



UNIVERSITY of HAWAII®

Ke Kulanui o Hawai'i

David Lassner
President

December 11, 2024

The Honorable Ronald D. Kouchi,
President and Members of the Senate
Thirty-Third State Legislature
Honolulu, Hawai'i 96813

The Honorable Nadine K. Nakamura, Speaker
and Members of the House of Representatives
Thirty-Third State Legislature
Honolulu, Hawai'i 96813

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

For your information and consideration, the University of Hawai'i is transmitting one copy of the Annual Report on the Teacher Education Coordinating Committee (Section 304A-1202, Hawai'i Revised Statutes) as requested by the Legislature.

In accordance with Section 93-16, Hawai'i Revised Statutes, this report may be viewed electronically at: https://www.hawaii.edu/govrel/docs/reports/2025/hrs304a-1202_2025_tecc_annual-report_508.pdf.

Should you have any questions about this report, please do not hesitate to contact Stephanie Kim at (808) 956-4250, or via e-mail at scskim@hawaii.edu.

Sincerely,

A handwritten signature in black ink that reads 'David Lassner'.

David Lassner
President

Enclosure

UNIVERSITY OF HAWAI‘I SYSTEM ANNUAL REPORT



REPORT TO THE 2025 LEGISLATURE

Annual Report on the
Teacher Education Coordinating Committee

HRS 304A-1202

December 2024

Teacher Education Coordinating Committee 2023–2024 Annual Report to the Hawai‘i State Legislature

The annual report of the Teacher Education Coordinating Committee (TECC) is submitted to the Hawai‘i State Legislature (Legislature) in compliance with the provisions of Section 304A-1202, Hawai‘i 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 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.

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

- Brigham Young University-Hawai‘i (BYU-H)
- Chaminade University
- Chaminade University: Behavioral Sciences (School Counseling)
- Hawai‘i Pacific University (HPU)
- iteach Hawai‘i
- Kaho‘iwai
- Kahuawaiola Indigenous Teacher Education Ka Haka ‘Ula o Ke‘elikōlani College of Hawaiian Language
- Leeward Community College (LCC)
- Teach Away
- Teach for America (TFA)
- University of Hawai‘i - Hilo (UHH)
- University of Hawai‘i at Mānoa (UH Mānoa)
- University of Hawai‘i - West O‘ahu (UHWO)

Other entities that have been invited to participate include:

- Hawai‘i P–20 Partnerships for Education
- Hawai‘i State Teachers Association (HSTA)
- Hawai‘i Teacher Standards Board (HTSB)

- UH Mānoa's Information and Computer Sciences Department
- INPEACE

The Superintendent and Dean alternate chairing the meetings each year. For the 2023-2024 academic year, the UH Mānoa COE Dean Nathan Murata was Chair, with HIDEOE Superintendent Keith Hayashi as Co-Chair.

The TECC met monthly from September 2023 through May 2024 for a total of nine meetings. During these monthly meetings, the HIDEOE, HTSB, and EPP provided updates on priorities, new developments, and other issues related to teacher education, recruitment and retention for discussion and action.

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 from the Strategic Plan in 2023–2024 under the following three overall 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)

In the 2023–2024 TECC School Year, the TECC identified several key priorities to address evolving needs in the educational landscape. TECC focused on strategic initiatives aimed at mitigating teacher shortages, enhancing professional development, and improving compensation structure.

A continual and concerted effort to tackle teacher shortages through a data-driven and equity-focused approach was one of the highlights of the year. Open discussions were initiated to enhance support for mentor teachers and expand apprenticeship opportunities, reflecting broader TECC goals for the upcoming year.

The following are highlighted reports on TECC efforts in 2023–2024:

“Dive into Education”: To build a strong pipeline for teaching careers, recruitment efforts begin in high school. This year, 561 high school juniors and seniors showed interest in education pathways. On Friday, November 3rd, the "Dive into Education" event took place at UH West O‘ahu and was sponsored by the Hawai‘i Education Association. The event received 200 RSVPs, highlighting a growing enthusiasm for teacher training initiatives. Nearly 80% of attendees expressed interest in pursuing careers in education. A highlight was a panel discussion

featuring current university students majoring in education. They shared their passion for teaching and offered advice, including the recommendation to attend local universities to help manage educational costs (Strategic Objective #1).

TECC Annual Job Fair: The job fair on May 16th from 4:00 p.m. to 6:00 p.m., organized by James Urbaniak (HIDOE) and Aaron Levine (UH Mānoa COE), was very successful and resulted in substantial hiring. Participants received a comprehensive list of schools and meeting links beforehand, and the event utilized Zoom and Google Meet for seamless interactions between applicants and schools. A total of 140 recent graduates participated from across Hawai‘i’s Educator Preparation Program (EPP). Eighty-five PK–12 schools participated, including HIDOE, charter, and private institutions. Participation numbers were increased compared to previous years with the event's earlier scheduling likely boosting participation. Notably, thirty-three attendees were hired during the event with potential for more hires before the start of the 2024–2025 academic year through follow-up interviews. The introduction of HIDOE’s NEOED system streamlined processes, allowing for immediate interviews and selection and enhancing overall efficiency. Feedback from both school administrators and applicants was positive. Future job fairs will be scheduled in May to align with HIDOE’s job postings schedule (Strategic Objective #1).

Teacher Apprenticeship Program (Strategic Objective #1): TECC focused on expanding the Teacher Apprenticeship Program to address critical teacher shortages, particularly in high-turnover and high-demand areas. Initial preparations focused on understanding operational guidelines and ensuring comprehensive participation from apprentices. The initiative aimed to address critical needs in content areas, subject fields, and high-demand sectors through engagement with various entities. The program was structured into pre-apprenticeship and apprenticeship stages.

The Teacher Apprenticeship program faced both challenges and opportunities during the year. Although it anticipated securing \$1 million in funding in collaboration with the Department of Labor and Industrial Relations (DLIR), a significant setback occurred when a grant application was denied. In response, the Hawai‘i Teacher Standards Board (HTSB) pursued an appeal for \$3 million and actively sought additional funding partnerships. It also conducted a statewide needs assessment to identify educational gaps and forged new alliances with potential collaborators.

The initiative remained open to various entities, targeting urgent needs, particularly in high-turnover, high-demand sectors. To qualify for federally recognized Registered Teacher positions, apprentices were required to be employed by the state as Educational Assistants (EAs) or Teaching Assistants (TAs). The program’s structure supported both the pre-apprenticeship and apprenticeship phases.

To support both student teachers and busy faculty, a new mobile app called “Helper Helper” was introduced at a cost of \$1.50 per user by Roger Kiyomura from Hawai‘i Pacific University (HPU). This app was designed to monitor student teachers' hours, locations, and activities, allowing for effective tracking of their progress. The system included periodic validation by faculty teachers and enabled the downloading of comprehensive reports at the end of each period. This tool was piloted at the HPU but could become a valuable resource for managing the Teacher Apprenticeship program, making the process more manageable for both student teachers and faculty members.

A teacher intern pilot project based on a federally funded registered apprenticeship model is also being launched. This initiative includes comprehensive wraparound services, such as essential supplies and ongoing support, which are crucial for success. Participants will receive support throughout the duration of the program and are expected to commit to teaching for a period of five to seven years.

Educator Preparation Program (EPP) Initiatives: Much of the TECC meeting time is dedicated to reviewing, updating, and sharing among EPPs on their respective teacher candidate pipeline initiatives. These various discussions also allow 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:

- *Emergency Hires* - An event was organized in a joint effort with HODOE and EPPs to connect emergency hires, particularly those not enrolled in a Hawai‘i State Approved Teacher Education Program (SATEP). First-year emergency hires must actively pursue licensure to be re-employed for SY24–25 by applying to or being accepted into an EPP. While student teaching permits are not mandatory, emergency hires must enroll in an EPP. HTSB prioritizes placing in-state students and military personnel in classrooms within Hawai‘i's educational system.
- *Moratorium* - On March 24, 2023, HTSB instituted a moratorium on EPPs applying for new programs. This decision allowed for a comprehensive review of existing data and documents, ensuring transparency throughout the process. The goal was to analyze and prioritize educational needs across Hawai‘i while updating outdated documentation that predates the establishment of the board. HTSB aims to enhance their systems by soliciting feedback on improvements and potential efficiencies. The board has implemented a two-year moratorium on out-of-state programs, which will be lifted on December 31, 2025.
- *ProEthica* - ProEthica is linked to the Model Code of Ethics for Educators (MCEE), which aims to strengthen ethical standards through various efforts, including workshops and surveys. On December 9, 2023, from 9:00 a.m. to 1:30 p.m., there was an HEA workshop on ethics and AI held at the Blaisdell Center. Additionally, Dr. Troy Hutchins provided updates in a video and facilitated discussions on suitable online resources for

the MCEE on November 14 and 28 from 9:00–10:00 a.m. 350 ProEthica vouchers have been distributed with some still available for use; a cost analysis for individuals implementing these resources may be necessary.

- *It's Great to be a Teacher campaign website.* Discussions on how this type of recruiting event can continuously occur (Strategic Objective #1).
- *Collaboration with the Ka Lama Academy and INPEACE*
 - Ku‘ulei Makua shared updates on the ‘Āina Aloha framework for integrating Hawaiian cultural and language requirements into educational programs, emphasizing a flexible, gradual approach and highlighting three key competencies for culturally responsive education.
 - Board Members Kahele Dukelow and Kananinohea Māka‘imoku presented at the ‘Aha Kauleo OHE Summit, discussing the evolution of education in the Hawaiian Kingdom from 1841 to the present. They highlighted the continuity of educational policies and emphasized the importance of Policies 105.8 and 105.7 for Hawaiian language and cultural education. Their presentation underscored a commitment to advancing Hawaiian-focused educational initiatives and policies across Hawai‘i.

Professional Development: Aligning mentor teacher practices across both pre-service and in-service phases is essential for ensuring consistency and continuity in teacher development and support. Current efforts are centered around refining professional development strategies and exploring the creation of a comprehensive resource hub for teachers, which could potentially involve collaboration with the Hawai‘i State Teachers Association (HSTA). This initiative aims to address gaps in professional development by focusing on the needs of mentor and cooperating teachers. Planning is under way to establish a new Teacher Induction Center and develop pathways for school administrators, alongside seeking federal support for apprenticeships (Strategic Objective #2). Additionally, partnerships with the Center for Innovation and School Leadership (CISL) are being explored to create structured opportunities for teacher leaders to grow professionally and take on leadership roles.

Competitive Compensation and Incentives: TECC encouraged the Department of Education to engage in collective bargaining efforts with the appropriate employee union representative to improve compensation for teachers, focusing on enhancements in salary trajectory and existing differentials to make teaching positions more attractive and sustainable. Additionally, ongoing discussions on bonuses aim to support educator retention and motivation, providing further incentives for teachers to remain in the profession. Task analyses will be necessary to identify crucial focus points. Qualified new CTE teachers in technology and engineering can receive a one-time bonus of up to \$8,000, along with possible increased stipends for mentor teachers (Strategic Objective #3).

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 relationships between TECC and its many stakeholders to create a productive and supportive environment for exchanging ideas. The goal is to work in a coordinated way to ensure data and information flow both ways effectively to support the enactment of best practices that ultimately benefit the children, youth, and families of Hawai‘i.

Respectfully submitted,



Nathan M. Murata, Ph.D.
Dean, College of Education
University of Hawai‘i at Mānoa
TECC 2023-2024 Chair



Keith T. Hayashi
Superintendent
Hawai‘i State Department of Education
TECC 2023-2024 Co-Chair