

Angela Bonilla  
Testimony in support of HB 2703  
3/6/2023

Hello Chair Neron, Vice Chairs Wright and Hudson, members of the committee.

My name is Angela Bonilla and I am currently the President of the 4400 member Portland Association of Teachers. When I am not on release from my classroom, I am typically a Dual Language Immersion Elementary Teacher at Portland Public Schools. I appreciate the opportunity to testify in front of you today to express my support for HB 2703.

In Oregon, class size and caseload are only mandatory subjects of bargaining at Title I schools, and HB 2703 would simply mean that those two very crucial topics remain on the table at schools throughout Oregon.

You may have heard from groups like the Oregon School Board Association that "the research" shows that class size does and does not have an effect on student learning.

John Hattie conducted a meta-analysis of all of the different conditions that affect student learning, and published it in his book [Visible Learning](#). The [barometer of influence](#) effect size of .40 equals one year of learning/growth in one year's time. Effect sizes greater than .40 mean there is accelerated learning. These can be combined to have a positive impact on student achievement.

**You will see on the second page, that reducing class size has shown to be "Likely to have a positive impact on student achievement."**

The highest impact on student learning and achievement is "Collective Teacher Efficacy" with an effect size of 1.57, "Potential to considerably accelerate student achievement." If .40 is one year's learning in one year's time, **collective teacher efficacy means students will show almost 4 years of growth in one year's time.**

In addition, we know that student needs after the covid closures have only increased. I hear from experienced teachers every day: "a class of 30 now is not like a class of 30 when I started years ago".

Collective teacher efficacy cannot happen when teachers are burned out and feel ineffective because their attention is split 35 ways. **Collective teacher efficacy cannot happen when administration and leadership make decisions without considering teacher input.** Collective teacher efficacy cannot happen when we have to bargain for language that gives us more pay or more support the larger the class. We don't want extra pay to do an impossible job. We want students to be able to learn, connect with me and each other. We need to be able to collectively bargain over class size.

We know our students learn better when they are in the right environment. Being able to bargain around class size and caseload means we have the tools to get them there. The chance to bargain around class size or caseload does not always translate to smaller classrooms, or more teachers, but what it does is open the conversation for what the environments in our classrooms are like. It gives us the tools to make sure students are in the right environments to learn. And it means that educators have the supports they need to do their jobs. It ensures that everyone's safety is a subject that is talked about in a meaningful way that results in progress.

I would be remiss if I did not also state that part of the issue with large class sizes is the outsized bloat in our administrative level. At PPS, we have anywhere from [5 and 9 administrators between our school principal and the superintendent](#), depending on the issue one needs support around.

But let's say that PPS management managed the school budget in a way that devotes almost all resources to student facing positions and supports. The current proposal for the state school fund is still ~\$2Bn less than what the legislature has stated is necessary to fulfill the Quality Education Model. Our congressional leaders know what it

costs to give each and every student in Oregon a quality education, yet we have never been funded to that model.

As the leader of a teacher's union, we are between a rock and a hard place: We want small class sizes but cannot bargain for them for everyone of our students. We want to push the district to be more transparent and collaborative with their funding, but we don't have a fully funded QEM. We want to lobby our elected officials, but are too busy working hours and hours outside of our contract time to attempt to provide students the education they deserve. Making class size a mandatory topic of bargaining will give us some relief, some hope that EVERY student will have a great public school.

For these reasons, I urge you to pass HB 2703 so that we can put our classrooms back on track and make sure that everyone's needs are being met. Thank you for your time.