



**STATE OF HAWAII**  
**DEPARTMENT OF EDUCATION**

P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

August 26, 2020

The Honorable Ronald D. Kouchi, President  
and Members of the Senate  
State Capitol, Room 409  
Honolulu, Hawaii 96813

The Honorable Scott K. Saiki, Speaker  
and Members of the House of Representatives  
State Capitol, Room 431  
Honolulu, Hawaii 96813

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

For your information and consideration, I am transmitting a copy of the Teacher Education Coordinating Committee (TECC) 2019-2020 Annual Report to the Legislature pursuant to section 304A-1202, Hawaii Revised Statutes (HRS). In accordance with Section 93-16, HRS, I am also informing you that the report may be viewed electronically at:  
<http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Legislative-reports.aspx>.

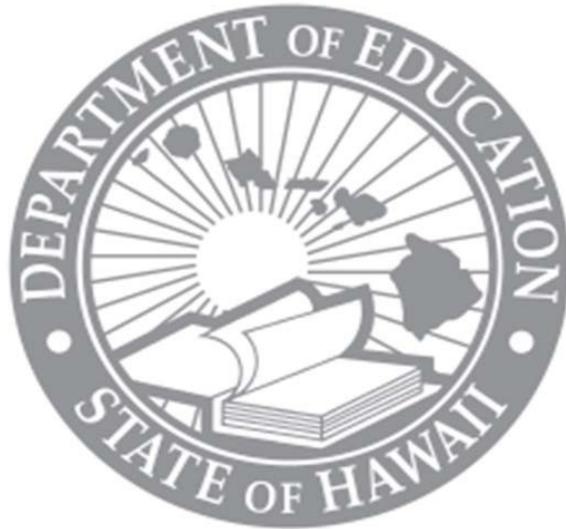
Sincerely,

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

Dr. Christina M. Kishimoto  
Superintendent

CMK:cac  
Enclosure

c: Legislative Reference Bureau  
Office of Talent Management



State of Hawaii  
Department of Education

## **2019-2020 Annual Report on Teacher Education Coordinating Committee**

November 2020

Pursuant to §304A-1202, Hawaii Revised Statutes requires the Department of Education (DOE) to annually post on the Department's website, information related to the Department of Education in collaboration with the University of Hawaii's College of Education. An advisory committee to be known as the teacher education coordinating committee will identify, study, take action, or make recommendations on matters of education of common interest to the Department of Education and the institutions of higher learning in Hawaii.

## **Teacher Education Coordinating Committee 2019-2020 Annual Report to the Legislature**

The annual report of the Teacher Education Coordinating Committee (TECC) is submitted to the Hawaii State Legislature in compliance with the provisions of Section 304-1202, Hawaii Revised Statutes that established the TECC in 1965. Section 304-1202 reads in part:

*There is created an advisory committee to be known as the teacher education coordinating committee to identify, study, take-action, or make recommendations on matters of education of common interest to the department of education and the institutions of higher learning in Hawaii.*

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

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

- Brigham Young University - Hawaii
- Chaminade University of Honolulu
- Hawaii Pacific University (HPU)
- iteachHAWAII,
- Kaho'iwai, c/o Kanu O Ka Aina Learning Ohana (KALO)
- Kahuawaiola
- Teach Away
- Teach for America
- University of Hawaii - Hilo (UH-Hilo)
- University of Hawaii - Leeward Community College (UH-LCC)
- University of Hawaii - Manoa (UHM)
- University of Hawaii - West O'ahu (UH-WO)
- University of Phoenix - Hawaii (UoP)

Other entities that have been invited to participate include:

- Hawaii P-20 Partnerships for Education (HI-P20)
- Hawaii State Teachers Association (HSTA)
- University of Hawaii - Manoa's Information and Computer Sciences Department
- Hawaii Society for Technology in Education (HSTE)
- Hawaii State Teachers Association (HSTA)

The Superintendent and Dean Co-Chair of the TECC alternate each year. For the 2019-2020 academic year, HIDOE Superintendent Dr. Christina M. Kishimoto, chaired the meetings with Nathan Murata, UHM-COE Dean, as Co-Chair.

The TECC met monthly from September 2019 through May 2020, except for March 2020, for a total of eight meetings. During these monthly meetings, HIDOE, HTSB, and EPPs provide updates on priorities, developments, and other issues for discussion and action.

### **TECC 5-Year Strategic Plan**

The TECC 5-Year Strategic Plan is meant to be the framework from which the TECC formulates its plan of strategies and actions. The group continued to discuss and address items contained within the TECC 5-Year Strategic Plan. The following are highlights of significant discussion areas addressed during the 2019-2020 school year.

- Objective 1: Build Capacity (*Recruit/Pipeline Strategies*)
- Objective 2: Increase Satisfaction of In-Service Teachers (*Develop/Retain Strategies*)
- Objective 3: Provide Competitive Compensation and Incentives (*Recruit/Retain Strategies*)

This year the TECC focused on multiple issues, especially Objectives 1 and 3. The details of the activities, which supported those objectives, are expounded further below.

### **HIDOE**

In support of the TECC 5-Year Strategic Plan, especially in addressing the strategy of diversifying the teacher pipeline through multiple approaches and partners (Objective 1), the HIDOE focused on the following priorities:

1. Teacher shortage differentials were implemented for those working in special education, hard-to-staff, and Hawaiian immersion language classrooms.
2. The HIDOE established a Refer a Friend program for its employees. It is an incentive program for employees to recruit qualified teachers to be a part of the HIDOE instructional team. If the teacher is qualified and subsequently hired, the referring employee can receive \$500.
3. Teacher affordable housing tools such as Landed, and excess military housing being made available for teachers.
4. HIDOE partnered with a teacher recruitment agency to assist in recruiting international teachers, which focused heavily on the recruitment of special education teachers.

The HIDOE also expressed to the TECC membership, current areas of instructional priorities. For example, in the subject area of mathematics, the HIDOE plans to foster a less prescriptive, more dynamic, and inclusive instructional practice. This initiative is known as “Math Empowerment Through Kakou.” The HIDOE envisions students will develop their mathematical capacity and be able to transfer those skills to thrive in college, career, and community. There is a math task force, which includes EPPs to have continuing conversations.

Another area of high priority is English Language Learners (ELL). Data indicates that bilingual students often outperform their monolingual peers. It is important to understand the student’s academic capacity at that grade level in their native language. HIDOE uses formative assessments like “iReady” to assess a student’s academic level. HIDOE is trying to implement a biliteracy program at schools. Schools that choose to participate in the program are supported by making sure they have the necessary tools and curriculum appropriate to that language.

The HIDOE has also continued forward on its 2017-2020 Strategic Plan, and implemented an innovative implementation plan while it proceeded to work on getting its 2020-2030 Strategic Plan, also known as the Promise Plan, approved. Details about the current implementation timeline for the Promise Plan can be found [here](#). Highlights of the Promise Plan can be found [here](#).

### **HTSB**

The HTSB provided seminar opportunities to the TECC membership, which included such topics as: cyber-ethics; Educational Testing Service ProEthica; Model Code of Ethics for Educators; and the National Education Association Ethics Micro credential. These are opportunities for use by Hawaii pre-service and in-service educators to develop an awareness and understanding of educator ethics and ethical dilemmas in daily teaching practice.

The HTSB also contributed to the TECC and EPP's efforts toward increasing the teacher pipeline. The HTSB has approved the following programs:

1. The UH at Manoa COE's request to provide a new track to teacher candidates to prepare them for initial licensure in Early Childhood Education PK-3 within the Master's in Education in Early Childhood Education existing program.
2. The UH Manoa COE's request to provide a new track to teacher candidates to prepare them for dual licensure in Elementary Education K-6 and Hawaiian Language Immersion K-6 at the bachelor's degree level.

The HTSB also approved the following EPPs intent to establish the following programs:

1. The Hawaii Pacific University Preparation Program to plan new programs in Teaching English as a Second Language (TESOL) K-6 and 6-12, and Early Childhood Education PK-3. The program's plans will address initial licensure for the following license fields: TESOL K-6, 6-12; and Early Childhood Education PK-K, PK-3.
2. The Teach Away Hawaii Teacher Preparation Program to plan new programs in Elementary Education and Early Childhood Education. The program's plans will address initial licensure for the following license fields: Elementary Education K-6; and Early Childhood Education PK-3.
3. The iteachHAWAII Teacher Preparation Program to plan new programs in Career and Technical Education (CTE) and Early Childhood Education. The program's plans will address initial licensure for the following license fields: CTE; CTE-Arts and Communication 6-12; CTE-Business 6-12; CTE-Health Services 6-12; CTE-Industrial and Engineering Technology 6-12; and Early Childhood Education PK-3.

It is evident this year that many EPPs had programs approved or had submitted an intent to implement programs where there is a current or emerging HIDOE need. Many EPPs new programs were focused on ELL, Early Childhood Education, Special Education, CTE, and Hawaiian language immersion.

HTSB is also working with EPPs on a project to emphasize the more non-traditional *Option B* that can be made available to candidates. *Option B* allows a candidate to demonstrate teaching proficiency through a combination of documented satisfactory work experience and observation by the State Approved Teacher Education Program (SATEP). Work experience is defined as contracted long-term substitute teaching, serving as a HIDOE emergency hire teacher, or working in private or other school settings that do not require licensing. This option could license teachers quicker.

The HTSB also issues an annual report. The HTSB Annual Reports can be found here.

### **Education Preparation Program Providers**

In addition to the submissions of new programs to HTSB, EPPs contributed much this year in terms of other support of teacher recruitment initiatives.

#### **It's Great to be A Teacher Event on January 25, 2020, Leeward Community College:**

Organized by Nezia Azmi and Janet Kim of the UHM COE, together with colleagues from HIDOE and LCC, TECC held its fifth annual *It's Great to be A Teacher* event at LCC on January 25, 2020 from 9 a.m. to 1 p.m. A one-stop opportunity for anyone interested in becoming a teacher in Hawaii, the event featured the different teacher preparation programs and organizations available to help future educators along their journey to becoming licensed teachers. The event planners and coordinators also conducted marketing activities, which included an email campaign and a Hawaii News Now segment with a wraparound banner to help increase awareness. 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 Hawaii.

The event included representatives from the HIDOE, EPPs, the Hawaii Association of Independent Schools, private schools, and the Public Charter School Commission. There was also a teacher speaker panel featuring the Hawaii State Teacher of the Year who shared their teaching experiences with the attendees.

In the latter part of the day there were several breakout sessions:

1. *Becoming a Teacher - Licensure Program Considerations and Navigating Going Back to School* by Janet Kim, UHM College of Education SPED Recruitment Specialist, with teacher candidates and alumni from different programs;
2. *The Teacher Licensing Process in Hawaii - HTSB* by RJ Rodriguez, HTSB Licensing Specialist;
3. *Employment as a Teacher in the Hawaii DOE* by Kim Miyamoto, Personnel Specialist, Office of Talent Management - Teacher Recruitment, HIDOE;
4. *How to Become a Substitute Teacher in Private Schools* by London Thompson, Educational Staffing Support, HiEmployment; and
5. *Beginning Teacher Induction and Mentoring in the Hawaii DOE* by Robyn Tanaka and Kay Zane of the Hawaii Teacher Induction Center.

The event was attended by at least 161 individuals, which was a mixture of substitute teachers, casual part-time teachers, high school students with their parents, and walk-ins. With this year's successful event, the TECC is considering opening up the target audience beyond just educational assistants and substitute teachers, and include high school and university students as well. There have also been recommendations to create break-out sessions catering to pre-service and in-service teachers.

The TECC has also endeavored to expand this event to a neighboring island. The goal this school year was to have an event at Hilo on March 12, 2020. Unfortunately, this event was not possible due to the logistics that would be required. That being said, the TECC is still focused on making another attempt in School Year (SY) 2020-2021.

**Virtual TECC Job Fair on May 13, 2020:** The TECC job fair was virtual this year using the Zoom virtual conferencing platform, organized by Aaron Levine with the help of SPED Recruitment Specialist Janet Kim and staff from the Institute for Teacher Education at the UHM COE. 57 schools participated, and 141 candidates across the various EPPs attended the event. One of the benefits of the event was the ability to include neighbor island schools. 11 neighbor island schools and 22 neighbor island candidates participated. During the virtual job fair, candidates were hired immediately, and some were also conditionally offered jobs with some follow-up required. An in-person and virtual hybrid job fair might be considered next school year. Some neighbor island schools interviewed for the full four hours, with some extending to an additional hour. General comments from these schools about the virtual job were that they were thrilled that this opportunity was created.

**“Be A Hero Be A Teacher” Teacher Recruitment Campaign:** The UH System campaign continues this academic year through a partnership with Hawaii News Now featuring television and digital media spots from November 2019 through July 2020 to address Hawaii's teacher shortage and to create awareness about the rewarding profession of teaching. TV segments included short interviews with key stakeholders such as Senator Michelle Kidani, UH System Education Pathway coordinators and in-service teachers and principals within HIDOE. New email promotions were incorporated into this year's campaign, which produced a high level of interest, proving the addition to be successful. The television network channel plans to continue the campaign during their “Get Akamai Week” in September 2020. For this year's video segments and more information on the Be a Teacher Be a Hero campaign, visit [beaherobeateacher.com](http://beaherobeateacher.com).

### **Other Partners**

Hawai'i P-20 Partnerships for Education presented data to the TECC regarding CTE program concentrator completers. Some of the data included rates of:

- CTE completers entering college;
- Types of degree programs CTE completers are entering into; and
- CTE completers in the Hawaii workforce

Kamehameha Schools presented information to the TECC with the goal of communicating the need that all native Hawaiian keiki must have access to a quality Hawaiian culture-based education. Three major themes were presented: 1) Recruit - Growth in pre-service pipelines; 2) Retain - Improved in-service supports; and 3) Reward - Incentivize Education Careers.

## **2020 Legislative Session**

During this 2020 legislative session, the TECC focused on doing outreach with legislative members to collaborate and share regarding K-12 education issues. Of note, Senator Kidani attended a TECC session and provided valuable insight, and she emphasized the need for HIDOE and TECC to look at CTE programs.

Unfortunately, the 2020 legislative session was cut short due to the COVID-19 pandemic and reconvened on June 22, 2020.

## **Unexpected Challenges and Resiliency**

Finally, the TECC membership had some unexpected challenges in late March 2020 as the Novel Coronavirus (COVID-19) became a pandemic. The pandemic required the closure of HIDOE school campuses and the immediate planning in maintaining student's continuity of learning. There have been a lot of internal HIDOE meetings on implementing distance learning and learning packets to those who may not have electronic access.

The United States Department of Education (USDOE) approved the waiver of assessments. The Hawaii Board of Education (BOE) approved the HIDOE's request to adjust graduation requirements. For students who may not be academically proficient, programs (including potential summer programs) are being devised to help them gain proficiency.

Also, many of the EPPs needed to adjust their field experiences with their current candidates. In nearly all cases, students could no longer report to their field experience site for the rest of the academic year.

Therefore, the UHM asked for a temporary suspension of the 450-hour requirement for supervised clinical experience in student teaching, internship, or residency of teacher candidates in Hawaii SATEPs.

On March 27, 2020, the HTSB approved the following exception to its Hawaii Administrative Rules (HAR) 450-hour clinical experience requirement described in 8-54-19 (5) (A) to allow current student teachers, interns, and residents enrolled in Hawaii SATEPs, who meet all other requirements, to be recommended for licensure.

Despite rapid changes due to the pandemic, school administrators and teacher mentors continued to engage their student teachers using distance learning technology. Where schools could not accommodate students, alternatives are being developed. However, most students are meeting minimum expectations.

Jenkins reported that UHM is being flexible, changing the course syllabus as necessary so that the student teachers can address as much as possible, based on their particular circumstance. They are also using "Teaching Channel" and "Atlas" to implement lessons.

## **School Year 2020-2021**

UHM will be the lead for the SY 2020-2021 TECC meetings. The meeting dates for SY 2020–2021 were determined at the May 14, 2020 meeting. HIDOE has graciously offered its Office of Talent Management at the Dole Cannery as the meeting location.

The 2020-2021 TECC meetings will continue with its focus on gaining a deeper understanding of what each EPP does, and where each fit in the pipeline and begin implementing activities identified in the draft plan with clear designations of responsibility and regular check-ins with the group.

Respectfully submitted,



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Christina M. Kishimoto, EdD  
Superintendent  
Hawaii Department of Education  
TECC 2019-2020 Chair



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Nathan M. Murata, PhD  
Dean, College of Education  
University of Hawaii at Mānoa  
TECC 2019-2020 Co-Chair

Attachments:

- 2019-2020 Meeting Minutes
- TECC Directory 2019–2020
- 2020-2021 Meeting Schedule
- TECC 5-Year Strategic Recruitment Plan Working Draft

2019-2020 Teacher Education Coordinating Committee (TECC) Meeting No. 1  
Department of Education, Office of Talent Management  
650 Iwilei Road, Suite 300, Big Island Conference Room

September 26, 2019, 9:30–11:30 AM

MEETING SUMMARY

**Present:** Nathan Murata/UHM-COE (Chair); Assistant Superintendent Cynthia Covell/Superintendent designee(co-Chair); Meilan Akaka-Manfre/Teach for America; Nezia Azmi/UHM-COE; Diane Barrett/UH Hilo; Lynsey Bow/HI-P20; Kacie Kohen/Chaminade University of Honolulu; Joe Fraser/Kaho’iwai; Dale Fryxell/Chaminade University of Honolulu; Meera Garud/UHM; Lynn Hammonds/HTSB; Violet Harada/UHM; Peggy Hirata/BYUH; Kurt Johnson/BYUH; Noe Kirby/Kaho’iwai; Roger Kiyomura/HPU; Aaron Levine/UHM-COE; Kanani Makaimoku/Kahuwaiola; Jessica Miranda/UHM; Kathleen Nishimura/Chaminade University of Honolulu; Cameron Riverra/UH LCC; RJ Rodriguez/HTSB; Corey Rosenlee/HSTA; Autumn Talebi/Teach Away; Kerry Tom/HIDOE; Stephanie Shipton/Teach for America

I. Welcome & Introductions

1. Superintendent designee Covell (Covell) convened the meeting at 9:30 AM and asked the members to introduce themselves. She also reported that the subject areas of Math and English Language Learners (ELL) has been the Hawaii Department of Education’s (HIDOE) recent focus. She indicated that Assistant Superintendent Donna Lum Kagawa from the Office of Curriculum Instruction and Design will be scheduled to do a presentation on what HIDOE is doing in regards to professional development for Math teachers. Covell also stated that DOE would like to know what Educational Program Providers (EPPs) are doing in terms of pedagogical training in both Math and ELL. Covell stated that Assistant Superintendent Heidi Armstrong will present in the January 2020 meeting regarding ELL.
2. Covell asked the group to list future possible [topics](#) for TECC meetings.

II. Business Items

- A. Review and [Approve TECC Meeting No. 8 Summary](#), May 9, 2019
  1. TECC Meeting No. 8 Summary was approved on September 26, 2019
- B. Review of [2019-2020 meeting dates](#) and location, and proposal to hold future TECC meeting on the Big Island.
  1. The dates and location (HIDOE’s Dole Cannery) is still agreed upon by the TECC group members. The Hawaii Teachers Standards Board stated that they would like to host the February 13, 2020 meeting at the YWCA since they will be offering sessions regarding teacher and cyber ethics. These sessions will be led by Troy Hutchings and Fred Lane.
  2. Co-Chair Murata stated that University of Hawaii at Manoa will take the lead for the 2020 “It’s Great to be a Teacher Event at Leeward Community College

(LCC). Covell asked if a similar event can occur on the Big Island in conjunction with a TECC meeting. Co-Chair Murata indicated that this is a possibility, and perhaps the LCC event will help inform what a Big Island event would look like.

### III. Discussion

#### A. HTSB report

1. Executive Director Lynn Hammonds thanked the EPPs for submitting their annual reports. As noted above, the HTSB will be offering the following sessions regarding teacher and cyber ethics: 1) Feb 12th cyber ethics - Troy/Fred; 2) Feb 13th cyber ethics; 3) Feb 14th -HCC presentation toward students who are exploring the teaching profession
2. RJ Rodriguez reported that the HTSB is working on a project to emphasize the use of Option B. This option could license teachers quicker. RJ reported data as follows: 13 individuals who have received four or more emergency permits; 3,400 have a degree, but no license. HTSB would like to understand why aren't these individuals getting their teaching license. They are working to have a project plan in place by Spring 2020.

#### B. HIDOE report

1. Covell showed the HIDOE promise video.
2. Covell handed out, and provided an overview about school design. She also handed out, and talked about teacher recruitment and retention in relation to HIDOE's strategic plan initiatives.
3. Covell also relayed the following: 1) HIDOE's efforts in creating a new 10-year strategic plan; 2) Strive HI indicators will probably remain a strategic indicator; 3) Teacher Innovation grant - teachers can apply in October. These grants will help support the innovative things teachers want to do in their classroom; 4) The HIDOE Leadership Institute has a new director; 5) HIDOE has is in receipt of a grant from the Wallace foundation to look at the Principal pipeline; 6) Working with the Hawaii State Teachers Association (HSTA) on micro-credentials for teachers.

#### C. Review of [TECC 5-year strategic plan](#)

1. Co-Chair Murata stated that last year the strategic plan initiatives were narrowed from an initial 5 to 3. He stated that the group should work towards initiatives that are measurable and deliverable by the group. He will be working with the Superintendent, Covell, and others to do a deeper dive into the work. He reiterated that his goal is to create a plan of action to implement and measure.
2. There was discussion on the group member make-up for the strategic plan objectives. A member indicated that having a DOE representative may be helpful. The group will be reviewing group member make-up, a [document](#) was created to facilitate this.

3. Covell asked the group to think about Math & ELL as group members review their objectives for this year. A group member asked if SpEd is still important. Covell mentioned that SpEd continues to be important and that the Board of Education (BOE) has established a teacher recruitment and retention workgroup.

D. Latest EPP enrollment/completion & capacity data to review in the context of the TECC 5-year strategic recruitment plan

1. Co-Chair Murata asked the EPPs to provide enrollment and capacity data. UH will review past spreadsheet and send to EPPs to fill in data fields. He indicated that this will help the group with teacher pipeline projections.
2. HTSB is working with EPPs and HIDOE staff to create a website that provides clarity on EPP programs and their various offerings.

E. Overview of [DOE HIDOE 5 Promises Website](#)

1. Covell presented and provided an overview of: [The Power & Promise of Public Education](#). She stated that this presentation was also shown to the BOE on 9-19-2019.

IV. Future Agenda Items

- A. Talk-story with key members of legislature
- B. EPP & DOE pedagogical training in subject Areas: Math, English Language Learners
- C. Career and Technical Education Programs & Teachers
- D. SB341 HD2 "Behavior Analysis"

V. Meeting Adjournment

1. The meeting was adjourned at 11:30 AM.

2019-2020 Teacher Education Coordinating Committee (TECC) Meeting No. 2  
Department of Education, Office of Talent Management  
650 Iwilei Road, Suite 300, Big Island Conference Room

October 24, 2019, 9:30–11:30 AM

MEETING SUMMARY

**Present:** Christina Kishimoto (Chair); Nathan Murata/UHM-COE (Co-Chair); Assistant Superintendent Cynthia Covell/HIDOE; Nezia Azmi/UHM-COE; Jill Baledmor/Teach for America; Diane Barrett/UH Hilo; Joe Fraser/Kaho'iwai; Meera Garud/UHM; Lynn Hammonds/HTSB; Violet Harada/UHM; Mary Heller/UHM-West Oahu; Peggy Hirata/BYUH; Ruth Holmsberg/BYUH; Noelani Iokepa-Guerrero/Kahuawaiola; Christina Keaulana/UH-LCC; Noe Kirby/Kaho'iwai; Roger Kiyomura/HPU; Jonathan Leibowitz/HSTA; Aaron Levine/UHM-COE; Kathleen Nishimura/Chaminade University of Honolulu; Cameron Riverya/UH LCC; RJ Rodriguez/HTSB; Corey Rosenlee/HSTA; Lia Rozmiarek-Held/Teach for America; Autumn Talebi/Teach Away; Kerry Tom/HIDOE

- I. Welcome & Introductions
  1. Chair Kishimoto and Co-Chair Murata opened the TECC meeting at 9:30AM.
- II. Business Items
  - A. Review and Approve [TECC Meeting No. 1 Summary](#), Sept. 26, 2019
    1. TECC Meeting No. 1 Summary was approved on October 24, 2019.
- III. Discussion
  - A. Hawaii Teacher Standards Board (HTSB) report
    1. HTSB reported that there were no new business items at the October 4, 2019, meeting that affect Education Program Providers (EPPs).
    2. HTSB will be hosting a meeting January 2020 with Dr. Lynn Gangone, CEO of the American Association of Colleges of Teacher Education (AACTE).
    3. HTSB reported that ETS is collaborating with the Teaching Channel regarding their PROETHICA professional development program. November 14, HTSB is hosting a meeting with ETS to give updates on new Praxis exams and ProEthica. They will be looking at some pre and post survey data, (potential pilot in Hawaii), they are able to answer questions, model code of ethics for educators feel free to bring people that may have questions for ETS please send to RJ. PROETHICA is a professional development opportunity, it is not a licensure requirement.
    4. HTSB will also be sharing their revised administrative rules on their website.
    5. UHM commented that they are looking to use it as part of their curriculum, and as a tool to engage students in ethics.
    6. Cost? Approximately \$50 HTSB is still seeing if there will be a discount.

7. Cyber ethics night at bishop museum Wednesday during Institute Week feb 12th  
5:30pm -8 pm – Fred Lane

B. Hawaii Department of Education (HIDOE) report

1. Chair Kishimoto stated that HIDOE is in phase three of its' 10-year strategic plan process. The goal is to have the draft reviewed by the BOE in January for approval, and take effect July 1, 2020.
2. Chair Kishimoto stated that HIDOE is recruiting for two key Assistant Superintendents, one in facilities and the other in finance.
3. HIDOE is also modernizing financial systems in partnership with state executive branch agencies. This effort should greatly improve distribution of funds and the strategic based reporting of those funds.
4. HIDOE is also in its' 3<sup>rd</sup> year innovation grant process for teachers. This grant will help teacher's ability to identify ways they can innovate in their classroom
5. Hawaii State Teachers Association (HSTA) working with HIDOE and National Education Association (NEA) to implement teacher micro credentialing

C. [TECC 5-year strategic plan group members adjustments](#)

1. Co-Chair Murata stated that TECC will try to allocate time to collaborate with each other on the TECC plan. Group members might have to do some homework. Co-Chair Murata asked if group members can coordinate among themselves and do some legwork prior to the next TECC meeting.

D. Education Program Provider (EPP) enrollment/completion & capacity data

1. Nezia asked TECC EPP members to please fill out spreadsheet (link in doc folder)

E. HIDOE Math Curriculum Presentation

1. AS Kagawa presented to the TECC membership, "Math Empowerment Through Kakou" HIDOE; Less prescriptive, more dynamic; theory of action inclusive collaborative structures grounded in kakou; then students will develop mathematical capacity and transferring skills to thrive in college-career and community.
2. AS Kagawa notes we have a collective obligation to make sure we look at equity and access issue.
3. Kagawa notes the discourse process for active feedback loop is very important.

4. HIDOE building capacity with “space” and associated actions; math task force; collaborative spaces; student centered coaching; math challenge.
5. Empowering students; conceptual understanding; procedural fluency.
6. TECC members mentioned that what we teach in the methods course does not appear at their school site. It could be helpful to identify exemplary teachers in elementary and secondary schools in order to showcase to student instances where problem solving curriculum is occurring.
7. AS Kagawa stated that schools have the allowance to customize curriculum materials; decision based on school design. There is a math task force/community, which includes EPPs to have continuing conversations.
8. AS Kagawa indicates there are sites that are exceptional, and how do we scale that throughout the system.

F. Talk-story with key members of legislature

1. Chair Kishimoto asked the legislative members if they could share what their perspective is on the upcoming 2020 session. Senator Kidani stated that she has been very busy going to many conferences and visiting schools. Senator Kidani was pleased that HIDOE had teacher talk story sessions on compensation. She stated that she learned a lot from the opinions raised by the teachers. Senator Kidani also mentioned that funding is still a big issue; Hawaii is the only state where the city and county provide no monetary support for education. She is also still working on making 21<sup>st</sup> century schools a reality and looking at underutilized DOE lands; ask county to give title to DOE to all land under schools because when we want to renovate schools it takes a long time.
2. Senior Advisor Michida agrees with Kidani that funding is needed. The largest four programs that make up the general fund expenditure are pensions, healthcare, medicaid, and debt service. A lot goes to salaries as well so how do we generate more revenues? Housing, education, transportation, is probably top 3 concerns in the state.
3. Senior Advisor Michida also stated that the Census 2020 is going to be very important because it is used to determine how the federal dollars are distributed. Hawaii has had about a 68% participation rate. It is hoped that Hawaii has better participation, which could translate to more federal funding. Schools are going to be important to get the word out to participate.
4. LCC asked what are the schools doing to address ELL? Chair Kishimoto responded that a: collaborative USDOE grant to do literacy based work included using bi-literacy to honor the language the students come in with in K-12; ELL is only 7% below the national average in Hawaii.
5. Chair Kishimoto asked, How do we keep the momentum of good conversation going during the legislative session? Senator Kidani stated that the most important thing is the dialogue. As chair of the education committee she can

assist in bill being heard, however others committees are involved. Chair Kishimoto stated that HDOE appreciates all the work that is happening.

6. HSTA asked about school facilities. Trying to understand how funding can be raised. What is the total funds for Capital Improvement Project (CIP) for DOE? Senior Advisor Michida states that the state goes through a bond sale to raise funds.
7. UH asked, moving into the 2020 legislative session what are the top 3 priorities on education? Senator Kidani – elevating teacher salaries is one. AS Covell mentioned school design; career ed tech path, thoughts support? Senator Kidani mentioned that not all kids will go to college, we should embrace Career and Technical Education (CTE) programs – to maximize funding perhaps not every school needs its’ own CTE program, maybe just look at complex areas.
8. Chaminade asked about state loan forgiveness programs; do you think the state would consider? Senator Kidani replied that it is not impossible, but it would better if can find some program to give an endowment to relieve the burden of teachers with loans. At the moment the state has not found the money to do it.

#### IV. Future Agenda Items

- A. Career and Technical Education Programs & Teachers
- B. SB341 HD2 "Behavior Analysis" - draft write up provided
- C. “Its Great to be a Teacher Event (UH Manoa)
- D. Educator Appreciation Day, Nov 2, 2019 ALOHA STADIUM UH vs Fresno State

#### V. Meeting Adjournment

1. The meeting was adjourned at 11:32 AM.

2019-2020 Teacher Education Coordinating Committee (TECC) Meeting No. 3  
Department of Education, Office of Talent Management  
650 Iwilei Road, Suite 300, Big Island Conference Room

November 21, 2019, 9:30–11:30 AM

MEETING SUMMARY

**Present:** Nathan Murata/UHM-COE (Co-Chair); Nezia Azmi/UHM-COE; Jill Baledmor/Teach for America; Diane Barrett/UH Hilo; Kacie Cohen/Chaminade; Dale Fryxell/Chaminade; Meera Garud/UHM; Lynn Hammonds/HTSB; Ruth Holmsberg/BYUH; Noelani Iokepa-Guerrero/Kahuawaiola; Stephanie Kamai/UH-West Oahu; Roger Kiyomura/HPU; Aaron Levine/UHM-COE; Jessica Miranda/UHM; Kathleen Nishimura/Chaminade University of Honolulu; Lia Rozmiarek-Held/Teach for America; Mani Sehgal/HPU; Autumn Talebi/Teach Away; Kerry Tom/HIDOE

- I. Welcome & Introductions
  1. Co-Chair Murata opened the TECC meeting at 9:35 AM.
- II. Business Items
  - A. Review and Approve [TECC Meeting No. 2 Summary](#), Oct. 24, 2019
    1. TECC Meeting No. 2 Summary was approved on November 21, 2019.
- III. Discussion
  - A. Hawaii Teacher Standards Board (HTSB) report
    1. Hammonds reported that there was nothing new to share. Levine asked about the current status of HTSB permitting student teachers. Hammonds reported that their system vendor has not finished that particular module, and if not completed timely, then student teacher permitting would be pushed out to July 2020. Hammonds also indicated that Education Program Providers (EPPs) could use the same program completer list. Levine asked if the permit would be retroactive? Hammonds reports, yes.
  - B. It's Great to be A Teacher Event update
    1. Nezia reported that the event is currently scheduled for January 25, 2020 from morning to noon, at Leeward Community College (LCC). Also, working on a flyer, and looking to do a mailing through the Department of Education (DOE). Will be asking EPPs to share in the cost, which is approximately \$250. Sponsors will be sought again. EPPs will be asked to help get the word out through their respective networks.
    2. Murata asked the group to think about going to Hilo on March 12, 2020 for the TECC meeting. TECC discussion led the group to consider holding a similar It's Great to be A Teacher Event in the afternoon, after the meeting.
  - C. [SB341 HD2 "Behavior Analysis"](#) and [UHM Testimony](#)
    1. Murata relayed to the TECC members to review the bill and University of Hawaii at Manoa - College of Education's (UHM-COE) testimony for the upcoming 2020 Legislative session. UHM-COE is not against the bill, UHM-COE generally supports it. However, UHM-COE would like to modify the language regarding special education teachers. They would like to have special education teachers be exempted and be able to implement behavioral analysis programs, if they are so trained. The law as it is, may allow for a special education teacher to be reported for implementing behavior analysis strategies in their classroom.

- D. Community Engagement & Resources on teacher development/pipeline
    - 1. To be rescheduled.
  - E. Hawaii P-20 - Career and Technical Education (CTE)
    - 1. Ms. Sela Unga [presented data](#) to the TECC regarding Career and Technical Education program concentrator completers. Some of the data included rates of:
      - a) CTE completers entering college;
      - b) Types of degree programs CTE completers are entering into; and
      - c) CTE completers in the Hawaii workforce
  - F. [EPP enrollment/completion & capacity data](#)
    - 1. Murata asked if TECC EPPs can fill the spreadsheet out by next month. TECC members asked how to best fill out, and how do we project numbers. UHM says they thought they could fill out on capacity based on current faculty numbers. Murata says at least try to report an estimate count, do your best on the projection numbers. Other questions arose about Hawaiian immersion teacher demand on this count. Are we looking at just DOE, what about public charter schools (PCS)? TECC members asked that perhaps the PCS commission can share their data.
- IV. Future Agenda Items
- A. March 12, 2020 TECC meeting and TECC It's Great to be a Teacher Event - Hilo
  - B. TECC 5-year strategic plan update
  - C. CTE Education pathways
- V. Meeting Adjournment
- 1. The meeting was adjourned at 11:15 AM.

2019-2020 Teacher Education Coordinating Committee (TECC) Meeting No. 4  
Department of Education, Office of Talent Management  
650 Iwilei Road, Suite 300, Big Island Conference Room

December 19, 2019, 9:30–11:30 AM

MEETING SUMMARY

**Present:** Christina Kishimoto/HIDOE (Chair); Nathan Murata/UHM-COE (Co-Chair); Nezia Azmi/UHM-COE; Diane Barrett/UH Hilo; Cynthia Covell/HIDOE; Dale Fryxell/Chaminade; Meera Garud/UHM; Lynn Hammonds/HTSB; Ruth Holmsberg/BYUH; Jeff Judd/LCC; Stephanie Kama'i/UH-West Oahu; Kurt Johnson/BYU-HI; Roger Kiyomura/HPU; Aaron Levine/UHM-COE; Kathleen Nishimura/Chaminade University of Honolulu; Corey Rosenlee/HSTA; Lia Rozmiarek-Held/Teach for America; Steve Schatz/P-20; Mani Sehgal/HPU; Autumn Talebi/Teach Away; Kerry Tom/HIDOE

- I. Welcome & Introductions
  1. Chair Kishimoto opened the TECC meeting at 9:30 AM.
  2. Announcement: Jeff Judd of Leeward Community College (LCC) is the program coordinator, taking over for Bobbie Martel who recently retired.
- II. Business Items
  - A. Review and Approve [TECC Meeting No. 3 Summary](#), Nov. 21, 2019
    1. TECC Meeting No. 3 Summary was approved on December 19, 2019.
- III. Discussion
  - A. Hawaii Teacher Standards Board (HTSB) report
    1. Hammonds reported that HTSB adopted ProEthica as a professional development program for in-service teachers in regards to the Model Code of Ethics.
    2. Hammonds reported that the Association for Advancing Quality in Educator Preparation (AAQEP) review process, all units should have received information.
    3. Hammonds reported that Chaminade University teacher leader program has been approved.
    4. Hammonds reported that Wayland Baptist University - Hawaii campus submitted a letter of intent to plan and establish a preparation program
    5. Hammonds reported that Teach-Now Graduate School of Education submitted a letter of intent to plan and establish a preparation program in Hawaii
    6. Hammonds reported that a survey was sent to unit leads to get information on preparation process, which is due December 27, 2019
    7. Hammonds stated that HTSB is requesting the legislature to allow HTSB to issue a certificate available for private school teachers. The main purpose is to have candidates be checked against the National Association of State Directors of Teacher Education and Certification (NASDTEC) database.
  - B. HIDOE Report
    1. Kishimoto reported that as of December 1, 2019 the Department of Education (DOE) established a Refer a Friend Program. It is an incentive program for Department employees to recruit qualified teachers to be a part of the team. If the teacher is hired they can earn \$500.

2. Kishimoto reported that the DOE - Office of Hawaiian Education (OHE) is offering entry level Hawaiian language courses for free at the community college. It is currently open for any employee in the DOE.
  3. Kishimoto reported that the recent teacher differential pay is a joint proposal, supported in Governor's budget, and union. A budget request will be forwarded to the 2020 Legislature for their consideration. We must encourage kids to go into teaching. We need to market ourselves holistically and be able to offer young folks opportunity to return home and consider teaching. Murata added that there was a lot of good support at the Board of Education meeting. Murata indicated that this is a major step forward from years of being stagnant. Kishimoto is pleased the University of Hawaii (UH) and the Hawaii State Teachers Association have been big supporters in this effort.
  4. Kishimoto reported a leadership change at the DOE's Office of Facilities and Operations (OFO). An Assistant Superintendent (AS) will be announced shortly and will focus on overhaul work, modernization efforts, job order contracting processing at faster speeds, ensuring through system facility support with DAGS that we have a modernized way of supporting schools.
  5. Kishimoto reported that Donna Lum Kagawa has worked for 30+ years in DOE, and is currently the AS of the Office of Curriculum and Instructional Design (OCID). She is retiring as of December 31, 2019. Alisa Bender, Principal of Hickam Elementary School will be the interim AS for OCID until a permanent successor is found.
  6. Kishimoto reported that the DOE is actively working on the next iteration of the Strategic Plan, and making some efforts to clarify strategies, and then will be gathering further feedback from employees and other stakeholders. Once that is completed the final plan is to be sent to the BOE for final approval.
- C. Feedback on behavioral analysis bill [SB341 HD2 "Behavior Analysis"](#) and [UHM Testimony](#)
1. Murata reported the UH does not oppose SB341 HD2, however UH would like certain language within changed to allow Special Education teachers to do behavior analysis strategies in their classroom without the fear of being reported. UHM will share final draft of bill modifications with the TECC. Hammonds commented that when the bill comes up for a hearing, folks should send testimony "in support" for the proposed changes.
- D. Update on the It's Great to be a Teacher event for Jan 25, 2020
1. Janet and Nezia reported that they continue to work with LCC on finalizing the event. The event may include: 1) Representatives from DOE and Hawaii Association of Independent Schools (HAIS); Catholic schools, and the Public Charter School (PCS) Commission; 2) Teacher speaker panel including the Hawaii State Teacher of the Year; 3) Breakout sessions: a) How to become a teacher b) students from teacher academies; c) Other sessions to share Education Program Provider (EPP) experiences; d) DOE induction and mentoring; e) EPP program offerings; f) scholarship opportunities
  2. Nezia reminded the group to continue getting the word out. Kishimoto stated that DOE can also assist with media coverage through the DOE Communications Office.
  3. Nezia also asked the TECC group if any members have a list of possible sponsors, and to please send it to her so she and Janet can do outreach.

- E. Affirm and confirm March 12, 2020 TECC meeting in Hilo and to also discuss the It's Great to be a Teacher
  - 1. Murata asked UH-Hilo what the current status is on TECC using the facility for the event. UH-Hilo reported that they will not know until January 2020. Kishimoto proposed to the TECC group if Rodney Robinson, a National Teacher of the Year can present at the March 12, 2020 meeting. Mr. Robinson is a fantastic speaker who has worked in a comprehensive school and incarceration setting. He has an amazing story about public education, and how to bring kids hope. Kishimoto will try to see if the date of March 12, 2020 will work for Mr. Robinson. Kishimoto also asked if DOE can we use the TECC name on any invitation, and TECC members agreed it is OK.
- F. [EPP enrollment/completion & capacity data](#)
  - 1. Murata asked if this report can be completed by February 3, 2020. It would be good to have this data to share with legislators and others so they know what the capacity of EPPs are. The initial goal is to update the data at least on an annual basis.

#### IV. Future Agenda Items

- A. Career and Technical Education Programs & Teachers
- B. March 12 2020 TECC meeting and TECC It's Great to be a Teacher Event - Hilo
- C. TECC 5-year Strategic plan update

#### V. Meeting Adjournment

- 1. The meeting was adjourned at 10:33 AM.

2019-2020 Teacher Education Coordinating Committee (TECC) Meeting No. 5  
Department of Education, Office of Talent Management  
650 Iwilei Road, Suite 300, Big Island Conference Room

January 9, 2020, 9:30–11:30 AM

MEETING SUMMARY

**Present:** Christina Kishimoto/HIDOE (Chair); Nathan Murata/UHM-COE (Co-Chair); Nezia Azmi/UHM-COE; Diane Barrett/UH Hilo; Kacie Cohen/Chaminade; Cynthia Covell/HIDOE; Mary Heller UH-West Oahu; Peggy Hirata/BYUH; Ruth Holmsberg/BYUH; Kurt Johnson/BYUH; Jeff Judd/LCC; Roger Kiyomura/HPU; Aaron Levine/UHM-COE; Kathleen Nishimura/Chaminade; RJ Rodriguez/HTSB; Ian Okamoto/Teach for America; Steve Schatz/P-20; Autumn Talebi/Teach Away; Kerry Tom/HIDOE

- I. Welcome & Introductions
  1. Co-Chair Murata opened the TECC meeting at 9:33 AM.
- II. Business Items
  - A. Review and Approve TECC Meeting No. 4 Summary, Dec. 19, 2019
    1. The minutes have been approved on January 9, 2020.
- III. Discussion
  - A. Hawaii Teachers Standards Board (HTSB) report
    1. RJ from HTSB reported that the student teaching permit is now live. In the next week HTSB will send out additional details. The permit is valid for one school year, expiring June 30th of that year.
    2. RJ from HTSB reported that HTSB is offering to host the February 13, 2020 meeting at YWCA - Cafe Julia. Topics under consideration is a talk story session with legislators, and the model code of ethics training. The TECC Chairs agreed that having the meeting there is OK.
    3. RJ from HTSB reported there are no new New Business Items (NBIs) to report.
    4. RJ from HTSB reported that memos will be going out regarding how to apply for special education and Hawaiian Immersion fields.
  - B. HIDOE report
    1. Kishimoto reported there is scheduled a February 6, 2020 Board of Education (BOE) meeting regarding the Department of Education's (Department) 2030 promise plan.
    2. Kishimoto reported that the Department is still working with the National Teacher of the Year to come to an upcoming TECC meeting.
    3. Covell reported that Scholfield Island Palms is opening up their excess housing for teachers. There are a range of two to three bedroom homes that can be rented. Use of some facilities of the base is included, for example a dog park and playground.
  - C. Final Behavior Analysis letter
    1. Murata thanked the TECC members for their input. The TECC letterhead will be used, and sent as legislative testimony. Covell asked if the testimony can be shared with the Special Education Advisory Council. Murata said, yes.
  - D. Hawaii TECC Teacher Job Fair

1. Levine reported the job fair is currently scheduled on Wednesday, May 13, 2020 in the early evening at Waipahu High School from 4-8PM.
- E. Update and check-in on the It's Great to be A Teacher event
1. Azmi reported there were currently 23 signups. The Department is sending the flyers out through its network. Break out sessions to include: teachers currently in Education Program Provider (EPP) programs where they can talk about their current positive experiences; embed high school students; and reach out to teacher academies.
- F. 2020 Legislative Session Sharing
1. Murata reported that Maui Community College is interested in starting their own EPP program. Legislation may be introduced to put together a task force, which will probably include the Department as a collaborative partner.
  2. Heller reported that legislators are making inquiries regarding university faculty teaching loads.
  3. Schatz reported that there is no current legislation impacting P-20. Schatz commented that expanding the scholarship program throughout the university system could expand the teacher pipeline. Kishimoto asked, "How do we align the scholarship programs to our shortage subject areas?" "If we can guarantee scholarships, for example for candidates willing to work in geographic hard to staff locations (e.g. Lanai, Molokai, etc), and maybe having them commit to work in the Department for at least 5 years." Kishimoto also asked, "Can the scholarship program work with the promise scholarship plan?" "Does this go beyond the university system, or can the scholarship be used outside of the university system?" Johnson reported that in Utah their scholarship teaching program cover special needs areas.
  4. RJ htsb, talking with HAIS teacher credential for private school teachers; private school teachers do not need a license; LCC (Jeff) hiring 5 tenured track positions 3 sped 1 ast 1 cte application is open. EA pipeline nanakuli pilot taking 15 EA from nanakuli and now will have AST and on track to be SPED teachers asking legfor funding to repliate model
- G. Community Engagement & Resources on teacher development/pipeline
1. Noa from Kamehameha Schools conducted a presentation. The goal of the presentation was to communicate the need that all native Hawaiian keiki have access to a quality Hawaiian culture based education. Three major outcomes were reported: 1) Recruit - Growth in pre-service pipelines; 2) Retain - Improved in-service supports; and 3) Reward - Incentivize Education Careers.
- H. HODOE Leadership Institute - Teacher Development Network Opportunity
1. Kishimoto introduced Mr. Ed Noh. Mr. Noh is the Director of the Department's Leadership Institute; Teacher Induction and Mentoring; Teacher Leader Academy; Teacher Fellows; Principal Certification; New Principal academy; and the Aspirant Complex Area Superintendent program. Mr. Noh introduced Sarah Javanauh and Emily Davis from Pennsylvania. Noh introduced Carolynn and Keri who are specialists for the Department's Teacher Induction Center. Carolyn provided an update on the Department's induction and mentoring program, and also shared an opportunity to develop better alignment and productive partnershps between the Department and Hawaii EPPs. Keri provided updates on: the special education mentor pilot and data collection; learning zone and statewide induction survey; standards of mentoring practice; mentor

compensation; participation in the great to be a teacher event; update teacher induction programs standards.

2. Emily Davis, founder of the Teacher development network reported that she collaborates with educational organizations to better leverage their own systems of student teaching, mentoring, and coaching to ensure all kids have access to great teachers.
3. Sarah Kavanaugh reported that she does research on preservice education, studying how best to optimize and prepare teachers. Also thinking about systems of preparation in states. Kavanaugh reported that she focuses on field placement to enhance teacher recruitment retention and quality.
4. Noh concluded the presentation by asking the TECC group to help with answering some discussion questions. They will also be sending a google survey for input

I. Future Agenda Items

1. Career and Technical Education Programs & Teachers
2. March 12 2020 TECC meeting and TECC It's Great to be aTeacher Event - Hilo
3. TECC 5-year Strategic plan update
4. Teacher Development Network

J. Meeting Adjournment

1. The meeting was adjourned at 11:30 AM.

2019-2020 Teacher Education Coordinating Committee (TECC) Meeting No. 6  
YWCA (Downtown Honolulu)

Elizabeth Fuller Hall  
1040 Richards St, Honolulu, HI 96813

February 13, 2020, 10:00–12:00 PM

MEETING SUMMARY

**Present:** Christina Kishimoto/HIDOE (Chair); Nathan Murata/UHM-COE (Co-Chair); Nezia Azmi/UHM-COE; Kacie Cohen/Chaminade; Cynthia Covell/HIDOE; Alyson Emerick/TFA; Dale Fryxell/Chaminade; Meera Garud/UHM; Lynn Hammonds/HTSB; Violet Harada/UHM; Mary Heller UH-West Oahu; Peggy Hirata/BYUH; Ruth Holmsberg/BYUH; Kurt Johnson/BYUH; Jeff Judd/LCC; Christina Keaulana/UH-LCC; Roger Kiyomura/HPU; Aaron Levine/UHM-COE; Jessica Miranda/UHM; Kathleen Nishimura/Chaminade; Cameron Riverra/UH-LCC; RJ Rodriguez/HTSB; Mani Sehgal/HPU; Autumn Talebi/Teach Away; Kerry Tom/HIDOE; Heidi Armstrong/HIDOE

- I. Welcome & Introductions
  1. Co-Chair Murata opened the TECC meeting at 10:04 AM.
- II. Business Items
  - A. Review and Approve [TECC Meeting No. 5 Summary](#)
    1. The minutes have been approved on February 13, 2020.
- III. Discussion
  - A. Hawaii Teachers Standards Board (HTSB) report
    1. Hammonds reports the addition of the following new license fields: Geometry 6-12. New levels for existing fields: Science Technology Engineering Mathematics (STEM) - new level of K-12; SPED Blind/Visually Impaired - new level of P-12
    2. Hammonds also reported the NEA Ethics Micro credential for use by Hawaii pre-service and in-service educators to develop an awareness and understanding of educator ethics and ethical dilemmas in daily teaching practice.
  - B. HIDOE report
    1. Kishimoto reports the 2030 promise plan is going to be posted on the Board of Education (BOE) website. Feedback from BOE will be obtained, and then the plan will be posted on the Department of Education (HIDOE) main website. A partnership with HIDOE and individuals from the private sector will assist in communicating the rollout of the 2030 Promise Plan. Highlights of the plan will include: 1) computer science; 2) biliteracy work; 3) go from 14 to 17 strategic measures; and 4) college and career readiness. HIDOE plans to establish advisory committees surrounding each promise, and each promise will have a data dashboard.
    2. Kishimoto reports that there is 2020 legislation that has been proposed regarding teacher pay. Currently the legislature is proposing funding \$25M towards that effort. Murata commented that he is pleased that the HIDOE is leading and supporting changes in teacher pay.
    3. Kishimoto reported that the HIDOE teacher compensation study is completed.
    4. Kishimoto reported that the legislature has proposed legislation that, if passed, establishes the School Facilities Agency to be responsible for all public school

development, planning, and construction, related to capital improvement projects assigned by the Legislature, Governor, or Board of Education..

5. Kishimoto reported that the Governor and legislature are exploring expanding preschool opportunities.
- C. HIDOE English Language Learner (ELL) Presentation
1. Armstrong presented to the TECC membership regarding ELLs.
  2. Following the presentation Kishimoto commented that data indicates that bilingual students often outperform their monolingual peers.
  3. Talebi asked if ELL teachers are hireable? Armstrong reported in the affirmative that ELL teachers are needed and hireable.
  4. Kishimoto also commented that it is important to understand the student's academic capacity at that grade level in their native language. Armstrong stated that HODOE uses formative assessments like "iReady" to assess a student's academic level. Armstrong stated that it is important to determine if lack of academic progress is due to a language barrier, or actually due to a learning disability. Armstrong also stated that HODOE is trying to implement a biliteracy program at schools. Part of that work is finding schools who are willing to implement the program, and then support them by making sure they have the necessary tools and curriculum appropriate to that language.
- D. Update on Jan 25 It's Great to be A Teacher (IGTBAT) & Big Island IGTBAT
1. Azmi reports the IGTBAT was a huge success. The cost of the IGTBAT was approximately \$3,700. Many of the attendees were substitute teachers, casual part-time teachers, high school students with their parents, and walk-ins. Prior to the event marketing activities included: an e-mail campaign; a Hawaii News Now segment with a wrap around banner to help increase awareness.
  2. Azmi also reported that she and Janet Kim will send individual names to the various Education Program Providers for follow up.
  3. The next IGTBAT is being proposed to be held on March 12, 2020 at University of Hawaii - Hilo.
  4. Azmi also is reminding TECC members to share your teacher pipeline data.
- E. Fred Lane "Cybertraps for educators and the connection to educator ethics" presentation
1. "Teaching Cyberethics to Prospective Teachers"
  2. Be aware of the NASDTEC - Model Code of Ethic for Educators (June 2015)
  3. Having students understand the distinctions between person, private and professional; knowledge is not necessarily wisdom when using technology
  4. Challenges to cyberethics
- F. Future Agenda Items
1. Career and Technical Education Programs & Teachers
  2. March 12 2020 TECC meeting and TECC It's Great to be aTeacher Event - Hilo
  3. TECC 5-year Strategic plan update
  4. Teacher Development Network
- G. Meeting Adjournment
1. The meeting was adjourned at 11:51 AM

2019-2020 Teacher Education Coordinating Committee (TECC) Meeting No. 8  
via CiscoWebEx

April 9, 2020, 9:30–11:30 AM

MEETING SUMMARY

**Present:** Nathan Murata/UHM-COE (Co-Chair); Nezia Azmi/UHM-COE; Diane Barrett/UH-Hilo; Kacie Cohen/Chaminade; Cynthia Covell/HIDOE; Alyson Emrick/TFA; Dale Fryxell/Chaminade; Meera Garud/UHM; Lynn Hammonds/HTSB; Violet Harada/UHM; Mary Heller UH-West Oahu; Peggy Hirata/BYUH; Ruth Holmsberg/BYUH; Jeff Judd/LCC; Christina Keaulana/UH-LCC; Roger Kiyomura/HPU; Aaron Levine/UHM-COE; Jessica Miranda/UHM; Kathleen Nishimura/Chaminade; B. Noelani Iokepa-Guerrero/UH-Hilo; Cameron Riverra/UH-LCC; RJ Rodriguez/HTSB; Mani Sehgal/HPU; Autumn Talebi/Teach Away; Kerry Tom/HIDOE;

- I. Welcome & Introductions
  1. Co-Chair Murata opened the TECC meeting at 9:30 AM.
- II. Business Items
  - A. Review and Approve TECC minutes
    1. No minutes to approve as the March 12, 2020 TECC Meeting No. 7 was cancelled.
- III. Discussion
  - A. Hawaii Teachers Standards Board (HTSB) report
    1. Two new positions: one to focus on professional fitness of teachers, and the other will focus on supporting Education Program Providers (EPPs).
    2. Educational Testing Service (ETS) is very close to allowing individuals to take the PRAXIS at an offsite location if a testing center is closed. ETS plans to have a webinar to answer any questions.
  - B. HIDOE report
    1. Covell reported that the Superintendent has been attending a state superintendent forum to share ideas and thoughts on dealing with the impact of COVID-19 on student learning and educational operations.
    2. Covell reported that she attends a state human resource group, learning about which human resource rules apply, and addressing the new COVID-19 federal leave act.
    3. Covell reported that DOE is trying to maintain student's continuity of learning. There have been a lot of internal DOE meetings on implementing distance learning, and learning packets to those who may not have electronic access.
    4. Covell reported that the DOE has opened 29 "Grab n Go" feeding sites, which has grown to over 50 feeding sites.
    5. Covell reported that the United States Department of Education (USDOE) approved the waiver of assessments.
    6. Covell reported that the Hawaii Board of Education (BOE) approved the Department's request to adjust graduation requirements. HIDOE would like to use 3rd quarter grades to assess graduation eligibility. Those students who may not be academically proficient; programs (including potential summer programs)

are being devised to help them gain proficiency. Currently no final decision on graduation ceremonies, further conversations are occurring.

7. Covell reported that the state council on revenues reduced the projected growth of the Hawaii economy, therefore state agency budgets are expected to be impacted.
  8. Murata stated that he was appreciative and commends the Department's efforts to address the student's basic needs with this Grab n Go meal program. Covell thanked Murata for his comments.
  9. Covell reported that the Department also has an agreement with UH Nursing School and the Keiki Nurse Program to set up a hotline for students and their families. Students and their families will be able to call for support.
  10. Murata asked about a news report that the Department will not open schools until there have been no COVID-19 cases for at least 4 weeks. Covell stated that she has heard about the news report, but a final decision has not been made. Further discussion will be required.
  11. Barrett asked if employee background check services on the big island were suspended. Tom stated for her to continue working with the big island office. Tom will also reach out to the state specialist to determine an alternative plan.
- C. Sharing of current impact of COVID-19 related to Education Program Providers (EPPs); EPP completers EPP student teachers
1. Murata reported on the student teachers going through their field experience. They informed all field placed students that they will no longer be reporting to their field experience site for the rest of the academic year.
  2. Murata also reported that the University of Hawaii at Manoa (UHM) asked for a temporary suspension of the 450 hour requirement for supervised clinical experience in student teaching, internship, or residency of teacher candidates in Hawaii State Approved Teacher Education Programs. The HTSB approved this request on March 27, 2020.
  3. Murata reported UHM surveyed school administrators if they were willing to engage their student teachers both clinical and the field. Survey revealed that the field experiences varied, but many of the student teachers were still engaged with their mentors, and assisting with distance instruction. Where schools could not accommodate alternatives are being developed. However, most students are meeting minimum expectations. Those students that are not meeting will be addressed as appropriate.
  4. Murata asked if any other EPPs are doing something similar or different. Kamae from UH West Oahu (UH-WO) shared that they have met their candidates once a week. They surveyed their mentors, and many of the mentors were still willing to continue engaging with their student teachers. And although UH-WO is appreciative that the HTSB has temporarily suspended the 450 hour requirement UH-WO is still trying to hold to the regular standard, but being creative in their instructional methods. Heller from UH-WO thanked Kamae for their work with their student teachers. Heller also reported that their faculty began coming up with alternative ideas to address lesson planning.

5. Jenkins reported that UHM is also being flexible, changing the course syllabus as necessary so that the student teachers can address as much as possible based on their particular circumstance. They are also using “Teaching Channel” and “Atlas” to implement lessons.

D. UH-Manoa Virtual TECC Job Fair: May 13, 2020: 4-8 PM

1. Levine reported that it is unlikely that there will be a face-to-face job fair. Instead, the fair will be via Zoom. Every school and/or administrator will have their own breakout room. UHM tech folks feel that this is very doable, and a tentative plan is in place. Heller stated that she felt this is an outstanding idea. Kiyomura also stated that this was a great idea. Levine will be surveying the Department and EPPs participation.

E. Future Agenda Items

1. Murata reported that he will coordinate with the Superintendent to plan for the last TECC meeting in May, and also plan for next school year as UHM takes the TECC Chair role in SY 20-21. Currently, the plan is to revisit some of the following items:
  - a) Career and Technical Education Programs & Teachers
  - b) TECC It’s Great to be a Teacher Event - Hilo
  - c) TECC 5-year Strategic plan update
  - d) Teacher Development Network
2. Azmi stated a few comments that TECC has worked on many of the objectives in the strategic plan and reporting it, primarily on the recruiting side. The most recent *Be a hero and Be A Teacher* campaign segment which was recorded right before the COVID-19. It focused on a Farrington high school teacher who is a filipino immigrant, which dovetailed nicely with DOE’s newest international recruitment initiative. The April segment will be focusing on distance learning. Other media entities seem interested in telling positive education teachers or teacher candidates in this current situation let Azmi know, Azmi has a running list of possible features.
3. Azmi commented that for those who are tech savvy it is easier to telework, but she asked what is the percentage of DOE students who have internet access, or who do not have access? What about EPPs? Are there folks who have difficulty participating in this way? Covell reported they did a survey with Principals, and it appears the technology is mostly available, and remarkably most HIDOE workers are able to access the internet. Covell reported that there are instances where individuals do not have access. HIDOE is waiting to get numbers back in from schools.
4. Murata asked if the start date for teachers has changed? Covell reported that the start date is under discussion, and to be determined.
5. Covell asked if the EPP data collection was completed. Azmi reported that she will resend the link for EPPs to finish inputting their data. Covell also reported the HIDOE employment report will be posted online.

F. Meeting Adjournment

1. The meeting was adjourned at 10:40 AM

2019-2020 Teacher Education Coordinating Committee (TECC) Meeting No. 9  
via CiscoWebEx

May 14, 2020, 9:30–11:30 AM

MEETING SUMMARY

**Present:** Nathan Murata/UHM-COE (Co-Chair); Nezia Azmi/UHM-COE; Diane Barrett/UH-Hilo; Kacie Cohen/Chaminade; Cynthia Covell/HIDOE; Alyson Emerick/TFA; Dale Fryxell/Chaminade; Meera Garud/UHM; Lynn Hammonds/HTSB; Violet Harada/UHM; Sungti Hsu/HTSB; Mary Heller UH-West Oahu; Noelani Iokepa-Guerrero/UH-Hilo; Peggy Hirata/BYUH; Ruth Holmsberg/BYUH; Kurt Johnson/BYUH; Jeff Judd/LCC; Janet Kim/UHM; Noe Kirby/ Kaho’iwai; Roger Kiyomura/HPU; Jonathan Leibowitz/HSTA; Aaron Levine/UHM-COE; Jessica Miranda/UHM; Kathleen Nishimura/Chaminade; RJ Rodriguez/HTSB; Stephen Schatz/P-20; Autumn Talebi/Teach Away; Joe Trimarche/UoP; Kerry Tom/HIDOE;

- I. Welcome & Introductions
  1. Co-Chair Murata opened the TECC meeting at 9:30 AM.
- II. Business Items
  - A. Review and Approve [TECC Meeting No. 8 Summary](#)
    1. The minutes have been approved on May 14, 2020.
- III. Discussion
  - A. Hawaii Teachers Standards Board (HTSB) report
    1. Hammonds introduced a new HTSB Specialist, Mr. Sungti Hsu. Mr. Hsu will be working closely with Educational Program Providers (EPPs) regarding standards and testing.
    2. Hammonds also informally introduced Ms. Felicia Villabos. Ms. Villabos will work with EPPs on accreditation matters beginning June 1, 2020. Ms. Villabos will attend the September 2020 meeting to be formally introduced.
    3. Hammonds reminded EPPs that the HTSB approved a waiver to the 450 hours of student teaching/internship requirement as long as EPP program completers meet the appropriate competencies, and EPPs recommend the candidate for licensure.
    4. Hammonds also reported that they are aware of emergency hires who are reaching their final third year of employment this school year. HTSB is requesting the Governor grant a temporary waiver to certain Hawaii Revised Statutes and Hawaii Administrative Rules to allow an extension for those individuals who may not be able to complete their program. HTSB is hoping the Governor will approve this request, since it is about 60 people.
    5. Mr. Hsu reported that the Title 2 Institution and Program Report Card (IPRC) report customarily due at the end of April, is now changed to May 29th, so please let your IPRC coordinator know.
  - B. HIDOE report
    1. Covell reported on the behalf of the Superintendent. Covell stated that this was a successful TECC year, which covered a lot of great topics. She added that with Murata chairing TECC next school year, that if EPPs have ideas on topics please let us know. Covell thanked all the TECC members for their participation and feedback.

2. Covell also asked TECC to think about how we are going to prioritize activities in the 5-year recruitment and retention strategic plan. She stated that we have to revisit it, to see if it still meets our needs especially in the current environment of COVID-19.
3. Covell reported that HIDOE schools closed on Mar 23, 2020. They are staying closed until May 28, 2020 for students and May 29, 2020 for teachers.
4. Covell reported that feeding sites will continue into the summer.
5. Covell reported that 20 schools will be doing some kind of distance learning for summer schools. The Department is also putting together a summer program called “learning hubs” to reach the most vulnerable students. The program will run either on June 8, 2020 or June 15, 2020 for 4 weeks at certain schools.
6. Covell reported that the HIDOE is doing long range planning for next school year, due to this new environment.
7. A TECC member asked about the Extended School Year (ESY) for special education students, and Covell reported that it will be part of the learning hubs: one for special education, english language learners, homeless, and alternative learning center students. Covell reported that the HIDOE is still trying to figure out how they will work, either face to face and/or distance learning.
8. Covell reported that the summer institute for upcoming administrator candidates, they had 59 Vice-Principals going through first year, and it is being conducted virtually.
9. Covell reported that the annual HIDOE Superintendent conference will also be virtual in July 2020. She noted that the 2030 promise plan is still the DOE’s main guidance strategic plan.

C. TECC Job Fair Report

1. Levine reported that the TECC job fair was virtual this year using the Zoom virtual conferencing platform. There were 57 schools that participated. 141 candidates across the various EPPs attended the event. One of the benefits of the event was the ability to include the neighbor island schools. There were 11 outer island schools that participated. There were 22 neighbor island candidates that participated. During the virtual job fair candidates were hired immediately, and some were also conditionally offered with some follow up required. In the future, perhaps some in-person and virtual hybrid might be considered next school year.
2. Kim reported that she helped moderate the neighbor island breakout room. Some neighbor island schools interviewed for the full 4 hours, with some extending to an additional hour. General comments from these schools about the virtual job was that they were thrilled that this opportunity was created.

D. Planning for next school year

1. [Proposed TECC meeting schedule SY 20-21](#)
2. [TECC 5-year Strategic plan](#)
  - a) [Strategic plan group members](#) (update? all good?)
    - (1) Murata stated that if time is available that perhaps during the summer a smaller group can revisit the plan and do a pulse check. The goal next school year is to see where we left off because although not formally documented the group has probably completed some of the activities. We need to revisit

and continue to get some concrete items completed and/or measurable outcomes.

3. [TECC Pipeline Data](#)

- a) Azmi reported that most EPPs entered their pipeline data. For those who didn't have the time to enter in the data to please enter in the data when they have a moment during the summer.

4. Career and Technical Education Programs & Teachers

- a) Murata reported that further conversations should occur, and also be broadened to other content areas such as early learning and Hawaiian immersion.

5. Plan for future TECC It's Great to be a Teacher Event

- a) Azmi reported that this is an important event, and even if the event is virtual, or a hybrid of in-person and virtual, the TECC should still conduct one for the school year 2020-2021.

E. Meeting Adjournment

- 1. The meeting was adjourned at 10:15 AM.

2019-2020 TECC Membership & Attendance Record Template

Last Name	First Name	Title	Unit	Institution	TECC Membership	Email
<b>Akaka-Manfre</b>	Meilan	Managing Director, Alumni Network	Teach for America	Teach For America	<b>Other attendee / Interested party</b>	
<b>Alencastre</b>	Makalapua	Associate Professor, Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language	UH - Hilo	Kahuawaiola	<b>Other attendee / Interested party</b>	kaawa@hawaii.edu
<b>Asselstine</b>	Shane	President	Hawai'i Society for Technology in Education	Hawai'i Society for Technology in Education	<b>Other attendee / Interested party</b>	sasselstine@hste.org
<b>Azmi</b>	Nezia	Assistant to the Dean	College of Education	University of Hawai'i - Mānoa	<b>Guest / Assistant to COE Dean</b>	azti@hawaii.edu
<b>Baldemor</b>	Jill	Executive Director, Hawai'i	Teach For America	Teach For America	<b>Member</b>	jill.baldemor@teachforamerica.org
<b>Barrett</b>	Diane	Professor and Director	School of Education	University of Hawai'i - Hilo	<b>Member</b>	barrett9@hawaii.edu
<b>Bow</b>	Lynsey	Counseling Program Manager	Hawai'i P-20 Partnerships for Education, University of Hawai'i	Hawai'i P-20 Partnerships for Education, University of Hawai'i	<b>Other attendee / Interested party</b>	lynseyb@hawaii.edu
<b>Cohen</b>	Kacie	Director, School Counseling Internship	School of Education and Behavioral Sciences	Chaminade University of Honolulu	<b>Other attendee / Interested party</b>	kacie.cohen@chaminade.edu
<b>Covell</b>	Cynthia	<b>Assistant Superintendent / Proxy for TECC 2019-2020 Chair Kishimoto</b>	<b>Office of Talent Management</b>	<b>HIDOE</b>	<b>Other attendee / Interested party / Proxy for Member Kishimoto</b>	Cynthia.Covell@k12.hi.us
<b>Emrick</b>	Alyson	Director, Pre-Service and Alternative Route to Credential	Teach For America	Teach For America	<b>Other attendee / Interested party</b>	alyson.emrick@teachforamerica.org
<b>Feistritz</b>	Emily	President and CEO	Teach Now	Teach Now	<b>Member</b>	emilyf@teach-now.edu
<b>Fraser</b>	Joe	Director	Kaho'iwai, c/o Kanu O Ka 'Aina Learning Ohana (KALO)	Kaho'iwai, c/o Kanu O Ka 'Aina Learning Ohana (KALO)	<b>Member</b>	joef@kalo.org
<b>Frey</b>	Rene	President	Teach Away	Teach Away	<b>Member</b>	rene@teachaway.com

2019-2020 TECC Membership & Attendance Record Template

<b>Fryxell</b>	<b>Dale</b>	Dean	School of Education and Behavioral Sciences	Chaminade University of Honolulu	<b>Member</b>	dfryxell@chaminade.edu
<b>Garud</b>	<b>Meera</b>	Instructor	Information & Computer Sciences Department, UH Mānoa	Information & Computer Sciences Department, UH Mānoa	<b>Appointee</b>	meera@hawaii.edu
<b>Green</b>	<b>Renee</b>	Director, Academic Affairs	University of Phoenix	University of Phoenix	<b>Member</b>	Renee.Green@phoenix.edu
<b>Hammonds</b>	<b>Lynn</b>	Executive Director	Hawai'i Teacher Standards Board	Hawai'i Teacher Standards Board	<b>Member</b>	Lynn.Hammonds@hawaii.gov
<b>Harada</b>	<b>Violet</b>	Professor Emerita	Information & Computer Sciences Department, UH Mānoa	Information & Computer Sciences Department, UH Mānoa	<b>Other attendee / Interested party</b>	vharada@hawaii.edu
<b>Heller</b>	<b>Mary</b>	Chair	Division of Education	University of Hawai'i - West O'ahu	<b>Member</b>	mfheller@hawaii.edu
<b>Hirata</b>	<b>Peggy</b>	Field Services Coordinator	Brigham Young University - Hawai'i	Brigham Young University - Hawai'i	<b>Other attendee / Interested party</b>	hiratap@byuh.edu
<b>Holmberg</b>	<b>Ruth</b>	??	Brigham Young University - Hawai'i	Brigham Young University - Hawai'i	Brigham Young University - Hawai'i	ruth.holmberg@byuh.edu
<b>Huber</b>	<b>Dianne</b>	President	iteachHAWAII	iteachHAWAII	<b>Member</b>	diann.huber@iteach.net
<b>Hsu</b>	<b>Sungti</b>			Hawaii Teacher Standards Board		
<b>Ichida</b>	<b>Brian</b>	Coordinator, Alternative Certification for CTE Licensure Program	Teacher Education Program	University of Hawai'i - Leeward Community College	<b>Other attendee / Interested party</b>	ichida@hawaii.edu
<b>Iokepa-Guerrero</b>	<b>Noelani</b>	Faculty, Associate Professor	Kahuawaiola Indigenous Teacher Education Program	University of Hawai'i - Hilo	<b>Member</b>	bjiokepa@hawaii.edu
<b>Jenkins</b>	<b>Amelia</b>	Interim Associate Dean for Academic Affairs	College of Education	University of Hawai'i - Mānoa	<b>Member</b>	amelia@hawaii.edu

2019-2020 TECC Membership & Attendance Record Template

<b>Johnson</b>	<b>Kurt</b>	Program Chair	Teacher Education	Brigham Young University - Hawai'i	<b>Member</b>	kurt.johnson@byuh.edu
<b>Judd</b>	<b>Jeff</b>	Program Coordinator	Teacher Education	University of Hawai'i - Leeward Community College	<b>Member</b>	jjudd@hawaii.edu
<b>Kamai</b>	<b>Stephanie</b>	Director of Field Experience	University of Hawai'i West O'ahu	University of Hawai'i - West O'ahu	<b>Other attendee / Interested party</b>	shkamai@hawaii.edu
<b>Keaulana</b>	<b>Christina</b>	Coordinator, Special Education Program	Teacher Education Program	University of Hawai'i - Leeward Community College	<b>Appointee</b>	ctk8@hawaii.edu
<b>Kim</b>	<b>Janet</b>	SPED Recruitment Specialist	College of Education	University of Hawai'i - Mānoa	<b>Other attendee / Interested party</b>	janetmc@hawaii.edu
<b>Kirby</b>	<b>Noekeonaona</b>	Program Manager	Kaho'iwai, c/o Kanu O Ka 'Aina Learning Ohana (KALO)	Kaho'iwai, c/o Kanu O Ka 'Aina Learning Ohana (KALO)	<b>Member</b>	noekr@kalo.org
<b>Kishimoto</b>	<b>Christina</b>	<b>Superintendent; 2019-2020 TECC Chair</b>	<b>HIDOE</b>	<b>HIDOE</b>	<b>Member</b>	christina.kishimoto@k12.hi.us
<b>Kiyomura</b>	<b>Roger</b>	Director	School of Education	Hawai'i Pacific University	<b>Member</b>	rkiyomura@hpu.edu
<b>Leibowitz</b>	<b>Jonathan</b>	Student Program Coordinator	Hawai'i State Teachers Association	Hawai'i State Teachers Association	<b>Other attendee / Interested party</b>	jleibowitz@hsta.org
<b>Levine</b>	<b>Aaron</b>	Partnership & Placement Coordinator	College of Education	University of Hawai'i - Mānoa	<b>Other attendee / Interested party</b>	alevine@hawaii.edu
<b>Māka'imoku</b>	<b>Kanani</b>		UH - Hilo	Kahuawaiola	<b>Other attendee / Interested party</b>	kaawa@hawaii.edu
<b>Miranda</b>	<b>Jessica</b>	Director of Assessment, Accreditation, and Accountability	College of Education	University of Hawai'i - Mānoa	<b>Other attendee / Interested party</b>	wellsjes@hawaii.edu
<b>Miyamura</b>	<b>Kelly</b>	<b>Pathways Strategy Director</b>	Hawai'i P-20 Partnerships for Education, University of Hawai'i	Hawai'i P-20 Partnerships for Education, University of Hawai'i	<b>Other attendee / Interested party</b>	kellymjm@hawaii.edu

2019-2020 TECC Membership & Attendance Record Template

<b>Murata</b>	<b>Nathan</b>	<b>Dean; 2019-2020 TECC Co-Chair</b>	<b>College of Education</b>	<b>University of Hawai'i - Mānoa</b>	<b>Member</b>	nmurata@hawaii.edu
<b>Nishimura</b>	<b>Kathleen</b>	Director of Field Services	School of Education and Behavioral Sciences	Chaminade University of Honolulu	<b>Other attendee / Interested party</b>	kathleen.nishimura@chaminade.edu
<b>Riverra</b>	<b>Cameron</b>	Academic Advisor / Student Support Specialist	Teacher Education Program	University of Hawai'i - Leeward Community College	<b>Other attendee / Interested party</b>	cameronr@hawaii.edu
<b>Rodriguez</b>	<b>RJ</b>	Licensing Specialist	Hawai'i Teacher Standards Board	Hawai'i Teacher Standards Board	<b>Other attendee / Interested party</b>	raymond.rodriguez@hawaii.gov
<b>Rosenlee</b>	<b>Corey</b>	President	Hawai'i State Teachers Association	Hawai'i State Teachers Association	<b>Other attendee / Interested party</b>	crosenlee@hsta.org
<b>Rozmiarek-Held</b>	<b>Lia</b>	Head of Program Continuum	Teach For America	Teach For America	<b>Other attendee / Interested party</b>	lia.rozmiarek@teachforamerica.org
<b>Schatz</b>	<b>Stephen</b>	Executive Director	Hawai'i P-20 Partnerships for Education, University of Hawai'i	Hawai'i P-20 Partnerships for Education, University of Hawai'i	<b>Appointee</b>	sschatz@hawaii.edu; p20hawaii@hawaii.edu; racoma@hawaii.edu
<b>Sehgal</b>	<b>Mani</b>	Dean	College of Professional Studies	Hawaii Pacific University	<b>Member</b>	msehgal@hpu.edu
<b>Shipton</b>	<b>Stephanie</b>	Director, Early Engagement and Strategic Initiatives	Teach For America	Teach For America	<b>Other attendee / Interested party</b>	Stephanie.Shipton@teachforamerica.org
<b>Talebi</b>	<b>Autumn</b>	Preparation Coordinator	Teach Away	Teach Away	<b>Other attendee / Interested party</b>	autumn@teachaway.com
<b>Tom</b>	<b>Kerry</b>	Director of Personnel Management Branch / co-represents HIDOE Superintendent	Office of Talent Management	HIDOE	<b>Other attendee / Interested party / Meeting Coordinator</b>	kerry.tom@k12.hi.us
<b>Trimarche</b>	<b>Joe</b>		University of Phoenix	University of Phoenix	<b>Member</b>	jtrimarche@yahoo.com

## **2020 –2021 TECC Meeting Schedule**

Chair: Dr. Nathan Murata, University of Hawaii Manoa College of Education  
Co-Chair: Dr. Christina Kishimoto, Superintendent, Hawai'i Department of Education

September 10, 2020

October 8, 2020

November 12, 2020

December 10, 2020

January 14, 2021

February 11, 2021

March 11, 2021

April 8, 2021

May 13, 2021

**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)**

**STRATEGIES FOR OBJECTIVE 1:**

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

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

**STRATEGIES FOR OBJECTIVE 2:**

- Strategy 2a: Engage teacher voice in identifying areas of support need and high impact retention strategies
- Strategy 2b: Identify key data points that are most important for in-service teachers to focus on for professional growth and student outcomes
- Strategy 2c: Create opportunities during in-service years for teachers to network with master teachers
- Strategy 2d: Create greater opportunities for teacher-teams to identify professional development needs (including leadership opportunities/pathways).

**OBJECTIVE 3: Provide Competitive Compensation and Incentives (Recruit/Retain Strategies)**

**STRATEGIES FOR OBJECTIVE 3:**

- Strategy 3a: Embed teacher recruitment campaign into community events
- Strategy 3b: Conduct research on effective incentives in recruitment and retention practices, with long-term return on investment
- Strategy 3c: Conduct a comprehensive salary review of Hawaii's competitiveness in pay and benefits

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

**Strategy 3f: Create a legislatively supported teacher housing plan**

**Strategy 3g: Promote HIDOE as an “employer of choice” and a “best place to work”**

## **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
<p>Expose high school students to the Teacher pipeline into college and careers.</p>	<p><i>High schools want one place to look for what programs are available.</i></p> <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>	X	X				All TECC	

	<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 III 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 &amp; 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</p>								
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	<p>education. Not a defined clear pathway, but it's one of the things we want to target. Partnering with Maryknoll for students to take classes on campus. Also partnering with Kamehameha Schools for their 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, Paho, 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>								
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	<p>HPU expanding bachelors program to military. Teaching some courses on bases. Primarily at Hickam.</p> <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"> <li>- funding to allow increased access for high school students to university courses.</li> <li>- partner with TECC/HIDOE to create a core class for teacher academies.</li> <li>- clear centralized place to market all these opportunities to schools and students (HTSB, My Future Hawai‘i as potential locations)</li> <li>- TECC available as resources for high schools to apply for the Castle Foundation grant.</li> <li>- also a possible project with Hawaii P-20 related to their</li> </ul>								
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	<p><a href="#">STEM report</a> but a focus on “Education Careers” instead of “STEM Careers”  <a href="http://hawaiidxp.org/research/">http://hawaiidxp.org/research/</a></p> <ul style="list-style-type: none"> <li>- Carry with you scholarships - advocacy around federal loan forgiveness opportunities.</li> <li>- 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?</li> <li>- 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.</li> <li>- Ways to help create fun community around teaching?</li> <li>- How might we connect students (high school and college) to inspiring educational conferences - i.e. SOTF, GAFE, ECET</li> </ul> <p>Questions:  Do we want a 20 year old to be a teacher? You could technically in SPED have a student who is older</p>								
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	<p>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 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 <a href="#">data 2013-2018</a></i>	X	X				UH Manoa, HSTA	

<p>Create a shared document with TECC of all Teacher Academies already in place, which schools are interested in establishing one, and the core curriculum and instructional experiences of the academy.</p>	<p><i>Need: talk to Wendall Employment and HIDOE Enrollment <a href="#">data 2013-2018</a></i></p> <p><i>HIDOE CTE State Lead for “Education Pathways”: Wendell Tashiro Wendell_Tashiro/OCID/HIDOE@notes.k12.hi.us</i></p>		X				HIDOE	
<p>Create a report on where early college courses are currently available, the breadth of courses available per high school, the links to academy or specific school designs and pathways with a particular focus on pathways to teaching.</p>	<p><i>Does not yet exist. No current owners.</i></p>		X?					
<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>				X	X	TECC	
<p>Target non-traditional students to consider teaching by offering scholarships for secondary shortage fields and Special Education.</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.</p>	X	X				UH Manoa	☆

<p>Target Educational Assistants and long-term subs to pursue teacher licensure.</p>	<p>Kea‘au is interested in replicating this model.</p> <p>Other non-traditional program models (open to all):</p> <ul style="list-style-type: none"> <li>● Chaminade - first 2 students graduating from 3+1 program with LCC (3 years at LCC and then 1 year at Chaminade).</li> <li>● 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 el or secondary ed. Would graduate with initial licensure.</li> <li>● UH Hilo also working with students who come in with a bachelor’s in other degrees - seeing a lot of psychology majors.</li> <li>● UHM has a program for teaching secondary shortage fields</li> <li>● Teach For America recruits and engages students not already in the education pipeline as well as young professionals and second-career people to</li> </ul>								
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	<p>share and inspire around education.</p> <ul style="list-style-type: none"> <li>● Troops to Teachers provides some funding to people transitioning from the military into education</li> <li>● 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</li> </ul>							
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	<p>from Teach Away in HIDOE applicant pool.</p> <ul style="list-style-type: none"> <li>● HPU in development of 1-year alternative pathway to licensure. Non-degree awarding pathway.</li> </ul>							
<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 <a href="#">STEM Careers</a> in Hawaii."</i></p> <p><i>TEPPs - candidates from Hawaii</i> <i>DOE - new teachers from Hawaii</i></p>		Need					

	<i>Teacher Academies - do these students become teachers?</i>							
Establish a teacher vacancy reduction goal specific to second career program approach for former military, active military spouses and dependents through the Troops to Teachers program.	<i>No information on progress; understanding that Troops to Teachers offers scholarships and stipends</i>		X					HIDOE
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:

**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). Parallel stipends provided to mentors for New Teacher/Induction (currently significantly more than what pre service mentors receive).</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? Might look at School Quality Survey (<a href="http://arch.k12.hi.us">http://arch.k12.hi.us</a>)</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 about the school/complex culture that attracts/keeps them? Incorporated into accreditation process of teacher education programs. Perhaps add a reporting/sharing component.</p>				<p>X</p>		<p>TECC</p>	
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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	

	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.							
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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"> <li>● Ask for candidates from Chamber of Commerce</li> <li>● Principals/teachers</li> </ul>		<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 HODOE 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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