work and useless non valid and non reliable state tripod surveys and other tests onto our already full plates. She should be fired for the negative impact her decision making has had on the teaching profession. ( note teacher shortage doubled from an estimated 800 per year teacher shortage to an estimated doubling of the teacher shortage a year ago of 1600 teachers vacancies, and note 51st ranking.)

Just pay your teachers more so that the turn over rate will not be so high and pair this with taking teacher advice in reducing paper work and valuable robbing of preparation time and teaching time for your non valid , non reliable , Student Learning Objectives that teacher have to write up every year and every quarter. It would not, and could not hurt this state school system, which already ranks 51st, to let the teachers run your schools because you cannot do any worse than a BOE/DOE that has not alleviated the teacher shortage in the last 25. to 30 years. It cannot hurt at all, and teacher and students would be the priority once again.

With regards to the news article ranking Hawaii teachers 51st in the USA that has 50 states, is the most accurate statement provided with data and facts and figures that I have seen yet. That's even more reason to let teachers run schools not and appointed bankers and lawyers who have had their chance and highly neglected special education students, neglected regular education students and neglected all teachers in the DOE classrooms.

Too sum up my thoughts below, this is why I left a profession that I still love. Helping the little guy, helping the disable and handicapped who have a hard enough time in our society to make it as a successful tax payer, by being a special education teacher in an anti-teaching state, who's management put emphasises on fake testing results. Who take pride on making teachers work harder and not smarter. I quit. I quit a profession that became my third job in Hawaii to make ends meet.

Below was my response to the Hawaii Free Press news article before I decided to submit testimony.

"Just as I suspected. 1600 teacher shortage a year ago, and that is what an appointed school board got Hawaii. Bankers and Lawyers do not know how to run schools. Hawaii ought to let teachers run school, because for the last 25-30 years Hawaii has been failing their schools and students in the way education has been run. Low salaries, high cost of living, dictatorship principals, and a horrible evaluation systems forced to take a horrible survey that has not psychological testing data and no reliability that show their teacher is helping them make gains, and not testing data that show this test is a good monitor of students in special education. It's just a stupid hearsay test that means nothing and wastes valuable teaching time for special education student that is not transparent, is a hidden system, and cumbersome useless paper work layed upon teachers with EES and SLO's, and other acronyms that pretend to fix schools, with little or no supply money for teachers. And unequal access for special education students across the state to get a quality education."

" While attending a special education state sponsored work shop with Mr. Delima ,BOE member, and over 15 other special education teachers from various islands and schools in our state, I learned that on one island a special education teacher may get \$300 dollars for supplies for special education students, and another school gets zero dollars for supplies, and another get \$1700 dollars for special education supplies enriching some classrooms. Where other classrooms like mine in Maui , that have to file a grievance to order and replace an 11 year old broken electric stapler and 4 year old broken electric pencil sharpener. I guess I should have considered myself lucky, at least I had money to order some supplies, where as a special education teacher on the Big Island of Hawaii had no supply money at all. That is called unequal access and discrimination against special education students and teachers for having one school having an enriching environment and another having an oppressive special education school environment. And then that same teacher told to for go preparation time for 21 junk hours and new training for an ever changing EES system and SLO paper work for a system that is a huge waste of tax dollars and a lie to parents, teachers and students perpetuated by The Honorable Katherine Matayoshi. As evidenced by the ongoing teacher shortage and low ranking of 51st by the State Of Hawaii

education system.

When is the BOE/DOE going to let teachers run the schools, because management has run it into the ground at the pace of 51st , below bottom, in state ranking in the USA. Fire all management clean out the rats in the DOE Management Hen House who are smashing and eating all the educational eggs.

From Carlo Marchetti  
131 west papa ave.  
Kabul hi, Hawaii 96732  
808-415-8505

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"roeleno@juno.com" <roeleno@juno.com>

10/02/2016 09:38 AM

To boe\_hawaii@notes.k12.hi.us

cc

Subject Re: Testimony for BOE Agenda Oct.  
4th, 5:00pm Item IV

Board of Education

Tuesday, October 4, 2016

Honorable Chair Mizumoto and members of the Board,

My name is Romeo Eleno, a teacher at Lana'i High & Elementary School and President of the Lana'i Chapter of HSTA, representing Lana'i teachers. I humbly ask for your respect in our profession to restore public school teachers by revising BOE Policy 203.4 to address the failings of the DOE board's teacher evaluation policy to allow HSTA to help create an effective evaluation system conducive to the needs of the learning environment for our students as well as our teachers.

A few years ago, we were held to uphold our professionalism by participating in the PEP-T evaluation. This system was never "broken;" therefore, it would be to our benefit if we could revisit this evaluation system and modify it to satisfy the needs of holding teachers accountable for our students' learning. It was never broken so why fix it? Why do we need to recreate something when all along all we needed to do is tweak it a bit?

The PEP-T evaluation system worked and we would like to see it back again! We need to treat teachers with respect and trust us to do our jobs!

Mahalo,  
Romeo Eleno  
Lana'i High & Elementary School  
Island of Lana'i

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3 Foods Surgeons Are Now Calling "Death Foods"

3 Harmful Foods

<http://thirdpartyoffers.juno.com/TGL3131/57f16204dc36c62041296st03duc>

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**Roberta Yamamoto/CASTLE/HIDOE**

10/03/2016 08:19 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject TESTIMONY for BOE Agenda,  
October 4, 5:00 pm

Board of Education

Tuesday, October 4, 2016

Honorable Chair Mizumoto and members of the Board,

I'm Roberta Yamamoto, a teacher and librarian at Castle High School and President of the Windward Chapter of HSTA, representing Windward teachers. I am asking you, today, to restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because it undermines the effort both sides give to teach our keiki how to be productive citizens. So much time is focused on test preparation that our curricula have suffered. We have to cut units short in order to get our students ready for the test (how to fill in the forms or log on or how to click on what icon, etc. in order to not invalidate the test). There is little to no time to plan and create student-driven projects that offer life skills along with the content. The only collaboration we do is how to how teach students how to take The Test. Grading papers and other assignments get pushed aside so we can concentrate on teaching to The Test. All this so the test scores won't affect our evaluation negatively. All this so our students will score well enough that our schools won't be labelled "failing schools" anymore.

We don't have failing schools; we have great schools with dedicated staff that want more for our children than to be proficient test-takers. We have great teachers that want to do more than worry whether or not they've prepped their students well enough to get a proficient on their evaluation and not get their schools a "failing school" rating. We have great teachers who want to make sure our students graduate and become industrious, ethical, contributing members of society. Please work together with HSTA to come up with a more meaningful evaluation so we can ensure our keiki get the education they deserve. Mahalo.

Roberta Yamamoto

Windward Chapter President



Librarian at Castle High School

**From:** [Osa Tui](#)  
**To:** [Testimony BOE](#)  
**Subject:** GBM 10/4/16  
**Date:** 10/03/2016 10:05 AM

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Honorable Chair Mizumoto and members of the Board,

My name is Osa Tui and I am a teacher and registrar from McKinley High School in Honolulu. I am also HSTA's Negotiations Committee Chairperson and involved with the current round of bargaining which continues tomorrow morning.

While the Board as a whole may not wish to insert itself into the negotiations process, the creation of Board Policy 203.4 in 2012 continues to have a chilling effect by putting restrictive constraints upon bargaining.

As a remnant of the failed Race to the Top with its onerous top down mandates, this policy is exceedingly prescriptive and does not allow for the negotiation of a more sane and rational evaluation instrument.

Ask yourselves, "For all the money that has been poured into the EES, what has the department gotten out of it? How can we better allocate resources that have been siphoned away from student instruction for EES administration and positions? How can we empower the bargaining of an evaluation system that is not insulting and wasteful?"

With the passage of the Every Student Succeeds Act and the departure of Board Member Williams, the time is now to reign in the egregious excesses of Race to the Top.

I urge you to take another look at Policy 203.4 Improve it by stripping out its burdensome directives. Allow for the negotiation of an evaluation system that lets teachers get back to putting their full efforts into student instruction.

Mahalo,

Osa Tui

Honorable Chair Ron Mizumoto and the members of the Board of Education

I'm Justin Hughey, a teacher at King Kamehameha III Elementary School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

The Hawaii Department of Education prematurely rolled out its Educator Effectiveness System July of 2013, its problems unforeseen by its makers.

The first year EES was implemented, teachers were told that there would be no consequences, just a year to understand the process and to work out any kinks. However, teachers who did not receive a passing rating had to be re-evaluated the following year. Thus there were serious consequences for some, which led to unneeded stress and confusion.

Opposition quickly grew among teachers. A group of principals produced a survey showing overwhelming opposition to EES. Over the years since EES was rolled out, a slew of bad press resulted that led to 18 changes made.

In the meantime, teachers were so concerned with the dramatic changes to our evaluation system that they voted down a contract negotiated in 2013. Teachers were reassured EES would be just, given the current contractual language that required evaluation to be fair and transparent. Often, though, evaluations have been extremely subjective, and shrouded in secrecy. A resolution was passed at the 2015 HSTA Convention stating that HSTA believes EES is not fair and transparent.

The DOE responded to critics that EES was based on the Charlotte Danielson model. However, Danielson was never designed to be a punitive evaluation system. It was designed to support teachers. Danielson herself was quoted saying that if her system used as an evaluation tool, it would lead to multiple lawsuits for districts nationwide.

There was nothing wrong with the previous Pep-T teacher evaluation. On the other hand, EES has been extremely expensive. Principals who couldn't handle the immense work load had to increase class size and cut teaching positions to fund new vice principal positions to carry out teacher evaluations. As a result, much needed teaching positions declined statewide.

A National Research Council report from 2013 points out how incentives and test-based accountability have utterly failed to close any achievement gaps and improve public education, after 10 full years of NCLB. If we know this now, why do we continue to use them to make life-altering decisions about students, teachers, schools and states?

One of the unanticipated results of EES has been a in teachers quitting the profession at a remarkable rate. DOE numbers demonstrate this:

Voluntary teacher separations 2010-2015.

2010-11	829
2011-12	934
2012-13	921
2013-14	1025
2014-15	1069

Teacher resignations

2010-11	405
2011-12	370
2012-13	361
2013-14	358

2014-15 467

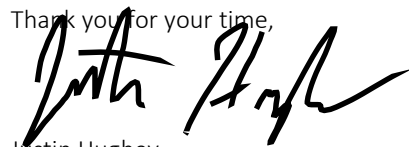
2015-16 532

Please amend Board of Education policy 203.4 as soon as possible. Passing an emergency memorandum of agreement to reinstate PEP-T would be ideal rather than waiting until negotiations are finished with a new contract. We are in an educational crisis and alleviating the frustrations with an unequal and unfair evaluation system would bring much needed hope to our teachers. Too much money and time has been allocated to justify the worst salaries in the country when adjusted for our high cost of living.

Teacher tenure really supported highly effective teachers. The EES system has weakened tenure. No teacher should be fired because the principal does not like the way you smile. A teacher who has devoted their life to education, going in great debt, should only be fired for documented deficiencies. The EES evaluation system changed this. Principals no longer had to provide objective factual evidence. The observation is entirely subjective. The result is the fact that teachers don't feel they can speak their mind, file a grievance or give a difference of opinion since the principal can subjectively give you a poor rating with only one observation.

Hawaii is in an educational crisis. If we are going to provide adequate public education in Hawaii, teachers need an evaluation system that is fair and transparent. The easiest way to achieve this would be to revert back to the old PEP-T evaluation system.

Thank you for your time,

A handwritten signature in black ink, appearing to read "Justin Hughey", written over the typed name.

Justin Hughey  
King Kamehameha III Elementary School  
Maui

**From:** [Kristina Mekdeci](#)  
**To:** [testimony\\_BOE@notes.k12.hi.us](mailto:testimony_BOE@notes.k12.hi.us)  
**Subject:** Testimony  
**Date:** 10/03/2016 11:33 AM

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Honorable Chair Mizumoto and members of the Board,

Kristina Mekdeci ART teacher at Lahaina Luna School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because I teacher in art so really... nuff said! Why not go back to the old ways were principles actually do walk through to see what we are doing all year round. Also, why is there so much need to prove that we are doing our jobs. You hired us because you found we were high qualified yet you are constantly asking us to prove to you that we are highly qualified. Then you expect us to pay for training. What other corporation treats there employees this way? No wonder you are always short teachers in Hawaii. Maybe take some suggestions from other States. I am from Florida and even though that state had it's issues at least they were actually a 21st century school and the teachers were treated with respect. It is embarrassing that we are treated so poorly at yet we come in early and stay late and even work on the weekends for such little pay and such little disrespect. I only stay because I love this kids but things need to change. And no you are not dealing with "cranky teachers" as you put it, just teachers who work hard and deserve the pay and respect. Seems to me like you wasted a lot of money on this system... good for "Danielson \$\$\$\$".. how about using that money for teachers pay and technology. Just an idea... you may even find out IT WORKS!

Thank you for your time,  
Kristina Mekdeci

Maui

**From:** [sadie.romano](#)  
**To:** [testimony\\_BOE@notes.k12.hi.us](mailto:testimony_BOE@notes.k12.hi.us)  
**Subject:** EES Testimony  
**Date:** 10/03/2016 11:43 AM

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To the Hawaii Board of Education Members:

My name is Sarah Romano Saget and I have been a teacher in Hawaii for 5 years. I am an extremely hardworking, dedicated professional who spends almost more time on my classroom and students than on my home life. I am a parent of one soon-to-be public school child and I'm very invested in the future of our Hawaii students. I teach 2nd grade at Haiku Elementary on the island of Maui and I have taught 5th grade at Lihikai as well.

It's understandable that there must be checks and balances within the system, however the Educator Effectiveness System causes undue stress and unnecessary extra work for all of us teachers and administrators who go miles above and beyond what we are required to do. Just this week I spent 10 or more hours outside of contractual time to fulfill the SLO requirement of EES with no help or guidance from administration due to their overwhelming schedules of IEPs, administrative meetings and otherwise difficult requirements of the job.

Every single day of the year, (not just the school year) there are teachers and administrators who are at school well before the contractual starting hours; who are at school well beyond the ending contractual hours; who work on the weekends, through holiday breaks, and so on. Every parent who ever comes in to volunteer has remarked that "I couldn't do this." or "It takes a very special person to be able to work with these children day after day and be as patient and understanding as you are."

Our calling as teachers should be enough for all to say, "MAHALO!, Mahalo for being there for our Keiki!" Its such a challenging job. I ask each of you to come spend a day in our classrooms. Come to various schools of Title I or rural or inner city schools. See what we dedicated professionals do for our community, our children, our future.

Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

Thank you for your consideration in this matter.

Sincerely,  
Sarah Romano Saget  
Haiku Elementary

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The Every Student Succeeds Act (ESSA) of 10 December 2015 ends the federal mandate on teacher evaluations. On August 2016 ESSA ends the waiver requirements so states that choose to end their teacher evaluation system may. The Secretary of Education is prohibited explicitly from mandating any aspect of a teacher evaluation system, or mandating a state conduct the evaluation altogether.

States will be allowed to develop and implement systems, as long as they cooperate with stakeholders, including teachers, paraprofessionals and their unions, to ensure teacher buy in. ESSA under Title II requires the Local Educational Agency (LEA) to “meaningfully consult” if choosing to develop a grant application that covers a number of issues including evaluation.

Should our state choose to continue teacher evaluation, more involvement of teachers could design a less onerous system. Abundant evidence from formal investigation indicates that a thoughtful approach to teacher evaluation—one that engages teachers in self-assessment and reflection —yields benefits far beyond a goal of quality assurance. Using agreed-on standards of practice, professional conversation should not be too time consuming for either administrators (HGEA) or teachers (HSTA). In prior testimony, I addressed Action Research as a quality option. When evaluation was mandated, the most used tool was Danielson’s Framework For Teaching (FFT). Kamehameha Schools attempted full FFT adoption, yet scaled back implementation for overburdening teachers.

Charlotte Danielson was instrumental in the design of the National Board 5 Core Propositions, which dovetail nicely with the Framework she created later. My name is Debbie Anderson, and I have been teaching in Hawaii a quarter of a century. In 2006, Hawaii’s NBCTs started training with Charlotte. In Summer 2011 in Indianapolis, NEA paid for me to spend an entire day with her, at a pre-conference for Learning Forward (formerly the National Staff Development Council). In December 2012, Ronn Nozoe invited all National Board Certified Teachers (NBCTs) to take a supportive NON-evaluative role assisting our colleagues toward reaching greater professional potential. As an NBCT at Waiakea Intermediate School, I elected to be trained in 2013 by Phyllis Unebasami to become a Danielson trainer. Every complex area chose to use their NB trainers differently. I have used my training in designing credit coursework underlying NB Candidate Support.

Charlotte Danielson designed her framework originally as a coaching tool, and she advocates for a supportive, developmental approach to teacher supervision and evaluation. Danielson recommends teachers self-assess and “co-construct” their ratings with the principal, yet this skews away from coaching and toward judgment.

The current system’s Danielson Framework abridged implementation has flaws. Yet compared to an older-style checklist such as PEP-T, a rubric such as Danielson’s FFT provides more guidance for improvement. In 2016, Danielson expressed: “I’m deeply troubled by the transformation of teaching from a complex profession requiring nuanced judgment to the performance of certain behaviors that can be ticked off on a checklist.”

Of a state’s decision to condense her framework, “I understand why people do it, because they want to decrease the cognitive load,” Danielson said. But teaching is complex, and evaluators — who will mostly be principals and assistant principals — may make mistakes when they see teachers doing something well, or badly, and they don’t have enough information from the rating system to help them score what they see, she said. “My recommendation is to use the full instrument, and then if what you want to do is focus on some aspect of it, that’s fine. But adopt the whole thing,” she said.

Under the former Professional Evaluation Program for Teachers (PEP-T), “each Duty is viewed and rated as a whole. Indicators are not rated individually, but a single indicator maybe important enough to influence the rating of the Duty.” Rather than limiting only to 6 of the 22 Danielson components, a more holistic approach references all 4 Domains, and is non-prescriptive in which components a teacher could choose to highlight or document. Worse was in the Overall rating substituting Marginal for Basic, which is illegitimate. Instead of Distinguished, the ASCD’s Fit Framework uses Leader for its highest label.

Danielson (2016) recommendations:

- An evaluation policy must be differentiated according to whether teachers are new to the profession or the district, or teach under a continuing contract.
- Novice teachers should be evaluated each year on an instructional framework, supported by a mentor using the same framework. After roughly three years, a decision can be made regarding continuing contract status. Once teachers acquire this status, they are full members of the professional community, and their principal professional work consists of ongoing professional learning. Career teachers should be assessed periodically to ensure they are still in good standing. The emphasis should be on professional learning, within a culture of trust and inquiry.
- Experienced teachers in good standing should be eligible to apply for teacher-leadership positions, such as mentor, instructional coach, or team leader. These positions may have released time during the regular school day or carry enhanced compensation.
- Teachers serving in leadership roles must receive training in skills specific to those roles, such as facilitating group work and conducting professional conversations with colleagues.

The greatest potential for instructional improvement comes from evaluator-teacher conversations, when conducted around a common understanding of good teaching—and around evidence of that teaching. How can we maintain these conversations with time-crunched teaching? Use the Danielson FFT rubric only at 3 strategic points in a school year: (a) In Quarter 1, all teachers do an honest self-assessment on the full rubric and agree with a supervisor on a maximum of 2-3 improvement goals; (b) After Semester 1 grading is complete in mid-January, teachers and supervisor meet and compare the teacher’s current self-assessment on the whole rubric with the supervisor’s current assessment and discuss any disagreements (the scores aren’t official); and (c) In May, teachers and supervisors repeat the January compare-and-discuss process, only this time the scores count and teacher and supervisor sign off.

A well-established principle of athletic coaching is to focus on 1-2 points at a time, and this applies to classroom coaching. Administrators could focus on a couple leverage points and how to present them most effectively to the teacher, strengthening instructional practices.

Thank you for re-considering the need for an evaluation system. As you do so, Danielson reminds us of “the consensus that the number of teachers whose practice is below standard is very small, probably no more than 6% of the total.” It makes sense for to design personnel and psychometric policies for the vast majority of teachers who are not in need of remediation, approximately 94% not practicing below standard. A reasonable policy would aim to strengthen these educators’ practice, replacing the emphasis on ratings with one on learning. If Hawaii decision-makers chose to continue a teacher evaluation system, design it with an empowering purpose and reasonable implementation.

Sincerely,

Deborah V. Anderson, NBCT, National Board Certified Danielson trainer



## Endnotes & References

1 In section 1111(e)(1)(B)(iii)(IX) and (X), section 2101(e), and section 8401(d)(3) of the new law 10 December 2015.

National Education Association. "Teacher Evaluation." Backgrounder series. 2016.

<https://www.nea.org/assets/docs/Backgrounder-Teacher%20Evaluation.pdf>

[Expired] <http://apps.ksbe.edu/kapiina/forms/danielson-framework-implementation-forms> > <https://apps.ksbe.edu/kapiina/> [2016]

Several states have adopted Danielson's framework in full, including Oklahoma, Illinois and New York.

Phyllis Unebasami's system-level experience includes building capacity through collaborative and inclusive systemic leadership, such as teacher leadership; leading policy change; and developing administrator certification programs.

<https://www.danielsongroup.org/consultant-item/phyllis-unebasami/>

Danielson, C. Enhancing Professional Practice: A framework for teaching (ASCD, 2007) The foundational book for the framework for teaching. It includes the complete description of all the components and elements, with levels of performance written at the element level. In addition, there are frameworks for non-classroom specialist positions, such as school librarians, nurses, psychologists, etc. The research foundation is included as an appendix.

"Charlotte Danielson on Rethinking Teacher Evaluation. Education Week. Published Online: April 18, 2016. Published in Print: April 20, 2016, as It's Time to Rethink Teacher Evaluation.

"Talk About Teaching: Leading Professional Conversations (Corwin, 2009.) Provides guidance for educators (particularly in conjunction with informal classroom observations) about the events of a lesson, in relation to clusters of the components in the framework for teaching.

Rodriguez, R. "The Moral Purpose of Teaching (Charlotte Danielson Framework 4D: Showing Professionalism)." Learning Forward Hawaii. 24 January 2015.

[http://www.hsta.org/images/uploads/LFH\\_launch\\_session\\_registration.pdf](http://www.hsta.org/images/uploads/LFH_launch_session_registration.pdf) Instruction and Professional Development Specialist, Hawaii State Teachers Association.

[Ramaswamy, S.](#) "Teacher evaluations: Subjective data skew state results." September 15, 2014.

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TESTIMONY for BOE General meeting Oct. 4, 2016, 5:00 pm

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<http://vamboozled.com/the-arbitrariness-inherent-in-teacher-observations/>.

Bernstein, Kenneth J. [How we're doing evaluation could destroy teaching.](#) Monday Feb 20, 2012. [http://www.dailykos.com/story/2012/2/20/1066568/-How-we-doing-evaluation-could-destroy-teaching.](http://www.dailykos.com/story/2012/2/20/1066568/-How-we-doing-evaluation-could-destroy-teaching)



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Justin Hughey  
Vice President  
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Executive Director

## TESTIMONY BEFORE THE BOARD OF EDUCATION

TUESDAY, OCTOBER 4, 2016

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Mizumoto and Members of the Board:

I am asking you, today, to restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

A few weeks ago, I had the privilege, with my fellow NEA state presidents, of visiting Finland and experiencing their extraordinary school system. Finland is routinely regarded as one of the best school systems in the world. One big takeaway, for me, is the difference in educational results between Finland and its Nordic neighbors, Norway and Sweden. While all offer strong social programs (free health care, preschool and college), they vary dramatically in their Programme for International Student Assessment (PISA) scores:

Math: #12 Finland, #30 Norway, #36 US, #38 Sweden;  
Science: #5 Finland, #28 US, #31 Norway, #38 Sweden; and  
Reading: #6 Finland, #22 Norway, #24 US, #36 Sweden.

What causes these differences? One word the state presidents and I gleaned from our trip was *trust*. Teachers are trusted and empowered to do their jobs, in Finland, but not so in the school systems of its Nordic neighbors. That is why, despite their strong social safety nets, Norway and Sweden underperform on the PISA test.

Two days after I got back from Finland, bleary-eyed and jet lagged, I attended the Partners in Education meeting with the Gov. David Ige, where I received an update from Darrell Galera on the work of the Governor's Every Student Succeeds Act (ESSA) task force.

The first sentence of the Governor's ESSA Teams Education Blueprint preliminary outline says: "Design Idea: Empowering Schools—Our public schools and communities will design and establish a *trust-based system* to move decision making and resources to those closest to the students and their learning. Such a trust-based system will be based on...school accountability systems and personnel evaluations that promote empowerment, innovation, and shared responsibility." The outline further states, "With a system based on trust based responsibility, burdensome teacher evaluation requirements will be eliminated and teacher autonomy and innovation will increase." I am excited to see that the ESSA team's plan is following the same pathway that Finland has walked to attain so much success.

Policy 203.4 was created in the time of Race to the Top. In 2012, in order to secure \$75 million dollars in RttT grant funds, for Gov. Neil Abercrombie lobbied the Board of Education to pass 203.4 (then, policies 2055, 5100, and 5200) and implement high-stakes teacher evaluations. Much has changed in the last four years. Race to the Top is gone, having been replaced last year by ESSA. Gone are federally mandated testing and federally mandated teacher evaluations. Also, in that time, our state's governor and most of this board's membership have changed.

By removing the outdated and onerous parts of BOE policy 203.4, we can seize an opportunity to improve teacher morale. We can improve teacher quality. We can treat our teachers as professionals and truly entrust them with our children's future.

Thank you.

## TEACHER PERFORMANCE EVALUATION POLICY

The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports ~~[highly effective educators]~~ teacher practice.

### GENERAL

The Department of Education shall establish a common, ~~[and]~~ consistent, and research-proven evaluation system to provide teachers with information necessary to continually improve their instructional practice and leadership. ~~[Each teacher shall receive an annual overall performance rating.]~~

The Department shall develop and maintain a comprehensive and detailed ~~[implementation]~~ plan for ~~[development and]~~ implementation of the ~~[new]~~ evaluation system.

In developing and annually improving the evaluation system~~s~~, the Department shall ~~[consult and confer the evaluation design and may]~~ negotiate ~~[related]~~ collectively bargained agreements with the exclusive representative of ~~[employees affected by the evaluation system.]~~ teachers that include, but are not limited to, the evaluation design, criteria, and processes. In addition, the Department shall involve ~~[teachers]~~ the exclusive representative in the development and improvement of the evaluation system.

~~[The evaluation of a teacher shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.]~~

The evaluation of a teacher shall be based on teacher practice. No invalid, unreliable, or predictive measure shall be used to evaluate the practice of any teacher, including standardized testing and student learning objectives.

The evaluation system must provide timely feedback to ~~[identify the needs of educators]~~ teachers ~~[and]~~ to ~~[guide]~~ inform their professional development. The Department shall include systematic and comprehensive staff development for all participants. The staff development support shall be directed ~~[both]~~ to participant understanding, ~~[and]~~ utilization of the evaluation system, and ~~[to]~~ providing targeted support to teachers ~~{who are rated marginal}~~ in need.

The evaluation system shall be subject to due process provisions of the collective bargaining agreement, including the grievance procedures and other articles.

The system shall include provisions for annually reviewing the system's effectiveness and making improvements, as well as a mechanism by which participants can appeal.

~~[The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory.]~~ The Department shall negotiate the criteria and designation of the ratings to be used in the evaluation system with the exclusive representative of teachers. The statewide system shall be implemented beginning with the 2013-2014 school year. ~~[Performance levels and associated feedback must be used to inform personnel decisions.]~~

~~The evaluation system must consist of multiple measures and shall have two major components, each of which counts towards at least 40 percent of the evaluation rating:~~

- ~~• Teacher Practice: The measurements of teacher practice may include but are not limited to classroom observations, stakeholder surveys, and evidence of reflective practice.~~
- ~~• Student Learning and Growth: The measurements of students' academic learning and growth may include but are not limited to statewide assessment and other relevant student learning objectives.]~~

**From:** [Alicia Jacobson](#)  
**To:** [testimony\\_BOE@notes.k12.hi.us](mailto:testimony_BOE@notes.k12.hi.us)  
**Subject:** EES Concerns  
**Date:** 10/03/2016 12:58 PM

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To the Hawaii Board of Education Members:

My name is Alicia Jacobson and I have been a teacher in Hawaii for 13 years, 12 of which have been in the DOE. I am a dedicated professional who spends a great deal of time on my classroom and planning. Recently, teachers and administrators have been saddled with more and more paperwork regarding the EES system. The time we spend is taken directly from our students as we cannot plan and are forced to crunch numbers.

It's understandable that there must be checks and balances within the system, however the Educator Effectiveness System causes undue stress and unnecessary extra work for all of us teachers and administrators who go above and beyond what we are required to do. Administrators are very busy with internal paperwork as well and do not have time to offer the assistance necessary.

Every single day of the year, (not just the school year) there are teachers and administrators who are at school well before the contractual starting hours; who are at school well beyond the ending contractual hours; who work on the weekends, through holiday breaks, and so on. It is virtually impossible to do an acceptable job without spending personal time and money.

Teaching such a challenging job just interacting with students, the detailed tasks with data are becoming overwhelming. And to know that you are being evaluated based on student scores is beyond nerve wracking. I ask each of you to come spend a day in our classrooms especially those in Title I, rural or inner city schools. Take a look at the dedicated professionals impacting our community, our children, and our future.

Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

Thank you for your consideration in this matter.

Sincerely,

**Alicia S. Jacobson MAED**  
Grade 4 Teacher

Haiku Elementary School  
(808) 727-3714

Haiku School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Desiree Sides, Haiku School Principal. 105 Pauwela Rd. Haiku, Hawaii 96708. [desiree\\_sides@notes.k12.hi.us](mailto:desiree_sides@notes.k12.hi.us) ph# 808-575-3000.



**From:** [Kristy Wisenbaker](#)  
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**Subject:** EES Testimony  
**Date:** 10/03/2016 02:13 PM

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Honorable Chair Mizumoto and members of the Board,

My name is Kristy Wisenbaker and I am in my second year teaching at Haiku Elementary School on Maui. I am a recent UH-Manoa BEd graduate and am very blessed to be working in my community. I ask that you please revise BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students because as a probationary teacher, EES components can be very stressful to prepare and keep on top of amidst weekly planning, scheduling, lessons, and endless preparations. Much of the time and energy put into a SLO or PDP is not focused on improving students learning but rather on if the right document was used and where to upload it. These long discussions are taking place in our staff and grade level meetings. I am inspired when able to collaborate with other teachers but couldn't our after school labors be better focused on preparing our students for college and career readiness?

Thank you for your time,

Kristy Wisenbaker  
3rd Grade Teacher  
Haiku Elementary School  
808-727-3747

Haiku School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Desiree Sides, Haiku School Principal. 105 Pauwela Rd. Haiku, Hawaii 96708. [desiree\\_sides@notes.k12.hi.us](mailto:desiree_sides@notes.k12.hi.us) ph# 808-575-3000.

**From:** [Elizabeth DeLyon](#)  
**To:** [testimony\\_BOE@notes.k12.hi.us](mailto:testimony_BOE@notes.k12.hi.us)  
**Subject:**  
**Date:** 10/03/2016 02:24 PM

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My name is Liz DeLyon and I have been a teacher in Hawaii for 20 years, and a public school teacher for 27. I am hardworking, dedicated professional who spends 50+ hours a week in my classroom and takes work home on weekends and summer breaks.

It's understandable that there must be checks and balances within the system, however the Educator Effectiveness System needs serious revamping.

Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

Thank you for your consideration in this matter.

Elizabeth DeLyon  
3rd Grade Teacher  
NBCT 2003 & 2013  
Hope Street Fellow

Haiku Elementary School  
(808) 727-3758

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[desiree\\_sides@notes.k12.hi.us](mailto:desiree_sides@notes.k12.hi.us)

October 3, 2016

Re: BOE Policy 203.4

Honorable Chair Mizumoto and members of the Board:

My name is Dezireen Austin and I am a teacher at Maui Waena Intermediate School on Maui.

Please amend the board's teacher evaluation policy to create a supportive, worthwhile evaluation system with the HTSA so that we, as teachers, can know we had played a part in the restructuring process.

Please review BOE policy 203.4 and revise it in order to reinvigorate and revitalize our teaching profession, rather than letting it continue to be a loss of instructional minutes and valuable work hours.

I taught previously in a private, Catholic school environment. Allow me to describe to you the way that I was developed as a young teacher. First, I was assigned an experienced faculty member of whom I was encouraged to ask questions. Second, my principal frequently, and by that I mean, at least once or twice a week, visited my classroom for most of the school year. I can't say with certainty that it happened with consistency. But in hindsight, her casual walk-throughs were followed with a personal, one on one conversation about how to improve my delivery of instruction or classroom management. We met about once toward the end of the year. I was given an opportunity to reflect on my growth and change prior to the meeting. We met. We discussed my reflection and her observations. Then that was it.

It was simple, thorough, and it provided a personal relationship with my administration which created a mutual atmosphere of trust and respect.

I know the public classroom environment is data-driven, but we do that at the expense of one of the most valuable components of the school. We diminish our capacity to develop our students, ourselves and each other as human beings, and to evolve from an instructor to an educator.

Please note: I am not saying ignore data, nor am I saying that data does not have some place in education. I am saying it is being over-used, and used to the extent that we blind ourselves with numbers and lose the soul of our purpose and our students.

For example, again, in my previous environment, we took a standardized test. It was the Iowa Test of Basic Skills. We took one week. We tested math, social studies, science, and language arts. We took two hours in the morning, and stopped at recess. We finished by Friday.

We got the results a month later.

We had one (just one) faculty meeting where we looked at the results, and *it helped us to plan the remaining part of the year*. **That** is using data to drive instruction.

The current system, due to its year-end design, does not inform instruction. It serves no useful purpose for the local school. It merely collects data which is compiled, and by the time it is evaluated, those students have moved onward, to other schools, possibly even have graduated. We have no way of using that data to help them. We have changed the purpose of our schools to meeting nameless, faceless Targets and not meeting needs of our children.

Returning to the topic of EES, I have spent *at least* ten hours preparing for my EES evaluation, and that is done by not grading, not planning, and simply being consumed with the intricacies of a process which is over-developed, over-detailed and leads to an over-consumption of my time and energy. Mind you, this is the preparation part. There is more. There is the observation, the data gathering and the reflection.

The entire EES process assumes that a professional teacher spends little or no time evaluating her or his students.

It is almost insulting to think that after spending tens of thousands of dollars on my own education that I continue to be required to prove that I am looking at my students, and that I prove that I evaluate their tests and their readiness levels.

It is the natural course of the professional educator to evaluate, prior to the year starting, and nearly class by class, and then at year end.

We evaluate ourselves, too. It is the par for the course. By being asked to create paperwork to demonstrate this – for no other reason than to have it read back to me – is a remarkable waste of working hours on my part, and on the part of administration.

Do we ask doctors to demonstrate every year that they are interested in healing their patients? Do we ask social workers to demonstrate every year that they are focused on helping their clients? Do we ask lawyers or police officers to demonstrate every year - spending countless hours specifically for this - that they understand they are supposed to uphold the law and to protect citizens? Do we ask the Board of Education members to provide evidence of their attendance, intentions and data to demonstrate their effectiveness of being board members? Or do we do assume that, by being regarded as professionals, that all of the above will do their job?

Of course, every profession may have its exceptions, but if we hold the entire profession hostage to the fears or actions of the very, very few which may warrant scrutiny, we are allowing fear and distrust to manage our schools, whereas schools are to be fulcrum for thought, and the removal of ignorance.

I truly hope you will sincerely read this letter, and take it to heart, as much as I take the profession being a teacher to my own heart.

D Austin

Maui Waena Intermediate School

Kahului, HI

Corey Rosenlee  
President

Justin Hughey  
Vice President

Amy Perruso  
Secretary-Treasurer

Wilbert Holck  
Executive Director

## TESTIMONY BEFORE THE BOARD OF EDUCATION

TUESDAY, OCTOBER 4, 2016

ANDREA ESHELMAN, DEPUTY EXECUTIVE DIRECTOR  
HAWAII STATE TEACHERS ASSOCIATION

Chair Mizumoto and Members of the Board:

As the Deputy Executive Director and the Chief Negotiator for the Hawaii State Teachers Association, I come before you today to address the matter of teacher evaluation and BOE Policy 203.4.

In a recent Board of Education meeting, it was indicated that some policies related to evaluation may not be considered for changes because we are currently in negotiations. HSTA's research on this matter shows no restriction on revisions to policies during the collective bargaining process. In fact, the BOE in April of 2012, in the midst of ongoing and drawn out negotiations and at the request of Governor Abercrombie put in place 2055 – Teacher and Principal Performance Evaluation Policy. Policy 2055 (revised to current policy 203.4) marked a major shift in the way the State of Hawaii approached teacher evaluation and was passed as a requirement for Hawaii to qualify for \$75 million dollars of the federal Race to the Top grant program.

Much has changed in the last four (4) years, especially around our knowledge of the best practices and methods to approach teacher evaluation and supports for improved practice. Hawaii is no longer under the restrictions of No Child Left Behind and the Race to the Top grant; the passage of Every Student Succeeds Act has provided opportunity for further changes in our approach to teacher evaluation.

The HSTA believes that an employee evaluation system needs to be one that supports and provides teachers with clear and definitive methods to improve practice and in turn impact students in a positive way. We must move away from a costly, both in time and money, compliance driven system. The HSTA would like to see the following parts of BOE Policy 203.4 revised:

- The HSTA as the exclusive representative of public school teachers must place an active role in negotiating an evaluation system focused on research-proven methods to improve of teacher practice.
- No invalid, unreliable, or predictive measure should be used to evaluate the practice of any teacher.
- The evaluation system should be reviewed on a regular basis to address the design, criteria and process and procedures of evaluation.
- The evaluation system should NOT be compliance and mandate driven. It should inform professional development and the employer must provide targeted and differentiated supports to meet each teacher's professional needs.
- References to specific components and measures should be removed from the policy to allow the parties the flexibility to determine those items at the bargaining table.

EES has created unnecessary anxiety and stress for all of our members. Teachers have been driven by compliance and fear, not by support and improved practices. HSTA conducted a survey of over 2000 members in April of 2016. Some of the key take aways included the following:

- 68% of respondents don't believe that all teachers have a fair and equitable opportunity to achieve a highly effective rating.
- The stress level was greatly reduced when the majority of teachers went from standard cycle to streamlined – reduction from 78% expressing a high stress related to EES to 35%
- 65% of teachers reported a strong negative impact from EES on teacher morale. With only 2% reporting a somewhat or strong positive impact.

By addressing and revising key areas of the policy, the Board would allow for a fuller and more authentic discussion at the bargaining table. More importantly, revisions of BOE Policy 203.4 would be a positive step forward to rebuild trust lost by teachers in their employer over the last four years.

Thank you.

From: [afperez65](mailto:afperez65)  
To: [testimony\\_BOE@notes.k12.hi.us](mailto:testimony_BOE@notes.k12.hi.us)  
Subject: Written Testimony BOE Policy 203.4  
Date: 10/03/2016 03:05 PM

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Honorable Chair Mizumoto and members of the Board,

My name is Freddie Perez and I'm a teacher at Pu'ukukui Elementary School here on Maui. I ask you to please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System.

I ask you to please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of OUR teachers and the learning environment of OUR students.

I am especially concerned about the negative impact of EES on our teachers and students. I am expressing this because the current system is extremely time consuming, stressful, and defeats the purpose of the EES system's stated intent. Please stop and listen to what your teachers are expressing to you. Please consider working towards an improved evaluation system that includes the voice of those you mean to evaluate.

I am an Nationally Board Certified Teacher, a PhD candidate at the University of Hawai'i at Manoa and I am constantly contemplating leaving the teaching profession because it is simply too much. Please hear out. Please work with us.

Thank you for your time,

Freddie Perez

Pu'ukukui Elementary School

Maui

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**General Business Meeting  
Board of Education  
Tuesday, October 4, 2016**

Honorable Chair Mizumoto and members of the Board,

I'm Lokelani Han, a teacher at Kualapu'u Elementary Public Conversion Charter School on Molokai and President of the Molokai Chapter of HSTA, representing approximately 112 teachers. I am asking you, today, to restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

**I am especially concerned about the negative impact of EES on our teachers and students. I believe that a fair evaluation system will empower teachers to direct their own professional growth. Teachers should be able to select an area of professional practice that will directly impact students on which to focus their improvement efforts. They should be allowed adequate professional development training to complete evaluation tasks as well as adequate time for preparation and implementation of their professional growth plans.**

**The school that I work at, Kualapuu Elementary Public Conversion Charter – is for the most part, a DOE clone. The majority of our staff were employed under the DOE when we switched over to charter about 11 years ago. Many of our systems in place were DOE systems – from attendance, to payroll, to grading....**

Thank you for your time,

Lokelani Han

Kualapu'u Elementary Public Conversion Charter School

Moloka'i

**From:** [Cheryl Moore](#)  
**To:** [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us)  
**Subject:** BOE Policy 203.4  
**Date:** 10/03/2016 03:35 PM

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Honorable Chair Mizumoto and members of the Board,

My name is Cheryl Moore a teacher at Maui Waena Intermediate School. I am writing to ask you to restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, specifically the extended time necessarily put into the EES, when I could be creating engaging lesson plans and effective teaching strategies. As a new teacher I have placed a significant amount of time working on my SLO.

While I want to raise the bar for student success with my objective, I am careful to keep it moderate for concerns of being penalized and missing the mark of being a proficient or highly effective teacher.

As a new teacher, I have high expectations for my students and plans that I would like to implement, however, there is a lack of time due to these objectives and current encouragement to focus on students who are on the verge of proficiency at the expense of those who are already proficient and those who are far from proficient.

Thank you for your time,

Cheryl M. Moore  
Maui Waena Intermediate School

**TESTIMONY for BOE**  
**Agenda Item IV.A.**  
**Tuesday, October 4, 2016**

Honorable Chair Mizumoto and members of the Board,

I'm Laverne Fernandes Moore, a special education teacher at McKinley High School with 46 years of service and serving as the President of the Honolulu Chapter of HSTA, representing 5,600 teachers.

On September 13, 2016, 70 HSTA faculty representatives participated in a negotiation activity placing stickers on key items related to their contract. Teacher evaluation received the highest rating and discussion held during their complex meeting time.

Teachers expressed the negative impact of the DOE's Educator Effective System on the teachers and students in their schools. It was no surprise that all in attendance shared the same concerns of why this evaluation system is hazardous to student's achievement and the moral of teachers. As a teacher leader, it was disheartening.

We have schools with a high number of administrator positions to carry out this evaluation process rather than hire more teachers to lower class size. The Tripod survey is a waste of financial resources for the students, especially English Language Learners and Special Education students, do not understand the questions as written and are giving false ratings. Though this evaluation is not counted in the evaluation process, it is truly a waste of teaching time and financial resources which could be used more efficiently at the schools.

Talking with my teachers with 3 years and less in the system, this is what they have to say about EES, "this evaluation system is an over kill, it is superfluous, it is degrading to us. We enter the system ready to teach, why do we have to have to do two observations per year for 3 years, why do we have to do SLO's twice a year? This evaluation system is a sham because it is preventing good people from staying in the system. It is an obstacle on the onset of our teaching career for we are constantly having to prove ourselves. It beats us up at the front door rather than support us. Every time we turn around, more and more is placed on us on top of the evaluation that we do twice a year. Let's mention our working condition which is plagued with overcrowded classrooms, crumbling classrooms where the windows are ready to fall in and the ceiling leaks with heavy rain, classroom flooded with pipes bursting. What really hurts us is the lack of time to really get to know our students and work with them individually. There just isn't the time. On another note, many of us are attending classes at night. Can you at the Board of Education help us?"

As a veteran teacher who have been through the DOE's evaluation system for 46 years, I recommend returning to the 5 year evaluation cycle and refine the PEP-T evaluation system.

Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

Mahalo for the opportunity to testify'

Laverne Fernandes Moore  
McKinley High School

**From:** [Mike Landes](#)  
**To:** [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us)  
**Subject:** Testimony for GBM Tuesday, Oct. 4  
**Date:** 10/03/2016 04:22 PM

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Honorable Chair Mizumoto and members of the Board,

My name is Mike Landes and I teach at Lahainaluna High School on Maui. I am submitting testimony in response to the Superintendent's Report listed on the agenda for the General Business Meeting on Tuesday, October 4.

Conspicuously absent from the glowing report is acknowledgement of something that involves quite a bit of educators' time this school year: compliance with the Educator Effectiveness System. The EES is an onerous and ineffective evaluation tool. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

The EES was created to comply with the state's Race to the Top grant, a disastrous initiative for Hawai'i public schools that is no longer relevant. We have the opportunity to make a change for the better. I've heard a few comments that our previous evaluation system, the Professional Evaluation Program for Teachers, was "a joke." The sentiment is that the PEP-T was not being used to truly support and develop teachers as professionals. However, EES is not the answer to that problem. If the previous evaluation system was a joke, it was because of the way administrators performed as evaluators, not due to the actions or inactions of teachers. Under PEP-T, teachers often went years without observation, not because they were evading it but because administrators didn't take the time to find out what was going on in classrooms. This is no fault of the teachers, and yet EES puts an extraordinary burden of proof on teachers to minutely document their activities and prove their worthiness. Observations could have been done with PEP-T to witness instruction and offer suggestions for improvement, but evaluators chose not to do it. EES doesn't make teachers perform better than we did under PEP-T, it simply adds tremendous stress and takes time away from our true calling: working with students to help them learn.

There is another way. We can shift the focus to a supportive evaluation system that demands reflection and engagement rather than punitive compliance. Please listen to teachers; we respectfully call on you to improve conditions in our schools by ending EES.

Sincerely,

Mike Landes

Kihei, HI

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**From:** [Kristi Miyamae](#)  
**To:** [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us)  
**Cc:** [Rosenlee, Corey](#)  
**Subject:** TESTIMONY for BOE Agenda, October 4th, 5:00 p.m., Agenda Item IV. A.  
**Date:** 10/03/2016 04:56 PM

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Honorable Chair Mizumoto and Members of the Board,

My name is Kristi Miyamae, a teacher at Mililani Middle School. I also serve as the President of the Central Chapter of HSTA, which represents approximately 2,400 teachers. I am asking you to revise BOE Policy 203.4 in order to restore respect for public school teachers. We are at a crossroads with the passage of the Every Student Succeeds Act (ESSA). We are at a place where we can work collaboratively to re-design and improve our evaluation system. "Consult and confer" and "may negotiate" is not collaboration. I am requesting the removal of this type of language and make provisions to allow for a system that is negotiated through our collective bargaining agreements with the exclusive representation of teachers. These provisions should include, but are not limited to, the evaluation design, criteria and processes for the evaluation system. Teachers want to be a part of the process and can be if you allow HSTA to be our voice.

If the proposed amendments are adopted and HSTA input is allowed, it will help to remedy the extreme low morale that many of our great educators are feeling. In my many conversations, I've been made aware of many educators who are planning and/or moving towards early retirement or leaving the profession because of the perceived added burden of the current evaluation system. The system has merit and there are definite benefits to the program, it's just the seemingly draconian implementation of said policy undermines any potential benefit at the expense of our teachers.

As educators, we already struggle to juggle our responsibilities educating and mentoring our students. The addition of the cumbersome and exhaustive evaluation directives further detracts from what we WANT to do; teach the students! Which is, I believe, what the intent of these evaluations was meant to ensure in it's original concept. Without gaining the trust of our educators, and choke holding valuable time and effort in this current evaluation system, the popular opinion of this evaluation system is, by design, setting us up to fail. Again, as stated prior, I believe that the concept has merit, but the implementation has been less than optimal and has, in essence, tipped the scales the wrong direction. With a shortage of teachers already at hand, we need to retain the valuable assets that our seasoned teachers provide as well as not usurping from our up and coming teachers from their optimism and enthusiasm.

Working together on these amendments will surely pay off in greater dividends rather than keeping the current system unchanged and fostering dissension and allowing for poor morale to fester and erode at our capabilities and talent. After attending an ESSA town hall meeting, the term "trust-based system" was a common bullet point in each of the presentations and conversations. This further illustrated the dire need for a revised evaluation policy based on input given from all sides to alleviate the stress and reverse the sinking morale that our educators are expressing as a result of the current cumbersome directive(s) in our evaluation system. Give us these opportunities to work with the Department of Education to make the necessary changes and help us all reach our ultimate goal, educating our keiki.

Thank you,  
Kristi Miyamae  
Mililani Middle School

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From: [Kristen Stafford](#)  
To: [testimony\\_BOE@notes.k12.hi.us](mailto:testimony_BOE@notes.k12.hi.us)  
Subject: BOE Policy 203.4  
Date: 10/03/2016 05:15 PM

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Honorable Chair Mizumoto and members of the Board,

I'm Kristen Stafford, a teacher at Pu'u Kukui Elementary School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

**I am especially concerned about the negative impact of EES on our teachers and students, because spending time creating SLO's & SSIO's takes away from time to plan for curriculum implementation, classroom behavior systems, lesson planning, team collaboration & other required tasks expected of teachers. This system adds undue stress & I fear it will lead to people leaving the profession &/ or choosing not to become teachers. Teachers should have more time to spend planning for kids, not stressing over extra compliance. I do agree with the observations & reflection pieces of the system.**

Thank you for your time,

Kristen Stafford

Pu'u Kukui Elementary School

Maui\*\*\*\*\*

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From: [leiauhea@gmail.com](mailto:leiauhea@gmail.com)  
To: [testimony\\_BOE@notes.k12.hi.us](mailto:testimony_BOE@notes.k12.hi.us)  
Subject: EES  
Date: 10/03/2016 05:46 PM

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Honorable Chair Mizumoto and members of the Board,

Aloha Chairman. My name is Lei Vickers and I'm a grade 2 teacher at Pu'u Kukui El. School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

**I am especially concerned about the negative impact of EES on our teachers and students, because it's causing teachers unneeded stress in an already demanding and stressful job. The teaching profession is quickly changing for the worse. Teachers are being asked to do 10x maybe 20x more than was asked of them 5 years ago. I've been teaching for over 20 years and it's very different. The list of EES and state mandates keeps growing but teachers aren't afforded the extra time to plan, prepare or even compensated for this extra work. It's sad to see that us teachers in this state are one of the lowest paid in the nation. We work hard, stay late and the state keeps asking for more without compensating us with time or money. In other states like Las Vegas and Texas - a 45-60 min prep is built into their day for work prep.**

**Teachers are able to plan, prepare and even grade papers to provide immediate feedback to students. As a state we need to better support teachers and give them the needed time and pay that they deserve. It's time we get better at respecting teachers as professionals! Mahalo**

Thank you for your time,  
Lei Vickers  
Pu'u Kukui  
Maui

Sent from my iPhone

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From: [Christine Oshita](#)  
To: [testimony\\_BOE@notes.k12.hi.us](mailto:testimony_BOE@notes.k12.hi.us)  
Cc: [Chang, Christopher](#); [lamorrison17@gmail.com](mailto:lamorrison17@gmail.com)  
Subject: EES testimony  
Date: 10/03/2016 09:18 PM

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Honorable Chair Mizumoto and members of the Board,

I'm Christine Oshita, a teacher at Kamali'i Elementary School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

**I am especially concerned about the negative impact of EES on our teachers and students, because the current EES does not recognize teachers as the professionals they are. I attended college and got my bachelor's degree in education. Some teachers have master's degrees or even PhDs. After earning my degree in education, I took and passed all the tests and met the qualifications that enabled me to apply for a job with the Department of Education. I even met the requirements to be called "highly qualified." The department hired me - yes THEY hired ME - because THEY found ME to be qualified to teach effectively, I presume. After being hired, I was on probation for 2 years and PEP-T for 3, and I have now been teaching for 10 years. I take anywhere from 1 to 3 professional development courses and attend various workshops every year to make sure I am at the top of my game.**

**Have I done something to make the department feel I am not teaching effectively? I am permitted me to come to work and teach the children day after day and year after year. Why put the children in my care every day if there is no faith in me nor trust in my ability? I would like to see some evidence that I need to be evaluated. I was rated effective last year. What did I do between last year and this year that requires I be evaluated again? This is the problem I have with the current EES. I have earned my position and have done nothing to deserve to be questioned. If I have, THEY need to show ME the evidence that I am underperforming - not that my students are underperforming, but something I have control over myself. Show me I am not doing my job. Show me why my effectiveness is in question, and I will willingly be evaluated. I feel I have met my burden. I feel the burden should be on the department to provide evidence, data, and documentation that I am not effective and that I need to be evaluated. I do not need another thing - well let's see, there is the documentation, the pre-conference, the mid-term conference, the reflection, the post-conference - so I guess I don't need another 5 things to do. I AM BUSY. Busy trying to be the best I can be for my students and my school.**

Thank you for your time,  
Christine Oshita  
Kamali'i Elementary School  
Maui

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

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## **TESTIMONY FOR AGENGA ITEM VII, C, STUDENT ACHIEVEMENT COMMITTEE REPORT**

**Board of Education General Business Meeting**

**Hon. Lance Mizumoto, Chair**

**Hon. Brian De Lima, Vice Chair**

**Tuesday, October 4, 2016, 5:00 PM**

**Kailua Intermediate School, Cafeteria**

Honorable Chair Mizumoto and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 350 members. On behalf of our members, we offer this testimony on the state's "educator effectiveness system," as it is further codified into practice under the Hawai'i Department of Education's proposed operating biennium budget for 2017-2019.

In recent weeks, members of the BOE have questioned whether or not the board has the capacity to modify our state's teacher evaluation policy in the midst of contract negotiations with the Hawai'i State Teachers Association. For two reasons, we believe you do. First, the teacher evaluations policy was adopted in April of 2012, in the midst of negotiations with HSTA about a 2013-2017 contract for our state's hardworking teachers. Approved at the urging of former Gov. Neil Abercrombie, then policy 2055 effectuated the state's first high-stakes teacher evaluation system, despite evaluations being a central bargaining topic in negotiations breakdowns that led to Abercrombie's unilateral implementation of a "last, best, final" offer in 2011 (and a subsequent complaint with the Hawai'i Labor Relations Board); the rejection by teachers of a contract proposal in January of 2012; and the ratification of a final agreement in July of 2012. In short, the current teacher evaluation was put in place during a period of intense negotiations and legal battling, largely to satisfy the state's Race to the Top grant requirements. RttT, it should be noted, has been nullified by last year's passing of the federal Every Student Succeeds Act.

Second, Article X, Section 3 of the Hawai'i State Constitution empowers the board "to formulate statewide educational policy." Nothing in the Constitution or in Hawai'i Revised Statutes prevents or permits the board to discontinue discharging its executive and fiduciary responsibilities during collective bargaining. The issues impacting our schools, teachers, and students don't stop during contract discussions. Your oversight and policy management of these issues must also continue. If you take the position that the board cannot act on matters that are subject to bargaining, then the board must also cede all authority over developing the DOE's strategic plan and any related budget requests, which includes initiatives related to staff success—including such potential bargaining items as the state's educator effectiveness system, sabbatical leave, workers compensation, recruitment and retention bonuses, teacher licensing fees, employee benefits, misconduct investigations, professional development and more. To relinquish your supervision of the strategic plan would be detrimental to our state's establishment of a long-term educational vision, however, even as the due date for the plan and related Every Student Succeeds Act implementation strategy come mere weeks before negotiations impasse may occur. In fact, by approving the department's strategic plan-aligned biennium budget requests today, you are voting on fiscal items impacted by and reflective of projections about collective bargaining. Therefore, the board must act in its legal capacity as executor of Hawai'i's education policymaking duties. Just as you have the power to act with regard to the strategic plan, so, too, should you lead a review and revision of EES.

We again ask you to open a public discussion about amending the board's teacher evaluations policy, formerly Policy 2055 and now codified as Policy 203.4. We fully endorse the amendments submitted by HSTA and offer the following comments about the differences between EES and a *fair* evaluation protocol.

**Fair evaluations are student-centered.** Under EES, teachers are often rated on their ability to facilitate cookie-cutter curricula linked to standardized testing. **A student-centered evaluation system would urge teachers to connect learning to everyday life,** promote self-exploration and self-questioning, and develop interdisciplinary and complex thinking.

Additionally, EES requires 50 percent of a teacher's rating to be based on predicting student learning outcomes through student learning objectives (SLOs). Because SLOs evaluate a teacher's ability to predict results, they encourage teachers to set low, easily achievable expectations to ensure a high rating. **Fair evaluations gauge teachers' professional skill in setting high standards and motivating students to excel, rather than relying on student learning outcomes that**

diminish achievement and are heavily impacted by external factors, like socioeconomic status.

**Fair evaluations foster a trust-based learning environment.** Through EES, every teacher receives an annual performance rating, with non-tenured teachers and teachers rated less than effective given “enhanced evaluations” and tenured teachers rated effective or better participating in alternating years of a “streamlined evaluation.” **For the 2016-2017 school year, EES was continued for half of the teaching force**, despite the fact that EES is subject to ongoing negotiations with HSTA.

Annual ratings imply a need to constantly monitor the performance of teachers, especially when coupled with a potential loss of income or employment. **Fair evaluations do not need to be performed every year**, unless a teacher displays documented performance deficiencies, and instead **treat teachers as trusted professionals**, responsible for shaping our children’s future.

**Fair evaluations prioritize improvement over punishment.** EES requires an individual professional development plan (IPDP) for teachers rated effective or better and principal directed professional development plan for teachers rated less than effective. Furthermore, under EES, a teacher cannot receive a pay raise and may be terminated for failing to earn an “effective” or better evaluation rating. **Tying teachers’ pay and reemployment rights to evaluation creates a culture of fear and compliance in the workforce.**

Alternative evaluation systems emphasize peer assistance in supporting professional growth. **Fair evaluations nurture mentorship and team-building in professional development**, using veteran teachers’ classroom experience to provide meaningful feedback to new teachers and educators in need of assistance

**Fair evaluations empower teachers to direct their own professional growth.** EES is a top down evaluation system. For the 2016-2017 school year, 50 percent of a teacher’s rating is based on “teacher practice,” broken down into two categories: core professionalism (20 percent) and observations/working portfolio (30 percent). Teacher practice measures draw upon different domains of the Danielson Framework for Teaching, but fail to address how different components of teacher practice operate holistically. Core professionalism indicators include a teacher’s reflection on Tripod Survey data and standardized testing results, **despite research indicating that these measures bear only a passing correlation, at best, with overall teacher performance.**

At no point are teachers invited to select a primary area of professional practice on which to focus their improvement efforts. **A fair evaluation system would not only explain what research-proven teacher traits are required for a successful evaluation, but empower teachers to analyze and act upon their own professional development.**

**Fair evaluations maximize time for training and reflection.** EES is cumbersome, requiring a heavy workload to complete evaluation tasks, but **providing little time for preparation and training.** For teachers, EES provides one week between initial EES training and completion of SLOs and Tripod survey, two weeks between training and principal directed professional development plan approval, and three weeks between training and completion of individual professional development plans and beginning conferences.

Additionally, administrators have been known to rate teachers as less than “effective” after skipping evaluation components or rescheduling classroom observations at the last minute. **Fair evaluations allow teachers to focus on educating our children by providing adequate resources, staff, time, and training for evaluations,** while maintaining a positive work environment by offering maximum time for reflection and multiple opportunities to improve one’s rating.

Your enlightened leadership guides our education system. Teachers have entrusted their concerns into your hands. Please heed their call.

Sincerely,  
Kris Coffield  
*Executive Director*  
IMUAlliance



October 3, 2016

Board of Education  
State of Hawaii  
1390 Miller Street, Room 404  
Honolulu, HI 96813

Re: Testimony in support of the Hawaii Department of Education's Proposed 2017-2019 Biennium Budget Request for the Fiscal Biennium


Dear Chair Mizumoto, Vice Chair De Lima and Members of the Board:

I am writing on behalf of the Hawaii P-20 Council, a 30-member advisory council consisting of representatives from state government, public and private education entities, businesses, non-profits, and unions. This morning, the Hawaii P-20 Council voted unanimously to support the budget request by the Hawaii Department of Education to fund the Dual Credit/Early College Initiative in the amount of \$3 million in the first year and \$6 million in the second year of the 2017-2019 Fiscal Biennium.

The ACT data from the Classes of 2014-16 shows that 93% of Hawaii DOE's 11<sup>th</sup> graders hope to achieve a postsecondary 2-year certificate or degree or above – establishing that Hawaii public school students desire to pursue advanced post-high education. On September 6, 2016, I was able to report to you on the outcomes data of students who received dual credits in high school (see attached). The strong gains in college enrollment and college persistence by students who took college courses while still enrolled in high school and received dual credits show that the Dual Credit Initiative is giving our students what they desire - incredible opportunities for postsecondary success. This is especially true for economically disadvantaged students, and other groups of students who have enrollment percentages that have lagged those of non-high-needs students. This Initiative is moving the needle on closing the college enrollment achievement gap for these students.

We hope you will approve the request for funding toward the Dual Credit Initiative. Thank you for considering our support.

Sincerely,



Karen C. Lee, Ed.D.

Associate Vice President, UH & Executive Director, Hawaii P-20

Attachment

Dual credit programs provide high school students with the opportunity to take college-level courses with the intent to earn both high school and college credits.

### DUAL CREDIT OPTIONS



#### RUNNING START

- Available to students in grades 9-12
- Individual high school students take college-level courses **at a University of Hawai'i campus** along with college students



#### EARLY COLLEGE

- Available to students in grades 9-12
- Students take college-level courses **at their high school campus** along with other high school students



#### JUMP START

- Available to 12th grade students at select high schools who take college courses towards a career/technical education program at select University of Hawai'i campuses

### TIMELINE

**2001**

Running Start, a partnership program between the Hawai'i State Department of Education and the University of Hawai'i, began offering dual credit courses to high school students.

**2011**

Jump Start began in four high schools on O'ahu.

**2012**

Early College became the newest dual credit program in Hawai'i. Currently more than 30 high schools and charter schools offer Early College classes on their campus.

**2014**

The Early College High School Program grant began to assist 12 selected high schools to implement the Early College High School Program.



#### ISAAC SERRANO, Waipahu High School

Isaac Serrano is a sophomore at Waipahu High School who takes part in the school's Olympian program which helps him stay on track to receive his associate's degree by the time he graduates from high school. If he maintains his current pace, he will earn sixty-two college credits, and his AA, by the end of his senior year. Describing his experience in college courses he states, ***"It was enjoyable. People say in college the teachers are strict but they actually do (care) and it's pretty cool being able to see the college experience."*** In addition to the academic benefits, Isaac's mother, Sabrina Phelps, also fully understands the financial benefits of these programs: ***"It will be easier for me financially in the future with (his) college. We are all in college debt and I know personally how it can just run you into a debt hole. I don't want him to start life in that heavy debt"***

### IMPACT OF DUAL CREDIT PROGRAMS

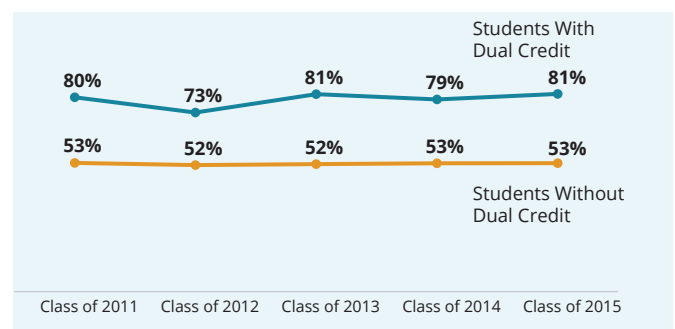
National data suggest that high school students with dual credits demonstrate the following characteristics:

- More likely to meet college-readiness benchmarks
- More likely to enter college, and enter shortly after high school graduation
- Higher persistence rate into second year of college
- Higher four- and six-year college completion rates
- Shorter average time to bachelor's degree completion for those completing in six years or less.

In Hawai'i, dual credit students also demonstrate similar characteristics:

- Higher college enrollment rates
- More likely to enroll in college in the fall term immediately following high school graduation
- More likely to enroll at a 4-year institution
- Higher persistence rate into second year of college

**Hawai'i High School Graduates with Dual Credits Enroll in College at Much Higher Rates**



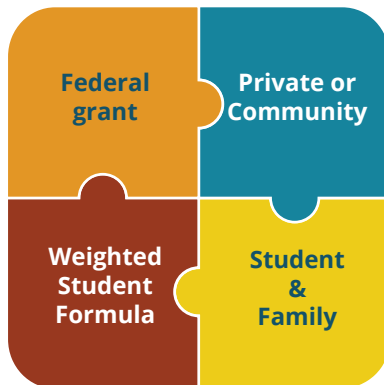
**More Hawai'i High School Graduates Earn Dual Credit Each Year**

Class of	2011	2012	2013	2014	2015
Number of Graduates with Dual Credits	604	672	728	880	1,058
Percentage of Graduates with Dual Credits	5%	6%	6%	8%	10%



## FUNDING

### HAWAI'I'S DUAL CREDIT FUNDING SOURCES



- Hawai'i is one of nine states in the country where the main, consistent source of tuition and fees for dual credit opportunities is students and families.
- Currently, most Running Start scholarships and Early College programs are funded by federal grants and private sources; this has allowed many students to successfully complete college courses free of charge.
- However, not all dual credit students or schools in Hawai'i have access to these types of funds, and nearly all funding will end in the next 1-2 years.

#### JAMES CABRALDA, Leilehua High School Teacher

James Cabralda explains, "*Early College is an eye opening experience, because parents really start buckling down and start saying 'How are we going to pay for our child's education?' It's a hand in hand kind of thing—they (parents) start figuring out how they will pay for college, and I begin asking my students 'how are you planning to pay for college?'*" Since 2013, the number of Early College participants has grown ten-fold from nine to ninety students at Leilehua High School. Mr. Cabralda hopes to continue growing the program throughout his high school to offer more opportunities to his students.

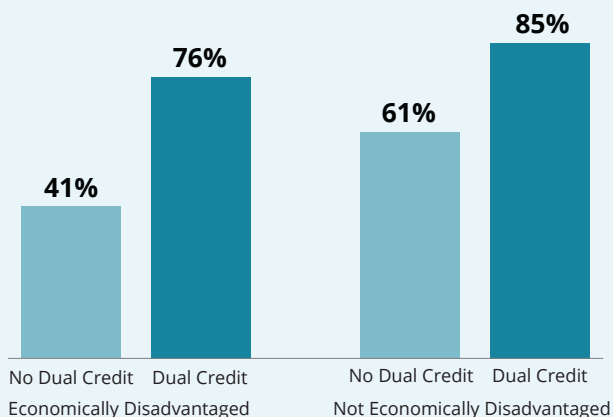


## CLOSING THE ACHIEVEMENT GAP

Early results demonstrate that Hawai'i's dual credit participants, particularly economically disadvantaged students, enroll and persist in college at higher rates.

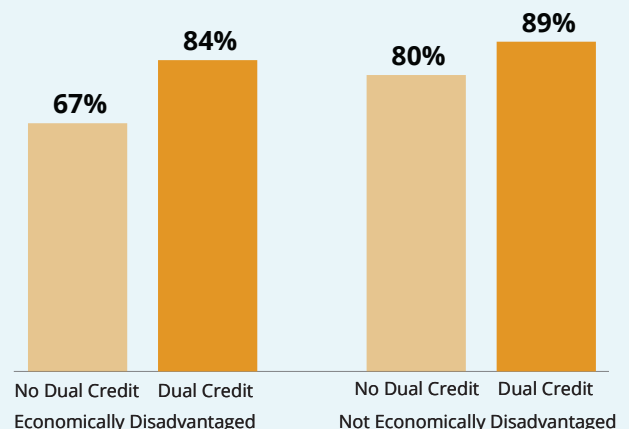
#### Economically Disadvantaged Graduates with Dual Credits Go to College at Higher Rates

Class of 2015 College Enrollment Rate



#### Economically Disadvantaged Graduates with Dual Credits Remain in College at Higher Rates

Class of 2014 One Year College Persistence Rate



# SPOTLIGHT

## EARLY COLLEGE HIGH SCHOOLS

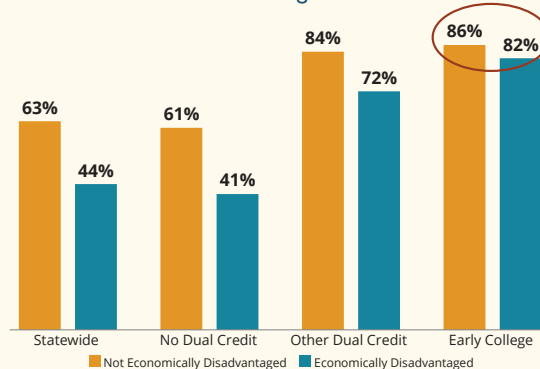
The national Early College High School model provides students who are underrepresented in higher education (e.g. economically disadvantaged, first generation) with the ability to earn high school and college credits simultaneously by taking college courses on their high school campus.

Around 2012, a few Hawai'i high schools began to offer college courses on their campuses to provide dual credit opportunities for students who faced financial, timing and transportation difficulties getting to a college campus. In 2013, and then again in 2016, Waipahu High School received significant funding from the McNerny Foundation to partner with Leeward Community College and UH West O'ahu to expand their early college offerings. In 2014, Hawai'i P-20 Partnerships for Education, funded by the Harold K.L. Castle Foundation and GEAR UP Hawai'i, launched the Early College High School Program by funding Early College courses for three years in 12 high schools across the state. These schools recruited underrepresented students, who did not necessarily consider attending college, for program participation—with the goal of students earning six or more college credits by their high school graduation. Both organizations are investing more than \$1.3 million into the initiative, and some of the schools have also received funds from other sources to support their programs. In Years 1 and 2 of the program, 74 Early College courses were offered, serving more than 970 students. Since then, at least 12-15 additional high schools have begun to offer Early College courses through various funding sources as well.

Data from Class of 2015 high school graduates show promising results from these Early College efforts in students' college enrollment rates, especially in narrowing the gap between economically and non-economically disadvantaged students.

### Early College Program Narrows the College Gap for Economically Disadvantaged Graduates

Class of 2015 College Enrollment Rate



**LEILANI CHELLIAH**, Kaimukī High School

Leilani, the daughter of immigrants who also holds a part-time job, will be the first in her family to earn college credits in America. She has already accumulated eighteen college credits helping her reach her goal of becoming a pharmacist. Leilani was the first freshman at Kaimukī High School to take an Early College course: *"I didn't know what a college class was like and I was scared to try new things."* However, with the support of her AVID teacher, classmates, and counselors at Kapi'olani Community College, she earned an A in that course and is on track to graduate with thirty college credits. She describes her experience as *"amazing because it shows I can do more and it's given me more confidence to push past what I thought was my potential, and it also gave me skills that I can use in the future."*



**BRANDY ALLEN**, Waiākea High School Parent

Brandy takes no job more seriously than being a parent. She wants what is best for her children so enrolling her daughter in Early College courses was an easy decision: *"It's a once in a lifetime chance of her getting a degree. This is the best program; it's a blessing."* She has seen her daughter grow from being nervous about the courses to being confident: *"This is going to help her when she enrolls in college. She has grown so much. She's more focused and takes more time with assignments. She takes more initiative; she's become much more mature."* She also appreciates the savings: *"(We) saved time and money. I know money is important for everyone and this was free, and they paid for books."*

# DUAL CREDIT BENEFITS

Nationally, dual credit opportunities generate a multitude of potential benefits for students, institutions, and the state.

## STUDENTS

Benefits for students include:

- college-level academic preparedness
- exposure to college
- shorter time to degree
- reduced cost of degree
- increased access to courses not available at the high schools

## INSTITUTIONS

Benefits for higher education include:

- targeted student recruitment opportunities
- greater rates of college persistence and completion

Benefits for K-12 education include:

- increased high school graduation rates
- more high school students likely to be college ready

## STATE

Benefits for the state include:

- higher incomes resulting in higher tax revenues
- highly skilled workforce to maintain economic competitiveness
- fewer demands on social services
- improved health
- increased civic engagement

Christian aspires to earn a degree in medicine which will make him the first person in his family to receive an advanced degree. He also aspires to graduate from high school with at least forty college credits: ***"I started high school and didn't know what to do; I realized I had to change and that's when I started doing Early College and now I'm on my way to becoming valedictorian."*** He admits that Early College is much more than just learning content. ***"It taught me time management, how to speak up, and to care about what people say back. It taught me things that can help me in the future."*** Before Early College, he did not want to attend college because it seemed out of reach. Now, with less of a burden of cost, he doesn't ***"have to worry about getting into college"*** and can instead focus on what it will take to finish his degree.



**CHRISTIAN ILDEFONSO**  
Farrington High School Junior

Windward Community College (WCC) is committed to dual credit programs because it is not only a national best practice, but it also has a strong local impact. As dual credit programs have been implemented, WCC has been able to focus on the strengths of local high schools, to grow community partnerships, and to promote student development and success that benefit the entire community. As Vice Chancellor for Academic Affairs, Ardis Eschenberg explains, ***"We have seen impacts at the individual level, where successful course completion is high, and at the macro level, where high school college going rates have improved. Most importantly, WCC has increased college access and success in the community for not only individual students but also for large peer networks and their families."***



**ARDIS ESCHENBERG**  
Vice Chancellor for Academic Affairs, Windward Community College

At first glance, Sean seems to be the typical teenager. What isn't so typical, though, is that he plans to graduate with forty-two college credits. Though he admits to the challenges he has faced being part of Early College, he has used available resources to push himself further than he thought possible all because ***"One of my main goals in life is to get into college; I want to be a structural engineer."*** He realizes the advantages he will have by completing college coursework before graduating high school: ***"It puts me a step ahead of other people. People are going to be fighting for scholarships and for jobs and this program puts me a step above so I can be the one to get that scholarship or I can be the one to get that job first."***



**SEAN ICARI**  
Waiākea High School Junior

Citations for this brief are available at our website: <http://www.p20hawaii.org/resources/dual-credit-issue-brief/>



**S E A C**  
**Special Education Advisory Council**

**919 Ala Moana Blvd., Room 101**

**Honolulu, HI 96814**

**Phone: 586-8126 Fax: 586-8129**

**email: [spin@doh.hawaii.gov](mailto:spin@doh.hawaii.gov)**

**October 4, 2016**

**Special Education  
Advisory Council**

Ms. Martha Guinan, *Chair*  
Ms. Dale Matsuura, *Vice Chair*  
Dr. Patricia Sheehey, *Vice  
Chair*  
Ms. Ivalee Sinclair, *Vice Chair*

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Dr. Robert Campbell, *liaison  
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Ms. Rosie Rowe  
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Dr. Todd Takahashi  
Dr. Daniel Ulrich  
Mr. Steven Vannatta  
Mr. Gavin Villar  
Dr. Amy Wiech  
Ms. Jasmine Williams  
Ms. Susan Wood

Amanda Kaahanui, Staff  
Susan Rocco, Staff

Grant Chun, Chair  
Finance and Infrastructure Committee  
Hawaii State Board of Education  
P. O. Box 2360  
Honolulu, HI 96804

RE: III. B. Committee Action on Department of Education's proposed  
operating biennium budget for the 2017-2019 Fiscal Biennium

Dear Chair Chun and Members of the Committee,

The Special Education Advisory Council (SEAC) welcomes this opportunity to support the following key components of the biennium budget impacting students with disabilities. As we reviewed the budget items, we found the descriptions lacking specific details that would help SEAC to advocate for their support at the Legislature, and we hope to secure more information prior to the opening of the session.

Weighted Student Formula - Budget Item 1

SEAC is in strong support of more funding at the school level, which will hopefully facilitate greater inclusion of students with disabilities in the general education classroom. However, we would like to know the rationale for requesting this specific amount of funding over another. Once this money is allocated, it will be important to track the correlation between expenditures and student outcomes in order to determine optimal supports and cost efficiency.

School Transportation - Budget Item 6

These additional monies are specifically needed for curb to curb transportation services required as a related service under the Individuals with Disabilities Education Act. SEAC supports the additional personnel to ensure timely scheduling and oversight of contracted services. As space allows, SEAC recommends that these bus services also accommodate students without disabilities in rural areas where regular bus service is not available.

-- continued



#### School Based Behavioral Health Positions - Budget Item 14

SEAC endorses these two educational specialist positions for Maui and Hawaii complexes, and stresses the need to select experienced and knowledgeable individuals to supervise and support school level personnel providing behavioral supports to students.

#### Teacher Mentoring - Budget Item 18

A number of educators testifying at the September 20th Human Resources Committee meeting spoke to the value of teacher induction and mentoring supports in ensuring quality services to students and contributing to greater retention of teaching personnel. In supporting this state level educational specialist position, SEAC requests that more emphasis be placed on finding master teachers with special education expertise to mentor new teachers serving students with disabilities. A lack of meaningful support is a key reason why many special education teachers have left their teaching posts after only a few years in the classroom.

#### Pre-K Expansion and Induction Program - Budget Item 21

SEAC has been on record supporting the Executive Office on Early Learning Pre-Kindergarten Program, including the 2014 funding of twenty-one public preschool classrooms in rural areas where private preschool programs are limited. Year Two of the biennium budget includes additional monies to open ten more preschool classrooms in SY 2018-19. While SEAC strongly supports the addition of these classrooms, we would like some assurance that these new classrooms, as well as the 21 classrooms already funded, abide by their commitment to include a natural proportion (i.e. 10%) of students with disabilities. Inclusive options for students with disabilities are extremely limited and must be expanded in order to improve the students' academic, social and behavioral outcomes.

#### Seclusion and Restraints - Budget Item 31

SEAC helped to draft legislation last session to provide an appropriation for training on the appropriate use of physical restraints per Act 206, and more importantly, methods to avoid escalation of behavior that leads to the need for restraint. We have been assured that personnel working with students with behavioral and intellectual disabilities will receive priority for early training, as the incidence of restraints is highest in this population. SEAC strongly supports continued funding of a program manager to oversee training, and we are hopeful that the budget for training can be reduced over time as more teachers in the field become certified in appropriate behavioral training techniques. We respectfully request more information on how many teachers will be trained with these monies and how supervision will be provided.

#### Preschool Teachers and Educational Assistants - Budget Item 35

We concur with the need for more teaching personnel to support preschool students with disabilities in overcrowded classrooms, and we are grateful to the department for finding the funds to support these positions.

-- continued



Training and Licensure of Paraprofessionals - Budget Item 36

Act 107 requires that direct support workers (including educational assistants and paraprofessionals contracted by the Department) who provide autism treatment services to a student as indicated in his or her individualized education plan be licensed as a registered behavioral technician no later than January 1, 2019. SEAC supports the expenditure of the projected \$4.7 million via trade-offs or transfer, and requests more information about how many paraprofessionals are targeted for this training, the time line for trainings and credentialing, and how required supervision will be provided.

Finally, in reviewing the budget, SEAC notes that a number of Request Summaries include the sentence “additional supports will increase capacity to close existing achievement gaps.” While there has been some narrowing of the High Needs Group achievement gap over the last several years, it does not reflect improvements for students with disabilities. This population continues to experience extremely poor outcomes on statewide assessments. In SY 14-15, the last year that assessment scores were available, only about one in ten students with disabilities was proficient in English Language Arts and Mathematics. Consequently, SEAC would like some assurance of accountability that all students with disabilities (not merely students with autism or behavioral needs) are receiving top priority in activities to reduce the achievement gap, and that funds requested in the biennium budget are adequate to provide the personnel and resources required for successful outcomes for special education students.

Thank you for this important opportunity to offer input. If you have any questions, please feel free to contact me.

Respectfully,

Martha Guinan  
Chair





## KAMEHAMEHA SCHOOLS®

Time: 5:00 p.m.  
Date: October 4, 2016  
Meeting: Hawai'i State Board of Education  
Location: Kailua Intermediate

**Re: Agenda Item 4(A)(3). Committee Action on Department of Education's proposed operating biennium budget for the 2017-2019 Fiscal Biennium**

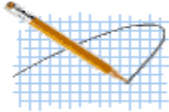
Aloha! My name is Wai'ale'ale Sarsona. As part of Kamehameha Schools' strategic plan, which guides us to contribute to the communities' collective efforts to improve Hawai'i's education systems for Native Hawaiian learners, Kamehameha Schools is committed to support public education. Therefore, we are writing to express our support of the Office of Hawaiian Education's Budget Request.

Established in 2015, the Office of Hawaiian Education continues to work with community in a meaningful and positive way to design their work to advance Native Hawaiian education for all public education students. The Office of Hawaiian Education needs to be resourced in a manner that honors the collective process employed to address Hawai'i Board of Education policy goals. (E3 Na Hopena Ao, 105.7 Hawaiian Education, 105.8 Ka Papahana Kaiapuni). The Office of Hawaiian Education did not exist when the Hawai'i Department of Education created their last budget request and therefore funding needs to be secured for the operation of the Office of Hawaiian Education.

Founded in 1887, Kamehameha Schools is a statewide educational system supported by a trust endowed by Princess Bernice Pauahi Bishop, whose mission is to improve the capability and well-being of Native Hawaiian learners. Kamehameha Schools advocates for and supports Hawaiian-culture based educational pathways. We believe that Hawaiian-culture based education schools provide quality educational choices for all families and ultimately enhance both academic achievement and engagement for students.

We commend the BOE for working hard to increase the effectiveness of our public education system and urge this Committee to approve the full budget request of the Office of Hawaiian Education. E kūlia mau kākou i ka nu'u! Let's constantly strive for the summit. Mahalo a nui.

## Late Testimony



Elena Kamai/MAUIWAENA/HIDOE

10/04/2016 01:43 PM

To testimony\_BOE@notes.k12.hi.us

cc

Subject DOE Testimony

Honorable Chair Mizumoto and members of the Board,

Aloha!

My name is Elena Kamai and I am a teacher at Maui Waena Intermediate School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students for three main reasons:

1) Teachers have obviously lost a great deal of public respect as professionals, trained and educated to be the facilitators of learning in a capacity that is not possible unless one has undergone the schooling and training that we have. To further exemplify this, I am a second generation Filipino/Japanese, Hawaii-born citizen. Both of my parents do not have college degrees, although both were employed full time throughout their adult lives and my father was a police officer with the Maui Police Department for 25 years prior to his passing. That being said, I was fortunate enough to have had the opportunity to work hard and earn my Associates degree, my BEd, and my Master in Educational School Counseling degree. My point is, although I am highly trained and have taught for 23 years here in Hawaii's public school system, I am extremely disheartened to see the tremendous downward spiral of the respect for educators. As reflected in the downward spiral of our nation's moral fiber, so too is the negative impact against teachers. All the EES system has done is create much more frivolous "paperwork" for us, taking away my ability to add extracurricular attention to my students. As an example, I would love to incorporate recess and lunch recess groups fun times with singing and dancing (Did I mention I used to perform with Bruno Mars' family on Oahu as one of the Highnotes singers with his mother together with his father and the Lovenotes? There is tremendous talent and energy in our teaching force being wasted!), knitting/crocheting, reading and authoring, computer coding, sketching and poster-making. But this is nearly impossible because of the added forms and data collection and never-ending teacher observations and surveys we must prepare for...

2) EES has diminished the morale in our schools. I've taught at schools on both Oahu and Maui and I see the swift changes, the demise of our enthusiasm and joy of teaching brought about as a result of the strains EES causes.

3) EES is obviously just another bureaucratic endeavor by our government to "display" the "efforts" of our Board of Education and Department to keep us teachers accountable. This is a sad waste of time and money... We all know that. I say this



because as with many of the mandates thrust upon us, EES was not even fully "designed" when we began. We had to "learn as we go" and we are still doing that. If it is so important that teachers abilities be assessed, why cannot the process by which we are "judged" be one that is complete and fully functional when it is given to us?

Again, if our "true" care is for the betterment of our students' learning experience, please consider restoring our public respect so that we can truly be effective educators. Please amend the board's teacher evaluation policy and reconsider the use of the EES process.

Thank you for your time,

Elena Kamai  
Maui Waena Intermediate  
<http://www.donorschoose.org/ElenaKamai>

Board of Education General Business Meeting  
Tuesday, October 4, 2016  
Honorable Lance Mizumoto, Chair

Testimony for Agenda Items IV-B, Superintendent's Report and V-A, Bright Spots

Honorable Chair Mizumoto and Members of the Board,

Aloha, I am Beatrice DeRego, Test Coordinator and Head Faculty Representative at Kahuku High and Intermediate. I am also a member of HSTA's Negotiations Committee and also a member of the Department of Education's Teacher Leader Workgroup. I am one of many DOE "Bright Spots."

On December 10, 2015, in a rare show of bipartisan support in a polarized Congress, President Obama signed the "Christmas miracle" into law – the Every Student Succeeds Act (ESSA). The impetus for this legislation was the elimination of the educational malpractice known as "No Child Left Behind" and its inadequate Band-Aid, The Race to the Top. The most important factors of ESSA are first, the requirement that all partners in a student's education have an equal opportunity to collaborate on developing a new vision of education that focuses on the whole child; - and second, a state's responsibility in ensuring that the vestiges and structures remnant of the prior failures are dismantled. This will obviously be a difficult task since entire strategic plans and educational policies are tainted to a large degree with the compliance mandates of the previous era. Additionally, the federal government is asking states to move at light speed.

Both the Superintendent's Report and the Bright Spots presentation highlight the work of teachers, administrators, and students collaborating to ensure student success and provide direction for the state regarding the necessities for improving students' lives. Principal Mark Elliott extols the virtues of providing time and resources to cultivate the culture necessary for advancement. "This network would never have happened without the time and expense provided for us — we would've had no means to create such an opportunity. These ongoing relationships have made a world of difference in shortening the learning curve." These resources must also be provided to teachers through reduced class sizes, lessening the administrative burden of the current Educator Evaluation System and annual state testing practices, providing more preparation and collaboration time, and paying teachers an honest salary that allows them to spend additional time pursuing their educational passions rather than second or third incomes required to survive.

The Kailua-Kalaheo Complex presentation provides a promising process for driving student achievement through professional development, collaboration, research-based instructional practices, and student choice. Unfortunately, they are required to focus their energies through the lens of the current Strive-Hi plan, which places undue emphasis on quantifiable data resulting from standardized testing. It takes little imagination to extrapolate what they could achieve if their goals were student rather than test centered.

Students are not widgets, even though much 20th century educational practice was driven by the Henry Ford model of standardization. We have move into 21<sup>st</sup> Century Learning. Much is made of the current "Information Age" and innovation – a rich word that implies that we bring in new things and alter established practices. ESSA provides the opportunities to return to other methods of measuring student achievement. Hawaii has the opportunity to reduce the thrust of 14 years of one-size-fits-all testing by accepting the voices of our communities pleading for a balanced vision of education that is culturally responsive, supports all students with adequate resources – including safe, renovated campuses, and allows both student and teacher freedom without fear of reprisal. It is the purview and responsibility of the Board of Education to guarantee that educational policy aligns with ESSA. I, and 98% of the teachers at my school, ask you to believe us – it would be easier to quit than to lie.

### **Chair Mizumoto and Members of the Board:**

I am writing in support of agenda item, IV. A - Finance and Infrastructure Committee Report, specifically those items that support early college education and the Office of Hawaiian Education. It is my hope that financial support for both these endeavors remains strong.

As was presented earlier, the indicators related to the impact of early college opportunities point to strong outcomes for our students across the state. I believe that continued support would help more high school students become more comfortable with the idea that they are “college material”. Whether they choose to attend college directly afterschool or sometime down the road, their belief that they can be successful college graduates will help them in whatever they choose to take on in their future.

Beyond the gains for our students at this time is a model for how we might be able to address college and career readiness and, potentially, how we might want to address student populations on our larger campuses. Perhaps students could begin coursework at the colleges and universities in their neighborhoods during their junior and senior years. This would greatly help ease the population at schools like Campbell, Farrington and Waianae...all schools that use the block schedule model that provides an opportunity for students to earn all 24 DOE graduation requirements in three years, rather than four.

If early college opportunities can be expanded to on-line courses, investments in technology for this may help ease the on campus numbers even further.

We are at the start of what I think can make some meaningful change to our educational system.

As a native Hawaiian, I am gratified that our education system, wholly westernized and missionary like in its formation, has an Office dedicated to the promotion of those academic endeavors that recognize the value that Native Hawaiians have always put on education. That the Office of Hawaiian Education (OHE) has already developed programs that are being utilized in our schools shows how ready we have been for this.

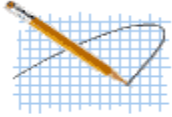
As a teacher in Kapolei High School’s Ho’ola Leadership Academy, my team and I have adopted Na Hopena A’o: HA as the foundation and format for our classroom management, our assessment, and our curriculum development. Our students have embraced HA and have actually presented to our teaching staff the value of HA in all that we do.

I know that this is just the beginning, and I hope that your support in this area does not wane. If ever there was a time when one and all should be living aloha, this is it. If there is a way to teach one and all, HA is it.

Thank you for your consideration,

Joan Kamila Lewis  
Teacher, Ho’ola Leadership Academy  
Kapolei High School  
91-5007 Kapolei Parkway  
Kapolei, HI 96707  
808-305-8200

## Late Testimony



Reba Uilani  
Uwekoolani-Aarona/KALAMA/HIDOE

10/05/2016 07:35 AM

To testimony\_BOE@notes.k12.hi.us  
cc  
Subject EES Testimony

Honorable Chair Mizumoto and members of the Board,

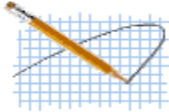
I'm Reba Uilani Uwekoolani-Aarona, a teacher at Samuel Enoka Kalama Intermediate School on Maui. Please restore respect for public school teachers by revising BOE Policy 203.4 to address the failings of the DOE's Educator Effectiveness System. Please amend the board's teacher evaluation policy to enable HSTA to negotiate a smart, supportive, and evidence-based evaluation system that improves the working conditions of our teachers and the learning environment of our students.

I am especially concerned about the negative impact of EES on our teachers and students, because of the extreme work load it add to the teacher which will affect the time they spend preparing for student lessons. Not to mention the confusing language used on the Tripod survey and the fact that teachers pay is directly linked to student test scores. This is unacceptable. There are too many variables when it come to student test scores that can impact their performance and is out of the range of the teacher's scope. Therefore, it is truly unfair to be held accountable for those measures.

Thank you for your time,  
R. Uilani Uwekoolani-Aarona  
Samuel Enoka Kalama Intermediate School

Maui

## Late Testimony



Sandy Webb <mrssandywebb@gmail.com>

10/05/2016 06:14 PM

To testimony\_boe@notes.k12.hi.us

cc

Subject Testimony Regarding EES

Aloha, my name is Sandy Webb and I'm a 22 year veteran teacher at Mililani High School.

I support changes in the EES system. The HSTA leadership has done an excellent job of listening to teacher concerns all over the state and when they suggest changes, they are representing us well.

I am against the current change that allows one component of the evaluation to be the single determining factor in an overall EES score.

I am against the use of standardized test scores, especially those outside of our control and content area, being tied to teacher assessment. The assessment tools I create are much more informative and provide a much clearer picture of my impact on student learning - they should be utilized as a tool to determine my effectiveness as an educator.

Teaching is a job that I love - I've been at it for 32 years! I am concerned, however, that EES is tied to my livelihood - I'm motivated without an assessment system that is tied to any much needed salary increase. When the cost of living is factored in, we're the lowest paid teachers in the country and we all deserve a raise!

Changes in federal education policy have opened the door to much needed changes in Hawaii's education policies - please hear us when we are asking for them!

Mahalo for your consideration!

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