

State of Hawaii  
Department of Education

# Teacher Education Coordinating Committee Report

June 30, 2017

Section 93-16, Hawaii Revised Statutes 304A-1202(c), requires the Department of Education (DOE) to annually post on the Department's website, information related to the Department of Education in collaboration with the University of Hawaii's College of Education.

An advisory committee to be known as the teacher education coordinating committee will 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.



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## **Teacher Education Coordinating Committee Report (TECC) 2016-2017 Annual Report to the Legislature**

The annual report of the Teacher Education Coordinating Committee (TECC) is submitted to the Hawai'i State Legislature in compliance with the provisions of Section 304-20, Hawai'i Revised Statutes that established the TECC in 1965. Section 304-20 reads in part:

*An advisory committee to be known as the teacher education coordinating committee [will] 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 Hawai'i.*

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

TECC membership consists of representatives of Hawai'i state approved educator preparation programs who prepare teachers and other education professionals. These programs include Brigham Young University Hawai'i; Chaminade University of Honolulu; Hawai'i Pacific University; Teach for America; University of Hawai'i at Hilo; University of Hawai'i Leeward Community College; University of Hawai'i at Mānoa; University of Hawai'i–West O'ahu; the University of Phoenix–Hawai'i, iTeachHAWAII, Kaho'iwai Center for Adult Teaching and Learning, and Kahuawaiola Indigenous Teacher Education Program. By statute, the Hawai'i State Department of Education (HIDOE), the College of Education at UH Mānoa, and the Hawai'i Teacher Standards Board (HTSB) are members of the committee.

Other entities that have been invited to participate include Hawai'i P-20 Partnerships for Education, University of Hawai'i Community Colleges/Early Childhood Education, University of Hawai'i System Office of the Executive Vice President for Academic Affairs/Provost, and Hawai'i State Teachers Association.

The Superintendent of the Hawai'i State Department of Education and the Dean of the College of Education, University of Hawai'i at Mānoa co-chair the TECC, alternating each year. Representing HIDOE Superintendent Kathryn Matayoshi for 2016–2017 is Tammi Chun, Assistant Superintendent in the Office of Strategy, Innovation and Performance. Donald Young, Dean of the College of Education at the University of Hawai'i at Mānoa chaired the meetings for the 2016–2017 year.

The TECC met monthly from September 2016 through May 2017, for a total of nine meetings. HIDOE and HTSB provided monthly updates on priorities, developments, and issues for discussion. Throughout the year, HIDOE representatives updated the TECC on the new strategic plan and its relationship to the Governor's ESSA Task Force's blueprint and the consolidated ESSA plan to be submitted to the USDOE. The meetings also provided regular updates on key areas of interest that had been identified by the group, such as data and strategies for addressing the statewide teacher shortage, accreditation issues, career and technical education (CTE), and other key student success, high-priority areas such as ELL (English Language Learners) or MLL (Multi-Lingual Learners), special education, Nā Hopena A'o, and teacher professional development. Following are summaries of major areas addressed during the year:

- **HIDOE Strategic Plan updates**

With 2016–2017 being a critical year of major changes for the HIDOE, both within the state and nationally, HIDOE presented regular updates to the TECC on its evolving strategic plan and potential implications for teacher preparation, support, professional development, and retention. TECC representatives shared their feedback and/or provided input on each iteration of the plan prior to drafts being presented to the Board of Education for review/approval; the BOE approved the Strategic Plan on December 6, 2016.

The strategic plan focuses on three major goals: student success, staff success, and successful systems of support. Budget requests to the BOE reflected and were linked to these major goals. TECC discussed specific items of relevance, including filling vacancies for Hawaiian immersion and language teachers, improving skills for ELL/MLL teachers, and requesting key positions to be permanent instead of temporary to ensure sustainability of programs (for example in the Office of Curriculum, Instruction & Student Support or OCISS).

Presenters on behalf of the HIDOE and the Governor’s ESSA Task Force were consistent in differentiating between the HIDOE strategic plan, HIDOE’s consolidated ESSA plan to the USDOE, and the Governor’s ESSA blueprint. The HIDOE strategic plan serves as the big picture for the community, while the consolidated ESSA plan specifies how the HIDOE will comply with specific regulations in ESSA to secure resources for schools to support students. The blueprint is meant to be visionary and aspirational.

- **ESSA plan updates**

Discussion on the impact of the new federal administration’s changes in ESSA included the following: removal of standardized assessment results from teacher evaluations (may be included in the reflection section instead); need to define requirements for subject matter competence (previously federally defined requirements for “Highly Qualified Teacher”) at the state level (and for every field, not just core subjects).

Also discussed was how Hawai‘i would respond to the requirement for states to report annually at the program level on placement and retention. Generally, EPPs do not place program completers in Hawaii. Also of concern is how EPPs would collect feedback from graduates and employers of graduates on educator effectiveness.

Overall, there were many changes at the federal level with the change in presidential administration. HIDOE anticipated no that the ESSA regulations abolished via Congressional Review Act would not be reissued, and HIDOE’s approach was to align the state’s ESSA plan as much as possible to the HIDOE Strategic Plan. The BOE approved the state’s ESSA plan on June 20, 2017. HIDOE will submit its consolidated ESSA plan by the September 18 deadline. HIDOE Chief Financial Officer Amy Kunz presented the ESSA impact on fiscal reporting requirements of school expenditures, followed by a discussion on how to ensure that its interpretation by the public remain productive.

HIDOE also revised their system of school accountability, StriveHI, and the new Strive HI framework was adopted by the BOE on May 23, 2017.

- **Priority areas for student success**

**Equity – Special Education (SPED) and English Language Learners (ELL)/Multi-Lingual Learners (MLL):** There was continued focus on equity in education for our children, in particular closing the achievement gap for our special education and ELL/MLL students, especially when NAEP data continue to reflect critical need of improvement in these areas for Hawai'i. A related discussion on inclusion called for taking a step back and understanding what inclusion looks like and what effective inclusive approaches have worked and/or could work in our schools.

**Career and Technical Education (CTE):** TECC had regular updates on different aspects of CTE efforts in the state to change the conversation on how best to move forward with ensuring that our education system supports career readiness. CTE State Director Bernadette Howard presented and reviewed the six key elements that are involved in CTE to TECC and reiterated the need for effective and timely cross-communication across all funding streams.

Michael Barros, CTE educational specialist for HIDOE presented on the demand and supply aspect of the CTE challenge, that there is high demand but not enough qualified CTE teachers to meet that demand. That particular discussion also brought up the need for a clearer CTE pathway for teaching as a profession.

Following Michael Barros' presentation, TECC visited Waipahu High School where EPPs had the opportunity to visit the different academies to see examples of a robust streamlining of K-12 to higher education with career readiness in mind from inception.

During the March 2017 meeting, Peter Quigley and Paul Sakamoto from UH System presented on the new interactive workforce website that serves as the higher education to career readiness piece of the pipeline. The website, nearly complete in its development, is a robust tool for the "end goal" of CTE which is to effectively develop higher education academic programs towards career readiness and employability.

**Hawaiian language immersion education:** This year TECC continued its discussion on Hawaiian language immersion and education.

Specific to immersion students, Dr. Pohai Shultz, principal investigator of the Hawaiian Language Test Development of KA'EO (Kaiapuni Assessment of Educational Outcomes), provided a review of the background of the program, its current challenges, and necessary strategies to ensure its effectiveness for its primary constituent, our Hawaiian immersion students.

TECC held its April meeting at UH Hilo campus to learn from Keiki Kawai'ae'a and Jessica Worchel about the latest developments of the Nā Hopena A'o framework (including its earlier form as Nā Honua Mauli Ola) as something that should permeate and resonate throughout our classrooms, complex areas, teacher preparation institutions and greater community—in other words, system level outcomes rather than general learner outcomes.

**English language arts/literacy:** An update was provided on ELA and Literacy, including recommendations for EPPs based on the latest findings on programs run through and/or in partnership with HIDOE. Petra Schatz highlighted the recent shifts in the thinking behind literacy: to look at regular practice with complex text and its academic language; teaching reading, writing and speaking grounded in evidence from both literary and informational text; and building knowledge through content-rich nonfiction.

- **Hawai'i P20 program highlights**

Early in the year, Jean Osumi and Dan Doerger presented on how the Hawai'i Data Exchange Partnership (DXP) was instrumental in improving mathematics outcomes for students by allowing for robust and targeted data to inform solutions and strategies in schools, as well as in improving mathematics transition for high school graduates into college. The Dual Credit program has been very successful in helping with the high school-to-college transition. In addition, specific to the discussion on home-growing our teachers, EPPs were reminded that Smarter Balanced test scores are accepted towards fulfilling basic skills entrance requirements for Hawai'i State Approved Teacher Education Preparation (SATEP) programs.

- **Teacher recruitment and retention:** A key and core focus for this year's TECC meetings was teacher recruitment and retention, which involved not only discussions, but immediate strategies being applied.

Barbara Krieg, HIDOE Assistant Superintendent Office of Human Resources, presented data on teacher retention that are currently available and the challenges that come with trying to interpret the data. HIDOE only knows of true vacancies after a few months into the school year, which poses a planning challenge. On the retention side, reasons for leaving given during exit interviews do not always point to causes that can lead to actionable strategies.

What can be derived from the data is important: teachers who have completed a SATEP program tend to stay longer than those who have not; teachers coming in already qualified tend to have higher retention rates; and some of those who leave come back within 1–3 years.

Throughout the year, TECC members shared with each other ways to be more deliberate about creating and enhancing pathways towards better recruitment and retention with support from key stakeholders:

- Loan forgiveness programs for those who become HIDOE teachers in hard-to-staff areas;
- UH system-level public relations campaign recruiting potential teacher candidates;
  - Pathways for Educational Assistants (EAs) and Class II substitute teachers to obtain SATEP certification, with funding support from the legislature;
  - Smarter Balanced test scores in mathematics and English would count towards basic skills entrance requirements for SATEP programs.
- TECC also continued efforts to raise perceptions of the teaching profession as a way to address recruitment, applied in practice in the following ways:
  - *It's Great to be A Teacher* event held April 22, 2017 that drew over 200 potential recruits, 18 sponsors, and more than 25 information booths. The HIDOE was a major partner, in particular in providing access to Teacher of

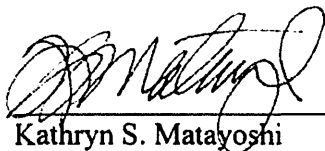
- the Year awardees invited as keynote speakers, in addition to representation from private and charter schools, making this event broadly representative of all teaching opportunities in the state;
  - The annual TECC job fair held April 29, 2017, drew the largest number of schools participating since it began—about 150 administrators representing over 50 different schools across the state. However, this year also saw the lowest number of candidates ever, which is likely attributable to principals beginning their recruiting earlier than the job fair.
- TECC received regular updates on the latest professional development opportunities available. For example:
  - HSTA’s degrees-not-debt program and teacher workshops offered throughout the year;
  - The induction and mentoring program provided through the New Teacher Center that continues to develop its offerings based on feedback from teachers. This year included some new features such as mentor forums, focus groups, beginning teacher summer academy and creating a special forum for special education teachers.
- **Hawai‘i Teacher Standards Board (HTSB) updates:** The Hawai‘i Teacher Standards Board provided regular updates at each meeting throughout the year, specifically in the areas of content license updates, new accreditation procedure updates, and a review of Hawai‘i Administrative Rules (HAR) relevant to EPPs:
  - **Content-specific licenses:** New content license areas included STEM, Samoan, algebra and computer education. HTSB also considered waiving the fee for add-a-field licenses for shortage areas (in lieu of a multiple-subject license). SAT and ACT writing scores will be accepted as evidence of basic skills for entrance requirements to EPPs.
  - **Accreditation:** It became more and more likely that HTSB will move away from being a CAEP member given the uncertainty of this accrediting body. As such, accreditation discussions throughout the year revolved around the different options that EPPs would have. By the May 2017 meeting, there were four accreditation options being discussed: 1) national accreditation; 2) indigenous or culturally focused accreditation; 3) state review with two out-of-state reviewers and HTSB executive director or designee plus a nationally normed teacher performance assessment such as edTPA and PPAT; and 4) state review with four out-of-state reviewers and HTSB executive director or designee, plus use of a common unit assessment. In the meantime, existing accreditation processes continue on, and every EPP that needed accreditation (or renewal) was able to obtain it.
  - **Hawai‘i Administrative Rules (HAR):** The year’s meetings included discussion of specific rules relevant to EPPs. Discussions began with dispositions and ethics, with the specific goal of providing feedback to HTSB on how it can better support EPPs on this issue—as examples, learning how to help teachers have discussions on the

issue of ethics and evaluate candidates on their suitability to become teachers. The HTSB ethics workgroup developed recommendations towards creating a Hawai'i ethical code of conduct for educators, to be reviewed and discussed in the 2017–2018 academic year. In the meantime, the workgroup has requested HTSB to endorse the Model Code of Ethics for Educators (MCEE).

TECC also discussed the HAR on inclusion of Hawaiian language, history and culture in teacher preparation curricula. EPPs shared what they currently do and the challenges they face. Another HAR discussion that took place was on clinical experience, after which HTSB representatives planned to communicate revisions to the Board by June, including the recommendation to create a permit for student teachers working in schools.

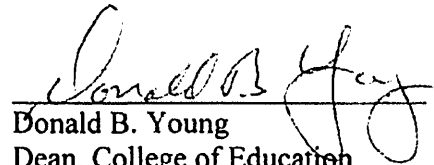
Meeting dates for the 2017–2018 academic year were established (see attached).

Respectfully submitted,



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Kathryn S. Matayoshi  
Superintendent  
Hawai'i Department of Education  
TECC Co-Chair



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Donald B. Young  
Dean, College of Education  
University of Hawai'i at Mānoa  
TECC Co-Chair

**Attachments**

- Meeting Summaries and attachments (9)
- TECC Directory 2016–2017
- 2016–2017 Meeting Schedule
- 2017–2018 Meeting Schedule