

Teacher Education Coordinating Committee Report (TECC) Annual Report 2002-2003

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.

TECC membership consists of representatives of Hawai'i's major institutions of higher education (IHE), who participate in the preparation of teachers and other education professionals. TECC members include Brigham Young University-Hawai'i, Chaminade University of Honolulu, University of Hawai'i at Hilo, University of Hawai'i at Mānoa, and the University of Phoenix, Hawai'i. The Hawai'i State Department of Education is also a participating member of the TECC. The Hawai'i Teacher Standards Board (HTSB) representation was added to the composition of the TECC during the 2003 legislative session. The TECC met from September through October 2002 and December through May 2003 for a total of eight monthly meetings.

The Superintendent of Schools, Department of Education, and the Dean of the College of Education, University of Hawai'i at Mānoa, shared leadership roles for the TECC. Dean Randy Hitz served as chair, facilitating meetings for the 2002 – 2003 school year.

The focus this past year fell in three board areas within the context of a local and national teacher shortage. The need for highly qualified teachers has led to amendments to Title II of the Higher Education Act and subsequent new accountability measures for teacher education programs in the state and for teacher education program completers. The first area was on teacher preparation programs and policies, Institutes of Higher Education (IHE) capacity and infrastructure necessary to support teacher preparation programs and IHE professional development courses approved for professional development credits. The second area was Hawai'i Teacher Standards Board (HTSB) administering of teacher licensure requirements and updating of HTSB Administrative Rules. The final area was on the Department of Education's teacher recruitment and retention programs. Our report entitled, "Addressing the Hawai'i Teacher Shortage" reflects the TECC's discussions and recommendations in these areas.

The report addresses one way to respond to the teacher shortage. That is to increase the production of teachers by each of the state-approved teacher preparation programs. These institutions provide a wide variety of routes to teacher preparation for licensing, offered at various locations throughout the state, using traditional classroom instruction as well as nontraditional delivery, and have expanded the potential student market to include the neighbor islands and rural areas. It recognizes the primary issue facing teacher education programs is the need to increase their capacity to prepare teachers without lowering the quality of the academic programs offered to education students.

The report notes that the capacity issue is somewhat different among the TECC institutions. This is reflected in different funding sources and different funding assumptions that exist between private and public institutions. The report found that IHE institutions are functioning beyond their capacity in elementary education. It also found that enrollments can be expanded in secondary and special education. In conclusion, the capacity of the institutions will need to be greatly expanded if they are to produce even fifty percent of the teachers needed by the DOE.

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

Respectfully submitted,

Patricia Hamamoto, Superintendent
Hawai'i State Department of Education

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

Addressing the Hawaii Teacher Shortage

Prepared by Hawaii Teacher Education
Coordinating Committee (TECC)
Spring, 2003

Background

This report is prepared by the Hawaii Teacher Education Coordinating Committee (TECC) in response to the shortage of qualified teachers in Hawaii. The TECC is a legislatively-mandated committee co-chaired by the State Superintendent and the Dean of the University of Hawaii College of Education. The primary purpose of the TECC is to facilitate discussions among the Hawaii State Department of Education (DOE), the Hawaii Teacher Standards Board (HTSB), and state-approved teacher preparation programs in Hawaii. The discussions are to focus on preparing highly qualified teachers for Hawaii's public schools. State-approved teacher education programs participating on the TECC include the University of Hawaii at Manoa College of Education, the University of Hawaii at Hilo Department of Education, The University of Hawaii at Hilo, Kahuawaiola, Brigham Young University—Hawaii, Chaminade University, and the University of Phoenix.

In 2001-2002 the DOE hired 1552 new teachers yet all of the Hawaii state-approved teacher education programs combined prepared fewer than 650. Since the production of teachers in Hawaii is so low compared to the need, the DOE must go outside the state to fill positions. The DOE demand for teachers is expected to remain at about the current level for the foreseeable future.

In this report we focus on one way to address the teacher shortage, increasing the production of teachers by each of the state-approved teacher preparation programs. We realize, however, that to fully address the teacher shortage, the state must take a comprehensive approach as has been recommended by the Hawaii Policy Group for the National Commission on Teaching and America's Future. A comprehensive approach includes, for example,

- Creation of teacher cadet programs for high schools students
- Transition programs for community college students who may wish to pursue four-year teaching degrees
- Incentives such as tuition waivers, scholarships, and forgivable loans for teacher candidates
- A variety of routes to teacher education including baccalaureate, post-baccalaureate, and masters degree levels offered at convenient times and locations for teacher candidates
- High quality teacher education programs
- Induction programs for beginning teachers
- High quality professional development for all teachers

- Good pay and working conditions for teachers.
- Rewards for what teachers know and can do

An assessment of how well we do in all these areas was completed by the Hawaii Policy Group in 2002 and we will not repeat it here. We think it is important to note, however, that the state-approved teacher education programs have made good progress in a variety of areas. They provide a wide variety of routes to teacher licensing at all of three of the levels noted above and they offer their programs at various locations throughout the state. Many of these routes include various options and non-traditional delivery such as weekend classes, use of web-based instruction, or interactive video. The use of non-traditional delivery has further enabled the institutions to expand the potential student market to include neighbor islands, rural areas and non-traditional students in order to attract as many people as possible in to the teaching profession.

All of the programs are approved by the Hawaii Teacher Standards Board that now use standards based on those of the National Council for the Accreditation of Teacher Education. The colleges and universities also offer a wide variety of workshops and advanced degree programs for experienced teachers. Articulation between the state-approved programs and community colleges is improving as noted most prominently in the recent P-20 initiative. As of the time of the writing of this paper the legislature was considering a resolution to promote a serious teacher cadet program and that effort involves the teacher preparation programs.

This report addresses the primary issue facing the teacher preparation programs. Simply put, they need to increase their capacity to prepare teachers. State-supported universities address the capacity issue differently than do private universities which operate on a market model. The private universities will provide programs as long as they can find enough students able and willing to pay the tuition. The tuition at private universities generally covers the cost of the students' education. Education of students at state universities is highly subsidized by the state. Tuition at the University of Hawaii covers less than 30% of the total cost of each student's education. Because of this, it is necessary for teacher education programs to obtain necessary state funding before expanding programs. The capacity issue is somewhat different, therefore, for the TECC institutions.

To address the capacity issue representatives from each of the TECC member institutions shared relevant data and created individual institutional plans. The tables in the appendices include (1) lists of each teacher education program at each university, (2) the numbers of teacher candidates recommended for licensure each year, (3) the current capacity of the institution in each program, and (4) the numbers for candidates turned away for lack of space in the program. Table 1 lists the aggregate data for all of the institutions.

TABLE I

Area of Licensure	Candidates recommended for licensure annually	Current Annual Capacity ¹	DOE Need ²
Elementary Education	154	123	350
Special Education	57	95	350
Dual Elementary/Special Education	77	82	
Secondary Education	150	226	350
Kahuawaiola	10	15	

Several facts become clear from this table.

- Institutions are functioning beyond their capacity in elementary education.
- Given the institutions' current capacity, they can expand enrollments in special education and secondary education.
- The capacity of the institutions will need to be greatly expanded if they are to produce even 50% of the teachers needed by the DOE.

Building Capacity

For the University of Hawaii simply maintaining capacity has been a challenge in the last several years. In fact, the current capacity is below that of 1995. But this is not to say that teacher education has not been a priority for the University. The University has used several strategies in an attempt to maintain its capacity to educate teachers.

- Since 1998 the UH has provided 25 tuition waivers for teacher candidates in shortage fields identified by the Hawai'i Department of Education.
- The College of Education awards \$150,000 in scholarships to worthy candidates each year.
- In the years 2000 and 2001, all of the general funds for the University Laboratory School (approximately \$900,000) were diverted to teacher education to compensate for budget cuts.
- Over the last two years the university provided the college \$750,000 to support teacher education programs for neighbor islands.

¹ * "Capacity" is defined as the annual number of students who complete the academic program and are qualified for licensure.

² DOE Need numbers are the projection for the 2003 – 2004 year. It does not include the DOE need for 90 school counselors and 5 school librarians.

Because of the severe budget cuts, and in spite of the efforts mentioned above, the university has not been able to increase its capacity in teacher education. The College of Education reached its peak capacity in 1995 with a faculty FTE of 118.75. By 1998 the FTE had declined to just 103.25. In fiscal years 1999, 2000, and 2001 budget cuts were imposed, but internal reallocations (laboratory school funds described above) made it possible for the college to maintain its faculty FTE. If anticipated budget cuts for FY 2002 and 2003 are sustained, the college will lose money for 9.5 faculty positions. The outreach program funds identified above, will enable the college to increase its capacity only if the other budget cuts are not sustained. If those cuts do become reality, we will, in essence, reduce programs on Oahu while increasing programs on the neighbor islands with a net decrease in overall productivity.

The College of Education's capacity in special education is enhanced by an agreement with the Hawai'i State Department of Education wherein the department provides funding for seven FTE faculty. The DOE cannot be expected to continue this funding indefinitely. In addition, the college needs at least one additional FTE faculty in educational administration to meet the DOE's need for principal preparation.

The University of Hawaii Plan

The University's current plan is threefold. First, it must protect current baseline university/state funding in order to maintain current teacher education program capacity. Second, it must secure university funding for seven FTE faculty in the Special Education Department. Third, is to secure U.S. Department of Education funding to prepare more math and science teachers for the public schools.

1. Protect current baseline university/state funding.

The University's current plan is to "protect" the teacher education programs from budget cuts of fiscal years 2002, 2003, 2004, and 2005. Program expansion will take place through outreach efforts. For Manoa that includes the \$750,000 for neighbor island programs and will increase the Manoa COE output by 50 to 75 teachers each year. For UH Hilo the University will increase capacity through outreach efforts and by developing a new program for emergency-hire teachers. Working with UH Hilo Office of Technology and Distance Learning we would target a cohort of 25 people. The UH Hilo Kahuawaiola program will increase capacity by developing a new program for early childhood-elementary grades.

2. Secure university funding for seven FTE Special Education faculty.

The UH Manoa College of Education has requested that seven faculty FTE in its Special Education Department which are currently funded by the DOE be replaced by University. If this occurs, the DOE will be able to use its resources to target other more short-term shortage areas. UH Hilo's proposed SPED program will not receive administrative approval to proceed without appropriated resources.

3. Secure U. S. Department of Education funding to prepare math and science teachers.

The College of Education has also been successful in obtaining a \$2 million grant from the U.S. Department of Education to prepare more math and science teachers. Over the next five years the College hopes to prepare up to 200 new math and science teachers with the support of this grant.

4. Increase UH COE FTE so that students currently turned away can be admitted.

FTE will be needed in Elementary Education, Masters of Education in Teaching (MET), Counselor Education, and Educational Administration. The need is for 10 FTE.

Appendices

University of Hawai`i at Manoa

University of Hawai`i at Hilo

Chaminade University

Brigham Young University

University of Phoenix

UH Manoa Programs	Recommend for licensure per year	Current Capacity ³ (assumes no budget cuts in 2002 and 2003)	Qualified Candidates Turned Away	DOE need	Comments IHE Goal
<i>Elementary</i>					Restore COE funding loss from FY 2002 and 2003 due to cuts and special salary adjustments. (9.5 FTE) Replace 7.5 special education faculty funded by DOE with UH funded positions and 9.0 FTE faculty. Cost: \$1.2 million/year
BED-Elementary	75	75	50		
Elementary Dual⁴	50	50			
Elementary outreach (3-year cycle)	25 per cycle	25 per cycle			
MET (two-year cycle)	12	12	24		
<i>Secondary</i>					U.S. Department of Education grant will enable the COE to prepare approximately 200 new math and science teachers in the next five years. Cost: \$2M over five years
BED-Secondary⁵	20	25	0		
Secondary Dual	15	15	0		
Post-baccalaureate	50	50	0		
Post-bac outreach (two year cycle)	25 per cycle	25 per cycle	0		
MET (two-year cycle)	12	12	24		
<i>Special Ed</i>					
SPED M.Ed. (2-year cycle)	37	37	0		
Post-bac in SPED (one yr)	0	20	0		
M.Ed. outreach (3-year cycle)	25 per cycle	25 per cycle	30		
<i>Counselor Education</i>	25	25	35		No plan at this time

³ Current Capacity: assuming no budget cuts in 2002 and 2003, including 7.5 FTE contributed by DOE.

⁴ Elementary Dual: These numbers include funding from DOE.

⁵ BED-Secondary: These numbers include 3 to 5 students who are also seeking special education licensing.

University of Hawaii at Hilo

UH Hilo Programs	Recommended for licensure per year	Current Capacity Per year	Qualified candidates turned away per year	DOE Need	Comments IHE Goal
Elementary	18	30	0		Increase capacity with 6 new FTE for outreach and programs for emergency hire faculty
Secondary	20	30	0		
Kahuawaiola	10	15	0		

Chaminade University

Chaminade University	Recommend for licensure per year	Current capacity	Qualified candidates who apply and are not accepted	DOE Need	Comments/IHE Goals
Elementary B.S.	21	18	0	350	Increase capacity with online program
Elementary/Montessori MED	8	7	0		Increase capacity with online program
Elementary Ed/ Special Ed (outreach)	25	27	0		Increase capacity with outreach to off island
Secondary Education MED	15	54	0	300	Increase capacity with program on military bases
Special Education MED	6	7	0		Increase capacity with online program

Brigham Young University

Program	Recommended for licensure per year	Current Capacity	Qualified Applicants Turned Away	DOE Need
Elementary Education ⁶	28	20	0	
Special Education	12	30	0	
Dual (Elementary and Special Education)	2	5	0	
Secondary Education	15	30	0	

⁶ Data for elementary is based upon the current FTE allocation of 1.5 full-time positions. The .5 FTE belongs to the Dean who is allocated .5 of his time as Dean and the other .5 to the elementary program. There is an additional full-time position in elementary that is currently not filled and is pending a decision by the university administration as to its disposition. If filled, the total for elementary would be 2.5 FTE, increasing the capacity in elementary significantly. However, the data contained in this chart is based only on the current 1.5 FTE allocation.

University of Phoenix

UNIVERSITY OF PHOENIX HAWAII PROGRAMS	Recommended for licensure per year	Current capacity	Qualified Candidates turned away	Com- ments: IHE Goal
YEAR:	2002-1/27/03			
MAED/E (27 cohorts ongoing: 1/02 program start=300)	0	200	N/A	Able to resond to any
MAED/S (new program roll out 4/03)	0	300	N/A	state needs*
MAED/SP	1	30		
MAED/SP-Bridge	8		N/A	
MAED/CI (cohort of 1 ongoing with 12)	0	30	N/A	
MAED/ECN	19	40	N/A	
POST BAC TED/S	46			
TED/SP	9		N/A	
TEDSP-A	13			