

STATE OF HAWAII
DEPARTMENT OF EDUCATION

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

October 7, 2022

The Honorable Ronald D. Kouchi, President
and Members of the Senate
State Capitol, Room 409
Honolulu, Hawaii 96813

The Honorable Scott K. Saiki, Speaker
and Members of the House of Representatives
State Capitol, Room 431
Honolulu, Hawaii 96813

Dear President Kouchi, Speaker Saiki, and Members of the Legislature:

For your information and consideration, I am transmitting a copy of the Teacher Education Coordinating Committee Annual Report pursuant to Section 304A-1202, Hawaii Revised Statutes (HRS). In accordance with Section 93-16, HRS, I am also informing you that the report may be viewed electronically at:

<https://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Legislative-reports.aspx>

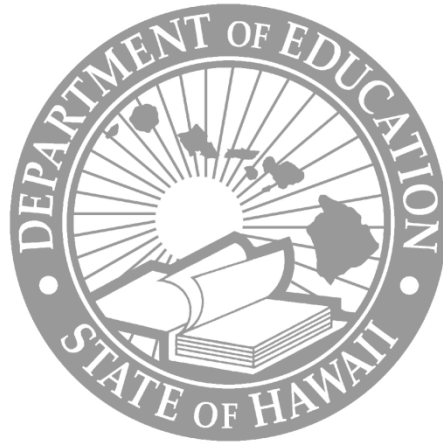
Sincerely,

A handwritten signature in blue ink that reads "Keith T. Hayashi".

Keith T. Hayashi
Superintendent

KTH:kt
Enclosure

c: Legislative Reference Bureau
Hawaii State Public Library System
University of Hawaii
Office of Talent Management



State of Hawaii
Department of Education

Annual Report on Teacher Education Coordinating Committee

August 2022

Section 304A-1202, Hawaii Revised Statutes (HRS), requires the Hawaii State Department of Education and the University of Hawaii's College of Education to report annually on the Teacher Education Coordinating Committee's activities and legislative recommendations regarding the development of teacher training programs at institutions of higher learning in Hawaii and to improve education in Hawaii.

Teacher Education Coordinating Committee
2021-2022 Annual Report to the Hawaii State Legislature

The annual report of the Teacher Education Coordinating Committee (TECC) is submitted to the Hawaii State Legislature (Legislature) in compliance with the provisions of Section 304-1202, Hawaii Revised Statutes which 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 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 are:

- Brigham Young University-Hawaii (BYU-H)
- Chaminade University
- Chaminade University: Behavioral Sciences (School Counseling)
- Hawaii Pacific University (HPU)
- iteachHAWAII
- Kahoiwai
- Kahuawaiola Indigenous Teacher Education Ka Haka Ula o Keelikolani College of Hawaiian Language
- Leeward Community College (LCC)
- Teach Away
- Teach for America (TFA)
- University of Hawaii - Hilo (UH-H)
- University of Hawaii at Manoa (UHM)
- University of Hawaii – West Oahu (UH-WO)
- University of Phoenix – Hawaii (UoP)

Other entities that have been invited to participate include:

- Hawaii P-20 Partnerships for Education
- Hawaii State Teachers Association (HSTA)
- UHM's Information and Computer Sciences Department

The Superintendent and Dean alternate chairing the meetings each year. For the 2021-2022 academic year, Nathan Murata, UHM-COE Dean, was Chair, with HIDEOE Interim Superintendent Keith Hayashi as Co-Chair.

The TECC met monthly from September 2021 through May 2022 for a total of nine meetings. During these monthly meetings, the HIDEOE, HTSB, and EPP provide updates on priorities, developments, and other issues for discussion and action.

This annual report opens with an update on TECC efforts related to the ongoing COVID-19 pandemic, followed by key highlights this past year using the framework of the strategic plan, and ends with a reflection on TECC's role in advocacy in the Legislature.

TECC 5-year Strategic Plan

The TECC 5-Year Strategic Plan was first drafted in the 2017-2018 academic year and evolved into the framework by which TECC formulates its plan of strategies and actions today. The group continued to discuss and address items contained within the TECC 5-Year Strategic Plan in 2021-2022 under the following three umbrella objectives:

- **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)

Below are highlights of activities from this past year. Details of the activities and insights of the strategic plan document itself can be found by accessing the embedded hyperlinks.

Objective 1: Build Capacity (Recruit/Pipeline Activities)

January 29, 2022, It's Great to be a Teacher (IGTBAT-HI) annual recruitment event: The IGTBAT-HI event was again done virtually for safety reasons due to the COVID-19 global pandemic. The event was co-organized by the UHM's COE and the HIDEOE. For 2022, a new virtual platform was utilized ([link to IGTBAT 2022 website](#)). The event included the ever-popular leadership, teacher, and teacher candidate panels. The goal continued to be maximizing the time that participants had to meet with the different EPPs they were interested in.

The event is clearly a "one-stop shop" for those interested in becoming a licensed teacher in Hawaii. There were 322 individuals indicating their intention to participate. We also asked participants how they heard about the event, and the top five responses received (in order of highest frequency) were: 1) E-mail; 2) Social Media; 3) Word of mouth; 4) EPPs, and 5) Online. In terms of licensure content area interest, the top five responses (in order of highest frequency) were: 1) Elementary Education; 2) Special Education; 3) Early Childhood; 4) Social Studies, and 5) a tie for English and Science.

Finally, participants were asked how the event could be improved. The following are some recommendations being considered for the next event based on participant feedback:

- Provide more time between sessions;
- Consider greater focus on Community Colleges;
- Work more closely to promote an event to specific target audiences;
- Comprehensive session on all early childhood pathways, especially through the community college route; and
- Consider a separate event/session for substitute teachers moving into full-time teaching.

June 1, 2022, TECC Annual Job Fair: Similar to 2021, the annual TECC teacher job fair was online using the BRAZEN virtual conferencing platform. Special thanks to Aaron Levine from UHM's COE, Stephanie Kamai, UH West Oahu Division of Education, and James Urbaniak from the HIDOE Teacher Recruitment Unit for organizing the event. 50% more schools participated in the 2022 event from 2021 (103 vs. 51), and schools hired 153 teachers who registered (30%) in comparison to 95 (11%) from 2021. While overall attendance from job seekers was lower this year (262 in 2022 vs. 668 in 2021), we attribute this reduction in participation due to the earlier hiring of candidates within the HIDOE due to no delays in the internal transfer and assignment process (TATP) for tenured teachers. One of the benefits of a virtual event was the ability to include neighboring island schools and applicants from outside Oahu, but feedback from participating schools indicated a growing desire to return the event to a face-to-face format. Overall, participants rated the event with an average of 4/5 and appreciated the opportunity to meet and hire pre-vetted candidates.

Continuing discussion of different EPPs' initiatives to increase the teaching candidate pipeline: Much of the TECC meeting time is dedicated to reviewing, updating, and sharing among the EPPs on their respective teacher candidate pipeline initiatives. These discussions also allow the EPPs to learn from each other regarding best practices and potential collaborations where it makes sense. The following are some examples of EPP initiatives that are being pursued:

- UHH Ka Haka Ula o Keelikōlani - Kahuawaiola is continuing to plan to provide courses for Hawaiian medium/immersion high school students in Hawaiian education-related courses;
- HPU - dual credit programs with KS, focusing on dual credits with an AA degree; elementary education will be one of the pathways; secondary education folks can major in their concentration at HPU; and
- Governor's Emergency Education Relief (GEER) Grant: Earn and Learn SPED Pilot will have focus groups to determine benefits/challenges.

Ongoing partnership with the HTSB: The HTSB's mission is to collaboratively set high teacher licensing and credentialing standards. As the entity that approves in-state EPPs, the following are recent examples of the HTSB EPP program approvals:

- Provisional Approval of the UHM’s Bachelor of Education in Special Education Mild/Moderate and Severe Disabilities/Autism;
- Hawaii Pacific University’s Request to Add Secondary TESOL Content Field;
- Provisional Approval of the UHM’s Request for Added Field in TESOL;
- Leeward Community College to add a second option to meet Content Knowledge requirements for an Advanced Professional Certificate in Special Education. This option would include thirty (30) semester hours of Special Education content from an accredited institution of higher education, at least fifteen (15) of which must be upper-division level.
- The UH-H’s request to add content fields to their existing secondary (6-12) licensure programs at the MAT level in the following fields:
 - CTE Natural Resources 6-12
 - STEM 6-12
 - Computer Science 6-12
 - Health 6-12

Career Technical Education (CTE): The TECC was provided with a list of [HIDOE Academies](#). This list was very helpful in getting an understanding of what the public schools are offering. The HIDOE also provided updates on its:

- New CTE Pathways and Program of Study (POS)
- New Teaching as a Profession POS
- New Learning Support Professionals POS
- [Link to the presentation](#)

Objective 2: Increase Satisfaction of In-Service Teachers

When teachers are satisfied with their chosen profession, the potential for both the teacher and student to thrive increases. This can result in the work environment becoming more positive; there is less burnout and attrition and a general increase in overall well-being.

The TECC is exploring with the HIDOE to consider the following:

- Have discussions with the HIDOE in the possible utilization of Title IIA funds in linking student achievement needs with teacher capacity development areas;
- Consider classroom embedded coaching and collaboration opportunities, especially in special education, English language learners, computer science, and world languages/biliteracy subject areas;
- Have discussions with the HIDOE to determine if there are metrics available that measure the effectiveness of professional development;
- Engage complex area superintendents in designing complex-based structured opportunities for new teacher networking with experienced teachers around innovations in teaching practices; and
- Look at ways to support mentor teachers.

Objective 3: Provide Competitive Compensation and Incentives (Recruit/Retain Activities)

Competitive compensation is imperative to attract and retain qualified educators for our students. This is especially true in Hawaii, where the cost of living is, on average higher than in many mainland states. The following are actions undertaken by TECC members and the HIDOE to address this objective:

Teacher shortage pay differential: The HIDOE implemented differential pay for special education, hard-to-staff geographic areas, and Hawaiian language immersion teachers. Initial data and analysis have shown a positive result, with the HIDOE having some of the lowest vacancies in years;

Ongoing successful initiatives in special education: The Governor’s Emergency Education Relief (GEER) grant allowed the ability to create a community event opportunity for anyone interested in learning more about special education or special education teachers themselves. The idea was to give them something back, let them meet our group, and try to foster an opportunity to be inspired and rejuvenate themselves. There were special education teachers, many teacher candidates, district resource people, and even some administrative staff. There were about 100 people who showed up, and the feedback was very positive.

New HIDOE teacher recruitment initiatives: A teacher ambassador program and a new Facebook group for new teachers. The teacher ambassador program and the Facebook group are designed to provide teachers with a safe and comfortable place to have conversations on teaching and living in Hawaii.

Opportunities for continued collaboration

Collaboration with stakeholders both from within and outside of one’s organization is a strategy that will enhance teamwork and problem-solving. This can lead to greater innovation, better communication, more efficient processes, and an overall increased success rate when addressing challenges that might not always be within a particular group’s locus of control. The following are actions undertaken by TECC members and the HIDOE to address this objective:

2022 Legislative “talk-story” conversations:

The TECC continues to work alongside legislators to ensure data and information flow effectively for legislators to discuss with state agencies and the public, and enact bills and policies that ultimately benefit the children, youth, and families of Hawaii.

The TECC invited the education committee chairs and vice-chairs to an annual legislative “talk-story.” However, due to scheduling conflicts, only Senator Michelle Kidani could attend. This “talk-story session is intended to provide a high-level summary to legislators on the various initiatives and activities undertaken by the TECC to address the teacher pipeline.

Continued reflection and looking forward

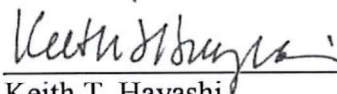
TECC continues to reflect upon its role in advocacy and policy recommendations to address the teacher pipeline. It is imperative to foster the relationship between TECC and its many stakeholders to create a productive and supportive environment for exchanging ideas.

The goal is to work alongside each other to ensure data and information flow both ways effectively to enact best practices that ultimately benefit the children, youth, and families of Hawaii.

Respectfully submitted,



Nathan M. Murata, Ph.D.
Dean, College of Education
University of Hawaii at Manoa
TECC 2021-2022 Chair



Keith T. Hayashi
Superintendent
Hawaii State Department of Education
TECC 2021-2022 Co-Chair