

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Wednesday, February 13, 2013
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Goedde, Vice Chairman Mortimer, Senators Pearce, Fulcher, Nonini, Thayn, Patrick, Durst and Buckner-Webb
- ABSENT/ EXCUSED:**
- NOTE:** The sign-in sheet, testimonies and other related materials will be retained with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.
- CONVENED:** **Chairman Goedde** convened the Education Committee at 3:03 p.m., and a silent roll was taken.
- MOTION:** **Vice Chairman Mortimer** moved to approve the Minutes of January 17, 2013. **Senator Fulcher** seconded the motion. The motion carried by **voice vote**.
- MOTION:** **Senator Fulcher** moved to approve the Minutes of January 21, 2013. **Vice Chairman Mortimer** seconded the motion. The motion carried by **voice vote**.
- MOTION:** **Senator Thayn** moved to approve the Minutes of January 23, 2013. **Vice Chairman Mortimer** seconded the motion. The motion carried by **voice vote**.
- MOTION:** **Senator Nonini** moved to approve the Minutes of January 24, 2013. **Senator Fulcher** seconded the motion. The motion carried by **voice vote**.
- MOTION:** **Senator Patrick** moved to approve the Minutes of January 28, 2013. **Vice Chairman Mortimer** seconded the motion. The motion carried by **voice vote**.
- PRESENTATION:** **Dr. Corrine Herlihy**, Project Director, National Center for Teacher Effectiveness, Harvard Graduate School of Education, presented findings of the Measures of Effective Teaching (MET) study, by Tom Kane, via live video conference from Harvard Graduate School of Education. Funded by the Bill and Melinda Gates foundation, this three-year study began with the premise that some teachers perform better than others; some of the differences in teacher effectiveness are measurable; and that new teachers tend to have a one-to-two year learning curve. When dealing with adult learners, feedback is important so that action can equal effect. What MET suggests is that the United States is not going to see a dramatic change in student test scores unless a change in teaching takes place, and teaching cannot change without teacher feedback. Unfortunately, teachers today receive very little valuable feedback.
- Ms. Herlihy** stated that the MET project was unique in (1) the variety of indicators tested: 5 instruments for classroom observations, student surveys, value-added on state tests; (2) its scale: 3,000 teachers, 22,500 observation scores, 900+ trained observers, 44,500 students completing surveys and supplement assessments in year one, 3,120 additional observations by principals and peer observers in Hillsborough County, FL; and (3) the variety of student outcomes studied: gains on state math and English language arts, gains on supplemental tests, and student-reported outcomes (effort and enjoyment in class). **Ms. Herlihy** then reviewed in depth how the study was conducted. Her powerpoint presentation of methodology and data is attached and incorporated by reference.

Ms. Herlihy summarized some of the key findings of the study. (1) when assigned randomly, teachers perform consistent with their pre-study results. This finding suggests that teacher effectiveness, not student mix, determines achievement outcome. (2) Students can discern the effectiveness between teachers. (3) The MET student surveys were based on the Danielson model, which is the same model that Idaho uses. (4) Reliability means obtaining the same score no matter which day is observed or which observer participates. (5) Reliability is maximized by numerous samples. (6) Student surveys are more reliable than observational measures. In response to questions by the committee, **Ms. Herlihy** concluded by saying that the MET study is a measure of effective teaching; no intervention was part of this study. If a well-designed survey is conducted, it will be aligned with student achievement. **Chairman Goedde** thanked Ms. Herlihy for her presentation.

**PASSED THE
GAVEL:**

Chairman Goedde passed the gavel to **Vice Chairman Mortimer** who called upon Chairman Goedde to introduce the first bill under consideration.

S 1055

Chairman Goedde explained that **S 1055** requires that both a district's annual budget as well as certain master labor agreements be included on the district's website. This information had been in the code, but was possibly lost in the language of the propositions. Senator Durst asked if the information needed to be searchable; Chairman Goedde replied that the bill does not require it.

MOTION:

Senator Durst moved that **S 1055** be sent to the Senate floor with a **do pass** recommendation. **Senator Thayn** seconded the motion. The motion carried by **voice vote**.

**PASSED THE
GAVEL:**

Vice Chairman Mortimer passed the gavel back to Chairman Goedde.

Chairman Goedde opened a discussion about education budget recommendations for his presentation before the Joint Finance and Appropriations Committee. Since Vice Chairman Mortimer sits on that committee, **Chairman Goedde** asked Vice Chairman Mortimer to lead the discussion. A line-by-line review of the education budget ensued with recommendations from committee members. **Jason Hancock**, State Department of Education, supplied additional facts concerning various budget items. **Chairman Goedde** said that he would develop a recommendation package for final review at the next committee meeting.

ADJOURNED:

Having no further business before the committee, **Chairman Goedde** adjourned the meeting at 4:30 p.m.

Senator Goedde
Chairman

Elaine Leedy
Secretary