



HAWAI'I EDUCATIONAL POLICY CENTER  
*Informing the Education Community*

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Written Testimony  
presented before the  
House Committee on Education  
and  
House Committee on Labor & Public Employment  
March 14, 2012, 2:10 pm, Room 309  
by  
Donald B. Young, Director  
Hawai'i Educational Policy Center

**LATE TESTIMONY**

SB 2789, SD2 RELATING TO EDUCATION

Chair Takumi, Vice Chair Belatti and Members of the Committee on Education;  
Chair Rhoads, Vice Chair Yamashita and Members of the Committee on Labor & Public  
Employment.

HEPC respectfully submits the following as input for consideration in the decision  
making process on issues concerning the evaluation of teachers and principals

HEPC supports of the intent of SB 2789 SD2 which provides the Hawai'i Department of  
Education the directive, means and flexibility to improve educator effectiveness so that  
Hawai'i's youth can achieve future success.

This bill clarifies and reinforces the authority of the Hawai'i DOE to implement an  
evaluation system for teachers and principals and improve outcomes for our students.  
It will allow the public to have assurances about the rigor of the DOE's performance  
management system and educators' evaluations based on effectiveness.

HEPC points out that it is crucial for student learning in the 21<sup>st</sup> century that student  
achievement not be limited to scores on high-stakes tests, but also include multiple  
measures of success that incorporate student growth as determined by classroom work,  
project-based and inquiry-based learning, attendance, and other factors. This is the  
time to move beyond "teaching to the test" not only for students but also for teacher  
and principal evaluations. The following provisions of this bill directly address this, and  
deserve your support:

- (1) Student learning and growth, which shall consist of multiple measures, to include student assessment, as determined by the department;
- (2) Fiscal accountability and instructional leadership on the part of educational officers;  
and

(3) Effective classroom practice and student engagement on the part of teachers.  
The department may include other criteria at its discretion.

As long as the criteria for student learning and teacher success are broad, this is a step in the right direction.

Regarding principal evaluation, when a school achieves accreditation for the maximum number of years (6), HEPC believes this is an indication that a rigorous whole-school evaluation has been implemented and both management and leadership of the school community is excellent. HEPC respectfully suggests WASC full accreditation should in itself be a major criterion for principal evaluation.

Thank you for this opportunity to testify.



KANEOHE  
RANCH

March 14, 2012

The Honorable Roy M. Takumi, Chair and Members  
House Committee on Education  
The Honorable Karl Rhoads, Chair and Members  
House Committee on Labor and Public Employment  
Hawaii State Legislature  
State Capitol  
Honolulu, HI 96813

LATE TESTIMONY

**RE: Testimony on SB2789 SD2 RELATING TO EDUCATION**

Ladies and Gentlemen:

This testimony is submitted in support of SB2789 SD2.

On August 24, 2010, the U.S. Department of Education announced Hawaii as a winner of a \$75 million Race to the Top grant. The Hawaii DOE team proved we could compete successfully and we were one of eleven states and the District of Columbia to win, placing third in the final standings. We won because of a bold plan to improve education outcomes for all Hawaii's children. Nothing is more important to our State's future. Hawaii's 2011 NAEP scores showed the Department is making progress.

SB2789 SD2 provides authority needed to preserve Hawaii's Race to the Top grant. It provides the Hawaii Department of Education the directive, means and flexibility to improve educator effectiveness so that Hawaii's youth can achieve future success.

This bill will clarify the authority of the Hawaii DOE to implement an evaluation system for educators and improve outcomes for our students. It will allow the public to have assurances about the rigor of the DOE's performance management system and educators' evaluations based on effectiveness. In my occupation, professionals are evaluated based on diligence, hard work, team play and business success, with data as a component. Performance evaluation is essential to developing better staff members and professional workers.

Although this writer hopes these matters can be achieved through collective bargaining, this legislation is needed to protect the Race to the Top grant.

I believe improved student outcomes are critical to the future of our state, and improving educator effectiveness is a key element to achieving those outcomes.

Thank you for this opportunity to testify and for your kind consideration of these matters.

Very truly yours,

H. Mitchell D'Olier  
President and  
Chief Executive Officer

Testimony on SB2789, SD 2 RELATING TO EDUCATION

By Terrence R. George, Executive Vice President & COO, Harold K.L. Castle Foundation

March 13, 2012

To Chair Takumi and Chair Rhoads:

I am writing in support of SB2789, SD2 which provides the Hawaii Department of Education the directive, means and flexibility to improve educator effectiveness so that Hawaii's youth can achieve future success.

This bill will clarify and reinforce the authority of the Hawaii DOE to implement an evaluation system for teachers and principals, and improve outcomes for our students. Hawaii has already made significant progress in piloting such a system in 18 of its schools, using a fair and reliable process based on research-tested tools co-designed by teachers, union leaders, scholars, and education officials in school districts such as Memphis, whose teachers, like those in Hawaii, are represented by the National Education Association.

Recent surveys show that Hawaii's teachers largely welcome a performance management system as long as it is fair, reliable, not based on a single high-stakes test, and linked to tailored professional development both for the evaluators and for the teachers. Principals in the 14 schools in the Kailua-Kalaheo district are already using an online evaluation of their performance that is part of a comprehensive coaching strategy to improve the effectiveness of large teams of instructional leaders. The results in those schools have been very strong: student achievement has grown rapidly, because teachers are more effective. Teachers are more effective because instructional leaders are stronger, due to coaching that was tailored based on the initial principal performance evaluations. In short, a well-designed talent development system can strengthen teaching and learning in every classroom, every day—a necessary condition for Hawaii to achieve its educational goals.

We adults owe each of Hawaii's children the opportunity to be taught well in every year of their K-12 education, so they are ready to succeed in college and to secure a living-wage job. Improving educator effectiveness is a key element to making that opportunity real for every child. Thank you for this opportunity to testify.

Sincerely,

Terrence R. George  
Executive Vice President and Chief Operating Officer  
Harold K.L. Castle Foundation email: [tgeorge@castlefoundation.org](mailto:tgeorge@castlefoundation.org)