

## 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	

Provide early college opportunities for students interested in becoming teachers.	X	X				Chaminade UH Manoa	★
Ensure model program designs at Teacher Academies at Farrington, Waipahu, and Waianae. Use as models for further high school expansions.  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?	X					UH Manoa	
Review enrollment data and student interest survey to guide us in targeting additional teacher academies, Future Teachers club and other exposure opportunities.	X	X				UH Manoa, HSTA	
Collect impact data, i.e. percentage of students who pursue entrance into a college of education who participated in a high school teacher academy.		X				HIDOE	
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.		X				HIDOE	
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.		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 HIDEOE and EPPs.		X	X			HIDEOE, 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	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
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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.  Engage legislature in goal setting.		X	X			TECC	★
Explore new benefits such as signing bonuses, moving expenses, differential pay for isolated regions, etc.				X		HIDOE, HSTA	★

**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	★
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		TECC	★
Work with legislature to set a housing goal that they can support.				X	X	TECC	★

**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	★

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

**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 Chaminade 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 generation aspirations.	X	X				TECC	
Promote HIDOE as “employer of choice,” “best places to work.”	X	X	X	X	X	HIDOE	

**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.**