

UNIVERSITY OF HAWAI‘I SYSTEM ANNUAL REPORT



REPORT TO THE 2022 LEGISLATURE

Annual Report on the
Teacher Education Coordinating Committee

HRS 304A-1202

October 2021

Teacher Education Coordinating Committee (TECC) 2020-2021 Annual Report to the Legislature

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

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

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

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

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

Other entities that have been invited to participate include:

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

The Superintendent and Dean alternate chairing the meetings each year. For the 2020-2021 academic year, Nathan Murata, UHM-COE Dean, was Chair, with HIDOE Superintendent Dr. Christina M. Kishimoto as Co-Chair.

The TECC met monthly from September 2020 through May 2021, for a total of nine meetings. During these monthly meetings, HIDOE, HTSB, and EPP's provide updates on priorities, developments, and other issues for discussion and action.

This annual report opens with an update on TECC efforts related to the ongoing COVID-19 pandemic, followed by key highlights this past year using the framework of the strategic plan, and ends with a reflection on TECC's role in advocacy in the legislature.

COVID-19 pandemic challenges

The start of the 2020-2021 school year saw Hawai'i's schools continuing to grapple with the challenges brought by the COVID-19 pandemic. TECC opened its meeting with updates and sharing on how different institutions were handling the difficult challenges:

- **Maintaining supply of licensed teachers:** HTSB's suspension of the 450-hour clinical experience requirement allowed student teachers to be recommended for licensure using other means of assessing competencies;
- **Maintaining operations of educator preparation programs:** HTSB granted extension of state approval for EPP's whose accreditation renewals were delayed due to the pandemic;
- **Sharing of on-the-ground updates on campus safety protocols and challenges both for K-12 (HIDOE) and universities (EPPs),** in order to provide context for both sides in matters such as student teaching background check requirements, mentor teacher availability etc.;
- **Cross-entity partnerships** such as between HIDOE and UH instructors providing professional development in distance/online learning for K-12 instructors, summer offerings to help with learning loss, and creating the HI Keiki Nurse program with UH's School of Nursing to support principals in providing guidance and support for students, including telehealth services;
- **HI-P20 update at the April 8, 2021 meeting on College and Career Readiness Indicators (CCRI) report** discussed the HIDOE Class of 2020 college enrollment decline and anticipation of challenges for the Class of 2021 ([link to presentation](#)).

Opportunities amidst challenging times

Along with the challenges also came opportunities. TECC shared with each other

revelations and unexpected bright moments that they experienced in their programs:

- **Opportunity to rethink what quality field experiences could look like:** EPP's engaged in deeper discussions internally as well as with partner schools and mentor teachers on what aspects are truly critical in a quality field experience to ensure success upon becoming licensed teachers;
- **Faculty in EPP's stepping up to assist** with resources and training for each other and for teachers in their partner schools;
- **New research inquiries**, for e.g. around issues of student engagement in the classroom and parent involvement, made more observable due to the online environment;
- **Revelation that teachers in Hawai'i form a highly supportive community** for each other, especially through HIDOE's Leadership Institute;
- **Recruitment events going virtual opened up access** to neighbor island and out-of-state participants. So much improved was the access, that TECC's events will likely always have a virtual option, even post-pandemic.

TECC 5-year Strategic Plan

The TECC 5-Year Strategic Plan was first drafted in the 2017-2018 academic year and evolved into the framework by which TECC formulates its plan of strategies and actions into today. The group continued to discuss and address items contained within the TECC 5-Year Strategic Plan in 2020-2021 under the following three umbrella objectives:

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

Details of the activities and insights of moving forward can be found in the strategic plan document itself ([link to strategic plan document](#)). Below are highlights of activities from this past year:

Objective 1: Build Capacity (Recruit/Pipeline Strategies)

- **Recruitment activities:**
 - **January 31, 2021 It's Great to be a Teacher (IGTBAT) annual recruitment event:** For the first time in its six years, the IGTBAT event was done completely virtually for safety reasons due to the COVID-19 global pandemic. The event was co-organized by Nezia Azmi and Janet

Kim from UH Mānoa's College of Education. Now with a website ([link to IGTBAT 2021 website](#)), the event also continued with the flipped format which maximized the time that participants had meeting with the different EPP's they were interested in. As such, the event is becoming a "one-stop shop" for those who are interested in becoming a licensed teacher in Hawai'i. Over 450 RSVP's were received, and close to half that number actually attended the virtual sessions, yet again surpassing last year's number. The event also merged forces with the [Be a Hero Be a Teacher \(BAHBAT\)](#) marketing campaign and reinforced each other's messaging through a complete refresh of the BAHBAT website;

- **May 20, 2021 TECC Annual Job Fair:** The TECC teacher job fair was also held online this year using the BRAZEN virtual conferencing platform, organized by Aaron Levine from UH Mānoa's College of Education and James Lynch-Urbaniak from the HIDOE teacher recruitment office. Fifty-one schools and 668 applicants participated (local and out-of-state applicants). This was the first time that TECC opened up the job fair to applicants from out-of-state, and attendance was approximately six times higher than any previous job fair. One of the benefits of a virtual event was the ability to include neighbor island schools and applicants from outside Oahu. During the fair, approximately 95 applicants were hired on the spot, and others were conditionally offered jobs with some follow-up required. General comments from participating schools were that they were very appreciative to have the opportunity to interview and meet with applicants. The job fair will likely continue in an online or hybrid format in future years given the ability to reach more applicants across different geographic regions. Goals are to increase school participation and assist school administrators with more training to better navigate the online platform;
 - **Discussion and documentation of different EPPs' initiatives to expose high school students to the teaching profession:** Part of the meeting times were dedicated to reviewing, updating, and sharing among the EPP's on their respective recruitment initiatives at the high-school level to see where the group as a whole can learn from best practices and potential collaborations where it makes sense.
- **Program offerings updates:**
 - **HTSB reviewed and approved the following:**
 - Consideration of the University of Hawai'i at Mānoa's request to reinstate the Health Licensure track in their Bachelor of Science in Kinesiology and Rehabilitation Science and Post-Baccalaureate Program in Secondary Education;
 - Consideration of the University of Hawai'i at Mānoa's request to

plan Initial and Added Field programs STEM, TESOL, Bachelor of Education Degree in Special Education, and the Master of Education Degree in School Counseling;

- Affirmation of the University of Hawai'i's Course Hawaiian 490 as a Content Knowledge Assessment for Initial and Added Field Licensure;
 - Consideration of the University of Hawaii at Mānoa Letter of Intent to plan a new Added Field Program in Special Education;
 - Consideration of Provisional Approval of the University of Hawaii at Mānoa's College of Education Added Field program in Special Education - Mild/Moderate and Severe/Profound;
 - Consideration of Provisional Approval of the University of Hawaii at Mānoa's College of Education Added Field Licensure STEM Program.
- **Career Technical Education (CTE) as part of teacher education:** Bernadette Howard, Director of the state's CTE office based in the University of Hawai'i, guest-presented in two of our meetings (October 8 and December 10, 2020) to share the office's request for TECC to assist in coming up with a plan to train future teachers to teach students into careers that benefit the community ([link to the presentation](#)).
 - **Resources for pre-service and in-service teachers:** Heidi Armstrong of HIDOE and Laura Brucia Hamm of Hale Kipa presented at the December 10, 2020 meeting on HIDOE's Multi-tiered Support System (MTSS) with a call for EPP's to use these resources in their work with teacher candidates ([link to the presentation](#));
 - **Teacher standards updates:** HTSB continued to ensure standards were maintained through review and implementation of the EPP completer audit, updating passing scores for standardized tests towards teacher licensure, content knowledge verification, updating content area standards, and affirming the professional fitness manual.

Objective 1 next steps for 2021-2022:

- **Further streamline and align recruitment/marketing initiatives**, especially to include include comprehensive tuition support/scholarship information for potential applicants;
- As our recruitment events gain further traction and grow more complex, we will need to **build in sustainability in the resourcing and logistics of these events**;

- **Regain momentum on the Be a Hero Be a Teacher marketing campaign** which took a hiatus on its production and broadcast activities for much of 2020-2021, starting with a hard launch for the new more comprehensive website (beaherobeateacher.com);
- **Align TECC efforts with HIDOE recruitment efforts**, including understanding better HIDOE's culturally relevant international recruitment efforts (for e.g. recruiting highly qualified teachers from parts of the Philippines where our student population migrated from. Continue discussion on improving CTE pathways into the teaching profession.

Objective 2: Increase Satisfaction of In-Service Teachers

- **Discussed on engaging teacher voice to inform retention strategies:** As part of a review of the strategic plan, TECC spent time designing data collection and identifying data sources to determine high-need areas of support in terms of engaging teacher voice. This includes leveraging data gathered during several EPP's accreditation processes, as well as entrance and exit surveys at the EPP and HIDOE level;
- **Began effort to align mentor teacher training best practices across pre-service and in-service populations:** As EPP's rely heavily on mentor teachers as an integral part of their programs, TECC recognized that it needed to better understand and align efforts on supporting mentor teachers throughout the state. A big first step is including Keri Shimomoto, representative from the HIDOE's Induction & Mentoring team;
- **Sharing of family engagement resource for in-service teachers:** Kathy Ratliffe from AFFECT (Activating Educators Focus on Family Engagement as Central to Teaching) joined us at the November 12, 2020 meeting to share about AFFECT resources, especially for teacher candidates ([link to website](#));
- **Feedback on the HIDOE curriculum management plan:** Petra Schatz of the Office of Curriculum and Instructional Design (OCID) at the HIDOE came to the December 10, 2020 meeting to share about HIDOE's efforts to better engage the education community on HIDOE's Curriculum Management Plan (CMP), and then again to the February 11, 2021 meeting along with OCID Educational Specialist Rosanna Fukuda. TECC shared feedback via the form provided ([link to presentation](#)).

Objective 2 next steps for 2021-2022:

- **Continue work on compiling and analyzing data** on high need areas to inform EPP and HIDOE retention practices;
- **Continue discussion and efforts to engage teacher voice** to inform retention strategies in more specific ways;

- **Align mentor teacher training best practices** across pre-service and in-service populations;
- **Create opportunities for teacher-teams to identify** professional development needs and dialogue with TECC.

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

- **Discussed available data on teacher pay differential pilot so far:** HIDEOE shared data and analysis on how the differential pay pilot initiative resulted in the lowest vacancies the HIDEOE's had in years;
- **Initiatives in special education:** Janet Kim of UH Mānoa, and part of TECC, along with Derek Govin, a teacher in the HIDEOE, launched the highly successful SPEDucator project pilot to “change the narrative and improve educational outcomes and livelihoods for individuals with disabilities.” The grant-funded project is directly aligned to Strategy 3g “*Promote HIDEOE as an “employer of choice” and a “best place to work” as Strategy 1e “Create a statewide marketing plan.”* ([link to website](#));

Objective 3 next steps for 2021-2022:

- **Review and align relevant marketing campaigns and connect strategically** so as to make a more compelling call-to-action: In other words, begin looking at campaigns, programs, and/or events like *Be a Hero Be A Teacher, It's Great to be a Teacher, Someone Special for Students, I am Hawaii's Promise*, etc. in totality and look for points of synergy to leverage common resources;
- **Review past and current strategies on incentives** such as pay differential, housing support, and others to determine a viable path forward.

2021 legislative session

- **Legislative talk-story conversations:**
 - Representative Jeanné Kapela, Vice Chair of the House Committee on Education came to the May 13, 2021 meeting to share a summary of relevant bills related to education. Representative Justin Woodson, Senator Michelle Kidani, as well as Senator Donna Mercado-Kim were also invited but were unable to attend as they had scheduling conflicts;
 - Ward Cummings, Director of State Relations of AACTE (American Association of Colleges for Teacher Education) also presented at the May

13, 2021 meeting and shared tips on how bodies like TECC can get better at connecting with and advocating for key bills at the legislature;

● **Reflection on improving TECC's role in advocacy and policy recommendations at the next legislative session:**

- Budgetary reductions on the state of Hawai'i and the resulting impact on state entities in education highlighted the need to communicate and work better with the legislature to develop and enact effective policies in the face of financial shortfall;
- Plan to renew and develop better relationship between TECC and legislature in order to create a productive and supportive environment of exchange in the 2022 legislative session;
- The goal is to work alongside legislators to ensure data and information flow both ways effectively in order for legislators to discuss with state agencies and the public, and enact bills and policies that ultimately benefit the children, youth, and families of Hawai'i.

Respectfully submitted,



Nathan M. Murata, PhD
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TECC 2020-2021 Chair



Christina M. Kishimoto, EdD
Superintendent
Hawaii Department of Education
TECC 2020-2021 Co-Chair

Attachments:

[2020-2021 Meeting Minutes](#)

[2020-2021 TECC Directory and Meeting Attendance](#)

[2020-2021 Meeting Schedule](#)

[2021-2022 Tentative Meeting Schedule](#)

[TECC 5-Year Strategic Recruitment Plan Working Document](#)

[Oct 8 and Dec 10 presentation on CTE](#)

[Dec 10 presentation on HIDOE's Multi-tier System of Support](#)

[Dec 10 and Feb 10 presentation on HIDOE's Curriculum Management Plan](#)

[Apr 8 presentation on the College and Career Readiness Indicators \(CCRI\)](#)