LEGISLATIVE REPORT

Subject: Annual Report on the Teacher Education Coordinating Committee:
Report on activities relating to:
(a) The development of strong teacher training programs at the accredited institutions of higher learning in Hawai`i.
(b) Addressing issues and concerns regarding teacher preparation and other educational matters related to improving education in the State of Hawai`i.

Reference: HRS §304-20

Action Requested: Review of information

UHM/COE & DOE Report:
Attached
TEACHER EDUCATION COORDINATING COMMITTEE (TECC)
Annual Report 2000-2001

The annual report of the Teacher Education Committee (TECC) is submitted to the Hawai’i State Legislature in compliance with the provisions of Section 304-20, Hawai’i Revised Statutes. TECC membership is comprised of representatives of the institutions of higher education (IHE) in the State of Hawai’i—University of Hawai’i at Manoa, University of Hawai’i at Hilo, Brigham Young University of Hawai’i, Chaminade University of Honolulu, and University of Phoenix, Hawai’i—all of whom participate in the preparation of teachers and other education professionals as well as the Hawai’i State Department of Education. The TECC met from September 2000 through May 2001 for a total of eight meetings.

The Dean of the College of Education at the University of Hawai’i at Manoa and the Superintendent of Schools for the Hawai’i State Department of Education share leadership roles for the Teacher Education Coordinating Committee. The Dean of the College of Education served as chair and facilitated the meetings for 2000-2001 AY.

Members of the Teacher Education Committee, in setting up the agenda for the 2000-2001 year, focused on the following major topics for discussion and/or action:

- Legislation - Teacher Licensing and Credentialing Standards
- Professional Development Credit
- Hawai’i Plan for Title II Reporting Requirements
- HEA Title II reporting
- SATE 2001 Approval Standards
- Fingerprinting and Criminal History Background Check
- Teacher recruitment and retention

Details of all discussions are appended in the minutes of respective meetings.

**Legislation**

TECC reviewed five education-related bills initiated by NCTAF and submitted to the 2000-2001 Legislature. All five bills passed. The bills addressed furthering the professionalism of education. 1) A bill to support the hiring of DOE retirees without penalty to encourage retired teachers to have options to return as part-time teachers or mentors or resource personnel to assist the DOE in the induction of new teachers; 2) a bill to support incentives for teachers to seek national board certification; 3) a bill to support funding of Professional Development Schools in order to provide more site and clinical based development; 4) a bill to support efforts to recruit teachers in the state DOE’s shortage areas by providing a loan forgiveness program for qualified applicants enrolled in a public Institution of Higher Education; and 5) a bill to expand the role of the Hawai’i Teacher Standards Board (HTSB) to grant, review, and revoke licenses. The bill would also give HTSB, responsibility for approving teacher education programs. HTSB’s membership will increase from nine to thirteen to include the DOE superintendent or his/her designate, a representative from the Independent Schools and two additional teachers. The TECC had recommended that the loan forgiveness program be extended to include private IHEs.
The Superintendent and his staff will be collaborating with members of the HTSB during the 2000-2001 academic year, to ensure an efficient, effective and timely transition related to a change in licensing authority.

**Professional Development for Field Experience Mentor Teachers**

A fundamental feature of the PD program is its emphasis on bringing about a sense of "renewal" for teachers and participating schools. Its intent is to generate ideas that would contribute to new insights.

Each Institute of Higher Education (IHE) reported on the pilot project for awarding professional development credits to DOE teachers who serve as mentors for teacher education candidates who completed their field experiences in the public schools. The program, piloted in the Spring 2000 semester, was reviewed by the TECC subcommittee responsible for overseeing its development and implementation. TECC approved the subcommittee's recommendation to continue the same process used in the pilot for granting PD credits to OP (field experience) and student teaching teachers (mentors). The recommendation allows each institution to determine its procedure and program as long as it address Standard IX of the Teacher Performance Standards of the HTSB; requires IHE's to review the "product" or reflection papers before submitting them to the DOE and expects IHE's to provide the DOE with three samples of the product along with the list of names of teachers recommended for the PD credit.

A Professional Development Coordinating Council (PDCC) has been formed by the Superintendent to complete an evaluation of the PD credits to ensure that quality professional development standards are met. The PDCC will merge the eight Professional Development standards established by the National Partnership for Excellence and Accountability in Teaching (NPEAT) with the nine standards developed by the Superintendent. A brochure on this is being developed for use by all the schools.

**Hawai‘i Plan for Title II HEA Reporting Requirements of the HEA**

The Hawai‘i Plan for Title II reporting requirements of the Higher Education Act (HEA) was presented by the DOE. After some discussion and review of it, TECC approved the Hawai‘i Plan which includes the following key features: 1) that IHE will verify data on program completers, ensuring that they have taken the appropriate PRAXIS exams; 2) that a "supplemental information" session will be included in the report; 3) that a timeline be provided for the development of criteria procedures and processes for identifying "at risk" and "low performing" institutions. Criteria will be applied in April 2003. A "low performing" IHE will be given two years to improve; federal funds will be withheld from designated "low performing" IHE's. ETS will track program completers for three years starting with academic year 1999.

**Title II “Report Card” by IHE’s**

Title II of the Higher Education Act (HEA), as amended, addresses the issue of the quality of teacher preparation by authorizing new federal grant programs to support the recruitment and preparation of new teachers and by creating a new accountability measure. Institutions must report the pass rates of program completers on tests required for licensure in the
state and the programs must be ranked according to pass rates of their respective program completers. The first of the three-year reports will cover program completers of the 1999-2000 academic year.

A copy of the HEA Title II Report Card prepared by each IHE was distributed for sharing and discussion. A “position” statement that provides a context for the Title II reporting requirement was made available for use by IHE's.

**Hawai'i State Approval of Teacher Education (SATE) 2001 Standards**

The SATE 2001 standards committee continuously updated TECC with progress of their report which was completed in Spring, 2001. The revised SATE aligned several state and national performance standards. The recommendations by the SATE committee include the adoption of the unit standards of NCATE 2000, HTSB, and the Hawai'i Content and Performance Standards. The recommendations were approved by the Superintendent. The next step is for the DOE to convene a committee to propose a process for implementing the new SATE standards.

**Employee Background Check – Fingerprinting and Criminal History Background Check**

The close proximity in which candidates in teacher education programs work with children has made it necessary to screen “teacher trainees.” The DOE is responsible for screening candidates and for conducting criminal history background checks. IHE is responsible for notifying students of the need to undergo fingerprinting and criminal history check. Colleges of education are not responsible for pre-education students’ practicum experiences in the schools which they voluntarily engage in to fulfill an admission requirement.

Members of the TECC recommended that the DOE issue “clearance” certificates for “trainees” who have undergone criminal history checks/fingerprinting.

The Employee Background Check Task Force updated TECC on their progress. The task force will meet in the summer to review the procedures, finalize the guidelines and begin the implementation of the guidelines by the end of Fall semester 2002.

**Teacher Recruitment and Retention**

The DOE’ Division of Administrative Services presented to TECC a Recruitment and Retention Continuum Plan to attract, increase and keep professionals in the field of education. The recruitment aspect of the plan is designed to include a variety of approaches and includes in-state and mainland recruitment activities. The retention strategies include assessing needs of new employees, providing incentives, improving partnerships with various IHE’s and other agencies providing resources for the state’s school system, and establishing a Center for Professional Development. The plan has been forwarded to the Superintendent for his review.

The TECC membership wishes to acknowledge the continued support and commitment of the Hawai'i State Legislature to ensure the provision of quality education for students enrolled
in Hawai‘i’s public schools. The cooperative efforts of the TECC members and their respective institutions and organizations affirm a legacy of caring and excellence in education.

Respectfully Submitted,

Randy Hitz, Dean
College of Education
University of Hawai‘i at Manoa

Patricia Hamamoto
Interim Superintendent
Hawai‘i State Department of Education

November 6, 2001
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2000 - 2001

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TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

University of Hawai‘i at Mānoa
Wist Annex 2, Rm. 123 A/B
Tuesday, September 26, 2000

Minutes of Meeting

Present: Randy Hitz (Co-Chair), Paul LeMahieu (Co-Chair), Jan Nakamura, Roy Winstead, Keiki Kawai‘ae‘a, Alice Kawakami, Jan Zulich, Betty Carlson, Michael Fassiotto, Kathleen Anzelon, Susan Mitchell, Judith Hughes, Clara Burrows, Ronald Cambra, Virgie Chattergy, Sharon Mahoe, Denise Nakaoka (recorder)

Guests: Francis Keeno, Office of the Attorney General, Ruth Tsujimura, UHM Office of the SVP Legal Affairs and University General Counsel, Mae Yamasaki, DOE Personnel Office and Chair of Employee Background Check Task Force

Randy Hitz convened the meeting at 10:06 a.m.
Minutes from the May 16, 2000 meeting were approved as circulated.

Discussion:

Fingerprinting of Teacher Trainees

- Mae Yamasaki presented the results of the Employee Background Check Task Force related to:
  a) definition of term, “teacher trainee”. The task force defines it as “a person fulfilling public school classroom training required of a teacher preparation program at an institute of higher education”. Committee members accepted this definition but much discussion ensued about what else this definition encompasses and what it doesn’t.

  b) responsibility for fingerprinting and background check
  According to Mr. Keeno, Deputy Attorney General, it is the State DOE’s responsibility to screen teacher trainees for fingerprinting and criminal history background checks, and to determine whether or not, a trainee is “cleared” to engage in practicum experiences in the schools; it is the responsibility of the institutions of higher education to notify the students of the need to undergo a criminal history check.

In response to a question about non-education majors, such as students in Social Work, who might choose to conduct his/her practicum in the schools as part of a course or degree requirement, Mr. Keeno explained that it is still the
DOE’s responsibility to screen but because currently, the law addresses specifically teacher trainees, the law could be amended later to include these situations.

According to Ruth Tsujimura, Associate General Counsel for UHM, a student who has met all admissions criteria but has a criminal record cannot be denied admission based on his/her record; however, the applicant can be denied admission based on his/her inability to fulfill the practicum or field requirements of the program without which he/she cannot complete the degree.

Furthermore, Colleges of Education are not responsible for pre-education students’ practicum experiences in the schools which they voluntarily engage in to fulfill an admission requirement.

- Members of the TECC recommended that the DOE issue “clearance” certificates for trainees who have undergone criminal history checks/fingerprinting.

**Title II HEA Reporting**

- ETS will track program completers for 3 years, starting with Academic Year 1999.

- Data from September 1999 through August 31, 2000 are to be submitted to ETS by all teacher education institutions. Deadline for submitting data on program completers is November 1, 2000. The second part of this report, the program descriptions are due April 1, 2001.

- Paul Suyama from the DOE will contact the institutions to assist them in recording and reporting the data, to ensure that information is being entered properly.

- Randy Hitz re-emphasized and underscored the importance for accurate and timely reporting of this high-stakes data-based information gathering and reporting to ETS.

- DOE will establish criteria for low performing teacher education programs using information from the SATE review and data on program completers. DOE also invites TECC members to discuss and propose criteria for this purpose at its October meeting.
Information/Reports

- HTSB and NCTAF
  Sharon Mahoe reminded everyone of the upcoming Teacher Quality Symposium scheduled for Saturday, October 14 sponsored by HTSB. Registration flyers will be going out shortly to institutions.

  NCTAF policy group will share their research findings of 5 areas of focus. The full report should be ready by February.

Superintendent’s Report

- According to Paul LeMahieu, the court has given the Superintendent the authority and responsibility to determine who should be granted an extension among special education teachers who have requested additional time to complete licensing requirements. Approval for extensions is based on three criteria: 1) the teacher is progressing adequately toward fulfilling licensure requirements; 2) inability to do so is beyond or out of the teacher’s control but based on truly extenuating circumstances; 3) there is evidence of satisfactory teaching performance.

  Paul LeMahieu is hopeful and predicts that fewer people will request an extension next year and in subsequent years as the realization that the DOE is serious about requiring a teaching license for teachers.

  Paul LeMahieu has been given this authority by the court up to December 2001 and indicated that he will continue to work with HTSB over decisions to grant extensions to unlicensed special education teachers.

Updates

- SATE Standards Update
  Jan Zulich, Chair of the SATE standards subcommittee, reported that committee recommendations would be submitted to the Superintendent in December. Findings will be shared with the TECC at its November meeting.

- PD credit subcommittee report
  Jan Zulich, Chair of the PD subcommittee presented the following recommendations:
  1) continue the same process used in the pilot in the Spring of 2000 for granting PD credits to OP (field experience) and student teaching teachers (mentors) which allowed each institution to determine its procedure and program as long as it addresses Standard IX of the Teacher Performance Standards (HTSB);
2) the IHE’s are required to review the teachers’ “product” or reflection papers before submitting it to the DOE
3) provide the DOE with 3 samples and turn in the list of names of teachers who are to receive PD credits

Paul LeMahieu reiterated the point that the PD was intended to generate ideas that would serve to bring about a sense of “renewal” for professionals, that the professional development as conceived by Paul was to contribute to new insights. More discussion on the PD is planned for the next meeting.

- Clara Burrows distributed a draft of the TECC annual report, inviting comments from members on or before the next meeting when it will be submitted for approval. You may call or send your feedback via e-mail to Clara.

- Clara Burrows distributed a list of SATE programs and the names of individuals to contact. Please review the material for accuracy and indicate any needed changes to Clara.

Next TECC meeting – October 17, Wist Annex 123 A/B – College of Education, UHM

*Proposed Agenda:*

- Title II – Annual Report
- PD Credit
- NCTAF
- SATE
- TECC – Annual Report

Randy Hitz invited everyone to send in other or additional agenda items before the next meeting. Meeting adjourned at 11:55 a.m.
TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

University of Hawai`i at Manoa
Wist Annex 2, Rm. 123 A/B
Tuesday, October 17, 2000

Minutes of Meeting

Present: Randy Hitz (Co-Chair), Jan Nakamura, Ron Toma, Judith Hughes, Alice Kawakami, Virgie Chattergy, Clara Burrows, Jan Zulich, Michael Fassio, Betty Carlson, Sharon Mahoe, Keiki Kawai`ae`a, Denise Nakaoka (recorder)

Randy Hitz convened the meeting at 10:05 a.m.
Minutes from the September 26, 2000 meeting were approved as circulated.

Information/Reports:

NCTAF Update

- Sharon Mahoe reported that 100 people attended the second Teacher Quality Symposium on Saturday, October 14, 2000. Those who attended the symposium submitted positive evaluations. Comments from attendees will be summarized and included in a full report.

- Teachers, principals, members of the TECC and the legislature will receive an executive summary of the full report. The full report will be submitted by the end of January 2001 or early February 2001.

- Sharon Mahoe distributed a handout detailing various television shows that will be aired monthly from October 17, 2000 through April 21, 2001. Some of the topics include: standards for students and teachers, teacher preparation and professional development, and creating schools that are organized for student and teacher success.

Discussion:

TECC Annual Report

- Clara Burrows disseminated the TECC 1999-2000 Annual Report and highlighted several issues which still need to be resolved.
  a) Fingerprinting of Teacher Education Students. Legal counsel is needed by IHE’s and the DOE before proceeding.
  b) Proposed TECC Legislation. Clarification is needed from the Attorney General’s Office before the TECC will make recommendations for funding to the legislature. Questions regarding funding for candidates enrolled in private
institutions and funding for IHE’s undergoing NCATE review need clarification.

c) Hawaiian Studies, Hawaiian Language, Hawaiian Language Immersion Dialogue Groups. How can licensure be more inclusive of Hawaiian Studies, Hawaiian Language, and Hawaiian Language Immersion?

d) Title II Higher Education Act (HEA). The DOE will request input from IHE’s through the TECC in identifying the criteria for rating an IHE’s teacher education program as “low performing”.

Members of the TECC approved the 1999-2000 Annual Report as submitted.

**SATE Standards**

- Jan Zulich, Chair of the SATE Standards Subcommittee, reported that committee members agreed to adopt the conceptual framework and unit standards. They are currently attempting to align HCPS with the National Professional Organization standards.
- At a meeting scheduled for October 25 and 26, 2000, content specialists will explain how they merge National Professional Standards into HCPS. Jan Zulich will share results of this meeting at the next TECC meeting.
- Discussion ensued about how best to cover the depth and breadth of the National Standards within a limited amount of time.
- Clara Burrows raised the issue related to some content areas that do not have an Arts and Sciences undergraduate major (e.g., industrial arts). What content standards would ensure the best preparation for pre-service teachers in these fields?
- Randy Hitz’ caution regarding this issue are:
  a) We don’t lower standards because of the short time line given to respond.
  b) That if national standards are not going to be used, there needs to be a compelling reason.

**PD Credit**

Ron Toma shared the following information:

- Paul LeMahieu formed the Professional Development Coordinating Council (PDCC), comprised of DOE personnel, to complete an evaluation of PD credits to ensure that quality professional development standards are met.
- The PDCC will merge the eight Professional Development standards established by the National Partnership for Excellence and Accountability in Teaching (NPEAT) with the nine standards developed by Paul LeMahieu. The intent would be to produce a brochure that can be used system-wide by the DOE schools.

**Title II Hawai‘i State Plan**

- Clara Burrows distributed the Hawai‘i Plan for Title II Reporting Requirements of the Higher Education Act. Key points include:
a) The projected timeline for the development of criteria, procedures and processes for identifying “at risk” and “low performing” institutions. Criteria should be in place by October 1, 2001 for determining low-performing IHE’s. April 7, 2003 is the date in which criteria will be applied. Low performing IHE’s will have two years to improve.

b) Federal funds will be withheld from “low performing” institutions. Clarification is needed to determine if funds will be withheld from the affected College of Education or impact the entire IHE. Clara Burrows will seek clarification and report back to the TECC.

c) A subcommittee was formed to take the lead in developing some criteria that identify “low performance” related to IHE’s teacher education programs. Clara Burrows and Virgie Chattergy are members of the subcommittee.

d) People who have licensure in another area should not be considered program completers except for those that were trained years ago or whose license has expired.

e) IHE’s should verify data that students are program completers and that they have taken the appropriate PRAXIS exams in their field.

f) TECC approved the Hawai’i Plan for Title II Reporting Requirements of the Higher Education Act as amended.

Title II Annual Report

a) Clara distributed APPENDIX C Institutional Questionnaire For Use in Preparing the Institutional Report. She recommended that IHE’s write “DRAFT” on the reports, which are submitted so the content cannot be made public.

b) Virgie distributed a handout taken from “An Opportunity to Teach” (Meeting Title II Reporting Requirements) and discussed the importance of “supplemental information”. This section of the report gives IHE’s an opportunity to describe their respective teacher education programs in more detail (i.e., explain retention rates, student teaching models, etc.). IHE’s should submit supplemental information even if they receive a high quartile ranking.

Future Action

- February 20, 2001 TECC meeting: Update on IHE reports regarding Title II.

Next TECC meeting – November 21, 2000, Wist Annex 2, Rm. 123 A/B – College of Education, UHM.

Proposed Agenda:
- NCTAF Report/HTSB Update
- SATE Standards Report
• Update on Committee to Develop Criteria for “Low Performing” Teacher Education Programs
• DOE Projection for Teachers/Recruitment Plans for In-State & Out-of-State Teachers
• Randy Hitz will invite Paula Yoshioka, Assistant Superintendent for the Division of Administrative Services in the DOE, to share with the TECC, an update of programs and other DOE plans from the perspective of her division.

Randy Hitz invited everyone to send in additional agenda items before the next meeting. Meeting adjourned at 11:55 a.m.
TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

University of Hawai‘i at Manoa
Wist Annex 2, Rm. 123 A/B
Tuesday, November 21, 2000

Minutes of Meeting

Present: Jan Nakamura, Alice Kawakami, Virgie Chattergy, Clara Burrows, Jan Zulich, Roy Winstead, Ron Cambra, Pat Edelen-Smith, Kathleen Anzelon, Sharon Mahoe, Diana Oshiro, Francine Grudzias, Lilliann Noda, Denise Nakaoka (recorder)

Virgie Chattergy convened the meeting at 10:03 a.m.
Minutes from the October 17, 2000 meeting were approved as amended.

Information/Reports:

NCTAF Report

- Sharon Mahoe reported that the Policy Group will meet tomorrow, 11/22/00, to work on the Strategic Plan.

- Participants of the Teacher Quality Symposium provided operational feedback which will be included in the full report. The full report will be submitted by February 2001.

HTSB Update

- The Hawai‘i Teachers Standards Board has a new address:

  650 Iwilei Road
  Suite 201
  Honolulu, Hawai‘i 96817

  Fax, telephone and email services are not currently available.

- The Policy Group will review the draft language to determine whether or not to approve the legislative bill that states teacher licensing, renewal and approval of teacher education programs will be moved to HTSB. Evaluation will still be the DOE’s responsibility.

- The HTSB will meet on 12/4/00 to obtain more input from the DOE regarding implementation and resource issues related to the movement of licensing, renewal and
approval of teacher education programs to the HTSB. An agenda of the 12/4/00 meeting will be mailed to all TECC members.

- Clara Burrows’ concerns:
  a) Each Standards Board, nationwide, has to look at how best to improve teacher quality. Is the proposed route for the HTSB and DOE the best? Are there resources available?

Discussion:

*SATE Standards*

- Jan Zulich, Chair of the SATE Standards Subcommittee, distributed and reviewed handouts entitled, “SATE Review Components”, “Conceptual Framework” and “State Approval of Teacher Education Programs”.
- Discussion ensued regarding the appropriate placement of the Hawai‘i Content Performance Standards on the SATE Review Components handout.
- All IHE’s must meet the Conceptual Framework, Unit Standards, and Program Standards
- NASDTEC Standards are used for those areas which are in transition (vocational education)
- Diana Oshiro expressed concerns about how the classroom teacher can realistically fulfill all standards. She recommended that a list of “Must Do’s”, those standards which are critical to accomplish, be identified, to make the process more manageable.
- Roy Winstead recommended that classroom teachers form a collaborative group, during non-instructional hours, to identify the “Must Do’s” from the list of Teacher Performance Standards.
- By 12/8/2000, constituents at each IHE should provide feedback to the respective SATE committee representative regarding the distributed handouts. Feedback will be shared at the next TECC meeting on 12/19/2000.

Committee on “Low Performing” Teacher Education Programs

- Kathleen Anzelon and Roy Winstead volunteered to join Clara Burrows and Virgie Chattergy on this committee.

Next TECC meeting – December 19, 2000, Wist Annex 2, Rm. 123 A/B – College of Education, UHM.
Proposed Agenda:

- NCTAF Report/HTSB Update
- SATE Standards
- Update on Committee to Develop Criteria for "Low Performing" Teacher Education Programs
- Paula Yoshioka, Assistant Superintendent for the Division of Administrative Services in the DOE, to share with the TECC, an update of programs and other DOE plans from the perspective of her division.

Virgie Chattergy invited everyone to send in additional agenda items before the next meeting. Meeting adjourned at 11:38 a.m.
TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

University of Hawai‘i at Mānoa
Wist Annex 2, Rm. 123 A/B
Tuesday December 19, 2000

Minutes of Meeting

Present: Randy Hitz (Chair), Paul LeMahieu (Co-Chair), Jan Nakamura, Alice Kawakami, Clara Burrows, Jan Zulich, Pat Edelen-Smith, Kathleen Anzelon, Michael Fassio, Keiki Kawai‘a’ea, Denise Nakaoka (recorder)

Randy Hitz convened the meeting at 10:05 a.m.
Minutes from the November 21, 2000 meeting were approved.

NCTAF Report:

• Randy Hitz stated that the report should be completed by late January 2001. There are over 40 recommendations stated in the report.

• The committee is working on legislation as appropriate (e.g., requesting funding for Professional Development Schools, requesting funding for the transition of teacher licensing, renewal and approval of teacher education programs to the DOE.)

• Paul LeMahieu stated that the DOE supports the expanding role of the HTSB to include program approval and licensure; however, the DOE will still need to hire applicants on an emergency hire basis. HTSB needs additional resources for its extended work. The DOE can provide some of the resources only if it does not debilitate the work of the DOE.

• Randy Hitz stated that the proposed legislation would increase the workload of the HTSB because of the issue of licensing applicants without being employed by the DOE. Discussion ensued regarding this issue.

SATE Standards:

• Jan Zulich, Chair of the SATE Standards Subcommittee, distributed and reviewed a 12/12/00 draft of the document entitled, “SATE Standards Committee Recommendations”.

• Discussion focused on how IHE’s will demonstrate the teacher education candidate’s effect on P-12 student learning and how assessment and evaluation of teacher education programs impact the P-12 learner.
PRAXIS DATA:

• Clara Burrows stated that January 3, 2001 will be the last date for IHE’s to correct data. After January 10, 2001, ETS will begin computing passing rates.

• ETS will charge a fee of $500.00 or more for a “mistake” made by IHE’s.

Next TECC meeting – January 16, 2001 Wist Annex 2, Rm. 123 A/B – College of Education, UHM.

Proposed Agenda:
• NCTAF Report
• General Overview of Legislation
• Paula Yoshioka, Assistant Superintendent for the Division of Administrative Services in the DOE, to share with the TECC, an update of programs and other DOE plans from the perspective of her division.

March Agenda:
• Update on Committee to Develop Criteria for “Low Performing” Teacher Education Programs
• SATE Review Process

Randy Hitz invited everyone to send in additional agenda items before the next meeting. Meeting adjourned at 11:25 a.m.
TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

University of Hawai‘i at Mānoa
Wist Annex 2, Rm. 123 A/B
Tuesday January 16, 2001

Minutes of Meeting

Present: Randy Hitz (Co-Chair), Jan Zulich, Drucilla Thomas, Margaret Donovan, Keiki Kawai‘a‘ea, Jane McAuliffe, Kathleen Anzelon, Leighton Hirai, Pat Edelen-Smith, Fay Ieki, Sandi McFarlane, Virgie Chattergy, Ron Cambra, Alice Kawakami, Sharon Mahoe, Roy Winstead, Jan Nakamura, Mel Spencer (Recorder)

Randy Hitz convened the meeting at 10:05 a.m.
Minutes from the December 19, 2000 meeting were approved.

Division of Administrative Services (DAS) Department of Education (DOE) Report:

- Fay Ieki and Sandi McFarlane reported for Assistant Superintendent Paula Yoshioka on an overview of the Recruitment and Retention Continuum—a plan to attract and keep professionals in the field of education (see attachment).

- The Continuum plan focuses on two main efforts:
  - Recruitment:
    - To increase the pool of special education and other DOE personnel, which includes speech pathologists, occupational therapists, communication aides, and regular education teachers. This is especially critical in light of the retirements the DOE is expecting in the next five years.
    - Recruitment efforts include a variety of approaches: expanding teams that will recruit on the mainland and in the state, establishing a Center for Professional Development, providing technology directed services, contracting recruitment agencies, and providing incentives (such as relocation expenses).
  - Retention:
    - To improve stability in the pool of special education and other DOE personnel, which includes supporting new teachers in the field.
    - Retention strategies include: establishing a Center for Professional Development, providing incentives, evaluating DOE needs (i.e., teacher vacancy tracking and teacher exit data), organizing
committees to focus on Working Conditions & New Employees, and improving partnerships (i.e., University of Hawai‘i and PREL).

- The Continuum plan is currently before Paul LeMahieu for his perusal and approval.

**NCTAF Report:**

- Sharon Mahoe, Hawai‘i Teachers Standard Board (HTSB) Chair, reported on:
  
  o Four proposed bills to the Legislator:
    
    - A bill to support the hiring of DOE retirees without penalty to encourage retired teachers who may not want to return as full-time classroom teachers, but would consider returning to the DOE as mentors or resource personnel to support the induction of new teachers.
    
    - A bill to support incentives for teachers to seek national board certification. The DOE currently has five nationally certified teachers. This bill provides salary bonuses for teachers who earn national certification.
    
    - A bill to support the funding of Professional Development Schools in order to provide more site and clinical based development.
    
    - A bill to expand the role of HTSB to grant, review, and revoke licenses. The bill would also be give HTSB responsibility for approving teacher education programs.

  o Proposed composition of HTSB:
    
    - Proposal increases the membership of the HTSB from nine to thirteen members to include the DOE superintendent or his/her designee, an Independent Schools representative and two additional teachers to balance the make-up of the HTSB.
    
    - Discussion ensued regarding this recommendation:
      
      - Roy Winstead suggested that the TECC consider a recommendation for IHE representation on the HTSB during this period of its reorganization to highlight the work TECC has done through SATE to align the various content performance, HTSB, and NCATE standards.
- Randy Hitz summarized the role of the HTSB: reminded the committee that there is no membership on the TECC, only representation; and then questioned who would appoint the additional IHE member – the governor or the chair of the TECC?

- At the end of the discussion, the following TECC recommendation was made for Sharon Mahoe’s consideration: *The Dean of the College of Education will appoint a TECC higher education representative to serve as a member of the HTSB.*

**NCATE Report:**

- Randy Hitz informed the TECC members of the NCATE visitation dates to the College of Education: March 10 (Saturday) to March 14, 2001 (Wednesday). The agenda includes 42 meetings. Randy Hitz will coordinate a TECC function close to the time of the NCATE visit, so that TECC members can visit the exhibit room. Additional information is forthcoming.

Next TECC meeting—March 20, 2001 Wist Annex 2, Room 123A/B—College of Education, UHM.

**Proposed Agenda:**

- Update on Committee to Develop Criteria for “Low Performing” Teacher Education Programs
- SATE Review Process
- Title II Report/Clara Burrows

Randy Hitz invited everyone to send in additional agenda items before the next meeting. Meeting adjourned at 11:50 a.m.
Minutes of Meeting

Present: Randy Hitz (Co-Chair), Jan Zulich, Margaret Donovan, Ku'ulei Kepa’a for Keiki Kawai’a’ea, Kathleen Anzelon, Virgie Chattergy, Ron Cambra, Roy Winstead, Jan Nakamura, Lillian Noda, Clara Burrows, Phyllis Onebasami, Judith Hughes, Mike Fassiatto, Shelly Rivers, Mel Spencer (Recorder).

Randy Hitz convened the meeting at 10:00 a.m.

Minutes from the January 16, 2001 meeting were approved.

Information/Reports:

- Randy Hitz distributed an informational packet from the National Committee on Teaching and America’s Future (NCTAF) Hawai‘i Policy Group, which included an executive summary.

- Randy Hitz updated the progress of the four proposed bills to the Legislature. All four bills have crossed from the House to the Senate. Although both House and Senate will, in all probability, approve them, funding for these bills is a concern.

Discussion:

- Clara Burrows and Jan Zulich reported on the SATE Review Process:

  o Clara Burrows updated the progress of the SATE standards by referring to p.11 of the document *The Magic Weavers: Securing the Future for Hawai‘i’s Children*. The recommendations currently before Paul LeMahieiu include the adoption of NCATE 2000, HTSB, and the Content Performance Standards. Once approved, the SATE document will be presented probably at the May 2001 TECC meeting. Once the document is finalized, Clara Burrows will convene a committee to propose a process for implementing the new SATE standards.

  o Jan Zulich inquired into subject content knowledge equivalencies as an admissions criteria.

    - Discussion ensued regarding this question:
• Virgie Chattergy suggested that the TECC representatives seek input from program faculty regarding the question.

• Ron Cambra questioned the validity of determining one’s preparedness for teaching in a particular subject field by the single criterion of being able to pass a content knowledge test.

• Judith Hughes recommended that the matter be presented to the COE TEC for consideration.

• Lilliann Noda expressed the need to be flexible in determining equivalencies.
  
  o Randy Hitz recognized the need to define the question of equivalencies among IHEs and recommended for the next meeting that the membership seek feedback from program faculty and to prepare a report on what current criteria are used to determine subject matter equivalencies in their programs.

• Clara Burrows discussed Title II IHE Reports:
  
  o ETS Institutional Reports:
    
    • Paul LeMahieu will follow-up with each IHE if there are discrepancies related to the ETS IR.
    
    • ETS Report is due to the Hawai‘i State DOE on April 9, 2001.
    
    • Passing rates are available for public disclosure after April 9, 2001; however, the seven IHEs do not have to report quartile ranking.
    
    • Roy Winstead distributed a sample *Institutional Report Card* (see attachment) and recommended adopting it for reporting purposes.
      
      • The consensus was that the format and the content of the *Sample* was useful and helpful as a guide for IHE’s use.
      
      • Virgie Chattergy suggested adding aggregate scores to the *Report Card*.
      
      • Clara Burrows reminded everyone that the *Report Card* is to be made available as a hard copy to all prospective
applicants—it is not sufficient to provide the data on a homepage only.

- Roy Winstead suggested that every IHE submit a sample of its Report Card at the next meeting.

- Randy Hitz distributed a draft of a “position statement” to be used for public disclosure by all IHEs.

- There being a consensus on accepting the draft, Randy Hitz will distribute a rewritten copy to members of the TECC.

- Clara Burrows announced that the Low Performing Criteria Committee met once, but postponed subsequent meetings until after each IHE receives its ETS report. The federal aid to students and federal grants would be withheld from IHEs that are classified “low performing.”

- Randy Hitz gave an overview of the NCATE Exhibit Room and shared the NCATE visitation team’s preliminary assessment that UHM COE met all 20 standards.

Next TECC meeting—April 17, 2001 Wist Annex 2, Room 123A/B—College of Education, UHM.

Proposed Agenda:

- Guests Michael Allen and David Haselkorn on the topic of recruitment
- Equivalency Issue
- Update on Bills to the Legislator
- Update on Report Cards
- Luncheon

Randy Hitz invited everyone to send in additional agenda items before the next meeting.

Meeting adjourned at 11:40 a.m.
TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

Chaminade University
Tuesday, April 17, 2001

Minutes of Meeting

Guests: Michael B. Allen and David Haselkorn

Randy Hitz, TECC co-chair, convened the meeting at 10:15 a.m.

Prior to approving the minutes of the March meeting, Mike Fassiotto brought up a concern that although not brought up at the March meeting, had been discussed at a previous meeting of TECC. The concern had to do with the student loan forgiveness bill which did not include graduates of private schools. Sharon Mahoe suggested that this concern can be brought up when the bill goes into conference.

Minutes of the March meeting were approved with a note to correct the spelling of a couple of names of attendees.

Information/Reports:

- Randy Hitz reported that all five proposed bills passed both House and Senate committees and were moving into conference sessions. None of the bills have been assigned funds. Funding amounts will depend on the outcome of the strikes.

  The bill to transfer licensure authority to the Board has moved into conference – expected date, April 18, 2001

- Standards Board Update
  The Board will develop a web and on-line access and IHE’s may be called upon for information when the system is built so HTSB asks that a contact person(s) be identified by each institution so that preliminary discussions can begin.

  The Board approved to extend the deadline for 3rd and 4th year credentialed teachers’ requests for extensions from April 18 to April 27.

- NCATE has approved the Professional Development School Standards.

- Paul LeMahieu has been invited to join NCTAF as a member of its reconstituted Commission

- Report card sharing of Title II results was deferred to the April meeting. Randy distributed the statement from AACTE regarding Title II reporting.
Discussion:

Each IHE shared its admissions criteria related to the PRAXIS requirements.

University of Phoenix – normally, PBCSE applicants are admitted into the program with 30 credit hours in content field in addition to passing the PRAXIS I tests.

Chaminade University – the basic rule is that if an applicant has an academic major in the same subject area, s/he is admitted without requiring additional course work; if the applicant has a minor in the appropriate subject area, s/he is required to take up to 18 credit hours in that academic area in addition to passing the appropriate Content Knowledge test. All applicants are required to pass the PRAXIS I tests to be admitted.

Hawaiian Immersion – for a license in Hawai’ian, only PRAXIS I tests (pre-Professional Skills test in Reading, Writing and Mathematics) are required. These were not required when they piloted the program but plans are in the works to require passing PRAXIS I and the PLT before exiting the program.

BYU –Hawai’i - For PBCSE candidates, applicants with a BA must pass the appropriate Content Knowledge test in addition to passing the PRAXIS I tests upon admission.

   For B.Ed. Secondary Education majors, only PRAXIS I tests are required to be admitted into the program.

UH at Manoa - Starting Fall of 2001, to be admitted into the PBCSE program, all applicants are required to pass both PRAXIS I tests and the PRAXIS II in the appropriate Content Knowledge test for all.

   For B.Ed. Secondary Education majors, only PRAXIS I tests are required to be admitted into the program.

All IHE’s have additional admission requirements such as GPAs, interviews, etc.

- Randy Hitz introduced the guests who presented their ideas on the Recruitment and Retention of Teachers. Michael Allen is with the Education Commission of the States. David Haselkorn is President of RNT, a non-profit organization devoted primarily in stepping up efforts to recruit teachers. They were in Hawai’i as guests of the Hawai’i Business Roundtable under the directorship of Carl Takamura.

The informal presentation was extended through lunchtime that included questions and answers between the guests and TECC members.
Notable points of discussion:

- The non-profit organization was founded in 1986 to focus on the low esteem in which teachers are held and was founded at the time when projections of teacher shortages had just begun.

- The organization also functions as a clearinghouse for anyone interested in a teaching career; serves as a job bank and provides pathways for teachers, sponsoring conferences twice a year for teachers.

- Efforts include tapping into potential “pools” previously not tapped via traditional recruitment practices, conduct studies, etc.

- Work with districts, state and national government to develop a comprehensive recruitment plan.

- Develop policies based on national public surveys about society’s views on teaching.

- The challenge of “making a difference” as a slogan in recruiting teachers has been received favorably; they encourage the use of slogans that capture the imagination and drive to be somebody or do something of significance with their lives.

- Teaching is related somewhat to gender and that has given it a different perspective relative to other professions, so we have an uphill battle until such time that conditions change, the culture of teaching is re-examined, including the matter of salary earnings because salaries are equated with status, etc.

- Strategies recommended for recruiting and retaining teachers include: early high school recruitment, for example via the cadet program; using poster campaigns; media and direct mailing of brochures and pamphlets; providing incentives such as loan forgiveness programs; using the web, etc.

- There is a growing awareness today of the importance of teacher quality required for every classroom as a result of the drive to raise teaching standards.

The lively discussion may be continued by accessing David Haselkorn at www.recruitingteachers.org

Meeting was adjourned at 1:30 p.m.

Next TECC meeting will be on May 15, 2001, College of Education, University of Hawai‘i, Wist Annex 123, A&B at 10:00 a.m.
TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

University of Hawai‘i at Mānoa
Wist Annex 2, Rm. 123 A/B
Tuesday May 15, 2001

Minutes of Meeting

Present: Randy Hitz (Co-Chair), Jan Zulich, Margaret Donovan, Keiki Kawai‘a‘ea, Virgie Chattergy, Ron Cambra, Roy Winstead, Jan Nakamura, Lillian Noda, Clara Burrows, Judith Hughes, Sharon Mahoe, Alice Kawakami, Mae Yamasaki, Betty Carlson, Paul LeMahieu, Mike Fassiotto, Mel Spencer (Recorder).

Randy Hitz convened the meeting at 10:00 a.m.

Minutes from the April 17, 2001 meeting were approved.

Information/Reports:

- Sharon Mahoe NCTAF/HTSB Update: Reported on the progress of the five proposed bills to the Legislature. Although the bills have been approved, they have not been signed yet. The new NCTAF Commission will be meeting June 6-8, 2001.

- Paul LeMahieu Legislative Reports Update: Reported that most bills passed with agreement. The bill related to charter schools is still a challenge for the charter community.

- Jan Zulich Hawai‘i SATE 2001 Approval Standards: Reported that Paul LeMahieu approved the document. Clara Burrows will convene a committee to propose a process for implementing the new SATE standards.

Discussion:

- Mae Yamasaki Fingerprinting of Teacher Candidates: Distributed and reviewed the handout entitled Progress Report Fingerprinting/Criminal History Check Teacher Trainees. Notable points of discussion include:
  - Clarifying the definition of teacher trainee;
  - Recognizing fingerprinting as an essential employment issue as well as a licensing issue;
  - Acknowledging the future of electronic fingerprinting to facilitate the process of receiving FBI reports and the possibility of the FMS system to be directly accessible via the web;
- Developing a list of other programs on the UH campus that involve teaching or working with children;
- Reconvening the Task Force to meet in early June to review the procedures;
- Finalizing the guidelines by July;
- Implementing the Guidelines by the end of Fall 2002.

- **Title II Higher Education Act Institutional Report Card:**

  - Institutional Report Card drafts were presented by the following individuals:
    - Roy Winstead from BYU;
    - Virgie Chattergy from UHM;
    - Jan Zulich from UH Hilo;
    - Keiki Kawai’a’ea from UH Hilo’s College of Hawaiian Language.

  - Mike Fassiotto reported that he would distribute Chaminade’s Report Card after his accreditation responsibility has been fulfilled.

  - The TECC asked if the University of Phoenix could include their Report Card for the record. Virgie Chattergy will contact Kathleen Anzalon.

  - **Other notable points of discussion:**

    - Roy Winstead asked for clarification regarding the potential effect of a program requirement to take the test vs. actually passing the test. He will consult with Clara Burrows regarding the consequences of this requirement.

    - Paul LeMahieu recommended including the total number of students taking and passing the assessment tests and an explanation for omitting numbers where they should be included.

    - Clara Burrows:
      - Stated that the Hawai‘i State Department of Education reviews pass scores and recommends adjustments as needed
      - Recommended that IHEs provide the Report Card as an insert rather than in a catalog since the report is always changing.
      - Thanked the IHEs for submitting their reports and announced that October 7, 2001 is when the State Report (which incorporates all the IHEs’ reports) will be forwarded to the US DOE. The State Report can be a September agenda item for review and approval since the TECC is the Title II advisory group.
      - Announced that the Hawai‘i State DOE will receive the quartile ranking data from ETS this summer. This data can be another September agenda item for consideration.
• Reported that the Committee on Low Performing Institutions has met once and will be convened soon to discuss how to utilize the data.
• Reminded the IHEs of the charge that ETS will impose to make any corrections; she will be meeting one more time with each IHE.

Next TECC meeting—September 18, 2001 (location to be announced).

Proposed Agenda:

• Transition of authority to HTSB and its implications
• Equivalency issue
• State Comprehensive Recruitment and Retention Plan
• TECC Annual Report
• Title II State Report
• NCTAF agenda items
• Update on fingerprinting

Meeting adjourned at 11:50 a.m.