Teacher Education Coordinating Committee Report (TECC)
2015-2016 Annual Report to the Legislature

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

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

TECC membership consists of representatives of Hawai'i state approved educator preparation programs who prepare teachers and other education professionals. These programs include Brigham Young University Hawai'i; Chaminade University of Honolulu; Hawai'i Pacific University; Teach for America; University of Hawai'i at Hilo; University of Hawai'i Leeward Community College; University of Hawai'i at Mānoa; University of Hawai'i–West O'ahu; the University of Phoenix–Hawai'i, iTeachHAWAII, Kaho'iwai Center for Adult Teaching and Learning, and Kahuawaiola Indigenous Teacher Education Program. By statute, the Hawai'i State Department of Education (HIDOE) and the Hawai'i Teacher Standards Board (HTSB) are members of the committee.

Other entities that have been invited to participate include Hawai'i P-20 Partnerships for Education, University of Hawai'i Community Colleges/Early Childhood Education, University of Hawai'i System Office of the Executive Vice President for Academic Affairs/Provost, and Hawai'i State Teachers Association.

The Superintendent of the Hawai'i State Department of Education and the Dean of the College of Education, University of Hawai'i at Mānoa co-chair the TECC, alternating each year. Representing DOE Superintendent Kathryn Matayoshi is Tammi Chun, Assistant Superintendent in the Office of Strategy, Innovation and Performance, who chaired the meetings for the 2015–2016 year.

The TECC met monthly from September 2015 through May 2016, for a total of 9 meetings. HIDOE and HTSB provided monthly updates on priorities, developments, and issues for discussion. In addition to meetings of the committee of the whole, TECC organized several working groups looking at PPAT-edTPA/EES alignment (including conversations on a state alternative to PPAT/edTPA), alternative pathways to licensure, Hawaiian education programs, and EPP pipeline data. The following major items were addressed during the year:

- **HIDOE priorities and progress:** Throughout the year, Tammi Chun of the HIDOE updated the TECC on HIDOE's goals, priorities and progress updates. For the first time HIDOE and the BOE have a shared strategic plan, with an emphasis on further closing the achievement gap and realizing the vision of having joyful learners. While NAEP

scores have improved, Hawai'i falls in the middle nationwide in terms of Smarter Balanced scores, and is still low on ACT scores. Meanwhile, teacher retention rates have improved over the last five years, peaking at about 60%. Challenges include the need to uplift overall performance, equity, adequacy of resources, effective teachers, stakeholder management and improving communication. All in all, Hawai'i was noted nationally as being one of the states with the most improvement in performance.

During the 2015-2016 period and into the 2016-2017 school year, HIDOE plans to have an updated draft of the strategic plan, which would cover the 2017-18 school year, all while maintaining active efforts to engage the community on the conversation on student success via BOE meetings, focus groups, as well as social media initiatives.

- **Achievement gap:** Throughout the year, TECC discussed the challenge of closing achievement gaps for our high-needs student populations, who now account for more than half of our students at 57 percent. Preliminary disaggregation of the school accountability index reveals that the gap between high-needs and non-high-needs students is still quite large, across all subjects, and has been particularly persistent since the start of the recession in 2008. Three student populations that stood out are our Hawaiian and Pacific Islander, ELL/MLL and Special Education students. There is a need for differentiating instruction to assist our native Hawaiian and Pacific Islander learners, and HIDOE is looking to work more closely with EPPs on this effort. When it comes to performance-by-ethnicity, comparing Hawai'i against other US states, there is not yet a clear indication of how Hawai'i is doing. A bright point is that Free Reduced Lunch students have been performing above average.

- **HI P20 and DXP – college and career-readiness: P–20** provided reports on the progress of HI P20 and DXP goals. The goal of having 55% of the population obtaining a two or four year degree by 2025 may not be reached with the current trajectory (now at 43.5 percent). Some of the key strategies to address this include reaching out to returning adults, doing a publicized pledge system, and positively influencing parent attitudes towards college. UH system currently is piloting the policy of having UH campuses accept Smarter Balanced scores for college admissions, which will be in effect for classes of 2016-18. Twelve public high schools across the islands now are partnered with almost all of the UH campuses through the Early College High School (ECHS) program.

  Nationwide data beginning with the class of 2012 indicate that there are more students now that go straight to a four-year college rather than to a two-year college and transferring later. Enrolment in remedial or development courses/programs has gone down between the class of 2013 and class of 2015. Waipahu High School stands out with the highest increase in percentage of students taking college readiness courses (AP and dual credit). Discussion with TECC reaffirmed that data collection and analysis were made possible because of the partnership between institutions of higher education and public schools. Data are available on both the DXP and BOE websites, and work continues to further refine and optimize use of the data to shed further light into how preparation programs can work with schools to ensure college and career-readiness in our students.

- **DXP-HIDOE feedback reporting for EPPs:** Early in the year, it was established and reiterated again the great benefit realized thus far regarding streamlined sharing of teacher evaluation data (including probationary teachers) between HIDOE and EPPs via DXP to ensure that EPPs' training for their teacher candidates are informed and relevant. This continued alignment of pre-service assessment with employer expectation would also be key to ensuring that the number of assessments our teacher candidates have to navigate is reasonable. Dan Doerger assured that reports will continue to be available for EPPs via DXP, and refreshed TECC on the specific process for data request. Additionally, HIDOE will also ensure that EPPs continue to be informed by their respective point persons on access to the latest Strive HI data.

- **BOE Policy 2104 (Hawaiian Education Programs):** TECC discussed how teacher licensing and programs preparing teacher candidates can incorporate Hawaiian education preparedness with their candidates. The effort will continue to honor process, allow for organic developments, and include voices of the different pre-service, in-service, and administrative players on how and what it means to address Hawaiian education holistically. The HIDOE implementation plan is a three-year plan with Nā Hopena A'o (HĀ) as the outcome. TECC can be leveraged as a forum and a community, to answer the basic yet consistently asked questions of what Nā Hopena A'o is and can be. The key approach is to encourage "organic" developments that Nā Hopena A'o will take on its own unique interpretation in different communities.

- **BOE Policy 105.15 (Seal of Biliteracy) and 105.14 (Multilingualism for Equitable Education):** TECC discussed how preparation programs can implement BOE policies 105.15 and 105.14. While there are no existing programs yet, there is strong interest in implementing the policies. The goal is to nurture and value children who are multilingual, to not see them as having deficits, and instead to appreciate them as multilingual learners. The discussions revealed that for several of the programs their overall curriculum already shares the spirit of the policy throughout their student teacher academic experience. Offering world language courses is one of the steps towards preparing teachers to be able to teach in classrooms with multilingual learners, which is the majority of Hawai'i's classrooms. While official HIDOE statistics indicate that 7% of the student population were identified as needing ELL services (SY 2014-2015, Office of the Superintendent), data from the Migration Policy Institute indicate that Hawai'i has 30.3% of its children live in immigrant families (2014). Among many anecdotes, when the HIDOE shared the Seal of Biliteracy policy with the Hawai'i State Student Council (HSSC) and asked the students how many of them are bilingual, 75% of this group raised their hands. HSSC is the *"official representation of Hawaii's 185,000 public school students. The council is comprised of members spanning the several islands of the state who meet on a regular basis to discuss students concerns and action to remedy the present and future issues of education and student life."* There is great concern more comprehensive and accurate data are needed as it could well be that we are under-appreciating / under-serving this potentially substantial subset of our student population. The discussion also highlights the need for professional development for faculty, infusing concepts in courses and partnering with second language departments/units, including TESOL as an add-on specialization.

- **ESSA (NCLB/ESEA Reauthorization)**: HIDOE continues to process the impact of reauthorization of ESEA. Implementation of the change in the accountability portion of the Act is not until 2017–2018, whereas HIDOE's current waiver continues through 2016–2017. Under the flexibility waiver, while the requirement that tied teacher and principal evaluation to student growth is removed at the federal level, the requirement still exists in state law. With 2016 being an election year, uncertainty remains. While there are a lot of changes in policy, there are no significant changes in funding levels, with most of the increases going to competitive grants with more emphasis on poverty than previously.

- **Educator Preparation Program Affiliation Agreement (AA):** Throughout the 2015–2016 academic year, TECC worked on revisions and execution of Affiliation Agreement with HIDOE. The AA ~~is~~ now includes an annual (as opposed to one-time) requirement for background and criminal check, beginning at the moment of enrolment in a teacher education program, and has been expanded to include all clinical programs. The new version is more streamlined and clear, addressing also liability insurance and payment handling between the higher education institution and candidates. It also includes the Supplemental Agreement (which is "Attachment B" of the AA) titled, "Expectations for Preparation Program Candidates' Data Access and Use in Hawai'i State Department of Education (HIDOE) Schools."

- **Principal Surveys:** A discussion arose out of a question regarding how a higher education institution can conduct principal surveys, which are typically required for accreditation. Upon further investigation, HTSB reported that anytime the school (i.e. employer) does not allow a survey, the EPP may simply state such in their report. Programs may also submit employer feedback obtained through other methods. Third party comments may also be obtained by ensuring that preparation programs maintain their list of completers' email addresses before they exit so that they have access to adjunct faculty or mentor teachers and survey them. Posting a notice on their website inviting comments would also fall under this category.

- **EPP Pipeline data:** TECC engaged in a data collaboration project on teacher preparation enrolment to assess production of teachers that would inform recruiting and potential shortage areas. The data would help visualize the teacher preparation process from enrollment, retention, to licensure to determine how higher education institutions are addressing the state's needs for teachers. Data completeness, verifiability, and ensuring a common understanding of how teacher candidates are categorized proved to be a challenge when working across institutions. As updates were reported, a picture emerged showing a discrepancy between the supply versus demand for teachers in the state.

- **PPAT/edTPA-EES alignment study/state-based performance assessment:** HTSB reported that the edTPA and PPAT Resolution was approved and higher education institutions will need to implement changes no later than July 1, 2019. A workgroup within TECC was created to dedicate the needed time for programs to determine how best to prepare their candidates, which also included a discussion on a state alternative to edTPA and PPAT. Any program nationally accredited by December 31, 2018 will have the option of continuing accreditation through CAEP or using a nationally normed

performance assessment including a streamlined state review. All Hawai'i teacher preparation programs would have completed their national reviews by this date. Going forward all will have national accreditation and can then make the decision on which path to accreditation they prefer.

- **Alternative pathways to licensure:** Throughout the year, HTSB together with TECC hosted many workgroups to devise practical alternatives or options to assist students toward licensure. These include workgroups looking at alternatives to Praxis II, pathways for educational assistants and emergency hires, multiple subjects license, and the STEM license.

- **HTSB code of ethics:** HTSB initiated a discussion on adopting a code of ethics to inform program practices. The idea came out of the September 2015 HTSB Educator Ethics Summit during which the NASDTEC Model Code of Ethics for Educators was presented, including presentations by nationally recognized experts in the field of ethics who conduct policy at the state level. Discussions continue on whether to adopt, revise or endorse the national model. It was noted by TECC that UHM College of Education has a version of "professional dispositions" some of which may also be relevant to the code of ethics. HTSB plans to start a workgroup on a review of the code of ethics for the 2016–17 school year and seeks representation from TECC members.

- **TECC Meet-the-Candidates Event and Recruitment Fair:** The April 30, 2016 job fair was the most well attended job fair thus far, with over 40 schools represented (roughly half were elementary schools; middle and secondary schools making up the other half). Similar to last year, there were about 120 candidates who attended, the majority of which were elementary teacher candidates. Many of the positions to fill were in special education. A majority of the candidates were either hired on the spot or asked to see the principals the following week. It was overall a success.

- **"It's Great to be A Teacher" Fair (substitute teacher professional development and career fair):** The idea for the fair first came out of conversations between the University of Phoenix and LCC. The fair, which took place on March 5, 2016, catered to those looking to become substitute teachers as well as long-term substitute teachers looking to become full time teachers. The event was part of a greater effort to uplift the teaching profession, and was a success, having reached out to about 4000 potential substitute teachers. The event also showcased "rockstar" educators from around the nation.

- **Other EPP-related programs:** Throughout the year, meetings also included guest presentations updating TECC on key programs such as Common Core Mathematics Standards, C3 Social Studies Framework, Next Generation Science Standards (NGSS), as well as programs that support teachers' professional development such as the Hope Street Group, HSTA initiatives, HIDOE's mentoring/induction program, with a new discussion on the idea of data literacy competency-based courses for educators.

Meeting dates for the 2016–2017 academic year were established (see attached).

Respectfully submitted.

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Superintendent
Hawai'i Department of Education
TECC Co-Chair

Donald B. Young 10-24-16
Dean, College of Education
University of Hawai'i at Mānoa
TECC Co-Chair

Attachments

Meeting Summaries and attachments (9)
TECC Directory 2015–2016
2015–2016 Meeting Schedule
2016–2017 Meeting Schedule

2015–2016 TECC Directory
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Teacher Education Coordinating Committee (TECC) Meeting No. 1
UHM College of Education, LSP 4B
SEPTEMBER 24, 2015

MEETING SUMMARY

Present:
Tammi Chun/HIDOE Assistant Superintendent (Chair); Donald Young/Dean UHM COE (Co-Chair); Makalapua Alencastre/UHH Kahuawaiola; John Bailey/BYU-Hawai‘i; George Carroll III/University of Phoenix-Hawai‘i; Michele Ebersole/UHH; Dale Fryxell/Chaminade University of Honolulu; Christina Simpson/HTSB; Mary Heller/UHWO; William Scott/Teach For America; Karen Lee/P20 Partnerships for Education; Roberta Martel/UH-LCC; Rae-Anne Montague/UHM ICS; Joanne Taira/UH System; Kacie Cohen/Chaminade University of Honolulu; Dan Doerger/P20 Partnerships for Education; Violet Harada/UHM LIS; Stephanie Kamai/UHWO; Aaron Levine/UHM COE-Institute for Teacher Education; Avis Masuda/UHH; Jessica Miranda/UHM COE; Kathleen Nishimura/Chaminade University of Honolulu; Beth Pateman/UHM COE; Kerry Tom/HIDOE

Guests:
Cindy Naito/University of Phoenix; Dawn Kau‘ilani Sang/HIDOE

I. Welcome

- Chair HIDOE Assistant Superintendent Tammi Chun convened the meeting at 9:35 am, welcoming all in attendance.
- Appreciation for refreshments: UH Mānoa College of Education
- Brief introductions from each attendee, followed by Chair Chun reiterating the TECC HRS 3014A-1202, which states the role and responsibility of TECC
- Don Young then requested that attendees update their contact information on the directory being circulated and also reminded all present regarding the types of membership and their voting rights in TECC (one official representative from each institution is a voting member)

II. Business Items

A. The TECC Meeting No. 9 Summary of May 12, 2015 was approved by acclamation as submitted.

B. Draft Report to the Legislature: Don Young reviewed the TECC responsibility to submit an annual report to the legislature on the past year’s activity. A draft was distributed by email attachment and can also be found in the Google docs folder. Members are asked to review the draft, which will be voted on for approval in the October 15, 2015 meeting. The Dean of UHM College of Education and the Superintendent will then sign the report, attach all meeting summaries and relevant documents, and submit to the Legislature through the University of Hawai‘i.

C. HIDOE report

a. Leadership changes:
- Stephen Schatz appointed Deputy Superintendent
- Tammi Chun appointed Assistant Superintendent of Strategy, Innovation, and Performance
- Suzanne Mulcahy appointed Assistant Superintendent of Office of Curriculum, Instruction and Student Support
- Clyde Sonobe appointed Assistant Superintendent of Information Technology Services

- Dawn Kauʻi Sang appointed Director of the Office of Hawaiian Education
- Four new CAS appointments: John Erickson (Aiea-Moanalua-Radford), Matt Ho (Castle-Kahuku), Lanelle Hibbs (Kailua-Kalaheo), Brad Bennett (Hilo-Waiakea)

b. 2015-2016 Priorities: Chair Chun described, with the aid of a Powerpoint presentation, the HIDOE's priorities and progress thus far:

- Sticking to and continuing to work on the six priority strategies (rather than adding more);
- Data on math and reading/literacy scores indicate that results for the state has significantly improved from 2003 to 2013, although of course there is ample room for improvement. Of note is the significant growth in improvement for Hawaiʻi, especially in the national context;
- The move away from Hawaiʻi State Assessment to Smarter Balanced Assessment has resulted in better implementation of Common Core standards, ultimately resulting in not simply only testing for math and reading, but also incorporating a more comprehensive set of benchmarks that include language, literacy, and comprehension, as well as application of knowledge in student learning;
- Smarter Balanced results reinforce the decade of NAEP gains, basically that we did better than we thought we would, on a harder test. Further indication of this positive development is in improved college readiness (students taking more rigorous courses);
- The EES is also proving to work, given 60% retention of teachers after 5 years in the public school system (since 2010);
- Chair Chun noted that updates on EES and ESEA flexibility are on the HIDOE website, and also passed around a sign-up sheet for a Title II focus group study on the State Plan to Ensure Equitable Access to Excellent Educators.

Discussion on the items presented above resulted in the following highlights:

- Importance of continued alignment work of pre-service assessment with employer expectations in order to reduce the number of assessments our teacher candidates have to navigate
- EPPs' access to HIDOE point person(s) for Strive HI
- Clarification of full cycle evaluation for probationary teachers as well
- EPPs' access to reports on how well their program graduates are doing on these assessments; Dan responded that the reports will continue to be available via DXP for EPPs
- SPED teacher candidates will also need access to student-level data, to which both Chairs responded that while there is movement on the Affiliation Agreement, there is nothing to report on yet.

D. Meeting Venue and Refreshment Schedule: Don Young reminded that there was a TECC meeting refreshment sign-up schedule circulating. The University of Phoenix has offered to host the TECC meetings for 2015–2016 at their downtown campus. TECC approved the change in venue with appreciation.

III. Discussion Items

A. HTSB Report and Emerging Issues:

a. Christine Simpson reported that the edTPA and PPAT Resolution was approved. All EPPs will need to implement changes no later than July 1, 2019. Details on how that will

happen were to be discussed at the TECC EES/edTPA/PPAT workgroup meeting taking place right after the TECC meeting;

b. The HTSB Educator Ethics Summit, on September 10, 2015, included information on the NASDTEC Model Code of Ethics for Educators, presentations by nationally recognized experts in the field of ethics and conduct policy at the state level, and a demonstration of ProEthica, an ethics assessment developed by ETS.

c. Christina also brought some CDs containing a guide on licensing systems, available for any of the EPPs to take.

B. BOE Policy 2104 Impacts on Teacher Education (Makalapua Alencastre and Kauʻi Sang):

a. Makalapua emphasized again the historical significance of these most recent developments, leading to the establishment of the Office of Hawaiian Education within the HIDOE, and the Office's ensuing efforts on ground-up implementation. *(Note: Prior to her opening remark, the Committee congratulated Makalapua on winning the 2015 Carnegie Project on the Education Doctorate (CPED) Dissertation in Practice of the Year Award.)*

b. Kauʻi handed out copies of what policy 2104 actually states and updated the Committee on the workgroup looking at how teacher licensing and EPPs preparing teacher candidates for licensing can begin to incorporate Hawaiian education preparedness in their candidates. Key highlights are:

- The effort will continue to honor process, to allow for organic developments and to include voices of the different pre-service (EPPs), in-service as well as administrative players on how and what it means to have Hawaiian education holistically (as opposed to simply being another course to take or another assessment to prepare for);

- At a more concrete level, the implementation plan is a three-year plan, with Nā Hopena Aʻo (HĀ) as the outcome;

- The workgroup hopes to do a deep-dive with TECC to leverage it as a forum and a community, to answer the basic yet consistently asked questions of what Nā Hopena Aʻo is and can be.

Discussion on the items presented resulted in the following highlights:

- Several members present echoed and reinforced the positive energy surrounding Nā Hopena Aʻo based on how they have seen their specific communities supporting and rallying behind the movement
- That the key approach is precisely to not only allow for but to *encourage* "organic" developments, that Nā Hopena Aʻo will take on its own unique lives in different communities, so that it would truly work for that community
- On a more practical note, while OHE has been attending to individual requests, it would also be useful to look at more consolidated efforts such as doing webinars available on-demand.

C. Additional business/discussion item: Don Young requested members of the meeting to consider sharing with TECC their data on enrollment in their programs, so that a more detailed analysis of how many candidates are presently in the pipeline toward licensure can be analyzed.

a. There is available database on the total enrollment across all EPPs to gauge what we have "to begin with." Such data will inform how EPPs are attracting new students into their programs;

b. George Carroll then suggested also that the Committee might consider a workgroup or a taskforce to brainstorm ways to uplift the profession to attract more (both in quantity and quality) candidates into EPPs. This was well received, with the caveat that the brainstorm begins first with looking at what is already being done on this front and to piggyback and build upon existing effective initiatives.

IV. Next TECC Meeting, October 15, 2015

- Will be held at the new meeting venue – University of Phoenix in Honolulu. George will be sending out details on directions and parking.
- Refreshments will be sponsored by BYU.
- Future Agenda items:
  - Draft Report to the Legislature
  - Strive HI data
  - BOE 3-year school calendar
  - Enrollment numbers
  - Parent permission for access to video (needed for edTPA)
  - ELL/MLL
  - Principal Surveys
  - Legislative Invitation to Conversation
  - C3 framework for Social Studies
  - Next Generation Science Standards
  - HIDOE STEM Strategic Plan
  - ELA/Literacy
  - Reauthorization ESEA and HEA
  - HIDOE update on scaling 1-to-1 technology statewide
  - HI P-20 and DXP updates
  - SLDS Data Use Standards
  - Uplifting profession of teaching
  - **Notes on November items:**
    - 2104 discussion to be postponed to the November meeting since Makalapua and Kau‘i will not be present at the October meeting
    - John Constantino - State specialist on STEM education will be present
    - Representatives from the legislature will be invited to attend meeting

V. Adjournment

Meeting was adjourned at 11:31 am. Reference documents can be found at:
https://drive.google.com/a/hawaii.edu/folderview?id=0B2uSruhsG3nYfl9JTlRvMVZiNlBFQXhyRUs3MXo2OVNFOTdLMzZUN1IwZl8tajFFMEJ6eW8&usp=sharing

Teacher Education Coordinating Committee (TECC) Meeting No. 2, 2015-2016
University of Phoenix Honolulu Campus
OCTOBER 15, 2015

DRAFT MEETING SUMMARY

Present:
Tammi Chun/HIDOE Assistant Superintendent (Chair); Donald Young/Dean UHM COE (Co-Chair); John Bailey/BYU-Hawai‘i; George Carroll III/University of Phoenix-Hawai‘i; Michele Ebersole/UHH; Dale Fryxell/Chaminade University of Honolulu; Mary Heller/UHWO; William Scott/Teach For America; Mani Sehgal/HPU; Karen Lee/P20 Partnerships for Education; Roberta Martel/UH-LCC; Rae-Anne Montague/UHM ICS; James Lynch-Urbaniak/HSTA; Joanne Taira/UH System; Kacie Cohen/Chaminade University of Honolulu; Violet Harada/UHM LIS; Stephanie Kamai/UHWO; Aaron Levine/UHM COE-Institute for Teacher Education; Jessica Miranda/UHM COE; Kathleen Nishimura/Chaminade University of Honolulu; Linda Wheeler/HPU; Nezia Azmi/UHM COE

Guests:
Betty-Joann Noelani Iokepa-Guerrero/UHH; Patricia Halagao/BOE; Katherine Ratliffe/UHM COE; Brook Chapman de Sousa/UHM COE; Rosanna Fukuda/HIDOE

I. Welcome
- Chair Chun convened the meeting at 9:35 am, welcoming all in attendance
- Appreciation for refreshments to Brigham Young University and to the University of Phoenix for hosting the meeting at their Honolulu campus

II. Business Items

A. The TECC Meeting No. 1, Summary of September 24, 2015 was approved by acclamation as submitted

B. The draft 2014-2015 TECC annual report to the legislature was approved by acclamation as submitted

C. HIDOE Report
- The next BOE general meeting’s agenda items of interest (Oct 20, 2015, 5 pm): 1) Approval of 2 school years worth of calendar to help with planning for administrators and educators; 2) Report to the Board on Strive HI results in terms of the ESEA flex school accountability and improvement system index

- At another meeting, there will be an update report on the EES performance evaluation results from last year

- Dale Asami reported on updates on the Affiliation Agreement:
  - A copy of the current version was shared (available on the TECC Google Drive folder), noting the progress made thus far over the past few years, and two proposed revisions.
    - Instead of a lengthy indemnification clause, the HIDOE team drafting the AA has suggested the bolded statement on page 4 instead, which states the liability insurance requirement. HSTA affirmed NEA student dues cover the liability requirement

- Take out the "effective date" lines on page 1 since item 5.1 on page 4 already takes care of specifying when the agreement is in effect.
- Several questions from the floor yielded the following:
  - The process of implementing the agreement should be shared with principals. FYI, the link that indicates approved EPPs for student teacher placement: http://www.hawaiipublicschools.org/ConnectWithUs/Employment/LicensureAndCertification/Pages/prep-programs.aspx;
  - A copy of the Exhibit to the Agreement should be kept by both the EPP and the principal;
  - The process for approving video recording is still not clear (which forms to use, whether the form that was in use is still in use i.e. whether schools are distributing to parents etc.);
  - Still not clear is whether participating schools can pay mentor teachers directly via HIDOE;
  - The current AA does not include pre-clinical candidates;
  - Dale requested the attendees to share their feedback on specific items as well as the overall language and process with him via dale_asami@notes.k12.hi.us.

III. Discussion Items

A. HTSB Report and Emerging Issues No Report

B. ELL, MLL, Literacy (Powerpoint available on the TECC Google Drive): Patricia Halagao from the BOE along with Brook Chapman de Sousa and Katherine Ratliffe presented on the Seal of Biliteracy BOE Policy 105.31 and the movement towards teaching multilingual students in our schools. Discussion that resulted from the presentation highlighted the following:

- One policy implication is that we may we see more students enrolling in AP world language classes;

- About 3 of the EPPs present at the meeting offer courses on teaching multilingual children. Some also argued that their overall curriculum and program itself has the spirit of the policy already imbued throughout their student teacher academic experience. The presenters also highlighted that doing PD for faculty, infusing concepts in courses and partnering with SLS departments/units, including TESOL as an add-on specialization all support the implementation of the policy;

- The key takeaway is that the policy intends to nurture the valuing of children who are multilingual; to not see them as having deficits; i.e. change the language we use from focusing on them merely as "English language learners" to valuing what they bring to their classrooms as multilingual learners instead. Additionally, it is also important to nurture ELL/MLL experts from within the community;

- The presenters strongly encourage feedback from EPPs; feedback forms provided (copy available on the TECC Google Drive). Emails: Patricia Halagao phalagao@gmail.com ; Brook Chapman de Sousa ebsousa@hawaii.edu ; Katherine Ratliffe ratliffe@hawaii.edu.

C. C3 Social Studies Framework (Powerpoint PDF available on the TECC Google Drive): Rosanna Fukuda from the HIDOE presented on the C3 Social Studies Framework documents:

- The ultimate purpose of the C3 Social Studies Framework is to provide educators with a clear tool; social studies as a discipline is seen as integral to teaching students towards becoming critical, informed citizens.

- Rosanna presented on the history of the establishment and production of the C3 Framework document, current implementation/distribution as well as next steps for the Framework (to further revisit and refine the HCPS III in light of the C3 Framework, strengthen the pedagogy, and to engage students locally and globally). Rosanna indicated that whether the Framework and the Social Studies Praxis test content will be aligned would be addressed at the next national-level discussion.

- For further questions and feedback, contact Rosanna at rosanna_fukuda@notes.k12.hi.us

D. EPP Enrollment Data: Don Young thanked all who sent in their data, and shared copies of a work-in-progress compilation of the data thus far; to be followed up at the next meeting.

IV. Next TECC Meeting, November 12, 2015
Refreshments to be sponsored by Hawai‘i P20
Future Agenda items:
- Legislator Conversation (Nov 2015)
- HIDOE STEM Strategic Plan (Nov 2015)
- Next Generation Science Standards (Nov 2015)
- BOE 2104 Implementation
- ELA/Literacy
- Reauthorization ESEA and HEA
- HIDOE update on scaling 1-to-1 technology statewide
- HI P-20 and DXP updates
- SLDS Data Use Standards (January 2016)
- Uplifting profession of teaching
- National Superintendent Roundtable discussion on PISA scores
- Unified principal’s survey issue
- Substitute teacher fair (monthly updates, and then Jan or Feb 2016 for in-depth updates)
- Data use standards, Justin Katahira (January 2016)

V. Adjournment: Meeting was adjourned at 11:41 am. Reference documents can be found at: https://drive.google.com/open?id=0B2uSruhsG3nYU0c1Z0lnZjZEXzQ

Teacher Education Coordinating Committee (TECC) Meeting No. 3, 2015-2016
University of Phoenix Honolulu Campus
NOVEMBER 12, 2015

DRAFT MEETING SUMMARY

Present:
Tammi Chun/HIDOE Assistant Superintendent (Chair); Donald Young/Dean UHM COE (Co-Chair); John Bailey/BYU-Hawai‘i; Makalapua Alencastre/UH Hilo; George Carroll III/University of Phoenix-Hawai‘i; Michele Ebersole/UHH; Joe Fraser/KALO; Dale Fryxell/Chaminade University of Honolulu; Lynn Hammonds/HTSB; Mary Heller/UHWO; Mani Sehgal/HPU; Kacie Cohen/Chaminade University of Honolulu; Dan Doerger/Hawai‘i P-20; Darren Iwamoto/Chaminade University of Honolulu; Stephanie Kamai/UHWO; Aaron Levine/UHM COE; Jessica Miranda/UHM COE; Cindy Naito/University of Phoenix; Kathleen Nishimura/Chaminade University of Honolulu; Beth Pateman/UHM COE; Roberta Martel; LCC; Joanne Taira/UH System; Violet Harada/UHM LIS; Avis Masuda/UHH; Kerry Tom/HIDOE; Gus Martinez-Padilla/HPU; Nezia Azmi/UHM COE

Guests:
Takashi Ohno/Hawai‘i State Legislature; Lauren Kaupp/HIDOE; Dale Asami/HIDOE; Nicole Nitta/HIDOE; Erickson Topher/HTSB; David Tjede/CAEP; Stevie Chepko/CAEP

I. Welcome
- Co-chair Tammi Chun convened the meeting at 9:34 am, welcoming all in attendance
- Appreciation for refreshments to Hawai‘i P-20 and to the University of Phoenix for hosting the meeting at their Honolulu campus; presentation of leis to co-chairs

II. Business Items

A. The TECC Meeting No. 2, Summary of October 15, 2015 was approved as submitted by acclamation

B. HIDOE Report
- Two school year calendars (2016–2017 and 2017–2018) have been approved by HIDOE and are posted on the HIDOE website. The school calendar for 2018–2019 expected to be approved at the next BOE meeting (11/17/2015).

C. Other Business:

i. Substitute teacher career fair:

George reported that the organizing committee is currently waiting for LCC venue confirmation, and that the event will be pushed out to either February 27 or March 5, 2016, most likely the latter. EPPs are invited to participate and take advantage of providing professional development opportunity to those in their student populations who are substitute teachers. Targets include those looking to become substitute teachers as well as long-term substitute teachers looking to become full time teachers. The event is also part of a greater effort to uplift the teaching profession.

ii. DXP update

Dan reintroduced what DXP is and reported that DXP can continue to provide necessary data especially for accreditation reports, with some new formatting developments based on feedback received. EPPs were asked to submit their request for data by sending their completer list by program. Access will be via a unique password generated and sent to them. Hawaii P-20 will send information to EPPs about data needed and deadline for completer lists. Lynn Hammonds (HTSB) will check on connection between DXP and HTSB to enable data sharing between DXP and HTSB to avoid the need for EPPs to transmit data to DXP or to allow for same data file to be sent for both purposes.

iii. Alternative to Praxis II:

A consortium of UHWO, UHH and UHM is working on a proposal to HTSB to request that completion of elementary content courses serve as a valid alternative to taking Praxis II. EPPs interested in participating in a Google Hangout workgroup could do so by contacting Aaron Levine, UHM. Chaminade and University of Phoenix representatives expressed interest in participating.

III. Discussion Items

A. HTSB Report and Emerging Issues

- State alternative to edTPA and PPAT: Lynn informed that HTSB will be meeting with EPPs after the December 2015 TECC meeting to have a discussion on developing state-based performance assessment, to present to the Board. All are welcome.
- Lynn also reminded all EPPs to watch the HTSB website for topics and details on upcoming HTSB meetings and consider sending testimonies.

B. Modifications to Master Affiliation Agreement and Supplement

- Dale introduced Nicole Nitta who is assisting him with managing the AA process.
- He also reminded EPPs to make sure their supplements to the AA are signed and returned to his office, and to ensure that it becomes part of the discussion/presentation when meeting with schools. Note also that the AA-plus-supplement will be in effect as of January 1, 2016. The supplement will become the attachment to the AA once all revisions are finalized. EPPs are responsible for sharing a copy of the supplement with the schools, because HIDOE will not be sending these on their behalf. However, HIDOE OHR will be sending a memo to schools to provide a general update on the AA (including supplement).
- Questions from the floor yielded in the following:
    - The term (length) of the next AA has not been decided on and should be discussed between now and June 2016.
    - The current AA is only for clinical students (i.e., student-teachers). A more comprehensive agreement including observer-participants, pre-clinical etc. is the ultimate goal. A recent change highlighted and

presented on the screen by Dale and Nicole includes counselor candidates (i.e. educators as well as non-educators).
- Supplement will also cover videotaping student-teachers in their classrooms.

C. 2016 Legislative Session

Representative Takashi Ohno, Vice Chair of House Education Committee, introduced himself and his current focus areas, followed by a Q&A with meeting attendees.

His perspective on priority areas for the upcoming session include:
- Medical marijuana
- Honolulu Rail Transit Project
- NextEra-HECO merger
- Homelessness
- Education:
    - Charter school insolvency
    - Public pre-schools
    - HSTA
    - Educating the whole child (arts and technology), de-emphasizing testing
    - Cooling of schools – budgetary challenges

The ensuing Q&A discussion included the following topics:
- Bill from last session for those with teacher leader license receiving additional one-time compensation so teachers who are stellar performers would be encouraged to seek teacher leader license and pursue leadership roles without would not necessarily go into administration (currently the only way to increase their pay).
- HIDOE becoming Future Ready (learning enabled by one to one mobile technology). Currently there is broadband access in every public school, but of course with the average school building being 55 years old, more needs to be done to carry electrical load for electronics.
- Currently not anticipating other carryover education bills from 2015 Legislature other than teacher leader.
- HIDOE still working on community schools; a new director of community engagement is being hired.
- Representative Ohno emphasized for EPPs to take on advocacy for causes they feel strongly about as there are always competing interest groups vying for the legislature's attention

D. Update on Next Generation Science Standards

Lauren Kaupp, Educational Specialist for Science at the HIDOE, presented on the Next Generation Science Standards (http://www.nextgenscience.org). The main takeaways included the idea that "everything old is new again" and the emphasis on process and not event (i.e. no textbooks, implementation in classroom depends on teacher's creativity). NGSS is currently adopted by 15 states, as well as Washington D.C., while other states have adopted NGSS-like standards

Shifts to note:

- Integrating the practice of science and engineering; i.e. engineering is included as an application of the science.
- Clearly defining "inquiry"
- Cross-cutting concepts
- Deeper understanding of content towards college-career-citizenship readiness
- Clarity on alignment with the Common Core (NGSS and Common Core support each other but does not replace each other; Common Core literacy standards does include the *communication* of science, but not science content itself).
- NGSS are performance expectations, not curriculum
- Connection between phenomena and in-classroom activities must be made explicit to students

The discussion that took place during Q&A included the following:

- Praxis II is currently not aligned with NGSS
- One of the main challenges with the NGSS as a program/project is how to support the implementation
- "Adoption" refers to Board-adoption of the standards which is not simultaneous with implementation timeline., i.e. HCPS III will not disappear. Instead, schools will work with matching NGSS with HCPS III through a 3-4 year transition phase.

E. EPP Enrollment Data

Don Young thanked all for sending data, and informed the committee that further refinement will be prepared for December meeting, highlighting that the first round of data analysis resulted in raising some questions on definitions of data parameters. The next iteration of analysis will be further refined and will be discussed at the next meeting.

F. Proposed Rules on Teacher Preparation

Don reported on the most recent known update regarding the USDOE proposed rules on teacher preparation, that the rumor was USDOE may release the rules since bills from both sides of the political spectrum asking to block the rules have not been passed. Stevie from CAEP however added that as far as CAEP is aware, since nothing was acted on by November 1, the process would have to begin all over again rather than the rules being put into effect.

Jessica Miranda encouraged the committee to write to their senators to keep the policy rider for Hawai‘i, something CAEP is not currently aware of (that there is a policy rider).

IV. Next TECC Meeting, December 10, 2015
Refreshments to be sponsored by Teach For America
Future Agenda items:

- STEM Strategic Plan (December)

- HI P20 and DXP Updates (December)
- Labor market discussions-HIDOE projected vacancies, teacher retention (December)
- SLDS Data Use Standards (January)
- Principal Surveys
- BOE 2104 Implementation
- ELA/Literacy
- Reauthorization of ESEA and HEA
- HIDOE update on scaling 1-to1 technology statewide
- HIDOE and NTC data on areas of challenge for beginning teachers
- Substitute Teacher Career Fair video screening

V. Adjournment: Meeting was adjourned at 11:30 am. Reference documents can be found at: https://drive.google.com/open?id=0B2uSruhsG3nYU3J4TmFwaE5melE

Teacher Education Coordinating Committee (TECC) Meeting No. 4, 2015-2016
University of Phoenix Honolulu Campus
DECEMBER 10, 2015

DRAFT MEETING SUMMARY

Present:
Tammi Chun/HIDOE Assistant Superintendent (Chair); Donald Young/Dean UHM COE (Co-Chair); John Bailey/BYU-Hawai‘i; Makalapua Alencastre/UH Hilo; George Carroll III/University of Phoenix-Hawai‘i; Michele Ebersole/UHH; Dale Fryxell/Chaminade University of Honolulu; Lynn Hammonds/HTSB; Mary Heller/UHWO; William Scott/Teach For America; Mani Sehgal/HPU; James Lynch-Urbaniak/HSTA; Roberta Martel/UH LCC; Kacie Cohen/Chaminade University of Honolulu; Dan Doerger/Hawai‘i P-20; Stephanie Kamai/UHWO; Aaron Levine/UHM COE; Jessica Miranda/UHM COE; Kathleen Nishimura/Chaminade University of Honolulu; Beth Pateman/UHM COE; Linda Andrade Wheeler/HPU; Violet Harada/UHM LIS; Nezia Azmi/UHM COE

Guests:
Barbara Krieg/HIDOE; John Constantinou/HIDOE; Andy Drotos/University of Phoenix; Pam Roggeman/University of Phoenix; Shelly Hodges/University of Phoenix; Cheryl Anderson/University of Phoenix; Simon Ring/University of Phoenix; Lisa Ghormley/University of Phoenix

I. Welcome
Co-chair Tammi Chun convened the meeting at 9:35 am, welcoming all in attendance
Appreciation for refreshments to Teach For America

II. Business Items

A. The TECC Meeting No. 3, Summary of November 12, 2015 was approved as submitted by acclamation

B. HIDOE Report

School Calendars: Three years of school calendar have been approved by the Board of Education. The full calendars are now accessible on the main homepage of the HIDOE website. Attendees are encouraged to let their colleagues know, for planning purposes.

High-needs Gap: Preliminary disaggregation of the school accountability index reveals that the gap between high-needs and non-high-needs students is still quite large, across all subjects. On the Smarter Balanced assessment, only a small percentage of high-needs students meet the standards. On the other hand, some schools are performing well, above state average.

Other dimensions of achievement gaps: There is need for differentiating instruction to assist our native Hawaiian and Pacific islander learners, and HIDOE is looking to work more closely with EPPs on this effort. See -Achievement Gap: http://www.hawaiiboe.net/Meetings/Notices/Documents/2015-12-01%20SAC/SAC_Agenda_IVD_12012015_Update%20on%20Achievement%20Data%20in%20High%20Nees%20Categories%20v4.pdf

NCLB/ESEA Reauthorization: Now under the new name ESSA, the recent reauthorization of NCLB/ESEA will be discussed once the dust has settled. In general, the new act is more flexible, and not too radically different from what is already being done in Hawai‘i.

Implementation of the accountability measures is scheduled to go into effect in the 2017-18 school year. Don Young informed the meeting that HPR/NPR is looking for an expert to be interviewed on the recent reauthorization.

Affiliation Agreement: Dale Asami will be preparing a memo to be sent out to the field so that every principal will, in theory, be notified regarding the new AA and the circumstances that are covered under the agreement. John Bailey has asked that EPP representatives be cc'd on the memo. HIDOE will put a copy of the memo on the HIDOE website and will share the link to the TECC list.

There still appears to be ambiguity on which forms are to be used for which circumstances, as well as on how signatures on the AA and its attachments/exhibits are all to be collected in time. Aaron confirms that there are some mis-alignments and offered to take questions off-line.

Principal Surveys: Dale and Kacie reported that they were informed by the HIDOE that in order to conduct their principal survey, they had to do a research request instead. Chair Tammi Chun suggested for all EPPs to share what information they absolutely need on their respective principal surveys, so that some analysis can be done on the most optimal way for collecting information. The first choice for the HIDOE is typically to ride on an existing survey. Bobbie also added that the same kind of survey is typically needed for accreditation, while William shared that Teach For America has used other data such as Danielson scores in place of principal survey results. Another issue to be addressed is how principals would know which teachers in their schools come from which EPP. The discussion, which is now a bigger conversation than initially thought, will be addressed in January. Lynn will collect all questions to bring to CAEP on what information is needed to be collected from school principals for accreditation.

C. Other Business

No other business items discussed.

III. Discussion

A. HTSB Report and Emerging Issues

- Lynn reported on recent accreditation developments based on the Nov 13, 2015 HTSB meeting. Among recently accredited EPPs are LCC, BYUH and Kahuawaiola.
- There will be a January 6, 2016 meeting on alternative routes to licensure. Lynn will send meeting notice to EPPs who are interested in attending the meeting.
- The next ETS meeting will be on January 14, 2016, after the TECC meeting.
- Coming up on January 15, 2016 is the meeting on having coursework in elementary education as a valid alternative to the Praxis exam.
- Lynn also noted that the PPAT meeting is still open for registration.
- New staff: Dr. Topher Erickson recently joined the HTSB as licensing specialist and will be working together with Christina Simpson.

B. EPP-HDOE Labor Market Data

Barbara Krieg reported on ongoing efforts in her office to analyze labor data across HIDOE schools. Currently they are now able to pull up detailed reports to determine key information such as how many vacant positions are available on the first day of every school year. The data can also be broken down, for example by complex area. A key finding is that it is now very clear that teachers for Hawai‘i must be home-grown, i.e. recruited locally. Currently, retention data show that we still have a need to recruit teachers who are more likely to stay on in Hawai‘i.

Discussion initiated by questions from the floor highlighted the following points:

- There might be mis-information claiming that licensed teachers must take substitute teacher training in order to get employed (untrue). Barbara will also check on whether it is true that retired DOE teachers who wish to return to the profession must also undergo substitute teacher training.

- EPPs need to know the details of what her office can offer in terms of upfront support in recruiting. For example, targeted recruiting from within communities (i.e. recruiting teachers to teach within their geographic communities), or specific approaches to minimizing the number of teachers who leave the HIDOE.

- About 30% of licensed graduates do not end up becoming HIDOE teachers (though a portion of this could also be non-SATEP teachers hired while working towards their license).

- HIDOE will send links to EPPs to give access to data cross-referenced with HTSB.

- TECC meeting attendees with more questions can send their questions to Nezia (azti@hawaii.edu) to be addressed when Barbara returns possible for the January 2016 TECC meeting.

See Employment Report
http://www.hawaiipublicschools.org/Reports/EmploymentReport2013-14.pdf

(A PDF of the handout "Teacher Hiring Trends for TECC" is on the TECC Google Drive - link is available on the last page of this document.)

C. STEM Strategic Plan

John Constantinou, STEM strategy specialist from HIDOE, presented on updates on the STEM Strategic Plan. Key takeaways of the presentation include:

- The strategic plan aims to align STEM curriculum with employments needs. In other words, we are training students jobs that do not yet exist.

- With recent calls for "STEAM" (includes the arts) and "STEAMIE" (includes the arts, innovation and entrepreneurship), John remarks that the current plan has room for all.

- One of the bigger goals for the plan is to expand STEM teacher professional development opportunities.

- EPPs are invited to share their feedback on the current working-progress document for the plan. Those interested can email John for access at John_Constantinou@hawaiidoe.org.

Highlights from the Q&A session following the presentation include:

- Obstacles in implementation differ at different grade levels. One example is ensuring that the STEM curriculum impacts student learning positively, as well as assist on improving test scores.

- Another obstacle is the teacher-specific STEM efforts that risk going dormant if the teacher leaves his/her school. A possible solution is to sustain workgroups across different schools.

- Generally, if the principal of the school values STEM education, the STEM curriculum is well integrated into the students' learning.

- Lynn noted that there is a HTSB workgroup for STEM licensing for STEM teachers (Lynn to send meeting invite to John Constantinou).

  (The presentation can be accessed on Google Drive - link is available on the last page of this document.)

D. HI P20 DXP Update

Dan Doerger presented on recent updates on HI P20 and DXP:

- 55 by '25: Goal of having 55% of population with 2-4 year degree by 2025 may not be reached with the current trajectory (not at 43.5%). Some of the key strategies to address this include reaching out to returning adults, doing a publicized pledge system, and positively influencing parent attitudes towards college.

- Smarter Balanced policy: Hawai'i is now one of the seven states in a consortium that has adopted Smarter Balanced scores for college admissions in Math and English Language Arts. UH system currently is piloting the policy, which will be in effect for classes of 2016-18.

- Early College High School (ECHS): Twelve public high schools across the islands now are partnered with almost all of the UH campuses.

- Recent events
  - October 30, 2015: ELA/Literacy Summit
  - November 13, 2015: Math Summit
  - December 4, 2015: Moving from Culturally Relevant to Culturally Sustaining Teaching

  Upcoming events:
  - April 8, 2016: DXP Data Summit
  - April 15, 2016: HICAN Summit

  Summaries of events are on the P20/DXP website. Dan will also send event notices to TECC.

(The presentation can be accessed on Google Drive - link is available on the last page of this document.)

E. Substitute Teacher Professional Development Video

George Carroll III played the promotional video for the March 5, 2016 Substitute Teacher Professional Development Fair at LCC. The objective is to invite all 4000 substitute teachers, EAs and part-time teachers to encourage them to consider becoming a full-time teacher by showcasing "rockstar" educators from around the nation. More details will come closer to the event.

F. Pipeline data update

Don Young gave a brief update on the pipeline data collection and analysis project. It has been corrected to also include fall semester completers. There is still data verification pending for several of the EPPs. Lynn suggested for the data report to also be viewable by licensure field. The exercise thus far raises the question of on what basis HIDOE is recruiting if it does not have pipeline data.

IV. Next TECC Meeting, January 14, 2015
Refreshments to be sponsored by HIDOE
Future Agenda Items

- SLDS Data Use Standards (January)
- Principal Surveys (January)
- Job fair (January)
- BOE 2104 Implementation
- ELA/Literacy
- Reauthorization of ESEA and HEA
- HIDOE update on scaling 1-to1 technology statewide

V. Adjournment: Meeting was adjourned at 11:37 am.

Reference documents can be found at:
https://drive.google.com/a/hawaii.edu/folderview?id=0B2uSruhsG3nYZDlmbURHRV9Xc2s&usp=drive_web#list

Handouts

- Summary of TECC Meeting No. 3., November 12, 2015
- EPP Enrollment Data Revised

Teacher Education Coordinating Committee (TECC) Meeting No. 5, 2015-2016
University of Phoenix Honolulu Campus
JANUARY 14, 2016

MEETING SUMMARY

Present:
Tammi Chun/HIDOE Assistant Superintendent (Chair); Makalapua Alencastre/UH Hilo; John Bailey/BYU-Hawai‘i; George Carroll III/University of Phoenix-Hawai‘i; Michele Ebersole/UHH; Dale Fryxell/Chaminade University of Honolulu; Lynn Hammonds/HTSB; Mary Heller/UHWO; Roberta Martel/UH LCC; Joanne Taira/UH System; Dan Doerger/Hawai‘i P-20; Stephanie Kamai/UHWO; Kara Kusunoki/Teach For America; Aaron Levine/UHM COE; Jessica Miranda/UHM COE; Kathleen Nishimura/Chaminade University of Honolulu; Beth Pateman/UHM COE; Kerry Tom/HIDOE; Linda Andrade Wheeler/HPU; Violet Harada/UHM LIS; Avis Masuda/UHH; Nezia Azmi/UHM-COE

Guests:
Peter Yeager/ETS; Topher Erickson/HTSB; Colby McNaughton/UHH; Tobias Irish/UHH; Christine Sorensen Irvine/UHM-COE; Paul McKimmy/UHM-COE; Justin Katahira/ Hawai‘i P-20

I. Welcome
Co-chair Beth Pateman convened the meeting at 9:30 am, welcoming all in attendance
Appreciation for refreshments to HIDOE

II. Business Items

A. The TECC Meeting No. 4, Summary of December 10, 2015 was approved as submitted by acclamation

B. HIDOE Report

ESSA: Not much to report on other than that HIDOE continues to process the impact of reauthorization of ESEA for the HIDOE. Implementation of the change in the accountability portion of the Act is not until 2017-2018, whereas HIDOE's current waiver continues through 2016-2017. HIDOE is also not expecting a major change in student testing.

Of particular interest are two headlines on Title II within ESSA: 1) That the "highly qualified" designation is done away with, but there is ambiguity when it comes to Special Education teachers; and 2) That under the flexibility waiver, although the requirement that tied teacher and principal evaluation to student growth is done away with, this is only for the federal requirement - note that the requirement still exists in state law.

When asked about some states using SAT scores at the exit level for 11th grade, Tammi responded that Hawai‘i already administers Smarter Balanced and ACT, which exceed the requirements, so that may change (i.e. one of the two tests remains and the other would be removed). What is known is that the two correlate very well.

Strive HI: Tammi presented on the current state of achievements gaps as determined by Strive HI performance indices. It is notable that high-needs students now account for more than half of our students (57%). A longitudinal look at the data indicates that this trend began since the last recession and has not abated. Another point of interest is that Free Reduced Lunch students have been performing above average. In addition, instruction differentiation in classroom teaching was highlighted as one of the actions taken to improve equity. There is

also now more focus on ELL students, with $10 million out of the $26 million in the budget to be geared towards resources supporting ELL students. One notable area of recent concern is the achievement gap between non-high-needs and our native Hawaiian / Pacific Islander students.

Questions asked by meeting attendees resulted in an addition to the running list of agenda items (data on Hawaiian and Pacific Islander achievement gap), and that when it comes to this mode of comparison (performance by ethnicity) when comparing against other US states, there is not yet a clear indication of how Hawai‘i is doing.

Presentation can be found in the TECC Google Drive folder.

C. Job fair: Aaron Levine asked meeting attendees to give feedback on two possible dates for the job fair (April 30 and May 6), which will also depend on when the second HIDOE transfer period ends. Kerry Tom of HIDOE confirmed that early May would be good, although a few EPPs may have their graduation/commencement events during that weekend. Aaron will continue to update the committee about the job fair in upcoming meetings.

D. Other business: Tammi reported that Dale Asami is working on the Affiliation Agreement and that an update will be reported at the next meeting.

III. Discussion

A. HTSB Report and Emerging Issues

- Principal surveys for reporting to CAEP: Lynn reported that anytime the school (i.e. employer) does not allow a survey, the EPP may simply state this in the report. EPPs may also submit employer feedback obtained through other feedback methods. Third party comments may also be obtained by ensuring that EPPs maintain their list of program completer email addresses before they exit so that they have access to adjunct faculty or mentor teachers and survey them. Posting a notice on their website inviting comments would also fall under this category.

- Ongoing workgroups:
  - First workgroup session for alternative pathway to licensure took place, in which participants looked at two alternative pathways for educational assistants and emergency hires. Next meeting on February 18, 2016, 9 am at the Dole Cannery office, everyone is welcome.
  - Multiple subjects license: allows a person to teach any subject, aimed at very small schools.
  - STEM license workgroup will meet on January 28, 2016.
  - Hawai‘i-based performances assessment workgroup met on December 10, 2015 and will continue to meet. Discussion has been positive, especially when EPPs work together towards one performance assessment, making it also a stronger proposition to bring to HTSB.
  - PPAT workgroup met right after this TECC meeting on January 14, 2016.

- Other test updates:
  - HTSB is considering a passing score for PPAT.
  - TESOL test is currently under revision, to be recommended as transition to the new test.

    - HTSB is also working on additional content option as an alternative to elementary content requirement; for which Aaron and John have submitted testimonies.

- National model code of ethics: HTSB will also start looking at a national model code of ethic for educators, whether to adopt, revise or endorse the national model. Beth noted that UHM has a version of "professional dispositions" some of which may also be relevant to the code of ethics.

- ETS update: Peter Yeager of ETS reported that ETS has been working with CAEP on accepting Praxis Core scores as meeting CAEP requirements at the same level as ACT or SAT, and would like to work with EPPs towards this end.

B. SLDS Data Use Standards

Christine Sorensen from the Department of Learning Design & Technology (LTEC) presented on recent developments in the SLDS Data Use Standards initiative. She reiterated the goal of the initiative is to increase effective data use towards student success, with the main challenge being that those who need to be able to analyze data and infer from them may not yet have the basic competencies to do so. One possible way to do this is to utilize the competency-based education (CBE) platform developed by the Distance Course Design & Consulting (DCDC) unit in the UHM-COE. Paul McKimmy then presented on this by using LTEC 112 Technologies for Academic Success as a course example.

Discussion initiated by questions from the floor highlighted the following points:

- Time commitment/requirement to be gaining competency is key in whether the initiative would work. This is precisely why CBE is a viable solution, because a student of the course would complete the course and essentially truly gain competency based on where he/she is at and willing to put in it, versus the course being yet another sit-in class the student would have to sign up for.

- Such a course would also be attractive to in-service teachers going back to school, such as in the MEd in Curriculum Studies program.

- For more questions and feedback, EPPs are encouraged to contact Paul and Christine.

The two PowerPoint presentations are available for download on the TECC Google Drive folder.

C. Principal Survey on Employer Satisfaction Alternatives

As per Lynn Hammonds of HTSB earlier, there is now a solution to EPPs unable to administer principal surveys. However, one realization that surfaced as a result of this discussion is that data requests to DXP can only happen during certain times of the year, whereas Beth noted that EPPs actually need to access data each year. This poses a workload issue.

D. EPP Pipeline Data

Beth reported on behalf of Co-Chair Don Young that 3 EPPs have not yet responded and that there are some discrepancies in the aggregate number of graduates. All EPPs who have submitted are asked to review their numbers and re-send, and those who have not submitted any numbers to do so soon.

IV. Next TECC Meeting, February 11, 2016
Refreshments to be sponsored by HIDOE
Future Agenda Items

- BOE 2104 Implementation
- ELA/Literacy
- Reauthorization of ESEA and HEA
- HIDOE update on scaling 1-to1 technology statewide
- Update on Affiliation Agreement
- Student achievement gap data for Hawaiian and Pacific Islander learners
- Regular updates on job fair

V. Adjournment: Meeting was adjourned at 11:24 am.
Reference documents can be found at:
https://drive.google.com/a/hawaii.edu/folderview?id=0B2uSruhsG3nYRldwTGw2a0l5cU0&usp=drive_web - list

Teacher Education Coordinating Committee (TECC) Meeting No. 6, 2015-2016
University of Phoenix Honolulu Campus
FEBRUARY 11, 2016

MEETING SUMMARY

Present:
Tammi Chun/HIDOE Assistant Superintendent (Chair); Donald Young/UHM-COE Dean (Co-chair); Makalapua Alencastre/UH Hilo; Linda Andrade Wheeler/HPU; John Bailey/BYU-Hawai‘i; George Carroll III/University of Phoenix-Hawai‘i; Dan Doerger/Hawai‘i P-20; Kacie Cohen/Chaminade University of Honolulu; Joe Fraser/Kaho‘iwai; Dale Fryxell/Chaminade University of Honolulu; Mary Heller/UHWO; Stephanie Kamai/UHWO; Aaron Levine/UHM COE; James Lynch-Urbaniak/HSTA; Jessica Miranda/UHM COE; Rae-Ann Montague/UHM-ICS; Kathleen Nishimura/Chaminade University of Honolulu; Beth Pateman/UHM COE; Willliam Scott/Teach For America; Mani Sehgal/HPU; Christopher Erickson/HTSB; Joanne Taira/UH System; Gus Martinez-Padilla/HPU; Nezia Azmi/UHM-COE

Guests: Dale Asami/HIDOE

I. Welcome
Chair Tammi Chun convened the meeting at 9:32 am, welcoming all in attendance
Appreciation for refreshments to Chaminade University

II. Business Items

A. The TECC Meeting No. 5, Summary of January 14, 2016 was approved as submitted by acclamation

B. HIDOE Report

Affiliation agreement status
Dale Asami provided a handout that he used to walk through the latest updates for the Affiliation Agreement, due for review next month. Some of the highlights from the discussion include:

- Annual (as opposed to one-time) requirement for background and criminal check, beginning at the moment of enrolment in a teacher education program
- Expanded to include all clinical programs for educators being prepared once they were enrolled in the education program. The AA does not cover students not yet enrolled in the education program. There were questions about whether students in social work programs could be covered by the AA.
- Liability insurance is obtainable through membership in NEA ($30 for UHM, $35 for other EPPs; $20 is refunded upon becoming teachers)
- Language added to 1.7: To handle any agreed upon honorarium directly between the Preparation Program and the recipient, unless changes to the payment process are required to comply with law, rule, or guidance issued by a governmental agency.
- Language added to 5.1: Facsimile and/or scanned signatures transmitted by electronic mail shall be deemed originals. No legal obligation will arise under this Agreement, and the Agreement shall not be effective, unless and until all parties have signed the Agreement.
- TECC members made suggestions for changes to the audio/visual form to add to clarity and comprehensiveness of the document.

Implementation of the supplemental agreement

Supplemental Agreement is now the Attachment B, "Expectations for Preparation Program Candidates' Data Access and Use in Hawaii State Department of Education (HIDOE) Schools." The signature page will change to a multiple list of candidates vs a one page per candidate.

Strategic plan and ESSA update

Tammi shared a recent presentation to the Legislature on the HIDOE strategic plan and mid-course adjustments given recent developments with ESSA.

Highlights on the strategic plan:

- For the first time HIDOE and the BOE to have a shared strategic plan. Emphasis of the strategy was on the achievement gap and the vision was to have joyful learners.
- Progress towards student success: In general, NAEP scores have improved, Hawai'i falls in the middle nationwide in terms of Smarter Balanced scores, and is still low on ACT scores.
- Progress towards staff success: HIDOE is still working on this front, with numbers still on the downside across the board, but retention rates have improved over the last five years.
- Progress towards systems of support: Backlog is going down, although internet bandwidth is still an insatiable resource.
- Challenges include the need to uplift overall performance, equity, adequacy of resources, effective teachers, stakeholder management and improving communication; graduation rates still quite low; funds towards schools have gone down; education no longer at the top of the list of concerns (according to some nationwide polls).
- All in all, Hawai'i was noted in Washington DC as being one of the states with the most improvement in performance.

Ensuing discussion highlighted

- That there currently are no data on whether the Common Core teachers survey asks teachers to comment on whether the curriculum works for them.
- Reminder that BOE meetings take place every quarter, and that the change to having the meetings during business hours instead of evenings was due to cost.

Highlights on impact of ESSA

- There have been many unknowns and in some ways we were unprepared when ESSA happened. State level recommendations take a long time to be reviewed at the federal level, and the impending 2016 presidential elections will also add to the uncertainty. While our current waivers will expire August 1, 2016, full implementation will not be until 2017-18.
- The operating assumption is that, as long as we are not in violation of the new laws as per ESSA, we will keep doing what we are doing. The goal is to lock down the basic ideas by this summer.
- While there are a lot of changes in policy, there are no significant changes in funding levels. Most of the increases have gone to competitive grants with more emphasis on poverty than previously.
- A question to ask ourselves is what standards will help us meet Title I requirements, and even if Common Core Standards do, is that what we collectively prefer?

BOE updates

The Next Generation Science Standards were adopted and approved as policy by the Student Achievement Committee. The implementation plan and timeline are now being planned, with a projection of four years for the implementation phase, scheduled for action soon.

The policy on multilingual learners has gone through several iterations and can now be viewed on the BOE website. Concerns remain on implementation and resources, also scheduled for action in February.

Ensuing discussion highlights include

- A question was asked on whether TECC members should resubmit their testimonies on key issues, to which the answer is most likely not.
- A fact sheet on the weighted student formula to be created and distributed to TECC members
- A suggestion was made to also look at variations in approaches/attitudes toward school testing in the state, with another suggestion to allow interns to participate in the administering of tests, so that they become familiar with the process
- It was noted that ESEA Title II Part A funding is no longer available under ESSA after 2016-17.

C. Job fair: April 30, 2016 is confirmed as the date for the fair. The notice will be sent out soon.

D. Smarter Balanced digital library: Access will be given to all teacher candidates at no cost. More announcements to come.

E. Other business: Don Young noted to members to let him know if there are particular bills they would like to follow.

III. Discussion

A. HTSB Report and Emerging Issues

- The new ETS test number for TESOL is now 5362
- Elementary K-6 content knowledge has a new credit hour option
- Title II reports are due April 30, 2016. There are webinars to help with preparation of the reports. HTSB can help coordinate EPP-specific webinars.
- Deadline for the annual report is not yet known
- Discussion on alternatives to edTPA/PPAT continues, and is making progress

B. EPP pipeline data

Don Young expressed concern on the numbers already sent in, as they do not appear to add up, and if indeed they do reflect reality, then the lacking supply of teachers compared to the state's demand/need would mean that EPPs are not producing enough teachers. Members were requested to re-send their numbers, and for those who have not, to do so. The matter is of great import since this data is needed to inform HIDOE's recruiting strategy.

IV. Next TECC Meeting, March 10, 2016

Refreshments to be sponsored by UHWO

Future Agenda Items

- BOE 2104 Implementation
- Student achievement gap data for Hawaiian and Pacific Islander learners
- ELA/Literacy
- HIDOE update on scaling 1-to1 technology statewide

V. Adjournment: Meeting was adjourned at 11:24 am.
Reference documents can be found at:
https://drive.google.com/a/hawaii.edu/folderview?id=0B2uSruhsG3nYX2JGbnJBZ3hMUVk&usp=drive_web - list

Teacher Education Coordinating Committee (TECC) Meeting No. 7, 2015-2016
University of Phoenix Honolulu Campus
MARCH 10, 2016

MEETING SUMMARY

Present:
Tammi Chun/HIDOE Assistant Superintendent (Chair); Donald Young/UHM-COE Dean (Co-chair); Makalapua Alencastre/Kahuawaiola UH Hilo; Linda Andrade Wheeler/HPU; John Bailey/BYU-Hawai‘i; George Carroll III/University of Phoenix-Hawai‘i; Kacie Cohen/Chaminade University of Honolulu; Dan Doerger/Hawai‘i P-20; Michelle Ebersole/UH Hilo; Dale Fryxell/Chaminade University of Honolulu; Lynn Hammonds/HTSB; Violet Harada/UHM-ICS; Mary Heller/UHWO; Karen Lee/ Hawai‘i P-20; Aaron Levine/UHM COE; James Lynch-Urbaniak/HSTA; Roberta Martel/UH-LCC; Jessica Miranda/UHM COE; Kathleen Nishimura/Chaminade University of Honolulu; Beth Pateman/UHM COE; Mani Sehgal/HPU; Kerry Tom/HIDOE; Nezia Azmi/UHM-COE

Guests: Gus Martinez-Padilla/HPU; Brian Lincoln/University of Phoenix; Barbara Krieg/HIDOE; RJ Rodriguez/HSTA; Dewey Gottlieb/HIDOE; Linda Venenciano/UHM-COE CRDG

I. Welcome
Co-chair Don Young convened the meeting at 9:30 am, welcoming all in attendance
Appreciation for refreshments to UHWO

Congratulations and thanks to George Carroll III and Bobbie Martel for organizing the "It's Great to Be A Teacher" Fair on March 5, 2016.

II. Business Items

A. The TECC Meeting No. 6, Summary of February 11, 2016 was approved by acclamation, with one edit:
Second bullet III.A to be corrected to: "Elementary K-6 content knowledge has a new credit hour option"

B. HIDOE Report
Achievement gap data for Hawaiian and Pacific Islander learners: (postponed to the next meeting)

HIDOE Updates / Announcements:

Meeting our need of qualified Special Education teachers continues to be a challenge, and is now becoming the topic of discussion at the HIDOE. Achievement gap data for our Special Ed students, across the board indicate that only 12-14% of them scored at the level we expected them to on Smarter Balanced Assessmemts, with the remainder still facing a 50-point gap. The BOE student achievement committee will meet in first week in April - members are encouraged to contribute to ideas on strategy for this challenge.

C. Job fair: Twenty-six schools have signed up, mostly public schools, some charter schools, and no independent schools yet. Aaron encouraged all to share the email announcement with their teacher candidates. Meanwhile he will check on whether there are any outer island schools coming. Lynn Hammonds noted that some world languages were left out of the

booklet; she requested that relevant EPPs send the information to Topher Erickson by next week Friday (March 18, 2016).

D. Legislative monitoring: Don Young earlier shared a spreadsheet of bills of interest to EPPs and reviewed them at the meeting. James Lynch-Urbaniak of HSTA reported that he will update the group on development on the H.B. No. 1713, H.D. 1 regarding teacher travel policy which has caused quite a stir. He also reported that the two main omnibus bills have died, and that SB 3126 (air conditioning) and SB 2613 (National Board Certification Incentive Program for counselors) are still active.

III. Discussion

A. HTSB Report and Emerging Issues

i. Any EPP nationally accredited by December 31, 2018 have the option to continue getting accreditation through CAEP or using a nationally known performance assessment plus streamlined state review (would mirror national review with the exception that the report itself will be reviewed virtually in a condensed form; with a 1-day site visit to help reduce cost). All Hawai‘i EPPs would have completed their national reviews by this semester. Going forward all will have national accreditation and can then make the decision on which path to accreditation they prefer.

ii. LCC was approved to begin planning their program in special education

iii. Three workgroups have been meeting and will be presenting at the HTSB meeting on June 16, 2016:

- Multiple subject license (which is more of an added field): more of a teaching methodology using multi- and inter-disciplinary approaches
- STEM (also as an added field).
- Multiple pathway to licensure: Educational assistance becoming a licensed field

iv. EPPs are encouraged to share their alternative methods to clinical preparation so that they can be listed on the HTSB website: student teaching, observation of teacher candidate experience OR nationally known performance assessment. Lynn to send MBI to Nezia to share with the rest of the group.

v. It was emphasized that if an EPP currently uses a nationally known performance assessment, it is still up to the EPP whether or not to recommend a student towards licensure.

B. Common Core Mathematics Status

Dewey Gottlieb of HIDOE mathematics specialist and project partner Linda Venenciano of UHM-COE CRDG presented on "Preparing to Teach Mathematics in the Common Core Era."

Highlights include:

- The lowest rated skill in teachers has been found to be "using questioning and discussion techniques" as per the Charlotte Danielson framework for teaching. EPPs may request the link to the video of Eliza Akana of Pu‘u Kukui Elementary School where she was able to engage the students in an organic and genuine discussion.

- The HIDOE and partners are brainstorming on how to help teachers develop a different schema or lesson plan that provokes students to do the summarizing of mathematical problem-solving, i.e. knowing when to stand back and how to engage students once they do respond.

- Additionally, teachers also need assistance in selecting quality supplemental materials (versus pulling from the web, which may not always have the most quality materials).

The Q&A portion of the presentation resulted in a number of suggestions for helping with the efforts:

- Mentor teachers can help with instilling optimal habits and approaches as part of the learning, in lieu of student teachers taking more methods courses (which is not necessarily possible given time limitations);

- Look further into the effectiveness of classroom flipping;

- Using the HIDOE observation tools in pre-service classrooms as well;

- HIDOE data teams to work closely with teachers, perhaps a video resource that teachers can access to view examples towards modified lesson study;

- Observation of elementary classrooms, where there is a higher incidence of effective math teaching;

- Instilling the CREDE approach to mathematics teaching so that teachers become fully and personally invested in the learning process of the students

- Trying out "unconventional" approaches to teaching that focus on problem-solving in the context of a topic or theme that is relevant to the students (references made to TV shows Scorpion and Second Chance).

C. HSTA PD/Teacher Leader Programs

James Lynch-Urbaniak and RJ Rodriguez presented on NEA-HSTA Student Program Opportunities.

Highlights from the presentation and ensuing discussion include:

- Transforming the language and therefore practice of "professional development" to "professional learning";

- HSTA is already working with EPPs and would like to work with more;

- Shift from a typical three-day face-to-face short course to alternative routes to professional learning such as developing partnership with teacher leadership network organizations or sharing end-of-course evaluations, including having graduates share the knowledge and skills gap once they have been in the field for some time (ExTL Associate Program at HSTA);

- Provide access to more pre-service teachers via membership with NEA;;

- Starting even earlier than college, i.e. going into high schools;

- NEA is not a money-making membership association; students are refunded $20 of their membership fee each year up to four years once they become teachers;

- Additionally, membership includes liability insurance;

- The NEA early enrollment program: if students sign up from April 1, 2016 onward, they will get coverage from that point on through August 31 2017, i.e. they would get 1.5 years of membership;

- EPPs are encouraged to share information on HYPE events and other HSTA programs and courses with their student teachers, and to share comments and questions via the Powerpoint presentation on the Google Drive folder.

The PowerPoint presentation can be found at http://bit.ly/TECChsta3-10-16

D. EPP Pipeline Data
- Don Young shared the most recent snapshot of the pipeline data, which continues to have alarming patterns on a potential discrepancy between the supply versus the true demand for teachers;
- HIDOE teaching hiring trends numbers is the closest we have to HIDOE projections for the pipeline.;
- It appears a number of EPP graduates do not go to HIDOE schools. We need to to find out where they do go to help determine why they do not go to the HIDOE;
- It may also help to check out the college career readiness indicators report (CCRI) to help further inform the pipeline data;
- The recent substitute teacher fair and partnerships with HSTA may be ways of improving the pipeline.

IV. Next TECC Meeting, April 14, 2016
Refreshments: University of Phoenix
Future Agenda Items
- Hawaiian and Pacific Islander Achievement Gap Data
- College to Career Implementation Report
- Instruction/Mentoring Update
- Hope Street Group
- Educator Effectiveness System Update
- ELA/Literacy Common Core Update
- BOE 2104 Implementation
- HIDOE update on scaling 1-to1 technology statewide

V. Adjournment: Meeting was adjourned at 11:32 am.
Reference documents can be found at:
https://drive.google.com/a/hawaii.edu/folderview?id=0B2uSruhsG3nYc1ZwM0o1WnpnTkE&usp=drive_web - list

Teacher Education Coordinating Committee (TECC) Meeting No. 8, 2015-2016
University of Phoenix Honolulu Campus
APRIL 14, 2016

DRAFT MEETING SUMMARY

Present:
Tammi Chun/HIDOE Assistant Superintendent (Chair); Donald Young/UHM-COE Dean (Co-chair); Makalapua Alencastre/Kahuawaiola UH Hilo; John Bailey/BYU-Hawai‘i; George Carroll III/University of Phoenix-Hawai‘i; Kacie Cohen/Chaminade University of Honolulu; Dan Doerger/Hawai‘i P-20; Michele Ebersole/UH Hilo; Christopher Erickson/HTSB; Dale Fryxell/Chaminade University of Honolulu; Violet Harada/UHM-ICS; Stephanie Kamai/UH West Oahu; Karen Lee/ Hawai‘i P-20; Aaron Levine/UHM COE; Roberta Martel/UH-LCC; Jessica Miranda/UHM COE; Cindy Naito/ University of Phoenix-Hawai‘i; Kathleen Nishimura/Chaminade University of Honolulu; Beth Pateman/UHM COE; Mani Sehgal/HPU; Kerry Tom/HIDOE; Nezia Azmi/UHM-COE

Guests: Jonathan Schwartz/UH West Oahu; Meera Garud/ Hawai‘i P-20; Gus Martinez-Padilla/HPU; Carol Tsukamoto/HIDOE; Keri Shimomoto/HIDOE; Anne Watkins/NTC

I. Welcome
Co-chair Don Young convened the meeting at 9:37 am, welcoming all in attendance
Appreciation for refreshments to University of Phoenix

II. Business Items

A. The TECC Meeting No. 7 Summary, March 11, 2016 was approved by acclamation.

B. HIDOE Report

Achievement gap data for Hawaiian and Pacific Islander learners:

HIDOE collects data on achievement gaps by ethnicity, especially since existing achievement gap data collected nationally on the basis of ethnicity simply do not apply to the demographics in our state. For simplicity's sake, data are plotted across math and reading achievement levels and across other metrics. While there are some slight differences across the different measurements, generally the gaps between groups are on average consistent throughout with students of Korean ethnicity/ancestry being the highest performing group, followed by white, Filipino (generally on par with the state average), native Hawaiian and Micronesian. It was noted that a main caveat in the data is that ethnicity is a self-selected trait and may often be a subjective marker.

Note: The PowerPoint slides on the achievement gap data can be downloaded from the Google Drive (see end of this summary for link).

HIDOE Updates / Announcements:

Smarter Balanced waiver for Ka Papahana Kaiapuni (immersion) students: While the English Language Arts and Mathematics Smarter Balanced assessment requirement is waived for Kaiapuni students, the waiver approval was not extended to science assessment. Since students have not been receiving scores for the field testing done this school year for science

assessment, the USDOE requires that Kaiapuni students still take science assessment in English to avoid not having any scores until the 8th grade.

Update on strategic plan: The main target of the current exercise is to produce a complete updated draft of the plan, which would cover the 2017-18 school year, i.e. it would be all-systems-go starting with 2017-18.

One of the highlights is a comprehensive and concerted effort in engagement to start dialogue on student success in the community, both in a broad sense as well as with targeted individuals. Some examples include the come-one-come-all opportunity at BOE meetings, engaging with other parties such Kamehameha Schools, creating target focus groups comprised of stakeholders, individual feedback online survey, as well as social media (#HIqualityed). Don Young noted that TECC itself will conduct a focus group discussion as part of this effort. Further announcements will be made once Governor Ige announces his ESSA taskforce.

Discussion that ensued highlighted that regarding EES, HSTA has been calling on a change in policy tying teacher evaluation to student performance and that the discussion is still active and will continue over the next year. Feedback continues to be critical to the discussion, and the burden of data collection is high on all parties involved.

Note: The PowerPoint slides on the strategic plan and ESSA fact sheet can be downloaded from the Google Drive (see end of this summary for link).

C. Job fair: About 35 schools representing most of the school districts in the state, including Maui, Hawai'i / Big Island, both HIDOE and charter schools (no private schools). The tentative list will be sent out by Aaron. It was noted that there may be as many administrators as there are candidates this year. Topher requested meeting attendees participating in the fair to let him know of any other edits to be made to the job fair booklet.

D. Legislative monitoring: Of the long list of bills highlighted during the previous TECC meeting, only four have survived, namely: 1) HB 2266 Office of Early Learning; 2) SB2476 Deaf/Hard of Hearing; 3) HB 2738, HB 1621, HB 2380, SB 3099, and SB 2231 Afterschool programs; and 4) SB 2557 Concussion.

E. Request for representation: State specialist Lauren Kaupp of NGSS has requested for a TECC representative to serve on the NGSS team. Responsibilities include monthly meetings to ensure that challenges in implementation are addressed and that the team continues on the agreed vision and goals. The TECC membership was asked to consider volunteering or nominating a representative.

F. Other business: N/A

III. Discussion

A. HTSB Report and Emerging Issues
   i. IHE Title II reporting is due before or on April 30, 2016
   ii. HTSB did not recently meet as a board so there no other major updates
   iii. HTSB is currently revising the provisional program review template
   iv. A recommendation was made to have Margie Crutchfield present at a future TECC meeting. Suggestions were made to have the presentation, were it to happen, to be a hybrid of what was presented at the recent CAEP conference and what would be

relevant specifically to TECC. Suggestion was also made to consider one-to-one telephone conversation, which may be more useful.

B. College/Career Readiness Indicators Report

Karen Lee and Meera Garud presented on the most recent CCRI high school feedback report, whose goal is to assist with the efforts in students achieving college and career readiness and community success.

Highlights include the following:

- What has been valuable was the ability to see trends in student mobility after they graduate from high school year after year. Teachers can see, for example, how many remedial courses their students took once they entered college.

- Dual credit trends (earning college credits before leaving high school) indicate that it is a good indicator of success in college.

- Nationwide data beginning with the class of 2012 indicate that there are more students now that go straight to a four-year college rather than to a two-year college and transferring later. It was noted that not all schools participated in the clearinghouse survey, but participation was close to 98%. For HIDOE completers, 64% of the class of 2015 accessed college.

- Enrolment in remedial or development courses/programs has gone down between the class of 2013 and class of 2015.

- Waipahu High School stands out with the highest increase in percentage of students taking college readiness courses (AP and dual credit).

- There are also new CCRI data on college persistence and college access broken down and disaggregated by demographic characteristics. It was noted that data collection and analysis were made possible because of the partnership between institutions of higher education and public schools. Ultimately this is about keeping students in college and successfully graduating, not just about going to college. Don Young also noted that this type of data (i.e. data on program completers) done for teacher education graduates have also helped EPPs help their graduates once they are in the field.

Post-presentation discussions include the following highlights:

- All the data are available on both the DXP and BOE websites
- HIDOE does not yet have a target percentage of students taking AP courses
- It may be worth it to look at potential statistically significant data on schools that tend to prefer AP courses of dual credit courses and vice versa
- There is yet data that look at how many of the AP and dual credit attend UH versus other campuses.
- There is also not yet a data breakdown along Special Ed / Needs and ELL/MLL students.
- Size of the graduating class has been shrinking overall, but this is likely due to the current trends in overall demographics in the state.
- Next step is to look closely at the *why* of the data. Researchers are needed in the DXP office - a call is made to TECC members who may want to inform individuals they know

who can assist in this analysis by joining the DXP team, potentially as part of their own research.

Note: The PowerPoint presentation can be downloaded from the Google Drive (see end of this summary for link).

C. HIDOE Induction/Mentoring Update

Carol Tsukamoto, Keri Shimomoto and Anne Watkins presented updates on the HIDOE induction and mentoring program.

Highlights include the following:

- A group activity-based discussion took place looking at TECC perspectives on pre-service common needs of beginning teachers (see visual notes on the TECC Google Drive)
- Data presented on which teacher prep programs new teachers most associate with
- DOE perspectives and aligned supports: classroom management, emotional support, lesson planning, differentiating instruction
- Addition of 2 new positions for Special Ed mentor resource teachers
- Beginning Teacher Summer Academy as one of the partner programs (see handout on the TECC Google Drive)
- Recommendations on bridging the pre-service and in-service experience

Note: The visual notes taken during the discussion activity, handout on instructional mentor year-at-a-glance, handout on Beginning Teacher Summer Academy (BTSA) as well as the PowerPoint presentation can be downloaded from the Google Drive (see end of this summary for link).

IV. Next TECC Meeting, May 12, 2016 Refreshments: HTSB
Future Agenda Items:
- Educator Effectiveness System Update
- ELA/Literacy Common Core Update
- BOE 2104 Implementation
- HIDOE update on scaling 1-to1 technology statewide

V. Adjournment: Meeting was adjourned at 11:45 am.
Reference documents can be found at:
https://drive.google.com/a/hawaii.edu/folderview?id=0B2uSruhsG3nYS1E3Q2NLQm9ZSzQ&usp=drive_web - list - list

Teacher Education Coordinating Committee (TECC) Meeting No. 9, 2015-2016
University of Phoenix Honolulu Campus
MAY 12, 2016

MEETING SUMMARY

Present:
Donald Young/UHM-COE Dean (Co-chair); Makalapua Alencastre/Kahuawaiola UH Hilo; Linda Andrade Wheeler/HPU; John Bailey/BYU-Hawai‘i; George Carroll III/University of Phoenix-Hawai‘i; Kacie Cohen/Chaminade University of Honolulu; Dan Doerger/Hawai‘i P-20; Topher Erickson/HTSB; Lynn Hammonds/HTSB; Violet Harada/UHM-ICS; Mary Heller/UHWO; Stephanie Kamai/UHWO; Karen Lee/ Hawai‘i P-20; Aaron Levine/UHM COE; James Lynch-Urbaniak/HSTA; Kathleen Nishimura/Chaminade University of Honolulu; Beth Pateman/UHM COE; Joanne Taira/UH System; Kerry Tom/HIDOE; Nezia Azmi/UHM-COE

Guests: Kelly Miyamura/Hope Street Group; Christina Torres/Hope Street Group; Shawna Gunnarson/Hope Street Group; Sharon M. Look/Hope Street Group; Patricia Halagao/BOE; Brook Chapman de Sousa/UHM-COE; Elizabeth Jimenez Salinas/GEMAS Consulting

I. Welcome
Co-chair Don Young convened the meeting at 9:32 am, welcoming all in attendance
Appreciation for refreshments to Hawai‘i Teacher Standards Board

II. Business Items

A. The TECC Meeting No. 8 Summary, April 14, 2016 was approved by acclamation.

B. HIDOE Report - *postponed*

C. Job fair summary: The April 30, 2016 job fair was the most well attended job fair thus far, with over 40 schools represented (roughly half were elementary schools; middle and secondary schools making up the other half). Similar to last year, there were about 120 candidates who attended, the majority of which were elementary teacher candidates. Many of the positions to fill were in Special Education. A majority of the candidates were either hired on the spot or asked to see the principals the following week. It was overall a success.

D. Legislative outcomes: James reported on some HSTA bill updates. Despite the teacher leader bill dying in the committee, there was at least acknowledgment of the importance recognizing teacher leaders who do above and beyond the call of duty. Another positive was funding allocated towards cooling our schools. Don Young also noted that the issue of provisos to HB 1700, Sec 51.3 is currently being investigated.

E. Other business:
- TECC meeting schedule for 2016-17: Attendees adopted the current 2016-17 meeting calendar. Makalapua invited TECC to have one of the meetings on the Big Island at UH Hilo - co-chair Don Young suggested that the group include this in future discussion to determine a good date ahead of time.
- TECC directory: Attendees were asked to give any changes/updates to TECC representatives to Nezia at azti@hawaii.edu.
- Dr. Kirstin Mawyer of the COE was appointed as the TECC representative to the NGSS.

- Draft of the TECC annual report to the legislature for 2015-16 will be ready at the September 2016 TECC meeting.
- As to meeting venue, the University of Phoenix campus director has approved use of the University of Phoenix meeting room for 2016-17.

III. Discussion

A. HTSB Report and Emerging Issues

i. HTSB plans to start a workgroup on a review of the code of ethics for the 2016-17 school year and seeks representation from TECC members.
ii. The next NASDTEC symposium will be in January 2017 in San Diego, this year focusing on teacher preparations. Lynn to forward info on this to Nezia to put on the TECC Google folder.
iii. A CAEP clinic recently took place and was mainly attended by state agency professionals. It gave attendees one-on-one time with Chris Koch.
iv. All are reminded again that HTSB meeting agendas are available on the HTSB website and that all are welcome to attend, submit testimony and give input.
v. Reminder on the May 31, 2016 deadline for EPP annual reports to HTSB.
vi. All are encouraged to share with HTSB what they would like for Margie Crutchfield to come and talk about. Beth noted that she has been helpful in help how to write assessments.
vii. On June 28, 2016 there will be a virtual presentation/workshop for advising and admissions staff. Topher will send out link to the virtual page.
viii. Topher also noted that he had heard that teaching could be the largest profession in the country, and that TECC members are invited to verify this statement.

B. Implementing HIDOE Multilingual / Cultural and Linguistic Policies

Patricia Halagao presented an update on the BOE cultural and linguistic policies and their implications on teacher education. The multilingualism policy was drafted in October 2015, and though there are no existing programs yet, there is strong interest in implementing the policy. The basis for the policy was born out of a deep reading of a core value in the 2011-18 HIDOE strategic plan (cultivating, advancing and drawing from Hawaii's rich tradition and Native Hawaiian host culture). The policy was also part of a group of policies that were created to realize this core value, including BOE Policy E-3 (Nā Hopena A‘o). Given that 75% of our student body is bilingual, it is only fitting that such a policy is in place, so that we truly find value in language diversity. The presentation covered the rationale, vision and goals towards fully realizing the policy, highlighting the necessary partnerships and collaboration, including how the COE can provide training and development for teachers. A website on the policy is currently in the works, and contact information of key players in the movement will be shared with TECC.

Note: The PowerPoint presentation can be downloaded from the Google Drive (see end of this summary for link).

C. Hope Street Group Second Annual Update

Kelly Miyamura, Christina Torres, Shawna Gunnarson and Sharon M. Look presented on the Hope Street Group, with highlights on the most recent data and programs implemented in its second year. The presentation gave a brief background for the formation of the Hope Street Group with the main goal: bringing teachers' voices to the policymaking table. A sizable amount of time was also dedicated to reporting on year two progress, highlighting that state

teacher fellows are integral to ensuring a feedback loop between teachers and education leaders.

A recommendation was made from the floor to link teacher candidate fellows from different institutions to each other so as to create a direct network between pre-service and in-service teachers. It was also noted that the youngest teacher that became a fellow had three years of teaching experience, but that there is no particular requirement on minimum years of teaching before an individual can be considered to become a fellow. Access to the data collected is available to all - Kelly and the Hope Street Team will send the information.

Note: The PowerPoint presentation can be downloaded from the Google Drive (see end of this summary for link).

D. Defining Student Success Focus Group

Kelly Miyamura and Courtney Gil then facilitated the Student Success focus group with TECC members to get input from TECC as a stakeholder group.

IV. Next TECC Meeting, September 8, 2016 Refreshments: COE

Future Agenda Items

- DXP Data Summit Report
- HAR Requirements
- Educator Effectiveness System Update
- ELA/Literacy Common Core Update
- BOE 2104 Implementation
- HIDOE update on scaling 1-to1 technology statewide
- Teacher of the year - how TECC can support the initiative for Hawai‘i (George Carroll III)
- Working more closely with teachers in high school academies (Aaron Levine)

V. Adjournment: Meeting was adjourned at 11:45 am.
Reference documents can be found at:
https://drive.google.com/a/hawaii.edu/folderview?id=0B2uSruhsG3nYUkZGXzQyQm9uaG8&usp=sharing