

UNIVERSITY OF HAWAI‘I SYSTEM ANNUAL REPORT



REPORT TO THE 2020 LEGISLATURE

Annual Report on the
Teacher Education Coordinating Committee

HRS 304A-1202

December 2019

Teacher Education Coordinating Committee Report (TECC) 2018-2019 Annual Report to the Legislature

Background

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

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 Hawai'i State Department of Education (HIDOE) and the Dean of the College of Education at the University of Hawai'i - Mānoa; per state statute, the TECC's membership consists of a representative from the Hawai'i Teacher Standards Board (HTSB) and each Hawai'i state-approved educator preparation program (EPP) that prepare teachers and other education professionals.

TECC membership consists of representatives of Hawai'i state approved educator preparation programs that prepare teachers and other education professionals. These programs include Brigham Young University - Hawai'i, Chaminade University of Honolulu; Hawai'i Pacific University; iteachHAWAII, Kaho'iwai Center for Adult Teaching and Learning, Teach Away, Teach for America; University of Hawai'i - Hilo; University of Hawai'i - Leeward Community College; University of Hawai'i - Mānoa; University of Hawai'i - West O'ahu; and the University of Phoenix - Hawai'i.

Other entities that have been invited to participate include Hawai'i P-20 Partnerships for Education (HI-P20), Hawai'i State Teachers Association (HSTA), interested parties in the University of Hawai'i community colleges, University of Hawai'i - Mānoa's Information and Computer Sciences Department, and the Hawai'i Society for Technology in Education (HSTE). The Superintendent of the Hawai'i State Department of Education (HIDOE) and the Dean of the College of Education, University of Hawai'i - Mānoa (UHM-COE) co-chair the TECC, alternating each year. For the 2018-2019 academic year, Nathan Murata, UHM-COE Dean, chaired the meetings, with HIDOE Superintendent Christina Kishimoto as co-chair.

The TECC met monthly from September 2018 through May 2019, except for the month of January 2019, for a total of eight meetings. HIDOE and HTSB provided monthly updates on 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. A main running theme this year was the continuing work on the [TECC 5-year Strategic Plan](#), for

which the second half of nearly every meeting was dedicated. Following are highlights of major areas of discussion addressed during the 2018 - 2019 year:

Hawai'i Department of Education (HIDOE)

Strategic planning:

HIDOE's 3-year strategic plan expires in 2020, and they are now working on the 10-year plan. Three major themes are:

- Continuity: The 3-year plan weaves into the 10-year plan, rather than the 10-year plan being a re-start;
- Using a framework of 5 core promises (taken directly from the HIDOE website):
 - HAWAI'I: Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawai'i's local and global contribution;
 - EQUITY: Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically;
 - SCHOOL DESIGN: Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i;
 - EMPOWERMENT: Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn;
 - INNOVATION: Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.
- Inclusivity in the process and ownership of the plan: Members of the community are invited and given a tool to be able to participate in the strategic planning process, [via web-based feedback tools](#), media-sharing and public discussion sessions.

Recruitment and retention

HIDOE also continued working on specific avenues on recruitment and retention, such as shifting the focus on recruiting to teacher academies in high schools, streamlining SPED recruitment efforts across EPP's, and taking steps to improve salary competitiveness for teachers through the intricate work of legislative discussions (see "2019 Legislative Session Highlights" further below).

Student voice, teacher collaboration and school design initiatives

Of particular interest to TECC were:

- Findings from the SPED and ELL task-forces:

- SPED: The top four concerns that came out of the task-force were different interpretations of what inclusion means, professional development opportunities for SPED teachers, funding equity, and administrative burden on SPED teachers;
- ELL: The largest populations of ELL's are now Ilokano and Chukeese speakers. Two new and exciting developments are the Newcomers/Transition Center and the Dual Language Program. HIDOE welcomed insights and ideas from EPP's as the state is still severely lacking teachers with ELL specialty.
- The iTaCH conference on computer science in schools was held on June 13, 2019 at the Hawai'i Convention Center in Honolulu, led by the Office of Curriculum and Instructional Design (OCID), with a focus on the topic of how teachers can collaborate together from a technology lens;
- The new state core curriculum standards for social studies were approved by the Board of Education; the new standards were well-received and will broaden the scope and increase flexibility for our social studies teachers.

Operationally HIDOE has begun work on modernizing its financial management and reporting systems to promote transparency, trust and efficiency. With regards to the most direct form of collaboration with EPP's, HIDOE continues to streamline the Affiliation Agreement process to enable EPP's to place student-teachers in HIDOE schools with as few hiccups as possible.

Hawai'i Teacher Standards Board (HTSB)

HTSB Student Member

HTSB now has a student member on the Board (non-voting, 1-year appointment), whose role would be to give input on educator preparation matters from the perspective of students. Each EPP will get to nominate a student-teacher from their program serve as this student member on HTSB, with the year of representation randomly picked for each EPP.

Professional Development

Early in the academic year, HTSB announced that it plans to engage in more professional development opportunities. The successful Bill 1070 puts HTSB back into general funding, which means that teaching license application and permit fees would no longer be incurred (once the bill goes into effect), eliminating this from HIDOE's budget. This also means that funds are now freed up for professional development activities across the state so that all EPP representatives would have the opportunity to attend, such as the overdue model code of ethics training by HTSB. The Standards Board and HIDOE will continue to request Governor Ige for a public signing to finalize the bill.

Program Completer Surveys

HTSB presented the latest findings and trends based on data analysis of the EPP program completer surveys. Discussion that ensued showed that:

- Waianae, Ewa, Waipahu, Campbell and Wheeler Schools are the top placements schools for our graduates;
- Most of our graduates still flock to elementary schools, despite the fact that our high need areas are in secondary – people will go where they want to go;
- Charter school numbers may look small, but could be attributable to not having all of the data; HTSB plans to collect more data in the future;
- Of the total numbers, 552 were never employed in the system (although we are not yet sure if all 552 also went ahead and got their licenses); this might be a good population to study to determine critical factors that contribute to teacher shortage;
- Will be good to see whether 2017-18 numbers were down or up from 2016-17 numbers.

Accreditation

HTSB continues to monitor changes and updates to accreditation policies for the different EPP's in TECC. The Standards Board also worked with closely Jessica Miranda at UHM-COE which is transitioning to the Association for Advancing Quality in Educator Preparation (AAQEP) for accreditation, to explore it as a possible option for other EPP's as well. In late January 2019, Mark LaCelle-Peterson of AAQEP came to O'ahu for an intensive workshop, open to other EPP's as well at a discount, scheduled just before the HTSB ETS seminar so that neighbor-island attendees who planned to attend both workshops could stay on.

HI-P20 Education Sector Partnership Discussion

Education Sector Partnerships

HI-P20 launched a new initiative – the “Education Sector Partnership”- to help breathe new life into the discussion on the K-12 teacher shortage in the state and where the bottlenecks are in the pipeline/pathways:

- Gatherings and discussions kicked off in November 2018 and concluded in May 2019 for the year;
- Discussion format started off with a demand (inner circle) and supply (outer supply), but coordinators found that it lacked the kind of back-and-forth exchange that is necessary in the conversation;
- The discussions highlight that the issue of teacher shortage is still surrounded by problems of practice. In particular, there is ample room for tighter data analysis in order to come to a more accurate reflection of actual demand vs. future demand;
- By the end of the academic year, the sector partnership discussion had yielded insights and ideas that were [cross-walked](#) onto the [TECC 5-year strategic recruitment plan](#).

Events and Campaigns Surrounding Recruitment and Retention

- **It's Great to be A Teacher Event on April 27, 2019, Leeward Community College:** The event was organized by Christina Keaulana of Leeward

Community College (LCC) and Dale Fryxell of Chaminade University of Honolulu, and held once again at LCC. A success, it was attended by at least 161 individuals (many others were walk-ins). The event keynotes featured former award-winning teachers and educators from around the state, and information tables and breakout sessions on the options and details on becoming a teacher in Hawai'i. With its success, the next organizing committee may want to consider opening up the target audience to include pre-service and in-service teacher in addition to educational assistants and substitute teachers.

- **TECC Job Fair on May 4, 2019, Waipahu High School:** The job fair continues to be an important and successful avenue for the EPP-to-schools pipeline. Student attendance was down this year, as many teacher candidates who successfully completed their programs were also offered jobs by the schools in which they were student teaching. In addition, more employers (schools) now also attend the job fair. The organizing committee will once again try to get a more ideal date for the Spring 2020 job fair to ensure students of all EPP's would be able to attend the fair.
- **Be A Hero Be A Teacher Teacher Recruitment Campaign:** The University of Hawai'i System campaign continues this academic year through a partnership with Hawai'i News Now featuring a regular segment on education aired on TV from October 2018 through March 2019. The segment hosted short interviews with key stakeholders such as HIDOE Superintendent, EPP's within the UH System, and in-service teachers as well as pre-service teacher candidates, including hosting a Facebook contest to recognize an educator. The television network channel plans to continue the campaign in September 2019 during Education Week.

2019 Legislative Session Highlights

The Spring 2019 session was especially difficult, as there were many new legislators, with nearly three times as many bills being pushed through compared to past sessions. As such, many in the education stakeholder community, including HIDOE and UHM-COE Dean, had to consistently attend hearings to help provide context and background to many of the new legislators and the questions they had. The new itemized budget structure at the legislature level for HIDOE also meant that each item on the budget had to be a separate hearing. Also, instead of two separate committees for lower and higher education, they are now under one chair.

A major theme of interest to TECC this session were the bills that aimed to improve recruitment and retention for teachers in the state, in other words, how to better attract and keep our teachers through assistance from the pipeline side ((i.e. EPP-to-schools), as well as on the retention side - from bills that proposed to establish a surcharge on real estate income towards funding for public education, to discussions on tax credit or stipends for mentor teachers as a future bill (following in the footsteps of the bill for tax credits for allied health preceptors).

Although the session was overall a difficult one for education this year, many can agree that the conversations are now more visible, and with that comes the concerted efforts from all stakeholders to find solutions. For example, HIDOE ended the academic year

with a kickoff of a partnership with Landed, a home-buying assistance company specifically for educators.

TECC plans to invite members of the legislature, i.e. the Senate President, House Speaker and the two Education Committee Co-Chairs to the October 2019 TECC meeting in preparation for the Spring 2020 legislative session.

TECC 5-year Strategic Plan Work

This year TECC continued to work on the 5-year strategic plan that began work in 2017-2018:

- The first major development in the year is the **consolidation and re-categorization** of the 6 objectives to 3 objectives:

2017-2018	2018-2019
<ul style="list-style-type: none"> • OBJECTIVE 1: Build <i>New</i> Capacity Locally • OBJECTIVE 2: Increase Satisfaction of In-Service Teachers • OBJECTIVE 3: Provide Meaningful Incentives for Recruitment and Retention • OBJECTIVE 4: Effectively Market the Teaching Profession • OBJECTIVE 5: Meet Local Needs with Other Approaches • OBJECTIVE 6: Improve Special Education Teaching Experiences 	<ul style="list-style-type: none"> • OBJECTIVE 1: Build Capacity (<i>Recruit/Pipeline Strategies</i>) • OBJECTIVE 2: Increase Satisfaction of In-Service Teachers (<i>Develop/Retain Strategies</i>) • OBJECTIVE 3: Provide Competitive Compensation and Incentives (<i>Recruit/Retain Strategies</i>)

- TECC attendees chose to join one of three groups, each representing Objectives 1, 2, or 3. Nearly every one of the 8 TECC meetings dedicated the second half towards ongoing **group discussions** in the three groups followed by updates to the entire bigger group;
- The **different strategic plans and/or discussions** that address educator preparation including that of HDOE, HI-P20 Education Sector Partnership and TECC (this strategic plan), will be referred to by one another in their respective strategic plans to **better coordinate efforts**. For example, TECC conducted a crosswalk between discussion notes from the Education Sector Partnership and the TECC 5-year strategic plan;

- The [meeting dates](#) for the 2019–2020 academic year were determined, and HIDOE has graciously offered its Office of Talent Management at the Dole Cannery as the meeting location;
- The 2019-2020 TECC meetings will focus on:
 - A deeper understanding of what each EPP does and where each fits in the pipeline;
 - Begin implementing activities identified in the draft plan with clear designations of responsibility and regular check-ins with the group;
 - Updating, re-thinking, and re-tooling how we currently record, store, and analyze recruitment, retention and program completer survey data to better lay out and find bottlenecks in teacher recruitment and retention, and to proceed to devise solutions.

Respectfully submitted,



Christina M. Kishimoto, EdD
Superintendent
Hawai'i Department of Education
TECC 2018-2019 Co-Chair



Nathan M. Murata, PhD
Dean, College of Education
University of Hawai'i at Mānoa
TECC 2018-2019 Chair

Attachments:

- [Meeting Summaries and attachments \(8\)](#)
- [TECC Directory 2018–2019](#)
- [2018–2019 Meeting Schedule](#)
- [2019–2020 Meeting Schedule](#)
- [TECC 5-year Strategic Recruitment Plan working draft](#)

2018-2019 Teacher Education Coordinating Committee (TECC) Meeting No. 1
949 Kamokila Blvd. @ Wakea Street, Room 116-117
University of Phoenix, Kapolei, Hawai‘i Campus
September 13, 2018, 9:30–11:30 AM

MEETING SUMMARY

Present: Nathan Murata/UHM-COE (Chair); Cynthia Covell/HIDOE (proxy for Co-Chair Kishimoto); Jill Baldemor/Teach For America; Diane Barrett/UH Hilo; George Carroll III/University of Phoenix-Hawai‘i; Kacie Cohen/Chaminade University of Honolulu; Dan Doerger/HI-P20; Dale Fryxell/Chaminade University of Honolulu; Lynn Hammonds/HTSB; Mary Heller/UHWO; Brian Ichida/UH LCC; Tracey Idica/HTSB; Kurt Johnson/BYUH; Christina Keaulana/UH LCC; Roger Kiyomura/HPU; Jonathan Leibowitz/HSTA; Roberta Martel/UH LCC; Jessica Miranda/UHM-COE; Kathleen Nishimura/Chaminade University of Honolulu; Kerry Tom/HIDOE

Guests: Meilan Akaka Manfre/Teach For America; Nezia Azmi/UHM-COE; Judy Halvorson/University of Phoenix-Hawai‘i; Debbie Hornsby/ University of Phoenix-Hawai‘i; Cameron Riverra/UH LCC; RJ Rodriguez/HI-P20; Corey Rosenlee/HSTA; Stephanie Shipton/Teach For America; Summer Van Pelt/ University of Phoenix-Hawai‘i

Regrets: Alyson Emrick/Teach For America; Joe Fraser/Kaho‘iwai; Carolyn Gyuran/iteachHAWAII; Violet Harada/UHM-CIS; Mary Heller/UH West O‘ahu; Peggy Hirata/BYUH; Noelani Iokepa-Guerrero/UH Hilo; Amelia Jenkins/UHM-COE; Stephanie Kamai/UH West O‘ahu; Noe Kirby/Kaho‘iwai; Christina Kishimoto/HIDOE; Aaron Levine/UHM-COE; Lia-Rozmiarek Held/Teach For America; Stephen Schatz/HI-P20; Mani Sehgal/HPU

I. Welcome & Introductions

- a. Nathan convened the meeting at 9:32 am
- b. Self-introductions around the room of everyone in attendance as the new year begins
- c. Roberta “Bobbie” Martel announced her retirement from her position at UH LCC and therefore also TECC

II. Business Items

- a. TECC 2017-2018 Meeting No. 9 Summary May 10, 2018 approved
- b. 2018-2019 draft TECC meeting schedule remains feasible for all attending representatives

III. Discussion

- a. HTSB report
 - i. HTSB plans on providing more professional development opportunities for teachers, specifically in “professional fitness,” prior to candidates obtaining their teaching license/permit;

- ii. Update on HTSB surveys: Due to a hiccup in the system, HTSB was unable to deploy the EPP experience survey. Instead, it will be deployed as a general and voluntary survey for now, and data resulting for survey responses will be shared with the different RPPs. FYI, the model code of ethics survey was recently sent out and received over 1,100 responses, which is a good number;
- iii. Mahalo to those who have submitted their annual review reports (with the August 31, 2018 deadline), and for those who have not, to submit their soon. For further discussions on the annual review, EPPs should attend the virtual meeting via the GoToMeeting invite. Those having problems with the meeting invite to please contact HTSB;
- iv. HTSB now will have a student member on the Board (non-voting, 1-year appointment), whose role would be to give input on educator preparation matters from the perspective of students. For public university representation, a randomized process was conducted during the meeting in full witness of the entire meeting attendees. As a result, following are the rotation of public university representation: UHM 2018-2019, UH LCC 2019-2020, UH West O‘ahu 2020-2021, UH Hilo 2021-2022, and Kahuawaiola 2022-2023.

b. HIDOE report

- i. Cindy expressed regrets from HIDOE Superintendent Christina Kishimoto for not being able to attend the meeting, but noted that HIDOE is still interested in executing the TECC 5-year plan that was started during the 2017-2018 year of TECC meetings. Specifically, there are 5 HIDOE goals that are related to TECC’s own charge as a whole, namely: equity and access for all, safe learning environment, student-centered school design, staff recruitment and retention across HIDOE, and communication and engagement. The hope is that these would be addressed and begun/executed in the 2018-2019 under Nathan;
- ii. On the talent management side, HIDOE has a particular recruiting focus this year on teacher academies in high schools, with a focus as early as 9th grade, with two top focus areas remaining at special education and ELLs;
- iii. Three strategies were highlighted, namely student voice, school design and empowering schools to develop classrooms and models for student learning and teacher collaboration.

c. EPP enrollment data

- i. Nathan offered to continue coordinating this data gathering and analysis

effort to ensure data-driven analysis and decisions, so that TECC has a collective voice in ascertaining how EPPs are addressing the pipeline challenge;

- ii. Cindy offered to bring questions on behalf of any of the EPPs represented in TECC to a kickoff meeting by an entity similar to TECC in Denver. Cindy is attending as part of an informational learning trip to see how others in the nation are addressing the pipeline challenge;
- iii. Jess and Lynn noted that there are additional fields (such as where the program completer will be employed at) that can be added to the HTSB completer survey to capture some of the data that would help us learn about what happens once students complete and leave our program. One way for example is match completer list with the list of those who are granted license, as far back as possibly 2002;
- iv. Corey raised the possibility of comparing graduate data with employment data to least get an overall rate of program completers going into HODOE schools, and further also seeing if there is a difference in carefully placing newly licensed teachers into full-time lines to avoid burnout. Kerry noted that there might not be an easy one-to-one comparison, with Cindy noting that with some analysis, we can likely get to that number.

d. Be A Hero Be A Teacher campaign:

- i. Nathan updated the group that the campaign is ongoing, the newest being TV spots through HI Now segment of Hawai'i News Now with much support from Dan Meisenzahl at the UH System office, through March 2019;
- ii. A video of Superintendent Kishimoto and President / Chancellor Lassner as part of the segment was shown on September 7, 2018 at the COE Advisory Council meeting. Bobbie noted that she was told by a kupuna in the community that she was seen on TV through the campaign;
- iii. George inquired as to the social media component of the campaign, and noted that it is critical to ensure that it is part of the main strategy, to ensure the widest and deepest dissemination, given today's audience.

di. Education Sector Strategy meeting ([see attached handout](#)):

- i. HI-P20 will be launching a new initiative – the “Education Sector Partnership”- to help breathe new life into the discussion on the K-12 teacher shortage in the state;
- ii. With RJ's facilitation, TECC voted on the best dates for the meeting (most

optimal date was November 2). RSVPs must be received by October 15, 2018;

- iii. Upon giving some time for the room to review the handout, RJ facilitated a brainstorm on what entities may be missing from the Business Table and Community Partners. Among missing entities identified were members of the media (George), junior chambers of commerce (George), high school students (Stephanie), non-traditional programs with a lens on culture and place (Stephanie), education clubs in schools (Dale) and the military (Dale);
- iv. The discussion also spurred some perspectives and concerns:
 - 1. Importance of those who can to exercise their voting rights when it comes to being up to speed on constitutional amendments relating to issues in education (Corey);
 - 2. Importance of truly rethinking about the kind of teachers we need versus the teachers we are currently creating (Cindy);
 - 3. Placement is a critical challenge as it relates directly to quality of life. For example, retention being low due to new teachers unable to cope with quality-of-life related challenges such as dealing with traffic from home to work (Kacie);
 - 4. Bringing new partners to the table to help lower barrier into the profession, such philanthropic organizations and individuals (George).
- f. TECC 5-year Strategic Plan update:
 - i. Nathan and Cindy/Kerry will share the latest iteration of the plan and will resend to the group prior to the October 11 meeting, so that TECC can organize and mobilize around the plan and realize outcomes on the strategies, i.e. taking them from inside the document, to actionable items.

IV. Future agenda items for consideration

- a. Bi-Literacy/World Languages/CTE
- b. Results of ELL and SpEd Taskforces
- c. Continue Discussion on School Psychologist Programs in Hawaii
- d. “It’s Great to be a Teacher” Event on Hawaii Island at UH-Hilo on Saturday, October 27, 2018 – George reported:
 - i. The event will be pushed out to January 2019;
 - ii. There are plans to bring the event to neighbor islands, one per quarter (Big Island, Oahu, Maui-Molokai-Lanai, Kauai), to which Nathan noted that 4 events in a year is a lot to manage;

iii. Current organizers are seeking volunteers for the planning committee.

V. **Adjourn Adjournment:** Meeting was adjourned at 11:32 am

VI. **Reference documents can be found at the link below:**

<https://drive.google.com/drive/folders/1eLjnBt6PqFzn9MbH0NjwyiRlmrF-jF15?usp=sharing>

Education Sector Partnership (Handout for TECC 9/13)

<p>Focus: Statewide K-12 Teacher Shortage</p> <p>Event Objectives:</p> <ul style="list-style-type: none"> ● Recognize “Education” as an industry sector ● Engage a variety of stakeholders in addressing teacher shortages ● Identify action items that can address teacher shortages <p>ACTION ITEM (Date Selection) 10/29, 10/30, 10/31, 11/2</p>	<p>Labor Market Data</p> <p>By 2024 about one in seven jobs will be related to Healthcare or Education.</p> <p>Source: BLS Long-term Occupation Projections, 2014-2024</p> <p>http://hawaiidxp.org/</p>	<p>Employment Trends (HIDOE)</p> <p>HIDOE “Emergency Hires”</p> <p>2013 - 360 2014 - 257 2015 - 415 2016 - 430 2017 - 666</p> <p>HTSB 2018 Annual Report https://hawaiiteacherstandardsboard.org/</p>
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<p>INDUSTRY-DRIVEN, COMMUNITY-SUPPORTED SECTOR PARTNERSHIPS</p> <p>Designs by: [Logos]</p>	<p>Business Table (Decision-makers/ Demand)</p> <p>Community Partners (Support/Supply)</p>	<p>Business Table</p> <ul style="list-style-type: none"> *State SUPT *HIDOE Talent MGMT *HAIS *Charter School Commission *Parochial Schools *HIDOE Principal *Private school principal *Office of Early Learning *UH HR 	<p>Community Partners</p> <ul style="list-style-type: none"> *TECC *CAS *UH COE (TECC) *HBR Ed Comm *Private schools (e.g. KS) *TLC *HCF *Ed Comm in Legislat *HTSB (TECC) *HSTA *Workforce Dev Council *DLIR 	<p>ACTION ITEM</p> <p>Tentative List of Invites (Feedback)</p>
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Timeline: Invitations sent out by the Chamber of Commerce by 9/24 (RSVP due by 10/15/18)

Point of Contact RJ Rodriguez rer@hawaii.edu (Hawaii P-20) will be reaching out to you to identify your campus’ meeting attendee.

2018-2019 Teacher Education Coordinating Committee (TECC) Meeting No. 2
949 Kamokila Blvd. @ Wakea Street, Room 116-117
University of Phoenix, Kapolei, Hawai'i Campus
October 11, 2018, 9:30–11:30 AM

MEETING SUMMARY

Present: Nathan Murata/UHM-COE (Chair); Cynthia Covell/HIDOE (proxy for Co-Chair Kishimoto); Jill Baldemor/Teach For America; Diane Barrett/UH Hilo; Alyson Emrick/Teach For America; Dale Fryxell/Chaminade University of Honolulu; Carolyn Gyuran/iteachHAWAII; Lynn Hammonds/HTSB; Violet Harada/UHM-CIS; Mary Heller/UH West O'ahu; Peggy Hirata/BYUH; Debbie Hornsby/University of Phoenix-Hawai'i; Noelani Iokepa-Guerrero/UH Hilo; Brian Ichida/UH LCC; Tracey Idica/HTSB; Kurt Johnson/BYUH; Christina Keaulana/UH LCC; Roger Kiyomura/HPU; Jessica Miranda/UHM-COE; Kathleen Nishimura/Chaminade University of Honolulu; Stephen Schatz/HI-P20; Kerry Tom/HIDOE

Guests: RJ Rodriguez/HI-P20; Corey Rosenlee/HSTA

Regrets: Kacie Cohen/Chaminade University of Honolulu; Dan Doerger/HI-P20; Joe Fraser/Kaho'iwai; Amelia Jenkins/UHM-COE; Stephanie Kamai/UH West O'ahu; Noe Kirby/Kaho'iwai; Christina Kishimoto/HIDOE; Jonathan Leibowitz/HSTA; Aaron Levine/UHM-COE; Lia-Rozmiarek Held/Teach For America; Mani Sehgal/HPU

I. Welcome & Introductions

- a. Nathan convened the meeting at 9:37 am
- b. Quick self-introductions around the room

II. Business Items

- a. TECC 2017-2018 Meeting No. 2 Summary September 13, 2018 approved with one edit (remove Peggy's name from "Present" list as it was incorrectly placed)

III. Discussion

- a. HTSB report (Lynn Hammonds/ Tracey Idica)
 - i. Ethnomathematics and Computer Science were recently approved as new license field areas for K-6, 6-12 and K12;
 - ii. School psychologist as an add-a-field currently under review;
 - iii. Looking at whether post-baccalaureate or masters-level student teachers can be registered as substitute teachers (to mitigate redundancy when main teacher is away and student teacher runs the classroom while the substitute teacher is on the books but may not be doing the work);

- iv. HTSB is being asked to serve as clearing house for student observations for the existing “Option B,” from HTSB New Business Item 11-03 Revised: Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the SATEP. This option, which has been available to Hawaii EPPs since August 26, 2011, allows experienced teachers who meet performance standards to be licensed. HTSB would organize and deploy trained observers, and these observations may be used by interested EPP to recommend candidates for licensure.
- v. Question from Tracey on whether the recent interim report on program completers is helpful to EPP, to which the group agreed that it is immensely helpful and timely, with some clarification requests on missing information; Tracey will be presenting further on the report at the November 2018 TECC meeting.

b. HIDEOE report (by Cindy Covell)

- i. Regrets from HIDEOE Superintendent Christina Kishimoto for not being able to attend the meeting – she is currently presenting at a conference on the mainland;
- ii. The new HI core curriculum standards for social studies have been approved by the Board of Education. The new standards were well-received and will broaden the scope and increase flexibility for our social studies teachers. POC at DOE is Donna Lum Kagawa, Assistant Superintendent of the Office of Curriculum and Instructional Design;
- iii. HIDEOE is currently updating Hawaii Administrative Rules (HAR) Chapter 8-19 (student to student misconduct) and Chapter 8-89 (employee to student complaints).

c. Be A Hero Be A Teacher campaign update (Nathan Murata)

- i. The latest installment of the campaign is the interview on HI Now (HNN) with Diane and Makalapua for UH Hilo, which will air on October 15, 2018. Following that is UH West O‘ahu on November 14, 2018;
- ii. Campaign will run through March 2019, and Nathan welcomes all in TECC to share thoughts and ideas on how to keep the momentum going and extending beyond UH System EPPs.

d. Update on HI-P20 Education Sector Strategy meeting (Steve Schatz / RJ)

Rodriguez):

- i. Reminder on the November 2, 2018 education sector strategy meeting as an active and novel initiative to have a robust sector strategy for the teaching profession, which is unique from other sector strategies. TECC participants will serve on the “outer circle” (the “supply” side) listening to the industry leaders (the “demand” side) in the “inner circle”;
 - ii. Invitations and details will be sent out soon (light refreshments will be provided for all, travel will be covered for neighbor island attendees);
 - iii. EPP representatives on TECC who will not be able to come are requested to send in a proxy and have the proxy send their RSVP directly to RJ at rer@hawaii.edu.
- e. School psychologist programs in HI:
- i. Currently, HIDOE has 89 positions for school psychologists, with about 30% unfilled. Most recent strategy by HIDOE was to review the pay differential to make the positions more attractive, and to work with HTSB to establish a licensing field for school psychologists. There are also plans to reestablish psychological examiner positions to strategically manage workload, as part of a future retention strategy. Of critical import is the fact that Medicaid reimbursements are only allowable when treatment is by a licensed psychologist (Cindy);
 - ii. Based on the compensation study conducted by HIDOE, the differential of about \$6,600 annually has been added to the starting base salary of school psychologists and believed to be a good strategy to improve attractiveness and retention, funded internally by the HIDOE (Kerry);
 - iii. Currently HTSB is looking at a few different routes for licensing (existing school psychologists would have their qualification be grandfathered in):
 - 1. Certification through National Association of School Psychologist (NASP);
 - 2. Through teacher licensure under the “other school personnel” category;
 - 3. Praxis;
 - 4. Degree in social work plus Praxis.
- f. TECC 5-year Strategic Plan update (Nathan Murata / Cindy Covell): Nathan and Cindy facilitated a discussion on how to organize how the group would continue

the work of the 5-year plan:

- i. The 5 objectives to be consolidated into 3 buckets:
 1. Recruitment (including capacity)
 2. Development (professional development)
 3. Retention
- ii. Next steps:
 1. Before November meeting, Cindy and Nathan will re-assign strategies and corresponding next action steps into the 3 buckets, share with the group via Google Doc/Sheet;
 2. Individuals/entities to then re-assign themselves to the different buckets-strategies-activities;
 3. Tentative format: workgroups to work together during the second hour of the TECC monthly meetings, with online collaboration built in as necessary.
- g. Ad hoc item: Accreditation (Jess Miranda)
 - i. Other EPPs interested to meet with Mark LaCelle-Peterson of AAQEP for a workshop for the next round of accreditation report preparations, to let Jess know (he will be coming to HI in late January for COE, so might as well coordinate with other EPPs who would also like to meet with him;
 - ii. HTSB can assist with covering some of his meals and incidentals if that helps.
- h. Ad hoc item: Bill for on act to go on the ballot in November to “Authorize The Legislature To Establish A Surcharge To Increase Funding For Public Education” (Dale Fryxell to Corey Rosenlee)
 - i. Dale’s question: How would the following concern - that the legislature might not channel the funds to directly improve teacher salaries versus simply being used to reduce overall HIDEOE costs - be mitigated? Corey’s answer: We must accept the unchanging fact that legislature controls the budget. Given that, there are two ways:
 1. The money must fund a particular contract that stipulates that it goes directly to teacher salaries;

2. Attach a requirement that the money must not be used towards reducing the HIDOE overall costs.

i. Ad hoc item: HI-P20 (Steve Schatz)

i. Dan Doerger will be leaving the islands, with his last day at HI-P20 on October 15, 2018;

ii. All are encouraged to checkout hawaiiexp.org, with very interesting and useful data on how education graduates fare in terms of average wages and workforce persistence in the state.

IV. Future agenda items for consideration

a. *HTSB Program Completer Survey Results*: Tracey to present at the November 2018 meeting

b. *Results of ELL and SpEd Taskforces*: Cindy will bring the point person from HIDOE to report on the SpEd taskforce at the November 2018 TECC meeting;

c. *“It’s Great to be a Teacher” Event*:

i. The event is postponed to January 2019 tentatively in the Big Island, with March 2019 at LCC, and Maui in May;

ii. George to update regarding who have offered to be on the planning committee.

d. *EPP data to review*: Nathan will bring in when data is ready

e. *Bi-Literacy/World Languages/CTE*: all TECC representatives asked to review and share thoughts on how to bring this back in for TECC to tackle;

f. Consider bringing in members of the legislature as guests to speak and engage with TECC – Nathan and Cindy to work through Jess to brainstorm who to invite next and when.

V. **Adjourn Adjournment**: Meeting was adjourned at 11:08 am

VI. **Reference documents can be found at the link below:**

<https://drive.google.com/drive/folders/19m3XmWFakA-F94Wc6LMhvWoWxe0UuKe8?usp=sharing>

2018-2019 Teacher Education Coordinating Committee (TECC) Meeting No. 3
949 Kamokila Blvd. @ Wakea Street, Room 116-117
University of Phoenix, Kapolei, Hawai'i Campus
November 8, 2018, 9:30–11:30 AM

MEETING SUMMARY

Present: Nathan Murata/UHM-COE (Chair); Cynthia Covell/HIDOE (proxy for Co-Chair Kishimoto); Diane Barrett/UH Hilo; Kacie Cohen/Chaminade University of Honolulu; Alyson Emrick/Teach For America; Dale Fryxell/Chaminade University of Honolulu; Carolyn Gyuran/iteachHAWAII; Lynn Hammonds/HTSB; Debbie Hornsby/University of Phoenix-Hawai'i; Noelani Iokepa-Guerrero/UH Hilo; Kurt Johnson/BYUH; Christina Keaulana/UH LCC; Roger Kiyomura/HPU; Jonathan Leibowitz/HSTA; Aaron Levine/UHM-COE; Jessica Miranda/UHM-COE; Kathleen Nishimura/Chaminade University of Honolulu; Corey Rosenlee/HSTA; Kerry Tom/HIDOE

Guests: Dale Asami/HIDOE; Heidi Armstrong/HIDOE; Cameron Rivera/UH LCC

Regrets: Jill Baldemor/Teach For America; Joe Fraser/Kaho'iwai; Violet Harada/UHM-CIS; Mary Heller/UH West O'ahu; Peggy Hirata/BYUH; Brian Ichida/UH LCC; Tracey Idica/HTSB; Amelia Jenkins/UHM-COE; Stephanie Kamai/UH West O'ahu; Noe Kirby/Kaho'iwai; Christina Kishimoto/HIDOE; RJ Rodriguez/HI-P20; Lia-Rozmiarek Held/Teach For America; Stephen Schatz/HI-P20; Mani Sehgal/HPU

- I. **Welcome & Introductions**
 - a. Nathan convened the meeting at 9:35 am
- II. **Business Items**
 - a. TECC 2017-2018 Meeting No. 2 Summary October 11, 2018 was approved
- III. **Discussion**
 - a. HTSB report by Lynn Hammonds
 - i. The following are up for approval consideration at the next HTSB meeting on November 16, 2018:
 1. Consideration of Acceptance of Report from Teach for America Educator Preparation Program;
 2. Provisional State Approval of the University of Hawai'i at Hilo's Teacher Leader Program;
 3. Continuing Full State Approval of Kahuawaiola Indigenous Educator Preparation Program at the University of Hawaii at

Hilo's College of Hawaiian Language.

- ii. New business item added for consideration - adding the Field of Early Childhood Education PK-3 to an Existing Hawai'i License;
 - iii. The Board is considering extending the deadline for acquiring licensure via Praxis to December 2019 rather than December 2018.
- b. Presentation on 2017-18 program completer survey results by Lynn Hammonds (see PowerPoint presentation [here](#))
- i. Highlights from the presentation and ensuing discussion include:
 - 1. Waianae, Ewa, Waipahu, Campbell and Wheeler Schools are the top placements schools for our graduates;
 - 2. Most of our graduates still flock to elementary schools, despite the fact that our high need areas are in secondary – people will go where they want to go;
 - 3. Charter school numbers may look small, but could be attributable to not having all of the data; HTSB plans to collect more data in the future
 - 4. Of the total numbers, 552 were never employed in the system (although we are not yet sure if all 552 also went ahead and got their licenses); this might be a good population to study to determine critical factors that contribute to teacher shortage;
 - 5. Will be good to see whether 2017-18 numbers were down or up from 2016-17 numbers.
 - ii. Each EPP will receive their specific data through their HTSB online account. For questions, contact Tracey Idica.
- c. HIDOE report by Cindy Covell
- i. HIDOE currently looking at innovation grants for schools, proposing ideas around computer science. The efforts would fall under the student voice, teacher collaboration and school design umbrellas of the HIDOE Strategic Plan. The first of the activities have been tentatively scheduled for June 2019, in conjunction with the student council leaders convening.
- d. Presentation on results of the HIDOE Special Education and English Language Learner (ELL) taskforces by Heidi Armstrong:
- i. For the Special Education task force, below are some highlights, in the

form of questions to continue to answer as we move forward:

1. What does student inclusion mean and what does it look like?
 2. What professional development opportunities are available?
 3. Is the way we are currently distributing funding equitable?
 4. What are ways we can support Special Education teachers who have to deal with enormous amounts of paperwork?
- ii. Highlights from the English Language Learner findings and ensuing discussion include:
1. The biggest populations of ELLs are Ilocano and Chuukese speakers;
 2. We still have very low numbers of teachers in this area – working with KCC and UHM to create a pipeline;
 3. HIDOIE welcomes input from EPPs on how to help grow the number of ELL teachers;
 4. Two exciting projects underway are the Newcomers/Transition Center and Dual Language Program.
- iii. See PowerPoint for concise statements of status and next steps [here](#); ; See supplemental handouts on Special Education [here](#) and for English Language Learners [here](#).
- e. Presentation on Updates on the Preparation Program Affiliation Agreement (AA) by Dale Asami:
- i. The AA is now divided into Educator professions (classroom teacher, school counselor or school librarian) and non-Educator professions;
 - ii. Items/Articles in the AA that have been updated are highlighted in yellow in the handouts [here](#);
 - iii. The current AA is in effect through Spring 2019, and the new template will hopefully be ready for use by as early as March 2019, and well before summer 2019;
 - iv. Aaron Levine noted that schools and principals now have a much better understanding of the AA, with a marked decrease in the number of phone calls from confused principals.
- f. Update on It's Great to be A Teacher event planning by Debbie Hornsby:

- i. George Carroll III will no longer be involved with the event, due to changes in his role at the University of Phoenix. As such, Dale Fryxell of Chaminade University expressed interest in helping with the planning by working with others in TECC;
 - ii. Christina Keaulana of LCC offered for the event to be hosted at the LCC campus again;
 - iii. Nathan concurred that the event has been successful in the past and should be sustained, with the suggestion for two EPPs to co-chair the planning each year.

- g. Update on AAQEP by Jess Miranda:
 - i. Mark LaCelle-Peterson of AAQEP is confirmed for January 23, 2019. All EPPs interested in participating to contact Jess to let her know specific areas of interest;
 - ii. Lynn Hammonds noted that the HTSB ETS seminar will be the following day so neighbor-island attendees who plan to attend both workshops can stay on. Nathan noted that it's a great idea to strategically schedule these workshops and other events for EPPs and teachers such that neighbor-island participants would find it easier to work into their schedule and budgets.

- h. TECC 5-year Strategic Plan group breakouts:
 - i. Each meeting attendee chose to participate in one of the three groups below; one person was designated as the note-taker to document the discussion and share them with the bigger group prior to the December meeting:
 1. Group One - Build Capacity (Recruit/Pipeline) (Objectives 1, 4, 5 and 6 from 2017-18 draft);
 2. Group Two - Increase Satisfaction of In-Service teachers (Develop/Retain) (Objective 2 from 2017-18 draft);
 3. Group Three: Provide Competitive Compensation and Incentives (Recruit/Retain) (Objective 3 from 2017-18 draft).

IV. Future agenda items for consideration

- a. EPP data to review: to revisit in Spring 2019;
- b. Bi-Literacy/World Languages/CTE: all TECC representatives asked to review and share thoughts on how to bring this back in for TECC to tackle;
- c. Consider bringing in members of the legislature as guests to speak and engage with TECC – Nathan and Cindy to work through Jess to brainstorm who to invite next and when;
- d. Other agenda items.

V. **Adjourn Adjournment:** Meeting was adjourned at 11:34 am

VI. **Reference documents can be found at the link below:**
https://drive.google.com/drive/folders/1UEYGV66lQ_FPnkU6j8_Q5Mmz0BT14gyU?usp=sharing



HAWAI'I TEACHER
STANDARDS BOARD

2017-2018 EPP Overview

Total Hawaii EPP:	13
Total Hawaii completers:	587
Range of completers:	8 – 249
Total Number of Fields:	661



High Percentage Placements

- ▶ **Waianae**
- ▶ **Ewa**
- ▶ **Waipahu**
- ▶ **Campbell**
- ▶ **Wheeler**

661 License Fields in 2017-2018

▶ Elementary Education:	213
▶ Special Education:	97
▶ Language Arts:	59
▶ Mathematics:	48
▶ Science:	41
▶ Social Studies:	41
▶ Early Childhood:	27
▶ STEM:	23
▶ CTE:	20
▶ Hawaiian fields:	21
▶ Counselors:	21
▶ Physical Education:	19
▶ TESOL:	8

Snapshot of Completer Employment 2011-12 through 2017-18

- ▶ Total completers: 2748
- ▶ Employed in DOE: 2270
- ▶ Still active DOE: 1761
- ▶ Separated DOE: 509

- ▶ Employed in Charter: 92
- ▶ Still active Charter: 50
- ▶ Separated Charter: 42

- ▶ Never employed: 552



HTSB will send EPP
specific data to your
HTSB online
account.



Questions?

Contact Tracey Idica

tracey.Idica@Hawaii.gov

586-2619

Special Education

Implementation Updates

OFFICE OF CURRICULUM, INSTRUCTION & STUDENT SUPPORT

HawaiiPublicSchools.org

OCISS



Recommendation Summary

Short-Term Recommendations

- Articulate a shared vision of inclusive education
- Design fundamental professional development for all stakeholders
- Funding allocation based on student needs
- Provide adequate time for care coordination and preparation



Long-Term Recommendations

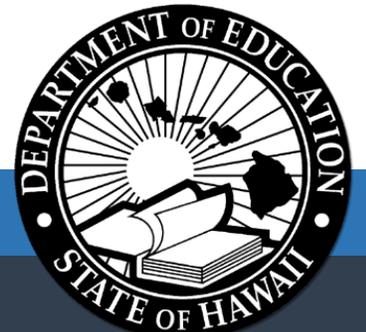
- Assess the governing structure to ensure a cohesive and effective statewide system of support
- Expand mentoring and networking for special education teachers
- Adopt a replacement tool to improve quality of IEP process
- Implement professional development system across state offices, complex areas, and schools
- Expand partnerships to support licensing and certification for special education teachers



Practices that should be standardized or improved

- Build consistency of placement calculation
- Improve data collection and monitoring practices

Special Education Task Force Recommendations



Short Term Recommendation:

Articulate a Shared Vision of Inclusive Education

- Draft Completed
- Internal review and vetting
- Leadership review and vetting
- SEAC/Other Key Stakeholder review and vetting

On schedule for end of school year completion.



Short Term Recommendation: Design Fundamental Professional Development for all Stakeholders

Training Topics

- ❖ Compliance
- ❖ IEP
- ❖ Transitions
- ❖ Specially Designed Instruction
- ❖ Family Engagement
- ❖ Learning Opportunities

On schedule for end of school year completion.



Short Term Recommendation: Funding Allocation Based on Student Need

- ❖ Task Force Assembled
- ❖ Meeting Scheduled Through May
- ❖ Collected EDN 150 information (allocations and methodology)
- ❖ Complete new Methodology by May 2019
- ❖ Effective SY 2020/2021

On schedule for end of school year completion.



Short Term Recommendation: Provide Adequate Time for Care Coordination and Preparation

- ❖ Ongoing discussions with the Special Education Working Group (HSTA/DOE)



Long Term Recommendations:

Assess the Governing Structure

- ❖ Not started

Expand Monitoring and Networking for Sped Teachers

- ❖ Title II funds to complex areas for Sped Mentors

Adopt a Replacement Tool to Improve Quality of IEP

- ❖ Planning for migration of data started
- ❖ budget requests submitted



Long Term Recommendations:

Implement a professional Development System across state offices, complex areas, and schools

- ❖ Researching

Expand Partnership to Support Licensing and Certification for Sped Teachers

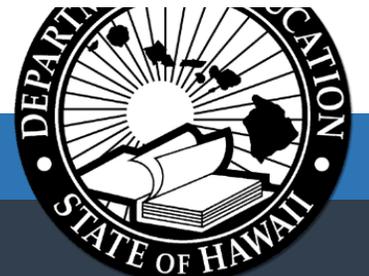
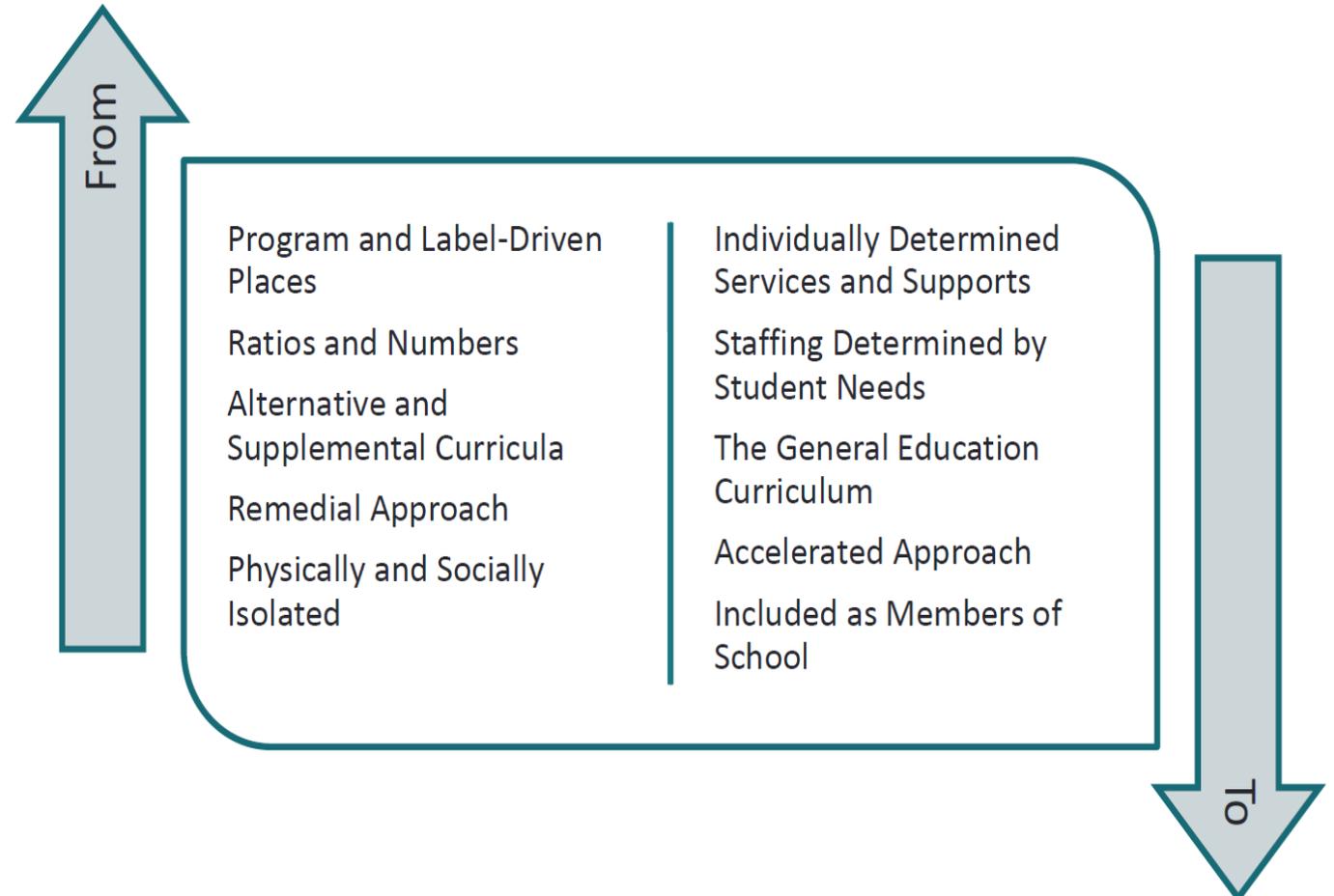
- ❖ Leeward CC - EA to Teacher Program



Inclusive Practices

Inclusion is a philosophy and practice that ensures that every student is a full and accepted member of the school community and that their individual needs are the only ones considered. Not labels, not places, not ratios, not convenience.

A Critical Shift



❖ Inclusion Rubric

❖ Professional development on request by districts and/or schools

Examples:

- Inclusion overview
- Accommodations and modifications
- Least Restrictive Environment (LRE)



Hui Pū (come together - include)

Outcomes

- ❖ Close the achievement gap for students with disabilities (SWD).
- ❖ Increase the time SWD are educated in the general education classroom.

5 Pillars of Inclusive Schools

1

A Common Vocabulary

2

Quality Standards

3

Effective Instruction for Diverse Learners

4

New Models for Support and Staffing

5

Shared Ownership and Collaboration



CLOSING THE GAP

- ❖ Special Education Conference: “TOGETHER FOR OUR KEIKI”

- Individualized Education Program (IEP)

(Presentations focus on decision-making and quality of IEPs--examples)

- Present Levels of Educational Performance
 - Goals and Objectives
 - Related Services
 - Extended School Year
 - Least Restrictive Environment

- ❖ Partnerships with Content Specialist (Initiating)

- Content area strategies for students with IEPs in the general education setting



English Learners Task Force: Short Term Recommendations

- Examine and build state/complex level capacity and expertise to implement recommendations and deliver different English Learner approaches.
- Recruit certified TESOL teachers to service English Learners
- Determine professional development pathways for pre-service teachers, HIDOE teachers, and part-time teachers to obtain minimum second language acquisition competencies



Short term recommendations cont:

- Develop common understanding by disseminating to educators the Continuum for Language Instruction Educational Program Types document and guidance on effective implementation for existing services
- Disseminate State English Learner program requirements including English Learner Comprehensive Plan and streamline format, content, and processes to increase meaningful planning and impact at school, complex areas and state levels



Long Term Recommendations

- Two exciting projects
 - Newcomers/Transition Center
 - Dual Language Program



Special Education Task Force

SUMMATIVE REPORT

Co-Chairs

Interim Assistant Superintendent Donna Lum Kagawa, Office of Curriculum, Instruction and Student Support
Principal Lisa DeLong, Kailua Intermediate School

Membership

The Special Education Task Force (Task Force) was comprised of representatives from the following groups:

Leadership (Assistant Superintendents and Complex Area Superintendents), State office personnel, District personnel, Principals, Teachers, Parents, Hawai'i State Teachers Association, Hawai'i Government Employees Association, Hope Street Group, University of Hawai'i, and Special Education Advisory Council

Consultants

Office of Human Resources; Monitoring and Compliance Office; Office of Curriculum, Instruction, and Student Support: Special Education Section; Office of Fiscal Services; and Teacher Induction Center

Feedback

The Task Force received input from the following groups:

Special Education Advisory Council, Council on Developmental Disabilities, Hope Street Group Fellows, Secondary Schools Principals Forum, Deputy's Principals Roundtable, District Educational Specialists, Student Service Coordinators, Complex Area Superintendents and Assistant Superintendents, and Hawai'i State Department of Education (Department) Teachers.

Dates

The Task Force met ten (10) times during the period of November 2017 through April 2018.





Superintendent's Charge

- Review of data analysis and evidence-based research to consider current best practices and the array of supports needed to implement best practices.
- Recommend steps to improve access to quality education for students with disabilities and ensure appropriate inclusion in the general education classroom.
- Prepare recommendations for the Superintendent to inform her Superintendent's Report on Special Education to the Board of Education in May 2018.

Guiding Questions

CONTINUUM OF SUPPORTS

- How can schools provide the array of educational environments their students with disabilities need?
- What supports and services should be available to students with disabilities in the general education class?
- What supports are needed to assist in making placement and service decisions for each student's Individualized Education Program (IEP)?

BUILDING CAPACITY

- Do educators and support staff have the knowledge, skills, and abilities to implement tiered interventions across the continuum of supports and services?
- Do staff have adequate time and resources to complete all of their assigned work?

RESOURCE ALLOCATION

- How can the system adequately meet the needs of students with disabilities equitably and effectively?

I asked my son what makes him happy at school. He said, "Having friends, learning in the same classroom as my friends and having my aide with me. Oh, and math and science."

- HIDOE Parent

Co-teaching helps me get more one-on-one attention. I feel like I can ask for help without burdening the teacher.

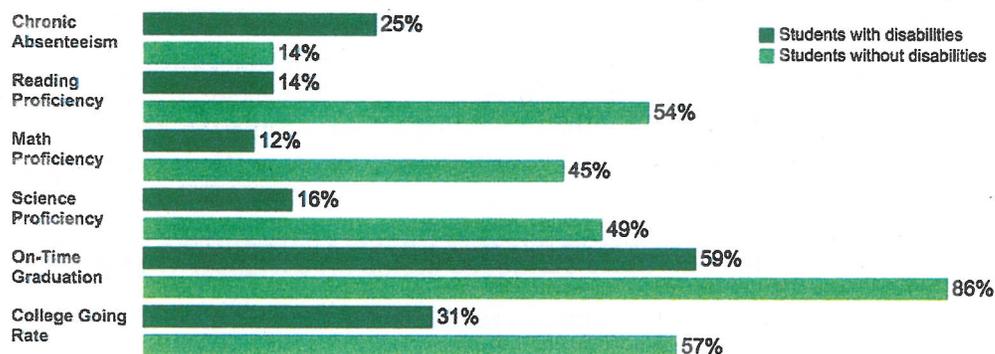
- HIDOE Student

Theory of Action

If we, the Task Force, believe that a quality education enables students to achieve their dreams of academic success, community engagement, and job readiness, we must:

- Develop a culture of shared responsibility for the success of all students;
- Develop a continuum of services within and across all schools that includes an array of interventions and supports;
- Empower educators through the provision of consistent and equitable resources and opportunities that address the unique needs and abilities of all students; and
- Improve achievement and growth for all students.

Indicators for students with disabilities show large gaps compared to non-disabled peers



Source: Strategic Plan Dynamic Report <http://bit.ly/HIDOE-SPDR>
Values pulled for the 2016-2017 school year

Recommendations

Within the themes outlined in this report, the Task Force's recommendations are categorized into the following three types:



Short-Term
Recommendations



Long-Term
Recommendations



Practices that should be
standardized or improved

Design a Framework

★ ARTICULATE A SHARED VISION OF INCLUSIVE EDUCATION

To improve opportunities for students with disabilities the Department should identify a shared vision of and create an inclusive education framework ensuring access to a quality education for all students which includes:

- Common language and definitions of inclusive education;
- Shared culture and ownership;
- A system of schoolwide, multi-level supports from preschool to post high school;
- Access to rigorous, well-rounded, meaningful learning experiences for all students;
- Educational decisions based on individual student needs;
- School and classroom design best practices and models;
- Quality core and specialized instruction;
- Well-planned transitions within and between schools, programs, and into post-secondary opportunities;
- Community/parent partnerships and transparency;
- Staff capacity (core knowledge, skills, and abilities); and
- Efficient use of resources.

Reframing inclusion using a larger universal design rubric may move the practice away from the “separateness of special education” to the “belongingness of general education.”
-Sailor, 2002



ASSESS THE GOVERNING STRUCTURE TO ENSURE A COHESIVE AND EFFECTIVE STATEWIDE SYSTEM OF SUPPORT

A systems-level approach to best practices, roles, responsibilities, and support is crucial to building inclusive schools. Inconsistencies in practices and communication are reported by school and district staff. The Department should assess and redesign the roles and responsibilities, protocols and procedures, systems of support and communication between the levels of state offices, complex areas, and schools.

In order to inform and adjust the vision and framework, a study should be conducted to identify best practices related to resource allocation at the school level (including, but not limited to, looking at numbers of qualified teachers, class size, the distribution of staff, IEP load, collaboration time and access to training).



DESIGN FUNDAMENTAL PROFESSIONAL DEVELOPMENT FOR ALL STAKEHOLDERS

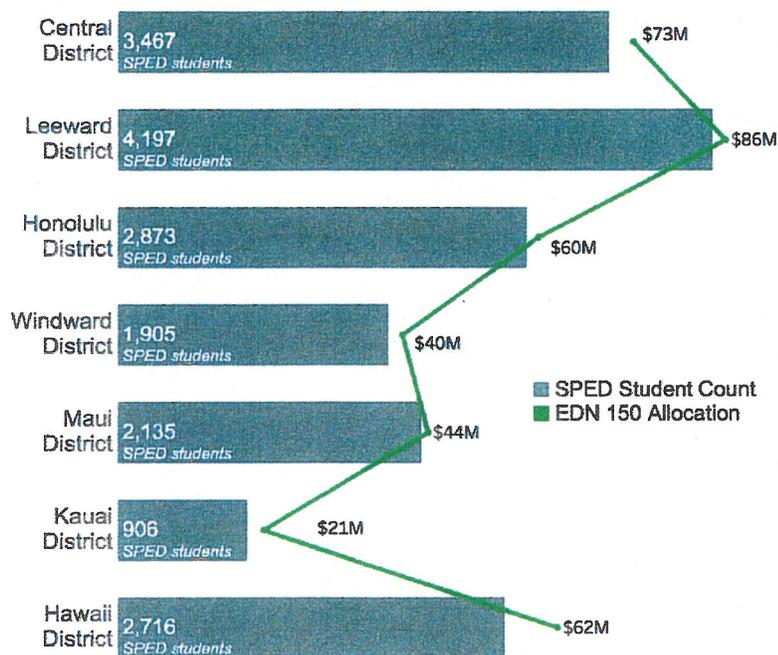
District educational specialists reported that schools consistently request help on educational decision-making, educational placement options, and supports and services provided in an inclusive setting. The Department needs to identify the core values, knowledge, skills, and abilities fundamental to the shared vision of inclusive education. Professional development in these areas should include, at a minimum:

- Compliance with state and federal requirements of Hawai‘i Administrative Rules Chapter 60 and the Individuals with Disabilities Education Act (IDEA)
- IEP development and process
- Best practices for transitions across grade levels, programs, and placements
- Standards-based instruction, formative assessment, and reporting
- Response to Intervention (RtI) Tier I Academic and Behavior
- Specially Designed Instruction
- Family engagement practices and partnerships
- Learning opportunities with the community and parent stakeholders

★ REDESIGN FUNDING ALLOCATION BASED ON STUDENT NEEDS

The current proportional staffing methodology is based on the Department’s official Child Count for each Complex Area or District. The Task Force recommends a funding mechanism that is more equitable, transparent, and provides greater predictability to the schools. Based on the individual needs of the student as defined by the IEP, the methodology should include:

FY 2017 SPED Student Count vs. Allocation



Source: Office of Fiscal Services
 EDN 150 includes general funds, federal funds, special funds and revolving funds.
 EDN 150 does not include Weighted Student Formula (WSF) funds.

- A weighted system for students with disabilities that supplements the base funding with additional funds based on student characteristics. It is not dependent on a student's least restrictive environment and follows the student. The metric would include value-added weights for disability based on the levels of student support, and is similar to the weighting concept utilized in the staffing allocation formula used in 2009.
- A Risk Pool to address special conditions such as emergency cases/needs; hard-to-fill areas; geographical isolation that impacts access to resources such as physicians, service providers and response to high-end situations; multiple level schools such as K-12, K-8, multi-track; and highly-specialized programs such as medically fragile, deaf and hard-of-hearing, and blind.
- Short-term funding to schools, such as grants, to supplement existing or proposed inclusive education models that maximize resources within the school and/or showcase best practices that could inform inclusive practices systemwide.

Support Transformation

ADOPT A REPLACEMENT TOOL TO IMPROVE QUALITY OF IEP PROCESS

It is recommended that the Department replace the state's current data documentation system, the electronic Comprehensive Student Support System (eCSSS). Survey responses from Student Services Coordinators indicate that most professional development sessions on the IEP process emphasizes documentation of the data in the system. Updated data fields in eCSSS are needed to improve educational decision-making for students. Although needed for current and future data collection, updates to eCSSS are cost prohibitive. Going forward, the Department should adopt a new tool and train personnel to emphasize and develop student-focused IEPs that aligns with the inclusive education framework.

IMPLEMENT PROFESSIONAL DEVELOPMENT SYSTEM ACROSS STATE OFFICES, COMPLEX AREAS, AND SCHOOLS

Educators across the state - including teachers, administrators, support staff, and educational officers at the complex area and state levels - must have quality, embedded, and sustained professional learning. This effort requires a complementary and coherent systems approach to implement an array of high-leverage professional development. The Department must identify and define implementation roles and communication protocols for staff at schools, complex areas, and state offices. With consistent implementation, the shared vision of inclusive education will be realized.

★ PROVIDE ADEQUATE TIME FOR CARE COORDINATION AND PREPARATION

The workload for teachers involves a multitude of responsibilities in order to best serve our students with disabilities. Essential duties include balancing a comprehensive network of observations, testing, IEP development, meetings, and data collection. The Task Force recommends substantive support for the collaboration between special education and general education teachers on planning, delivery, and monitoring of student learning outcomes. Towards this end, the Department should enable schools to incorporate options such as:

- Eight (8) to ten (10) substitute days;
- Recall pay for after school hours; and/or
- Additional release period.

Inadequate support from administrator:

Percentage of Teachers

61%

Inadequate time for classroom planning:

73%

Inadequate time for IEP reporting:

85%

*Hawai'i State Teacher Association. (2015).
HSTA teacher survey. P.5*



BUILD CONSISTENCY OF PLACEMENT CALCULATION

In school year 2016-2017, the state of Hawai'i's inclusion rate was 37%. This inclusion rate is defined as the percentage of students with disabilities who spend at least 80% of the day with their peers in general education settings. There is an inconsistent practice and understanding among school personnel in calculating the percentage of minutes that students with disabilities spend in the general education setting with non-disabled peers. It is imperative that the Department provide support to schools to enable accurate determination, calculation and documentation of data around students' least restrictive environments.

37%

Percentage of students with disabilities in the general education setting for 80% or more of the day

Sustain Improvement



EXPAND PARTNERSHIPS TO SUPPORT LICENSING AND CERTIFICATION FOR SPECIAL EDUCATION TEACHERS

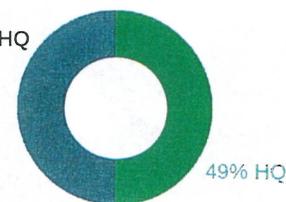
There is a significant gap in being able to fill our special education classrooms with effective and Hawai'i Qualified (HQ) teachers. The shortage impacts the capacity of schools to close the opportunity and achievement gap and promote student growth for our students with disabilities. The Department should attract and retain highly-qualified special education teachers and support personnel by:

- Attracting high school graduates to become special education teachers in partnership with higher education, legislature, and the Department. Recruitment could be promoted through academies and career pathways, marketing and outreach, loan forgiveness, and free college tuition in return for service.
- Offering courses through partnerships with institutes of higher education and the Department's online professional development system to increase the pool of qualified teachers to assist:
 - Secondary special education teachers who require content certification;
 - Current employees working towards HQ status;
 - Educational assistants aspiring to pursue a teaching career; and
 - Teacher candidates in accessing the University of Hawai'i's current free certification program
- Recruiting retired special education teachers to return to the classroom using the exemption afforded under Act 246.

This practice allows retired teachers to collect on their pension incomes while earning salaries that correspond with their steps and classifications at the time of retirement.

51% of Beginning SPED Teachers are not Hawai'i Qualified

51% Not HQ



*Source: Teacher Induction Center
Beginning Teachers are those in their first or second year of teaching*



EXPAND MENTORING AND NETWORKING FOR SPECIAL EDUCATION TEACHERS

While all new educators are assigned a mentor, new special education teachers should have access to a mentor with expertise in special education. Evidence indicates that new teachers who are provided such access feel more supported, successful, and are more likely to remain in the Department as a special education teacher. To sustain ongoing retention of all teachers, opportunities for networking and participating in learning communities should be fostered beyond the induction and mentoring supports provided to new teachers.



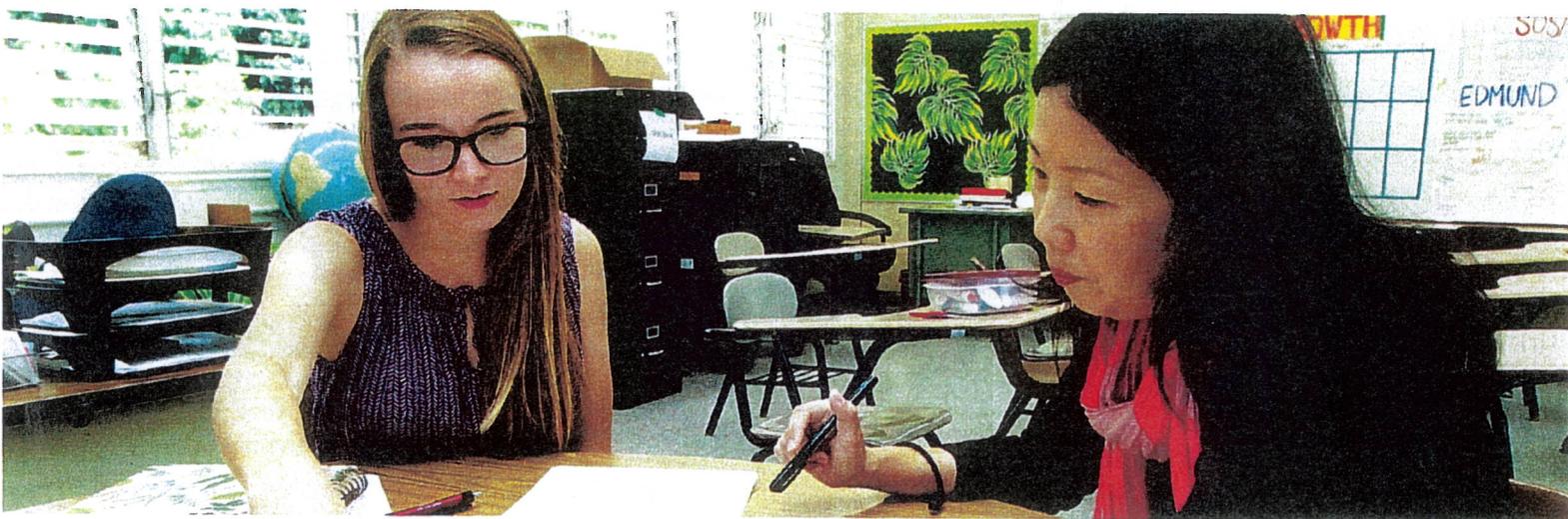
IMPROVE DATA COLLECTION AND MONITORING PRACTICES

The Task Force identified the need to better measure and analyze the quality of inclusive education in Hawai'i to make more informed decisions for continuous improvement. A comprehensive system of monitoring and assessment must be developed to ensure that the state meets compliance requirements as well as quality assurance. Data collection and monitoring should occur at the state, complex area, and school level, inclusive of:

- Educational environment data, satisfaction, and performance outcomes for students with disabilities
- Professional development quality, participation, and implementation effectiveness
- Implementation of a cohesive and highly-effective and efficient governing structure
- Induction and mentoring outcomes for new special educators
- Teacher retention data
- Distribution of fiscal and human resources

Financial Implications

- There will be a need to convene a subgroup of the Committee on Weights (COW) led by the Department's Office of Fiscal Services (OFS) to determine the funding allocation based on student characteristics and the creation of a Risk Pool reserve. As a result, there may be the potential need for additional funding beyond what is currently generated based on enrollment.
- Staff training, retention efforts, and additional time provided for preparation and collaboration would all require multiple sources of general and federal funding. Funds needed to secure new IEP tools would be determined in consultation with the Office of Information Technology Services (OITS).
- The Department may need to repurpose existing resources and/or request for additional legislative funding to incentivize structures for inclusion (to include a step down funding plan).
- Additional positions to deepen a pool of special education mentors at the complex area level is a critical component to induct and retain new teachers. If supported in this way, customized support for both new and veteran teachers could be delivered for specific needs on a case-by-case basis.



What does inclusion mean to me? Access to learning, better outcomes on his IEP goals, the right supports to allow him (and his teachers) to succeed, promoting awareness of differences and diversity, being a part of the school and ultimately, at the end of the day, having my son in an inclusive setting means he goes to school happy and comes home happy.

- HIDOE Parent

Teaching in the inclusive environment has been eye-opening to me. I truly believe inclusion is what is best for all kids. I see great growth from my students who receive special education services both academically and socially. We have all learned, together, to be empathetic and keep each other challenged.

- HIDOE Teacher



Recommendation Summary



Short-Term Recommendations

- Articulate a shared vision of inclusive education
- Design fundamental professional development for all stakeholders
- Funding allocation based on student needs
- Provide adequate time for care coordination and preparation



Long-Term Recommendations

- Assess the governing structure to ensure a cohesive and effective statewide system of support
- Expand mentoring and networking for special education teachers
- Adopt a replacement tool to improve quality of IEP process
- Implement professional development system across state offices, complex areas, and schools
- Expand partnerships to support licensing and certification for special education teachers



Practices that should be standardized or improved

- Build consistency of placement calculation
- Improve data collection and monitoring practices

Key References

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- The University of Florida Lastinger Center for Learning, Learning Forward, & Public Impact. *Coaching for impact: Six pillars to create coaching roles that achieve their potential to improve teaching and learning.* 2016.

I feel safe. Like everyone is on an equal playing field and being in a place where I don't feel judged helps me learn more.

- HIDOE 8th Grade Student

Task Force Membership

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TANYA WEIDA	HAWAI'I STATE TEACHERS ASSOCIATION, LEEWARD DISTRICT OFFICE RESOURCE TEACHER

May 2018

English Learners Task Force

SUMMATIVE REPORT

Co-Chairs

Interim Complex Area Superintendent Clayton Kaninau, Pearl City-Waipahu Complex Area Principal Linell Dilwith, Stevenson Middle School

Membership

The English Learners Task Force (Task Force) was comprised of representatives from the following groups: Hawaii Department of Education (HIDOE) Leadership (Complex Area Superintendent), State Office personnel, Complex Area personnel, Principals, Teachers; Hawaii State Teachers Association (HSTA); Hawaii Government Employees Association (HGEA); and Institutes of Higher Education (IHE).

Consultants

The Task Force consulted with the Council of Chief State School Officers (CCSSO).

Dates

The Task Force met as a full group three (3) times during the period of December 2017 and April 2018. Further, focus groups also met individually over a five-month period. The final meeting for the Task Force will be held on May 29, 2018.



Superintendent's Charge

- Review existing English Learner data, current research, and best practice approaches
- Provide recommendations to improve programs and access to English Learners services statewide
- Submit recommendations to Superintendent in a Final Report to the Board of Education in May 2018

Vision

Hawaii's English Learners are educated, healthy, and joyful lifelong learners who develop their cultural and linguistic identities in order to contribute positively to our community and global society.

Mission

Hawaii's public schools foster socially and culturally supportive environments, provide English Learners with rigorous content and linguistic instruction to ensure academic success, and engage meaningfully with parents, families, and community.

Theory of Action

If we believe ...

- All English Learners are capable of achieving excellence in learning;
- Success influences the learner's identity; identity influences learning;
- Multilingualism is an asset for learning and a competitive advantage in future careers;

And we ensure...

- All students have access to equitable education including quality teachers, optimal learning environments, resources, and supports, regardless of their home and school locations, in order to meaningfully participate in all curricular and extracurricular programs;
- All educators are teachers of language and are provided with specific professional development and resources that support English Learners and multilingualism;
- Schools create learning environments responsive to students and families' cultural and linguistic strengths and needs by setting clear and high expectations, providing access to evidence-based instructional practices and programs, and articulating coherence and commitment to ensure every student's learning goals are met;
- Families and communities are partners supporting the development of the whole child, and we communicate with our partners in a language they can understand;

Then we will improve achievement, promote global student development, and foster multilingual citizens who positively contribute to society.

Guiding Questions

- What Language Instruction Educational Programs are offered at schools, how are they implemented, and what supports are in place for implementation?
 - What are the qualifications for teachers of English Learners?
 - How will we recruit and retain qualified teachers of English Learners?
-

- What are the existing pathways to train teachers of English Learners?
- What curricular materials are used to support language development and content learning for English Learners at different English Language Proficiency levels?
- What funds are available to support English Learners, and how are the funds allocated?
- How will we create a cohesive and integrated system to document and track English Learners needs and supports?

Focus Groups

LANGUAGE ACQUISITION APPROACH

- Language Acquisition Approaches
- Program and Practices
- Instructional/ Implementation Supports

RESOURCES

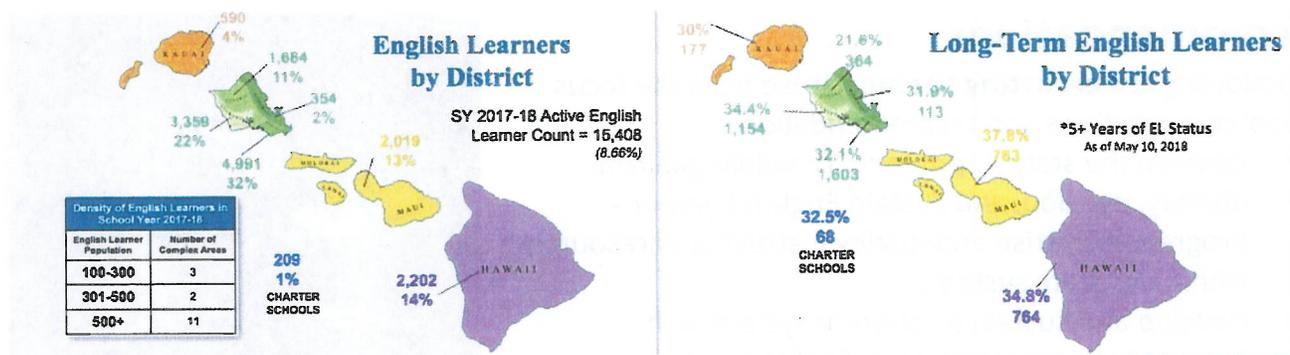
- Staffing, Recruitment, Retention, Qualifications/ Pathways
- Curriculum
- Supplemental Financial Resources

GOVERNANCE/ ORGANIZATION

- Allocation of Weighted Student Formula funds for programs/ staff
- Academic/Financial Plans, English Learners Comprehensive Plans
- Tri-Level - State/ Complex Area/School

Data Review and What We Learned

The Task Force looked at the need for English Learner services across the state based on enrollment of English Learners in different districts.



Data Source: Longitudinal Data System as of May 2018

- Each complex area has a percentage of English Learners identified as Long-Term English Learners.
- More than half (57.9%, or 313 out of 541) of active English Learners in the Class of 2016 did not graduate.
- HIDOE has not mandated state requirements for teachers of English Learners and lacks adequate number of qualified, prepared, and certified educators to meet the needs of the English Learner population.

Title III funds in the amount of \$3,652,640 have been allocated to various complex areas to improve the education of limited English proficient children, by assisting the children to learn English and meet challenging State academic content and student academic achievement

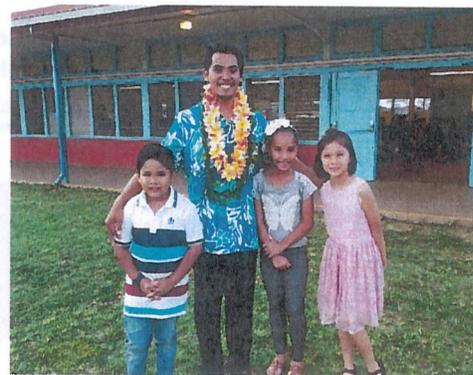
standards. Title III funds are supplemental to English Learner services only and cannot be used to address requirements under Title VI¹ during instructional day.

Complex Area/Org	Title III Funds
Castle-Kahuku	\$113,365
Leilehua-Mililani-Waiialua & Aiea-Moanalua-Radford	\$163,055
Farrington-Kaiser-Kalani	\$178,067
Hilo-Waiakea	\$124,950
Kailua-Kalaheo	\$118,606
Kaimuki-McKinley-Roosevelt	\$332,012
Kau-Keaau-Pahoa	\$99,008
Kauai-Kapaa-Kauai-Waimea	\$125,692
Campbell-Kapolei; Nanakuli-Waianae; & Pearl City-Waipahu	\$391,585
Baldwin-Kekaulike-Maui	\$307,239
Hana-Lahainaluna-Lanai-Molokai	\$40,046
PCS - Administrative Office	\$14,760
Honokaa-Kealakehe-Kohala-Konawaena	\$162,052
OCISS - Student Support Section	\$1,354,361
OFS - Accounting Section	\$127,842
TOTAL	\$3,652,640

Recommendations

The following **cross-cutting themes** arose from the focus groups' conversations and recommendations:

1. Develop the state's approach to multilingualism.
2. Identify, develop, and sustain English Learner program expertise and quality instructional resources within our state system.
3. Develop and sustain a coherent system with processes that support each English Learner.



Short-Term Recommendations

1. **Examine and build state/complex level capacity and expertise to implement recommendations and deliver different English Learner approaches**
 - a. Identify a core group of English Learner experts willing to be trained in National English Learner models as listed on the Language Instruction Educational Program continuum and train to build capacity
 - b. Identify a complex/complex area with high numbers of English Learners to be the hub of English Learner expertise, best practices, and resources

¹ Title VI was enacted as part of the Civil Rights Act of 1964 prohibiting discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.

- c. Identify system of supports for complex areas and schools to implement different English Learner approaches
- 2. Recruit certified TESOL teachers to service English Learners**
 - a. Create incentives for TESOL-certified teachers to teach English Learners
- 3. Determine professional development pathways for pre-service teachers, HIDOE teachers, and part-time teachers to obtain minimum second language acquisition competencies**
 - a. Conduct survey of principals and K-12 general education teachers to identify Professional Development needs
 - b. Meet with all Institutes of Higher Education in the state of Hawaii (University of Hawaii System, Hawaii Pacific University, Chaminade, Brigham Young University Hawaii) to build an understanding of HIDOE’s direction and training expectations for pre-service teachers to support English Learners across all grades and content areas, determine which Institute of Higher Education have TESOL courses for licensure in place, and explore possibility for Institutes of Higher Education to help work with HIDOE to build a stronger evidence-based framework for the work
 - c. For pre-service teachers, explore adding TESOL certification as part of teacher preparation
 - d. For in-service general education and English Learner teachers, identify course lists for 6-12 credits and pathways towards meeting minimum competencies (i.e., endorsement) for general education teachers and/or TESOL licensure for English Learner teachers
 - e. For Part-Time Teachers, create pathways to meet minimum competencies and/or become licensed teachers; additional professional development to support
- 4. Develop common understanding by disseminating to educators the Continuum for Language Instruction Educational Program Types document and guidance on effective implementation for existing services**
 - a. Align Language Instruction Educational Program guidance documents with WIDA² (a resource in supporting the education of language learners) framework
 - b. Establish system to ensure English Learners are placed in appropriate Language Instruction Educational Program types, have access to full range of courses, and receive appropriate credits for graduation
 - c. Establish and implement a continuous improvement framework through theoretical and ongoing gathering of evidence on their effectiveness



² Learn more about WIDA at www.wida.us.

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- d. Identify and share success stories from schools with promising results for effective/successful Language Instruction Educational Program implementation and parent/family/community engagement
- 5. Disseminate State English Learner program requirements including English Learner Comprehensive Plan and streamline format, content, and processes to increase meaningful planning and impact at school, complex area, and state levels**
- a. Develop clear financial guidelines (Weighted Student Formula (WSF), Title I³, Individuals with Disabilities Education Act (IDEA), and Title III⁴).
 - b. Embed components of the English Learner comprehensive plan into academic and financial plans
 - c. Create school structure for shared responsibilities between general education and English Learner teachers to support English Learners
 - d. Develop clear and consistent definitions and understanding of responsibilities at each level (e.g., state, district, complex area schools) and create tools (e.g., implementation plans and guidelines) for schools to use to ensure reaching of all components of recommendations
 - e. Develop clear and consistent communication system and collaboration across the tri-level system
 - f. Update vital documents (e.g., enrollment forms) and translate forms into the top-utilized home languages including languages identified by the state

Long-Term Recommendations

- 1. Improve equitable and adequate funding to promote English Learner success**
 - a. Analyze program needs separate from staffing (i.e., curriculum, materials, supplies, etc.)
 - b. Review staffing allocations and Weighted Student Formula
 - c. Address needs for geographic isolation, distinct populations, economic status, facilities (i.e., classroom space for conducive learning environments)
- 2. Support the recruitment of qualified/certified teachers and support staff that also meet the needs of distinct populations within the State (e.g., Ilokano, Marshallese, Chuukese, Tagalog, Spanish, Samoan, etc.)**
 - a. Extend efforts for recruitment and partnerships abroad
 - b. Strengthen “local” programs
 - c. Encourage Seal of Biliteracy graduates who speak second languages to consider a career in teaching
- 3. Promote the development of effective teachers and support staff to ensure student success by providing differentiated Professional Development based on needs and experience, aligning Professional Development opportunities with high impact curriculum materials and resources, and assistance (e.g. financial incentives) with pathways to Hawaii Qualified/TESOL certification**

³ Title I, Part A (referred to as “Title I”) is part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

⁴ Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

- a. Utilize State-level funding as much as possible to provide Professional Development and other allowable activities to offset costs to schools and complex areas
- b. Organize and launch an annual Hawaii English Learner Conference (understanding the continuum of Language Instruction Educational Program types, ways to maximize funding and Weighted Student Formula, learning about TESOL pathways to certification, highlighting best English Learner practices across the state)
- c. Hold a Multilingualism Summit to help educators promote Student Voice by structuring opportunities for students to bring community languages and culture into school⁵

4. Implement bilingual programs

- a. Identify languages and prioritize geographic regions for pilot sites
- b. Implement bilingual teacher preparation programs and tie with incentives (e.g., National Board Certified)
- c. Pilot bilingual programs in schools
- d. Develop language assessment and/or protocols for home languages for which assessments have not been created (e.g., Marshallese, Chuukese) to increase English Learners’ participation in Seal of Biliteracy

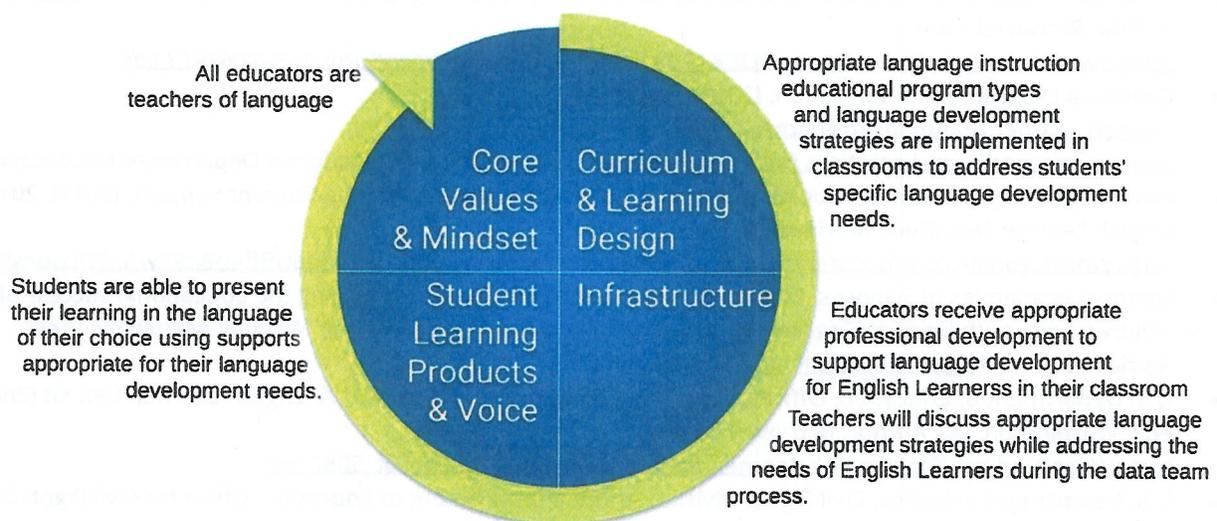
5. Strengthen state/complex area/school partnerships with community-based organizations to support parents and families

- a. Collect information from existing community-based organizations on gaps to address to increase parent/family engagement efforts (parental education)

School Design for English Learners

The purposeful design of schools and classrooms to ensure that every student is highly engaged in a rigorous, creative, and innovative academic curriculum, in their learning environment, and in powerful applied learning practices aligned to college and careers.

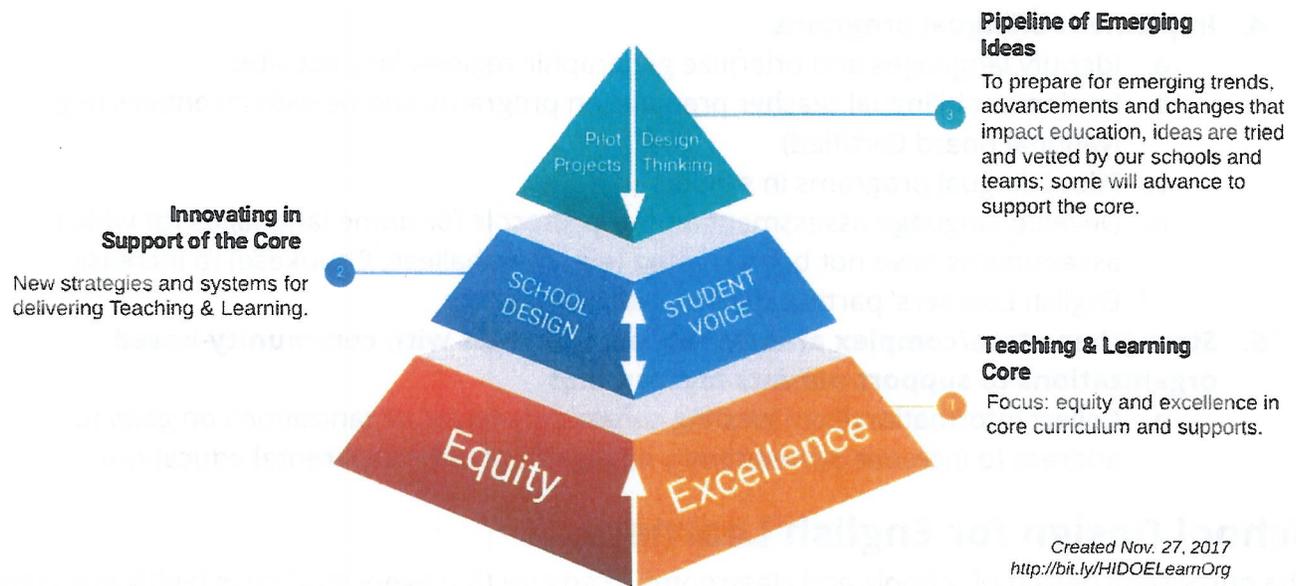
For example:



⁵ Hawaii State Department of Education, Implementation Plan 2017-2020, High Leverage Action Items, Student Voice (SV) <http://www.hawaiipublicschools.org/DOE%20Forms/Advancing%20Education/HIDOE%20Implementation%20Plan.pdf>

A Learning Organization

As we intently examine ways to improve upon the effective delivery of English Learner services, the Task Force urges that HIDOE invest funds to help inform and advance the delivery of our core instruction to prepare for emerging trends, advancements, and changes that impact English Learners' education. The recommendations outlined in this report are an impetus toward improving achievement, promoting global student development, and fostering multilingual citizens who positively contribute to society.



Key References

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- U.S. Department of Justice, Civil Rights Division, and U.S Department of Education, Office for Civil Right. (2015). Guidance to Ensure All Students Have Equal Access to Educational Resources: Dear Colleague Letter: English Learner Students and Limited English Proficient Parents. Washington, DC. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

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**Preparation Program Affiliation Agreement (AA)
Draft Revisions
Effective: By July 1, 2019**

Folder Materials:

- Program's current signed AA / Exhibit A / Attachment A
- **EDUCATOR** AA - Draft

AA Documents

- AA
- **Exhibit A:** (Page 8 of the AA) *Participating School Partnership Commitment*
- **Attachment A:** *Expectations for Preparation Program Candidates' Data Access and Use in Hawaii State Department of Education (HIDOE) Schools*

Process Steps – NO CHANGES

Program:

1. Complete information for AA (Page 1: Heading / Page 7: Signature) and return signed AA to DOE (Shelly Ueda). Maintain **Exhibit A** until placement is secured, providing a copy to the school.

DOE:

2. Forward the Program a copy of the Superintendent's signed AA and post the Program to the DOE AA website at: Hawaii DOE Homepage > Connect with Us > Employment > Licensure and Certification > Preparation Programs.

DOE Background Check Unit:

3. Contact the Program's point of contact (POC) to obtain candidate information required for background check - spreadsheet. NOTE: If the POC changes, please notify Glen Nakama at: glen_nakama@notes.k12.hi.us

POC:

4. Notify candidate(s) to contact the DOE Background Check Unit to schedule a fingerprint appointment.

DOE Background Check Unit:

5. Notify the POC of candidate's background check clearance or non-clearance.

POC:

6. If candidate is cleared, obtain signatures from placement school for **Attachment A**, providing copies to the school. Candidate may then begin practicum activities.
7. Provide supervision and support to candidate and school as necessary.

Dale Asami, Personnel Specialist: dale_asami@notes.k12.hi.us / 411-8339

Shelly Ueda, Personnel Management Specialist: shelly_ueda@notes.k12.hi.us / 441-8496

PREPARATION PROGRAM AFFILIATION AGREEMENT

Between

University of Hawaii at Manoa, College of Education

(Name of Preparation Program Institution)

And

Department of Education, State of Hawaii

THIS PREPARATION PROGRAM AFFILIATION AGREEMENT ("Agreement") is entered into and between University of Hawaii at Manoa, College of Education

(Name of Institution, including Department or School - e.g. College of Education, or Department of Speech)

(hereafter also referred to as the "Preparation Program") which is a non-profit corporation,

(For-profit or non-profit)

whose principal business and post office address is 1776 University Avenue, Everly Hall Room 128, Honolulu, HI 96822

(Address)

and State of Hawai'i Department of Education (HIDOE), whose principal business is 1390 Miller Street, Honolulu, Hawai'i 96813, and post office address of P.O. Box 2360, Honolulu, Hawai'i 96804.

DEFINITIONS

- Preparation Program: A postsecondary educational program that leads to an academic or professional degree, certificate, license, or other recognized credential approved by the HIDOE.
- Educator Program: A preparation program for teachers, school counselors and school librarians.
- Non-Educator Program: A preparation program for Speech-Language Pathologists, Occupational Physical Therapists, Athletic Health Care Trainers, School Psychologists, Social Workers, etc.
- Candidate: An individual enrolled in a preparation program.
- Field: A range of formal activities (e.g., observation and participation, shadowing, etc.) required of candidates.
- Clinical: A range of *intensive* formal activities (e.g., student teaching, internship, etc.) required of candidates.
- School: A HIDOE K-12 public school not including Public Charter Schools.
- Mentor: A HIDOE professional who provides candidates with guidance and support in developing professional knowledge, skills, and/or dispositions in a learning environment.

The parties to this Agreement wish to collaborate to provide Field and Clinical experience at participating Schools for students pursuing careers in the Preparation Program, herein known as "Candidates." This Agreement is formatted to be a "master" agreement specifying, in general, the respective roles and responsibilities of the Preparation Program and the HIDOE, while allowing a participating School to tailor the specifications to circumstances unique to the School site.

BACKGROUND AND RECITALS

WHEREAS, the Preparation Program desires to obtain Field and Clinical experiences for its Candidates enrolled in its Preparation Program; and

WHEREAS, the HIDOE is committed to the professional education and training of Candidates and is willing to assist in their education by providing opportunities to complete Field and Clinical experiences; and

WHEREAS, the HIDOE desires to participate with the Preparation Program in developing effective professionals for the State of Hawai'i, and the HIDOE encourages and supports partner and participating Schools to collaborate with the Preparation Program in bringing new Candidates into the profession; and

WHEREAS, the Preparation Program and the HIDOE desire to share and integrate resources to support Candidates' learning in Field and Clinical experience courses; and

WHEREAS, the HIDOE is a unified system of public schools for the State of Hawaii, encompassing approximately 258 different school sites organized by grade levels and geographic "complex areas" across the state of Hawaii, and as a state-wide system, the HIDOE can offer a broad range of potential practical experience; and

WHEREAS, the Preparation Program plans to place Candidates at particular Schools who choose to participate in this Agreement; and

WHEREAS, a particular School may desire to tailor the general requirements of this Agreement to fit the circumstances of the particular School, and

WHEREAS, for the convenience of the parties, this Agreement is intended to serve as a master agreement between the Preparation Program and the HIDOE setting forth the general roles and responsibilities of the parties and duration of this Agreement, and allow a particular School to participate as a School site in accordance with terms or conditions unique to the participating School.

NOW THEREFORE, the Preparation Program and HIDOE agree as follows:

AGREEMENT

1. ROLES AND RESPONSIBILITIES OF THE PREPARATION PROGRAM.

The Preparation Program agrees:

- 1.1. To ensure Educator Programs meet and maintain licensure requirements for a Hawaii State Approved Teacher Education Program or are accepted by their home state's licensing entity. To ensure Non-Educator Programs meet and maintain the approval of the HIDOE's Office of Curriculum, Instruction and Student Support (OCISS).
- 1.2. To ensure each Candidate has completed a criminal history check and has been cleared prior to direct contact with any HIDOE student, pursuant to section 302A-601.5, Hawai'i Revised Statutes (HRS). Confirmation of clearance for Field experience Candidates shall be required annually within twelve (12) months from the last confirmed clearance date. The Candidate is responsible for any fees related to the history check.
- 1.3. To provide participating Schools with a copy of the signed Agreement, its Exhibit A, Attachment A, and all other documents required prior to placement.
- 1.4. To place in Clinical Experience courses only Candidates who have satisfactorily completed all required prerequisite courses and any other academic requirements and have been recommended by faculty for placement in the Clinical experience course.
- 1.5. To inform the Candidates that they must adhere to the administrative policies and procedures of the HIDOE and to inform Candidates of the confidential nature of all HIDOE records.
- 1.6. To provide Preparation Program faculty to collaborate with the Mentor in the development of Field and Clinical experiences and the supervision of the Candidates; and to provide a student handbook to the School and Candidate that outlines standards of performance and guidelines for the Field and Clinical experience. The information establishes specific performance standards and guidelines that are based on the applicable Preparation Program accreditation and/or licensure standards.
- 1.7. To handle any agreed upon honorarium directly between the Preparation Program and the recipient, unless changes to the payment process are required to comply with law, rule, or guidance issued by a governmental agency.

2. ROLES AND RESPONSIBILITIES OF THE HIDOE.

The HIDOE agrees:

- 2.1. To provide a Mentor licensed by the Hawai'i Teacher Standards Board (HTSB) for Educator Programs. To provide a Mentor approved by the Preparation Program and/or the HIDOE's OCISS for Non-Educator Programs. Mentors shall comply with the Preparation Program qualification requirement, and work cooperatively with Candidates in learning situations.
- 2.2. To permit the Mentor to supervise and instruct the Candidates placed in partner and participating Schools in the HIDOE during Field and Clinical experience courses, and to participate in the assessment decisions relating to the progress of Candidates as directed by the Preparation Program.
- 2.3. To permit the Mentor to work with the Preparation Program faculty in implementing the Field and Clinical experience courses and to assist in refining its Preparation Program.
- 2.4. To provide the Candidates with appropriate resources to carry out their assigned duties.
- 2.5. To orient Candidates to the HIDOE and its policies, procedures, rules and regulations applicable to their conduct while in the HIDOE.
- 2.6. To provide the Preparation Program with copies of any policies or procedures with which the Candidates will be expected to comply.

3. JOINT RESPONSIBILITIES OF THE PREPARATION PROGRAM AND THE HIDOE.

The Preparation Program and the HIDOE agree:

- 3.1. That the number of Candidates placed in the HIDOE, the time period for the experience and the location where the Candidate is placed shall be mutually agreed upon.
- 3.2. To collaborate in identifying specific Field and Clinical experience course objectives, assignments, and learning activities for each Candidate placed in the HIDOE.
- 3.3. That the HIDOE may exclude from participation any Candidate whose performance is determined to be detrimental to the HIDOE's students; who fails to comply with proper channels of communications or established HIDOE policies and procedures; or whose performance is otherwise unsatisfactory, including any Candidate who is unable to maintain compatible working relationships with the HIDOE employees.
- 3.4. That the Preparation Program and participating School sites shall partner in this Agreement upon the signing of the Exhibit A, *Participating School Partnership Commitment*, and accompanying documents as required. The Preparation Program shall work directly with the principal of the participating School to identify Field and Clinical experience placements. Candidates may be placed upon the approval of the principal and the Mentor, documented on Attachment A.

4. LIABILITY

- 4.1. Each party shall be responsible for claims, losses, damages, and expenses which may arise out of negligent or wrongful acts or omissions of that party or its agents or employees, acting within the scope of their duties in the performance of this Agreement.
- 4.2. The State of Hawai'i, shall be responsible for damages or injury caused by the HIDOE's or other State agents, officers, and employees in the course and scope of their employment, only to the extent that (1) a court has determined that the State or HIDOE is liable for such damage or injury, (2) payment for such damages or injuries is permitted by law, and (3) payment for such damages or injuries has been authorized by the Hawai'i Legislature and made available for payment.
- 4.3. Upon request from the HIDOE, the Preparation Program shall provide to the HIDOE a certificate of insurance or other similar document confirming that Candidates participating in any Field or Clinical experience under this Agreement are covered by professional liability insurance in the minimum amount of One Million Dollars (\$1,000,000.00) for liability arising out of each occurrence and One Million Dollars (\$1,000,000.00) in the aggregate.
- 4.4. Nothing herein shall preclude either party from asserting against third parties any defenses to liability it may have under applicable law or be construed to create a basis for a claim or suit when none would otherwise exist.

5. TERM AND TERMINATION OF AGREEMENT

- 5.1. This Agreement shall be deemed effective upon signature by the Superintendent and may be renewed annually for three (3) consecutive school calendar years thereafter, upon written agreement of the parties. Facsimile and/or scanned signatures transmitted by electronic mail shall be deemed originals. No legal obligation will arise under this Agreement, and the Agreement shall not be effective, unless and until all parties have signed the Agreement.
- 5.2. Either the Preparation Program or the HIDOE may terminate the Agreement prior to the expiration date upon 60 days advance written notice, so long as the written notice is received before May 1, or may terminate the agreement without the 60 days advanced written notice under the conditions set forth below.
 - 5.2.1. The Preparation Program may terminate this Agreement, effective upon delivery of written notice to HIDOE or at such later date as may be stated in the notice, if funding is not obtained or continued at levels sufficient to allow stipend payments, and where parties are not able to modify the arrangement to accommodate a reduction in funds.
 - 5.2.2. The HIDOE or the Preparation Program may terminate this Agreement, effective upon delivery of a written notice to the other party, or at such later date as may be stated in the notice, under any of the following conditions:
 - 5.2.2.1. If federal or state laws, rules, or regulations are modified or interpreted in such a way that the Field and Clinical experience courses are no longer appropriate.

5.2.2.2 If any license, permit, or certificate required by law, rule, regulation, or the terms of this contract, is for any reason denied, revoked, suspended, or not renewed.

6. NONDISCRIMINATION

The Preparation Program and the HDOE agree to comply with all applicable laws, rules, regulations, and policies, including, but not limited to, those relating to nondiscrimination, accessibility, and civil rights.

7. APPLICABLE LAW

This Agreement is governed by the laws of the State of Hawai'i.

8. NOTICES

All notices or other communications purporting to exercise or otherwise affect rights and duties under this Agreement shall be given by registered or certified mail, addressed to the parties as indicated below.

Institution Preparation Program:
Dean
U.H. Manoa, College of Education
1776 University Avenue
Honolulu, Hawai'i 96822
Phone (808) 956-7703

DOE:
Superintendent
State of Hawai'i
Department of Education
1390 Miller Street
Honolulu, Hawai'i 96813
Phone (808) 586-3310

9. MODIFICATION

This Agreement may be modified or supplemented by written agreement signed by both parties.

10. SEVERABILITY

If any term or provision of this Agreement is declared by a court having jurisdiction to be illegal or unenforceable, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties are to be construed and enforced as if the contract did not contain that term or provision.

11. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the parties. There are no understandings, agreements, or representations, oral or written, not specified within this Agreement.

12. WAIVER

The failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, and no waiver by either party, whether written or oral, express or implied, of any rights under, or arising from, the Agreement shall be binding on any subsequent occasion; and no concession by either party shall be treated as an implied modification of the Agreement unless specifically agreed in writing.

13. INDEPENDENT CONTRACTORS

The parties are independent contractors and shall not act as an agent for the other party, nor shall either party be deemed to be an employee of the other party for any purpose whatsoever. Neither of the parties shall have any authority, either express or implied, to enter any agreement, incur any obligations on the other party's behalf, nor commit the other party in any manner whatsoever without the other party's express prior written consent. Any promotional business representation by either party of the other shall be approved in advance.

14. NO THIRD PARTIES RIGHTS

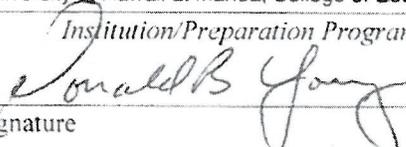
This Agreement is entered by and between the Preparation Program and the HODOE for their mutual benefit. No third party person, organization, agency, or entity, including a Candidate in the Preparation Program or a HODOE employee, shall have the rights to claim benefits under this Agreement or demand fulfillment of any provision of this Agreement.

15. HEADINGS

Paragraph headings are for quick reference and convenience only and do not alter, amend, or otherwise affect the terms and conditions set out herein.

University of Hawaii at Manoa, College of Education
Institution/Preparation Program

State of Hawaii, Department of Education


Signature


Signature

By: Donald Young

By: Kathryn S. Matayoshi

Its: Dean

Its: Superintendent

6-3-16
Date

6/7/16
Date

Agreement effective through June 30, 2019
(HODOE to complete)

Exhibit A

(Institution/Preparation Program)

AFFILIATION AGREEMENT

PARTICIPATING SCHOOL PARTNERSHIP COMMITMENT

School Name: _____

Name of Principal: _____

This Partnership will be effective:

From (Date): _____

To (Date): _____

The Department of Education School, as named above, desires to participate as a site for the Preparation Program according to the general roles and responsibilities described in this Agreement.

Principal Signature

Date

Institution/Preparation Program

Program Signature

By

Its

Date

Attachment:

Attachment A: *Expectations for Preparation Program Candidates' Data Access and Use in Hawaii State Department of Education (HIDOE) Schools*

Attachment A

Expectations for Preparation Program Candidates' Data Access and Use in Hawaii State Department of Education (HIDOE) Schools

HIDOE requires that this document be reviewed and signed for each candidate placed in HIDOE schools for the purposes of completing a preparation program practicum.

Note: Facsimile and/or scanned signatures of this document transmitted by electronic mail shall be deemed originals and may be signed in separate counterparts, all of which taken together shall constitute the agreement of the parties hereto.

Directions:

This document must be

- a) completed and signed by all three signatories and
- b) on file with the administrator at the HIDOE placement site before the practicum may begin

Terms:

- "Candidate" is an individual placed in a HIDOE school for the purposes of completing a Preparation Program. If a Candidate is also a HIDOE employee, he/she should work with his/her HIDOE supervisor to create a plan distinguishing between his/her responsibilities regarding data use as a HIDOE employee and his/her responsibilities regarding data use as a Candidate.
- "Mentor" is a HIDOE professional who provides Candidates with guidance and support in developing professional knowledge, skills, and/or dispositions in a learning environment.
- "Preparation Program" is a postsecondary educational program that has a current Affiliation Agreement with the HIDOE.
- "HIDOE Data" are data (information) about individual or multiple students at the HIDOE school in which the Candidate's practicum takes place. HIDOE Data may include but are not limited to class grades, work samples, HIDOE data sets, and digital or print media (e.g., video or audio recordings, photographs, images of student work).
- "Practicum" is the field and clinical experience required of the Candidate ranging from formal to intensive activities (e.g., observation, student teaching, etc.) as described in the Affiliation Agreement.

The Candidate, Mentor and Administrator affirm that they will comply with the following expectations ("Expectations"):

1. The Candidate will comply with HIDOE's policies, procedures, rules and regulations applicable to his/her conduct while in HIDOE. (See Affiliation Agreement, Items 1.4 and 2.5.)
2. The Candidate is enrolled in a Preparation Program.
3. The Candidate, Mentor and Administrator will apply these Expectations to HIDOE Data collected by the Candidate as part of the Preparation Program.
4. The Candidate will act in accordance with professional data ethics and standards of conduct when engaging in the Preparation Program. This includes using HIDOE Data exclusively for the purposes of the Preparation Program and in an ethically responsible manner that is, at a minimum, consistent with the Forum Code of Data Ethics;¹

¹ For information about the Forum Code of Data Ethics, see the National Forum on Education Statistics' *Forum Guide to Data Ethics*, available from the U.S. Department of Education's National Center for Education Statistics (NCES) website at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010801>.

Attachment A

5. The Administrator and/or Mentor will inform parents/guardians and adult participants/eligible students, before the Practicum commences, that
 - a. The Candidate will be placed at the school.
 - b. The Candidate may request consent to access and use HIDOE Data for the purpose of the Practicum under the supervision of the Mentor.
6. If the Candidate requests access to HIDOE Data, the Administrator will ensure that written consent has been obtained from parents/guardians and adult participants/eligible students, as defined by the Family Educational Rights and Privacy Act (FERPA) (<http://bit.ly/FERPAHI>) and will ensure that these documents are kept on file. If consent is obtained, the Candidate will only use the HIDOE Data for the purposes of the Preparation Program and that these documents are kept on file for reference.

Note: Approval to access HIDOE Data for other purposes (e.g., thesis, dissertation, or other publication; public dissemination) must be obtained separately from the HIDOE Superintendent's Office:

<http://bit.ly/HIDOEdata-research>

7. The Candidate, Mentor and Administrator will protect the security of HIDOE Data and the confidentiality of students and employees in HIDOE in the following ways:
 - a. The Administrator will ensure that the Candidate is supervised by a HIDOE employee during all access to the HIDOE Data during the Practicum,
 - b. The Administrator and Mentor will ensure that the HIDOE Data accessed by the Candidate are limited to those for which the appropriate consents have been obtained; and
 - c. The Administrator will discontinue access to the HIDOE Data and the Candidate and Mentor will destroy any copies not specifically covered by the provisions under item 6, when the Practicum is completed or when HIDOE has terminated the Practicum.
 - d. The Candidate, Mentor and Administrator will abide by Chapter 92F (Uniform Information Practices Act) of the Hawaii State Revised Statutes (HRS), FERPA, the Protection of Pupil Rights Amendment (PPRA), the Individuals with Disabilities Act (IDEA), and other applicable state and federal laws and HIDOE rules, regulations, policies, and /or procedures.
 - e. In the event of a security breach involving the data used by the Candidate, it must be reported immediately to HIDOE as outlined in the guidance document, "Guidelines for Notification of Security Breaches of Personal Information" (available at bit.ly/SecBreachGuide) so that breach notification can occur as required by Hawaii Revised Statute 487N. The Administrator will discontinue access to the HIDOE Data and the Candidate and Mentor will destroy any copies and terminate the Practicum.

Attachment A

The undersigned acknowledge that Item 3.3 of the Affiliation Agreement stipulates the circumstances under which HIDEOE may exclude any Candidate from Practicum placement in HIDEOE

Preparation Program: _____
As identified on the Affiliation Agreement

DOE School: _____

Candidate's Information	Mentor's Information
Name: _____	Name: _____
Signature: _____ Date: _____	Signature: _____ Date: _____
Start Date: _____ End Date: _____	
Candidate's Information	Mentor's Information
Name: _____	Name: _____
Signature: _____ Date: _____	Signature: _____ Date: _____
Start Date: _____ End Date: _____	
Candidate's Information	Mentor's Information
Name: _____	Name: _____
Signature: _____ Date: _____	Signature: _____ Date: _____
Start Date: _____ End Date: _____	
Candidate's Information	Mentor's Information
Name: _____	Name: _____
Signature: _____ Date: _____	Signature: _____ Date: _____
Start Date: _____ End Date: _____	
Candidate's Information	Mentor's Information
Name: _____	Name: _____
Signature: _____ Date: _____	Signature: _____ Date: _____
Start Date: _____ End Date: _____	
Candidate's Information	Mentor's Information
Name: _____	Name: _____
Signature: _____ Date: _____	Signature: _____ Date: _____
Start Date: _____ End Date: _____	

Principal's Information

Name: _____
Print Signature Date

Attach additional page as necessary.

EDUCATOR

PREPARATION PROGRAM AFFILIATION AGREEMENT

THIS PREPARATION PROGRAM AFFILIATION AGREEMENT ("Agreement") is entered into and between _____

Institution (e.g., University of Hawaii-Manoa, Leeward Community College, Idaho State University, etc.)

Preparation Program (e.g., College of Education, School of Education, School Counseling, etc.)

(hereafter also referred to as the "Preparation Program") whose principal business and post office address is _____

Address

and State of Hawai'i Department of Education (HIDOE), whose principal business is 1390 Miller Street, Honolulu, Hawai'i 96813, and post office address of P.O. Box 2360, Honolulu, Hawai'i 96804.

DEFINITIONS

- **Educator:** A classroom teacher, school counselor or school librarian.
- **Preparation Program:** A postsecondary educational program that leads to an academic or professional degree, certificate, license, or other recognized credential approved by the HIDOE.
- **Candidate:** An individual enrolled in a preparation program.
- **Mentor:** A HIDOE professional who provides Candidates with guidance and support in developing professional knowledge, skills, and/or dispositions in a learning environment.
- **School:** A HIDOE K-12 public school not including Public Charter Schools.
- **Field:** A range of formal activities (e.g., observation and participation, shadowing, etc.) required of candidates.
- **Clinical:** A range of *intensive* formal activities including internships required of candidates.

The parties to this Agreement wish to collaborate to provide Field and Clinical experience at participating Schools for students pursuing careers in the Preparation Program, herein known as “Candidates.” This Agreement is formatted to be a “master” agreement specifying, in general, the respective roles and responsibilities of the Preparation Program and the HIDOE, while allowing a participating School to tailor the specifications to circumstances unique to that School.

BACKGROUND AND RECITALS

WHEREAS, the Preparation Program desires to obtain Field and Clinical experiences for its Candidates enrolled in its Preparation Program; and

WHEREAS, the HIDOE is committed to the professional education and training of Candidates and is willing to assist in their education by providing opportunities to complete Field and Clinical experiences; and

WHEREAS, the HIDOE desires to participate with the Preparation Program in developing effective professionals for the State of Hawai'i, and the HIDOE encourages and supports partner and participating Schools to collaborate with the Preparation Program in bringing new Candidates into the profession; and

WHEREAS, the Preparation Program and the HIDOE desire to share and integrate resources to support Candidates' learning in Field and Clinical experience courses; and

WHEREAS, the HIDOE is a unified system of public schools for the State of Hawaii, encompassing approximately 258 different school sites organized by grade levels and geographic “complex areas” across the state of Hawaii including its state offices, and as a state-wide system, the HIDOE can offer a broad range of potential practical experience; and

WHEREAS, the Preparation Program plans to place Candidates at particular School who choose to participate in this Agreement; and

WHEREAS, a particular School may desire to tailor the general requirements of this Agreement to fit its circumstances,

NOW THEREFORE, the Preparation Program and HODOE agree as follows:

AGREEMENT

1. ROLES AND RESPONSIBILITIES OF THE PREPARATION PROGRAM.

The Preparation Program agrees:

- 1.1. To meet and maintain licensure requirements that are accepted by their home state's licensing entity. If not a Hawaii State Approved Teacher Education Program (SATEP) domiciled in the State of Hawaii, the Program must provide documentation of having partnered with a Hawaii SATEP, or having established a Hawaii Program Coordinator (PC), based in the State of Hawaii, to conduct the placement and supervision of Field and Clinical experience Candidates. Upon request by a School administrator, the PC shall be physically available onsite to provide Candidate support.
- 1.2. To ensure each Candidate has completed a criminal history check and has been cleared prior to direct contact with any HODOE student, pursuant to section 302A-601.5, Hawai'i Revised Statutes (HRS). Confirmation of clearance for Field experience Candidates shall be required annually within **twelve (12) months** from the last confirmed clearance date. The Candidate is responsible for any fees related to the history check.
- 1.3. To provide participating Schools with a copy of the signed Agreement, its **Exhibit A, Attachment A**, and all other documents required prior to placement.
- 1.4. To inform the Candidates that they must adhere to the administrative policies and procedures of the HODOE and to inform Candidates of the confidential nature of all HODOE records.
- 1.5. To place in Clinical experience courses only Candidates who have satisfactorily completed all required prerequisite courses and any other academic requirements and have been recommended by faculty for placement in the Clinical experience course.
- 1.6. To provide Preparation Program faculty to collaborate with the Mentor in the development of Field and Clinical experiences and the supervision of the Candidates; and to provide the School and Candidate the standards of performance required and guidelines for the Field and Clinical experience. The information establishes specific performance standards and guidelines that are based on the applicable Preparation Program accreditation and/or licensure standards.
- 1.7. To handle any agreed upon honorarium directly between the Preparation Program and the recipient, unless changes to the payment process are required to comply with law, rule, or guidance issued by a governmental agency.

2. ROLES AND RESPONSIBILITIES OF THE HODOE.

The HODOE agrees:

- 2.1. To provide a Mentor licensed by the Hawaii Teacher Standards Board (HTSB) and approved by the Preparation Program. Mentors shall comply with the Preparation Program qualification requirement and work cooperatively with Candidates.

- 2.2. To permit the Mentor to supervise and instruct the Candidates placed in participating Schools in the HIDEOE during Field and Clinical experience courses, and to participate in the assessment decisions relating to the progress of Candidates as directed by the Preparation Program.
- 2.3. To permit the Mentor to work with the Preparation Program faculty in implementing the Field and Clinical experience courses and to assist in refining its Preparation Program.
- 2.4. To provide the Candidates with appropriate resources to carry out their assigned duties.
- 2.5. To orient Candidates to the HIDEOE and its policies, procedures, rules and regulations applicable to their conduct while in the HIDEOE.
- 2.6. To provide the Preparation Program with copies of any policies or procedures with which the Candidates will be expected to comply.
- 2.7. That Candidate educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), and that Candidate permission must be obtained before releasing a Candidate's personally identifiable information derived from education records that is protected by FERPA ("Student Data") to anyone other than the Preparation Program and its officials.

3. JOINT RESPONSIBILITIES OF THE PREPARATION PROGRAM AND HIDEOE.

The Preparation Program and the HIDEOE agree:

- 3.1. That the number of Candidates placed in the HIDEOE, the time period for the experience and the location where the Candidate is placed shall be mutually agreed upon.
- 3.2. To collaborate in identifying specific Field and Clinical experience course objectives, assignments, and learning activities for each Candidate placed in the HIDEOE.
- 3.3. That the HIDEOE may exclude from participation any Candidate whose performance is determined to be detrimental to the HIDEOE's students; who fails to comply with proper channels of communications or established HIDEOE policies and procedures; or whose performance is otherwise unsatisfactory, including any Candidate who is unable to maintain compatible working relationships with the HIDEOE employees.
- 3.4. That the Preparation Program and participating Schools shall partner in this Agreement upon the signing of the **Exhibit A, Participating School Partnership Commitment**, and accompanying documents as required. The Preparation Program shall work directly with the administrator of the participating Site to identify Field and Clinical experience placements. Candidates may be placed upon clearance of the background check, and approval of the administrator and Mentor, documented on **Attachment A**.

4. LIABILITY.

- 4.1. Each party shall be responsible for claims, losses, damages, and expenses which may arise out of negligent or wrongful acts or omissions of that party or its agents or employees, acting within the scope of their duties in the performance of this Agreement.
- 4.2. The State of Hawai'i, shall be responsible for damages or injury caused by the HIDEOE's or other State agents, officers, and employees in the course and scope of their employment, only to the extent that (1) a court has determined that the State or HIDEOE is liable for such damage or injury, (2) payment for such damages or injuries is permitted by law, and (3) payment for such damages or injuries has been authorized by the Hawai'i Legislature and made available for payment.
- 4.3. Upon request from the HIDEOE, the Preparation Program shall provide to the HIDEOE a certificate of insurance or other similar document confirming that Candidates participating in any Field or Clinical experience under this Agreement are covered by professional liability insurance in the minimum amount of One Million Dollars (\$1,000,000.00) for liability arising out of each occurrence and One Million Dollars (\$1,000,000.00) in the aggregate.
- 4.4. Nothing herein shall preclude either party from asserting against third parties any defenses to liability it may have under applicable law or be construed to create a basis for a claim or suit when none would otherwise exist.

5. TERM AND TERMINATION OF AGREEMENT.

- 5.1. This Agreement shall be deemed effective upon signature by the Superintendent and shall continue in full force and effect until terminated as hereinafter provided. Facsimile and/or scanned signatures transmitted by electronic mail shall be deemed originals. No legal obligation will arise under this Agreement, and the Agreement shall not be effective, unless and until all parties have signed the Agreement.
- 5.2. This Agreement may be terminated by either party for any reason upon sixty (60) calendar days advanced written notice provided that all Candidates performing Field or Clinical experiences at the time of the notice of termination are provided an opportunity to complete their Field or Clinical experience at the School site.

6. NONDISCRIMINATION.

The Preparation Program and the HIDEOE agree to comply with all applicable laws, rules, regulations, and policies, including, but not limited to, those relating to nondiscrimination, accessibility, and civil rights.

7. APPLICABLE LAW.

This Agreement is governed by the laws of the State of Hawai'i.

8. NOTICES.

All notices or other communications purporting to exercise or otherwise affect rights and duties under this Agreement shall be given by registered or certified mail, addressed to the parties as indicated below.

Institution/Preparation Program:

DOE:
Superintendent
State of Hawai'i
Department of Education
1390 Miller Street
Honolulu, Hawai'i 96813
Phone (808) 586-3310

9. MODIFICATION.

This Agreement may be modified or supplemented by written agreement signed by both parties.

10. SEVERABILITY.

If any term or provision of this Agreement is declared by a court having jurisdiction to be illegal or unenforceable, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties are to be construed and enforced as if the contract did not contain that term or provision.

11. ENTIRE AGREEMENT.

This Agreement constitutes the entire agreement between the parties. There are no understandings, agreements, or representations, oral or written, not specified within this Agreement.

12. WAIVER.

The failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, and no waiver by either party, whether written or oral, express or implied, of any rights under, or arising from, the Agreement shall be binding on any subsequent occasion; and no concession by either party shall be treated as an implied modification of the Agreement unless specifically agreed in writing.

13. INDEPENDENT CONTRACTORS.

The parties are independent contractors and shall not act as an agent for the other party, nor shall either party be deemed to be an employee of the other party for any purpose whatsoever. Neither of the parties shall have any authority, either express or implied, to enter any agreement, incur any obligations on the other party's behalf, nor commit the other party in any manner whatsoever without the other party's express prior written consent. Any promotional business representation by either party of the other shall be approved in advance.

14. NO THIRD PARTIES RIGHTS.

This Agreement is entered by and between the Preparation Program and the HDOE for their mutual benefit. No third party person, organization, agency, or entity, including a Candidate in the Preparation Program or a HDOE employee, shall have the rights to claim benefits under this Agreement or demand fulfillment of any provision of this Agreement.

15. HEADINGS.

Paragraph headings are for quick reference and convenience only and do not alter, amend, or otherwise affect the terms and conditions set out herein.

_____	State of Hawaii, Department of Education
<i>Institution/Preparation Program</i>	
_____	_____
Signature	Signature
By: _____	By: _____
Its: _____	Its: <u>Superintendent</u>
_____	_____
Date	Date

Exhibit A

Institution/Preparation Program

PARTICIPATING SCHOOL PARTNERSHIP COMMITMENT

School Name:

HIDOE Principal Name:

This Partnership will be effective:

From (Date):

To (Date):

The Department of Education School, as named above, desires to participate as a site for the Preparation Program according to the general roles and responsibilities described in this Agreement.

HIDOE Principal (Signature)

Date

Institution/Preparation Program

Institution/Preparation Program (Signature)

By (Print Name)

Its

Date

Attachments:

Attachment A: *Expectations for Preparation Program Candidates' Data Access and Use in Hawaii State Department of Education (HIDOE) Schools*

2018-2019 Teacher Education Coordinating Committee (TECC) Meeting No. 4
949 Kamokila Blvd. @ Wakea Street, Room 116-117
University of Phoenix, Kapolei, Hawai'i Campus
December 13, 2018, 9:30–11:30 AM

MEETING SUMMARY

Present: Nathan Murata/UHM-COE (Chair); Diane Barrett/UH Hilo; Kacie Cohen/Chaminade University of Honolulu; Alyson Emrick/Teach For America; Dale Fryxell/Chaminade University of Honolulu; Mary Heller/UH West O'ahu; Debbie Hornsby/University of Phoenix-Hawai'i; Tracey Idica/HTSB; Noelani Iokepa-Guerrero/UH Hilo; Kurt Johnson/BYUH; Stephanie Kamai/UH West O'ahu; Christina Keaulana/UH LCC; Roger Kiyomura/HPU; Jonathan Leibowitz/HSTA; Aaron Levine/UHM-COE; Jessica Miranda/UHM-COE; Kathleen Nishimura/Chaminade University of Honolulu; RJ Rodriguez/Hi-P20; Stephanie Shipton/Teach For America; Kerry Tom/HIDOE

Regrets: Jill Baldemor/Teach For America; Cynthia Covell/HIDOE (proxy for Co-Chair Kishimoto); Joe Fraser/Kaho'iwai; Carolyn Gyuran/iteachHAWAII; Lynn Hammonds/HTSB; Violet Harada/UHM-CIS; Peggy Hirata/BYUH; Brian Ichida/UH LCC; Amelia Jenkins/UHM-COE; Noe Kirby/Kaho'iwai; Christina Kishimoto/HIDOE; Corey Rosenlee/HSTA; Lia-Rozmiarek Held/Teach For America; Stephen Schatz/Hi-P20; Mani Sehgal/HPU

- I. **Welcome & Introductions**
 - a. Nathan convened the meeting at 9:34 am
- II. **Business Items**
 - a. TECC 2017-2018 Meeting No. 3 Summary November, 2018 was approved
- III. **Discussion**
 - a. HTSB report by Tracey Idica
 - i. Congratulations to all who now have more graduates as we near the end of the Fall 2018 semester – a friendly reminder to submit program completer files to HTSB;
 - ii. HTSB is in the process of adding additional fields to the completer list;
 - iii. Two new business items:
 1. UH Hilo teacher leadership program is approved;
 2. Kahuawaiola is the first program in the state that received

accreditation through WINHEC;

iv. There are 47 now new board certified teachers on the island.

b. HIDEOE report by Kerry Tom:

i. Patrick Macy, a new member of the HIDEOE team, may be reaching out to EPPs Special Education recruiters to coordinate efforts across the system; EPPs are encouraged to give feedback to Kerry and how the process is going.

c. Update on It's Great to be A Teacher event planning by Dale Fryxell and Christina Keaulana:

i. Dale noted that Chaminade is working with LCC and still trying to nail down a date, and that they will be meeting with George Carroll III for some guidance on how the event was previously done;

ii. Christina of LCC noted that her team at LCC is still gauging on what more they can do, but at the very least they are offering up LCC as the venue;

iii. Debbie suggested to also consider the possibility of expanding the target audience; in past years the event had been targeted towards EA's and substitute teacher focus groups, but the 2019 organizing team may consider expanding it to pre-service and/or in-service teachers etc.

d. Announcement on TECC 2019 Job Fair by Aaron Levine:

i. There was consensus that all EPPs benefit from the event;

ii. The date being considered is May 4, 2019 if it were to continue to take place on a Saturday; there was then discussion on the possibility of moving it to after business hours on a weekday so that UH West O'ahu graduates can also join since May 4 is also their commencement;

iii. Location is tentatively Waipahu High School, depending on what the actual date will be (and whether the school can accommodate the date);

iv. Kerry noted to talk to Kim Miyamoto at HIDEOE on the possibility of moving up the transfer period so that if indeed the event best remains on a Saturday, that it can happen on April 27, 2019 instead;

v. Stephanie, who sits on the board of the Waipahu High School Teacher Academy, suggested that maybe the cadest can help staff the event;

- vi. Nathan noted that in the past COE has contributed towards the financial cost of the event, and in the spirit of sharing, for EPPs to consider contributing whatever amount they can towards the cost going forward.
- e. HI-P20 roundtable report by RJ Rodriguez:
- i. A big thank you for those who were able to attend – apologies to those who might not have received invitations due to the list used for invitations; there will be other opportunities;
 - ii. A summary was sent out by Steve Schatz (see report [here](#)) with the overall highlight being that the exercise clearly demonstrated that we are still fleshing out the problems of practice;
 - iii. The exercise also triggered a lot of conversation around data; one thing to note is that current data may not necessarily be coded or registered in a way that captures actual demand and future demand - HI. If look at the website, can see high demand jobs etc. A data issue, because so many of our jobs are emergency hires, data didn't register;
 - iv. At the follow up meeting in May 2019, the organizers are rethinking the concept of sector partnerships and want to move beyond the “outside looking in” model and see how it can be more of a back-and-forth i.e. more of an exchange.
- f. Updated on AAQEP workshop in January 2019 by Jess Miranda:
- i. A reminder to all interested EPPs to sign up for the January 23 AAQEP workshop;
 - ii. Since many EPPs were present during earlier AAQEP workshops by Mark LaCelle-Peterson, the January 23 workshop will be Level II.
- g. Example of retention strategy - HB 1967 (Preceptors in Health Care) by Nathan (related to the next agenda item i.e. the TECC 5-year strategic plan):
- i. In response to the increasing demand and need for healthcare professional training provided by preceptors, leadership at the School of Nursing and the Department of Kinesiology and Rehabilitation Science at UH Mānoa will be pushing through HB 1967 and companion bill 2298 which would allow for up to \$5000 of tax credits for individuals who are preceptors

(equivalent to our mentor teachers or cooperating teachers);

- ii. Leadership at the UH Mānoa College of Education plans to advance a similar strategy as an incentive for our mentor teachers since a critical and major aspect of teacher training is precisely clinical time in the field which is only possible when our teacher candidates / student teachers work with mentor teachers. Nathan invited TECC to join in, brainstorm together and bring this to the attention of state legislators;
 - iii. In response, RJ offered for HI-P20 to contribute to the effort by sharing sector trend data for 2018 that shows industry trends pointing to teachers being a high-demand occupation (we already know that on some level since teacher shortage is a statewide issue);
 - iv. In response to RJ's question Nathan confirmed that yes EPPs can share the draft TECC 5-year strategic plan's three buckets with their respective team members if it helps the discussion on their end too.
- h. TECC 5-year Strategic Recruitment Plan group breakouts:
- i. There were two groups for the *Build Capacity (Recruit/Pipeline Strategies)* bucket/goal and one group for the *Increase Satisfaction of In-service Teachers (Develop/Retain strategies)* bucket/goal; interestingly there were no takers for the *Provide Competitive Compensation and Incentives (Recruit/Retain strategies)* bucket/goal, likely because it is not a goal that TECC can directly impact;
 - ii. Each group discussed their bucket for 30 minutes and then reported back to the bigger group a suggestion for an action item to investigate or implement in Spring 2019 (see [notes](#) of the discussion, or a [visual](#) of the notes).

IV. Future agenda items for consideration

- a. EPP data to review: to revisit in Spring 2019;
- b. Bi-Literacy/World Languages/CTE: all TECC representatives asked to review and share thoughts on how to bring this back in for TECC to tackle;
- c. Consider bringing in members of the legislature as guests to speak and engage with TECC – Nathan and Cindy to work through Jess to brainstorm who to invite next and when;
- d. Other agenda items.

- V. **Adjourn Adjournment:** Meeting was adjourned at 11:20 am
- VI. **Reference documents can be found at the link below:**
https://drive.google.com/drive/folders/1sXhFt0yalSNA_gho3njFUeRQtnDuIDdF?usp=sharing



Education Partnership Launch Meeting Summary:

On Friday, November 2, 2018, Hawai'i P-20 convened the Education Partnership Meeting at the downtown Honolulu YWCA Laniākea, where a variety of public, private, and charter school leadership represented the business table. The support partners in attendance were representatives from the Teacher Education Coordinating Council (TECC), workforce partners such as Department of Labor and Industrial Relations, Workforce Development Council, O'ahu Workforce Development Board, Harold K. L. Castle Foundation, STRADA, and a variety of other community partners.

We are very thankful to have had such a diverse business table. Sharing the perspective from a state level were State Superintendent and Assistant Superintendent of the Hawai'i Department of Education, Executive Director of the Hawai'i Association of Independent Schools, Chief of Staff of the Charter School Commission, and the CEO of Kamehameha Schools. Different-sized private schools were represented by the St. Andrews' Head of Schools and the Kamehameha Schools Office of Community Engagement. More variety of school leadership was also represented through neighbor island and Oahu principals (both public and charter schools) with Naalehu, Waimea High School, Daniel K. Inouye, Kaelepu'u, and Ke Kula 'o Nāwahīokalani'ōpu'u Iki.

The business table were facilitated by Hawaii P-20 Partners for Education, with three meeting objectives: 1. Identify opportunities for strengthening K-12 Education for students in Hawai'i; 2. Identify exciting trends in K-12 Education in Hawai'i; and 3. Identify suggestions on how to leverage the opportunities/trends to collectively take action in Hawai'i, for students. The support partners were observers at the meeting and debriefed immediately following the facilitated discussion.

Discussion: Opportunities and Trends in K-12 Education

Discussion of opportunities and trends in K-12 education fit into suggested categories (talent, design, and resources), and amplified the group's interest in cross sector collaboration. The follow-up phone calls will explore how current opportunities and trends can be leveraged to address the prioritized action items.

Examples of opportunities and trends shared...

Student voice	Engaging communities	Personalized learning	Growing our own
School innovation	Access to preschool	Labor market data	Teachers/Leaders
Local/rural solutions	K12-UH Alignment	Sector collaboration	

Prioritize: Collective Action Groups

Each of the groups will have a follow-up phone call to identify short-term and long-term goals to work towards, as well as looking for immediate wins that can be accomplished. Below is a brief summary of suggested action items sorted into four collective action groups, as well as their champions.



Group #1: “Pathway” - Building pathways to teaching in classrooms

Design pathways for a variety of groups (e.g., K-12 students, non-licensed adults, subject matter experts) to become paid classroom teachers. This group also identified the need to work with the legislature on issues such as pay and addressing regional needs, ultimately revising the messaging around K-12 teaching in Hawaii. *Champions: Christina Kishimoto, Jack Wong, Kauanoë Kamana, Lydia Trinidad, Mahina Anguay, Ruth Fletcher, Waialeale Sarsona*

Group #2: “Supply” - Defining supply needs and exploration of methods to address them

Labor market information informed supply, Explore the recruitment/marketing practices (e.g., regionally and with existing “educators”), Competitiveness goals, Certification/Training process that is flexible to the teacher pool.

Champions: Cynthia Covell, Darlene Javar, Yuuko Arikawa, Yvonne Lau

Group #3: “Retention” - Keeping our teachers in the profession

Explore methods of recognizing effective teachers that strengthen the state, Variety of financial incentives (e.g., Loan support housing/school, businesses partnerships, PD fees), Regional support that is guided by Hawaiian culture, Collaboration between private/public/charter schools on growing leaders.

Champions: Cynthia Covell, Darlene Javar, Kauanoë Kamana,

Group #4: “Infrastructure” - Does our state system support the needs of the state?

Look at the structures that are in place, possibly including the hiring process, that keep K-12 education running in the state of Hawai‘i. Another possible area that this group will look at is the life-cycle of a teacher (including the professional development for in-service teachers).

Champions: Christina Kishimoto, Kauanoë Kamana, Phil Bossert

Next Steps

- Follow up phone calls will be facilitated with these guiding questions:
 - What do we really mean by this topic? What do we know about this topic?
 - What are the 2-3 specific actions that should be taken to trigger change or progress in this area in the next 6 months? 12 months? High, positive impact?
 - What is the end result? (i.e., how will we know we’ve made change?)
 - Who needs to be involved? What is the first step after the call? What is our early win (i.e., what can we accomplish in 60-90 days?)
- Plans and activities will be presented and discussed with participants as we plan for the re-group of this Partnership. The tentative date is May 2019. The actual date for the re-group is to be confirmed.

Hawai'i P-20

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TECC 5-Year Strategic Recruitment Plan - DRAFT

1. **BUILD CAPACITY (RECRUIT/PIPELINE STRATEGIES)** – *Group 1 on Nov 8, 2018*
 - a. Diversify teacher candidate target groups from secondary schools through college and create clear pipeline opportunities *(Strategy 1a from 2017-18 draft)*
 - b. Increase students' exposure to college programs/campuses *(Strategy 1b from 2017-18 draft)*
 - c. Expand incentives available for Hawaii graduates to pursue a teaching career *(Strategy 1d from 2017-18 draft)*
 - d. Provide tuition assistance for students who are interested in becoming teachers *(Strategy 3d from 2017-18 draft)*
 - e. Create a statewide marketing plan *(Strategy 4a from 2017-18 draft)*
 - f. Diversify the teacher pipeline through multiple approaches and partners *(Strategy 5a from 2017-18 draft)*
 - g. Increase Special Education teacher pipeline *(Strategy 6a from 2017-18 draft)*

NOTES FROM TECC DEC 13, 2018 MEETING:

1. Dale: Roadblock: not being able to be paid for student teaching. Some eggs of student teachers hired at schools. Action item: find ways to get student teachers paid. Nate: Critical to tackle / Debbie: concur, it's a hard profession to recruit into anyway, and this generation is not likely to put up / deal with it.
2. Christina: recruitment of quality mentor teachers; only \$150 or so for 15 weeks of work for our teacher candidates. They're a critical piece to the process. Also what's the incentive: can they get PD3 by becoming a mentor, maybe go up a paystep / Nate to Kerry: would HIDOE entertain these ideas. Kerry: Talk to Dale Asami, they handle the PD credits. Nate: will call Dale Asami get on his radar. Action item: start the conversation, bring Dale Asami in
3. Dale F. to Kerry: How about PPTs or ParaProfessional Tutors? Is there a way to focus on effort to upgrade and funnel these individuals into becoming full-time teachers? Kerry: trying to figure out pipeline, there are some avenues.
4. RJ: Going to do a PBS taping of students that are in teacher pathways or are interested in teacher pathways or being teachers, or high school students. What excites them about being a teacher. What should a classroom look like. Specific to 1.e. above. Using student voice to drive marketing campaign.

Having student voice to help design teacher pathways. Related to HIDEO's student voice goal too. Purpose is also so that in April, high schools that have teacher pathways (CTE etc) or electives, can duplicate the video and use it as a guide. So by early May we can get data from the high schools, coordinate with EPP campuses working with high schools. Idea is we have a stake in speaking to the high schools and get feedback from students. First question to Nate: Would March-April-May be enough time to inform this campaign. Can it fit into the process? Second question to HIDEO: Can this be incorporated into the Educational Leadership Institute (ELI) in July August ish (can the students be speakers)? Kerry: Yes, they're open to it. Inquire with (name?).

5. Mary: Also involve junior chamber of commerce approach; teacher academies, include college students, what excites them about being a teacher. Christina comment: financial buy in and this taping idea is emotional buy in. Images that sell the profession emotionally. See yourself in the person in the image. Would love to provide students for taping.
6. RJ: also implications for how classrooms can be designed. Profound potential. Stephanie: play in the same sandbox for all EPPs rather than compete. Nate: media messaging is key strategy. Debbie: to bring in millennial voice, need to engage that voice or the campaign won't work. E.g. how students should cooperatively learn, what technology should look like in the classroom.

2. **INCREASE SATISFACTION OF IN-SERVICE TEACHERS (DEVELOP/RETAIN STRATEGIES)** - *Group 2 on Nov 8, 2018*
 - a. Engage teacher voice in identifying areas of support need and high impact retention strategies (*Strategy 2a from 2017-18 draft*)
 - b. Identify key data points that are most important for in-service teachers to focus on for professional growth and student outcomes (*Strategy 2b from 2017-18 draft*)
 - c. Create opportunities during in-service years for teachers to network with master teachers (*Strategy 2c from 2017-18 draft*)
 - d. Create greater opportunities for teacher-teams to identify professional development needs (*Strategy 3g from 2017-18 draft*)

NOTES FROM TECC DEC 13, 2018 MEETING:

1. Kurt: Don't have much power over money and data. Some strategies: Promotional opportunities, appreciated, control over what they do. What kind of PD or grad programs to be more appealing. Reduce cost.
2. Aaron: target mentor teacher population since we work directly with them. Idea of a cafeteria menu of different times of PD, use term broadly. Some might need PD for raise, but they might be interested in working for eg as a lecturer, adjunct. What kinds of things can we provide. E.g.

Chaminade's practice of cafeteria menu. But don't have quite yet. High need / demand areas; incentives to be able to move into those areas;

3. Jess: funds for providing stipends for EAs and subs, but how about for a teacher already, to help them add field to their existing license;
4. Kathy: Need data on retention – if they leave where do they go, if they stay WHY do they stay? Aaron to Kerry: retention within complex data. Kerry: they have high level data on retention, maybe can be shared.
5. Christina: recruitment of mentor teachers, e.g. PD workshop somewhere nice, once a semester, a highlight and learning, what mentoring looks like in HI, meet colleagues (less costly than huge stipends but it's something); Stephanie: Hope Street Fellows example – there is potential for it to work.

3. PROVIDE COMPETITIVE COMPENSATION AND INCENTIVES (RECRUIT/RETAIN STRATEGIES) - Group 3 on Nov 8, 2018

- a. Embed teacher recruitment campaign into community events *(Strategy 1c from 2017-18 draft)*
- b. Conduct research on effective incentives in recruitment and retention practices, with long-term return on investment *(Strategy 3a from 2017-18 draft)*
- c. Conduct a comprehensive salary review of Hawaii's competitiveness in pay and benefits *(Strategy 3b from 2017-18 draft)*
- d. Adjust process for earlier hiring (like businesses who hire before students graduate, which would help to combat early offers from mainland schools) *(Strategy 3c from 2017-18 draft)*
- e. Use HIDOE Task Force findings to identify differentiated incentives for mitigating challenge of recruiting/retaining special education teachers and English Learner teachers *(Strategy 3e from 2017-18 draft)*
- f. Create a legislatively supported teacher housing plan *(Strategy 3f from 2017-18 draft)*
- g. Promote HIDOE as an "employer of choice" and a "best place to work" *(Strategy 4b from 2017-18 draft)*

NOTES FROM TECC DEC 13, 2018 MEETING: (table bucket 3 for now)

2018-2019 Teacher Education Coordinating Committee (TECC) Meeting No. 5
949 Kamokila Blvd. @ Wakea Street, Room 112
University of Phoenix, Kapolei, Hawai'i Campus
February 14, 2019, 9:30–11:30 AM

MEETING SUMMARY

Present: Nathan Murata/UHM-COE (Chair); Cynthia Covell/HIDOE (proxy for Co-Chair Kishimoto); Jill Baldemor/Teach For America; Diane Barrett/UH Hilo; Kacie Cohen/Chaminade University of Honolulu; Alyson Emrick/Teach For America; Dale Fryxell/Chaminade University of Honolulu; Mary Heller/UH West O'ahu; Peggy Hirata/BYUH; Debbie Hornsby/University of Phoenix-Hawai'i; Tracey Idica/HTSB; Noelani Iokepa-Guerrero/UH Hilo; Kurt Johnson/BYUH; Stephanie Kamai/UH West O'ahu; Christina Keaulana/UH LCC; Janet Kim/UHM-COE SPED; Roger Kiyomura/HPU; Kathleen Nishimura/Chaminade University of Honolulu; Cameron Riverra/UH LCC; RJ Rodriguez/HI-P20; Stephanie Shipton/Teach For America; Nezia Azmi/UHM-COE (Meeting Coordinator)

Regrets: Shane Asselstine/HSTE; Joe Fraser/Kaho'iwai; Carolyn Gyuran/iteachHAWAII; Lynn Hammonds/HTSB; Violet Harada/UHM-CIS; Brian Ichida/UH LCC; Amelia Jenkins/UHM-COE; Noe Kirby/Kaho'iwai; Christina Kishimoto/HIDOE; Jonathan Leibowitz/HSTA; Aaron Levine/UHM-COE; Jessica Miranda/UHM-COE; Kerry Tom/HIDOE

I. **Welcome & Introductions**

- a. Nathan convened the meeting at 9:30 am
- b. Quick update on the Be A Hero Be A Teacher Hawai'i News Now Facebook competition:
 - i. Nathan as COE Dean and two students (one from UH West O'ahu and one from UH Hilo) were at the February 12, shoot which would air on February 26 to launch the competition;
- c. Many in TECC also attended the January AAQEP workshop – questions can be brought to Jess Miranda.

II. **Business Items**

- a. TECC 2018-2019 Meeting No. 4 Summary December 13, 2018 was approved.

III. **Discussion**

- a. HTSB report by Tracey Idica
 - i. Thank you to all who attended the ETS workshop:
 1. Sam Butterfield's contact info is sbutterfield@goreact.com; Go React is a great platform for teacher observations;

2. Also for those who were wondering about the great caterer for the event, the contact info is Tiny Pyramid (tinypyramid.com), (808) 739-0993.
- ii. Thank you also for those who have submitted their completers list. A few things to share/remind:
 1. Ensure that the teaching field candidates are applying for and the program you're recommending them for match, so that the approval process moves seamlessly;
 2. For candidates with arrest records, EPPs to encourage them to apply early because it takes longer to clear (it likely will not prevent them from getting a license but there is a particular and longer process that HTSB can guide them through).

b. HIDEOE report by Cindy Covell:

- i. Superintendent Christina Kishimoto sends her regards while she is away at a conference and reaffirms that she remains connected to the discussions in TECC;
- ii. Ongoing dialogue between the Early Learning Board that directs the Executive Office on Early Learning (EOEL) and HIDEOE:
 1. There has been some tension regarding which unit in the state has what oversight on early learning (pre-schools);
 2. HIDEOE Superintendent sits on the Early Learning Board;
 3. HIDEOE believes that the principal of the school on whose campus a pre-school resides has responsibility for the pre-school;
 4. HIDEOE plans to move forward with establishing 26 pre-schools in the next 3 years.
- iii. March 2 will be the first ever MLL symposium, which will be held at Farrington High school; registration filled up fast;
- iv. iTeACH conference will be on June 13 at the Convention Center in Honolulu, led by OCID, with a focus on the topic of how teachers can collaborate together from a technology lens;
- v. HIDEOE's 3-year strategic plan expires in 2020, and they are now working on the 10-year plan; note that the 3-year plan weaves into the 10-year plan, rather than the 10-year plan being a re-start;
- vi. HIDEOE is also working on Chapter 19 of the HAR regarding student

misconduct, with bullying being moved from a Class B to a Class A offense, not necessarily with harsher punishment, but as a way to demonstrate that HIDOE deems it a serious offense.

vii. Updates to note in legislature:

1. There are nearly three times as many bills being pushed through this year compared to last year. There are new legislators and some bills are not as well-staffed, so HIDOE has had to come in and help them understand why some bills would not work;
2. The HIDOE budget structure is markedly different this year. While it used to be lump sum, now it is broken into line items, which means that any changes or additions are separate bills and would require HIDOE's testifying i.e. coming in to the legislature for every bill;
3. Nathan also noted that the lower education and higher education committees used to be separate but now they are put under one chair;
4. Some bills to highlight:
 - a. Support for teachers:
 - i. HB 723 (providing support to SPED teachers for out-of-pocket expenses): HIDOE is not opposing, but is helping shape the way the bill would go through;
 - ii. Five hundred-dollar housing vouchers for teachers in hard-to-fill areas;
 - iii. Tax credit for teachers (similar to the allied health bill for preceptors that is already way);
 1. Support for mentor teachers is a smaller version of a tax credit bill (HIDOE supports with intent, just have to clarify as there is already a federal grant to "build in a mentoring program"); TECC would be a good group to work on such a bill.
 - b. Bills related to additional training for school staff such as CPR and defibrillator training, which HIDOE supports in principle but would need to see what such bills would also displace;
 - c. For positions on the BOE to be elected rather than appointed;
 - d. For a teacher representative position to be created for the BOE;

- e. School psychologists to be licensed, but the question is who will be licensing body – HTSB or DCCA;
 - f. Creation for an advisory committee for teacher retention, with legislators as members. This will likely duplicate the TECC, which already has a provision to invite guests (including legislators) to attend meetings. We will continue to monitor this bill and see where it goes;
 - g. The Hawai'i Promise Program (supporting transition from community colleges to 4-year colleges), which both TECC and HODOE are in support;
 - h. Making add-a-field options through HTSB easier for in-service teachers as a retention tool;
 - i. Change in requirements for teachers going into CTE-specific areas/subjects.
5. The legislative session also means a lot of media attention and the tendency for negative narratives to get much of the spotlight; important to balance with positive developments too.
- c. TECC Teacher Job Fair updates (Nathan delivered updates on behalf of Aaron Levine)
 - i. The date is set for May 4, 2019, 9:30 am to 1:30 pm;
 - ii. Other dates and times were explored but proved to be difficult;
 - iii. Commencement for UH West O'ahu is scheduled to end by 10:30 am, so any of the graduate who would like to attend the job fair would still be able to.
 - d. Update on It's Great to be A Teacher event planning by Dale Fryxell and Christina Keaulana:
 - i. Date is set for April 27, 2019, from 9 am to 1 pm at Leeward Community College, with food catered by Da Spot;
 - ii. Flyers have been shared with Kerry Tom at HODOE to share with over 4000+ substitute teachers;
 - iii. Speakers will include Mathieu Williams and Cynthia Wong;
 - iv. The organizing committee will also be inviting representatives from high school teacher academies in partnership with TFA (to which RJ from HI-P20 expressed interest in helping with the effort);
 - v. EPPs are encouraged to donate \$250 per EPP to help with food costs, as well as helping spread the word to recruit attendees to the event.
 - e. HI-P20 Education Sector Partnership discussion follow-up by RJ Rodriguez (part of the same discussion for the TECC 5-year strategic recruitment plan)
 - i. RJ re-introduced himself to TECC in his role as Alignment Specialist at

HI-P20, that currently his role serves HIDOE and UH EPPs, but that he intends to work with all EPPs (and thus his presence in TECC);

- ii. He provided an update of the Sector Partnership discussion process and outcomes so far;
- iii. Group discussion: Attendees were provided with handouts and link to the Education Sector Partnership Google Doc at bit.ly/TECCedsector and guided in a discussion to review and discuss the data using the TECC lens of *develop/retain*; *recruit/pipeline*; *recruit/retain* of the TECC recruitment strategic plan. Highlights from the discussion include:
 1. Inclusion of private school recruitment data is valuable, enabling us to have a broader view of the industry within the state;
 2. Great to see that a lot of the data validated much what we already know are best practices in retention;
 3. The intent in the Sector Partnership exercise was not so much to judge or evaluate EPPs per se, but to share with EPPs some data about what is working in classrooms in a more holistic and wide-lens way;
 4. To ask the question of what might it be like for student teachers from different EPPs who are in the same school to work on a project-based learning activity together, i.e. looking at the same issues together through collaborative discussions, during which mentor teachers are also present;
 5. A suggestion was made that perhaps one of the roles that the Sector Partnership can play is to create a place where relevant data and information live in the same place, for example on the It's Great to Be A Teacher website, that would be an attractive and informative one-stop shop for those seeking to enter the profession for the entire sector (both UH EPPs and non-UH EPPs); it was also noted that the HTSB website does have information on all SATEP;
 6. Of note is also the potential for community college EPPs given that certain federal grants such as Perkins specifically require funds to be challenged through community college programs;
 7. A key feature of these efforts is capacity required to see through initiatives and the oft-overlooked aspect of the administering and management of the initiatives, i.e. support should not only take into account scholarship funds to assist students to obtain their

qualification, but also support for the entities tasked to administer and manage the initiatives as well (for e.g. paying/hiring staff to dedicate time to add the initiative on top of their existing roles);

8. Alignment of TECC strategic recruitment efforts (as a state-wide entity) with HI-P20 (also a state-wide entity) is key, with CTE being the main link given TECC's focus on recruitment-development-retention.

iv. Next Steps:

1. Continue reviewing the Google Doc and discussion and to share comments via the Google Doc or reaching out to RJ;
2. At the next TECC meeting we will do the crosswalk with the TECC strategic plan.

IV. Future agenda items for consideration

- a. EPP enrollment/completion (pipeline) data to review in the context of the TECC 5-year strategic recruitment plan;
- b. Bi-Literacy/World Languages/CTE: all TECC representatives asked to review and share thoughts on how to bring this back in for TECC to tackle;
- c. Consider bringing in members of the legislature as guests to speak and engage with TECC – Nathan and Cindy to work through Jess to brainstorm who to invite next and when;
- d. Other suggestions.

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

VI. Reference documents can be found at the link below:

https://drive.google.com/drive/folders/1fJOjCaIBopc1rwwfqsmA8Mu1UFtgwcH2?usp=s_haring

TECC Discussion 2/13/19 (Ed Sector Partnership)<http://www.nextgensectorpartnerships.com/toolkit/> (Next steps: [LINK](#))

Meeting log:

- 11/2/18 - Launch meeting at YWCA (Downtown Honolulu)
- 1/15/19 - Infrastructure Zoom phone call
- 1/22/19 - Pathway Zoom phone call
- 1/24/19 - Supply/Retention phone call
- 2/13/19 - TECC Discussion

Priorities and Champions:

“Pathway” Champions: Christina Kishimoto, Jack Wong, Kauanoë Kamana, Lydia Trinidad, Mahina Anguay, Ruth Fletcher, Waialeale Sarsona	“Supply” Champions: Cynthia Covell, Darlene Javar, Yuuko Arikawa, Yvonne Lau
“Infrastructure” Champions: Christina Kishimoto, Kauanoë Kamana, Phil Bossert	“Retention” Champions: Cynthia Covell, Darlene Javar, Kauanoë Kamana

Partners: TECC, HAIS, Hawaii Charter School Commission, HIDOE, Kamehameha Schools, St. Andrews Schools, Chamber of Commerce, UHCC system, Hawaii P-20, Strada Education, Department of Labor and Industrial Relations, Oahu Economic Development Board, CTE State Director, HIDOE CTE (OCID), Workforce Development Council, Harold K.L. Castle Foundation,

Next Steps:

- Crosswalk with TECC 5yr Strategic Plan
- Supporting the action groups
- Measuring progress
- Large “regroup” meeting

Action Items (Immediate)

"Pathway"	"Infrastructure"	"Supply/Retention"
<p>2-3 Months (May)</p> <ul style="list-style-type: none"> - Collaboration with TECC <ul style="list-style-type: none"> - Explore EPP capacity levels and how it compares to current labor market data (TECC) - Explore where the "600" are going - Explore the TECC 5-yr plan and objectives (successes) - Collaboration with HIDOE (OHR-Talent and CTE) to explore access to teacher pathways, incentives for filling pathways and current recruitment practices - Collaboration with UHCC CTE Deans to identify UHCC roles in regional pathways - Collaboration with DLIR to compare labor market data with other Industry Sectors (Trends, similarities, differences) 	<p>2-3 Months (May)</p> <ul style="list-style-type: none"> - Discuss the opportunities for alternative certification, in but not limited to the Elders in communities and their work with the Hawaiian Language schools; - Propose options for SOTF to incorporate in their planning related to the work around Hawaiian Language Immersion and Teacher Recruitment and Retention (Phil); 	<p>2-3 Months (May)</p> <ul style="list-style-type: none"> - Consider combining all groups under the pathway group, and having subcommittees (Recruitment, Retention, Design) - Collaborate with HIDOE OHR and Hawaii P-20 Data Team on identifying regional needs and specific areas - Explore (HIDOE OCID) the professional development opportunities for student teachers and mentor teachers - Collaboration with TECC on different teacher prep programs coordinating coursework to focus on a school specific issue (including online students)

Action Items (Long-Term)

"Pathway"	"Infrastructure"	"Supply/Retention"
<p>6 Months (Fall 2019)</p> <ul style="list-style-type: none"> - Explore traditional and non-traditional strategies for recruiting talent - Explore HIDEOE plans for work-based learning that addresses Pre-K needs in Hawaii (e.g. Internships, Apprenticeships) - Explore access to teacher pathways in the state (What are they and who is enrolling?) 	<p>6 Months (Fall 2019)</p> <ul style="list-style-type: none"> - Share UH, HIDEOE and Legislative reports ("5yr plans") that were the result of collaborative action (Christina); - Strengthen the collaboration infrastructure related to Hawaiian Language Immersion (Kauano'e) 	<p>6 Months (Fall 2019)</p> <ul style="list-style-type: none"> - Identify best practices in preparation programs (Student teacher mentoring and coursework) in collaboration with TECC and K-12 schools - Explore impact of current incentives and brainstorm new ones (e.g. mileage for teachers on the neighbor islands, tuition waivers for PDE3 courses)
<p>12 Months (Spring 2020)</p> <p>Expand definitions</p> <ul style="list-style-type: none"> - "Recruitment" to include local K-12 students and community members - "Teacher Career Pathway" to be expanded to look at what "Educators" do in their careers (e.g. Teacher assistant, Teacher, Principal) 	<p>12 Months (Spring 2020)</p> <ul style="list-style-type: none"> - Start the process of developing a reporting system related to teacher recruitment, retention, employment data for private schools (Phil) 	<p>12 Months (Spring 2020)</p> <ul style="list-style-type: none"> - Utilize the mentor teachers and student teacher data to identify quality criteria of candidates and teacher prep programs - Analyze the process for funding specific teacher preparation programs in the state (State Legislature) based on outputs (e.g. UH Hilo Hawaiian Language Medium Program)

Facilitator Takeaways	TECC Thoughts Link to TECC CROSSWALK
<p>CONTEXT: TECC 5-yr Plan <i>RECRUIT/PIPELINE, DEVELOP/RETAIN, RECRUIT/RETAIN</i></p>	<p><i>BUILD CAPACITY, INCREASE SATISFACTION OF IN-SERVICE TEACHERS, PROVIDE COMPETITIVE COMPENSATION AND INCENTIVES</i></p>
<p>“Pathway” as the umbrella for the work</p> <ul style="list-style-type: none"> ● Supply ● Retention ● Infrastructure 	
<p>Defining the “career” of an “Educator”</p> <ul style="list-style-type: none"> ● “Career Pathway” Transparency ● Entrypoints (“Recruiting”) ● Roles of EPPs 	
<p>Analyze data</p> <ul style="list-style-type: none"> ● Content needs (e.g. Hawaiian Language, SPED, Math) ● Regional needs (Districts) ● Labor market comparison ● Teacher pathway data 	<p><i>(CTE, GYO, EPP, HIDEOE, HAIS, DLIR, DBEDT, WDC, WIOA, CEDS)</i></p>
<p>Intentional collaboration “WBL/PBL”</p> <ul style="list-style-type: none"> ● Collaborate and integrate work (Responsive/ Preventative) ● Cross-EPP collaboration ● EPP: K-12 informed “PBL” 	<p><i>Middle School-HS, HS-EPP, EPP-HIDEOE/HAIS (St. Teacher)</i></p>

Data: Annual Reports (HIDOE and HTSB)

With a focus on the HIDOE and teacher prep programs in Hawaii: How many are hired, and where? What are the trends in hiring and how many are prepared each year?

School Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total newly employed (about 13,000 teachers)	1,210	1,090	1,240	1,253	1,380	
As of 9/30	925	843	1,002	1,012	1,140	
Between Oct and June	285	247	238	241	240	
Non-resident	18%	19.5%	12.6%	19.6%	22.5%	
Location Employed	LEE 26.7% CNT 16.8%	LEE 24.5% CNT 14.9%	LEE 25.6% CNT 15.2%	LEE 22.9% CNT 20%	LEE 23.7% CNT 17.4%	
Elementary School Trends	SPD 17.8% CNS 0.2%	SPD 34.1% CNS 3.3%	SPD 28.8% CNS 3.3%	SPD 27.2% CNS 3.2%	SPED 32% CNS 3.7%	
Secondary School Trends	SPD 3.2% MTH 17.6% ENG 26.3%	SPD 26.8% MTH 13.3% ENG 16.5%	SPD 26.9% MTH 14% ENG 12.8%	SPD 28% MTH 15.3% ENG 14.8%	SPD 26.8% MTH 11.8% ENG 14.7%	
Unlicensed (Emg. Hire)	360	257	415	430	666	
EPP In-State Completers	602	648	557	635	587	
HIDOE CTE Teacher Pathway <i>Concentrators*</i>	66	65	77	101	[Pending March 2019]	
HIDOE CTE Pathway <i>Enrollment*</i>	170/142 C or better	183/165 C or better	220/205 C or better	210/176 C or better	[Pending March 2019]	

*Data set from Hawaii DXP www.hawaiidxp.org

[LINK](#) to the HIDEOE Employment reports

[LINK](#) to the HTSB annual reports

[DLIR projections](#)

“With the addition of 3,420 jobs, the employment growth rate of 7.2 percent in education, training, and library occupations (outlined in red) will surpass the statewide average of 6.4 percent. Teachers at all levels – postsecondary teachers; preschool, primary, secondary, and special education school teachers; and other teachers and instructors will provide a large chunk of the increase with a combined gain of 2,730 positions or 80 percent of the newly created jobs.” (DLIR)

2018-2019 Teacher Education Coordinating Committee (TECC) Meeting No. 6
949 Kamokila Blvd. @ Wakea Street, Room 116-117
University of Phoenix, Kapolei, Hawai'i Campus
March 7, 2019, 9:30–11:30 AM

MEETING SUMMARY

Present: Nathan Murata/UHM-COE (Chair); Christina Kishimoto/HIDOE (co-Chair); Diane Barrett/UH Hilo; Kacie Cohen/Chaminade University of Honolulu; Lynn Hammonds/HTSB; Violet Harada/UHM-CIS; Mary Heller/UH West O'ahu; Noelani Iokepa-Guerrero/UH Hilo; Kurt Johnson/BYUH; Christina Keaulana/UH LCC; Roger Kiyomura/HPU; Aaron Levine/UHM-COE; Jessica Miranda/UHM-COE; Kathleen Nishimura/Chaminade University of Honolulu; Cameron Riverra/UH LCC; RJ Rodriguez/HI-P20; Stephen Schatz/HI-P20; Stephanie Shipton/Teach For America; Kerry Tom/HIDOE; Nezia Azmi/UHM-COE (Meeting Coordinator)

Regrets: Shane Asselstine/HSTE; Jill Baldemor/Teach For America; Cynthia Covell/HIDOE (proxy for Co-Chair Kishimoto); Alyson Emrick/Teach For America; Joe Fraser/Kaho'iwai; Dale Fryxell/Chaminade University of Honolulu; Carolyn Gyuran/iteachHAWAII; Peggy Hirata/BYUH; Debbie Hornsby/University of Phoenix-Hawai'i; Brian Ichida/UH LCC; Tracey Idica/HTSB; Amelia Jenkins/UHM-COE; Stephanie Kamai/UH West O'ahu; Noe Kirby/Kaho'iwai; Janet Kim/UHM-COE SPED; Jonathan Leibowitz/HSTA; Corey Rosenlee/HSTA; Lia Rozmiarek-Held/Teach For America; Mani Sehgal/HPU

I. Welcome & Introductions

- a. Chair Murata convened the meeting at 9:30 am.

II. Business Items

- a. TECC 2018-2019 Meeting No. 5 Summary February 14, 2019 was approved after requests for edit from HTSB on clarifying the language on arrest record was made.

III. Discussion

a. HTSB report by Lynn Hammonds

- i. There will be a public hearing on April 11, 3 - 5 pm, in Room 158 at the Dole Cannery (HTSB office) on the addition of a student-teaching permit; reminder of importance of starting the licensing process early for student teachers: as it can take some time for the NASDTEC clearinghouse to clear the student;
- ii. EPPs to start thinking about their program completer lists now that it's mid-semester and to look out for updates from Tracey;

- iii. NOTE: Please make sure candidates know the field and level for which they are being recommended for licensure in order to avoid delays.

b. HIDOE report by Co-chair Christina Kishimoto:

- i. HIDOE has had a busy legislative session, with several bills having crossed over (of note being the teacher housing bill). Part of the reason for it being a much busier session is likely due to there being many new senators, many asking some of the same questions that had been answered or addressed previously;
- ii. HIDOE did two presentations to the legislature on the development of two software systems that will allow legislators, principals, and BOE members, as well as parents and business partners, to view HIDOE's school design project status, i.e. to create transparency ("follow the money") and regain the public trust again. In 6-8 months, the systems will be publicly available. Meanwhile, it will take about 2 years to replace the current financial management system. HIDOE will go into the next legislature session with a multi-year budget proposal on the project;
- iii. The HIDOE 10-year strategic planning process have begun internally with highlights below:
 - 1. Continuity: The 14 measures for ESSA will remain in place, with a few new measures added;
 - 2. Promises: Instead of goals, the strategic plan will be centered around 5 major promises (for e.g. "By 2030, all schools will have a certified teacher in front of the classroom" or "from seat-time to master-based instruction, every student will have access to a competitive job and career-readiness"):
 - a. RJ noted that using the "promise" language is a good way to build community and making a connection right away;
 - 3. Inclusivity:
 - a. The process will draw from the existing plan, and will invite and gather feedback from the community over a period of about 8 months (kickoff in about 4 weeks) to land on the 5 key promises;
 - b. HIDOE will bring a schedule of these outreach meetings to the next TECC meeting;

c. In Fall 2019, HIDEOE would like TECC to consider hosting some legislative breakfasts to engage legislators around the promise statements

i. Mary expressed interest in UHWO hosting such a breakfast;

ii. Stephanie noted excitement in exploring alumni engagement to complement and support the effort;

4. Living document: The detailed plan will be in 3-year chunks; while activities may change, the promises and measures will not.

c. May 4, 2019 TECC Teacher Job Fair updates by Aaron Levine

i. So far 30 schools have signed up, most being HIDEOE schools, with a few charter and private schools;

ii. Of course all in TECC are welcome to attend the job fair as well;

iii. Reminder that EPP's who'd like their candidates' names to appear in job fair booklet due on March 15 (note instructions in recent email sent out by Aaron);

iv. Kim in HIDEOE is assisting with the creation and printing of the booklet;

v. Mary noted again for organizers to consider a day for next year's job fair that doesn't fall on the day of UHWO's graduation.

d. April 27, 2019 It's Great to be A Teacher event updates by Christina Keaulana:

i. New update: organizers will be inviting high school students to the event, about 4 schools targeted currently, so currently planning carefully on the venue capacity now that the number is bigger.

e. Crosswalk: TECC 5-year strategic recruitment plan draft education sector partnership

i. Before beginning the crosswalk, RJ gave an update on a few upcoming HI-P20 gatherings:

1. The upcoming HI-P20-hosted teacher pathway summit on April 2

which is a forum to gather information and discuss strategies on creating/optimizing designs of teacher pathways in feeder schools around the state (i.e. pathways for students to enter the teaching profession for students from the 6th grade onward, such as Waipahu High School's teacher academy; other schools were also invited by HI-P20 to share their designs):

- a. Co-chair Christina Kishimoto noted that it's important to involve others outside of Waipahu High School, such as Campbell High School, to which RJ concurred and reported that other schools will also be represented including Waianae High School and Farrington High School (Campbell's representative happens to not be available that day);
 - b. Christina Keaulana also remarked that another population in shortage are Educational Assistants (EAs) that should also be considered in the design discussion (for e.g. through a certificate pathway);
 - c. RJ also noted that the hope is that the work becomes a working group and can find funding to help make that happen.
2. A Doodle poll will be sent for the next Ed Sector Partnership follow-up webinar, the goal being to assign leads who would be monitoring the timeline and reporting on results of actions taken:
 - a. RJ responded to Stephanie's question clarifying that yes, this webinar is also where two groups can brainstorm together on a particular topic.
 - ii. Attendees broke into three groups to [cross-walk](#) the [Education Sector Partnership TECC discussion](#) action items with the [TECC 5-year strategic plan](#):
 1. Group leads are as follows:
 - a. Build Capacity: Christina Keaulana and Stephanie Shipton;
 - b. Increase Satisfaction of In-Service: Lynn Hammonds/Tracey Idica;
 - c. Competitive Compensation: Christina Kishimoto and Nathan Murata.

2. ADDENDUM: On March 29, 2019, the group leads called in to a conference call to clarify roles of the group leads and discuss next steps:

- a. Group leads are responsible for documenting notes and discussions into the TECC 5-year strategic plan document;
- b. The last two TECC meetings of 2018-2019 (April 11 and May 9) will be spent updating the strategic plan to be ready to submit along with the TECC annual report to the legislature;
- c. The first two TECC meetings of 2019-2020 will be spent determining which asks TECC would like to bring to the next legislative session;
- d. April 11, 2019 TECC meeting tentative agenda:
 - i. Work time to do updates
 - ii. Share updates with group
 - iii. Discuss interest in drafting bills for next year's legislative session

IV. Other future agenda items for consideration (rolling list)

- a. Continue strategic plan work;
- b. EPP enrollment/completion (pipeline) data to review in the context of the TECC 5-year strategic recruitment plan;
- c. Updates on HIDOE 5 promise areas;
- d. Bi-Literacy/World Languages/CTE: HIDOE will provide updates on the recent bilingual conference;
- e. Consider bringing in members of the legislature as guests to speak and engage with TECC – Nathan and Cindy to work through Jess to brainstorm who to invite next and when;
- f. Other suggestions.

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

VI. Reference documents can be found at the link below:

<https://drive.google.com/drive/folders/1BqMuOFn2yDysltpNG7oJV2Ug5ukZ-6AF?usp=sharing>

Crosswalk (WITH ED SECTOR PARTNERSHIP)

TECC 5-Year Strategic Recruitment Plan - DRAFT

(Mar 7, 2019 Group 1: Stephen, Mary, Stephanie, Diane, Roger, Noelani, Christina Keaulana, Cameron)

1. BUILD CAPACITY (RECRUIT/PIPELINE STRATEGIES) –

- a. Diversify teacher candidate target groups from secondary schools through college and create clear pipeline opportunities *(Strategy 1a from 2017-18 draft)*
- b. Increase students' exposure to college programs/campuses *(Strategy 1b from 2017-18 draft)*
- c. Expand incentives available for Hawaii graduates to pursue a teaching career *(Strategy 1d from 2017-18 draft)*
- d. Provide tuition assistance for students who are interested in becoming teachers *(Strategy 3d from 2017-18 draft)*
- e. Create a statewide marketing plan *(Strategy 4a from 2017-18 draft)*
- f. Diversify the teacher pipeline through multiple approaches and partners *(Strategy 5a from 2017-18 draft)*
- g. Increase Special Education teacher pipeline *(Strategy 6a from 2017-18 draft)*

PATHWAY, 2-3 Mos.

P2. Collaboration with HIDOE (OHR-Talent and CTE) to explore access to teacher pathways, incentives for filling pathways and current recruitment practices

P3. Collaboration with UHCC CTE Deans to identify UHCC roles in regional pathways

SUPPLY/RETENTION, 12 Mos

SR7. Utilize the mentor teachers and student teacher data to identify quality criteria of candidates and teacher prep programs

INFRASTRUCTURE, 2-3 Mos

Inf1. Discuss the opportunities for alternative certification, in but not limited to the Elders in communities and their work with the Hawaiian Language schools;

SR2. Collaborate with HIDOE/HIP20 to identify regional needs

SR8. Analyze the process for funding specific teacher preparation programs in the state (State Legislature) based on outputs (e.g. UH Hilo Hawaiian Language Medium Program)

P6. Explore HIDOE plans for WBL addressing Pre-K needs [as a way to recruit students into the profession]

P7. Explore access to teacher pathways in HI

	<p>P8. Expand definitions</p> <ul style="list-style-type: none"> - “Recruitment” to include local K-12 students and community members - “Teacher Career Pathway” to be expanded to look at what “Educators” do in their careers (e.g. Teacher assistant, Teacher, Principal) <p>PATHWAY, 6 mos</p> <p>P5. Explore traditional and non-traditional strategies for recruiting talent</p> <p>INFRASTRUCTURE, 2-3 mos</p> <p>Inf2. Propose options for SOTF to incorporate in their planning related to the work around Hawaiian Language Immersion and Teacher Recruitment and Retention (Phil);</p>
<p><i>(Mar 7, 2019 Group 2: Nathan, Lynn, Jessica, Kurt, Kathy, Aaron)</i></p> <p>2. INCREASE SATISFACTION OF IN-SERVICE TEACHERS (DEVELOP/RETAIN STRATEGIES) -</p> <ul style="list-style-type: none"> a. Engage teacher voice in identifying areas of support need and high impact retention strategies <i>(Strategy 2a from 2017-18 draft)</i> b. Identify key data points that are most important for in-service teachers to focus on for professional growth and student outcomes <i>(Strategy 2b from 2017-18 draft)</i> 	<p>SUPPLY/RETENTION, 2-3 mos</p> <p>SR3. Explore (HIDOE OCID) the professional development opportunities for student teachers and mentor teachers</p> <p>SR5. Identify best practices in preparation programs (Student teacher mentoring and coursework) in collaboration with TECC and K-12 schools</p> <p>NOTE: Already incorporated into teacher prep programs’ accreditation review processes</p> <p>SR7. Utilize the mentor teachers and student teacher data to</p>

<ul style="list-style-type: none"> c. Create opportunities during in-service years for teachers to network with master teachers <i>(Strategy 2c from 2017-18 draft)</i> d. Create greater opportunities for teacher-teams to identify professional development needs <i>(Strategy 3g from 2017-18 draft)</i> 	<p>identify quality criteria of candidates and teacher prep programs</p> <p>NOTE: Already incorporated into teacher prep programs' accreditation review processes</p>
<p><i>(Mar 7, 2019: Kacie, Christina Kishimoto, Kerry, Vi)</i></p> <p>3. PROVIDE COMPETITIVE COMPENSATION AND INCENTIVES (RECRUIT/RETAIN STRATEGIES) -</p> <ul style="list-style-type: none"> a. Embed teacher recruitment campaign into community events <i>(Strategy 1c from 2017-18 draft)</i> b. Conduct research on effective incentives in recruitment and retention practices, with long-term return on investment <i>(Strategy 3a from 2017-18 draft)</i> 	<p>P2. Collaboration with HIDEOE (OHR-Talent and CTE) to explore access to teacher pathways, incentives for filling pathways and current</p> <p>SR6. Explore impact of current incentives and brainstorm new ones (e.g. mileage for teachers on the neighbor islands, tuition</p>

<ul style="list-style-type: none">c. Conduct a comprehensive salary review of Hawaii’s competitiveness in pay and benefits <i>(Strategy 3b from 2017-18 draft)</i>d. Adjust process for earlier hiring (like businesses who hire before students graduate, which would help to combat early offers from mainland schools) <i>(Strategy 3c from 2017-18 draft)</i>e. Use HIDEOE Task Force findings to identify differentiated incentives for mitigating challenge of recruiting/retaining special education teachers and English Learner teachers <i>(Strategy 3e from 2017-18 draft)</i>f. Create a legislatively supported teacher housing plan <i>(Strategy 3f from 2017-18 draft)</i>g. Promote HIDEOE as an “employer of choice” and a “best place to work” <i>(Strategy 4b from 2017-18 draft)</i>	<p>waivers for PDE3 courses)</p> <p>P4. Collaboration with DLIR to compare “teaching” labor market data with other industry sectors</p> <p>SR2. Collaborate with HIDEOE/HIP20 to identify regional needs</p>

2018-2019 Teacher Education Coordinating Committee (TECC) Meeting No. 7
949 Kamokila Blvd. @ Wakea Street, Room 116-117
University of Phoenix, Kapolei, Hawai'i Campus
April 11, 2019, 9:30–11:30 AM

MEETING SUMMARY

Present: Nathan Murata/UHM-COE (Chair); Diane Barrett/UH Hilo; Kacie Cohen/Chaminade University of Honolulu; Cynthia Covell/HIDOE (proxy for Co-Chair Kishimoto); Alyson Emrick/Teach For America; Dale Fryxell/Chaminade University of Honolulu; Lynn Hammonds/HTSB; Violet Harada/UHM-CIS; Mary Heller/UH West O‘ahu; Noelani Iokepa-Guerrero/UH Hilo; Kurt Johnson/BYUH; Christina Keaulana/UH LCC; Noe Kirby/Kaho‘iwai; Roger Kiyomura/HPU; Aaron Levine/UHM-COE; Kathleen Nishimura/Chaminade University of Honolulu; Cameron Riverra/UH LCC; RJ Rodriguez/HI-P20; Corey Rosenlee/HSTA; Stephanie Shipton/Teach For America; Autumn Talebi/Teach Away; Nezia Azmi/UHM-COE (Meeting Coordinator)

Regrets: Christina Kishimoto/HIDOE (co-Chair); Shane Asselstine/HSTE; Jill Baldemor/Teach For America; Joe Fraser/Kaho‘iwai; Rene Frey/Teach Away; Carolyn Gyuran/iteachHAWAII; Peggy Hirata/BYUH; Debbie Hornsby/University of Phoenix-Hawai‘i; Brian Ichida/UH LCC; Tracey Idica/HTSB; Amelia Jenkins/UHM-COE; Stephanie Kamai/UH West O‘ahu; Janet Kim/UHM-COE SPED; Jonathan Leibowitz/HSTA; Jessica Miranda/UHM-COE; Lia Rozmiarek-Held/Teach For America; Stephen Schatz/HI-P20; Mani Sehgal/HPU; Kerry Tom/HIDOE

I. Welcome & Introductions

- a. Chair Murata convened the meeting at 9:30 am. Introduced Autumn Talebi from [Teach Away](#), a newly accredited EPP.

II. Business Items

- a. TECC 2018-2019 Meeting No. 6 Summary March 7, 2019 was approved.

III. Discussion

a. HI-P20 Education Sector Partnership Updated by RJ Rodriguez:

- i. On April 2-3, 2019, HI-P20 hosted the Pathways Summit, which included discussions on teacher pathways that make sense to the different communities in the islands, including discussions on teacher academies in schools. It was noted that UHM-COE and LCC are already working with schools to get started on the effort.
- ii. Next step: a Zoom meeting will be schedule for May 13, 2019, 10:00 am, to discuss a Castle Foundation RFP due May 20, 2019, for funds to be granted towards convenings and forums to continue the teacher pathway discussion,

including early college.

b. Update on Be A Hero Be A Teacher Hawai'i News Now (HNN) TV campaigns by Nathan Murata:

- i. The HNN Facebook contest for best teacher hero ended on March 31, with the contest winner being Charlene Abe from Pearl City High School.
- ii. Discussions at the UH System level continue - HNN plans to feature teacher education during Education Week some time in September 2019. More details to come.

c. HTSB report by Lynn Hammonds:

- i. Chaminade University will be adding Early Childhood Education to their Bachelor program;
- ii. Teach Away was recently accredited;
- iii. Two items of relevance to TECC in the upcoming public hearings:
 1. The student teacher permit (no fee), will automatically register the student into the HTSB system, and once student completes program the permit will convert to a license;
 2. Previously applicants for an emergency hire position would first need to be hired in order to obtain a permit, but meanwhile to obtain a permit, the applicant would first need to be hired - this chicken-and-egg situation could put applicant in a position of breaking the law. To remedy this, a slight revision has been made - it is now an eligibility permit (meaning the person *could* be hired) and it would be granted at the same time that the candidate goes through the NASDTEC professional fitness test;
- iv. HTSB thanks everyone who came in to support HTSB at the legislature, specifically the bill that requested HTSB to be general-funded, to have greater reach, including supporting HTSB to be the code of ethics training body for the entire state.

d. HIDOE report by Co-chair proxy Cindy Covell:

- i. HIDOE 10-year strategic plan note: Currently HIDOE is working with key partners including private entities, Kamehameha Schools, and businesses for the next 9 months to develop the 5 promises. HIDOE also plans to work with key providers i.e. EPPs to strategize on the entire pipeline for teacher preparation and recruitment;
- ii. During the recent monthly education update, Hawai'i had the second highest pass

rate nationally for AP exams;

- iii. iTEaCH conference is coming up on June 13; over 400 teachers have enrolled or invited to come - all are encouraged to sign up (bit.ly/hidoeteach)
- iv. There was a recent [USA Today article](#) talking about the difficulty of living in Hawai'i while working as a teacher. We will need to respond to such news stories with a "yes, but" to better represent the fact that we are trying to do something about it;
- v. Legislative updates:
 - 1. Teacher mentor stipend bill is still in the running, hopefully it would be general-funded since Title II funds are not stable;
 - 2. As reported by Corey: Several bills died, including the GET (General Excise Tax) bill to fund education and the \$627 supplies allowance for SPED teacher; one bill that is still moving proposes to fund charter school preschools due to the impending end of federal funding, to expand to 10 new preschools next year;
 - 3. Corey noted that this year has not been a good year for education in the legislature; Cindy and Nathan concurred.

e. May 4, 2019 TECC Teacher Job Fair updates by Aaron Levine:

- i. Over 60 schools have now signed up, most being HIDOE schools, with a few charter and private schools; Aaron will send the final list of schools for EPPs to send along to their candidates;
- ii. The challenge has always been that moving it too early would result in clashing with the transfer period. Meanwhile, moving it too late may result in mainland candidates missing the fair as well. Just as it was attempted this year, the organizers will try to find a date suitable for all EPPs for next year's fair.

f. April 27, 2019 It's Great to be A Teacher event updates by Christina Keaulana and Dale Fryxell:

- i. Thank you to Nezia for helping create the event flyer;
- ii. So far 109 people registered, all are encouraged to keep spreading the word; the teacher panel will be especially great;
- iii. Dale will send invoice to EPPs registered as sponsors (\$250 per sponsoring EPP will help defray the cost greatly).

g. TECC 5-year strategic recruitment plan work

- i. Group leads were responsible for documenting notes and discussions into the TECC 5-year strategic plan document;
- ii. The last two TECC meetings of 2018-2019 (April 11 and May 9) will be spent updating the strategic plan to be ready to submit along with the TECC annual report to the legislature;
- iii. The first two TECC meetings of 2019-2020 will be spent determining which asks TECC would like to bring to the next legislative session;

IV. Other future agenda items for consideration (rolling list)

- a. Continue strategic plan work;
- b. EPP enrollment/completion (pipeline) data to review in the context of the TECC 5-year strategic recruitment plan;
- c. Updates on HIDOE 5 promise areas;
- d. Bi-Literacy/World Languages/CTE: HIDOE will provide updates on the recent bilingual conference;
- e. Consider bringing in members of the legislature as guests to speak and engage with TECC – Nathan and Cindy to work through Jess to brainstorm who to invite next and when;
- f. Other suggestions

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

VI. Reference documents can be found at the link below:

<https://drive.google.com/drive/folders/1BqMuOFn2yDysltpNG7oJV2Ug5ukZ-6AF?usp=sharing>

2018-2019 Teacher Education Coordinating Committee (TECC) Meeting No. 8
949 Kamokila Blvd. @ Wakea Street, Room 112
University of Phoenix, Kapolei, Hawai'i Campus
May 9, 2019, 9:30–11:30 AM

MEETING SUMMARY

Present: Nathan Murata/UHM-COE (Chair); Christina Kishimoto/HIDOE (co-Chair); Jill Baldemor/Teach For America; Diane Barrett/UH Hilo; Cynthia Covell/HIDOE (proxy for Co-Chair Kishimoto); Alyson Emrick/Teach For America; Dale Fryxell/Chaminade University of Honolulu; Lynn Hammonds/HTSB; Peggy Hirata/BYUH; Kurt Johnson/BYUH; Janet Kim/UHM-COE SPED; Roger Kiyomura/HPU; Aaron Levine/UHM-COE; Kathleen Nishimura/Chaminade University of Honolulu; Cameron Rivera/UH LCC; RJ Rodriguez/HI-P20; Corey Rosenlee/HSTA; Stephen Schatz/HI-P20; Autumn Talebi/Teach Away; Kerry Tom/HIDOE; Nezia Azmi/UHM-COE (Meeting Coordinator)

Guests: Kristen Brummel/Hope Street Group; Derek Minakami/Kane'ohē Elementary School

Regrets: Shane Asselstine/HSTE; Kacie Cohen/Chaminade University of Honolulu; Joe Fraser/Kaho'iwai; Rene Frey/Teach Away; Carolyn Gyuran/iteachHAWAII; Violet Harada/UHM-CIS; Mary Heller/UH West O'ahu; Debbie Hornsby/University of Phoenix-Hawai'i; Brian Ichida/UH LCC; Tracey Idica/HTSB; Noelani Iokepa-Guerrero/UH Hilo; Amelia Jenkins/UHM-COE; Stephanie Kamai/UH West O'ahu; Christina Keaulana/UH LCC; Noe Kirby/Kaho'iwai; Jonathan Leibowitz/HSTA; Jessica Miranda/UHM-COE; Lia Rozmiarek-Held/Teach For America; Mani Sehgal/HPU; Stephanie Shipton/Teach For America

I. Welcome & Introductions

- a. Chair Murata convened the meeting at 9:30 am and began with thanking the University of Phoenix for having hosted the TECC meetings for the past three academic years.

II. Business Items

- a. TECC 2018-2019 Meeting No. 7 Summary April 11, 2019 was approved;
- b. Meeting location and dates for 2019-2020:
 - i. HIDOE has graciously offered to host the 2019-2020 TECC meetings at their Talent Management Office next to the Dole Cannery, including parking validation;
 - ii. Co-Chairs Murata and Kishimoto shared tentative TECC meeting dates for the 2019-2020 academic for all attendees to review and enter into their schedules as necessary;

- c. RJ noted that he will be sending out the Zoom invitation for the follow-up conversation on the Education Sector Partnership hosted by HI-P20.

III. Discussion

a. HTSB report by Lynn Hammonds:

- i. Good news on the funding front – Bill 1070 puts HTSB back into general funding, which means that teaching license application and permit fees would no longer be incurred (once the bill goes into effect), eliminating this from HIDOE’s budget. This also means that funds are now freed up for professional development activities across the state so that all EPP representatives would have the opportunity to attend, such as the overdue model code of ethics training; HTSB plans to bring back Troy Hutchings to speak to CAS’s. HTSB and HIDOE will continue to request Governor Ige for a public signing to finalize the bill;
- ii. A hearing is coming up to review the Hawai‘i Administrative Rules with regards to:
 - 1. EPP’s approval period to match that of their accrediting body if the accreditor’s period is more than 7 years (such as WINHEC, whose approval period is 10 years);
 - 2. To consider teaching permit renewals to take place every year rather than every 5 years.

b. HIDOE report by Co-chair Christina Kishimoto:

- i. A press conference with the homebuying assistance company Landed took place recently to introduce the discussion on mortgage assistance for teachers, as a way to hopefully reopen the discussion on the housing bill;
- ii. To better manage the next legislative session, 2019-2020 Chair Kishimoto proposes that TECC officially invite the Senate President, House Speaker, and the Co-chairs of the Education Committee to either the October 24 or November 21, 2019 meeting in the fall.

c. Report on May 4, 2019 TECC Teacher Job Fair by Aaron Levine:

- i. Student attendance is a bit low this year, probably because many already have jobs, which is a good problem to have; many teacher candidates were

also told by the principal of their student-teaching site that they would be offered a full-time position upon receiving their license;

- ii. Peggy Hirata shared that one such student was asked by his student-teaching site to turn away when he tried to enter the job fair; he stayed, and took another offer. Aaron reiterated that the job fair is open to all students, whether or not they have been offered a job;
- iii. Co-Chair Murata also noted that as has been stated in past meetings, the organizing committee will of course once again try to look the best dates to avoid students of any EPP (notably UH West O‘ahu in past years) from having to miss the event.

d. Report on April 27, 2019 It’s Great to be A Teacher by Christina Keaulana and Dale Fryxell:

- i. Dale Fryxell thanked all who participated in the event, and in particular his co-organizers Christina Keaulana and Cameron Rivera;
- ii. The event was well attended, with 161 people on the sign-up sheets (which do not account for those who came in through the back door, so the numbers are likely higher);
- iii. Keynote speakers were a big hit as they spoke about real challenges that they faced and are currently facing, making for an informative and inspirational message;
- iv. Highlights of feedback include:
 - 1. Keeping the details at the information tables, and the visionary messages to be delivered by the keynote speakers;
 - 2. Table presenters not having enough time to go into further details with those interested to discuss further because some breakout sessions were also scheduled at the same time as the table time;
- v. Christina Keaulana made the call for the next co-organizers for the 2020 event; LCC will be happy to offer the venue, but others in TECC to step up and organize the next event (Janet and Nezia have expressed interest).

e. Recruiting university students into teacher prep programs by Derek Minakami and Kristen Brummel:

- i. Derek shared a story on he did not start off knowing he was going to be a teacher, that in fact he was discouraged from being a teacher when he was considering a change of scenes (having gone into an engineering program at UH Mānoa, following a childhood dream to become a garbage man). However, the HIDOE deputy superintendent at the time happened to be his girlfriend's father, and he told him about the MEdT program. He enrolled, graduated and became a teacher. The story is anecdotal evidence that university students, especially those that express their dilemma, are a population that likely could use targeted recruiting;
- ii. Meanwhile, Kristen runs the Hope Street Group which develops in-service teachers through a fellowship that directly utilizes the teacher fellows' perspectives and develop their skills such that they can earn a seat at the decision-making table. This work brought her attention to the struggles faced by young undergraduate teacher candidates, which led to a collaboration with Stephanie Buelow at COE, to have the teacher fellows support and nurture Stephanie's cohort of teacher candidates in becoming the teachers they are meant to be.
- iii. Highlights of questions and comments from the floor include:
 1. ITE at COE is excited to further expand the collaboration beyond Stephanie Buelow's cohort due to the positive impact, to which Kristen responded positively as there are many teacher leaders in Hawai'i who are interested in sharing their insights with teacher candidates;
 2. Superintendent Kishimoto asked about plans on matching teacher leaders and teacher candidates using technology and how the project will be managed overall, to which Derek responded that the initiative is still in its early stages and discussions are ongoing.
 3. Janet also shared that a population to consider are mid-career changers that are looking for volunteer opportunities – it would be worthwhile to come up with a protocol for them.

Handout can be found [here](#).

f. TECC 5-year strategic plan work

- i. Co-chair Kishimoto first shared an update on the HIDOE strategic plan:
 1. HIDOE has pushed out a community toolkit as a way for members in the community to be part of the strategic planning. The toolkit can be found at the following [link](#);

2. While TECC did not have a chance to use the toolkit, all represented entities in TECC are encouraged to please use the community toolkit as a way to share their insights, before August rolls around;
3. Steve Schatz of HIP20 noted that the use of the word “promise” in multiple campaigns having to do with P-20 education (for example the “Promise to Children,” the “Hawai‘i Promise” university scholarship and the HIDOE’s strategic plan having “core promises” to the community.
 - ii. To conclude the 2018-2019 session of TECC strategic planning, each group convened internal discussions to cap off the drafting for their specific sections directly onto the [Google Doc](#), and to present highlights of their section to the big group;
 - iii. Steve Schatz suggested for each EPP, at the start of next year’s TECC meetings, to present on what they do and how it fits in the TECC strategic plan i.e. towards improving the EPP-to-schools teacher pipeline.

IV. **Future agenda items**

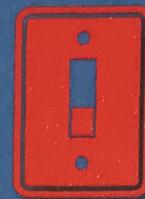
- a. Convening of sharing of what each EPP does in the context of the strategic plan;
- b. Latest EPP enrollment/completion (pipeline) data to review in the context of the TECC 5-year strategic recruitment plan;
- c. Updates on HIDOE core promise strategic plan;
- d. Talk-story with key members of legislature on policymaking surrounding education in Hawai‘i.

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

VI. **Reference documents can be found at the link below:**

<https://drive.google.com/drive/folders/1uvkeLwwR2483PXAqTu-F4j1s6UVFdNUP?usp=sharing>

A Major Switch



Our Story:



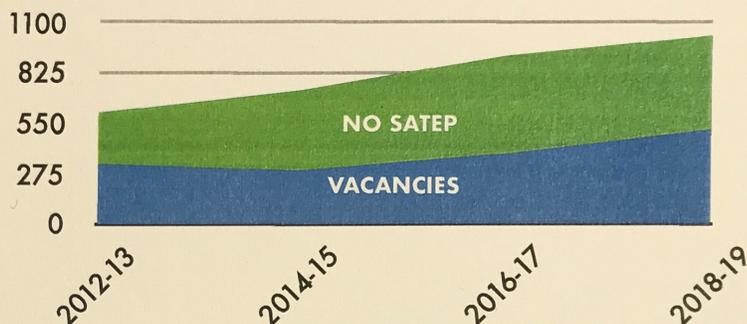
Some of us dreamt of being a teacher from the moment we could pretend to read to our stuffed animals.

Some of us had vastly different aspirations until we awoke to our true calling.



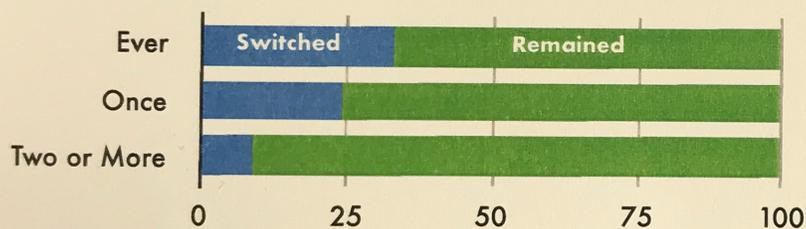
Whether by way of the heart or na'au, we are all Teachers of the Year.

Vacant/Emergency Hire Teacher Positions



SOURCE: Hawai'i DOE Employment Report 11/15/2018

% of Undergraduates that Switched Majors



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

Purpose:

To address the shortage in teachers especially in special education and rural areas.

Target Audience:

Undergraduates possibly seeking to switch into education



Opportunities:

With up to a third of undergraduates tending to switch majors within their first three years, we aim to inspire them to consider education as a career by:

Teaching Fairs:

We would host an event on campus where teachers share their stories of what makes education a meaningful and rewarding career.



Shadowing Opportunities:

We would connect interested undergraduates with outstanding, innovative teachers. The undergraduate might spend a period with the teacher, observe a learning activity, and see what creative, inspiring teaching looks like.



Volunteer Opportunities:

We would make arrangements with schools for those wanting to try working with students. Opportunities might include reading with elementary students, consulting with the robotics team at a high school, tutoring a middle schooler in math.



2018-19 TECC Directory as of June 17, 2019

Last Name	First Name	Title	Unit	Institution	TECC Membership	Email
Asselstine	Shane	President	Hawai'i Society for Technology in Education	Hawai'i Society for Technology in Education	Other attendee / Interested party	sasselstine@hste.org
Azmi	Nezia	Assistant to the Dean	College of Education	University of Hawai'i - Mānoa	Guest / Meeting Coordinator	azti@hawaii.edu
Baldemor	Jill	Executive Director, Hawai'i	Teach For America	Teach For America	Member	jill.baldemor@teachforamerica.org
Barrett	Diane	Professor and Director	School of Education	University of Hawai'i - Hilo	Member	barrett9@hawaii.edu
Cohen	Kacie	Director, School Counseling Internship	School of Education and Behavioral Sciences	Chaminade University of Honolulu	Other attendee / Interested party	kacie.cohen@chaminade.edu
Covell	Cynthia	Assistant Superintendent / co-represents HIDOE Superintendent / Proxy for Co-chair Kishimoto	Office of Human Resources	HIDOE	Other attendee / Interested party / Proxy for Member Kishimoto	Cynthia_Covell/OHR/HIDOE@notes.k12.hi.us
Emrick	Alyson	Director, Pre-Service and Alternative Route to Credential	Teach For America	Teach For America	Other attendee / Interested party	alyson.emrick@teachforamerica.org
Fraser	Joe	Director	Kaho'iwai, c/o Kanu O Ka 'Aina Learning Ohana (KALO)	Kaho'iwai, c/o Kanu O Ka 'Aina Learning Ohana (KALO)	Member	joef@kalo.org
Frey	Rene	President	Teach Away	Teach Away	Member	rene@teachaway.com
Fryxell	Dale	Dean	School of Education and Behavioral Sciences	Chaminade University of Honolulu	Member	dfryxell@chaminade.edu
Gyuran	Carolyn	Representing Diann Huber (President)	iteachHAWAII	iteachHAWAII	Member	carolyn.gyuran@iteach.net
Hammonds	Lynn	Executive Director	Hawai'i Teacher Standards Board	Hawai'i Teacher Standards Board	Member	Lynn.Hammonds@hawaii.gov
Harada	Violet	Professor Emerita	Information & Computer Sciences Department, UH Mānoa	Information & Computer Sciences Department, UH Mānoa	Appointee	vharada@hawaii.edu
Heller	Mary	Chair	Division of Education	University of Hawai'i - West O'ahu	Member	mfheller@hawaii.edu
Hirata	Peggy	Field Services Coordinator	Brigham Young University - Hawai'i	Brigham Young University - Hawai'i	Other attendee / Interested party	hiratap@byuh.edu
Hornsby	Debbie	Director of Academic Affairs	University of Phoenix - Hawai'i	University of Phoenix - Hawai'i	Member	deborah.hornsby@phoenix.edu
Ichida	Brian	Coordinator, Alternative Certification for CTE Licensure Program	Teacher Education Program	University of Hawai'i - Leeward Community College	Other attendee / Interested party	ichida@hawaii.edu

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Idica	Tracey	Licensing Specialist (proxy for Lynn Hammonds)	Hawai'i Teacher Standards Board	Hawai'i Teacher Standards Board	Other attendee / Interested party / Proxy for Member Hammonds	Tracey.idica@hawaii.gov
Iokepa-Guerrero	Noelani	Faculty, Associate Professor	Kahuawaiola Indigenous Teacher Education Program	University of Hawai'i - Hilo	Member	bjoikepa@hawaii.edu
Jenkins	Amelia	Interim Associate Dean for Academic Affairs	College of Education	University of Hawai'i - Mānoa	Member	amelia@hawaii.edu
Johnson	Kurt	Program Chair	School of Education	Brigham Young University - Hawai'i	Member	kurt.johnson@byuh.edu
Kamai	Stephanie	Director of Field Experience	University of Hawai'i West O'ahu	University of Hawai'i - West O'ahu	Other attendee / Interested party	shkamai@hawaii.edu
Keaulana	Christina	Coordinator, Special Education Program	Teacher Education Program	University of Hawai'i - Leeward Community College	Appointee	ctk8@hawaii.edu
Kim	Janet	SPED Recruitment Specialist	College of Education	University of Hawai'i - Mānoa	Other attendee / Interested party	janetmc@hawaii.edu
Kirby	Noe	TEP Manager	Kaho'iwai, c/o Kanu O Ka 'Aina Learning Ohana (KALO)	Kaho'iwai, c/o Kanu O Ka 'Aina Learning Ohana (KALO)	Member	noekr@kalo.org
Kishimoto	Christina	Superintendent; TECC Co-Chair	HIDOE	HIDOE	Member	christina_kishimoto@notes.k12.hi.us
Kiyomura	Roger	Director	School of Education	Hawai'i Pacific University	Member	rkiyomura@hpu.edu
Leibowitz	Jonathan	Student Program Coordinator	Hawai'i State Teachers Association	Hawai'i State Teachers Association	Other attendee / Interested party	jleibowitz@hsta.org
Levine	Aaron	Partnership & Placement Coordinator	College of Education	University of Hawai'i - Mānoa	Other attendee / Interested party	alevine@hawaii.edu
Miranda	Jessica	Director of Assessment, Accreditation, and Accountability	College of Education	University of Hawai'i - Mānoa	Other attendee / Interested party	wellsjes@hawaii.edu
Murata	Nathan	Dean; TECC Chair	College of Education	University of Hawai'i - Mānoa	Member	nmurata@hawaii.edu
Nishimura	Kathleen	Director of Field Services	School of Education and Behavioral Sciences	Chaminade University of Honolulu	Other attendee / Interested party	kathleen.nishimura@chaminade.edu
Riverra	Cameron	Academic Advisor / Student Support Specialist	Teacher Education Program	University of Hawai'i - Leeward Community College	Other attendee / Interested party	cameronr@hawaii.edu
Rodriguez	RJ	Alignment Specialist	Hawai'i P-20 Partnerships for Education, University of Hawai'i	Hawai'i P-20 Partnerships for Education, University of Hawai'i	Other attendee / Interested party	rer@hawaii.edu

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Rosenlee	Corey	President	Hawai'i State Teachers Association	Hawai'i State Teachers Association	Other attendee / Interested party	crosenlee@hsta.org
Rozmiarek-Held	Lia	Head of Program Continuum	Teach For America	Teach For America	Other attendee / Interested party	lia.rozmiarek@teachforamerica.org
Schatz	Stephen	Executive Director	Hawai'i P-20 Partnerships for Education, University of Hawai'i	Hawai'i P-20 Partnerships for Education, University of Hawai'i	Appointee	sschatz@hawaii.edu
Sehgal	Mani	Dean	College of Professional Studies	Hawaii Pacific University	Member	msehgal@hpu.edu
Shipton	Stephanie	Director, Early Engagement and Strategic Initiatives	Teach For America	Teach For America	Other attendee / Interested party	Stephanie.Shipton@teachforamerica.org
Talebi	Autumn	Preparation Coordinator	Teach Away	Teach Away	Other attendee / Interested party	autumn@teachaway.com
Tom	Kerry	Director of Personnel Management Branch / co-represents HIDOE Superintendent	Office of Human Resources	HIDOE	Other attendee / Interested party	Kerry_Tom/OHR/HIDOE@notes.k12.hi.us

2018–2019 TECC Meeting Schedule

Chair: Nathan Murata, Dean, UH Manoa College of Education
Co-Chair: Christina Kishimoto, Superintendent, Hawai'i DOE

MEETING DATES

2018

September 13, 2018

October 11, 2018

November 8, 2018

December 13, 2018

2019

February 14, 2019

March 7, 2019

April 11, 2019

May 9, 2019

2019–2020 TECC Draft Meeting Schedule

Chair: Christina Kishimoto, Superintendent, Hawai'i DOE

Co-Chair: Nathan M. Murata, Dean, UH Mānoa College of Education

PROPOSED MEETING DATES

Fall 2019

September 26

October 24

November 21

December 19

Spring 2020

January 9

February 13

March 12

April 9

May 14

TEACHER EDUCATION COORDINATING COMMITTEE (TECC) 5-YEAR STRATEGIC PLAN (2018-2019 working draft)
 (adapted and modified from the [2017-2018 working draft](#))

OBJECTIVE 1: Build Capacity (Recruit/Pipeline Strategies)

2018-2019 GROUP 1 MEMBERS:

- Christina Keaulana (group lead)
- Teach For America Hawai‘i (Alyson Emrick, Jill Baldemor, Stephanie Shipton) (group lead)
- Stephen Schatz
- Mary Heller
- Diane Barrett
- Roger Kiyomura
- Noelani Iokepa-Guerrero
- Cameron Rivera
- Autumn Talebi
- Dale Fryxell
- RJ Rodriguez

STRATEGIES FOR OBJECTIVE 1:

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

(Strategy 1a from 2017-18 draft)

Scope of Work for Strategy 1a:

Activity	2018-2019 Notes/Updates	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Expose high school students to the Teacher pipeline into college and careers.	<i>High schools want one place to look for what programs are available.</i>	X	X				All TECC	

	<p>(April 2, 3) Hawaii P20 Pathways Summit meeting with Leileihua (50 students enrolled) , Mililani (?), Campbell (30 students enrolled), Kealakehe (SY19-20), Waipahu (60 students enrolled), Waimea HS (30 students enrolled). Day 2 - all Kauai high schools participated.</p> <p>Waipahu will prototype a pathway in the Fall with LCC. The other high schools want to do early college in relation to teacher pathways and are exploring how accelerated it might be. All 3 Kauai HSs will design a teacher academy “pool” structure bringing together all 3 campuses.</p> <p>Prototype different schedule structures (afterschool, during school, on-campus, off-campus) and implications for funding and staffing.</p> <p>HIDOE resource teacher for pathways (Wendell) is working on coming up with a core class for CTE pathways.</p> <p>UHWO also working with Campbell High School, Kapolei High School, Waianae High School this year - college courses are fully integrated into the high school course pathway. 24 students across all 3 schools. Title</p>								
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	<p>Ill was funding this work, but it's going away this Fall.</p> <p>TFA Hawaii - connected with over 250 high school students this year to engage in conversations around education, education equity & social justice; has hosted an "alternative break" leadership development opportunity over DOE breaks for HS students; sends a newsletter with HS students to share grants and highlight positive education stories</p> <p>UH Hilo - working with Waiakea HS. Exploration in Teaching program/course. HS pays a flat rate (doesn't cover full program cost). HS students come on college campus and some days the college students are on the high school campus. Blended classes with high school and college students in the same classes.</p> <p>HPU - new dual credit programs with high schools to try to expose students to intro level courses in education. Not a defined clear pathway, but it's one of the things we want to target. Partnering with Mary Knoll for students to take classes on campus. Also partnering with Kamehameha Schools for their</p>								
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	<p>students to take intro level ed courses.</p> <hr/> <p>High Schools whose students have had engagement with at least 1 TECC member: Sacred Hearts, Konawaena, Roosevelt, Punahou, Kealakehe, Baldwin, Campbell, Waipahu, Leilehua, Waianae, Mililani, Waiakea, Kea‘au, Pahoā, Ka‘u, Radford, Castle</p> <p>HIDOE CTE State Lead for “Education Pathways”: Wendell Tashiro Wendell_Tashiro/OCID/HIDOE@notes.k12.hi.us</p> <hr/> <p>Harold KL Castle Foundation 60K 3-year grant for career pathway development.</p> <p>INPEACE - received grants for 96792 residents to become educators.</p> <p>HPU expanding bachelors program to military. Teaching some courses on bases. Primarily at Hickam.</p>							
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	<p>TECC partnering to invite high school students to the annual “Great to Be a Teacher” event.</p> <p>Chaminade just started the first Catholic School Teacher of the Year program. Win a trophy, \$1,000, plaque.</p> <hr/> <p><i>Areas for further exploration</i></p> <ul style="list-style-type: none"> - funding to allow increased access for high school students to university courses. - partner with TECC/HIDOE to create a core class for teacher academies. - clear centralized place to market all these opportunities to schools and students (HTSB, My Future Hawai‘i as potential locations) - TECC available as resources for high schools to apply for the Castle Foundation grant. - also a possible project with Hawaii P-20 related to their STEM report but a focus on “Education Careers” instead of “STEM Careers” http://hawaiidxp.org/research/ 								
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	<ul style="list-style-type: none"> - Carry with you scholarships - advocacy around federal loan forgiveness opportunities. - How might we generate interest and inspire more people to tell their stories and create more of a positive environment around education pathways and careers? - Ways to celebrate teachers and give some sort of gift/giveback for their impact (partnerships with local business)? Could be a branch of the Great to Be a Teacher in Hawai'i brand. - Ways to help create fun community around teaching? - How might we connect students (high school and college) to inspiring educational conferences - i.e. SOTF, GAFE, ECET <p>Questions: Do we want a 20 year old to be a teacher? You could technically in SPED have a student who is older than the teacher. Questions about readiness at that age. Somebody could be an EA, but maybe not a full teacher at 20 without the practicum experience. Suggesting going heavy</p>								
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	<p>on practicum in the teacher academies. Fun exploration in high school. → mixed reviews here. Accelerating the maturation process?</p> <p>Add more off ramps and flexibility for students in early college.</p>							
Provide early college opportunities for students interested in becoming teachers.	See above	X	X				Chaminade UH Manoa	☆
<p>Ensure model program designs at Teacher Academies at Farrington, Waipahu, and Waianae. 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>	See above	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.	<i>Employment and Enrollment data 2013-2018</i>	X	X				UH Manoa, HSTA	
Create a shared document with TECC of all Teacher Academies already in place, which schools are interested in establishing one, and the core	<i>Need: talk to Wendall Employment and HIDEOE Enrollment data 2013-2018</i>		X				HIDOE	

<p>curriculum and instructional experiences of the academy.</p>	<p><i>HIDOE CTE State Lead for "Education Pathways": Wendell Tashiro Wendell_Tashiro/OCID/HIDOE@notes.k12.hi.us</i></p>							
<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>	<p><i>Does not yet exist. No current owners.</i></p>		<p>X?</p>					
<p>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.</p>	<p><i>Not currently meeting seat offerings at TEPs</i></p> <p>See above - considering how to build flexibility and options in the different pathways so that student can maximize their time in high school and be exposed to different opportunities</p>			<p>X</p>	<p>X</p>	<p>TECC</p>		
<p>Target non-traditional students to consider teaching by offering scholarships for secondary shortage fields and Special Education.</p> <p>Target Educational Assistants and long-term subs to pursue teacher licensure.</p>	<p>Specific to EAs: LCC pilot started with 37 EAs, 18 are on track to complete. Bring courses to schools and deliver after school; accelerate to 8 weeks (instead of 16); grants covered the cost of credits. Kea'au is interested in replicating this model.</p> <p>Other non-traditional program models (open to all):</p>	<p>X</p>	<p>X</p>			<p>UH Manoa</p>	<p>☆</p>	

	<ul style="list-style-type: none"> ● Chaminade - first 2 students graduating from 3+1 program with LCC (3 years at LCC and then 1 year at Chaminade). ● Chaminade 4 +1 program that is designed for non-education majors to be able to get an education minor their senior year. With a 5th year they can finish a master's degree in either early ed or secondary ed. Would graduate with initial licensure. ● UH Hilo also working with students who come in with a bachelor's in other degrees - seeing a lot of psychology majors. ● UHM has a program for teaching secondary shortage fields ● Teach For America recruits and engages students not already in the education pipeline as well as young professionals and second-career people to share and inspire around education. ● Troops to Teachers provides some funding to people transitioning from the military into education 								
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	<ul style="list-style-type: none"> ● Teach Away: new alternative certification program for secondary Math, English, Science and PreK-12 TESOL. Nationally accredited program. Candidates already hold a Bachelor’s degree. Option to complete 6 month core curriculum online, or concurrently as an emergency hire . Clinical placement and field experience will take place in Hawaii either as an emergency hire or traditional student teaching experience. Candidates have the option to receive their MAT at Chaminade, as they can earn 12 credits towards their master’s degree upon completion of the Teach Away program. -Also serving as a recruitment partner with the HIDOE for certified teachers from the US who are willing to relocate. Currently have 90 licensed teachers from Teach Away in HIDOE applicant pool. ● HPU in development of 1-year alternative pathway to licensure. Non-degree awarding pathway. 							
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<p>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. (Scholarship can be carried to any campus)</p>	<p><i>No progress yet. Need: Discussing options with legislature</i></p>			X			TECC	☆
<p>Market existing scholarship opportunities for non-traditional students.</p>	<p><i>No progress yet. Timeline 20-21. Need: Discuss - what are the scholarship opportunities to market?</i></p>				X		HIDOE, UH Manoa	
<p>Complete an early impact study that can be shared with legislators and education/higher education boards concerning the extent to which we are preparing students for careers in teaching/education</p> <p>[scholarship access impact on teacher shortage]</p>	<p><i>No progress yet. Discussion to start examining this in 19-20.</i></p> <p><i>HI P20 Partnerships for Education created a report looking at “To what extent are we preparing students for STEM Careers in Hawaii.”</i></p> <p><i>Would a similar report on “Teaching Careers” help?</i></p> <p><i>TEPPs - candidates from Hawaii</i></p> <p><i>DOE - new teachers from Hawaii</i></p> <p><i>Teacher Academies - do these students become teachers?</i></p>		Need					
<p>Establish a teacher vacancy reduction goal specific to second career program approach for former military, active military spouses and dependents</p>	<p><i>No information on progress; understanding that Troops to Teachers offers scholarships and stipends</i></p>		X				HIDOE	

through the Troops to Teachers program.								
Continue to promote undergraduate and graduate education and counseling programs to the military through our Evening and Military program.	Continue to recruit and offer programs (live and on-line) to members on military bases. (Chaminade, HPU)	X					Chaminade	
Work with military Transition Assistance Advisor who works with officers who are transitioning into the workforce.	<i>No progress at this time known</i>	X					UH Manoa	

Other section 1 notes:

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

(Strategy 1b from 2017-18 draft)

Scope of Work for Strategy 1b:

Activity	2018-2019 Notes/Updates	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	HIDEOE, UH Manoa	

Strategy 1c: Expand incentives available for Hawaii graduates to pursue a teaching career

(Strategy 1d from 2017-18 draft)

Scope of Work for Strategies 1c:

Activity	2018-2019 Notes/Updates	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.	See above	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	

Strategy 1d: Provide tuition assistance for students who are interested in becoming teachers

(Strategy 3d from 2017-18 draft)

Scope of Work for Strategies 1d:

Activity	2018-2019 Notes/Updates	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.	See above	X					TECC	
Determine the amount of tuition assistance required to impact shortage areas.	See above	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 1e: Create a statewide marketing plan

(Strategy 4a from 2017-18 draft)

Scope of Work for Strategies 1e:

Activity	2018-2019 Notes/Updates	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 1f: Diversify the teacher pipeline through multiple approaches and partners

(Strategy 5a from 2017-18 draft)

Scope of Work for Strategies 1f:

Activity	2018-2019 Notes/Updates	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 Teach Away	
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 Teach Away	
Review and expand alternative pathways to licensure; evaluate effectiveness of each one in meeting vacancy needs.	See above	X	X				HIDOE, HSTA, HTSB	
Identify if scope of pathways meets all needs; evaluate impact of each pathway.			X	X			HTSB, HIDOE	

Strategy 1g: Increase Special Education teacher pipeline

(Strategy 6a from 2017-18 draft)

Scope of Work for Strategies 1g:

Activity	2018-2019 Notes/Updates	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	

<p>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.</p>		X	X				HIDOE, HSTA	
<p>Acquire necessary funding for any Special Education teacher compensation adjustments.</p>			X	X			HIDOE, HSTA	★
<p>Provide training for administration on LRE and strategies.</p>				X	X		HIDOE	
<p>Match licensure area with placement (severity).</p>					X	X	HIDOE, HSTA	

OBJECTIVE 2: Increase Satisfaction of In-Service Teachers (Develop/Retain Strategies)

2018-2019 GROUP 2 MEMBERS:

- Lynn Hammonds / Tracey Idica (group lead)
- Jessica Miranda
- Kurt Johnson
- Kathleen Nishimura
- Aaron Levine
- Noe Kirby

STRATEGIES FOR OBJECTIVE 2:

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

(Strategy 2a from 2017-18 draft)

Scope of Work for Strategies 2a:

Activity	2018-2019 Notes/Updates	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.	<p>Create survey re: quality of teacher education preparation. To be administered upon application for 1. provisional license and 2. upgrade to standard license.</p> <p>Identify existing research/data on areas of weakness for beginning teachers</p>	X	X	X			HIDOE, HSTA, TECC	

	<p>Items below are incorporated into teacher prep programs' accreditation review processes (TECC/HSTA) Identify best practices in preparation programs (Student teacher mentoring and coursework) in collaboration with TECC and K-12 schools (HSTA/HIDOE) Utilize the mentor teachers and student teacher data to identify quality criteria of candidates and teacher prep programs</p>							
<p>Identify a guaranteed in-service approach for new teachers, review and adopt national teacher induction standards, seek legislative funding for full release mentors.</p>	<p>Recommend that this is a committee that includes TECC, New Teacher Induction Center, HSTA (teachers). Make sure to include neighbor islands in discussion.</p>	X	X	X			HIDOE, TECC	★
<p>Increase mentor stipends aligned with a clearly defined mentor program design.</p>	<p>Seek funding/tax incentives from State. Consider co-teaching model/training (St. Cloud).</p>	X	X				HIDOE	
<p>Collect in-service teacher satisfaction survey at the end of their second year for continuous planning.</p>	<p>Does this relate to first item... survey completed upon licensing?</p>			X	X	X	HIDOE, TECC	
<p>Evaluate and report on high impact teacher retention strategies within in-service and preparation programs.</p>	<p>Survey high-retention "bright spot" schools/complexes, especially in districts that have overall lower-than-average retention rates. Why do teachers stay? What is it</p>				X		TECC	

	about the school/complex culture that attracts/keeps them? Incorporated into accreditation process of teacher education programs. Perhaps add a reporting/sharing component.							
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Strategy 2b: Identify key data points that are most important for in-service teachers to focus on for professional growth and student outcomes
(Strategy 2b from 2017-18 draft)

Scope of Work for Strategies 2b:

Activity	2018-2019 Notes/Updates	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.	Make sure this will complement/enhance existing teacher evaluation and support (not overwhelm) new teachers.	X	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.	Find out if Department already has data that identifies administrators' key PD goals for in-service teachers.		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

(Strategy 2c from 2017-18 draft)

Scope of Work for Strategies 2c:

Activity	2018-2019 Notes/Updates	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.	Co-teaching mentor model could help complement this activity.		X	X			HIDOE, HSTA, TECC		

Provide opportunities for complex area teams to share best practices in their in-service programs.				X	X	X	HIDOE		
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Strategy 2d: Create greater opportunities for teacher-teams to identify professional development needs (including leadership opportunities/pathways).

(Strategy 3g from 2017-18 draft)

Scope of Work for Strategies 2d:

Activity	2018-2019 Notes/Updates	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	
Review current teacher leader to administrator pathways/CISL	How are the pathways providing high-quality preparation? What may			X	X	X	HIDOE/EPP	

	<p>need to be improved? How is the pipeline developed? How might EPPs and HTSB support and enhance preparation? Effective teacher and school leaders are a critical factor to increased teacher retention.</p>							
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OBJECTIVE 3: Provide Competitive Compensation and Incentives (Recruit/Retain Strategies)

2018-2019 GROUP 3 MEMBERS:

- Christina Kishimoto/Cindy Covell (group lead)
- Nathan Murata (group lead)
- Kacie Cohen
- Kerry Tom
- Violet Harada
- Corey Rosenlee
- Janet Kim

STRATEGIES FOR OBJECTIVE 3:

Strategy 3a: Embed teacher recruitment campaign into community events

(Strategy 1c from 2017-18 draft)

Scope of Work for Strategy 3a:

Activity	2018-2019 Notes/Updates	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.	Be a Hero Campaign Hawaii News Now - education week: Stories on education Market existing financial aid and alternative pathways to teaching	X	X				TECC, partner with State Librarian	
Expand PK-16 involvement in annual summer reading campaign.	State Librarian continues summer reading program.	X	X	X	X	X	TECC, partner with State Librarian	

<p>Organize a Chamber of Commerce sector strategy summit for education.</p>	<p>Education Sector summit held (date)</p>	<p>X</p>	<p>X</p>				<p>HI P20 Partnerships for Education</p>	
<p>Identify private sector influencers/CEOs who graduated from public schools to share their stories.</p>	<p>“I am Hawaii’s Promise” video marketing campaign. (HIDOE) Solicit successful public school graduates to say they are Hawaii public school grads:</p> <ul style="list-style-type: none"> ● Ask for candidates from Chamber of Commerce ● Principals/teachers 		<p>X</p>	<p>X</p>	<p>X</p>		<p>TECC HSTA HIDOE</p>	

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

(Strategy 3a from 2017-18 draft)

Scope of Work for Strategies 3b:

Activity	2018-2019 Notes/Updates	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.	A salary study will be completed by HIDOE in December 2019. In 2019-20 conduct a deep dive data review of three schools to review ROI of retention efforts.	X	x				TECC	
Identify targeted incentives based on research and seek legislative funding if appropriate; differentiate incentives approach based on island/regional context and challenges.	TECC legislative forum in October 2019 will prioritize legislative initiatives for 2020 legislative season. TECC send invite to key legislators by end of June 2019 to attend October TECC meeting at Capitol.		X	X	x	x	TECC	☆
Jointly identify next level of work needed to build HIDOE coordination network with Education Preparation Programs (EPPs) and alternative route programs.	Identify jointly agreed upon outcome measures for education preparation programs.			X	x	x	HIDOE, TECC	
Evaluate impact of incentive programs by island and region.						X	HIDOE, TECC	

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

(Strategy 3b from 2017-18 draft)

Scope of Work for Strategies 3c:

Activity	2018-2019 Notes/Updates	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.	RFP in progress (April 2019) Contracting with vendor (May/June 2019)	X	x				HIDOE	
Share outcomes of report with board, at multiple public forums, and with legislators.			X	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, adjusted to cost of living. Engage legislature in goal setting.(?)	Teacher pay increase		X	X	X	X	TECC	★
Explore new benefits such as signing bonuses, moving expenses, differential pay for isolated regions, etc.	Continue to pursue additional funding				X		HIDOE, HSTA	★

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

(Strategy 3c from 2017-18 draft)

Scope of Work for Strategies 3d:

Activity	2018-2019 Notes/Updates	SY18-19	SY19-20	xxxxx SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Review current early hiring process in place.	Pursue earlier hiring process Review TATP process	X	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 3e: Use HIDOE Task Force findings to identify differentiated incentives for mitigating challenge of recruiting/retaining special education teachers and English Learner teachers

(Strategy 3e from 2017-18 draft)

Scope of Work for Strategies 3e:

Activity	2018-2019 Notes/Updates	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	TECC Member(s) Responsible	Biennium Funding Priority
Review Task Force reports.	Complete	X					TECC	
Identify a few pilot approaches and funding.			X	X	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.	Pursue different models for Special Ed (Sped WG similar to WSF)			X	X	X	HIDOE	★

Strategy 3f: Create a legislatively supported teacher housing plan

(Strategy 3f from 2017-18 draft)

Scope of Work for Strategies 3f:

Activity	2018-2019 Notes/Updates	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: Promote HIDOE as an “employer of choice” and a “best place to work”

(Strategy 4b from 2017-18 draft)

Scope of Work for Strategies 3g:

Activity	2018-2019 Notes/Updates	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	
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