



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
House Committee on Education, and
Committee on Labor and Public Employment

January 27, 2010, at 2:00 p.m.
Conference Room 309

Written Testimony
by
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HB 2190: RELATING TO THE HAWAII TEACHER STANDARDS BOARD

UH Mānoa and the College of Education supports HB 2190, specifically the change to allow delegation of authority to the HTSB executive director as deemed reasonable and proper.

The proposed legislation reflects the recommendations submitted by the working group specified in Act 2, SSLH 2009 (Part II, Section 9). The Act 2 legislation required the Dean of the College of Education at UH Mānoa to call together a working group composed of representatives from P-20, the Department of Education, the HTSB, the HSTA, and DCCA as well as a Milken awardee to consider licensing rules and their impact on teacher workforce needs.

One of the problems the working group identified was that teacher candidates had to wait to receive their licenses until the HTSB Board met and approved the issuance. The working group considered delegation of authority language used by the DCCA to approve routine license applications. The working group adopted parallel language as provided by the DCCA representative to the working group. This is the language that appears in HB 2190.

We urge the legislature to approve the recommended language to improve the efficiency of the processing and issuance of teacher licenses.

Thank you for the opportunity to testify.



STATE OF HAWAII
HAWAII TEACHER STANDARDS BOARD
650 Iwilei Road, Suite 201
Honolulu, Hawaii 96817

TESTIMONY BEFORE THE HOUSE COMMITTEE ON EDUCATION

RE: HB 2190: Relating to the Hawaii Teacher Standards Board

Wednesday, January 27, 2010

DR. JONATHAN GILLENTINE, CHAIRPERSON
Hawaii Teacher Standards Board

Chairman Takumi and Members of the Committee:

The members of the Hawaii Teacher Standards Board strongly support HB 2190 Relating to the Hawaii Teacher Standards Board, which would authorize the board to delegate certain duties to the executive director or other designee. In 2008, the Deputy Attorney General advised HTSB that it must approve all teacher licenses at their regular meeting once a month. This creates challenges for teachers as they apply for Department of Education employment, especially at the beginning of the academic year. Although a license effective date is determined by the date an applicant meets all licensing criteria, teachers can not receive their printed license until after the board approves. For some teachers, this can be after DOE hiring deadlines.

The board would prefer to delegate authority to the executive director or other designee so that routine license applicants can be approved as they are completed, rather than having to wait for the board's next meeting. Teachers would receive their license as soon as they meet all criteria instead of having to wait for up to a month. The board would then ratify these license actions in the same way that other Department of Commerce and Consumer Affairs (DCCA) licensing boards handle their approvals. Any adverse license action or condition may only be approved by the board.

The board shall not delegate the authority to adopt, amend, or repeal rules.

The board shall delegate authority based on a concurrence of a majority of the members, and conduct its meetings in accordance with Chapters 91 and 92.

Thank you for this opportunity to testify.

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

To: House and Senate Education Committee Members
From: Malcolm Kirkpatrick
In re: HB 2190
EDN, 2010-01-27-2:00

Thank you for this opportunity to speak. My name is Malcolm Kirkpatrick. I was for ten years a teacher in the Hawaii DOE. I have a BA in Math and a P.D in Secondary Math Education from the University of Hawaii. Since 1995 I have been a self-employed Math tutor and have studied Education issues independently.

Please DO NOT support HB 2190

The Teacher Standards Board (TSB) has advanced useless, contradictory, counter-productive, and expensive teacher license requirements. This Board, as constituted, places the HSTA and HGEA in a serious conflict of interest as regards the HSTA's responsibility to represent teachers in disputes with the DOE administration. The enabling legislation which created this Board should be repealed, this Board abolished, and teacher employment decisions made at the school level.

Eric Hanushek on teacher quality...

"(T)eacher quality appears to be unrelated to advanced degrees or certification..."

<http://www.nctq.org/nctq/research/1112806467874.pdf>

Brookings Institute on teacher quality...

http://www.brookings.edu/papers/2006/~media/Files/rc/papers/2006/04education_gordon/200604hamilton_1.pdf

"According to recent evidence, certification of teachers bears little relationship to teacher effectiveness (measured by impacts on student achievement). There are effective certified teachers and there are ineffective certified teachers; similarly, there are effective uncertified teachers and ineffective uncertified teachers. The differences between the stronger teachers and the weaker teachers only become clear once teachers have been in the classroom for a couple of years."

Please read Matthew Ladner (Jay Greene's blog) on the Brookings study of teacher quality

<http://jaypgreene.com/2008/12/17/teacher-certification-ineffective-counterproductive-and-possibly-racist/>

The Hawaii Teacher Standards Board testified in favor of salary enhancements for teachers who have attained certification by the National Board for Professional Teaching Standards. Abundant statistical empirical research finds no support for this policy.

"The Education Consumers Consultants Network compared the academic improvement of Tennessee students taught by nationally-certified teachers with the improvement of all other students in the state. The data revealed that 'on the whole, the students taught by NBPTS-certified teachers gained no more than their local peers.' "

"This shouldn't be a surprise. NBPTS certification is really just ordinary certification on steroids -- a puffed-up assessment of teachers' mastery of conventional certification standards.

Considering the large body of research finding almost no correlation between certification and

teacher effectiveness, it makes sense to expect no correlation between "super-certification" and student performance. What one should expect is proportionately inflated rhetoric about the value of the certification, which is exactly what one finds."

http://www.education-consumers.com/ecc_news_nbts.php

"No study, however, has ever shown that National Board certified teachers are any better than other teachers at raising student achievement" (Michael Podgursky, "Defrocking the National Board", commenting on the study "The Certification System of the National Board for Professional Teaching Standards: A Construct and Validity Study", by Lloyd Bond, Richard Jaeger, Tracy Smith, John Hattie. <http://www.educationnext.org/20012/79.html>)

The State Auditor (Hawaii Reporter, 2009-03-02)

<http://www.hawaiiireporter.com/story.aspx?2aa85add-f5a9-4050-b186-c258b7301736>

"Seven years after assuming the licensing function, the board has neither an effective initial or renewal licensing program in place. The board exceeded its authority in extending licenses beyond the original authorization. It has been granting license extensions rather than renewing licenses beyond the two years set by the 2001 Legislature."

Malcolm Kirkpatrick

The Cost of Teacher Certification (Hawaii Reporter, 2004-03-12)

<http://www.hawaiiireporter.com/story.aspx?d3c6eacf-066c-441e-bde8-d553afd846f8>

Abundant evidence supports the following generalizations:

- 1) As policy makers move control over the choice of curriculum and the pace and method of instruction away from individual parents to remote authorities, overall system performance falls.
- 2) Political control of school harms most the children of the least politically adept parents. In consequence, States with numerous small school districts achieve higher performance at lower cost than States which enroll a large percentage of the student population in a few large districts. In general, local control of school yields higher performance, lower rates of juvenile crime, and lower per pupil cost. The Hawaii Teacher Standards Board enhances centralized control at the expense of students, parents, real classroom teachers, and taxpayers.

Please DO NOT support HB2190.

Thank you for your time.

