

## **Teacher Education Coordinating Committee 2019-2020 Annual Report to the Legislature**

The annual report of the Teacher Education Coordinating Committee (TECC) is submitted to the Hawaii State Legislature in compliance with the provisions of Section 304-1202, Hawaii Revised Statutes that established the TECC in 1965. Section 304-1202 reads in part:

*There is created an advisory committee to be known as the teacher education coordinating committee to identify, study, take-action, or make recommendations on matters of education of common interest to the department of education and the institutions of higher learning in Hawaii.*

*The membership of the committee shall include the superintendent of education and the dean of the college of education of the University of Hawaii, who shall serve in alternate years as chairperson of the committee.*

In addition to the Superintendent of the Hawaii State Department of Education (HIDOE) and the Dean of the College of Education (COE) at the University of Hawaii (UH) Manoa, per state statute, the TECC's membership consists of a representative from the Hawaii Teacher Standards Board (HTSB) and each Hawaii state-approved Educator Preparation Program (EPP) that prepare teachers and other education professionals. These programs include:

- Brigham Young University - Hawaii
- Chaminade University of Honolulu
- Hawaii Pacific University (HPU)
- iteachHAWAII,
- Kaho'iwai, c/o Kanu O Ka Aina Learning Ohana (KALO)
- Kahuawaiola
- Teach Away
- Teach for America
- University of Hawaii - Hilo (UH-Hilo)
- University of Hawaii - Leeward Community College (UH-LCC)
- University of Hawaii - Manoa (UHM)
- University of Hawaii - West O'ahu (UH-WO)
- University of Phoenix - Hawaii (UoP)

Other entities that have been invited to participate include:

- Hawaii P-20 Partnerships for Education (HI-P20)
- Hawaii State Teachers Association (HSTA)
- University of Hawaii - Manoa's Information and Computer Sciences Department
- Hawaii Society for Technology in Education (HSTE)
- Hawaii State Teachers Association (HSTA)

The Superintendent and Dean Co-Chair of the TECC alternate each year. For the 2019-2020 academic year, HIDOE Superintendent Dr. Christina M. Kishimoto, chaired the meetings with Nathan Murata, UHM-COE Dean, as Co-Chair.

The TECC met monthly from September 2019 through May 2020, except for March 2020, for a total of eight meetings. During these monthly meetings, HIDOE, HTSB, and EPPs provide updates on priorities, developments, and other issues for discussion and action.

## **TECC 5-Year Strategic Plan**

The TECC 5-Year Strategic Plan is meant to be the framework from which the TECC formulates its plan of strategies and actions. The group continued to discuss and address items contained within the TECC 5-Year Strategic Plan. The following are highlights of significant discussion areas addressed during the 2019-2020 school year.

- Objective 1: Build Capacity (*Recruit/Pipeline Strategies*)
- Objective 2: Increase Satisfaction of In-Service Teachers (*Develop/Retain Strategies*)
- Objective 3: Provide Competitive Compensation and Incentives (*Recruit/Retain Strategies*)

This year the TECC focused on multiple issues, especially Objectives 1 and 3. The details of the activities, which supported those objectives, are expounded further below.

## **HIDOE**

In support of the TECC 5-Year Strategic Plan, especially in addressing the strategy of diversifying the teacher pipeline through multiple approaches and partners (Objective 1), the HIDOE focused on the following priorities:

1. Teacher shortage differentials were implemented for those working in special education, hard-to-staff, and Hawaiian immersion language classrooms.
2. The HIDOE established a Refer a Friend program for its employees. It is an incentive program for employees to recruit qualified teachers to be a part of the HIDOE instructional team. If the teacher is qualified and subsequently hired, the referring employee can receive \$500.
3. Teacher affordable housing tools such as Landed, and excess military housing being made available for teachers.
4. HIDOE partnered with a teacher recruitment agency to assist in recruiting international teachers, which focused heavily on the recruitment of special education teachers.

The HIDOE also expressed to the TECC membership, current areas of instructional priorities. For example, in the subject area of mathematics, the HIDOE plans to foster a less prescriptive, more dynamic, and inclusive instructional practice. This initiative is known as “Math Empowerment Through Kakou.” The HIDOE envisions students will develop their mathematical capacity and be able to transfer those skills to thrive in college, career, and community. There is a math task force, which includes EPPs to have continuing conversations.

Another area of high priority is English Language Learners (ELL). Data indicates that bilingual students often outperform their monolingual peers. It is important to understand the student’s academic capacity at that grade level in their native language. HIDOE uses formative assessments like “iReady” to assess a student’s academic level. HIDOE is trying to implement a biliteracy program at schools. Schools that choose to participate in the program are supported by making sure they have the necessary tools and curriculum appropriate to that language.

The HDOE has also continued forward on its 2017-2020 Strategic Plan, and implemented an innovative implementation plan while it proceeded to work on getting its 2020-2030 Strategic Plan, also known as the Promise Plan, approved. Details about the current implementation timeline for the Promise Plan can be found [here](#). Highlights of the Promise Plan can be found [here](#).

### **HTSB**

The HTSB provided seminar opportunities to the TECC membership, which included such topics as: cyber-ethics; Educational Testing Service ProEthica; Model Code of Ethics for Educators; and the National Education Association Ethics Micro credential. These are opportunities for use by Hawaii pre-service and in-service educators to develop an awareness and understanding of educator ethics and ethical dilemmas in daily teaching practice.

The HTSB also contributed to the TECC and EPP's efforts toward increasing the teacher pipeline. The HTSB has approved the following programs:

1. The UH at Manoa COE's request to provide a new track to teacher candidates to prepare them for initial licensure in Early Childhood Education PK-3 within the Master's in Education in Early Childhood Education existing program.
2. The UH Manoa COE's request to provide a new track to teacher candidates to prepare them for dual licensure in Elementary Education K-6 and Hawaiian Language Immersion K-6 at the bachelor's degree level.

The HTSB also approved the following EPPs intent to establish the following programs:

1. The Hawaii Pacific University Preparation Program to plan new programs in Teaching English as a Second Language (TESOL) K-6 and 6-12, and Early Childhood Education PK-3. The program's plans will address initial licensure for the following license fields: TESOL K-6, 6-12; and Early Childhood Education PK-K, PK-3.
2. The Teach Away Hawaii Teacher Preparation Program to plan new programs in Elementary Education and Early Childhood Education. The program's plans will address initial licensure for the following license fields: Elementary Education K-6; and Early Childhood Education PK-3.
3. The iteachHAWAII Teacher Preparation Program to plan new programs in Career and Technical Education (CTE) and Early Childhood Education. The program's plans will address initial licensure for the following license fields: CTE; CTE-Arts and Communication 6-12; CTE-Business 6-12; CTE-Health Services 6-12; CTE-Industrial and Engineering Technology 6-12; and Early Childhood Education PK-3.

It is evident this year that many EPPs had programs approved or had submitted an intent to implement programs where there is a current or emerging HDOE need. Many EPPs new programs were focused on ELL, Early Childhood Education, Special Education, CTE, and Hawaiian language immersion.

HTSB is also working with EPPs on a project to emphasize the more non-traditional *Option B* that can be made available to candidates. *Option B* allows a candidate to demonstrate teaching proficiency through a combination of documented satisfactory work experience and observation by the State Approved Teacher Education Program (SATEP). Work experience is defined as contracted long-term substitute teaching, serving as a HIDOE emergency hire teacher, or working in private or other school settings that do not require licensing. This option could license teachers quicker.

The HTSB also issues an annual report. The HTSB Annual Reports can be found [here](#).

### **Education Preparation Program Providers**

In addition to the submissions of new programs to HTSB, EPPs contributed much this year in terms of other support of teacher recruitment initiatives.

#### **It's Great to be A Teacher Event on January 25, 2020, Leeward Community College:**

Organized by Nezia Azmi and Janet Kim of the UHM COE, together with colleagues from HIDOE and LCC, TECC held its fifth annual *It's Great to be A Teacher* event at LCC on January 25, 2020 from 9 a.m. to 1 p.m. A one-stop opportunity for anyone interested in becoming a teacher in Hawaii, the event featured the different teacher preparation programs and organizations available to help future educators along their journey to becoming licensed teachers. The event planners and coordinators also conducted marketing activities, which included an email campaign and a Hawaii News Now segment with a wraparound banner to help increase awareness. The event keynotes featured former award-winning teachers and educators from around the state, and information tables and breakout sessions on the options and details on becoming a teacher in Hawaii.

The event included representatives from the HIDOE, EPPs, the Hawaii Association of Independent Schools, private schools, and the Public Charter School Commission. There was also a teacher speaker panel featuring the Hawaii State Teacher of the Year who shared their teaching experiences with the attendees.

In the latter part of the day there were several breakout sessions:

1. *Becoming a Teacher - Licensure Program Considerations and Navigating Going Back to School* by Janet Kim, UHM College of Education SPED Recruitment Specialist, with teacher candidates and alumni from different programs;
2. *The Teacher Licensing Process in Hawaii - HTSB* by RJ Rodriguez, HTSB Licensing Specialist;
3. *Employment as a Teacher in the Hawaii DOE* by Kim Miyamoto, Personnel Specialist, Office of Talent Management - Teacher Recruitment, HIDOE;
4. *How to Become a Substitute Teacher in Private Schools* by London Thompson, Educational Staffing Support, HiEmployment; and
5. *Beginning Teacher Induction and Mentoring in the Hawaii DOE* by Robyn Tanaka and Kay Zane of the Hawaii Teacher Induction Center.

The event was attended by at least 161 individuals, which was a mixture of substitute teachers, casual part-time teachers, high school students with their parents, and walk-ins. With this year's successful event, the TECC is considering opening up the target audience beyond just educational assistants and substitute teachers, and include high school and university students as well. There have also been recommendations to create break-out sessions catering to pre-service and in-service teachers.

The TECC has also endeavored to expand this event to a neighboring island. The goal this school year was to have an event at Hilo on March 12, 2020. Unfortunately, this event was not possible due to the logistics that would be required. That being said, the TECC is still focused on making another attempt in School Year (SY) 2020-2021.

**Virtual TECC Job Fair on May 13, 2020:** The TECC job fair was virtual this year using the Zoom virtual conferencing platform, organized by Aaron Levine with the help of SPED Recruitment Specialist Janet Kim and staff from the Institute for Teacher Education at the UHM COE. 57 schools participated, and 141 candidates across the various EPPs attended the event. One of the benefits of the event was the ability to include neighbor island schools. 11 neighbor island schools and 22 neighbor island candidates participated. During the virtual job fair, candidates were hired immediately, and some were also conditionally offered jobs with some follow-up required. An in-person and virtual hybrid job fair might be considered next school year. Some neighbor island schools interviewed for the full four hours, with some extending to an additional hour. General comments from these schools about the virtual job were that they were thrilled that this opportunity was created.

**“Be A Hero Be A Teacher” Teacher Recruitment Campaign:** The UH System campaign continues this academic year through a partnership with Hawaii News Now featuring television and digital media spots from November 2019 through July 2020 to address Hawaii's teacher shortage and to create awareness about the rewarding profession of teaching. TV segments included short interviews with key stakeholders such as Senator Michelle Kidani, UH System Education Pathway coordinators and in-service teachers and principals within HIDOE. New email promotions were incorporated into this year's campaign, which produced a high level of interest, proving the addition to be successful. The television network channel plans to continue the campaign during their “Get Akamai Week” in September 2020. For this year's video segments and more information on the Be a Teacher Be a Hero campaign, visit [beaherobeateacher.com](http://beaherobeateacher.com).

### **Other Partners**

Hawai'i P-20 Partnerships for Education presented data to the TECC regarding CTE program concentrator completers. Some of the data included rates of:

- CTE completers entering college;
- Types of degree programs CTE completers are entering into; and
- CTE completers in the Hawaii workforce

Kamehameha Schools presented information to the TECC with the goal of communicating the need that all native Hawaiian keiki must have access to a quality Hawaiian culture-based education. Three major themes were presented: 1) Recruit - Growth in pre-service pipelines; 2) Retain - Improved in-service supports; and 3) Reward - Incentivize Education Careers.

## **2020 Legislative Session**

During this 2020 legislative session, the TECC focused on doing outreach with legislative members to collaborate and share regarding K-12 education issues. Of note, Senator Kidani attended a TECC session and provided valuable insight, and she emphasized the need for HIDOE and TECC to look at CTE programs.

Unfortunately, the 2020 legislative session was cut short due to the COVID-19 pandemic and reconvened on June 22, 2020.

## **Unexpected Challenges and Resiliency**

Finally, the TECC membership had some unexpected challenges in late March 2020 as the Novel Coronavirus (COVID-19) became a pandemic. The pandemic required the closure of HIDOE school campuses and the immediate planning in maintaining student's continuity of learning. There have been a lot of internal HIDOE meetings on implementing distance learning and learning packets to those who may not have electronic access.

The United States Department of Education (USDOE) approved the waiver of assessments. The Hawaii Board of Education (BOE) approved the HIDOE's request to adjust graduation requirements. For students who may not be academically proficient, programs (including potential summer programs) are being devised to help them gain proficiency.

Also, many of the EPPs needed to adjust their field experiences with their current candidates. In nearly all cases, students could no longer report to their field experience site for the rest of the academic year.

Therefore, the UHM asked for a temporary suspension of the 450-hour requirement for supervised clinical experience in student teaching, internship, or residency of teacher candidates in Hawaii SATEPs.

On March 27, 2020, the HTSB approved the following exception to its Hawaii Administrative Rules (HAR) 450-hour clinical experience requirement described in 8-54-19 (5) (A) to allow current student teachers, interns, and residents enrolled in Hawaii SATEPs, who meet all other requirements, to be recommended for licensure.

Despite rapid changes due to the pandemic, school administrators and teacher mentors continued to engage their student teachers using distance learning technology. Where schools could not accommodate students, alternatives are being developed. However, most students are meeting minimum expectations.

Jenkins reported that UHM is being flexible, changing the course syllabus as necessary so that the student teachers can address as much as possible, based on their particular circumstance. They are also using "Teaching Channel" and "Atlas" to implement lessons.

## **School Year 2020-2021**

UHM will be the lead for the SY 2020-2021 TECC meetings. The meeting dates for SY 2020–2021 were determined at the May 14, 2020 meeting. HIDOE has graciously offered its Office of Talent Management at the Dole Cannery as the meeting location.

The 2020-2021 TECC meetings will continue with its focus on gaining a deeper understanding of what each EPP does, and where each fit in the pipeline and begin implementing activities identified in the draft plan with clear designations of responsibility and regular check-ins with the group.

Respectfully submitted,



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Christina M. Kishimoto, EdD  
Superintendent  
Hawaii Department of Education  
TECC 2019-2020 Chair



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Nathan M. Murata, PhD  
Dean, College of Education  
University of Hawaii at Mānoa  
TECC 2019-2020 Co-Chair

Attachments:

- 2019-2020 Meeting Minutes
- TECC Directory 2019–2020
- 2020-2021 Meeting Schedule
- TECC 5-Year Strategic Recruitment Plan Working Draft