

DAVID Y. IGE
GOVERNOR



DR. CHRISTINA M. KISHIMOTO
SUPERINTENDENT

DEPT. COMM. NO. 410

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

July 20, 2018

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 (TECC) 2017-2018 Annual Report to the Legislature 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: <http://bit.ly/DOELegReports>.

Sincerely,

A handwritten signature in black ink, appearing to read "Christina M. Kishimoto".

Dr. Christina M. Kishimoto
Superintendent

CMK:cac
Enclosure

c: Legislative Reference Bureau
Office of Talent Management



Teacher Education Coordinating Committee (TECC) 2017-2018 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 304A-1202, Hawaii Revised Statutes, which 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 at the University of Hawaii at 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, iteachHAWAII, Kahoiwai Center for Adult Teaching and Learning, Teach for America, University of Hawaii at Hilo, University of Hawaii at Hilo’s Kahuawaiola Indigenous Teacher Education Graduate Program, University of Hawaii – Leeward Community College, University of Hawaii at Manoa, University of Hawaii-West Oahu, and University of Phoenix-Hawaii.

Other entities that have been invited to participate include Hawaii P-20 Partnerships for Education, Hawaii State Teachers Association, University of Hawaii at Manoa’s Information and Computer Sciences Department, and University of Hawaii System’s Office of the Vice President for Academic Planning and Policy.

As previously mentioned, the Superintendent of the HIDOE and the Dean of the College of Education at the University of Hawaii at Manoa co-chair the TECC, alternating

Hawai'i State Department of Education

University of Hawai'i

University of Hawai'i at Hilo
School of Education

Kahuawaiola Indigenous Teacher Education

University of Hawai'i at Mānoa
College of Education

University of Hawai'i Honolulu Community College

University of Hawai'i Leeward Community College

University of Hawai'i-West Oahu
Division of Education

Brigham Young University-Hawaii

School of Education

Chaminade University

Education Division

Hawai'i Pacific University

School of Education

Hawai'i Teacher Standards Board

Kaho'iwai

Teach for America

University of Phoenix Hawai'i Campus

College of Education

Out-of-State HTSB Recognized Programs

iteachHAWAII

Other Affiliated Programs

Hawai'i P-20 Partnerships for Education

University of Hawai'i System Office

each year. Dr. Christina M. Kishimoto, HIDOE Superintendent, chairs the TECC for the 2017-2018 year.

Dr. Donald Young, former Dean of the College of Education, co-chaired the TECC from September 2017 through December 2017. After Dr. Young's retirement at the end of December, Dr. Nathan Murata was appointed to the position and co-chaired the TECC since January 2018.

The TECC met monthly from September 2017 through May 2018, for a total of nine meetings. Throughout the year, the HIDOE and HTSB provided monthly updates on initiatives, priorities, developments, and issues for discussion. The meetings also provided time for the group to discuss items for yearly events such as the annual "It's Great to be a Teacher" event and the TECC Teacher Recruitment Job Fair. The following are summaries of major areas of discussion addressed during the 2017-2018 year:

HIDOE Updates

Under the leadership of Dr. Kishimoto, HIDOE is advancing the goals of its Strategic Plan through three high impact strategies of School Design, Student Voice, and Teacher Collaboration. Dr. Kishimoto provided the TECC group with updates regarding these three HIDOE leadership priorities, in addition to lessons learned from school site visits related to these strategies. In addition, leaders from the HIDOE team provided a series of presentations and data sharing for the Committee on the following topics:

Transition to the HIDOE Office of Talent Management: The Superintendent hired a new Assistant Superintendent for the Office of Human Resources following the retirement of Barbara Krieg. The new Assistant Superintendent, Cynthia Covell was hired under a new job description that transitions the office from a focus on human resources to a new business model of talent management.

Task Force Studies: The HIDOE created Task Forces focused on two achievement gap areas: Special Education and English Language Services. Reports from these Task Forces were presented to the Board of Education and will be shared with the TECC in September 2018 when it reconvenes.

Teacher Recruitment and Retention Plan: A HIDOE recruiting and retention working group met and provided recommendations for improving teacher vacancies. This internal work group complements the broader plan drafted by TECC.

Teacher Recruitment and Retention Data Review: The HIDOE Office of Human Resources (OHR), shared data regarding teacher recruitment and retention to help inform the planning process. The data shows an increase in the amount of teacher separations due to various reasons and a downward trend of the amount of local graduates from local educator programs being hired. Dr. Nathan Murata

shared updated 2018 EPP admittance and enrollment data that supports this statement in that EPP numbers are down from what it was when data was collected back in 2015. Overall, the HIDOE is in need of more teachers and is strengthening recruiting and retention efforts to close the teacher vacancy gaps.

Recruitment Gap Area Needing Attention: The HIDOE Office of Human Resources discussed the need for School Psychologists and made the TECC aware that there does not seem to be a local preparation program for this job class. Discussions have started to see how the TECC might be able to help address this concern and will continue when it reconvenes.

Curriculum Development at the HIDOE: HIDOE made presentations on two key initiatives. The first was on the new HIDOE Computer Science Standards (CS) and the HIDOE goal of designing an age appropriate computer science experience at elementary, middle and high school levels.. The TECC was invited to be a stakeholder in future planning meetings and was asked to help assist the HIDOE in creating the action plan.

The second presentation was in regards to Connect to Careers (C2C) along with next steps around this public private partnership development work. This coalition is designed to collaboratively prepare students for success in high-skill, in-demand career pathways by bridging what happens in the classroom to real world experiences. It was suggested that a TECC member be added to the coalition group.

HTSB Updates

The HTSB provided regular updates regarding new business items that had been approved or would be discussed at board meetings and provided information about accreditation and annual reports. Some of the new business items that were approved and shared with the TECC included: the use of external accrediting organizations for review to have a Hawaii EPP be considered for continuing state approval, limiting which EPPs are able to recommend candidates for licenses in Hawaiian fields, limiting ways already licensed teachers are able to add the field of Early Childhood Education, the addition of new license levels, and the addition of the new license fields of Middle Level Generalist and Ethnomathematics. Approval was also granted to have a workgroup convene in 2018-2019 to review all of the Special Education fields, levels, and requirements for adding special education fields to an existing license.

The HTSB coordinated different types of workshops and more in-depth meetings for the TECC members, conveniently held after the official TECC meeting. Some of these workshops had representatives from an external accrediting agency called the Association for Advancing Quality in Educator Preparation and the Educational Testing Service, which is the organization that administers the teacher licensure test called Praxis. The workshops also allowed for in-depth discussions regarding the state approval process, HTSB surveys, clinical experience, and rubrics

The Hawaii Administrative Rules governing the HTSB are still undergoing revision and important legislation was introduced this past session regarding how the HTSB's board was comprised. The HTSB introduced bills that would allow for two more members to be added to the board. One member would be from the Native Hawaiian Education Council and the other would be a teacher candidate from a Hawaii EPP.

P-20 Partnerships for Education Highlights

P-20 presented information on how it is working with the Chamber of Commerce to create an Education Sector Strategy Summit, similar to those of other industries. This summit would help bring together different stakeholders to discuss and find solutions for big issues within the field of education. Because of the timing to coordinate and identify people and/or organizations that would be involved, it looks like the summit would not occur until sometime in Fall 2018.

The TECC members were invited to participate in a P-20 sponsored Middle School Career Fair that occurred in February. Members who were able to participate were provided with a table at the event to promote their EPPs and career opportunities as a teacher or other professions in the field of Education.

Updates were provided on how the Smarter Balance Assessment is being used to place students in classes within the University of Hawaii system. In addition, the pilot of offering transition courses for juniors who were not college ready has transitioned to a permanent status and is still moving along. A new pilot will be occurring next year for a middle school transition course that would provide intervention to 7th grade students so by the time they are in the 9th grade they are able to take Algebra.

TECC Group Highlights

It was another successful year for the "It's Great to be a Teacher" event that occurred in April at the University of Hawaii-Leeward Community College. This year was the first year that three of the top individuals overseeing education in Hawaii were able to attend and address the individuals. Keynote speakers included Dr. Christina Kishimoto (HIDOE Superintendent), Dr. Philip Bossert (Acting Executive Director for the Hawaii Association of Independent Schools), and Sione Thompson (Executive Director of the State Public Charter School Commission). In addition, individuals were able to hear from a panel of award winning teachers representing both public and private schools. The TECC discussed expanding this event to the neighbor islands and put things in motion to possibly hold another event in October at the University of Hawaii at Hilo.

The annual Teacher Recruitment Job Fair was also a success. The TECC members who were in attendance reported more quality conversations occurring between local candidates and school administrators, some resulting in same day job offers. Discussion also occurred on whether or not to expand this type of job fair to the neighbor islands as well.

Marketing of the teaching profession was an ongoing topic this year and re-introducing the “Be a Hero, Be a Teacher” campaign was discussed. Dr. Murata and the University of Hawaii at Manoa System’s Office have been looking into copyright laws and seeing what can be done going forward. Hawaii News Now partnered with Dr. Murata to provide social media campaigns and provide television spots to target certain demographics. The cost for the campaign is about \$100,000. The University of Hawaii and the HIDOE are working together on this marketing initiative.

The March meeting this year was dedicated to an open question and answer session with State Legislators. The TECC sent out invitations for key legislators to come and speak with the committee. Two legislators were able to attend, the Honorable Senator Michelle Kidani and the Honorable Representative Justin Woodson. The Senator and Representative shared their views on education, discussed bills that were being circulated, and answered questions posed by the TECC members. Their presence and time at this meeting was insightful and very much appreciated.

TECC 5-Year Strategic Plan


Most of the discussions this year focused on the creation of a 5-year plan that addresses topics the TECC members identified as important and actionable items to which they were willing to commit time, effort, and/or resources. The following priority objectives were identified: 1) build new capacity locally, 2) increase satisfaction of in-service teachers, 3) provide meaningful incentives for recruitment and retention, 4) effectively market the teaching profession, 5) meet local needs with other approaches, and 6) improve special education teaching experience.

Under these priority objectives, strategies and key activities were identified. Some examples include: targeting teacher candidate groups and reaching out to promote the teaching profession in high schools or to non-traditional students; identifying which areas teachers feel they need more autonomy and creating a teacher/administration committee to find solutions; providing paid internships or ongoing support that supports the whole person; promoting the HIDOE as an employer of choice; and creating more opportunities for collaboration and development to provide needed support for Special Education teachers.

The location and meeting dates for the 2018-2019 year were established and agreed upon by the TECC.

Respectfully submitted,


Dr. Christina M. Kishimoto
Superintendent
Hawaii Department of Education
TECC Chair for 2017-2018


Dr. Nathan Murata
Dean, College of Education
University of Hawaii at Manoa
TECC Co-Chair for 2017-2018

Attachments: Meeting Summaries and Attachments
TECC Directory 2017-2018
2017-2018 Meeting Schedule
2018-2019 Meeting Schedule
5 Year Plan

2017–2018 TECC Draft Meeting Schedule

Chair: Christina Kishimoto, Superintendent, Hawai'i DOE

Co-Chair: Donald B. Young, Dean, UH Manoa College of Education

MEETING DATES

2017

September 14, 2017

October 12, 2017

November 16, 2017

December 14, 2017

2018

January 11, 2018

February 8, 2018

March 8, 2018

April 12, 2018

May 10, 2018

2017-2018 TECC SIGN-IN SHEET

Meeting No. _____, Thursday
 Date: _____, 9:30 - 11:30 am
 Topa Financial Center, University of Phoenix, Honolulu, Hawaii'i Campus

Last Name		First Name		Title		Organization		TECC Membership		Initial
Andrade-Wheeler		Linda		Field Director for Education and Associate Professor of Education		Hawaii'i Pacific University		Member		
Barrett		Diane		Professor and Chair		School of Education, UH Hilo		Member		
Caroll III		George		Community Relations Specialist		College of Education, University of Phoenix		Member		
Clark		Kay		Director		iteachHAWAII		Guest		
Cohen		Kacie		Director, School Counseling Internship		Chaminade University of Honolulu		Member		
Covell		Cynthia		Assistant Superintendent		Office of Human Resources, State of Hawaii Department of Education		Other attendee / Interested party		
Doerger		Dan		Alignment Director, Core-to-College		Hawaii'i P-20 Partnerships for Education, University of Hawaii'i		Other attendee / Interested party		
Emrick		Alyson		Director, Pre-Service and Alternative Route to Credential		Teach For America		Member		
Fryxell		Dale		Dean of Education Division		Chaminade University of Honolulu		Member		
Gyuran		Carolyn		Representing Diann Huber (President)		iteachHAWAII		Member		
Hammonds		Lynn		Executive Director		Hawaii'i Teacher Standards Board		Member		

2017-2018 TECC SIGN-IN SHEET

Meeting No. _____, Thursday
 Date: _____, 9:30 - 11:30 am
 Topa Financial Center, University of Phoenix, Honolulu, Hawai'i Campus

Halvorson	Judy	Lead Faculty	University of Phoenix	Guest	
Harada	Violet	Professor Emerita	Information & Computer Sciences Department UH Mānoa	Appointee	
Heller	Mary	Chair of Division of Education	University of Hawai'i West O'ahu	Member	
Hirata	Peggy	Field Services Coordinator	Brigham Young University	Other attendee / Interested party	
Huber	Diann	iteachHAWAII	President	Member	
Jenkins	Amelia	Interim Associate Dean for Academic Affairs	College of Education, UH Mānoa	Other attendee / Interested party	
Kamai	Stephanie	Director of Field Experience	University of Hawai'i West O'ahu	Other attendee / Interested party	
Kirby	Noe	TEP Manager	Kaho'iwai, c/o Kanu O Ka 'Aina Learning Ohana (KALO)	Member	
Kishimoto	Christina	Superintendent; TECC Chair	HIDOE	Member	
Kiyomura	Roger	Director	Hawaii Pacific University	Member	
Latham	Karen	Chair	School of Education, Brigham Young University	Member	

2017-2018 TECC SIGN-IN SHEET

Meeting No. _____, Thursday
 Date: _____, 9:30 - 11:30 am
 Topa Financial Center, University of Phoenix, Honolulu, Hawaii'i Campus

Leibowitz	Jonathan	Student Program Coordinator	HSTA	Other attendee / Interested party	
Levine	Aaron	Partnership & Placement Coordinator	Institute for Teacher Education, College of Education, UH Mānoa	Other attendee / Interested party	
Iokepa-Guerrero	Noelani	Associate Professor	Kahuawaiola Indigenous Teacher Education Program, University of Hawaii'i at Hilo	Member	
Martel	Roberta	Coordinator/Assoc Prof CC	University of Hawaii'i - Leeward Community College	Appointee	
Miranda	Jessica	Director of Assessment, Accreditation, and Accountability	Dean's Office, College of Education, UH Mānoa	Other attendee / Interested party	
Murata	Nate	Dean; TECC Co-Chair	College of Education, UH Mānoa	Member	
Nishimura	Kathleen	Director of Field Services	Education Division, Chaminade University of Honolulu	Other attendee / Interested party	

Teacher Education Coordinating Committee (TECC) Meeting No. 1, 2017–2018
University of Phoenix Honolulu Campus

SEPTEMBER 14, 2017

MEETING SUMMARY

Present:

Christina Kishimoto/HIDOE Superintendent (Chair); Donald Young/UHM-COE Dean; Makalapua Alencastre/UH Hilo; Linda Wheeler-Andrade/HPU; John Bailey/BYUH; Diane Barrett/UH Hilo; George Carroll III/University of Phoenix-Hawai'i; Kacie Cohen/Chaminade University; Alyson Emrick/Teach for America; Joe Fraser/KALO; Dale Fryxell/Chaminade University; Carolyn Gyuran/iteachHAWAII; Violet Harada/UHM LIS; Mary Heller/UHWO; Stephanie Kamai/UHWO; Aaron Levine/UHM-COE; Roberta Martel/UH-LCC; Jessica Miranda/UHM COE; Kathleen Nishimura/Chaminade University; Beth Pateman/UHM COE; Joanne Taira/UH System; Kerry Tom/HIDOE.

Guests: Betty-Joann Iokepa-Guerrero/UH Hilo; Michael-Brian Ogawa/UHM LIS; Phyllis Unebasmi/HIDOE; Barbara Krieg/HIDOE;

I. Welcome

Don Young convened the meeting at 9:30 am, welcoming Superintendent Kishimoto to Hawai'i and to TECC; also welcomed members to the first meeting of the 2017–2018 academic year. He expressed appreciation to the University of Phoenix for hosting the meeting, parking, and coffee. Young then passed the chair to Superintendent Kishimoto.

Christina Kishimoto introduced herself and background prior to being appointed Superintendent. Members and guests each introduced themselves and provided a brief on their respective programs.

II. Business Items

A. The TECC Meeting No. 9 Summary, May 9, 2017 was approved by acclamation.

B. HIDOE Report

- Chair Kishimoto provided a report on ESSA
 - ESSA Plan Submission
 - Before submission, asked for feedback from USED for 5% of our lowest performing schools;
 - already working with Complex Area Superintendents and Assistant Superintendents on dashboard;
 - Providing statewide dashboard for Board of Education (BOE);
 - ESSA plan signed by Superintendent, Governor; and BOE

C. TECC Annual Report to Legislature

- Don reported draft report was circulated to members; already signed by former Superintendent Matayoshi before she left office.

- Report to be submitted by November to UH System responsible for sending the 2016–2017 report to the Legislature. The 2017–2018 TECC is chaired by HIDOE, so next year’s report will be submitted by HIDOE.
- Legislative Report for 2016–2017 was unanimously approved for submission.

D. Other Business

- The TECC Schedule for 2017–2018 was confirmed. Please mark calendars accordingly.
 - Future meetings will be at the University of Phoenix in our regular meeting room on the first floor.
- The draft TECC Directory was circulated for changes/updates. Corrections will be sent out and available on the Google docs folder.
- Don provided background on UH System initiative called Be A Hero, Be A Teacher. UH contracted with Kai Media to create a promotional campaign in print and multimedia. The initiative was built on the successful “It’s Great To Be A Teacher” workshops held the past two years. The intent is to begin to change the negative messages about teaching to a positive one.
- Don handed out Be A Hero Be A Teacher posters and showed two promotional videos produced by Kai Media that will be released soon in a statewide promotional campaign. A 30 second PSA and a long 2 minute 30 second version are available.

III. Discussion

A. HTSB Report and Emerging Issues

Beth Pateman reported on behalf of Lynn Hammonds who was unable to attend.

- Shared handout: *Options for State Approval for Hawaii‘i Educator Preparation Programs* updates for approval.
- Cautioned EPPs about the need to pay CAEP dues. Failure to pay dues may result in withdrawal of accreditation despite NCATE/TEAC accreditation running several more years.
- There is a potential for a new accrediting body Association for Advancing Quality in Educator Preparation (AAQEP)
 - Founded by Mark LaCelle-Peterson
 - Three working groups have Hawaii‘i representatives (Jessica, Lynn, and Carolyn)
 - Purpose to create accreditation agency that allows for a more flexible approach and recognizes and encourages innovation.
 - AAQEP will be seeking feedback from the field soon, including educator preparation programs, DOEs, teacher candidates, and other stakeholders.
 - Potential for piloting here in Hawaii‘i.
- Issues with Rubrics postponed to future agenda.

B. Teacher Shortage Issues

- Barbara Krieg provided a short report regarding recruitment data and will provide in-depth data report in November.
 - Preliminary snapshot for now: 1083 new teachers hired; still increasing the trend of teacher separation; historically, leaving Hawaii‘i and retirements have been the most common reasons for separation; HIDOE is looking at the increase of leaving Hawaii‘i to try to understand who is leaving as well as why.
 - Potential reasons for leaving: military spouses, retirements, etc. Trends that may not necessarily be able to change.

- HIDOE is experiencing a downward trend of licensing for local EPP graduates.
- Steve Schatz shared some of the job opportunities outlook data and will bring more information to the next meeting.
- Christina suggested putting the demand data together with what is the EPP capacity, and then set goals for collective commitment together to address the issues. Members agreed to focus one meeting perhaps in December on setting such mutual collaborative goals.
- Suggestions were also made to explore teacher academies, a focus on 5th grade exploratory programs, and teacher preparation academies among other initiatives that may prove impactful.
- December 14, 2017 meeting was selected to invite Teachers of the Year, second-year teachers, etc to discuss their experiences with EPPs and HIDOE. Suggested time change to 4:00 to 6:00 to enable teachers to participate.
- ACSR State Policy statement
Jessica Miranda introduced the AACTE ACSR State Policy Statement for discussion. The policy statements are intended to be used for advocacy related to state policies on teacher education. Feedback on the ACSR state policy statements needs to be sent the Jessica Miranda by Sept. 22.

IV. Next TECC Meeting, October 12, 2017 at University of Phoenix.

Suggested Future Agenda Items of Interest

- Issues with Rubrics (October)
- Teacher Shortage
 - Teacher Shortage/Recruitment Data (November)
 - What works in other states?
 - Ask Teachers of the Year and/or recent graduate to share experiences in schools
 - Set goals and strategies to collectively address teacher shortage and pipeline issues (December)
- Invite Senator Hirono
- Celebrate Excellent Teachers
- Upcoming 2018 Legislative Session
 - TECC Agenda Items?
 - Invite Legislators to meet with TECC

V. Adjournment: Meeting was adjourned at 11:15 am.

Reference documents can be found at:

<https://drive.google.com/drive/folders/0B2uSruhsG3nYeUIVLXFRbXZKTkk>

Approved 11/16/2017

Teacher Education Coordinating Committee (TECC) Meeting No. 2, 2017–2018
University of Phoenix Honolulu Campus

OCTOBER 12, 2017

MEETING SUMMARY

Present: Diane Barrett/UH Hilo; George Carroll III/University of Phoenix-Hawaii; Dale Fryxell/Chaminade University; Lynn Hammonds/HTSB; Violet Harada/UHM LIS; Mary Heller/UHWO; Noelani Iokepa-Guerrero/UH Hilo Kahuawaiola; Roberta Martel/UH-LCC; Stephen Schatz/Hawaii P-20; Joanne Taira/UH System.

Guests: Linda Andrade Wheeler/HPU; Kacie Cohen/Chaminade University; Peggy Hirata/BYUH; Stephanie Kamai/UHWO; Barbara Krieg/HIDOE; Aaron Levine/UHM-COE; Jessica Miranda/UHM COE; Kathleen Nishimura/Chaminade University; Beth Pateman/UHM COE; Michael-Brian Ogawa/UHM ICS; Stephanie Shipton/TFA; Kerry Tom/HIDOE, Phyllis Unebasami/HIDOE.

I. Welcome

- Kerry Tom convened the meeting at 9:40am and explained how he and Barbara Krieg would be facilitating the meeting on behalf of Superintendent Christina Kishimoto.

II. Business Items

A. Approve TECC Meeting No. 1 Summary, September 14, 2017

- Kerry Tom gave those present at the meeting a few minutes to review meeting summary and provide any feedback/comments/updates.
- Upon review Jessica Miranda was the only individual who had updates to the meeting summary. However, upon review they were not in the current version. She indicated that she emailed Don Young her updates. She then indicated that she would also forward that email to Kerry Tom.
- Kerry Tom stated he would add Jessica's updates, and defer approval of the TECC Meeting No. 1 Summary until the next meeting in November.

B. HIDOE Report

- Kerry Tom stated there were no updates to report.

C. Other Business

- Kerry Tom stated there were no other business items to discuss at this time.

III. Discussion

A. HTSB Report and Emerging Issues

- Lynn Hammonds discussed the HSTB *Save the Date!* handout and upcoming workshops as outlined.
 - i. It was noted that a correction needs to be made to change the date of the January 22, 2018 workshop to January 11, 2018.
 - ii. It was also noted that the workshop on December 14, 2017 will take place before the TECC meeting since the meeting is scheduled for the afternoon that day.
- Lynn Hammonds notified everyone that in the last HTSB board meeting, on October 6, 2017, NBI 17-10 was introduced and approved. This NBI was in regards to providing options for EPPs to use external accrediting organizations for review to be considered for state approval.
(<http://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-17-10-EPP-Accreditors-1.pdf>)

B. HIDOE SY 16-17 Teacher Data; Introduction to Steering Committee

- Barbara Krieg provided information regarding SY 16-17 data via documents Kerry Tom had forwarded to everyone in a previous email. Explained how she is only able to provide information on trends at this time. Due to the timing of different HIDOE processes and when data is collected, there is a lag in information and therefore OHR waits until after October 1st to look at the information. The data is then presented to the BOE at the HR Committee meeting in November. Next month's meeting will not be until November 21, 2017.
 - i. Status of Teacher Positions for SY 2016-2017 Document
 - Looking at ways to break these numbers down by specific Subject Areas in the future so as to provide better numbers and data to support trends.
 - ii. Presentation on Overview of Teacher Recruitment Data for 2016-2017 School Year Powerpoint
 - When looking at the information regarding how many positions filled at the start of school, it is important to look at the raw data numbers and not just the percentages. The percentage of positions filled may appear to be going down, but at the same time the amount of positions needing to be filled is rising.
 - A question at the last TECC meeting was raised about the target goal of how many teachers HIDOE needs. However; with the amount of vacancies that need to be filled, it does not really matter what the target is because HIDOE just needs more teachers. Individuals who have completed state approved teacher education programs (SATEP) are preferred, but there

will always be a place for non-SATEP individuals like alternative certification programs (i.e., TFA).

- Retention is a big issue that needs to be addressed, especially within the field of SpEd, and HIDOE is doing what it can to help. Data shows that teachers are leaving the field of SpEd, but not necessarily the teaching profession nor the HIDOE. It also highlights that money is not the biggest issue, but more so working conditions.

iii. Introduction to Steering Committee

- Superintendent Kishimoto has started to create three main task forces/steering committees to address the areas of 1) Special Education, 2) English Language Services, and 3) Teacher Recruitment and Retention.
- These committees are/will be comprised of different stakeholders, including individuals from HIDOE. Specifically in regards to the Teacher Recruitment and Retention Steering Committee, Superintendent Kishimoto would like representatives from TECC to be on the committee. Barbara recommended that two individuals be considered; possibly one person to represent the UH Systems and another person to represent the other programs. HTSB will be asked to be a part of the steering committee, aside from the TECC representatives.
- Jessica Miranda suggested that individuals from Higher Ed be included/invited to participate on the Special Education and English Language Services committees as they are experts in these fields.

iv. Discussion and Comments on Separations and Retention

- Barbara Krieg explained how HIDOE's 5 year retention rate is better than the national median and numbers reflect if the person remained employed within the HIDOE in any type of capacity. Went on to explain that in SY 15-16 there was a rise separation due to leaving the state and in SY 16-17 there were 150 more separations.
- Aaron Levine asked if the retention rate takes into account when an individual completed their preparation program, to which Barbara Krieg responded no.
- George Carroll asked if the HIDOE recognizes milestones of service time (e.g., 5 or 10 year service awards), to which Barbara Krieg responded yes. HIDOE has reinstated recognition awards in the form of certificates, pins, etc. George Carroll later asked if programs could be informed when alumni reached those milestones, to which Barbara Krieg responded that HIDOE and HTSB are working to link systems so that type of information could possibly be provided in the future.

- Stephanie Shipton asked if the separation information can be broken down based on when individuals entered the HIDEOE and then match up those numbers to the reasons why individuals are leaving to see if there are any trends. Barbara Krieg responded that the information was already broken down based on when individuals entered the system and that OHR could try to do the match up suggested. OHR wants to be able to utilize the data extracted from different systems in a meaningful way and report out.
- Barbara Krieg shared the following general information:
 - Assuming data for SY 17-18 will show that there are more true vacancies that have been/still need to be filled and that there will have been higher number of No SATEP individuals hired;
 - Highest vacancy rates have been in Maui district for the last 2 years;
 - Highest No SATEP rates have been in the Leeward District (Nanakuli/Waianae) and West Hawaii areas, both of which fill many vacancies with TFA candidates;
 - Each area has different circumstances and challenges to deal with; and
 - The numbers for local program completers who are seeking licensure through HTSB has gone down.
- Aaron Levine asked if there is any data on the effectiveness of hard-to-fill incentives, to which Barbara Krieg responded that a joint salary study with HSTA found an incentive of \$1,500 doesn't make a difference but \$3,000 would. HIDEOE has since reinstated the \$3,000 incentive amount for identified hard-to-staff locations but, due to negotiations, has discontinued the Return-to-SpEd incentive.
- Stephen Schatz asked how HIDEOE's retention rates compare to other industries, to which Barbara Krieg responded that HIDEOE's rates are actually pretty good when compared to other school districts and private sector. Teacher turnover rate is better than that for classified positions and overall turnover rate for all positions is still lower when compared to private sector. No matter what industry, people are paid lower in Hawaii when cost of living is factored in. HIDEOE's overall compensation package, when taking benefits into account, is better or at least very competitive when looking at comparable positions in private sector.
- Jessica Miranda asked if state cannot pay teachers more, then can other things like tax credit or affordable housing be considered. Barbara Krieg explained those types of suggestions have come up in the past and have been introduced to the legislature, but nothing has been passed. It all comes down to money because everyone weighs in how much certain

programs would cost the state or how much revenue would be lost, etc. However, the good thing is that there are more discussions occurring regarding teacher shortages and how it will take a collective effort to address the issue.

- George Carroll asked if it is possible to look into different type of retirement plans, ones that people can take with them if they leave HIDOE or the state. Barbara Krieg responded the Employees' Retirement System (ERS) is aware of this idea because it has been brought up and is currently exploring different options.
- Stephanie Shipton, in response to a comment made by Barbara Krieg in regards to Millenials, proposed the Steering Committee maybe could or should ask people, like the Millenials, what they wanted so as to help develop incentives and plans in the future.
- Linda Wheeler asked if HIDOE does exit interviews, to which Barbara Krieg responded that it is something OHR would like to do but does not have enough personnel to facilitate it. OHR would want a neutral individual, not the principal, conducting the interview. However, looking into possibility of using some type of Survey Monkey-like program to obtain anonymous feedback and information.

C. Inviting Teachers to Discuss Experiences with EPPs and HIDOE

- Kerry Tom shared his thoughts about the suggestion from the last TECC meeting to invite teachers to discuss their experiences and felt that without an established purpose, teachers may feel intimidated to express their true feelings on their SATEP experience in relation to their new teaching experience. In addition, being that they would be coming after hours and to entice folks to want to participate, it may need to be more of a planned event, etc. Therefore, he facilitated a discussion about what type of information the EEPs are wanting to obtain and what they are currently doing to try and solicit that information.
 - i. Jessica Miranda shared UH Manoa surveys the mentor teachers that oversee their student teachers. It has tried to survey principals, close to accreditation time, but the response rate is low. It would like to survey alumni but cannot get a listing of where they are currently teaching.
 - ii. Aaron Levine shared UH Manoa also surveys individuals who are currently student teaching, some of whom may also be emergency hires, and they do focus groups close to accreditation time as well.
 - iii. Lynn Hammonds shared HTSB is considering including surveys within its system for individuals to complete when they apply and/or pay their annual fee after the first year. It is also looking to include surveys for cooperating teachers and principals.

- iv. Mary Heller shared UH West Oahu does the same things as UH Manoa. The biggest issue overall is that the response rate for surveys have been very low. She shared later in the meeting that the survey responses UH West Oahu has gathered can be found online at its website.
 - v. George Carroll shared University of Phoenix has done surveys and hosted alumni reunion events. One of the things mentioned was that the alumni would like University of Phoenix to offer complimentary PD they can use to increase their pay.
 - vi. Stephanie Shipton shared TFA surveys corp members on both national and local levels and has successful response rates. TFA has also developed different type of pathways for PD, coaching, and support so that its alumni can continue to develop and have a greater impact. TFA is willing to share what it is doing in regards to its surveys, PD, etc.
 - vii. Kerry Tom shared that based on what he was hearing, it seems like everyone was doing some type of surveying and maybe he needs to send out an inventory survey to see exactly what everyone is doing and if consolidation is a possibility. Went on to share that the Induction and Mentoring unit within HIDEOE also does surveys, so maybe TECC could incorporate questions into that survey. General comments from Induction and Mentoring is it appears new teachers are prepared with the theoretical knowledge needed, but lack preparation on the practical side of things.
- George Carroll asked if it is possible for HIDEOE to streamline PD so what the EPPs offer or conferences teachers attend can be applied towards future reclassification credits without necessarily having to meet specific/prescriptive HIDEOE requirements. Many times his alumni are asking if the PD will count for reclass.
 - i. Barbara Krieg responded OCISS oversees that area and determines if PD courses are acceptable.
 - ii. Phyllis Unebasami added that PD credit should be done aside from normal paid work hours and it should be increasing the capacity of the individual to make them a more effective teacher in the HIDEOE. In addition, they should be able to demonstrate and apply what they have learned.
 - Phyllis Unebasami posed the questions of why TECC would like teachers to come in, what value it would have, and if it would be good to set-up criteria on the type of teachers EPPs wanted to hear from (e.g., National Board Certified, Teachers of the Year, etc.). Also proposed the EPPs listen to the teachers' experiences and then draw from those narratives on changes that may need to be made to individual programs.
 - i. George Carroll responded he just wants to see and hear what people learned and what they wish they had known.

- ii. Stephen Schatz shared he would just be excited to meet with the teachers, even if it is to just talk story.
 - iii. Kathleen Nishimura shared Chaminade actually asks DOE personnel from different areas about individuals from its program and what they are lacking. She takes the feedback and tries to make changes. Highlighted points included Classroom Management, Assessments, Lesson Planning, and Differentiated Instruction.
 - iv. Stephanie Shipton shared there is also value in hearing from people who may not have been as successful.
 - v. Jessica Miranda suggested utilizing events that are already taking place and possibly adding breakout sessions at the “It’s Great to be a Teacher” event where some questions can be answered there and not just via a panel discussion.
 - vi. Aaron Levine suggested also utilizing the HSTA Institute Day in February and doing breakout sessions there as well.
 - vii. Kerry Tom to follow up on a request to reach out to HSTA regarding the Institute Day and also about HSTA’s general involvement in TECC.
- Roberta Martel shared that when speaking about retention, it starts with the principal and the school culture. For this reason, TECC/EPPs should also tap the administrators to see what can be done on that front.
 - i. Beth Patemen agreed, mentioned that this topic is never talked about in TECC, and thanked Bobbie for bringing it up.
 - ii. Barbara Krieg shared OHR does try to provide CASs with data (e.g., retention rates, turnover rates, etc.) about their areas to help them determine if there may be problems in regards to the administrators at certain schools.
 - iii. Phyllis Unebasami added that the profiles of individual schools need to be taken into account and need to see what data match ups come about because each school’s circumstances are different and sometimes the problem is not necessarily because of the culture. Need to be sensitive to the needs of the school, look at the whole picture and all factors involved.

IV. Next TECC Meeting, November 16, 2017 at University of Phoenix

- Teacher Shortage
 - What works in other states?

Future Agenda Items under consideration

- Updated Teacher Shortage/Recruitment Data (deferred)
- Set goals and strategies to collectively address teacher shortage and pipeline issues (December)

- ~~Invite Teachers of the Year, second-year teachers, etc. to discuss their experiences with EPPs and HDOE. Suggested time change to 4:00 to 6:00 to enable teachers to participate. (December)~~
 - Item to be modified and will instead be focusing efforts on having breakouts at HSTA's Institute Day and/or the "It's Great to be a Teacher" event.
- Invite Senator Hirono
 - Jessica Miranda will be reaching out to the Senator's aide to see when she will be in Hawaii.
- Celebrate Excellent Teachers
 - George Carroll asked if all EPPs could be invited to attend the ceremony, regardless of the program the person completed, so that they can be more involved in celebrating teacher accomplishments and help expand the celebration.
- Upcoming 2018 Legislative Session
 - Invite Legislators to meet with TECC

V. Adjournment: Meeting was adjourned at 11:30am

Approved 11/16/2017

Teacher Education Coordinating Committee (TECC) Meeting No. 3, 2017–2018
University of Phoenix Honolulu Campus

NOVEMBER 16, 2017

MEETING SUMMARY

Present: Christina Kishimoto/HIDOE Superintendent (Chair); Diane Barrett/UH Hilo; George Carroll III/University of Phoenix-Hawaii; Dale Fryxell/Chaminade University; Lynn Hammonds/HTSB; Violet Harada/UHM LIS; Mary Heller/UHWO; Karen Latham/BYUH; Stephen Schatz/Hawaii P-20.

Guests: Kacie Cohen/Chaminade University; Cynthia Covell/HIDOE; Dan Doerger/Hawaii P-20; Alyson Emrick/TFA; Peggy Hirata/BYUH; Aaron Levine/UHM-COE; Jessica Miranda/UHM COE; Kathleen Nishimura/Chaminade University; Beth Pateman/UHM COE; Kerry Tom/HIDOE; Felicia Villalobos/HTSB.

I. Welcome

- Superintendent Kishimoto convened the meeting at 9:33am
- Self-introductions of individuals new to the TECC
 - Cynthia Covell – Assistant Superintendent of Talent Management for HIDOE Office of Human Resources
 - Karen Latham – New Department Chair for School of Education at BYUH
 - Felicia Villalobos – Chairperson for HTSB and Teacher at Wilcox Elementary
- Self-introductions of all others in attendance

II. Business Items

A. Approve TECC Meeting No. 1 Summary, September 14, 2017

- Approved with no comments or concerns.

B. Approve TECC Meeting No. 2 Summary, October 12, 2017

- Approved with no comments or concerns.

C. HIDOE Report

- Teacher of the Year (TOY) 2018
 - Kerry Tom shared that information regarding the 2018 TOY program was being provided since it was a topic brought up at the previous meeting. The 2018 TOY timeline was provided via email and a link to video footage of the event provided via the agenda (<https://www.facebook.com/HIDOE808/videos/1688044817926971/>).

- George Carroll stated there is a standing invitation for the TOYs to participate as panelists at the “It’s Great to be a Teacher” event happening on April 21, 2018 at LCC. Mentioned they are still looking for a cross-section of panelists to speak (e.g., DOE, PCS, HAIS, Male, Female, Elementary, Secondary, SpEd, etc.) Confirmed Sione Thompson (Executive Director of PCS Commission) and Philip Bossert (Acting Executive Director of HAIS) will be in attendance. Extended invitations to both Chair Kishimoto and Cynthia Covell.

He also shared how he was honored to attend the TOY ceremony. However, when compared to events held in other states, he felt the event could have been “grandier” (e.g., California televises the event, Arizona has it at a hotel, etc.). Suggested convening a group to help make it a bigger event and was open to heading the group.

- Chair Kishimoto stated she would be in attendance provided her scheduled allows for it and to have George Carroll contact her office staff to coordinate.

Mentioned that last year's TOY suggested it would be good for the Superintendent to meet with previous TOYs to hear about their experiences and to discuss how HIDEOE can support the TOY during the school year in which they are fulfilling their duties outside of the classroom. Stated that HIDEOE is currently looking into different options to support the TOY such as providing a co-teacher for their classroom.

In response to George Carroll's comments regarding the TOY ceremony, Chair Kishimoto agreed that events she attended in her previous school districts had more "fan-fare" than what happens here. She is open to discussing how to make the event bigger and bring in business partners, etc. Agreed that a small work group should be created. George Carroll, Lynn Hammonds, and Cynthia Covell were identified as participants.

D. Other Business

- Chair Kishimoto stated there were no other business items to discuss at this time.

III. Discussion

A. HTSB Report and Emerging Issues

- Lynn Hammonds shared that NBI 17-13 will be discussed at the next board meeting (November 17, 2017 at 9am) and it is in regards to limiting the ability of EPPs to recommend individuals for Hawaiian fields (<http://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-17-13-EPP-Rec-for-Hawaiian-Fields.pdf>).

Mentioned that back in September the HTSB board voted on limiting the ways by which individuals could add-a-field of ECE to an existing license. Individuals must now complete a SATEP or be recommended by an EPP, as opposed to only taking a Praxis test. This change came about at the request of the Executive Office on Early Learning because it felt that individuals needed more than just a test to add the field. Mentioned that EPPs still have options to recommend individuals sooner if they would like to. Due to comments that have been received, the board will be considering revising the NBI and extending the timeline for allowing individuals to utilize the Praxis test option to add-a-field of ECE at the next board meeting (<http://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-17-06-ECE-Added-Field-Requirements-Rev.pdf>).

Stated individuals could submit testimony if they had any comments.

Lastly, mentioned the HTSB Administrative Rules will be up for review (<http://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-17-14-HRS-Amendment.pdf>) and individuals are able to submit testimony if they had any comments.

- Chair Kishimoto expressed concern about needing time to build a state PK program and the capacity for the program. Thinks the proposed timeline needs to be looked at and maybe consider keeping options open to help build capacity. Looking at possibly needing this year and next year to assess and feels shutting the door at the end of this year is too early.
- In response to Chair Kishimoto's comments, Lynn Hammonds suggested maybe moving the deadline to June 2019 and then revisiting the issue. She will bring this up for discussion at the upcoming HTSB board meeting.
- Stephen Schatz raised the question of how to incentivize someone going back to complete a 2 year program in order to add-a-field to a license. George Carroll mentioned maybe creating more alternative certification programs. Beth Pateman shared that there are still other options that EPPs can utilize to recommend individuals and that they do not necessarily have to go through a full program. Mary Heller Shared that UH-West Oahu is looking to add the PK-3 licensure area as part of their program in the near future.

B. Teacher Recruitment/Retention (Small Group Work)

- Review Teacher Vacant – Filled & Retention Data
 - i. Kerry Tom provided handouts and explained how to review information. Also, answered questions regarding the data presented.

 - ii. Status of Teachers for SY 2017-2018 Document:
 - This was updated information that Barbara Krieg presented at the previous TECC meeting.
 - Confirmed information included TFA teachers.
 - The number of vacancies represent positions that have been allocated to HIDOE but are not filled with a contracted teacher. The positions may not be filled for various reasons (e.g., school may be holding it, there may be low enrollment, may not be utilized as a classroom position, etc.).
 - The number of filled positions represents those positions for which a contracted teacher has been hired. It does not represent positions filled with substitute teachers.
 - Emergency Hire refers to an individual who does not possess a Hawaii teaching license issued by HTSB.
 - No SATEP refers to an individual who has not completed a State Approved Teacher Education Program and does not possess a HTSB license. Because they do not possess a HTSB license, they are considered Emergency Hires. The individual may or may not be currently enrolled in a program.
 - SATEP refers to an individual who has completed a State Approved Teacher Education Program. Most of these individuals are eligible to obtain a HTSB license. However; in the event they are unable to obtain a license (e.g., missing a necessary test or document), they would be considered an Emergency Hire until they are able to obtain it.
 - HIDOE will see about possibly getting information regarding:
 1. Vacancy numbers broken down by subject area
 2. Number of “true vacancies” for which school are looking to fill
 3. Data for inclusion
 4. Data regarding teachers teaching out-of-field
 - Felicia Villalobos asked if there was any data/trends on vacancies occurring because classroom teachers are being pulled out to be placed in coaching positions. Chair Kishimoto responded by stating this issue has been brought up and is looking to address it. In some cases, she is following up and asking who the backfill will be for the position prior to approving movements and sometimes asking them to hold off on filling the coaching position.

 - iii. Strategic Plan Dynamic Report Status Document:
 - Report will eventually be posted on the HIDOE Website
 - Confirmed numbers for SpEd include all SpEd teachers (i.e. Preschool, 10-month, 12-month) and will include a clarifying statement on the report regarding the data being represented.

 - iv. Initial 5-Year Retention Document:
 - Confirmed information will go back to 2012

- Begin conversations regarding goals and strategies to collectively address teacher shortage and pipeline issues
 - i. Chair Kishimoto asked the group to brainstorm ideas, have conversations about Recruitment and Retention, and think of out-of-the-box ideas to try without worrying about current system set-up.

- ii. Proposed Topics
 - 1) Building capacity locally
 - a. Idea shared by George Carroll
 - b. Felicia Villalobos shared about creating interning opportunities at the high school level
 - 2) Forecasting (the needs and looking at demographics)
 - a. Idea shared by Cynthia Covell
 - 3) Increase satisfaction of in-service teachers
 - a. Idea shared by Lynn Hammonds
 - 4) Continuum of teacher supports
 - a. Idea stemmed from George Carroll's comments on the need to provide more formalized and consistent induction and mentoring program/training across the state.
 - 5) Incentives (for both recruitment and retention)
 - a. Idea shared by Aaron Levine
 - 6) Marketing (celebrating the teaching profession)
 - a. Idea stemmed from Aaron Levine's comments on trying to re-frame the teaching profession
 - 7) Different types of candidates/recruits
 - a. "Troops to Teacher" shared by George Carroll
 - b. "School Alumni" shared by Kacie Cohen
 - c. How to recruit "Millennials" shared by Chair Kishimoto
 - d. "Career Changers" shared by George Carroll
 - 8) Salary and benefits (teacher housing, take home pay, education incentives)
 - a. Idea stemmed from Felicia Villalobos sharing her experience of being an out-of-state recruit and what kept her in Hawaii was being able to obtain a Master's degree at a discounted rate through UH-Manoa's distance learning opportunities on Kauai. Also mentioned that a big thing causing teacher to leave the state is they are not paid enough to live off of just the teacher salary when looking at their take home pay; many get second jobs. Offering teacher housing may help people build up savings.
 - b. Aaron Levine shared that there needs to be more done to educate individuals about what a pension looks like and how to understand their benefits.
 - 9) Special Education teaching experience
 - a. Idea shared by Chair Kishimoto as she wanted to discuss what can be done to get individuals who are dual certified and choosing to teach in the non-SpEd subject area to go back to the SpEd classroom. How do we get them to want to be a part of a SpEd team and what type of supports are needed?
 - b. A brief discussion occurred where individuals shared difficulties surrounding being a SpEd teacher such as the amount of paperwork involved, legal ramifications, IEP meetings, etc. During this discussion, Jessica Miranda suggested analyzing the differential in time that SpEd teachers spend on their work as compared to other teachers to see how best to help support or incentivize SpEd positions.
 - 10) Leadership (in both HIDOE and EPPs)
 - a. Idea shared by Aaron Levine
- iii. Small group breakouts
 - Chair Kishimoto asked the group to choose 5 topics they wanted to discuss in small group for the rest of the meeting and then would report back on 1 to 2 items that were new out-of-the-box ideas and different from things we are currently doing. These ideas will be shared with the Teacher

Recruitment and Retention Steering Committee that is in the process of being formed.

1. Building capacity locally
 - i. *Group* – Mary Heller (Lead), Jessica Miranda, Diane Barrett, Dan Doerger, Beth Pateman
 - ii. *Shared Idea* – Targeted social media campaign focusing on creating community and giving back.
2. Increase satisfaction of in-service teachers
 - i. *Group* – Karen Latham (Lead), Aaron Levine, Felicia Villalobos
 - ii. *Shared Idea* – Have teachers connect with other teachers (in their subject area and/or grade-level) across their complex area/district/ statewide to share ideas and know what is out there. Set up networking conferences.
3. Incentives (for both recruitment and retention)
 - i. *Group* – Dale Fryxell (Lead), Stephen Schatz, Lynn Hammonds, Peggy Hirata
 - ii. *Shared Idea* – Have earlier hiring of teachers and possible job offers prior to graduation like they do for other type of degrees and professions.
4. Marketing (celebrating the teaching profession)
 - i. *Group* – George Carroll (Lead), Cynthia Covell, Violet Harada, Kerry Tom
 - ii. *Shared Idea* – Promote HIDEOE as an “employer of choice” and a “best place to work”
5. Special Education teaching experience
 - i. *Group* – Kacie Cohen (Lead), Christina Kishimoto, Kathleen Nishimura, Alyson Emrick
 - ii. *Shared Idea* – Create more opportunities for collaboration and development at the school site for Gen Ed and SpEd teachers to work together, to understand each other’s role, and provide needed support.

IV. Next TECC Meeting, December 14, 2017

- Lynn Hammonds to share updates of how HTSB will be requesting that a non-voting Student Teacher member be added to HTSB’s board in the upcoming legislative session.

Future Agenda Items under consideration

- Celebrate Excellent Teachers
 - TECC Celebrate A Teacher Event in 2018
 - The “It’s Great to be a Teacher” event will be held on April 21, 2018 at Leeward Community College
 - George Carroll mentioned the event will be on Facebook Live.
- Invite Teachers of the Year, second-year teachers, etc. to discuss their experiences with EPPs at the Celebrate A Teacher Event in 2018
 - George Carroll mentioned more teachers could be invited to either sit on the main panel or have breakout panel discussions.
- Invite Senator Hirono
 - Jessica Miranda will reach out to make the contact but needs to know what goals TECC would like to discuss with Senator Hirono and meeting would most likely be sometime in the spring.
 - Chair Kishimoto suggested utilizing a TECC meeting to go to the Capitol to meet with Senator Hirono.
- Upcoming 2018 Legislative Session
 - George Carroll mentioned in the past Donald Young would provide legislative updates that may pertain to Education or impact the EPPs
- Invite Legislators to meet with TECC

- Chair Kishimoto suggested tying this in with the visit to Sentaor Hirono at the Capitol and to seek out 2 or 3 other legislators to meet with.

V. Adjournment: Meeting was adjourned at 11:30am

Approved 12/14/2017

Teacher Education Coordinating Committee (TECC) Meeting No. 4, 2017–2018
University of Phoenix Honolulu Campus

DECEMBER 14, 2017

MEETING SUMMARY

Present: Donald Young/UHM-COE Dean; Diane Barrett/UH Hilo; George Carroll III/University of Phoenix-Hawaii; Dale Fryxell/Chaminade University; Carolyn Gyuran/iteachHawaii or HTSB; Lynn Hammonds/HTSB; Violet Harada/UHM LIS; Mary Heller/UHWO; Karen Latham/BYUH.

Guests: Linda Andrade Wheeler/HPU; Kacie Cohen/Chaminade University; Dan Doerger/Hawaii P-20; Alyson Emrick/TFA; Peggy Hirata/BYUH; Noe Kirby/Kaho'iwai; Jonathan Leibowitz/HSTA; Aaron Levine/UHM-COE; Jessica Miranda/UHM COE; Kathleen Nishimura/Chaminade University; Beth Pateman/UHM COE; Kerry Tom/HIDOE; Phyllis Unebasami/HIDOE.

I. Welcome

- Kerry Tom convened the meeting at 9:40am
- Self-introductions of individuals in attendance
 - New to the TECC
 - Noe Kirby of Kaho'iwai
 - Jonathan Leibowitz of HSTA
 - Farewells
 - Donald Young is retiring and will be replaced by Dr. Nathan Murata
 - Beth Pateman is retiring and will be replaced by Amelia Jenkins

II. Business Items

A. Approve TECC Meeting No. 3 Summary, November 16, 2017

- Approved with no comments or concerns.

B. Other Business

- Kerry Tom stated there were no other business items to discuss at this time, but did ask everyone to update the sign-in sheet so the directory and meeting name cards could be updated accordingly.
- Jessica Miranda shared an update that she contacted Senator Hirono's office and found out the Senator's schedule for 2018 is not ready yet. Therefore, staff from the Senator's office will get in touch with Jessica to schedule a meeting.
- Towards the end of the meeting, Aaron Levine mentioned this year's annual TECC Job Fair would be held on April 28, 2018 at Waipahu High School.

III. Discussion

A. HTSB Report

- Lynn Hammonds shared that in regards to the comments received surrounding the change to how individuals can add the field of ECE to their license, the HTSB board amended the policy (NBI 17-06) so that *“any application to add these fields [ECE PK-3 and ECE PK-K] submitted prior to June 30, 2018 may be processed and approved under regulations existing prior to this date as long as applicants meet all requirements for adding the field no later than December 31, 2018.”* <http://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-17-06-Rev-ECE-Added-Field-Requirements-Rev.pdf>
- Lynn Hammonds also shared that NBI 17-13, Regarding Preparation Programs Recommend Licensure Candidates for Hawaiian Fields, was approved so that *“Hawaii EEP without state approval for these fields [Hawaiian Language, Hawaiian Studies, Hawaiian Language Immersion, Hawaiian Knowledge, Kaiaolelo-Kaiapuni Hawaii] may not recommend candidates for licensure in any of these fields.”* <http://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-17-13-EPP-Rec-for-Hawaiian-Fields-1.pdf>

B. Continue Teacher Recruitment/Retention Conversations

- Kerry Tom shared a link for a google doc that groups could use to capture thoughts/ideas shared/discussed in their groups. <https://drive.google.com/open?id=1wvw0LHiRzWujb0SkgBv-xe1Vc1HwXio5ecl1UgjtV8>
- Everyone broke into groups and continued conversations from previous meeting.

IV. Next TECC Meeting, January 11, 2018

Future Agenda Items under consideration

- Celebrate Excellent Teachers
 - TECC Celebrate A Teacher Event in 2018 (April 21, 2018 at LCC)
- Invite Teachers of the Year, second-year teachers, etc. to discuss their experiences with EPPs at the Celebrate A Teacher Event in 2018
- Invite Senator Hirono
- Upcoming 2018 Legislative Session
- Invite Legislators to meet with TECC
- Meet with Education Committee Chairs (TECC has annually invited the chairs and vice chairs of each house to meet with TECC to discuss their priorities and issues of concern to TECC members)
- HIDOE Legislative requests that TECC may want to support
- Teacher Vacancy, Emergency Hires, and Retention Data
- TECC Institution Enrollment Data
- Connecting 2 Careers updates

V. Adjournment: Meeting was adjourned at 11:16am; Approved 1/11/18

Teacher Education Coordinating Committee (TECC) Meeting No. 5, 2017–2018
University of Phoenix Honolulu Campus

JANUARY 11, 2018

MEETING SUMMARY

Present: Christina Kishimoto/HIDOE Superintendent (Chair); Nathan Murata/UHM-COE Dean (Co-Chair); Diane Barrett/UH Hilo; George Carroll III/University of Phoenix-Hawaii; Noelani Iokepa-Guerrero/UH Hilo Kahuawaiola; Carolyn Gyuran/iteachHawaii; Lynn Hammonds/HTSB; Violet Harada/UHM LIS; Mary Heller/UHWO; Karen Latham/BYUH; Roberta “Bobbie” Martel/LCC; Stephen Schatz/Hawaii P-20; Joanne Tiara/UH System.

Guests: Linda Andrade Wheeler/HPU; Sean Bacon/HIDOE; Cynthia Covell/HIDOE ; Dan Doerger/Hawaii P-20; Alyson Emrick/TFA; Judy Halvorson/University of Phoenix-Hawaii; Peggy Hirata/BYUH; Amelia Jenkins/UHM-COE; Stephanie Kamai/UHWO; Noe Kirby/Kaho’iwai; Aaron Levine/UHM-COE; Jessica Miranda/UHM COE; Kathleen Nishimura/Chaminade University; RJ Rodriguez/P-20; Kerry Tom/HIDOE.

I. Welcome & Introductions

- Chair Kishimoto convened the meeting at 9:34am
- Self-introductions of individuals in attendance
 - New to the TECC
 - Co-Chair Nathan Murata, Dean of UH-Manoa’s COE
 - Amelia Jenkins of UH-Manoa’s COE
 - Judy Halvorson of University of Phoenix
 - RJ Rodriguez of P-20
- Chair Kishimoto shared information from her recent meeting with UH-Hilo’s staff and is open to meeting with other programs. Also shared highlights from the DOE CAS leadership meeting and visits to school sites in the Hilo and Keaau areas. Heard “student voices” regarding what they would like to see in school design in K-12 education and will share frame work with TECC so all can work together going forward. Heard student perspectives and received feedback about how students feel teachers see them, which students have what kinds of opportunities, etc.
- Co-Chair Murata shared comments of how he is glad to be a part of TECC, looks forward to keeping momentum going and meeting everyone.

II. Business Items

- A. Approve TECC Meeting No. 4 Summary, December 14, 2017
- Approved with no comments or concerns.
- B. Other Business
- No other business was discussed.

III. Discussion

A. HTSB Report

- Lynn Hammonds shared
 - i. The limiting of which programs can recommend candidates for Hawaiian fields is now in place.
 - ii. The HTSB board is open to extending the deadlines for individuals to add the field of ECE to their license utilizing previous regulations, if need be.
 - iii. HTSB revised its Administrative Rules.
 - iv. The next HTSB board meeting is on Friday, 1/19/18, and there are no policy changes up for discussion that would affect EPPs.
 - v. In March, a representative from WESTAT (they do work for EPP Title 2 reporting on the federal level) and Troy Hutchings will be in Hawaii to present at a workshop.
 - vi. The new accreditor, Association for Advancing Quality in Educator Preparation (AAQEP), will be coming to Hawaii in April and more information will be sent out at a later date.

B. Education Sector Strategy Summit

- Dan Doerger provided brief overview of how RJ's role will be to focus on the alignment between CTE and the workforce. In addition, RJ will be discussing what past sector summits have looked like and get feedback on how an Education sector summit would be like in working with the Chamber of Commerce.
- RJ Rodriguez presented a PowerPoint presentation
 - i. Provided information and context regarding the big issues to tackle within Education, one of which is how to get candidates into the classroom.
 - ii. Discussed the different sector partnerships that already exist
 - iii. Provided the overall structure of a sector summit
 - iv. Discussed next steps
- Chair Kishimoto shared she is looking forward to the sector meeting and stated that the input should not just be from P-20 continuum but should also involve other sector employers or partners. Their involvement can help everyone be forward thinking to meet future needs of the different business industries. RJ confirmed this would occur.
- Aaron Levine noticed that recruitment needs were highlighted and asked if Chamber was also going to be focusing on retention. RJ confirmed that retention is a topic that could come up in discussions.
- RJ Rodriguez shared that P-20 will be hosting a Middle School Career Fair on February 15, 2018 at the Hawaii Convention Center from 8am – 12pm. 900 middle schoolers are expected to attend and P-20 would like to have tables available for the EPP's to attend and talk about the need for teachers and a career in Education.

C. Invite Teachers of the Year to discuss their experiences with EPPs

- Chair Kishimoto stated a group has been organized consisting of five Teachers of the Year (TOY). They all mentor new teachers and would be able

to provide input and ideas they may have. Asked if there is still interest from the group to hear from them, to which the answer was affirmative.

- Kerry Tom shared he has made contact with Stephanie Mew, 2016 TOY, and is waiting to hear back from her.
- George Carroll stated in preparation for the “It’s Great to be a Teacher” event, they are still in need of seven to eight panelists. TOYs are normally provided the first opportunity to participate and would like to get a cross-section of individuals (e.g., male, female, PCS, DOE, HAIS, etc.).

D. Upcoming 2018 Legislative Session

- Chair Kishimoto shared priority items for HIDEOE
 - i. Trying to understand statutorily if we can bring in teachers from foreign countries to work in HIDEOE
 - ii. Teacher stipend program funding to keep the “Grow Your Own” program that was established through set-up with Senator Kidani
 - iii. Teacher housing initiative
 - iv. Chapter 465-D, working on clarification for Behavioral Analyst, etc. and to ensure the interpretation of statute is clarified
- Lynn Hammonds shared items for HTSB
 - i. Will be adding two new members to the HTSB’s board
 - Chairperson of the Native Hawaiian Education Council
 - A non-voting teacher candidate from a Hawaii EPP
 - ii. Clarifying that all public school teachers need a license or permit
- Co-Chair Murata shared support of the “Grow Your Own” program and how Senator Kidani was able to attend an orientation with the current candidates and seemed pleased. Wants to keep the momentum going and appreciates the cooperation and support from HIDEOE (Dale Asami’s Unit).
- Chair Kishimoto and Co-Chair Murata will try to keep sending out updates about legislative items so there can be collaboration on things.
- Jessica Miranda provided update regarding inviting Senator Hirono to meet with TECC. The Senator’s schedule still hasn’t been set, but Jessica will be reaching out to her scheduler this month.
- Chair Kishimoto recommended Jessica also see about reaching out to set something up with Senator Kidani and Representative Woodson. Jessica responded stating she would try to reach out to those on the Education and Higher Education Committees.
- Steven Schatz recommended considering reach out the Finance Chairs (WAM) as well.

E. Continue Teacher Recruitment/Retention Conversations

- Chair Kishimoto provided handouts and had individuals break out into groups to discuss the diversifying of teacher recruitment efforts. Wanted to bring discussions back to higher-level ideas to gain consensus on what to focus on.
 - i. Group 1: Build Capacity Locally
 - *Members* – Jessica Miranda (Lead), Chair Kishimoto, Linda Andrade Wheeler, Diane Barrett, Dan Doerger, Mary Heller, Peggy Hirata, Noelani Iokepa-Guerrero, Amelia Jenkins, Stephanie Kamai, Noe Kirby, Aaron Levine, Steven Schatz

- *Shared Ideas* – 1) Focus on a design to help individuals who do not have the proper pre-requisites get into an EPP, 2) How to create informational sessions to help change the minds of how parents view teaching, 3) Identify which high schools can feed into EPPs and articulate the requirements needed in order to align pathways and have a smoother transition for the student
 - ii. Group 2: Meet Local Needs with Other Approaches
 - *Members* – Lynn Hammonds (Lead), Alyson Emrick, Carolyn Gyuran, Karen Latham, Joanne Taira
 - *Shared Ideas* – 1) International exchanges with already prepared teachers, 2) Look at international students who may want to come to U.S. to be prepared and may want to stay, 3) Partner with international schools, 4) Troops to Teachers may be transitioning to Troops to Educators and HIDOE looking to secure a grant
 - iii. Group 3: Increase Satisfaction of In-Service Teachers
 - *Members* – Bobbie Martel (Lead), Sean Bacon, Kathleen Nishimura
 - *Shared Ideas* – 1) Understand new teacher challenges, 2) Provide more mentoring and have it happen during the normal work day, 3) Need more consistency on how mentoring program is being implemented, 4) How can EPPs continue to provide support via professional development or mentoring beyond graduation
 - iv. Group 4: Provide Meaningful Incentives for Recruitment (and Retention)
 - *On Hold*
 - v. Group 5: Effectively Market the Teaching Profession
 - *Members* – George Carroll (Lead), Co-Chair Murata, Cynthia Covell, Judy Halvorson, Violet Harada
 - *Shared Ideas* – 1) Piggyback on “Be a Hero, Be a Teacher” and make it so that the marketing materials can be utilized by other entities, 2) Investigate if there is a corporate sponsor that can help market Education
- Chair Kishimoto closed by stating the goal is to have a five year strategic recruitment and retention plan with fewer big concepts so that the plan is more digestible and easier to follow when presenting to other groups.

IV. Next TECC Meeting, February 8, 2018

Future Agenda Items under consideration

- TECC Celebrate A Teacher Event in 2018 (April 21, 2018 at LCC)
- TECC Annual Job Fair (April 28, 2018 at Waipahu High School)
- Invite Senator Hirono (Jessica Miranda)
- TECC Institution Enrollment Data (Feb/Mar)
- Connecting 2 Careers updates (DOE – Marlene Zeug; March)

V. Adjournment: Meeting was adjourned at 11:15am; Approved 2/8/2018

Teacher Education Coordinating Committee (TECC) Meeting No. 6, 2017–2018
University of Phoenix Honolulu Campus

FEBRUARY 8, 2018

MEETING SUMMARY

Present: Nathan Murata/UHM-COE Dean (Co-Chair); Diane Barrett/UH Hilo; George Carroll III/University of Phoenix-Hawaii; Noelani Iokepa-Guerrero/UH Hilo Kahuawaiola; Dale Fryxell/Chaminade University; Carolyn Gyuran/iteachHawaii; Lynn Hammonds/HTSB; Violet Harada/UHM LIS; Mary Heller/UHWO; Roberta “Bobbie” Martel/LCC; Stephen Schatz/Hawaii P-20.

Guests: Linda Andrade Wheeler/HPU; Hilary Apana-McKee/HIDOE; Kacie Cohen/Chaminade University; Cynthia Covell/HIDOE; Dan Doerger/Hawaii P-20; Alyson Emrick/TFA; Judy Halvorson/University of Phoenix-Hawaii; Peggy Hirata/BYUH; Stephanie Kamai/UHWO; Noe Kirby/Kaho’iwai; Roger Kiyomura/HPU; Jonathan Leibowitz/HSTA; Aaron Levine/UHM-COE; Jessica Miranda/UHM COE; Kathleen Nishimura/Chaminade University; Kerry Tom/HIDOE.

I. Welcome & Introductions

- Co-Chair Murata convened the meeting at 9:35am
- Self-introductions of individuals in attendance
 - New to the TECC
 - Roger Kiyomura of Hawaii Pacific University

II. Business Items

A. Approve TECC Meeting No. 5 Summary, January 11, 2018

- Approved with no comments or concerns

B. Other Business

- No other business was discussed

III. Discussion

A. HTSB Report

- Lynn Hammonds shared
 - i. New business items discussed at the HTSB’s January 19th board meeting are available online at HTSB’s website
 - ii. Amelia Jenkins is the new Teacher Education Committee Chairperson
 - iii. HTSB is redescribing one of their Education Specialist positions
 - iv. At the March 9th board meeting, some of the items that will be discussed include:
 - Licensure fields and levels
 - Ethnomathematics
 - Middle-level education

Individuals are encouraged to submit testimony on these topics after the agenda is posted.

- Carolyn Gyuran will be sending out a survey to see how many people would like to meet with Mark La Celle Peterson, President of AAQEP, to get updates on the accreditation process. The meeting would be after the May meeting.

B. P-20 Updates

- Dan Doerger
 - i. Shared updates regarding the CTE alignment and RJ's role
 - ii. Discussed how the Smarter Balance Assessment (SBA) is used to place students in classes within the UH system
 - iii. Discussed how the pilot of offering transition courses for juniors who are not college ready yet has become permanent and is still moving along. These transition courses help students so that they do not have to take remedial courses in college.
 - iv. Shared they have started a new pilot for a middle school transition course to provide intervention in the 7th grade so the students are ready for 8th grade and then will be ready to take Algebra I in 9th grade. The pilot will start with 3 middle schools next year.
- Jessica Miranda asked if there was a correlation study done between SBA vs. ACT/SAT to which Dan responded yes. However, it was SBA vs. ACT and for placement purposes. Jessica then asked if the data could be shared so institutions could utilize them for accreditation purposes with CAEP and have the SBA used as a state equivalent so students do not have to take another test. Dan responded stating that information can be provided and reminded the group of the following:
 - i. DXP can match data with DOE data, but has limited resources and will need to prioritize requests that come in.
 - ii. DXP suppresses cell sizes if the programs themselves are small
 - iii. The data DXP provides is not live DOE data because there is a lag
 - iv. DOE tracks different data points at different times

C. DOE Computer Science Initiatives

- Hilary Apana-McKee from the DOE's Office of Curriculum, Instruction and Student Support (OCISS) presented a PowerPoint on the DOE Computer Science initiatives
 - i. By 2022, DOE needs to ensure computer science opportunities are available to all K-12 students
 - ii. TECC will be invited to be a stakeholder in future planning meetings
 - iii. DOE needs assistance in creating an action plan and answering the following questions:
 - Where will the Computer Science teachers will be coming from? (PD for in-service teachers, certification and licensure pathways, pre-service preparation programs)
 - How might Computer Science be built into EPPs?
 - How will EPPs align with certification?
 - How can the state motivate and incentivize institutions of higher education to offer Computer Science to pre-service teachers?

- How can the state work with institutions of higher education to actively recruit students to be Computer Science teachers?
- Hilary and Co-Chair Murata shared there are 3 or 4 bills proposed with the intent to have a Computer Science plan in curriculum and PD. Stephen Schatz asked what the DOE position was on those bills to which Hilary responded that the DOE supports the intent.
- Aaron Levine asked if Hilary had approached HTSB about Computer Science licenses to which Hilary responded they will be doing that in the future. Lynn Hammonds shared that HTSB no longer issues licenses in Computer Science Education since one of the previous CTE workgroups preferred it be integrated into the CTE licensure fields.
- George Carroll asked if Computer Science was already integrated in high schools to which Hilary stated it depends on the high school and teacher availability. DOE does offer online programs and AP Computer Science Principles courses online as well.

D. Invite Teachers of the Year to discuss their experiences with EPPs

- Kerry Tom shared that teachers are all classroom teachers and have to get to other things by 5pm, so the time period for them to speak with TECC would be short. Suggested that the timing of scheduling these folks be changed.
- Bobbie Martel re-introduced the idea of just having them attend a breakout session at the “It’s Great to be a Teacher Event” at LCC.
- George Carroll suggested doing it virtually.
- Jessica Miranda shared she thought it would be fine to have them attend the event at LCC. After Jessica’s remark, there was an overall group consensus to have the teachers attend the LCC event and do breakouts and panel discussions.
- George Carroll commented they were still thinking on how to present and Bobbie suggested to sticking to how it was done last year. There was a general panel discussion where each teacher shared their story and then they went to breakouts where they answered more specific questions one-on-one.
- Cynthia Covell agreed they should continue using the same model.
- George shared there will also be leadership representatives from DOE, PCS, and HAIS in attendance.
- Kerry closed by stating he would reach out to the teachers and try to have them commit to attending the event.

E. Sharing/Updates 2018 Legislative Session

- Cynthia Covell shared are several bills in support of DOE initiatives and that DOE is in support of most those bills, especially those focused on supporting teachers.
 - i. Stipend Program
 - ii. Teacher Housing
 - iii. Computer Science Curriculum
 - iv. Stipend for SpEd teachers for school supplies
 - v. Early Childhood Education

- Lynn Hammonds shared they have 2 bill circulating, both in regards to adding 2 more board members (Chairperson from Native Hawaiian Education Council and Student Teacher) and adding clarifying language of the need to either have a valid license or permit to work in a public school.
- Co-Chair Murata mentioned there is a bill circulating that has been gaining a lot of support regarding Hawaiian Immersion. He also commented on how there seems to be momentum to help with Education in general (e.g., recruitment, PCS, Hawaii immersion, facilities, etc.). Education is looked at in a positive light in both the House and Senate and UH-Manoa (and others) will continue to provide testimony.
- Noelani Iokepa-Guerrero shared the bill is requesting funding to help UH-Manoa and UH-Hilo to collaborate with the DOE to establish professional qualifications and develop training programs for immersion teachers. There is another bill seeking to expand Paia Elementary's space to accommodate for more interest in the school's immersion program. Lastly, there are a lot of bills regarding olelo Hawaii, in general and not only focused on Education.
- Jonathan Leibowitz shared HSTA has a bill to call for a constitutional amendment to get more funding for Education through taxing properties.
- Jessica Miranda shared that she has crafted letters to invite legislators on the Education and Higher Education committees to come to the March meeting. The letters will be sent out tomorrow to about 15 individuals. She is still trying to get on Senator Hirono's schedule and gave them different options (e.g., TECC could go there or they could come to one of the meetings). There was discussion about changing the March meeting date/time. Jessica said the legislators used to be invited to attend the November meetings in the past and March was randomly selected. Co-Chair Murata said to just keep the date and time as is and see what happens.

F. TECC Institution Enrollment Data

- Co-Chair Murata shared that the last data he saw was from 2015 and asked if TECC could get updated information to share across the institutions, inclusive of degree and content areas. He also asked the group if there were interested in updating and sharing the information on enrollment. The consensus from the group was "yes" and Co-Chair Murata said he will coordinate getting the information, compiling it, and sending it out.
- Stephen Schatz asked if the data would only be on enrollment or also include capacity. Co-Chair Murata stated it would be for both since that is the information they received previously.

G. Continue Teacher Recruitment/Retention Conversations

- Co-Chair Murata provided updates regarding the discussion that occurred in group #5 – Effectively Marketing the Teaching Profession. Stated that the "Be a Hero, Be a Teacher" campaign might have intellectual property right concerns with UH-Manoa. He will be having discussions with UH-Systems folks to see where TECC can go with the campaign and how the group can come on-board to use it as a recruitment tool.

- Co-Chair Murata stated the group would continue with the conversations from the last meeting. He suggested picking 2-3 topics to zero in on as a group and have larger discussions on these priorities.
- Bobbie Martel stated #1 - Building Capacity Locally and #3 – Increase Satisfaction of In-Service Teachers are critical topics. Also shared that it is important to build capacity locally because has reservations about placing international teachers in hard-to-staff locations. The folks on the Leeward coast want to grow their own teachers.
- Aaron Levine mentioned since #4 – Provide Meaningful Incentives for Recruitment (and Retention) was tabled and #3 – Increase Satisfaction of In-Service Teachers was the only other one with a retention element to it, #3 should be a priority.
- Jessica Miranda agreed #1 and #3 are important and mentioned TECC will be focusing on these topics in her invite letter to the legislators.
- George Carroll mentioned that from the marketing aspect, University of Phoenix had great success with the “I Am a Phoenix” campaign, so maybe do an “I Am a Teacher” campaign that incorporates a video that all can use. Could video the Teacher of the Year or other alumni from the different programs and share their stories, especially via social media.
- Cynthia Covell mentioned prioritizing #1 and #3 is up there and then possibly bring in the other items as a third priority or blend them into another priority so we don’t lose any of the great ideas from the other items. She shared the DOE has an internal committee that is also coming up with ideas and all these things will be blended together to inform Superintendent’s taskforce.
- Aaron Levine suggested taking recruitment incentives from #4 and blending them into #1 and taking the retention incentives from #4 and blending into #3.
- Kathleen Nishimura suggested the group also look at what could be done within the preparation program since all discussions are regarding what happens after the teacher leaves the program. Cynthia Covell suggested the topic might be able to fit with #3 since it deals with increasing satisfaction.
- George Carroll asked if there is a formalization and standardization of the induction program and asked if it could somehow be modeled after California’s BTSA (Beginning Teacher Support and Assessment) program where teachers can earn credits towards a Master’s while in the induction program. Bobbie Martel commented that as a BTSA mentor she saw how powerful and successful the program was. Roger Kiyomura also offered comments on how he went through the BTSA program and agreed that it would be nice to adopt a similar model.
- Group discussion occurred regarding if increasing competency and satisfaction were being viewed as the same thing. Consensus was that the two go hand-in-hand and overlap. During this part of the discussion, Jonathan Leibowitz posed the question of how do administrators view teachers as being competent because he feels satisfaction can be gained from how much independence an individual is given if the administrator truly feels you are competent. From the discussion, #3 was tweaked to now reflect “#3 – Increase Competency and Satisfaction of In-Service Teachers” and to include how administrators fit into that category.

- Co-Chair Murata agreed that looking at administrators is important. Brought up that there may be a need to rethink the recruitment process for getting people into the teaching profession and preparation programs. He shared his experience of how the Kinesiology program rebranded itself and made it cool. From recruitment standpoint, he asked how we can market teaching cool to get people into the profession and into the preparation programs.
- Co-Chair Murata had folks break into 2 groups to have discussions and share ideas. He mentioned that based on what was shared, the next steps would be to recreate the categories, put finishing touches on things to finalize, and then strategize on how to address them.
 - i. New Group #1:
 - Merged Group 1 – Build Capacity Locally, Group 3 – Increase Competency and Satisfaction of In-Service Teachers, and Group 4 – Provide Meaningful Incentives for Recruitment (and Retention)
 - *Shared Ideas* – 1) In regards to building capacity locally; need to look at recruitment processes to increase the number of teachers, look at what is happening in the EPPs and how to increase preparation for the pre-service teachers, look at incentives. 2) In regards to retention; look into the areas of how to increase competency and satisfaction, ask if DOE knows why teachers are leaving, look at administrators and the influence they may have, and look at incentives. 3) In regards to marketing, need to look into marketing strategies to both recruit and retain.
 - ii. New Group #2:
 - Merged Group 2 – Meet Local Needs with Other Approaches and Group 5 – Effectively Market the Teaching Profession
 - *Shared Ideas* – In regards to retention; discussed things such as principal support, general lack of support for emergency hires, EPPs offering PD credits and creating partnerships with the schools themselves, and how teachers leave because they don't feel the continued support and that there is a lack of leadership opportunities in the profession.
- Dan Doerger shared P-20 is still trying to get information and set a date for the Education Sector Summit. Overall, the time commitment would be minimal, just a couple of hours in the morning.
- Jessica Miranda would be letting TECC know about the RSVPs from legislators because it may impact the March meeting's agenda.

IV. Next TECC Meeting, March 8, 2018

Future Agenda Items under consideration

- TECC Celebrate A Teacher Event in 2018 (April 21, 2018 at LCC)
- TECC Annual Job Fair (April 28, 2018 at Waipahu High School)
- Connecting 2 Careers updates (DOE – Marlene Zeug; March)

V. Adjournment: Meeting was adjourned at 11:30am; Approved 3/8/18

Teacher Education Coordinating Committee (TECC) Meeting No. 7, 2017–2018
University of Phoenix Honolulu Campus

MARCH 8, 2018

MEETING SUMMARY

Present: Christina Kishimoto/HIDOE Superintendent (Chair); Nathan Murata/UHM-COE Dean (Co-Chair); Diane Barrett/UH Hilo; George Carroll III/University of Phoenix-Hawaii; Noelani Iokepa-Guerrero/UH Hilo Kahuawaiola; Dale Fryxell/Chaminade University; Carolyn Gyuran/iteachHawaii; Lynn Hammonds/HTSB; Violet Harada/UHM LIS; Mary Heller/UHWO; Karen Latham/BYUH; Roberta “Bobbie” Martel/LCC; Joanne Tiara/UH System.

Guests: Honorable Senator Michelle Kidani/Chair of the Senate Committee on Education; Honorable Representative Justin Woodson/Chair of the House Committee on Education; Kacie Cohen/Chaminade University; Cynthia Covell/HIDOE; Dan Doerger/Hawaii P-20; Alyson Emrick/TFA; Scott Fujii/Legislative Aide to Senator Kidani; Judy Halvorson/University of Phoenix-Hawaii; Amelia Jenkins/UHM COE; Stephanie Kamai/UHWO; Noekeomana Kirby/Kaho’iwai; Jonathan Leibowitz/HSTA; Aaron Levine/UHM-COE; Jessica Miranda/UHM COE; Kathleen Nishimura/Chaminade University; Kerry Tom/HIDOE; Felicia Villalobos/HTSB, Marlene Zeug/HIDOE.

I. Welcome & Introductions

- Chair Kishimoto convened the meeting at 9:33am
- Self-introductions of individuals in attendance
- Chair Kishimoto provided the following updates:
 - DOE will be creating a Middle-School Coordinator position to work on school design at the middle-school level.
 - DOE Leadership, along with individuals from KSBE, HECO and other businesses, attended a Harwood Institute training regarding decision making and reach out to solicit community engagement.
 - There will be 5 meetings (in Hilo, Kauai, and 3 others on different islands) to have parent community engagement with the Superintendent. The parents will be those who do not usually go to these types of events or are not on parent organizations at their children’s schools.
 - Having talks with BOE to ensure there will be funding for DOE to do a 2 year induction and coaching program for new teachers and increase mentor stipends to be comparable with the national norm. In addition, DOE will try to ensure mentors are content experts, meaning a SpEd teacher will have an expert SpEd mentor.

II. Discussion

A. 2018 Legislative Session

- Chair Kishimoto provided an overview of TECC and its purpose. She also discussed what TECC is currently focusing on and what its short-term and

long-term goals are. Solicited comments and feedback from Senator Kidani and Representative Woodson.

- i. Senator Kidani provided the following comments:
 - Overall, priorities come down to money
 - Building local capacity is a high priority. 57% of 5,000 substitutes have bachelor's degrees, so worked with UH-Manoa to develop a program to help these individuals get certified.
 - Worked on bill that was passed to get more funding to keep the "Grow Your Own" program going at UH-Manoa.
 - Should spend our money on focusing on building up those who are already working in the system and are here in the state.
 - Spoke with Bobbie Martel about the SpEd programs at LCC and RBT certification.
 - Working on the following bills:
 1. SB 2242 = Appropriates money for the establishment of a workforce development microgrant program to award grants to public high school students for costs associated with technical or workforce training related to certain industries.
 2. SB 2237 = Requires the City and County of Honolulu to transfer to the DOE all property upon which a public elementary or intermediate school is situated. Gives the DOE power to acquire and hold title to real, personal, or mixed property for use for public educational purposes. Senator Kidani gave the example of building teacher housing units.
 3. Senate also passed out the HSTA bill for ConAm.
- ii. Representative Woodson provide the following comments:
 - In support of providing additional funding to the DOE, but is having problems gaining support of HSTA's bill. However, the House is proposing to add \$250 million more to the general funds.
 - Does not feel legislature should be too prescriptive in creating statutes that affect DOE because he believes those decisions should sit with the BOE.
 - House is focused on PCS and EOEL. Noticed that PCS gets less than DOE, so bills have been introduced to increase PCS funding. In regards to EOEL, they are trying to increase capacity and get funding to square things away for licensing and professional development in ECE.
 - Looking to expand the Hawaii Promise Program to 4 year institutions since it is now only available for those attending community colleges.
 - Wants to keep a broad approach to help support the DOE

- Questions and Answers
 - i. Dale Fryxell asked, *“How can private institutions get funding to support their students’ needs?”*
 - Senator Kidani’s response:
 1. Utilize the Grant-in-Aid application process.
 2. The Grow Your Own is still a pilot program, so will be keeping it internal for now. However, is open to expanding once we know more about the program.
 - Representative Woodson’s response:
 1. Also mentioned utilizing the Grant-in-Aid process. Said to highlight how much of a need there is and how it can move the state and community forward.
 - ii. Aaron Levine asked, *“What other thoughts do you have about retention, since you spoke about recruitment?”*
 - Senator Kidani’s response:
 1. Has sat with teachers and educators and has heard that the #1 concern is regarding affordable housing.
 2. DOE can do a better job on mentoring new teachers and providing them with the support they need.
 3. Professional Development opportunities is also something newer teachers are really looking for.
 - Representative Woodson’s response:
 1. Has spoken with teachers on Maui and they do not say that they want more money. Has found that they want more flexibility to teach and engage students in the way they see fit.
 2. We should see about taking away things that do not produce tangible outcomes and how we can help boost morale.
 3. Need to help teachers feel supported and reignite their passion.
 4. Spoke about his experience in regards to school design in Massachusetts. Teachers have time every day to collaborate with grade-level colleagues and to work with students who have challenges. Principals and vice principals are there every day to provide support and positive feedback, as opposed to doing observations. They are also out in the school rotating in classes and not in the admin building.
 - iii. Chair Kishimoto asked, *“I went to a finance meeting on the House side and heard that half of the funding being sought would pass so more students can do early college courses. What are your visions about seamless transition between systems from DOE to college?”*
 - Senator Kidani’s response:
 1. Shared examples from Waipahu High School of a student earning an AA degree prior to even obtaining her high school diploma.

2. Stated there should be no roadblocks and we should be giving students as many opportunities as we can early on. We should be exposing them to things so they know what they want to be before graduating.
 - No response from Representative Woodson
- iv. Mary Heller asked, “*Could Senator Kidani talk about the structure for this year’s proposed bill about Grow Your Own since UH-West Oahu only has a traditional program and there was talk about how the money could be shared?*”
 - Senator Kidani’s response:
 1. Funding is still in the budget, but needs to defer to Dean Murata because this it is still only a pilot program. Would like to see the program expand in the future.
 2. The current bill is open-ended so you do not need to change the bill.
 3. Check with Chancellor at UH-West Oahu about its overall priorities.
 - Co-Chair Murata’s response:
 1. Believes conversations did occur and it is on their radar. Once they get a handle on the post-bacc side, they can look to expand in the future.
 - No response from Representative Woodson
- v. Jessica Miranda asked, “*As a Hawaii State Representative for the American Association of Colleges for Teacher Education (AACTE), and there is only one per state, we are unique because TECC meets once a month. This does not happen in other states. So, not only is it how can our Senators and Representatives support TECC, but how can TECC support you?*”
 - No response from Senator Kidani
 - Representative Woodson’s response:
 1. Please let us know if something being proposed seems out-of-whack because legislators would not necessarily know.
- vi. George Carroll asked, “*Celebrating teacher excellence is a big deal in other states. What are your thoughts on how we can celebrate teaching and get it out to the public?*”
 - Senator Kidani’s response:
 1. We do not know about all of the different events, so please let us know. Also, schedules fill up fast so we would need to know in advance.
 2. Education Week is coming up in the legislature and we bring in teachers and principals to honor them in the Senate and House.
 3. Yes, agreed that it can be bigger but does not necessarily know how to go about doing it.

- Representative Woodson’s response:
 1. We do need to do more to change cultural perspective of how we view teachers.
 2. We could look into even changing the time of the Education Week events to the evening so more people can attend.
- vii. Lynn Hammonds commented, *“I would like to see a sustained campaign about the good things in Education and make it so that people may want to enter the profession. Someone from the private sector mentioned to me that there is so much negative publicity about the teaching profession.”*
 - Senator Kidani’s response:
 1. Look at the underutilized types of degrees, like Hawaiian, and get those folks into teacher education programs.
 2. We should take advantage of promoting the good things happening in our schools in the media
 - Representative Woodson’s response:
 1. Media is not your friend and, unfortunately, the negatives things are what is shared.
 2. It is challenging to breakdown the barrier, but it is cultural. We do share things with our communities, but it needs to be bigger.
- viii. Chair Kishimoto asked, *“There is an issue of how funding is allocated to the DOE because it is by line items rather than block funds that the BOE can determine how it is used. Is the allocation of money authority with the leg or with the BOE, because the flexibility is needed?”*
 - Senator Kidani’s response:
 1. Very hesitant in allowing block funding and Hawaii is different in that our funding is not from property taxes. We are a single system, so it is hard to say “here’s money” to a nine member BOE appointed by the Governor.
 2. Right now, she disagrees with how money is or is not spent in the DOE.
 3. After Superintendent Kishimoto has been here a while and she sees how things are, she is willing to have a conversation in the future.
 - Representative Woodson’s response:
 1. It depends on who the money chairs are at the time.
 2. Agrees that there should be flexibility because the DOE knows best how to use the money and the state constitution does allow you the discretion on how you want to use it. However, you could be politically reprimanded.

B. HTSB Report

- Carolyn Gyuran provided updates on the approved NBIs from the last HTSB board meeting. She has sent out a survey and encouraged people to respond.
- Lynn Hammonds spoke about what topics would be discussed at the next HTSB board meeting, which included: field and grade-level revisions, addition of Middle-level Generalist and Ethnomathematics fields, creation of a workgroup for Special Education fields, introduction of new tests for Reading K-6 and Computer Science, a new licensure renewal option, and how the AG would like to make more revisions to the approved HAR revisions and remove the portion of “encouraging mentoring.” She also confirmed HTSB has been in contact with the DOE Computer Science task force.

C. Connecting 2 Careers

- Marlene Zeug, Director of the DOE’s Community Engagement Office, presented a powerpoint on Connecting 2 Careers.
 - i. Created in April 2017 as coalition with DOE, P-20, and the Chamber of Commerce. DOE is an active participant and co-steward of project, but it is not a DOE initiative.
 - ii. Designed to try and bridge learning experiences with living experiences, bridge what happens in the classroom with what happens in the real world.
 - iii. Looking to answer questions such as:
 - What are college and career ready indicators?
 - What do they look like and how do they drive our work?
 - iv. Will share a cross-walk between the GLOs and Employability Skills
- Chair Kishimoto suggested adding a TECC member to the group

III. Business Items

A. Approve TECC Meeting No. 6 Summary, February 8, 2018

- Approved with no comments or concerns

B. Other Business

- Aaron Levine requested that programs submit names of completers for the TECC Job Fair booklet.
- George Carroll let everyone know he will be sending out reminder emails about the It’s Great to be a Teacher event and asked that TECC members help market and promote it.

IV. Next TECC Meeting, April 12, 2018

Future Agenda Items under consideration

- TECC Institution Enrollment Data (April)
- TECC Celebrate A Teacher Event in 2018 (April 21, 2018 at LCC)
- TECC Annual Job Fair (April 28, 2018 at Waipahu High School)
- Bi-Literacy/World Languages
- Be a Hero, Be a Teacher Campaign Updates

V. Adjournment: Meeting was adjourned at 11:26am; Approved 4/12/2018

Teacher Education Coordinating Committee (TECC) Meeting No. 8, 2017–2018
University of Phoenix Honolulu Campus

APRIL 12, 2018

MEETING SUMMARY

Present: Christina Kishimoto/HIDOE Superintendent (Chair); Nathan Murata/UHM-COE Dean (Co-Chair); Diane Barrett/UH Hilo; Noelani Iokepa-Guerrero/UH Hilo Kahuawaiola; Dale Fryxell/Chaminade University; Carolyn Gyuran/iteachHawaii; Lynn Hammonds/HTSB; Violet Harada/UHM LIS; Dian Huber/iteachHawaii; Karen Latham/BYUH; Roberta “Bobbie” Martel/LCC.

Guests: Kay Clark/iteachHawaii; Kacie Cohen/Chaminade University; Cynthia Covell/HIDOE; Dan Doerger/Hawaii P-20; Alyson Emrick/TFA; Judy Halvorson/University of Phoenix-Hawaii; Nelson “Ikaika” Jenks-Puaa/Kaho’iwai; Stephanie Kamai/UHWO; Noekeomana Kirby/Kaho’iwai; Roger Kiyomura/HPU; Aaron Levine/UHM-COE; Jessica Miranda/UHM COE; Kathleen Nishimura/Chaminade University.

I. Welcome & Introductions

- Chair Kishimoto convened the meeting at 9:30am
- Self-introductions of new individuals in attendance
 - New to TECC
 - Kay Clark of iteachHawaii
 - Nelson “Ikaika” Jenks-Puaa of Kaho’iwai

II. Business Items

- A. Approve TECC Meeting No. 7 Summary, March 8, 2018
- Approved with no comments or concerns

III. Discussion

A. HTSB Report

- Lynn Hammonds shared information regarding new business items that were adopted at the last board meeting: new grade levels, new subject areas (Middle-level Generalist and Ethnomathematics), a new CTE assessment, a new option for license renewal using PD hours, and the approval of revisions to Administrative Rules.
- Carolyn Gyuran shared the following:
 - There is only one month left to complete the Title I report and there will be a webinar on April 17th at 8am to go over how to the complete the report.
 - WESTAT has uploaded the ETS passing rates, so programs are encouraged to go on and review if the information is okay.
 - The President from AAQEP will here on May 10th.
 - HTSB’s Annual Report is not due until August 31st and it will include two years of data for program completers. EPPs can submit

highlights of programs to be included in the report. There will also be a new section with information on new approval pathways and the new costs.

- Bobbie Martel and Jessica Miranda had questions about what EPPs are supposed to do if the new pathways are not up and running. They were also seeking clarification about the new costs associated with these pathways. Lynn Hammonds suggested discussing those items in a separate meeting.

B. 2018 TECC Celebrate A Teacher Event and TECC Annual Job Fair Updates

- Bobbie Martel shared that so far there are 160 registrants for the event taking place on April 21st. There are many great speakers lined up.
- Chair Kishimoto asked everyone to tweet out the information and help publicize the event.
- Aaron Levine provided updates regarding the TECC Annual Job Fair happening on April 28th at Waipahu High School. Shared that there are 42 schools signed up to participate, most of which are DOE. Booklet information will be sent to DOE on April 13th, so EPP's deadline to provide candidate information was April 12th. Breakfast and lunch will be served.

C. TECC Institutional Enrollment Data

- Co-Chair Murata stated the last information shared regarding enrollment data was from Fall 2015. However, would like to get data as current as Fall 2017 and have it ready by May for the last TECC meeting. He already has EPP capacity data, so will get that out no later than April 13th. He will also be sending out blurbs requesting information for statewide data collection about enrollment projections.
- Dian Huber shared that iteachHawaii, as a private provider, has not been asked for that type of data but can provide it.

D. Be A Hero Campaign Updates

- Co-Chair Murata welcomes EPPs to talk with him off line to see how they can get involved or utilize the materials. He and others at UH-Manoa are still in negotiations for contracts to start promotions on T.V., etc.

E. EPP Recruiting and Retention Ideas/Plan

- Chair Kishimoto followed up with the group in regards to the five areas of the Recruitment and Retention Plan so that some items could be incorporated into the biennium budget.
- Aaron Levine and Jessica Miranda mentioned remembering there was discussion in a previous meeting to combine the five areas into two or three.
- Chair Kishimoto shared that the rationale for teasing things out and having five areas was because it would help make it easier to gain support, from a funding perspective, for the areas. Mentioned maybe doing sub-headers and looking into possible regrouping of the items. Expressed the need to go back over notes and meet with her team to finalize a plan that everyone can commit to. Part of the plan will include what role each EPP will be behind and do.

F. Other Items

- HTSB Surveys
 - Dale Fryxell asked follow-up questions to Lynn Hammonds about HTSB's program completer and principal surveys (e.g., When will they be coming out and what type of questions will there be?).
 - Lynn Hammonds mentioned HTSB's vendor is still working on some other items, but she does not think it will be a problem to substitute the survey for program completers. There still needs to be discussion about the survey for the principals. HTSB can send out the questions and talk about it before the next meeting.
- P-20 and Education Sector Summit
 - Cynthia Covell asked if there were any updates.
 - Dan Doerger responded it is still on-going, but the timing to schedule the summit is tricky. It looks like it will be pushed back to the Fall. Also, there are questions from other sector groups about how this summit will be similar or different from what is already occurring with the other sector meetings.
- DOE and Bi-Literacy
 - Chair Kishimoto mentioned that next year the DOE will be focusing on how to make bi-literacy more available throughout K-12.
 - Aaron Levine stated it would be good to look at the ELL and MLL supports the DOE already has in place so the EPPs can see how to better prepare their candidates.
- More Training on Special Education for General Education Candidates
 - Aaron Levine mentioned he is hearing there is a need to better prepare General Education candidates for SpEd support and was wondering if the SpEd Taskforce's report will address this need.
 - Chair Kishimoto shared that the report is targeted and does focus some on inclusion models. However, there may be more ideas individuals would like to talk about.
- School Psychologists
 - Cynthia Covell requested TECC have a discussion about what can be done to "grow our own" School Psychologists since there are currently no programs offered in Hawaii.

IV. Next TECC Meeting, May 10, 2018

- TECC Institution Enrollment Data
- Finalize Recruitment and Retention Plan
- Discuss School Psychologist Programs in Hawaii
- Presentation on New Computer Science Standards

Future Agenda Items under consideration

- Bi-Literacy/World Languages
- Results of ELL and SpEd Taskforces (Sept)

V. Adjournment: Meeting was adjourned at 10:10am; Approved 5/10/18

2018–2019 TECC Draft Meeting Schedule

Chair: Nathan Murata, Dean, UH Manoa College of Education

Co-Chair: Christina Kishimoto, Superintendent, Hawai'i DOE

PROPOSED MEETING DATES

2018

September 13, 2018

October 11, 2018

November 8, 2018

December 13, 2018

2019

January 10, 2019

February 14, 2019

March 7, 2019

April 11, 2019

May 9, 2019

COMPUTER SCIENCE

Teacher Education Coordinating
Committee (TECC)
February 8, 2018

Hilary Apana-McKee
Section Administrator, Learning and Technology Section

Hawaii State Department of Education




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Digital Parking Lot

No sign-in required

1. Open an internet browser
2. Enter this url goo.gl/23uM2g
3. Click on the  at the bottom right corner
4. Click outside the text box to save your post



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Defining Computer Science

“The **study of computers** and algorithmic processes, including their principles, their hardware and software designs, their applications, and their **impact on society.**”

- Digital Citizenship/Literacy
- Educational/Information Technology
- Computer Literacy
- Coding/Programming
- Networks
- Databases
- Cybersecurity



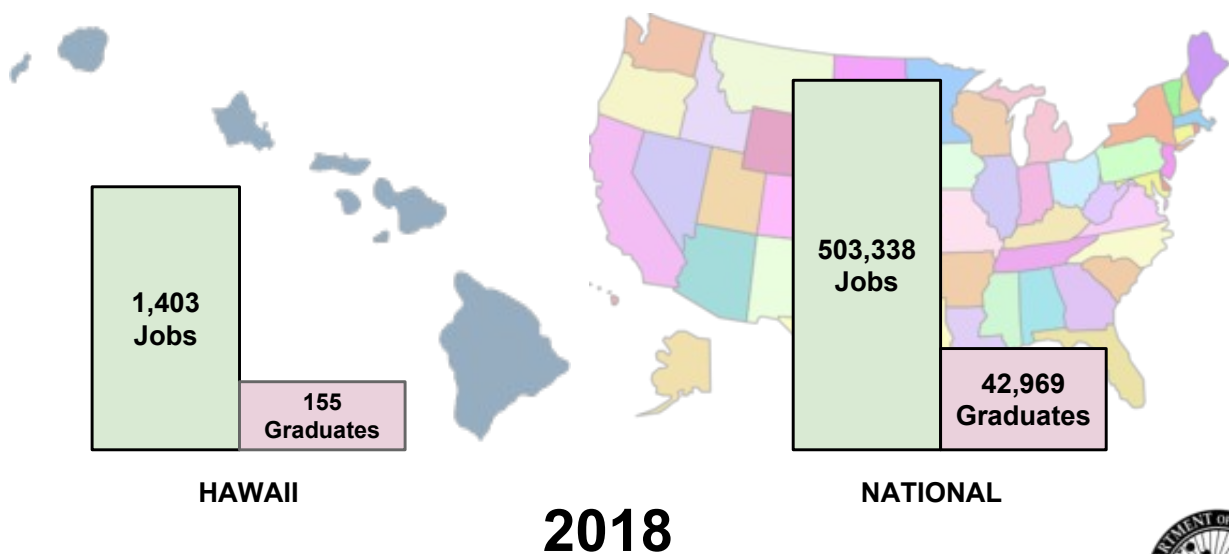
Definition: (Tucker et. al, 2003, p. 6)

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Urgency for Computer Science Education



Source: <https://code.org/promote>

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Higher Income Potential for Computer Science Graduates



\$37,040
National Median Wage
For All Jobs



\$82,860
National Median Wage
For Computing Jobs

Source: <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>

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TENTATIVE TIMELINE

SY 17-18

SY 18-19

SY 19-20

SY 21-22

Review and adopt standards
Develop action plan with
stakeholder input

Implement action plan

Ensure computer science
opportunities are available to
all K-12 students

Ongoing curriculum instruction support and PD opportunities for educators

Statewide Communication and Coordination with State Offices, Complex Areas and Schools

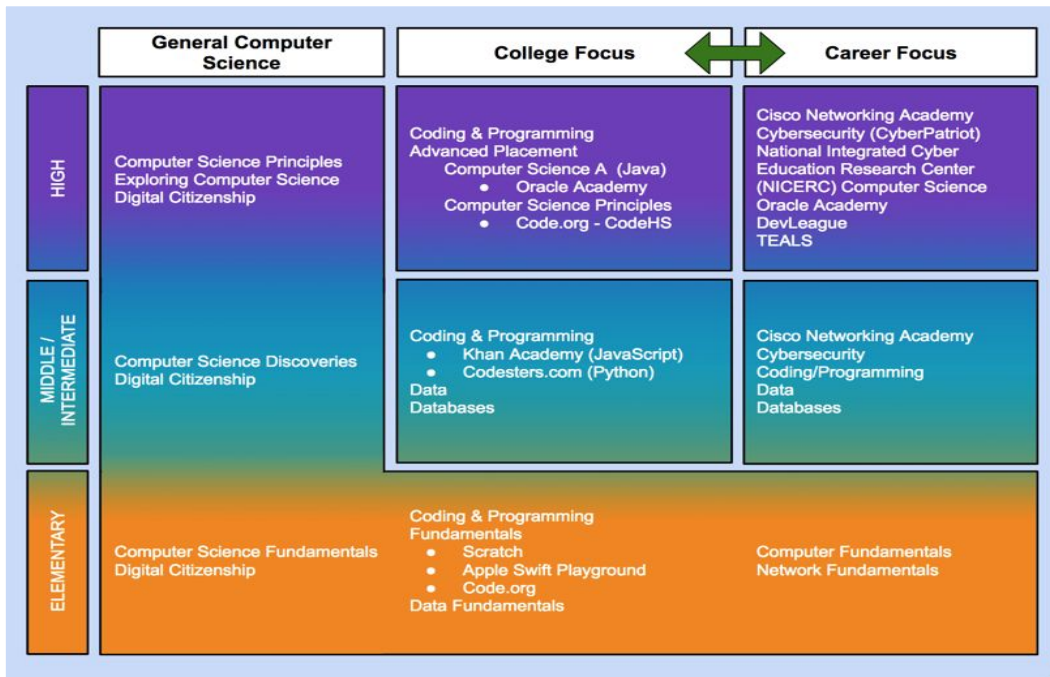


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K-12 Computer Science Learning Opportunities



Computer Science Action Plan Content



- Current Landscape and Strategic Goals
- Diversity
- ★ Teacher Pipeline
- Curriculum and Courses
- Outreach
- Funding



Assistance Please

Computer Science Action Plan - Teacher Pipeline

Where will computer science teachers come from?

- Professional Development for Inservice Teachers
- Certification and Licensure Pathways



Preservice Preparation Programs

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Considerations and Recommendations

Computer Science Action Plan - Teacher Pipeline

How might computer science be built into teacher preparation in other subjects?

Recommendations:

- Integrate into existing preservice pathways (i.e. Math/Science)
- Integrate expectations into existing teacher standards in STEM areas
- Integrate into teacher preparation educational technology courses

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Considerations and Recommendations

Computer Science Action Plan - Teacher Pipeline

How will the preservice programs align with certification requirements?

Recommendations:

- Work with K-12 teachers and administrators, institutions of higher education, and state and local boards of education to create programs (or courses) in computer science preservice programs
- Revise regulations governing teacher preparation programs to offer computer science to preservice teachers



Considerations and Recommendations

Computer Science Action Plan - Teacher Pipeline

How can the state motivate and incentivize institutions of higher education to offer computer science to preservice teachers?

Recommendations:

- Develop computer science preservice programs
- Revise regulations to motivate and incentivize institutions of higher education to offer preservice programs



Considerations and Recommendations

Computer Science Action Plan - Teacher Pipeline

How can the state work with higher ed to actively recruit students to become computer science teachers?

Recommendation: Provide scholarships for preservice teachers or increased pay for teaching computer science.

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Questions

HILARY APANA-MCKEE
SECTION ADMINISTRATOR
EDUCATIONAL SPECIALIST
Office of Curriculum, Instruction and Student Support
Telephone (808) 305-9759 (direct line)
(808) 305-9755 (section line)
Email hilary_apana-mckee@notes.k12.hi.us
hilary_apana-mckee@hawaiidoe.org
475 22nd Avenue, Bldg. 302, Room 209
Honolulu, Hawaii 96816

DEPARTMENT OF EDUCATION

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Computer Science Team

Office of Curriculum, Instruction
and Student Support (OCISS)

Brett Tanaka, Computer Science Project Lead
Faith Ishihara, Digital Citizenship
Jeanine Nakakura, Digital Citizenship
Stacey Takanishi, CTE Educational Specialist
Alison Inouye, CTE Resource Teacher
Dr. Anna Viggiano, Advanced Placement (AP)
Toni Correia, Cyberpatriot JROTC
Lauren Kaupp, Science Specialist
Dewey Gottlieb, Mathematics Specialist
Aaron Sickel, STEM Specialist



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ARE HAWAII'S GRADUATES EMPLOYED IN TODAY'S WORKFORCE?

Every year, thousands of University of Hawaii System graduates enter the workforce with hard-earned degrees and high hopes for their employment possibilities. But are they getting jobs in Hawaii industries related to their fields of study? The Hawaii Data eXchange Partnership (Hawaii DXP) analyzed data from its partners to better understand this question and others.

ABOUT THE DATA

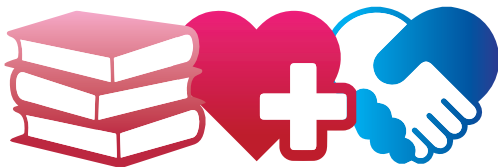
For this issue brief, the data sources were the University of Hawaii (UH) and the Department of Labor and Industrial Relations (DLIR). UH data (enrollment figures, majors, and degrees/certificates) was cross-referenced with DLIR's Unemployment Insurance database, which tracks earnings of workers in Hawaii.

The UH population included Hawaii residents who graduated from any of the 10 campuses during the fall 2008 through summer 2012 period, who were not enrolled at UH in subsequent terms.

WORKFORCE LANDSCAPE

Through the years, Hawaii's economy has centered on agriculture, military support, tourism, and construction. To diversify the state's economy, efforts to increase science, technology, engineering, and math (STEM) related industries have been at the forefront in recent years.

Hawaii's Top Three Employment Industries in 2012*



**Education, Health,
and Social Services**

19.2%



**Accommodations, Entertainment,
and Food Services**

16.2%

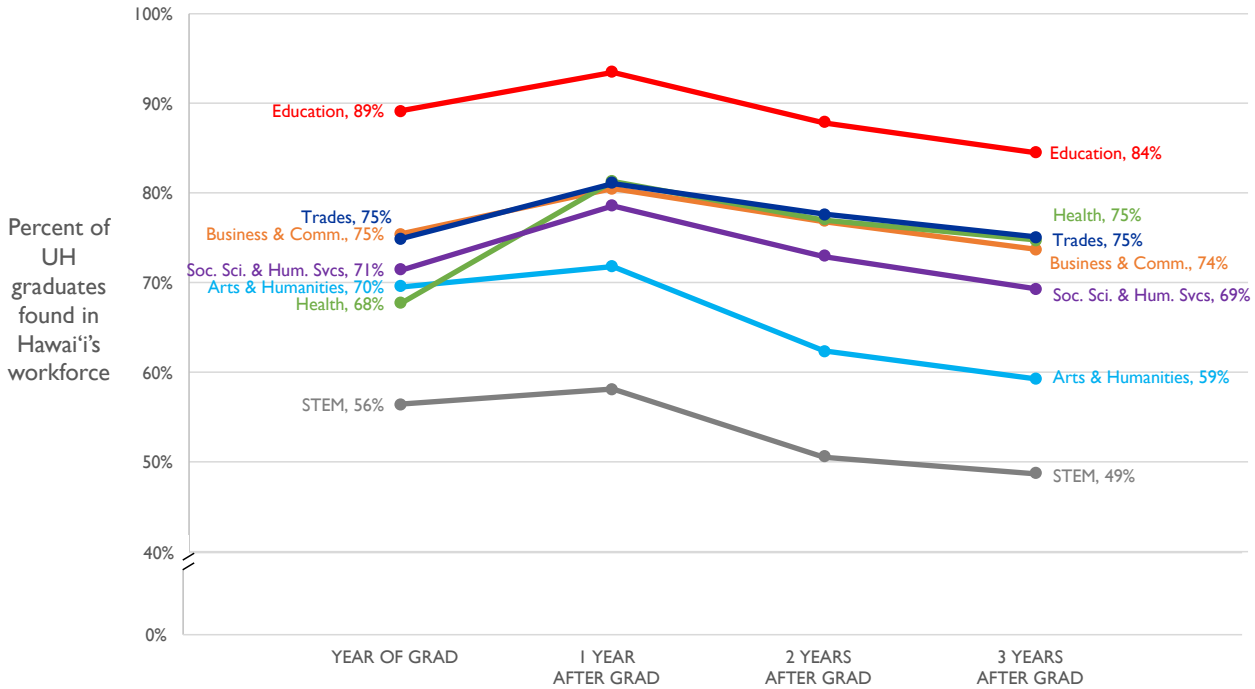


Retail Trade

12.4%

UH GRADUATES BY MAJOR IN HAWAII'S WORKFORCE

Are UH graduates getting degrees related to Hawaii's top employment industries? And, perhaps more importantly, are they staying in Hawaii? According to the data, most UH graduates entered and remained in Hawaii's workforce three years after graduation.



STEM JOBS ARE HARD TO COME BY

All majors experienced decline in employment three years after graduation. However, those with STEM-related degrees fared the worst, with less than half of graduates still found working in Hawaii.

A January 2017 report by WalletHub ranked Honolulu near the bottom in several metrics for working STEM professionals.

WalletHub STEM Metric	Honolulu's Ranking*
STEM-Friendly Environment	69 th
Job Openings for Graduates	71 st
Demand for STEM Jobs by 2020	79 th
STEM Employment Growth	85 th
Professional Opportunities	99 th
Annual Median Wage	100 th

*Ranking in 100 largest metro areas

MORE DATA, MORE INFORMATION

In summary, Hawaii DXP's data analysis concludes that UH students who major in education, healthcare, and business, as well as those who hold certificates or degrees in the trades, are most likely to enter and stay in Hawaii's workforce following graduation.

Hawaii DXP's ability to analyze educational and workforce data over multiple years allows for a longitudinal view to understand and improve student and workforce outcomes. As additional data becomes available, Hawaii DXP will be able to answer other questions and identify areas for improvement to help:

- Close achievement gaps
- Reduce barriers to college
- Align training and education to workforce needs

Hawaii DXP is a division of Hawaii P-20 Partnerships for Education. Our partners have come together to share education and workforce data for the development of a statewide longitudinal data system. Hawaii DXP serves as custodian of that system and analyzes the data to inform policy- and decision-making to improve student and workforce outcomes for the benefit of our community.

WHAT QUESTIONS CAN HAWAII DXP HELP ANSWER FOR YOU?

CONTACT INFO:

Jean Osumi | josumi@hawaii.edu | www.hawaiidxp.org | www.p20hawaii.org



HAWAII P-20
Partnerships for Education

STATE POLICY STATEMENTS TO ENHANCE EDUCATOR PREPARATION

In June 2016, leaders of the state chapters of the American Association of Colleges for Teacher Education (AACTE) agreed on the following state policy statements to enhance educator preparation. More than 1,100 colleges and universities are members of these chapters.

RESPECT EDUCATORS AS PROFESSIONALS

Teaching is the profession that makes every other profession possible. Nonetheless, state policy and policy makers often send messages that devalue the work of educators and the programs that prepare them. For example, some policy prioritizes prospective teachers' access to jobs over the quality of their preparation. Additionally, educator preparation professionals often are underutilized when state education policies and rules are developed. States can address these problems in ways that elevate program quality and educator readiness while also strengthening the teaching profession.

Policy Asks

- Require all teachers of record to have completed an accredited, professional preparation program.
- Hold all programs and pathways that prepare teachers to clear, consistent, and high standards, professional program reviews, and transparency expectations.
- Require all candidates who complete these programs and pathways to meet equally high expectations to enter the field.
- Consult teacher educators when policies regarding the teaching profession are being discussed, developed, and finalized.
- Include representatives of educator preparation programs in conversations related to implementation of the Every Student Succeeds Act.
- Include teacher educators on state boards, task forces, committees, and hearings.

STRENGTHEN THE EDUCATOR PIPELINE

Some states are seeing dramatic decreases in the number of individuals interested in becoming teachers. This shrinking pipeline exacerbates longstanding concerns about high teacher turnover, a lack of diversity in the educator workforce, and shortages in some geographic areas and fields. States can help to create a supply of well-prepared teachers in several ways.

Policy Asks

- Support programs that help identify and encourage high school students interested in teaching, particularly students from underrepresented backgrounds.
- Create and support scholarships and loan-forgiveness programs—especially for educators who commit to work in high-need schools or teach in-demand subjects—to encourage more people to enter teaching.
- Invest in innovative models of clinical practice to better prepare new teachers who are more likely to persist in the profession.
- Take advantage of teacher educators' willingness to work with state leaders to understand local needs, to develop strategies for recruiting and retaining teachers—including professionals from other fields—and to collaborate on implementing new ideas.
- Support programs that prepare career changers to meet high standards for initial licensure.
- Address inadequate salary structures, professional development, leadership opportunities, and overall working conditions to make teaching a more attractive profession.

IMPROVE DATA SYSTEMS

Educator preparation providers want to use data on their programs to inform and improve the preparation of effective beginning teachers. However, the availability of and access to these data vary greatly by state. Some state policies require data to be reported but do not integrate them into a useful system. Further, many providers lack the resources to meet reporting requirements for state, federal, and accreditation purposes. By addressing these shortcomings, states can help educator preparation programs use data for long-term positive change while meeting reporting requirements.

Policy Asks

- Require data systems to be more accessible by educators and better integrated across agencies and jurisdictions.
- Support state agencies with adequate staffing and training to be able to collect and provide data that are useful for educator preparation program accountability and continuous improvement.
- Create a budget line to fund existing data-related reporting requirements.

The Advisory Council of State Representatives (ACSR) is a collaborative network of leaders from the 45 state chapters of AACTE. ACSR offers state-level perspectives in all AACTE activities. Learn more at <http://aacte.org/state-chapters>.

C2C CONNECT AREERS

A coalition for Hawai'i's economic future »

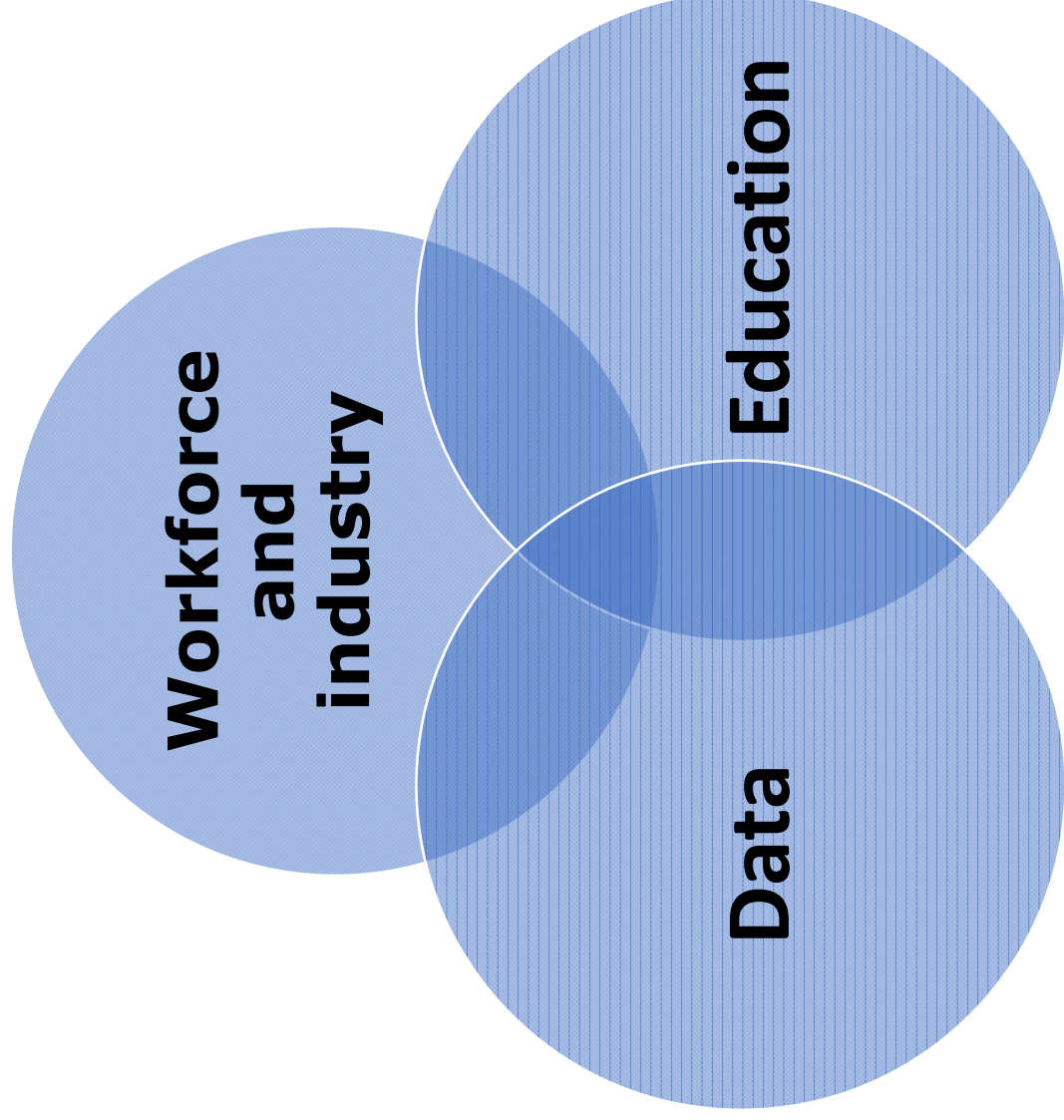
Hawaii's jobs for Hawaii's kids. Hawaii's kids for Hawaii's jobs.



For students to graduate prepared with a strong foundational base of academic, technical and employability skills, more than classroom experience is required

A braided, networked approach is needed to align and bridge classroom-based knowledge and real-world experiences

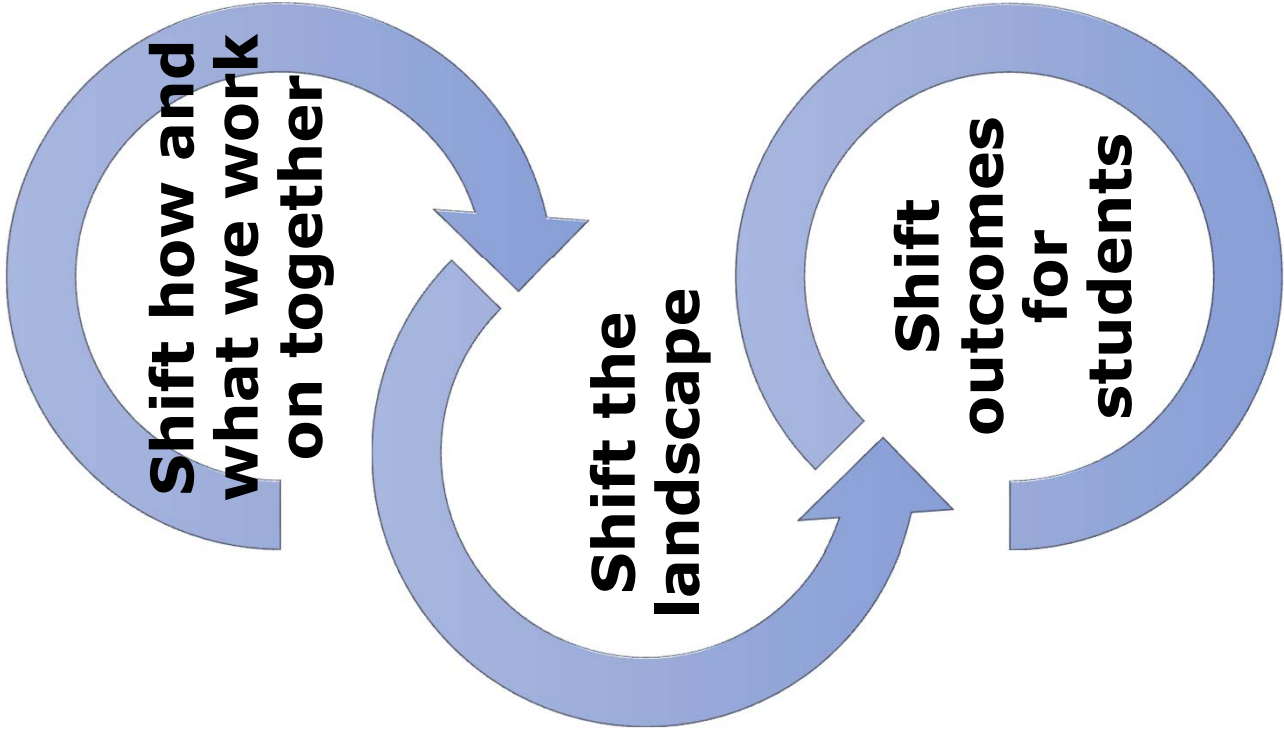
C2C three pillars



What we learned / are learning

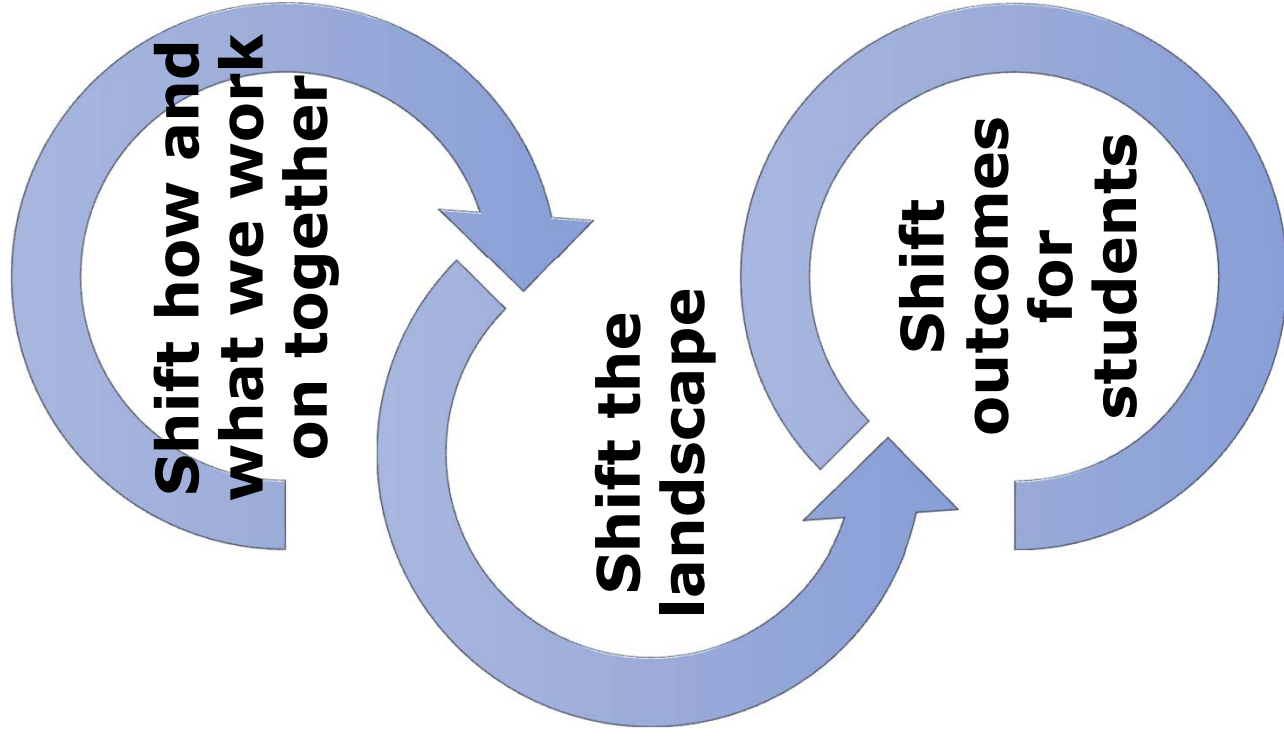
- A collective desire for equitable access to rigorous and meaningful experiences that link learning and life
- Coordination and alignment are key
- Data (indicators, outcomes) must reflect this bridge

Where we go: implications



- **Build collaborative practices**
Data (indicators), policies
- **Coordinate and align**
Teacher and student preparation, business partner engagement
- **Exemplary, student-focused, outcome-centered programming**
Design models (P20) are rigorous, coordinated, and progressive

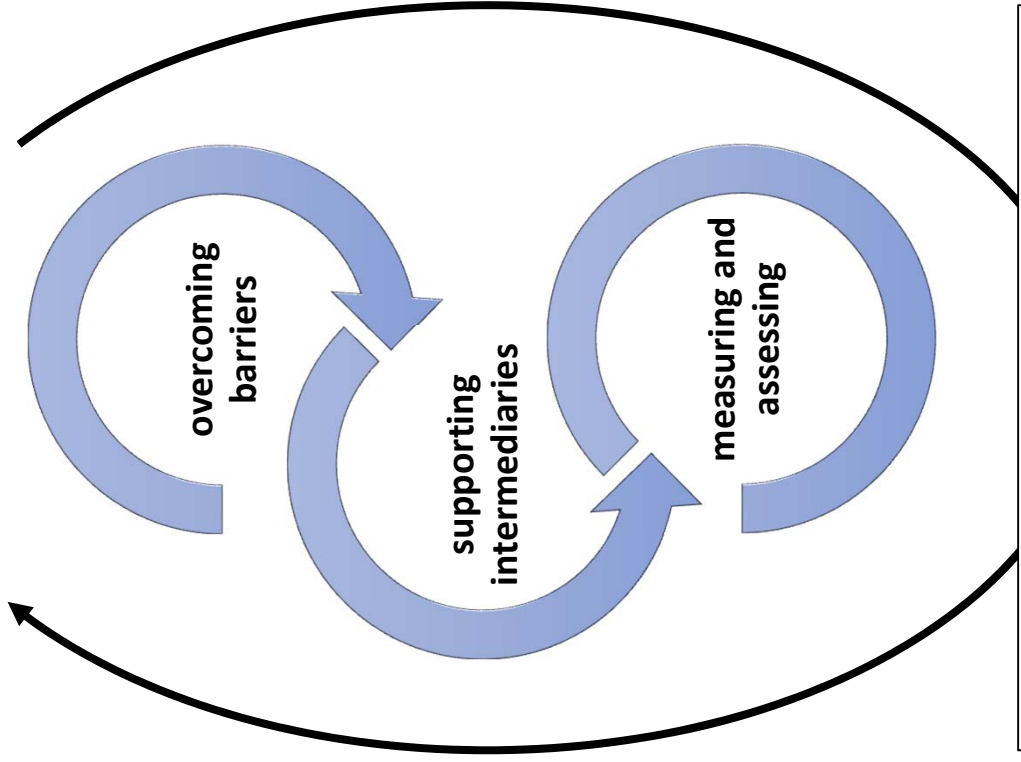
Where we go: implications



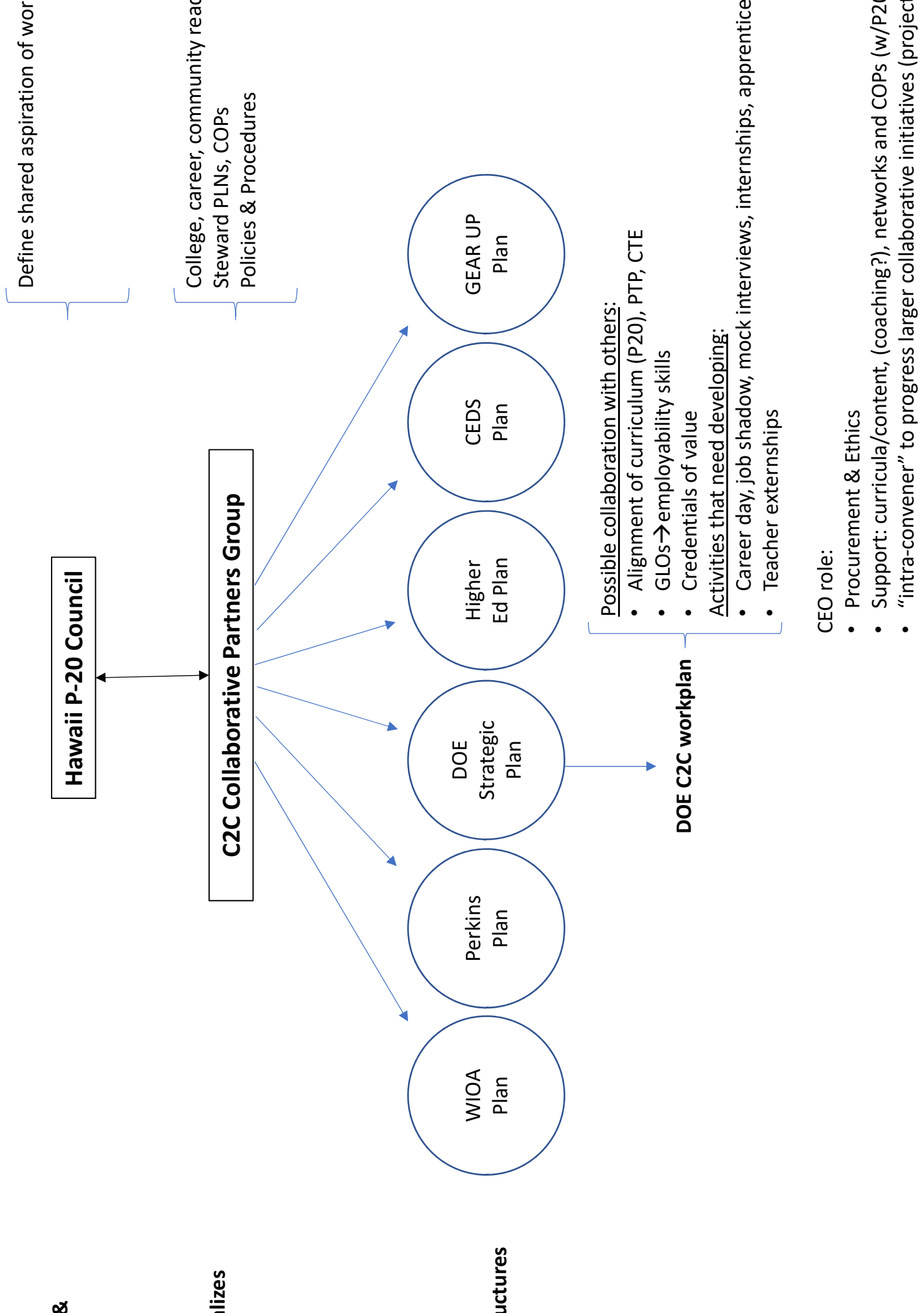
- **Build collaborative practices**
Support teacher practices that helps students apply their learning, develop GLOs (employability skills)
- **Coordinate and align**
Teacher preparation that promotes collaboration, developing personalized learning for students
- **Exemplary, student-focused, outcome-centered programming**
Help think through assessments of student learning that require evidence other than standardized tests

Questions?

**Setting a Statewide Shared Aspiration
for Work-Based Learning**



Scaling and Sustaining the work





Programs for Initial Teacher Licensure

PROGRAMS The College of Education offers the Bachelor of Education (BEEd), Bachelor of Science (BS), Post-Baccalaureate Certificate (PBCSE, PBSPED), and Master of Education in Teaching (MEdT), leading to initial teacher licensure. [https://coe.hawaii.edu]	Bachelor Level	Post-Baccalaureate or Master Level
Institute for Teacher Education (ITE)		
Bachelor of Education in Elementary Education (ITE Elementary) <ul style="list-style-type: none"> Elementary Education (K-6)* Dual Preparation in Elementary Education (K-6) and Early Childhood Education (PK-3) Dual Preparation in Elementary Education (K-6) and Special Education (PK-3, K-6) (ITE/SPED) Dual Preparation in Early Childhood Education (PK-3) and Early Childhood Special Education (PK-3)* (ITE/SPED) Dual Preparation in Elementary Education (K-6) and Multilingual Learning/TESOL (K-6) 	BEEd	
Bachelor of Education in Secondary Education (ITE Secondary) <ul style="list-style-type: none"> English Language Arts (6-12), Mathematics (6-12), Music (K-12), Science (6-12), Social Studies (6-12), World Languages (6-12) Post-baccalaureate Certificate in Secondary Education* <ul style="list-style-type: none"> Art (6-12), Dance (6-12), Drama/Theater Arts (6-12), English Language Arts (6-12), English as a Second Language (6-12), Hawaiian (6-12), Mathematics (6-12), Music (K-12), Science (6-12), Social Studies (6-12), World Languages (6-12) 	BEEd	PBCSE
Master of Education in Teaching (ITE MEdT) <ul style="list-style-type: none"> Elementary Education (K-6)*; Secondary Education (6-12)*: English, Mathematics, Science, Social Studies; Hawaiian Language Immersion Education (K-12), Hawaiian Language Education (6-12); Secondary and Special Education (6-12)* (ITE/SPED) 		MEdT
Kinesiology and Rehabilitation Science (KRS)		
Bachelor of Science in Kinesiology and Rehabilitation Science (KRS) <ul style="list-style-type: none"> Physical Education (K-6, 6-12, K-12) Post-baccalaureate Certificate in Secondary Education (ITE/KRS) <ul style="list-style-type: none"> Physical Education (K-6, 6-12, K-12) 	BS	PBCSE
Special Education (SPED)		
Bachelor of Education in Special Education (ITE/SPED) <ul style="list-style-type: none"> Dual Preparation in Elementary Education (K-6) and Special Education (K-6) Dual Preparation in Early Childhood Education (PK-3) and Early Childhood Special Education (PK-3)* Post-baccalaureate Certificate in Special Education* (SPED) <ul style="list-style-type: none"> Mild/Moderate (PK-3, K-6, 6-12), Severe/Autism (PK-3, K-6, 6-12) Master of Education in Teaching (ITE/SPED) <ul style="list-style-type: none"> Secondary (6-12) and Special Education (6-12)* 	BEEd	PBSPED MEdT

* Available statewide through distance education (contact departments)



Non-licensure and Advanced Programs

PROGRAMS
The College of Education offers the Bachelor of Science (BS), Master of Education (MEd), Master of Education in Teaching (MEdT), Master of Science (MS), Doctor of Philosophy (PhD), Doctor of Education (EdD), Graduate and College-endorsed Certificates, and programs to add a field to a Hawai'i teaching license. [https://coe.hawaii.edu/]
Minor in Education
<ul style="list-style-type: none"> Minor in Elementary or Secondary Education, with option for HIDEO Substitute Teaching Certification
Bachelor of Science (BS)
<ul style="list-style-type: none"> Kinesiology and Rehabilitation Science (KRS), Health and Exercise Science
Master of Education (MEd)
<ul style="list-style-type: none"> Curriculum Studies (EDCS): PK-3; Middle (& Secondary) Level*, K-12: Aloha Kumu, Literacy Specialist* (EDCS/SPED), Interdisciplinary, Mathematics, STEMS^{2*}, Teacher Leader* (EDCS/EDEF) Early Childhood Education (EDCS): Infancy to five years of age Educational Administration (EDEA): K-12 Administration*, Higher Education Administration Educational Foundations (EDEF): Educational Foundations, Educational Leadership in the Pacific Region, Private School Leadership, Teacher Leader (EDCS/EDEF), Educational Psychology (EDEP): Evaluation; Measurement and Statistics Learning Design and Technology* (LTEC) Special Education* (SPED): Interdisciplinary, Literacy Specialist (EDCS/SPED), BCBA
Master of Education in Teaching (MEdT)
<ul style="list-style-type: none"> Non-licensure Track
Master of Science (MS)
<ul style="list-style-type: none"> Kinesiology and Rehabilitation Science (KRS): Physical Activity and Adapted Physical Activity, Rehabilitation Counseling* Athletic Training (KRS): Athletic Training (Professional)
Doctor of Philosophy (PhD)
<ul style="list-style-type: none"> Education: Curriculum and Instruction (EDCS), Educational Administration (EDEA), Educational Foundations (EDEF), Exceptionalities (SPED), Global and International Education (EDEF), Kinesiology and Rehabilitation Science (KRS), and Policy Studies (EDEA/EDEF) Educational Psychology (EDEP) Learning Design and Technology (LTEC)
Doctor of Education (EdD)
<ul style="list-style-type: none"> Professional Educational Practice (College-wide)

Certificate Programs	Add a Field Programs (Add to existing Hawai'i teaching license within an MEd degree)
Graduate Certificates: <ul style="list-style-type: none"> Disability Studies (CDS Center on Disability Studies) Literacy Leader: Literacy Specialist* (EDCS/SPED) Teacher Leader* (EDCS/EDEF) COLT Online Learning and Teaching* (LTEC) TeachTech Learning Design & Technology for Teachers* (LTEC) College-endorsed Certificates: <ul style="list-style-type: none"> Measurement and Statistics (EDEP) Evaluation (EDEP) Approved Course Sequence: <ul style="list-style-type: none"> BCBA Certificate Preparation (SPED) 	<ul style="list-style-type: none"> Literacy Specialist* (EDCS/SPED) Reading K-12 (EDCS) Teacher Leader* (EDCS/EDEF)

* Available statewide through distance education (contact programs)

DLIR Industry Soft Skills	Hawaii DOE GLOS
Communication, Listening	Effective communicator
Dependability/Reliability, Teamwork, Flexibility/Adaptability, Mentoring/Coaching	Community contributor
Initiative	Self-directed learner
Problem-solving/Decision-making, Work well under pressure	Critical thinker
Strong work ethic	Quality producer
	Effective and ethical user of technology





HAWAI'I P-20
Partnerships for Education
Spoken. Transformed. Excel.

HAWAI'I P-20 STRATEGIC PLAN OVERVIEW



VISION

Hawai'i P-20 envisions that all Hawai'i residents will be educated, caring, self-sufficient, and able to contribute to their families, to the economy and to the common good, and will be encouraged to continue learning throughout their lives.

MISSION

Hawai'i P-20 strengthens the education pipeline from early childhood through postsecondary education and training through data-informed decision-making, advocacy, policy coordination and stakeholder engagement; all in support of student achievement.

HAWAI'I GOAL

“55 BY '25”

55% of Hawai'i's working age adults will have a 2- or 4-year college degree by 2025.

GOAL The “Why”

COLLEGE, CAREER, AND COMMUNITY READINESS

ROLE The “How”

- ADVOCATE POLICY
- INCUBATE PROGRAMS FOR SCALING
- ANALYZE DATA
- COMMUNICATE ABOUT EDUCATION

KEY INITIATIVES The “What”

SCHOOL READINESS

- Best Practices in Assessment
- More Preschool Classrooms
- Data Infrastructure Establishment

COLLEGE READINESS

- Middle School Transition
- 9th Grade Readiness
- 12th Grade Transition Courses
- College Planning and Affordability
- Early College/ Dual Credit
- CTE Pathway Alignment
- College & Career Guidance Program

CAREER READINESS

- STEM Workforce Alignment
- CTE Workforce Alignment

DATA

PROGRESS GOALS

INCREASE
Preschool Enrollment

INCREASE 3rd Grade English Language Arts, and Math Proficiency

INCREASE Number of 9th Grade Students on Track to Graduate

INCREASE High School Grads Enrolling Directly into Postsecondary Ed

DECREASE Need for Remediation in English and Math



HAWAII PACIFIC UNIVERSITY SCHOOL OF EDUCATION (HPU/SOE)

June, 2005 – Present

ADMINISTRATION:

Mani Sehgal, Dean of the College of Extended and Interdisciplinary Education
& Director, School of Education
Dr. Linda Andrade Wheeler, Field Director of Education

PROGRAMS:

Hawaii Pacific University offers four (4) different programs:

- BEDEE – Bachelor’s Degree in Elementary Education
- MEDEE – Master’s Degree in Elementary Education
- MEDSE – Master’s Degree in Secondary Education with Five
Areas of Concentration in English, Math, Science, Social
Studies and World Languages.
- MEDEL - Master’s Degree in Educational Leadership

PROGRAM FOCUS:

Our teacher preparation program gives students a successful start in teaching. It is a technology-driven, standards-based curriculum combined with a strong content base and integrated with pedagogy and field experiences in public and private schools with diverse student populations. Our standards are based on the ten INTASC (Interstate Assessment and Support Consortium standards).

In the School of Education, we recognize that teaching and learning are active, reflective and transforming processes, and our dedicated faculty works diligently to provide the knowledge, skills, professional dispositions, and learning experiences essential to developing professional educators who demonstrate best practices in their classrooms.

PARTNERSHIPS WITH PUBLIC AND PRIVATE SCHOOLS:

In the School of Education, we are committed to a strong field-based program, guided by a formal agreement between DOE/HPU and HPU/Private Schools with approximately the 100 partner schools – whom we have worked with during the 12 years of our existence and includes both public and private schools, personalized mentor teacher training sessions held at the schools at the beginning of the Fall Semester each school year, and four formal classroom evaluations by both course professors and mentor teachers during the clinical practice.

BLUE-RIBBON MENTOR TEACHERS

We have worked with over 300 Blue-Ribbon Mentor Teachers from both public and private schools since we began the School of Education at Hawaii Pacific University. Mentor Teachers have always been hand-picked by school administrators with the Field Director of Education using the selection criteria set by the Hawaii Teacher Standards Board. We work together with the mentor teachers to prepare effective teachers for the classrooms.

OUR SERVICE CONNECTS US TO OUR STUDENTS, PARTNER SCHOOLS AND COMMUNITY.

The composition of our undergraduate and graduate student population is diverse, with students coming from the mainland, Hawai'i and foreign countries. They are the faces of HPU, who are truly the ambassadors of the School of Education – spreading the good-will and 'Spirit' of HPU to others, sharing the knowledge that they gain at HPU, and knowing how to collaborate and cooperate with others in accomplishing common/shared goals. And although our primary goal is to prepare our students as effective classroom teachers, they are also learning to be active lifelong learners, and productive contributors to our communities in the State of Hawai'i, and in the world.



The Leader in Educator Certification

Immediate Educational Objectives

Offer an affordable pathway to educator preparation in order to increase the pool of Highly Effective teachers

Teacher preparation that is grounded in value-added measurement of the teacher's impact on student learning is the central focus of iteachU.S.

Increase teacher retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession. iteachU.S. has demonstrated in Texas a retention rate of over 86% for three years or more for completers since its inception in 2003.

Offer master's course credit so that alternatively certified teachers may continue their education.

iteachU.S. has developed a collaboration agreement with the regionally accredited Grand Canyon University, allowing individuals who complete the iteach certification process to transfer 12 hours of master's level coursework credit toward a Master of Arts in Teaching degree at GCU and receive a tuition discount. This option gives alternatively-certified teachers incentive to continue their own education after licensure while decreasing the cost and time to a master's degree.

Vision

The vision of iteachU.S. is to establish the premier route to certification by enhancing the capacity of the teaching profession to provide equal educational opportunities for all segments of the culture. The program strives to prepare caring, effective, and competent professional educators, committed to leading others to lifelong learning. With the desire to diversify the teaching force and the administrative staff, particularly in urban and rural areas, and by addressing regional and subject-specific teacher shortages, iteachU.S. promises to provide a solution to the multifaceted problem of educating all students regardless of location for multicultural and global learning communities.

National Accreditation



With a belief that the iteachU.S. certification program meets the same high standards as institutions of higher education, in 2007 iteachU.S. became the first private entity to seek national accreditation through the National Council for Accreditation of Teacher Educators. iteachU.S. submitted Pre-conditions to NCATE and in April 2008, and achieved the status of candidacy for NCATE accreditation. iteachU.S. was first awarded accredited by NCATE in spring 2012. Currently iteachU.S. is CAEP accredited through spring 2018.

History

iteachU.S is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship.

Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs. The model she created was so successful at preparing great educators on a large scale that the program grew into iteachTEXAS in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachTEXAS serves Texas, Louisiana, Tennessee, Hawaii, and Idaho, offering state-approved certification programs in each state. In 2012, iteachTEXAS earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachTEXAS is the first and only non-university educator preparation program to achieve this distinction.

While iteachTEXAS develops a pool of individuals who desire to enter the teaching profession, we have not actively recruited applicants. Individuals learn of our program through Human Recourse departments, job fairs, Troops to Teachers, and most importantly word of mouth from certified teachers. Our applicants reside in the state and want to remain in their home area. Many of our applicants serve as classroom instructional aides who desire to teach in their district but cannot quit their current job to student teach.

The iteachTEXAS corporate office is located in Denton, Texas with eight full-time employees and more than 180 retired educators providing classroom mentoring and supervision on a contractual basis.

Current Activities

iteachHAWAII impact on teacher certification in Hawaii has increased year over year since our initial approval. For the 17-18 school year, iteachHAWAII anticipates that the program will recommend 50 candidates for state licensure.

Management Biographies

President and Founder of iteachTEXAS **Diann Huber** holds a Doctorate of Education in Curriculum and Instruction from The University of North Texas, a Master of Business Administration in Labor Relations from The University of North Texas and a Bachelor of Science in Mathematics and Business from Howard Payne University.

Huber began her career in education as a mathematics student teacher at Brownwood High School in Brownwood, Texas. During her career in Flight Service Training for American Airlines, Huber was responsible for curriculum development, recurrent training and the facilitation of communication seminars. Huber later assumed roles in curriculum development and educational consulting for state and private educational institutions. As a private consultant, Huber partnered with the State Board of Education and other state educational institutions to develop presentation seminars, on-line teacher curriculum and training material, and to assist private schools and public school districts in staff development, course sequencing and curriculum coordination. In the College of Education at The University of North Texas, Huber served as teaching fellow, lecturer, and Professional Development School Coordinator, as well as the ExCET Coordinator.

As a leader in the education industry, Huber gained extensive experience in curriculum development and on-line instruction and expertise in state certification procedures. In January 2003, iteachTEXAS, formerly iteachTEXAS, was approved by the Texas State Board for Educator Certification as an alternative route to certification for teacher candidates in Texas. Huber effectively applied her years of experience in both education and business to the development of a new teacher preparation program that responded to the growing market for technological teaching devices. By the end of its third school year (05-06) of operation, iteachTEXAS became the one of largest provider of initially certified teachers in Texas, a distinction the program maintains as it continues to grow.

Dr. Huber is an active participant in the education community. She served on the Department of Education 2012 Title II Negotiated Rulemaking Committee. Currently she is a member of the George W. Bush Institute's Alliance to Reform Education Leadership (AREL) Advisory Committee as well as the Expert Taskforce on Certification and Licensure for the Council of Chief State School Officers (CCSSO).

Zach Rozell, The Director of iteachTEXAS, holds a Master of Art in Education Administration from The University of Phoenix and a Bachelor of Applied Arts and Science from The University of North Texas. Rozell began his career in education as a science teacher and coach for Denton ISD in Denton Texas. As a sales representative for Cambridge Leather, Rozell was responsible for the expansion of company sales on a national level, with an emphasis in the financial and pharmaceutical industries. In 2004, Rozell applied his education and entrepreneurial experience to the management of operations pertaining to education certification. As Director of Operations for iteachTEXAS, Rozell developed and administered strategic and tactical operational plans and currently oversees all activity related to the company's operational strategy.

Mr. Rozell currently serves as a member of the Educator Preparation Delivery Committee for the Texas Education Agency and President of the Texas Alternative Certification Association.

Andrew Rozell, Director of Development, holds a Bachelor of Business Administration in Finance and was awarded the Master of Business Administration in Strategic Management from the University of North Texas in December 2013. After serving as a limited mutual fund principal and trainer for Fidelity Investments, Rozell transitioned to education and earned his 8-12 Mathematics teacher certification. He is currently a member of the Financial Oversight Committee for the National Association for Alternative Certification.

***i* teachU.S.**

The Leader in Educator Certification

www.iteach.net

P.O. Box 1626

Denton, TX 76202

877-3-iteach



The Leader in Educator Certification

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www.iteach.net

P.O. Box 1626

Denton, TX 76202

877-3-iteach

Teach For America Hawai'i

TEACHFORAMERICA



Contacts

Jill Baldemor
Executive Director
Jill.Baldemor@teachforamerica.org

Alyson Emrick (TECC Representative)
Director, Pre-Service and
Alternative Route to Credential
Alyson.Emrick@teachforamerica.org

Lia Rozmiarek-Held
Head of Program Continuum
Lia.Rozmiarek@teachforamerica.org

Education Preparation Provider Programs

- K-6 Elementary
- 6-12 English
- 6-12 Social Studies
- 6-12 Math
- 6-12 Science
- 6-12 World Languages

Office Locations

O'ahu
500 Ala Moana Blvd.
Suite 3-400
Honolulu, HI 96813

Hawai'i Island
75-5706 Kuakini Hwy.
Suite 102
Kailua-Kona, HI 96740

ABOUT US

Teach For America · Hawai'i (TFA Hawai'i) works in partnership with communities to expand educational opportunity for children facing the challenges of poverty. Founded in 2006 on O'ahu and 2009 on Hawai'i Island, we recruit, develop, and mobilize a diverse corps of our nation's most promising future leaders to grow and strengthen the movement for educational equity. Our commitment starts with guiding teachers through an initial two-year commitment to serve in high-need schools and continues through the work of our alumni to advocate for students as teachers, administrators, and other leadership positions from every sector and field.

TFA Hawai'i proactively engages with our local schools and partners to provide students with great teachers. This includes efforts to promote the teaching profession to increase the kama'aina and Native Hawaiian leaders in our talent pipeline. Since our founding, we have recruited 190 kama'aina and 56 Native Hawaiian teachers. In total, there are more than 400 members of our Teach For America 'ohana still in Hawai'i, including 325 individuals working full time to improve educational outcomes for students.

NATIONAL ACCREDITATION

In 2016, TFA Hawai'i received a seven-year accreditation term from the Teacher Education Accreditation Council (TEAC), and three years from the Hawai'i Teacher Standards Board (HTSB). Our credential program is the first Teach For America program to receive national accreditation.

LEADERSHIP AT EVERY LEVEL

250

Public School
Teachers

25

Department
Heads/Grade-
Level Chairs

12

Instructional
Coaches and
Specialists

7

Administrators
and Education
Officers

6

Policy Leaders

OUR TRAINING PROGRAM

TFA Hawai'i teachers undergo a rigorous sequence of training and teaching experience before their first day of school.

1. Onboarding

New teachers participate in classroom observations and complete readings, webinars, and virtual classroom discussions with the TFA Hawai'i team.

2. Induction

New teachers engage with Hawai'i-specific programming to ground their training in the unique culture and context of Hawai'i's education landscape.

3. Institute

New teachers attend a 5-week summer institute where they teach at a summer school, with a supervising teacher and an additional teacher mentor; attend sessions for lesson planning, curriculum development, and culturally responsive teaching; and receive mentoring and feedback based on daily observations of their practice in the classroom. The summer institute is staffed by TFA Hawai'i staff and alumni, to continue contextualizing their learning in our culture and place.

4. Orientation

New teachers receive training on Hawai'i-specific standards and curriculum, including Common Core and any mandated school curriculum. During this time, they also draft management plans, lesson plans, and unit plans to prepare for the beginning of the school year.

Since 2016, we have partnered with the Nānākuli-Wai'anae complex area to support complex area induction and training for all new teachers, including those recruited by TFA Hawai'i.

Ongoing Teacher Support and Culturally-Responsive Programming

TFA Hawai'i works with local partners to provide relevant training around culturally-responsive teaching. New teachers learn how to ground their work in the Native Hawaiian host culture, while empowering students to draw upon their own cultures and identities as learning assets. Teachers in their first and second years receive the following supports:

- An assigned individual coach, who observes the new teacher regularly and provides guidance around classroom management, instruction, planning, and supports.
- Small and whole group professional development through content-based learning communities and professional development days.
- Access to national and local resources on how to navigate the transition to teaching, including resources about housing, financial literacy, and financial planning.
- Pathway programs where second-year teachers engage in professional development to increase their impact, including supports to become school and systems leaders in Hawai'i.

First-year teachers also take coursework from either Chaminade University or Johns Hopkins University School of Education to improve their practice, strengthen planning skill, and receive special education support. They then have the option to continue and receive a master's degree.


CTE Alignment Discussion



Education Sector Planning Discussion




TECC Meeting 1/11/18



Employment Trends

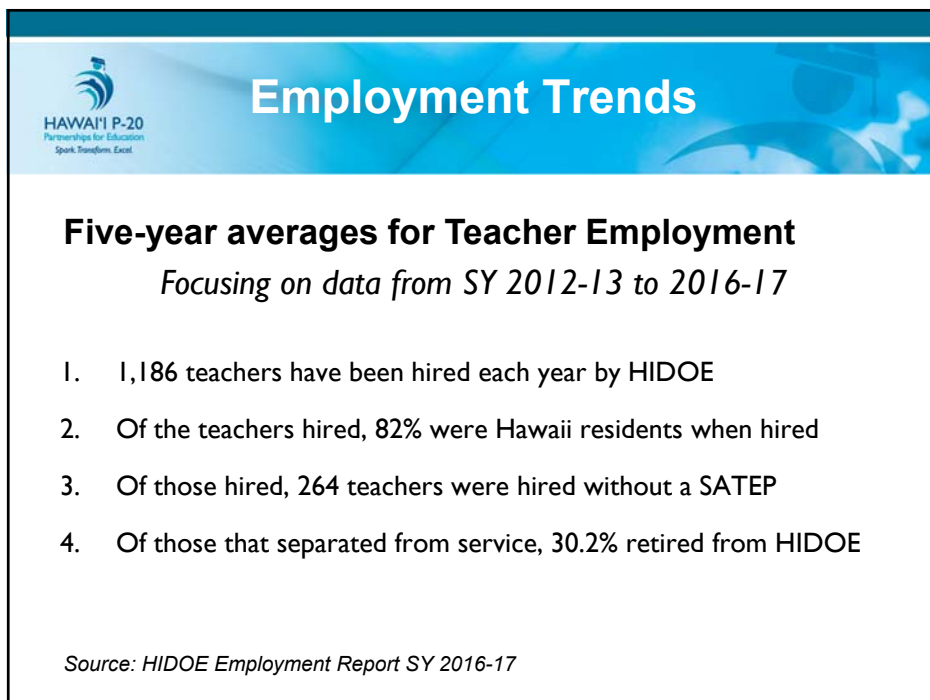
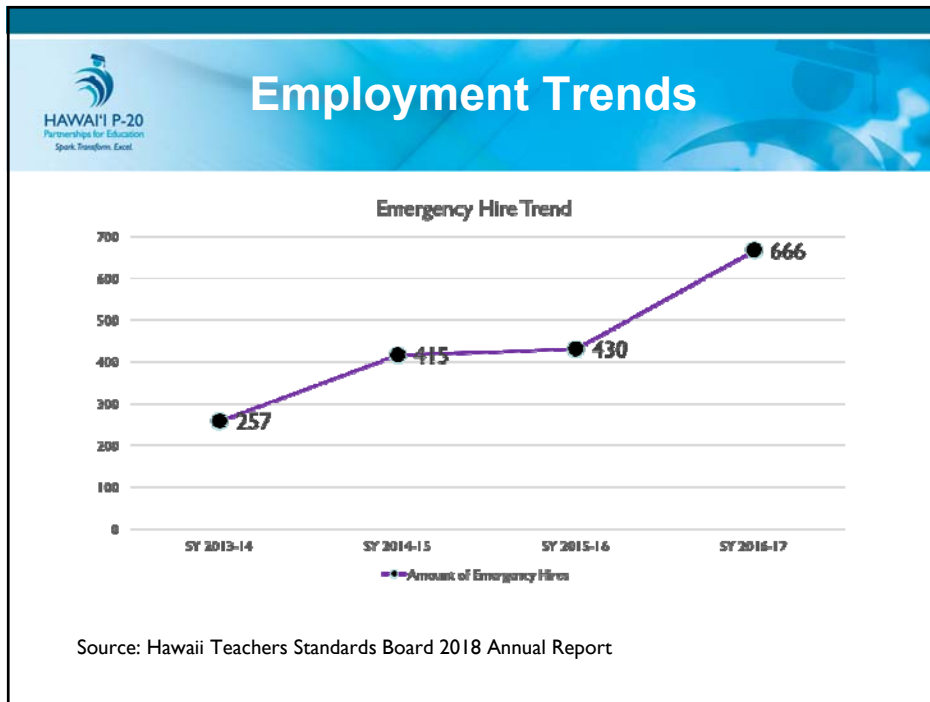
HIDOE Employment Data for SY 2016-17

1. 1,253 Teachers hired
2. 30.9% In-State SATEP College Degrees
3. 45.6% Out-of-State SATEP College Degrees
4. 294 New Teachers hired without SATEP



Source: HIDOE Employment Report (SY 2016-17)

CTE Alignment Discussion



CTE Alignment Discussion




Industry Sector Meetings

Sector Partnerships (Chamber of Commerce)

- Banking (Oahu)
- CIO Council (Oahu)
- Food Manufacturing (Oahu)
- Healthcare (Oahu & Maui)
- Construction/Design Engineering (Oahu)
- Agriculture (Hawaii Island & Kauai)
- Hospitality & Tourism (Statewide)



Source: <http://www.cochawaii.org/>



Industry Sector Meetings

Structure (Chamber of Commerce)

1. Launch meeting (Fishbowl)
2. Identify actionable issue(s)
3. Invite sector partners to assign themselves to the subgroups
4. Follow up meetings to discuss solutions
5. Action Meeting (Fishbowl)
 - a. Engineering City Forms
 - b. Universal Banker

CTE Alignment Discussion



Education Sector Meeting

Next Steps: Education

1. Identify Date (March 2018)
2. Identify Champions in the Education sector
3. Identify Education sector employers
4. Identify Education sector supporters





HAWAII P-20
Partnerships for Education
Spark. Transform. Excel.

RAYMOND "RJ" RODRIGUEZ
Alignment Specialist

Email: rer@hawaii.edu
Direct: 808-956-2271
Toll-Free: 866-808-4327

University of Hawai'i
Sinclair Library, Room 504
2425 Campus Road
Honolulu, HI 96822

www.p20hawaii.org

LEEWARD COMMUNITY COLLEGE

EDUCATION

teach.leeward.hawaii.edu

TECC Rep. Bobbie Martel Email: rmartel@hawaii.edu

Associate in Arts in Teaching

62 Credit Degree

General Education and Teacher
Education Courses

Qualifies you to be a Paraeducator

Transfer options to UH Manoa,
UH West O`ahu, Chaminade

Field experience incorporated
into degree

No other program like it in Hawai`i!

Alternative Certification for CTE Licensure

For those with Bachelors degree
in content area or Associate Degree
and industry experience

Licensure opportunity for those who
want to teach vocational courses in
Grades 6-12

Automotive, Culinary Arts,
Computer Science, Business Education,
Agriculture, and more fields

Program often done on a part-time basis
(average completion time 1.5 years)

All courses offered online (Statewide)
and tailored to candidate needs

Faculty Advisor assigned to guide
you through practicum and student
teaching semesters

Alternative Certification for SPED Licensure

For those with a Bachelor-level
degree or higher in any field:

Advanced Professional Certificate (APC)
in SPED (19 cr.)

For those with High School Diploma:
3+1 B.S. in SPED (4th Year Chaminade)
Mild/Moderate

300-level courses at regular Fall/Spring
semester tuition rate

110 hours of pre-student teaching
field experience embedded in courses

Licensure in K-6, or 6-12

All courses offered online (Statewide)
and tailored to candidate needs

Phenomenal Instructional and Support Services

Caring and knowledgeable
instructional faculty

Courses merge theory and practicum

Teaching field experience/observation
embedded in courses

Dedicated Counselor and Academic
Support Specialist

Career, Academic, and Personal
Counseling Support offered

Peer Mentor and Tutoring Support

Professional Teacher Education team
devoted to excellence and the spirit
of `ohana

Prior Learning Assessment (PLA)

PLA is the process through which
students can earn college credit
for what they already know

College-level learning is evaluated
via multiple forms of faculty created
or faculty approved assessments
or methods.

Types of Assessments may include:
Exams created by faculty
Portfolio-Based Assessment
Evaluation of industry training

Special Education Credentials

Registered Behavior Technician (RBT)
Training Credential

Certificate of Competence
Special/Inclusive Education

Full Financial Aid, for those eligible,
available Spring 2018
(Including RBT Competency Assessment)

Current DOE Teachers can receive
pay step increase



**TECC Representative: Diane Barrett, Ph.D., Professor and Chair
School of Education, University of Hawaii at Hilo**

The Master of Arts in Teaching Program (MAT) is a State Approved Teacher Education Program and received national accreditation from the Council for the Accreditation of Educator Preparation (CAEP) through 2021. The MAT produces approximately 25 teacher candidates each year.

The School of Education faculty have developed a conceptual framework to identify core values, desired outcomes, shared beliefs, and characteristic practices which distinguish our teacher education programs as unique. Simply put, we envision our school of education's future as the HEART of a learning community of caring, ethical, and creative people. We symbolize our commitment to preparing excellent teachers with the acronym HEART, which represents five critical concepts that define our teacher education programs: **H**olistic, **E**mpathic, **A**rtistic, **R**igorous, and **T**ransformational.

The primary purpose of the MAT is to prepare teachers who demonstrate the knowledge, skills, and dispositions needed to build strong curriculum, pedagogy, assessments, and the relationships that bring about significant changes to improve schools, support learners and their development, and positively impact student achievement.

Teacher candidates prepare for the State of Hawai'i teacher licensure and earn a Master of Arts in Teaching degree in this two-year program.

- **Year One** – Candidates complete 30-credit hours of teacher preparation coursework, with extensive clinical practice, and apply for initial teacher licensure with the Hawai'i Teacher Standards Board. Year one classes meet during the summer, fall, and spring terms.
- **Year Two** – Candidates complete 6-credit hours of action research project coursework and earn a Master of Arts in Teaching degree. Year two classes meet during the fall and spring terms.

University of Hawai'i at Manoa: Library and Information Science Graduate Program

TECC representatives

- Representative: Violet Harada, Professor Emeritus, Library and Information Science Program, current coordinator of the school library media specialization
- Interested party: Michael-Brian Ogawa, Associate Faculty Specialist, Department of Information and Computer Sciences, future coordinator of the school library media specialization

Location

- Department of Information and Computer Sciences
1680 East West Road, POST Room 317
- Library and Information Science Graduate Program
2550 McCarthy Mall, Hamilton Room 2

Program description

The LIS Program offers a master's degree in library and information science that prepares students seeking employment in a range of libraries and information services. Students must satisfactorily complete 39 credits of required and elective graduate courses. The Program has been successfully accredited since the 1960s and is one of the largest master's degree programs in the College of Natural Sciences.

School library media specialization

One of the specializations within the Program is the school library media pathway. The program has prepared over 85% of the licensed school librarians in the public and private schools in the state. Students in this specialization must complete 18 credits of required courses dealing with subjects such as reference services, information organization, management, foundations in the profession, and database searching. In addition, they must complete a course in teaching information literacy and another in field experience at an assigned elementary or secondary school library. To round out their degree work, students also must take 6 credits (2 courses) that focus on children and youth services in libraries and a final 3 credits in a course that emphasizes information technology. As part of the culminating experience, they must satisfactorily pass an oral comprehensive exam or do a thesis. More information on the program is available at <http://www.hawaii.edu/lis/programs/mlisc-degree/>

Framework for the specialization

The framework for the school library media specialization is based on the following *ALA/AASL Standards for Initial Preparation Programs for School Library Media Specialists* (2010)

- Standard 1: Teaching for learning
- Standard 2: Literacy and reading
- Standard 3: Information and knowledge
- Standard 4: Advocacy and leadership
- Standard 5: Program management and administration

Future changes

We should note that curriculum changes will be implemented in fall 2018; the details are being developed at this time.



UNIVERSITY
of HAWAII
WEST O'AHU



Division of
Education

UHWO Teacher Preparation Programs Established Fall 2007

Our Mission: The University of Hawai'i West O'ahu Teacher Preparation Program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O'ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary, middle, and secondary schools located in Central and Leeward O'ahu communities.

Graduates: Fall 2009 – Spring 2017: 188 Elementary and 3 Middle-level/Secondary Education

Fall 2017 Enrollment: 242 (12% increase since Fall 2016)

Degrees: Bachelor of Education (B.Ed) leading to a Hawai'i State teaching license

- Elementary Education (K-6) [153 candidates]
- Middle-level (6-8) [6 candidates] & Secondary Education (6-12) [83 candidates]
 - *English [30]
 - *Math [16]
 - *Biology [6]
 - *Social Studies [23]
 - *Undecided/Undetermined discipline [14]
- Special Education (K-6; 6-8; 6-12) Add-A-Field [Emerging Program/Recruitment Phase]

Gender:

- Female: 80%
- Male: 20%

Residence:

- Waipahu: 19%
- Ewa Beach: 16%
- Mililani: 13%
- Kapolei: 10%
- Honolulu: 9%
- Other teacher candidates reside in Aiea: Haleiwa, Hau'ula, Ka'aawa, Kailua, Kaneohe, Pearl City, Wahiawa, Waianae, and Waimanalo

Candidates entered UHWO as a...

- Freshman: 40%
- Transfer: 60%
 - Earned Associate of Arts in Teaching (AAT) from LCC: 37 candidates
 - Earned Associate of Arts (AA) from UH system community college: 70 candidates
 - Earned Bachelor's degree from UH system institution: 2 candidates

Preparing Knowledgeable, Skillful, Responsive Educators for a Global Society

Number of field placements for Fall 2017: 102

Professional Teacher Education Coursework	Fall 2017 Enrollment
EDEF 200 (Early Field Experience)	36
Elementary Block 1 (Social Studies and CLD)	13
Elementary Block 2 (Reading and Language Arts)	8
Elementary Block 3 (Math and Science)	19
Elementary Student Teaching	5
EDEF 345 (Intro to Middle/Secondary Teaching)	14
Middle-Level/Secondary Block 2 Content Methods	7

Alumni: 140 graduates confirmed teaching in Hawai'i schools: (Could be more)

Aiea Elementary School (2)	King Intermediate School
Alvah A. Scott Elementary School (3)	Kipapa Elementary School
August Ahrens Elementary School (8)	Laie Elementary School
Enchanted Lake Elementary School	Leihoku Elementary School (6)
Ewa Elementary School (2)	Leilehua High School
Ewa Beach Elementary School (4)	Ma'ili Elementary School (5)
Major Joseph J. Fern Elementary School	Makaha Elementary School
Haleiwa Elementary School	Makakilo Elementary School (4)
He'eia Elementary School (2)	Makalapa Elementary School
Holomua Elementary School (3)	Mauka Lani Elementary School
Honowai Elementary School (3)	Mililani Uka Elementary School (2)
Ho'okele Elementary School	Na'alehu Elementary School (Hawai'i Island)
Daniel K. Inouye Elementary School (4)	Nanaikapono Elementary School (6)
Iroquois Point Elementary School (2)	Nanakuli Elementary School (2)
Queen Ka'ahumanu Elementary School (2)	Palisades Elementary School (3)
Ka'ala Elementary School (2)	Rev. Benjamin Parker Elementary School
Kaewai Elementary School	Pearl City Highlands Elementary (4)
Kahalu'u Elementary School (2)	Pearl Harbor Elementary School (4)
Kahuku Elementary School	Pearl Harbor Kai Elementary School
Kailua Elementary School	Red Hill Elementary School
Ka'imiloa Elementary School (2)	Salt Lake Elementary School
Kainalu Elementary School (2)	Sgt. Samuel K. Solomon Elementary School
Ka'iulani Elementary School (2)	Sunset Beach Elementary School
Kaleiopu'u Elementary School	Waialua Elementary School (2)
Kalihi Uka Elementary School	Waianae Elementary School (4)
Kalihi Waena Elementary School (2)	Waianae High School
Kanoelani Elementary School (2)	Waiau Elementary School
Kapalama Elementary School	Waikele Elementary School (2)
Kapolei Elementary School (3)	Waimalu Elementary School (2)
Kapolei Middle School (5)	Waipahu Elementary School (3)
Keone'ula Elementary School (5)	Gustav H. Webling Elementary School
Kihei Elementary School (Maui)	Elsie H. Wilcox Elementary School (Kauai)

Contact: Dr. Mary Heller, Education Division Chair & Director of Teacher Education
 email: mfheller@hawaii.edu phone: 808-689-2339 office: E-225

Preparing Knowledgeable, Skillful, Responsive Educators for a Global Society

TEACHER EDUCATION COORDINATING COMMITTEE (TECC) 5-YEAR STRATEGIC PLAN

TECC is an advisory committee to identify, study, take action, or make recommendations on matters of education of common interest to the Hawaii State Department of Education (HIDOE) and Institutions of Higher Education in Hawaii.

TECC dedicated their meeting time during the 2017-18 school year to creating a five-year strategic plan to improve teacher recruitment and retention through coordinated partnership efforts. This plan is meant to be a living document, with modifications made throughout the five year implementation period based on data findings, implementation progress and resource availability.

OBJECTIVE 1: Build New Capacity Locally

GROUP LEADS: Mary Heller, Jessica Miranda, Diane Barrett, Dan Doerger, Beth Pateman

GUIDING QUESTIONS:

- How do we fill every available seat in all of our teacher preparation programs?
- What do we need to put in place at the feeder junior high and even in grades 5 and 6 to introduce the teaching profession as a competitive and viable career path in our high school teacher academies?

STRATEGIES FOR OBJECTIVE 1:

Strategy 1a. Diversify teacher candidate target groups from secondary schools through college and create clear pipeline opportunities.

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Expose high school students to the Teacher Academy pipeline into college and careers.	X	X				HI P20 Partnerships for Education, UH West Oahu, UH Manoa	

<p>Provide early college opportunities for students interested in becoming teachers.</p>	X	X				Chaminade UH Manoa	2
<p>Ensure model program designs at Teacher Academies at Farrington, Waipahu, and Waiānae. Use as models for further high school expansions.</p> <p>Note: Used SEED grant funds to bus students to campus for on site visits at the College of Education, observations in cohort classes, and informational presentations by advisors and student speakers. How can we continue?</p>	X					UH Manoa	
<p>Review enrollment data and student interest survey to guide us in targeting additional teacher academies, Future Teachers club and other exposure opportunities.</p>	X	X				UH Manoa, HSTA	
<p>Collect impact data, i.e. percentage of students who pursue entrance into a college of education who participated in a high school teacher academy.</p>		X				HIDOE	
<p>Create a shared document with TECC of all Teacher Academies already in place, which schools are interested in establishing one, and the core curriculum and instructional experiences of the academy.</p>		X				HIDOE	
<p>Create a report on where early college courses are currently available, the breadth of courses available per high school, the links to academy or specific school designs and pathways with a particular focus on pathways to teaching.</p>		X				HI P20 Partnerships for Education	

Meet seat demands for teacher academy; identify a lead higher education partner for each academy; demonstrate a clear pipeline from public schools to higher education offerings in teaching.					X	X	TECC	
Target non-traditional students to consider teaching by offering scholarships for secondary shortage fields and Special Education. Target Educational Assistants and long-term subs to pursue teacher licensure.	X	X					UH Manoa	☐
Advocate for flexible carry-with-you scholarships for current employees/non-teachers to attend a teacher prep program of their choice within state for the next legislative biennial process.			X				TECC	☐
Market scholarship opportunities for non-traditional students.				X			HIDOE, UH Manoa	
Complete an early impact study that can be shared with legislators and education/higher education boards concerning scholarship access impact on teacher shortage.		X					HI P20 Partnerships for Education	
Establish a teacher vacancy reduction goal specific to second career program approach for former military, active military spouses and dependents through the Troops to Teachers program.		X					HIDOE	

Continue to promote undergraduate and graduate education and counseling programs to the military through our PACE program.	X							Chaminade	
Work with military Transition Assistance Advisor who works with officers who are transitioning into the workforce.	X							UH Manoa	

Strategy 1b: Increase students' exposure to college programs/campuses

Scope of Work for Strategy 1b:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Create field trips designed to inspire - campus recruitment events.	X					HI P20 Partnerships for Education (for GEAR UP eligible schools)	
Identify funding for buses to take trips onto college campuses.		X	X				☑
Build coordination framework between HIDOE and EPPs.		X	X			HIDOE, UH Manoa, TECC	

Provide training for Near-to-Peers, coordinators, faculty advisors.					X		UH West Oahu, UH Manoa	
Evaluate impact of college campus field trips on student decisions.						X	HIDOE, UH Manoa	

Strategy 1c: Embed teacher recruitment campaign into community events

Scope of Work for Strategy 1c:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Involve/expand PK-12 & college faculty involvement in read-aloud events, information sessions for parents of secondary students, etc. at fairs, malls, libraries, and other venues.	X					TECC, partner with State Librarian	
Expand PK-16 involvement in annual summer reading campaign.	X	X	X	X	X	TECC, partner with State Librarian	
Organize a Chamber of Commerce sector strategy summit for education.	X	X				HI P20 Partnerships for Education	

Identify private sector influencers/CEOs who graduated from public schools to serve on an advisory committee.			X	X			TECC	
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Strategy 1d: Expand incentives available for Hawaii graduates to pursue a teaching career

Scope of Work for Strategies 1d:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Create a cross-agency multi year plan with sources of funding that defines types of scholarships, fee stipends, and loan forgiveness programs.	X	X	X			TECC subcommittee	☑
Determine effectiveness of the scholarship, fee stipends, and loan forgiveness in recruitment and retention efforts.				X	X	HI P20 Partnerships for Education	

OBJECTIVE 2: Increase Satisfaction of In-Service Teachers

GROUP LEADS: Karen Latham, Aaron Levine, Felicia Villalobos, Jonathan Leibowitz

GUIDING QUESTIONS:

- What are our minimum standards for supporting teachers through their first two years of teaching?
- What are each of our roles in teacher induction?

- What do we guarantee?

STRATEGIES FOR OBJECTIVE 2:

Strategy 2a: Engage teacher voice in identifying areas of support need and high impact retention strategies

Scope of Work for Strategies 2a:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Create a Teacher (HSTA)/Administration Committee to identify in-service teacher priority needs; share findings with TECC.	X					HIDOE, HSTA	
Identify a guaranteed in-service approach for new teachers, review and adopt national teacher induction standards, seek legislative funding for full release mentors.	X	X	X			HIDOE, TECC	☑
Increase mentor stipends aligned with a clearly defined mentor program design.	X	X				HIDOE	
Collect in-service teacher satisfaction survey at the end of their second year for continuous planning.			X	X	X	HIDOE, TECC	
Evaluate and report on high impact teacher retention strategies within preparation program and within in-service program.				X		TECC	

Strategy 2b: Identify key data points that are most important for in-service teachers to focus on for professional growth and student outcomes

Scope of Work for Strategies 2c:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Explore a two year evaluation process for new teachers that is targeted to most critical induction areas, with lots of feedback for growth.	X					HIDOE, HSTA	
Identify data points that in-service teachers will review with their administrators and coach to discuss student learning progress and related impacts.		X				HIDOE, HSTA	
Include question related to evaluation process in annual in-service survey.			X	X	X	HIDOE, HSTA	

Strategy 2c: Create opportunities during in-service years for teachers to network with master teachers

Scope of Work for Strategies 2e:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Engage complex area superintendents in designing complex-based structured opportunities for new teacher networking with experienced teachers around innovations in teaching practices.	X	X				HIDOE	

Identify specific supports to be provided annually by union related to cultural competency, managing stress, common classroom issues, and support with transitions.	X	X						HSTA	
Provide opportunities for in-service teachers to learn about Nā Hopena A'o (HĀ) and culture-based, integrated practices.		X	X					HIDOE	
Explore ways to provide in-service teachers the opportunity to co-teach a lesson with a master teacher; invite higher education faculty to observe.		X	X					HIDOE, HSTA, TECC	
Provide opportunities for complex area teams to share best practices in their in-service programs.			X	X				HIDOE	

OBJECTIVE 3: Provide Meaningful Incentives for Recruitment and Retention

GROUP LEADS: Dale Fryxell, Stephen Schatz, Lynn Hammonds, Peggy Hirata

GUIDING QUESTIONS:

- What are some best practices nationally for incentives in recruitment practices?
- What are some best practices nationally for incentives in retention practices?
- What incentives do we want to put in place that are within our control?
- What incentives do we want to put in place that require a significant change in practice, policy, partner agreements, and/or financing?

STRATEGIES FOR OBJECTIVE 3:

Strategy 3a: Conduct research on effective incentives in recruitment and retention practices, with long-term return on investment

Scope of Work for Strategies 3a:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Engage a national research organization or organize a subcommittee of TECC to explore what the research says about incentives in teacher recruitment and retention practices that generate a great return on investment.	X					TECC	
Identify targeted incentives based on research and seek legislative funding if appropriate; differentiate incentives approach based on island/regional context and challenges.		X	X			TECC	☑
Jointly identify next level of work needed to build HIDOE coordination network with IHEs and alternative route programs.			X			HIDOE, TECC	
Evaluate impact of incentive programs by island and region.					X	HIDOE, TECC	

Strategy 3b: Conduct a comprehensive salary review of Hawaii's competitiveness in pay and benefits

Scope of Work for Strategies 3b:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority

Contract with a national researcher to conduct a comprehensive comparative study of Hawaii's competitiveness in pay and benefits.	X							HIDOE	
Share outcomes of report with board, at multiple public forums, and with legislators.		X						HIDOE, HSTA	
Utilize findings of the report to create a specific competitive pay goal, i.e. Hawaii's teachers will be among the top 20% in the nation in competitive teacher pay.			X	X				TECC	2
Engage legislature in goal setting.									
Explore new benefits such as signing bonuses, moving expenses, differential pay for isolated regions, etc.					X			HIDOE, HSTA	2

Strategy 3c: Adjust process for earlier hiring (like businesses who hire before students graduate, which would help to combat early offers from mainland schools)

Scope of Work for Strategies 3c:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Review current early hiring process in place.	X					HIDOE, HSTA	

Determine any improvements or other recommendations to improve early hiring process. (e.g. offer letters earlier).		X						HIDOE, HSTA	
Monitor and review the early hiring process and adopt as a standard of practice.			X					HIDOE, HSTA	

Strategy 3d: Provide tuition assistance for students who are interested in becoming teachers

Scope of Work for Strategies 3d:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Determine feasibility/cost in broadening tuition assistance to additional areas; identify key capacity need areas first.	X					TECC	
Determine the amount of tuition assistance required to impact shortage areas.	X	X				TECC	
Discuss funding need and approach with legislators.		X	X			TECC	2
Implement expanded pilot programs; collect data on impact.			X	X		HIDOE	
Monitor and review new tuition assistance program.					X	TECC	

Strategy 3e: Use HIDOE Task Force findings to identify differentiated incentives for mitigating challenge of recruiting/retaining special education teachers and English Learner teachers

Scope of Work for Strategies 3e:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Review Task Force reports.	X					TECC	
Identify a few pilot approaches and funding.		X	X			TECC	
Ensure alignment of preparation programs, certifications, in-service specific to English Learner and Special Educator supports.		X	X	X		HIDOE	
Identify appropriate staffing models; repurpose funding and/or seek legislative funds.			X	X	X	HIDOE	☑

Strategy 3f: Create a legislatively supported teacher housing plan

Scope of Work for Strategies 3f:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Review current teacher housing programs strengths and weaknesses.	X					HIDOE	

Determine long-term recommendations to improve housing for teachers (affordable housing; teacher housing in isolated areas).		X	X				HIDOE	
Acquire necessary changes in rule, law, and funding.		X	X	X	X		TECC	2
Work with legislature to set a housing goal that they can support.					X	X	TECC	2

Strategy 3g: Create greater opportunities for teacher-teams to identify professional development needs

Scope of Work for Strategies 3g:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Maximize Title IIA funds at the complex/school level.	X					HIDOE	
Review utilization of Title IIA funds in linking student achievement needs with teacher capacity development areas.		X				HIDOE	
Review utilization of Title IIA funds for classroom-embedded coaching and collaboration opportunities in special education, English Language Learners, computer science and world languages/biliteracy.			X			HIDOE	

Measure effectiveness of Professional Development.					X	X	HIDOE	
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OBJECTIVE 4: Effectively Market the Teaching Profession

GROUP LEADS: George Carroll, Cynthia Covell, Violet Harada, Kerry Tom, Linda Wheeler, Noe Kirby

GUIDING QUESTIONS:

- What is our collective marketing campaign for the State?

STRATEGIES FOR OBJECTIVE 4:

Strategy 4a: Create a statewide marketing plan

Scope of Work for Strategies 4a:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Identify which social media tools are currently being utilized. Find out where 'Education Preparation Programs' work overlaps, where efforts are being duplicated, and where synergy might be possible.	X					TECC	
Standardize messaging across TECC partners; create a five year campaign.	X	X	X	X	X	HI P20 Partnerships for Education; UH Manoa	2

Identify media coordinators for each TECC partner.	X							TECC	
Identify funding and staffing support to lead major teacher recruitment media campaign.		X	X					TECC	2

Strategy 4b: Promote HIDOE as an “employer of choice” and a “best place to work”

Scope of Work for Strategies 4b:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Initiate “Be a Teacher, Be a Hero” campaign statewide and expand by seeking additional partners and funding.	X	X				UH System plus other EPPs	
Continue and expand the annual “It’s Great to be a Teacher” event. Expand to neighbor islands.		X	X	X	X	HI P20 Partnerships for Education Chamrinade UH Hilo UH Manoa	

Expand program and participation in the <i>Teacher of the Year</i> program. Make it a media event.	X	X						TECC	
Market to millennials - adjust marketing campaigns to generations aspirations.	X	X						TECC	
Promote HIDEOE as “employer of choice,” “best places to work.”	X	X	X	X	X	X	X	HIDEOE	

OBJECTIVE 5: Meet Local Needs with Other Approaches

GROUP LEADS: Kacie Cohen, Christina Kishimoto, Kathleen Nishimura, Alyson Emrick

GUIDING QUESTIONS:

- What opportunities for international recruitment can we tap into?
- What does this require to operationalize?
- How do we operationalize a Troops to Teacher pathway?
- How are we currently licensing teachers and what alternatives can we consider to reverse our vacancy challenge?
- What are approaches that we can take short-term that can sunset as this challenge is mitigated?

STRATEGIES FOR OBJECTIVE 5:

Strategy 5a: Diversify the teacher pipeline through multiple approaches and partners

Scope of Work for Strategies 5a:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Recruit teachers from out-of-state and internationally; use technology effectively to educate candidates about our varied and unique regions around the state.	X	X	X	X	X	HIDOE	
Establish out-of-state EPP college of education relationships.	X	X	X	X	X	HIDOE	
Use “virtual” recruitment platforms.	X	X	X	X	X	HIDOE	
Review and expand alternative pathways to licensure; evaluate effectiveness of each one in meeting vacancy needs.	X	X				HIDOE, HSTA, HTSB	
Identify if scope of pathways meets all needs; evaluate impact of each pathway.		X	X			HTSB, HIDOE	

OBJECTIVE 6: Improve Special Education teaching experiences

GUIDING QUESTIONS:

- How do we create more opportunities for collaboration and development at the school site for General Education and Special Education teachers to work together to understand each other’s role and provide needed support?

STRATEGIES FOR OBJECTIVE 6:

Strategy 6a: Increase Special Education teacher pipeline

Scope of Work for Strategies 6a:

Activity	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Understand existing support for Special Education teachers relative to scope of work and responsibilities.	X					HIDOE, UH Manoa, TECC	
Conduct focus group or survey of Special Education teachers to identify challenges to entering and staying in the special education position as well as what supports would be valued.		X	X			HIDOE, HSTA, TECC	
Review current training, coaching and professional development opportunities available for Special Education teachers.			X			HIDOE, HSTA, TECC	

Based on review outcomes provide appropriate professional development courses to maintain rigor of content while using accommodation/modifications needed and training opportunities for online/blended learning methodology, project-based learning, etc.				X	X				TECC	
Negotiate increase in pay for Special Education teachers based on teacher planning and collaboration time; collaboration with parents, service provider; PD; IEP meetings; and community partners.	X	X							HIDOE, HSTA	
Acquire necessary funding for any Special Education teacher compensation adjustments.		X	X						HIDOE, HSTA	☐
Provide training for administration on LRE and strategies.			X	X					HIDOE	
Match licensure area with placement (severity).				X	X				HIDOE, HSTA	

This is a living document which will be modified over the next five years based on research and data findings, implementation progress, and resource availability.