



UNIVERSITY OF HAWAI'I SYSTEM

TESTIMONY

REPORT TO THE 2006 LEGISLATURE

Annual Report on
The Teacher Education Coordinating
Committee for 2004-2005

HRS 304-20

December 2005



Teacher Education Coordinating Committee Report (TECC)

2004-2005 Annual Report

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 Hawaii state approved teacher preparation programs. Programs include Brigham Young University-Hawai'i, Chaminade University of Honolulu, Hawai'i Pacific University, 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 (HIDOE) and the Hawai'i Teacher Standards Board are participating members of the TECC. The TECC met from September through December 2004 and January through May 2005 for a total of seven meetings.

The Superintendent of Schools, Department of Education, and the Dean of the College of Education, University of Hawaii at Mānoa, share the chair role for the TECC. Dean Randy Hitz served as chair, facilitating meetings for the 2004-2005 school year.

The 2004-2005 TECC focus addressed teacher education and training in several areas within the context of a local and national teacher shortage and the evolution of national teacher standards and licensing.

- First, statewide IHE teacher education preparation program capacity and infrastructure were identified through an "IHE Data Sheet". A copy of the data sheet, "IHE Projected Student Enrollment and Projected Program Completers: AY 2005 and AY 2006" is attached for your information. The aggregated data were based on combined IHE program capacity and infrastructure.
- Second, the DOE *Teacher Exit Survey Report* data served as the basis for better understanding the reasons teachers leave the classroom. Supports and barriers to teacher recruitment and retention were examined, in areas where IHEs interface with the DOE. Considerable time was spent addressing retention of teachers in the classroom in the context of IHE degree programs and professional development courses that teachers could apply toward DOE professional development credits/career advancement. TECC found this to be an area needing further articulation.
- The final area was TECC to serve as a P-20 Partner Group in the area of developing a statewide Teacher Education Strategic Plan. This work is on-going. The current draft of the plan is attached for your information. The goal of the strategic plan was to provide a qualified and caring teacher for every student.

The TECC membership wishes to acknowledge the continued support and commitment of the Hawaii 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 Mānoa

IHE Projected Student Enrollment and Projected Program Completers: AY2005 and AY2006

Aggregated Data from Brigham Young University – Hawai'i, Chaminade University,
University of Hawai'i at Hilo, University of Hawai'i at Mānoa, University of Phoenix

HTSB Licensure Fields	Projected Student Enrollment						Projected Program Completers							
	Fall 2005	Spring 2005	SS 2005	Fall 2006	Spring 2006	SS 2006	2005-2006 Annual Projected Enrollments	Fall 2005	Spring 2005	SS 2005	Fall 2006	Spring 2006	SS 2006	2005-2006 Annual Projected Program Completers
Agriculture Arts												1		1
Art	13	10	10	18	14	14	79	6	2		6	2		16
Business Education	4	2	2	4	4	4	20	2	1		2			5
Computer Education														
Drama/Theatre Arts		1			1		2		1			1		2
Early Childhood Education	10	32		10	35		87	10			10			20
Education														
Elementary Education	274	158	120	329	210	160	1251	180	120	28	190	164	4	686
English	44	29	17	40	47	26	203	22	27		33	39		121
Family Consumer Science														
Guidance														
Hawaiian Language Immersion	2	3	3	4	5	5	22							
Hawaiian Language	2	2	2	4	4	4	18	1			1			1
Hawaiian Studies														
Health														
Health and Physical Education												1		1
Languages – Chinese														
Languages – Filipino														
Languages – French	3	1		3	1		8	3	1		3	1		8
Languages – German		1			1		2		1			1		2
Languages – Japanese	6	2		6	2		16	6	3		6	2		17
Languages – Korean														
Languages – Latin														
Languages – Russian														
Languages – Spanish	1			1			2	1	1		1	1		4
Marketing/Distributive	2			2			4	2			2			4
Mathematics	43	32	27	42	50	37	231	12	7		27	20		66
Music	22	23	20	22	27	24	138	4	3		6	6		19
Office Education	2	4		2	4		12	2	4		2	4		12
Physical Education	28	27	23	33	31	27	169	12	8		11	7		38
Physics									1					

Reading	6				6						6	6		12
Science	28	16	12	34	22	18	130	20	12		20	9		61
Social Studies	64	33	22	62	45	28	254	34	21		56	27		138
Speech														
Special Education	66	80r	43	92	100r	60	261	44	54r	5	95r	55		104
Teaching ESL	18	20	22	24	29	28	141	1	3			5	1	10
Vocational Agriculture														
Vocational Family Consumer Science														
Vocational Office Education														
Other fields														
H.S. Trade	2	1		2			5	2			2			4
Industrial Arts		1			1		2		1			1		2
TOTAL	640	398	323	734	539	435	3069	364	217	33	384	353	5	1356

Note: The IHE prepares teachers; HTSB licenses teachers and the DOE hires teachers. (For complete listing refer to HTSB Teaching Fields for Licensure, www.htsb.org).

“r” included RISE licensed through DOE. (Chaminade University data)

DRAFT Teacher Education Strategic Plan DRAFT

Goal: Provide a qualified and caring teacher for every student, pre-K through 12, via (1) recruitment, (2) preparation and (3) continuing professional development.

I. RECRUITMENT

The State's Need	What are we doing?	Who is doing what and where?	Gaps?	Recommendations?	Who to take lead?	Anticipated need for resources?	How to evaluate success?
DOE and HTSB (and HAIS?) projections of vacancies -- by subject matter -- by geography -- other?	Scholarships/Financial Aid a) Gifts b) Federal grants c) State grants/contracts	Data needed from each IHE	From TECC annual report data, identify the gap between projected need and projected "production"	Create a routine for sharing projections with IHE's, both by subject matter and by geography IHE students should be considered for emergency hire positions Does TECC legislation need to be revisited to broaden membership and focus?	DOE and HTSB DOE HR TECC		Data are routinely shared with IHE's in a manner useful to planning More emergency hire positions are filled locally TECC includes all relevant parties
	Number licensed by HTSB annually ■ by subject matter ■ -- by geography	Data from HTSB					
	Number of new hires by DOE annually ■ by subject matter ■ by geography	Data from DOE					
TECC annual report data about enrollment in teacher education programs	Promote the profession and our programs a) Collaborate with the Hawai'i Alliance of Future Teachers b) Promote National Board Certification	Data needed from each IHE	Address "disposition" and meeting the standards of HTSB Address diversity, esp. as it exists in Hawai'i	All students who desire to become teachers in our schools should be provided the financial support to do so. o Seek funding for Forgivable Loan Program applicable at all IHE's for teacher education candidates who go into the profession o Increase scholarships available o Establish a consortium (of local IHE's with DOE) to write grants collaboratively, to be inclusive of all IHE's	TECC IHE's and TECC TECC	?	more scholarships available

	convocations , esp transition programs for AFT Cadet alumni						
	e) Work with business leaders (Business Round Table, Chamber of Commerce, serve on Advisory Boards)						
				<p>Marketing</p> <ul style="list-style-type: none"> o Better communicate availability of financial support and TECC testimony on behalf of such support Recommendations o Work with state (DOE, unions, SPAs, business, policy makers) and private agencies, including the business community, to recruit more people into the profession from the general public, the high schools and colleges Study offering recognition for prior experience o Work with state to create a marketing plan. Especially target local recruitment. Opportuntiy to take college ED courses while still in high school? Consider increasing preparation for PRAXIS I and II (content area) via outreach, esp. on-line o Strengthen the role of the community colleges, noting that EA ladders are offered on all neighbor islands o Longitudinal tracking of students from cadets through prep and careers 	<p>TECC</p> <p>TECC, HSTA</p> <p>IHE's</p> <p>TECC</p> <p>IHE's</p> <p>UH</p> <p>?</p>		<p>Greater visibility?</p> <p>A statewide strategy and Increased # of career changers at IHE's</p> <p>Marketing plan</p> <p>More prep available via outreach</p> <p>More EA's pursuing licensure as teachers</p> <p>Data to impact recruitment and retention</p>
HI's unique needs (not addressed by nat'l certif.)							

Goal: Provide a qualified and caring teacher for every student, pre-K through 12, via (1) recruitment, (2) preparation and (3) continuing professional development.

II. PREPARATION

The State's Need	What are we doing?	Who is doing what and where?	Gaps?	Recommendations?	Who to take lead?	Anticipated need for resources?	How to evaluate success?
<p>DOE and HTSB (and HAIS) projections of vacancies -- by subject matter -- by geography -- other?</p>	<p>Number of students "produced" annually by IHE programs</p> <p>All IHEs must meet SATE/state standards – quality control</p> <p>Variety of academic routes to teacher education. a) Baccalaureate b) Post-baccalaureate c) Masters level</p>	<p>Data needed from each IHE</p> <p>DOE hiring data (by subject, by geography)</p>	<p>From TECC annual report data, HTSB data and DOE hiring data, identify the gap between projected need and projected "production"</p> <p>Perceived lack of sufficient service to neighbor islands, to working adults</p>	<p>Develop a plan to provide continuity to the perceived needs of neighbor islands and the state.</p> <ul style="list-style-type: none"> o Better communicate with DOE and policy makers about services offered by IHEs o Work closely with each other/IHEs to identify and assess dispositions as part of MQ for students entering the teacher education programs o Better share ideas on how IHEs are meeting DOE priorities o Better knowledge among IHEs of each other's programs and initial application process <p>Investigate/implement programs conducive to preparing working adults who want to "switch careers"</p> <p>Offer post-bacc degree embedded within Master's degree</p> <p>Consider increasing preparation for PRAXIS I and II (content area) via outreach, esp. on-line</p> <ul style="list-style-type: none"> o Strengthen the role of the community colleges, noting that EA ladders are offered on all neighbor islands <p>Longitudinal tracking/ mentoring of students from cadets through prep and careers</p>	<p>TECC</p> <p>IHE's</p> <p>IHE's</p> <p>IHE's</p> <p>UH</p> <p>TECC</p>		<p>More students enrolled in teacher education programs statewide</p>
	<p>Number licensed by HTSB annually</p> <ul style="list-style-type: none"> ■ by subject matter ■ -- by geography 	<p>Data from HTSB</p>	<p>Need for math and science, ESL and Hawaiian immersion teachers</p> <p>Licensing data should be used</p>	<p>Align teacher education preparation curricula with DOE standards-based curricula</p>	<p>TECC</p>		<p>Increased number of licensed highly qualified teachers</p>

			to inform program planning				
Preparation programs need to provide a career ladder, esp. for Early Childhood teachers and for EA's	Associate degrees in early childhood for PK-3 Credit programs for EA's via UHCC's	Data from UHCC's	Lack of articulation from associate to bacc degree programs	Better articulate courses and programs with the UH Community Colleges (esp. CTE, ECE)	UH, Chaminade		Increased numbers of highly qualified ECE teachers
HI's unique needs (not addressed by nat'l certif.)	Current programs to deal with diversity	Data needed from each IHE	Perceived gap in preparation of teachers with capacity to be responsive to the diversity of students in Hawai'i Perceived gap about ability of new teachers to acclimate to the communities in which they work Perceived emphasis on academic screening without comparable disposition screening of applicants	Create programs (or better communicate about existing programs) designed to address these gaps	TECC		Increased numbers of highly qualified teachers and improved retention of highly qualified teachers working in Hawai'i

Goal: Provide a qualified and caring teacher for every student, pre-K through 12, via (1) recruitment, (2) preparation and (3) continuing professional development.

III. PROFESSIONAL DEVELOPMENT

The State's Need	What are we doing?	Who is doing what and where?	Gaps?	Recommendations?	Who to take lead?	Anticipated need for resources?	How to evaluate success?
Better retention of new teachers	Variety of masters, doctoral programs Workshops and seminars 500-level courses	Data needed from each IHE Data from DOE	Lack of understanding about PD options for DOE personnel Accurate data about current retention rates	Clarify IHE role of pd credits o Develop Professional Development Schools (PDS) o PDS also help the schools with their School Improvement Plan IHE's cooperate with DOE induction Programs (more DOE outsourcing)	DOE DOE, IHE's		Improved retention of highly qualified teachers
	Statewide Delivery	Data needed from each IHE Data from DOE	Perceived shortage of options on neighbor islands and in rural Oahu	Develop a statewide strategy re: outreach (i.e., with IHE's and DOE and HAIS collaborating) Work with principals to align PD courses with needs of the school Align graduate courses with National Board Certification PR/marketing to help parents and community see their roles as supporters of teachers -- consider national models	TECC IHE's, DOE IHE's, HTSB? TECC		
	Curriculum Development	Data needed from each IHE Data from DOE					
	Mentor Teacher Training	Data needed from each IHE Data from DOE					

	Beginning Teacher Support	Data needed from each IHE Data from DOE					
Data re: matching teachers with communities in which they want to work	Collaboration with SPA's						Improved retention of highly qualified teachers
Identify perceived priorities which hold new teachers in the profession (i.e., is it only about money?)			"system disposition" -- ie, model a sense of caring	Change DOE policy on teacher reclassification to recognize and credit teachers who take IHE courses to add a field	DOE		Improved retention of highly qualified teachers
Data about why teachers leave		DOE collects?			DOE		Improved retention of highly qualified teachers

TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

Wist Annex 2, Room 123 A/B

September 14, 2004

10:00 a.m. - 12 noon

SUMMARY

Present: Randy Hitz (chair), Claudia Chun, Valentina Abordonado, John Bailey, Ron Cambra, Virgie Chattergy, Mona Chock, Leslie Correa, Margaret Donovan, Caroline Hasegawa for Faye Ikei, Kathy Jaycox, Keiki Kawai`ae`a, Barbara Landau, Ann Mahi, Sharon Mahoe, Barry Mitchell, Ann Port, Rosemary Wolfe, Jan Zulich.

Welcome and Introductions

TECC Minutes for May 11, 2004 meeting were distributed.

Discussion:

1. TECC Mission

The TECC members oriented themselves for the coming academic year by reviewing the TECC creation by legislative act, its charge and mission, approved IHEs, and the legislative inclusion of HTSB on TECC.

2. TECC Database/IHE Fact Sheet

The creation of a TECC database will provide IHE data that can be included in the TECC Annual Report to the Legislature. There was agreement that the IHE Fact Sheet needs to be simply worded with the objective that it can be clearly understood in providing information to the legislature. Discussion on possible elements to be included on the IHE Fact Sheet identified DOE employment data, IHE capacity, linkage of data to application, HTSB data on licensure by fields, academic programs including alternative licensure and Hawaiian language immersion. A time element will be specified. IHE capacity data will include those who graduated and those in the "pipeline".

Discussion noted that IHE capacity is related to funding of teacher education programs since funding from state, research contract and grants, federal aid, and private funds all have an effect on the IHEs capacity to train teachers. An element on the IHE Fact Sheet may include the question, "What type of financial support is your institution providing directly or through research contracts and grants to support the preparation of teachers?" It was suggested that the IHE Fact Sheet include an introductory paragraph that identifies DOE need and the IHEs attempts to meet these needs, noting that "IHE prepares teachers, HTSB licenses teachers, and the DOE hires the teachers". Randy will draft the IHE Fact Sheet and send it out by the next meeting.

3. 2003 TECC Legislative Report

Claudia informed that the DOE is preparing the report that is due to the legislature in December.

Updates and Reports:

1. HTSB

Sharon Mahoe provided an update on Title II HEA, SATE, and Adding a Field. (handout) She informed the Title II website is available to all IHEs to enter their cohort for the 2003-2004 academic year.

SPA Training is scheduled for September 25, 2004 and NCATE Training is scheduled for April 20-23, 2005. (handout)

HTSB Hawai'i Administrative Rules were passed that will enable teachers to apply to add a field to their license starting October 1, 2004. The board will also consider whether advanced programs that do not lead to initial licensure will be recognized for adding a field.

The Code of Ethics draft was presented to TECC at a previous meeting. The focus groups are to be scheduled. The Code of Ethics will be incorporated into a new set of administrative rules.

2. DOE

a. Background Check

"IHE EBC SCREENING UPDATE" has been implemented. Claudia informed the DOE plans to go to the legislature requesting the cost for fingerprinting to be passed on to the students. (handout)

b. Dress Code

The Dress Code is being considered by the BOE today.

c. Pilot mentoring program with BYUH

Sixteen students in the Windward District are working with mentor teachers. The current DOE program is being integrated with the IHE program, by the IHE providing a consultative role to the participating teachers.

d. Employment Report

Claudia shared one page from the Employment Report that informs of the number of new teachers hired from the different IHEs. (handout) Local colleges provided for 40.8% and mainland colleges provided for 56.3%. She noted that the number of mainland hires continues to increase.

e. Teacher Exit Study

Claudia informed that 1,000+ teachers hired for regular education, exited last year. Retirement at 36% and leave without pay at 27% generated the two highest responses. Other reasons provided: not licensed, personal reasons, leaving islands, new careers, and moving into administration or into districts.

Claudia stated that 200+ out of 4,000 SPED teachers left the field. The major reason cited was that they were not licensed. She reminded TECC members that the issue of teachers leaving the field is greater at the national level.

3. AACTE (American Association of Colleges for Teacher Education)

Randy shared information on AACTE and encouraged TECC members to become members. (handout)

4. Announcements

Kathy informed TECC of Gear Up “the College Track”, an October PBS Hawai`i program on how schools are changing. (handout)

5. Next Meeting

a. Agenda Items

- ❖ TECC Database
- ❖ HTSB Adding A Field
- ❖ Employment Report
- ❖ Teacher Exit Study

b. Next Meeting Date – October 12, 2004

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TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

Wist Annex 2, Room 123 A/B

November 9, 2004

10:00 a.m. - 12 noon

SUMMARY

Present: Randy Hitz (chair), Valentina Abordonado, Karen Aka, John Bailey, Virgie Chattergy, Claudia Chun, Les Correa, Margaret Donovan, Robert Gail, Judith Hughes, Claudette Humphrey, Kathy Jaycox, Keiki Kawai'ae'a, Pat Lopes for Barbara Landau, Ann Port, Sharon Mahoe, Barry Mitchell, Lynn Swenk-Morgan, Joanne Swearingen, Jan Zulich.

Randy called the meeting to order at 10:10 with a review of the agenda.
Welcome and Introductions

Summary of September 14 meeting was approved as distributed.

Discussion Items

1. Annual TECC Legislative Report

The 2003 Annual TECC Legislative Report was circulated for review. Claudia invited anyone who wished to make comments or corrections to the report, to let her know or Fay Ikei by November 20, 2004. There would be no need to bring the report back for TECC approval. After that date, the report would be finalized and submitted to the legislators.

Everyone was asked to make sure his/her IHEs representative(s) is reflected in the current membership list.

Updates and Report

1. Database follow-up

Randy distributed the draft of the IHE Fact Sheet form for each IHE to consider. A suggestion was made that we develop only a form that lists all the fields that HTSB approves for licensure, rather than identify degrees or programs. Sharon Mahoe will send everyone the current listing of all the fields.

2. HTSB report

a. Adding a field.

Sharon distributed a handout that summarizes the requirements for adding a field. Members asked how information like this is communicated to teachers. This information is in the HTSB newsletters, and on the HTSB website.

b. Title II report will be discussed at the December meeting

c. SATE Self-Study Reports

Sharon reminded IHEs undergoing accreditation review this academic year that the SATE self- study reports and pre-conditions for approval should be submitted by December 31, 2004 pending final confirmation of the date. Pre-conditions are submitted only once. Once approved, pre-conditions are not required for subsequent applications.

d. ETS URLs

ETS URLs are available from HTSB for those that haven't received them via ETS e-mail.

3. DOE reports

a. Teacher Exit Survey Report

This survey was started two years for the first time largely through Claudia Chun's efforts. It will now be conducted annually by the DOE. The report data circulated triggered a lot of questions and will be on next month's agenda for further discussion.

b. New Teacher Hire Data Annual Report

Questions were asked about the implication of ACT 51, having to do with the weighted student formula and how this will affect the hiring process. This item and more discussion of the data from the report will be placed on next month's agenda.

4. P-20 Reports

a. Strategic Plan for Teacher Preparation

Kathy Jaycox reported about a meeting held for all UH campuses on November 5, the purpose of which was to continue discussions begun last April regarding how the University of Hawai'i System, including all ten campuses, might be able to do more to help the Hawai'i Department of Education meet its pre-service and in-service needs. Kathy reported that the November 5 meeting had ended with the suggestion that a statewide strategic plan be developed which will focus on recruitment, preparation and retention of more teachers (including Early Childhood Educators) and educational assistants, and which will include public-private collaboration as part of the plan.

Kathy asked if the TECC would be the appropriate group to develop such a plan – perhaps in collaboration with some of the interested groups who are not necessarily active with the Council now –such as arts and sciences faculty and community college faculty?

Randy Hitz indicated that the TECC should be the appropriate group to undertake such a plan. More discussion will follow at subsequent TECC meetings.

b. P-20 Defined

Kathy Jaycox explained that P-20 is a way of looking at education which has three essential components: 1) it focuses on the learner, rather than on the various educational systems through which a learner passes; 2) it has a lifelong spectrum; and 3) it begins with the end in mind -- educated, caring, productive individuals. She added that the preparation of quality teachers and administrators is what gives a P-20 approach to education its "endless loop" nature – children need quality teachers in order to achieve and go on to college; colleges need high-achieving students in order to prepare more of them as teachers; the loop goes on. The P-20 leadership includes the Superintendent of

Hawai`i Schools, the President of the University of Hawai`i and the Executive Director of the Good Beginnings Alliance.

Kathy explained that a planning grant from the Kellogg Foundation was supporting efforts of the P-20 Initiative to create an organizational structure and to generate a multi-year strategic plan for P-20 in Hawai`i. She distributed materials that illustrated the organizational structure of the P-20 Initiative, including both the P-20 committees and the existing organizations, such as TECC, which have been asked to serve as “Partner Groups” with P-20.

c. TECC as a P-20 Partner Group

The second part of the P-20 presentation was conducted by Karen Aka, a consultant to the P-20 initiative. To help her development of the P-20 strategic plan, Karen facilitated a brain storming discussion in which topics ranged from suggestions about how to recruit, prepare and retain pre-service teacher candidates to addressing standards, to the challenge of changing mind-sets and perceptions to attract quality candidates, to identifying barriers that keep teachers from staying, e.g., establishing better support systems, to investigating the impact of unions on the retention of ineffective teachers. Karen will summarize the discussion for use in creating the P-20 Strategic Plan, which will be discussed at future TECC meetings.

4. Next Meeting and Agenda Items

The next TECC meeting is scheduled for December 14, 2004 from 10:00 AM – 12 noon at the University of Hawai`i - Manoa College of Education, WA2-123 A/B.

The following are the agenda items.

- Discussion of Teacher Exit Survey Report
- New Teacher Hire Report
- Data in Fact Sheet
- Update Committee on Strategic Plans of P-20

Meeting was adjourned at 11:50.

Virgie Chattergy, Recorder

TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

Wist Annex 2, Room 123 A/B

December 14, 2004

10:00 a.m. - 12 noon

SUMMARY

Present: Randy Hitz, Valentina Albordonado, Virgie Chattergy, Mona Chock, Ronald Cambra, Margaret Donovan, Caroline Hasegawa for Claudia Chun, Claudette Humphrey, Kathy Jaycox, Keiki Kawai`ae`a, Barbara Landau, Sharon Mahoe, Ann Port, Bruce Shimamoto for Claudia Chun, Joanne Swearingen for Ann Mahi, Rosemary Wolfe, Jan Zulich.

Welcome

Review TECC Meeting Summary for November 9, 2004

Discussion:

1. Teacher Exit Survey Report, 2001-2004 (continued discussion)

Caroline Hasegawa requested on behalf of DOE/Claudia Chun that TECC IHE members provide numbers on student enrollment by degree program to the DOE.

DOE Teacher Retention Report

UH Hilo informed that their master's degree program has been postponed due to lack of resources. Discussion focused on concern with the number who (a) leave the field due to not passing the Praxis and/or not becoming licensed, (b) subject areas where teacher candidates need support to pass the praxis, and (c) candidates who trained in narrow fields such as Hawaiian Studies as opposed to Social Studies. The narrow scope limits the employer's flexibility in having the teacher teach the broader area of social studies. HTSB will share with TECC the ETS Summary Report that shows scoring patterns of the test.

Discussion centered on the nature of the preparation that affects the pass rates of our candidates. Claudette Humphrey identified University of Phoenix students are required to take Praxis 1 and Praxis 2 before they can progress into student teaching. This process is similar UHM COE except for taking pedagogy test. University of Phoenix requires the pedagogy test before students go into the field for their teaching experience.

2. IHE Fact Sheet

The draft IHE FACT Sheet was reviewed. It is based on program completers. The new request from Claudia is for the number of new students and students enrolled who are projected for graduation in Spring, May 2005. These are two different sources of data.

It was agreed that at the next TECC meeting all IHEs would bring student enrollment numbers by filling out the "IHE Fact Sheet for Projected Student Enrollment and Projected Program Completers". The projection would span for two academic years: Fall 2003 to Summer 2005. This is a separate report from the "IHE Fact Sheet on Program Completers".

- IHEs agreed to complete the “IHE Fact Sheet on Program Completers: 2003-2004”. (Note: The academic year consists of Fall 2003, Fall 2004, Summer 2004.)
- The DOE will provide data on program completers hired by DOE.
- Both DOE and HTSB will review IHE Fact Sheets and identify data that they can add to help understand the situation. The DOE and HTSB will come to the January TECC meeting with their recommendations.

3. DOE Business Item 04-14, Related to Use of SATE Advanced Programs, Adding a Field to a License. (handout)

This item was revised by HTSB on 11/06/04. It increases the possibility for UHM COE and “other advanced programs at other institutions that meet the following criteria” from which credits can be accepted for licensing to add a field.

4. P-20

P-20 Strategic Plan, Update

Kathy reviewed the new brochure, “United for Learning: The Hawai`i P-20”. One of the changes is the definition for P-20. Another change was the P-20 Council Governance Structure (see yellow handout). The DOE Superintendent and the UH President have agreed that teacher education is fundamental to achieving P-20. Therefore they see the TECC as the group that is primarily responsible for teacher education preparation. This gives TECC more visibility and more entry to groups to support teacher education preparation efforts. The educational level goals in the brochure were related to the outcomes listed in the handout (see white sheet).

At the last TECC meeting there was discussion for a Strategic Plan for Teacher Education and Professional Development. The collection and sharing of IHE data was identified as the beginning step in the process. Randy Hitz shared that the DOE COE are in the process of applying for a “Teacher Quality Enhancement Grant”. The model is to provide basic infrastructure resources to each IHE in the form of sub-grants. More information on the Teacher Quality Enhancement Grant will be shared at the next TECC meeting.

5. Next Meeting

a. Agenda Items

- i. Discussion on IHE DATA, continued with focus on HTSB and DOE Data related to two IHE Fact Sheets
- ii. Discussion on Teacher Strategic Plan –recommends that 3-4 people meet prior to the meeting to provide the structure:
- iii. Information Items from HTSB, including Title 2
- iv. Information on NCTAF
- v. Information Speaker on Teacher Quality Enhancement Grant
- vi. Information on P-20 Update

b. Next Meeting Date – January 11, 2005

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TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

Wist Annex 2, Room 123 A/B

January 11, 2005

10:00 a.m. - 12 noon

SUMMARY

Present: Randy Hitz, Valentina Albordonado, John Bailey, Mona Chock, Leslie Correa, Peggy Donovan, Robert Gail, Caroline Hasegawa and Bruce Shimamoto for Fay Ikei, Claudette Humphrey, Judith Hughes, Kathy Jaycox, Barbara Landau, Sharon Mahoe, Barry Mitchell, Ann Port, Melvin Spencer, Rosemary Wolf, Jan Zulich.

Welcome

Melvin Spencer was introduced to the TECC. He will represent UHM COE Office of Student Academic Services (OSAS) at TECC meetings this spring. TECC was provided with an update on the process being followed to fill the OSAS assistant dean position by May 2005.

TECC Meeting Summary for December 14, 2004 was corrected to reflect that Claudette Humphreys is affiliated with University of Phoenix.

Discussion:

1. IHE Data

- A. IHE Fact Sheet #1, Projected Student Enrollments and Projected Student Completers, Fall 2003 – Summer 2005

The fact sheet was edited to list “spring, summer, fall”, in that order.

- B. IHE Fact Sheet #2, Program Completers, Fall 2003 – Summer 2004

The fact sheet was edited to add “IHE Recommended for Licensure”.

IHE fact sheets will be forwarded to Mona Chock for the IHE database.

2. Professional Development Credits -- handout

The definition and criteria for DOE professional development credits was not clearly understood by the IHEs. This has presented concern for the institutions and their students. Ann Mahi from the DOE will be invited to the February TECC meeting.

3. Teacher Education Strategic Plan, Update

TECC reviewed the “DRAFT Addressing the Teacher Shortage” and recommended several editions.

- The definition of IHE “capacity” refers to faculty FTE, tenure-track, etc. rather than number of degree programs. Distinction was made that TECC is attempting to determine total IHE capacity frame.
- Many IHE program routes to teacher education are currently being offered but there has been limited public response to those programs.
- Teacher “shortage” definition needs to be better defined by the DOE since there is not a shortage at each and every school.

- The possibility of “credit for prior experience” needs to be reviewed and may be changed to “recognition” of prior experience that will meet national standards.

TECC was updated on the Senate Omnibus Bill drafted by Senator Norman Sakamoto. One of NCTAF’s objectives when it presents to the legislators in January will be to educate the legislators on the issues. It is important for legislators to know that it is a coordinated effort by all IHEs, public and private, to address the teacher shortage issue.

Testing has been raised as a possible issue that contributes to the teacher shortage. The consensus was that tests do not keep qualified people out of the profession. Instead, testing was more of a timing issue. Some DOE emergency hires are IHE students who have not taken their praxis exams to become a program completer, but instead have accepted an offered DOE position due to the teacher shortage need.

Reports:

1. DOE

Faye Ikei was announced as the interim assistant superintendent for personnel.

2. HTSB

Sharon distributed and updated TECC on HTSB handouts: (a) Use of SATE Advanced Programs to add a Field to a License; (b) Additional PRAXIS Tests for Licensure; (c) Revised Licensing Fields; and (d) Middle Level Content License. Sharon provided an update on HTSB staffing vacancies. She announced that beginning March 2005 HTSB will begin licensing teachers on-line. Use of this technology will provide for the collection of good data for IHEs to track graduates.

3. P-20 -- No separate P-20 Report was presented due to P-20 overlap with the “Draft Teacher Strategic Plan” that was already presented.

4. NCTA F -- A new status report was being drafted.

5. Teacher Quality Enhancement Grant

An abstract on the grant was distributed. All IHEs in the state will be eligible for the funds, within the parameters of this grant. The definition of “highly qualified” from NCLB and the DOE was included in the grant. The DOE defines highly qualified as “licensed program completers.”

6. Next Meeting

A. Date – February 8, 2005

B. Agenda Items

- DOE PD Credits for Graduate Courses (Phyllis Unebasami)
- DOE Reclassification Policy (Ann Mahi)
- NCES Finger Printing

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TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

Wist Annex 2, Room 123 A/B

February 8, 2005

10:00 a.m. - 12 noon

SUMMARY

Present: Randy Hitz, Valentina Albordonado, John Bailey, Mona Chock, Leslie Correa, Margaret Donovan, Janet Duke from Chaminade University, Stephanie Feeney, Robert Gail, Judith Hughes, Claudette Humphrey, Kathy Jaycox, Keiki Kawai`ae`a, Willy Keola, Barbara Landau, Niki Libarios from OSAS, Ann Mahi, Sharon Mahoe, Barry Mitchell, Ann Port, Doug Rattley, Roberta Roberts for Phyllis Unebasami, Bruce Shimomoto, Jan Zulich.

Review TECC Meeting Summary for January 11, 2004

Discussion:

1. Legislative Update

Randy Hitz reviewed 2005 legislation that pertained to teacher education.

SB823 sets requirements for K-3 teachers

SB 441 creates a program to assist native Hawaiians with Praxis test support

SB1820/HB 1619 omnibus bill drafted by NCTAF-Hawai`I to address the teacher shortage.

SB 1071 provides loans to reimburse students from private universities.

SB 639 provides housing support for teachers

SB 497 requires HTSB to accept people licensed in another state to be licensed in Hawai`i.

SB 498 accepts anyone with a bachelors degree as a teacher

SB1402 accepts anyone with a bachelors degree to be licensed

SB 991 moves UH COE to UH WO

TECC members were encouraged to submit testimony to speak on the importance of teacher education.

2. DOE

a. DOE PD Credits for Graduate Courses (Roberta Richards)

Roberta introduced Willy Keola from DOE Reclassification, OHR. Willy informed there are two ways teachers can receive pd credits that lead to reclassification. One way is through PDERI and the other way is through courses taken from IHEs. To be accepted, IHE courses must (1) lead to a degree in education, (2) be in the teacher's area of specialty, or (3) be in the teacher's subject area of study.

What does the DOE consider to be "degree program of study"?

The question was asked specifically in regards to electives required for a degree program. Wyllie informed that the electives would be accepted when the elective courses are in the teacher's area of study or area of assignment.

An example was raised regarding a reading certificate that was created that does not lead to a degree, but would benefit middle school teachers. The current definition is restrictive and does not address certificate programs as described.

Ann Mahi stated that teachers can take (1) a course for pd credit using a portfolio for reclassification or teachers can take (2) a course for general professional development that would not lead to reclassification.

Willy's concern was how does the DOE ensure that non-degree programs meet standards? When principals were contacted in the field, they were asked to ensure that the courses taken are aligned to the school's strategic plan. The TECC response was to limit non-degree programs to the local IHEs since the TECC commitment would for the local IHEs to maintain the standards. It was expressed that the DOE must trust the IHE faculty advisors who advise the students in their degree programs.

Ann Mahi will convene a work group on February 26, 9:00 AM (location TBA) to address the details raised from the TECC discussion. Members in the workgroup will be Roberta Richards, Stehanie Feeney, Barry Mitchell, Valentina Albordonado, Sharon Mahoe, Willy Keola, Doug Rattley, Les Correa, and Ann Port. The work group will report back at a future TECC meeting.

- b. NCES Finger Printing – This agenda item was moved to the March TECC meeting. Glenn Nakamoto will be invited to the meeting.
2. TECC as P-20 strategic plan goals/objectives partner group (Kathy Jaycox/Randy Hitz)
Kathy distributed a copy of the P-20 strategic plan excerpt related to TECC (teacher preparation). These goals mesh with the goals of the TECC Teacher Strategic Plan. Therefore, P-20 has agreed to reference the work of the TECC Teacher Strategic Plan.

Reports:

1. DOE

The TECC was updated that (a) Fay Ikei is acting assistant superintendent;(b) interviews for the assistant superintendent position have been conducted and person selected will be announced soon; (c) Doug Rattley is the new DOE OHR director for OHR; (d) Bruce Shimamoto has been reassigned to be administrator for certificate personnel; and (e) Willy Keola oversees teacher reclassification among other things.

2. HTSB

Reminder: training date is on March 1st. Sharon requested that each IHE provide a person to attend this meeting.

3. P-20

No further report.

4. NCTAF

No further report

6. Next Meeting – March 8, 2005

a. Agenda Items

- Pd credits and reclassification
- Legislative update

- Finger Printing Update (Glenn Nakamura)
7. Other Business
TECC members provided a brief update on changes occurring at their institutions.
 8. Adjournment
The meeting adjourned at 11:45 AM.

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TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

Wist Annex 2, Room 123 A/B

March 8, 2005

10:00 a.m. - 12 noon

SUMMARY

Present: Randy Hitz, Valentina Abordonado, John Bailey, Mona Chock, Leslie Correa, Margaret Donovan, Robert Gail, Helen Hasegawa for OSAS, Kathy Jaycox, Keiki Kawai`ae`a, Barbara Landau, Ann Mahi, Barry Mitchell, Glenn Nakamoto, Ann Port, Douglass Rattley, Bruce Shimomoto, Rosemary Wolfe, Jan Zulich.

Welcome

Review TECC Meeting Summary for February 8, 2005

Discussion:

1. Teacher Recruitment Issues (Barbara Landau)

Is the Praxis Test a barrier to recruitment? Several perspectives were shared. Bob Gail shared the view that it is a barrier to retention. Barry Mitchell saw the issue as being the larger career/field issues where working conditions are competitive and entry salaries in math and science in non-teaching fields are higher than salaries in teaching. Helen Hasegawa informed that a PBST preparation program is offered to UHM COE students through Outreach College as a support. Keiki Kawai`ae`a added that UH-Hilo offers tutorials and workshops for their students to support their efforts to pass the PBST and Praxis. Keiki informed that teachers that come from within the community with a high application background have a high need for support in this area and historically, they are a population that has been not supported.

Bruce Shimomoto provided insights to the legislative concern with the Praxis Test, stating that the issue has to do with national portability of teacher licensing. He gave the example of military spouses who are licensed to teach in other states and must become re-licensed as their family relocates regularly. HTSB will be reviewing this issue. Ann Port reframed the issue within the context of experienced teachers coming from out of state, rather than testing new graduates and whether there is a better way, to test these experienced teachers? Barbara Landau recommended that the DOE require a course in Hawai`ian studies for teachers that come from out of state, to contribute to the teacher's awareness of the local culture.

2. Legislative Update (Randy Hitz)

Randy Hitz reviewed a list of senate bills addressing education and the teacher shortage from the 2005 Legislature. SB 1642 serves as an omnibus bill. He recommended that TECC members review the bill. His testimony did not support sections 21-23 because it appears to decrease the ability of HTSB to fulfill its mission.

Instead, there has been a request that HTSB have the opportunity to address the legislature on the issues identified.

Les Correa raised the issue of availability of Forgivable Loans for students *of all IHEs*. Randy Hitz will draft testimony and distribute it to the TECC members. TECC members were encouraged to draft testimony from their respective IHE. Similarly, Sections 30-31 are related to Professional Development Schools. Randy Hitz will draft testimony on behalf of TECC.

3. Teacher Education Strategic Plan (Randy Hitz, Kathy Jaycox)

TECC reviewed the revised draft. Editing reflected in the Recruitment section, to “Seek funding for Forgivable Loan Program *for all IHEs* for teacher education candidates who go into the profession.” A work group on Teacher Education Strategic Plan, consisting of Valentina, Rosemary, Keiki and Kathy will meet on April 12, 2005 , 10:00-11:00 a.m. in Wist Annex 2-room 123 A/B, in lieu of the monthly TECC meeting. Kathy Jaycox will chair the meeting. The agenda will be (a) to approve the plan, (b) determine how to address the issues, and (c) set priorities, make assignments, and identify a timeframe. The work group will present its recommendations at the May TECC meeting.

4. Professional Development Credits and Reclassification (Ann Mahi)

Ann Mahi reported back from the TECC Work Group that had met to review professional development credits and reclassification. Current DOE policy was clarified that states 500-level classes can be used for pd credits provided it is part of a valid undergraduate or graduate degree program. Students do not need to be enrolled in the degree program in order to receive these credits. If the class is not listed as part of a degree program, then it must be approved by PDERI in order to be counted for approved pd credits. The work group also identified two additional reclassification issues that need to be addressed: (a) certificate programs which do not lead to a degree, and (b) an update from HTSB regarding adding a field and re-licensing/reclassification.

A work group of Sharon Mahoe, Stephanie Feeney, Valentina Abordinado, Barbara Landau and other interested TECC members will meet on reclassification and certificate programs that do not lead to a degree, April 12, 2005 , 11:00 a.m.- 12 noon in Wist Annex 2-room 123A/B. Doug Rattley will chair this meeting. The work group will present its recommendations at the May TECC meeting.

John Bailey informed TECC on the Windward District - BYU Mentorship Program. (See handout)

5. Finger Printing Update (Glenn Nakamura)

Glenn Nakamura informed that revised legislation passes the \$25 cost of background check to the licensing candidate, with the DOE doing the fingerprinting. At HPU Valentina informed that their students must (a) be admitted into the university before the student can (b) be required to demonstrate proof of having passed a background clearance test and before (c) being admitted to the teacher education program.

It was informally agreed upon that IHEs will provide DOE with a list of students admitted into the teacher education program. Fingerprinting and background check was viewed by the IHEs as a procedure that must be completed by the student prior to the student's clearance for student teaching in the DOE. If the DOE determines that a student does not meet the clearance requirements, the DOE will notify the IHE. This eliminates the need for the DOE to send the entire list of students who are fingerprinted to the IHE; only the students who do not pass clearance will be identified to the IHE.

Glenn informed that his shop can go on-site to the IHE for finger-printing and clearance, provided the IHE schedules this with the DOE. The DOE will send these reports to the FBI, with the FBI responding to the DOE within 48 hours. TECC identified that there continues to be situations where students go directly to the schools to do projects, for example for service learning, etc. Glenn clarified that the bill specifies higher education trainees. This wording is interpreted to be inclusive of all IHE students.

IHE list of trainees needing to be screened, have until April 7, 2005 to be cleared, otherwise, placement will be ceased.

Reports:

1. DOE

The new assistant superintendent, DOE Office of Human Resources is Gerald Okamoto, a former corporate employee of Verizon. He was stationed in Hawai'i in early 2000 and was recommended to the Search Committee. Mr. Okamoto will be a member of the TECC.

2. HTSB – see previous information on SB 1642.

3. P-20 – see previous information on Draft Teacher Education Strategic Plan

4. Next TECC Meeting Date: May 10, 2005

Agenda Items

- Professional Development Credits and Reclassification Work Group, Update (Rattley)
- Teacher Education Strategic Plan, Update (Jaycox)
- Legislative Update

5. Adjournment

TEACHER EDUCATION COORDINATING COMMITTEE (TECC)

Wist Annex 2, Room 123 A/B

May 10, 2005

10:00 a.m. - 12 noon

SUMMARY

Present: Randy Hitz (chair), John Bailey, Mona Chock, Valentina Abordonado, Leslie Correa, Judith Hughes, Doug Rattley for Faye Ikei, Carole Ann Ishimaru for Keiki Kawai`ae`a, Kathy Jaycox, Jeanetta Ma, Sharon Mahoe, Barry Mitchell, Ann Port, Lynn Simek-Morgan, Xu Di (DiDi), Jan Zulich.

Welcome

New attendees to the TECC were Xu Di (DiDi), UH COE Assistant Dean of Student Academic Services and Carole Ishimaru who will be representing Keiki Kawai`ae`a at the TECC meetings. Sharon Mahoe informed TECC that Patrick Massie is filling the position vacated by Lynn Hammonds at HTSB. Patrick brings to the position experiences as principal and vice principal.

Discussion:

1. Work Group on Reclassification (Doug Rattley)

The work group, that included Willie Kealoha from the DOE met on April 12th. A summary of the Work Group meeting was distributed.

Doug informed that the department is undergoing a major reorganization based on functions. The department's efforts will focus on teacher recruitment. OSIS will become part of OHR, along with PDERI. A matrix is being developed that will address the procedures and inter-organizational interfaces. The principals will play a larger role in the professional development/reclassification process. Because the department is undergoing reorganization, changes to the policies governing professional development and teacher reclassification will not be addressed at this time.

TECC attendees did not respond positively to the last statement. Barry Mitchell stated the current PD/reclassification policy cuts out 80% of the secondary education teachers who need to take subject content area courses to remain current in the field. This issue was discussed a year ago and he has not seen any change or movement in this area to address the needs of teachers in the field. Jan Zulich recommended that as the DOE reorganization takes place, select TECC members be invited to provide feedback from the field in this area. This would enable the DOE to consider these concerns and issues as DOE reorganizes these departments. Les Correa commented that the timing is right now for teachers to take their courses during the summer. By the DOE not making a decision now, this will affect the teachers taking summer courses and ultimately will affect the IHEs. Sharon Mahoe from HTSB expressed that these issues have been ongoing for many years. The current policy does not support teachers taking courses to maintain their level of professional competency in the field. Ann Port stated that if this

has been a problem for many years, then perhaps the hidden agenda is that there is not a desire by the DOE to have teachers receive PD credit for reclassification so that teachers would not be able to receive higher compensation for their pd efforts.

Randy Hitz summarized that there is a fundamental problem with the process. It appears the DOE did not consult with the TECC. There is a TECC problem in terms of the attendance at this meeting because the leadership from the DOE has been inconsistent. Randy will meet with the superintendent to have the conversation, that for the TECC to be effective, the DOE leadership with the power and authority to make changes, must be at these meetings. TECC members agreed with this perspective.

This agenda item of PD/reclassification will be placed on the next TECC meeting agenda in 2005 fall. Leslie Correa made the following motion.

TECC urges the DOE (1) to consider the recommendations made by the TECC workgroup about university courses eligible for PD credit and reclassification and; 2) to invite TECC representatives to work on an acceptable agreement about this issue.

A copy of this motion will be sent to the DOE superintendent by letter.

2. Work Group on Teacher Education Strategic Plan (Kathy Jaycox)
Kathy referred to three handouts. The goal of the strategic plan is “to provide a qualified and caring teacher for every student.” This was understood to be more than academic competence. The teacher also needed to have the disposition of caring. The four quadrants conceptualized this idea. Kathy distributed Chapter V of the P-20 Strategic Plan since it overlaps with the Work Group #1 Strategic Plan for Teacher Preparation. In lieu of the TECC June meeting, this work group will meet, June 14, 2005 in WA2-123 A/B. Jan requested that all IHEs bring examples of how they are currently assessing “dispositions” and to meet with HTSB to discuss this element. There was agreement that a TECC meeting be set aside specifically to address “dispositions”. Kathy recommended that any editions to her draft be sent to her prior to the meeting on June 14th

3. Next Meeting Date and Agenda Items (Randy Hitz)
- Work Group #1 Mtg. in lieu of June TECC meeting.
 - No TECC meeting in July
 - Next TECC meeting in September at DOE

The TECC meeting day and time in 2005-2006 academic year will probably change. TECC members will be surveyed before a decision is made.

Agenda Items, September TECC Meeting

- A. Professional Development Credit and Teacher Re-classification_Continued Discussion (Rattley)
- B. Teacher Preparation Strategic Plan_DRAFT Update (Jaycox)
- C. Dispositions Discussion and IHE Examples (UH Hilo, BYU-Hawai'i, UH Manoa)

D. DOE Report – Substitute Teachers

Reports:

1. DOE -- Substitute Teachers

Jeanetta Ma reported that SB #12 50 gave the legislature authority to set the rates for substitute teachers. It allows the DOE to set its classification schedule no later than 20 days prior to next session in 2006.

- Class 1 Substitutes: do not have a bachelor degree.
- Class 2: individuals with a bachelor degree.
- Class 3: DOE teacher, a licensed or highly qualified teacher.

Randy informed that Gerald Okamoto had sent an email that he would address this issue at the next TECC meeting.

2. HTSB

Sharon distributed and reviewed the following material.

- There will be an additional Praxis test in August. The new 2005-2006 schedule has not been received yet. She will circulate the schedule once it is received.
- Revisions to SATE Review Schedule (4/05/05)—Sharon thanked UH Hilo for hosting the visiting team. (handout)
- Opportunity to add-a-Field to existing license (handout)
- Teacher Experience Requirements for Licensure (handout) requires three years of experience. HTSB will accept 2 years of that experience in Hawai'i and waive the 3rd year.
- Mid-Atlantic Region Consortium (handout)
Meritorious New Teacher Candidates are identified based on criteria. These six participating states provide teacher portability of their license within the consortium. There are seven more states interested in participating in this consortium. Hawai'i is one of those states. The purpose is to expedite licensing. The theory is that this will make teaching more attractive as a profession, it will increase the number of people in teaching, and in Hawai'i it will be important as an employer to recognize these people. Sharon noted that 200+ in Hawaii have been identified to date.

3. Legislative Update

Valentina was thanked for her legislative presence and testimony since legislators needed to become aware that these issues exist among all IHEs. Changes as a result of the new legislation are that the DOE will provide an induction and orientation program to all new hires; HTSB received conversion of a new position; conversations were started on incentives to keep teachers in Hawai'i; and the Teacher Cadet Program received some funding. The need exists to do more educating of legislators. Legislators are still not aware how many alternative routes exist to becoming a teacher.

Adjournment

The meeting was adjourned.

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