

UNIVERSITY OF HAWAI‘I SYSTEM ANNUAL REPORT



REPORT TO THE 2008 LEGISLATURE

Annual Report of the
Teacher Education Coordinating Committee

Hawaii Revised Statutes 304A-1202

November 2007

Teacher Education Coordinating Committee Report (TECC) 2006-2007 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 304A-1202, Hawai'i Revised Statutes.

TECC membership consists of representatives of Hawai'i major institutions of higher education (IHE), who participate in the preparation of teachers and other education professionals. TECC membership includes Brigham Young University – Hawai'i, Chaminade University of Honolulu, Hawai'i Pacific University, University of Hawai'i at Hilo, University of Hawai'i Leeward Community College, University of Hawai'i at Mānoa, University of Hawai'i at West O'ahu, and the University of Phoenix – Hawai'i. The Hawaii Teacher Standards Board (HTSB) representation was added to the composition of the TECC during the 2003 legislative session. Representation from University of Hawai'i Leeward Community College, University of Hawai'i at West O'ahu, and Halau Wanana were added during the 2006-2007 academic year.

The Dean of the College of Education, University of Hawai'i at Mānoa and the Superintendent of Schools, Department of Education, share leadership roles for the TECC. Interim Dean Donald Young, UH Mānoa College of Education facilitated the meetings for the 2006-2007 academic year by serving as chair.

The TECC focused this past year on several priority TECC policy issues.

- “Priority Emergency Teacher Hiring” started the discussion between the DOE and the IHEs on having the DOE consider hiring IHE teacher education students first, when filling DOE emergency vacancies.
- “Professional Development” issues centered on professional development activities for in-service teachers, accreditation issues, and common teacher education curriculum components.
- “IHE Graduation Requirements Leading to Licensure” issue recognized the break in relationship between the IHE and the student when the teacher education student graduates yet has not taken or passed HTSB licensing requirements.
- The “Teacher Education Strategic Plan” that was initiated a couple of years ago by TECC was completed in draft form and forwarded to the Hawai'i P-20 Office. This plan compiled IHE data related to teacher education preparation via (a) recruitment, (b) preparation, and (c) continuing professional development. This document provides data of how the IHEs have responded to the statewide teacher shortage and their capacity to increase the production of teachers by adding the components of teacher education recruitment to bring people into the teaching and supporting the on-going professional development needs of in-service teachers in the field.

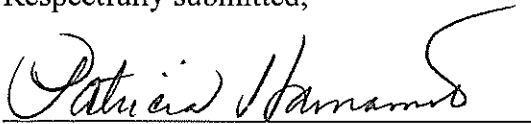
- On-going discussion on “Teacher Dispositions” continued for TECC to better understand how teacher dispositions are being addressed statewide. Each IHE made a presentation at a TECC meeting on how their respective institution identifies and assesses teacher dispositions.

In addition TECC identified TECC Legislative Priorities for the 2007 Legislative Session, meeting with Senator Norman Sakamoto and Representative Roy Takumi on (a) Professional Development Schools, (b) Hawai`i Educator Loan Program, (c) creation of an IHE Data Information System, (d) HTSB issues, and (e) DOE Teacher Retention Incentives.

Finally, TECC invited representation from Halau Wanana during the 2006-2007 TECC. TECC invited representation on Early Childhood Education from University of Hawai`i Honolulu Community College to begin with the 2007-2008 academic year.

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 Hawai`i. The cooperative efforts of TECC members and their respective institutions and organizations afford a legacy of caring and excellence in education.

Respectfully submitted,



Patricia Hamamoto, Superintendent
Hawai`i State Department of Education



Chris Sorensen, Dean
College of Education
University of Hawai`i at Mānoa

The 2008 Teacher Education Coordinating Committee Membership and its Minutes for the period September 12, 2006 – May 8, 2007 are found in the online report at <http://www.hawaii.edu/offices/eur/govrel/reports/2008/index.html>

2006-2007 Meeting Schedule
Teacher Education Coordination Committee (TECC)

September 12, 2006

October 10, 2006
START 9:00 AM- 11:00 AM New Meeting Time

November 14, 2006

December 12, 2006

January 09, 2007

February 13, 2007

March 13, 2007

April 10, 2007

May 08, 2007

TECC Meetings will be held on the second Tuesday of every month in Everly Hall,
Conference Room 123 A/B (formerly Wist Annex 2 123 AB),
University of Hawai'i at Mānoa from
9:00 AM – 11:00 AM.

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Teacher Education Committee Meeting (TECC), No. 1
Everly Hall (formerly Wist Annex 2), Conference Room 123 A/B
College of Education, University of Hawai'i at Mānoa
10:00 AM – 12 noon
September 12, 2007

AGENDA

WELCOME AND INTRODUCTIONS

Donald Young, COE Interim Dean

- TECC Charge

REPORTS

- Department of Education
 ➤ 2005-2006 TECC Legislative Report
 ➤ Title II
 ➤ Are IHE Graduates License Ready?
 Bruce Shimomoto, Dir. Personnel
 Management for Pat Hamamoto,
 Superintendent
- UHM College of Education
 Donald Young, COE Interim Dean
 Xu Di (Di Di), COE Assist. Dean for
 Student Academic Services
- Hawai'i Teachers Standards Board (HTSB) Sharon Mahoe
 Executive Director, HTSB
- Hawai'i P-20
 Kathy Jaycox
 Executive Director, Hawai'i P-20

DISCUSSION

- 2006-2007 TECC Directory
- Priority Issues for 2006-2007 TECC
- TECC Legislative Priorities

OTHER BUSINESS

- Round Robin
- Agenda Items for Next Meeting

ADJOURNMENT

Teacher Education Committee Meeting (TECC), No. 1

Everly Hall (formerly Wist Annex 2), Conference Room 123 A/B

College of Education, University of Hawai'i at Mānoa

10:00 AM – 12 Noon

September 12, 2006

SUMMARY

Present

Don Young (chair), Valentina Albordonado, John Bailey, Paul Ban, Thomas Bingham, Mona Chock, Xu Di, Debbie Hornsby, Kathleen Jaycox, David Jelinek, Lorilei Karasaki, Keiki Kawaiaea, Lisa Lai, Laurie Lawrence, Patrick Macy, Sharon Mahoe, Barry Mitchell, Ann Port, Amy Shimamoto, Bruce Shimamoto, Lynn Simek-Morgan, Amanda Street, Linda Wheeler.

Welcome and Introductions

Interim Dean Donald Young welcomed all present. Because there were many new faces among the TECC, all present introduced themselves to the group.

TECC Charge

The 1965 legislation that created the Teacher Education Coordinating Committee (TECC) was reviewed to remind all of the statewide responsibilities of the committee and the leadership and facilitation roles played by the DOE superintendent and the UH COE dean.

The 2006-2007 TECC Meeting Schedule was distributed. TECC meeting time will be 9:00 AM – 11:00 AM for all future meetings.

TECC Meeting Minutes of May 9, 2006

John Bailey moved to approve the minutes as circulated. The motion was seconded by David Jalineck and passed.

REPORTS

1. Department of Education -- Bruce Shimamoto

- 2005-2006 TECC Legislative Report

The draft cover letter was circulated for TECC review.

- Title II

Amy Shimamoto reported that the DOE has resubmitted the Title II Report to address questions that were identified. The Equity Plan will also be developed.

- Are IHE Graduates License Ready?

Discussion identified that IHE graduation requirements are clear and that state licensing requirements are clear. However, among the IHEs the definition of “program completer” differs. NCLB set the definition of program completer to be people who have passed the PRAXIS exams. Sharon Mahoe reviewed

federal legislative intent and noted that legislation does not specify IHE requirements for graduation since each institution is unique. Legislation also specifies that IHEs cannot require state licensing requirements for program completers in order to receive their degree. This discussion will be continued at the next TECC Meeting.

2. UHM College of Education -- Donald Young

- Enrollment numbers

Xu Di (Di Di), COE Assistant. Dean for Student Academic Services distributed UH Mānoa COE enrollment numbers for Fall 2006 at 1,456.

- AACTE Membership

All IHEs were urged to join AACTE. Membership applications were distributed.

- UHM COE Graduates

UHM COE is working with HTSB to track our graduates working in the DOE.

3. Hawai'i Teacher Standards Board (HTSB) -- Sharon Mahoe

HTSB Meeting Schedule for the 2006-2007 year was distributed.

The following items will go to public hearing before going back to the HTSB for decision making:

- Clarifying the License Fields for Teachers of the Blind and Deaf (New Business Item 05-39) —blind, visually impaired, blind, deaf, have been redefined by teachers in the field.
- Replacement of Praxis Biology Test 0235 for Test 0231 (New business item 06-05)—currently program completers take the biology test 0231. This test will be phased out and replaced with Test 0235, effective July 1, 2007.
- Proposed Statutory Changes Related to Suspension of Rules and Amending Fees (New Business 06-07).
- Changes to Licensing Requirements. Standards are being developed for provisional license through HTSB. This will provide a standard for renewable license.
- Code of Ethics—will serve as the basis for administrative rules for revocation of license.

The HTSB is going through a cyclic review of Teacher Standards. Sharon distributed packets to each IHE that contains proposed standards for teachers who have special education students.

4. Hawai'i P-20 -- Kathy Jaycox

Hawai'i P-20 in FY 2007 handout was distributed, identifying TECC as one of the partner groups. P-20 Council committees are in four areas: leadership development, communications, resource development and statewide data. She will provide an update on the P-20 Teacher Education Preparation Strategic Plan at the October TECC meeting.

Kathy recommended TECC view www.edtrust.org homepage to link to the power point on “Hawai‘i Workforce Development”. The power point recommendations for teachers identify three things that impact student performance. The #1 impact is teacher education preparation.

Kathy informed that a few years ago the National Business Roundtable and the National Governors’ Association created a nonprofit in Washington for data analysis of the workforce development pipeline. This led to the creation of the American Diploma Project (ADP). States could participate in ADP provided there was commitment made by four key groups. For Hawai‘i this would be HBRT, DOE, University of Hawai‘i and the Workforce Development Group. The four local groups have recently made this commitment and Hawai‘i has been invited to be part of ADP’s third cohort. ADP’s benefit is that it is tied in to P-20 and will give Hawai‘i federal level resources and the benefit of learning from other participant states.

DISCUSSION

5. 2006-2007 TECC Directory

IHEs were asked to forward names of individuals and contact information for the 2006-2007 TECC Directory.

6. Priority Issues for 2006-2007 TECC

- Professional Development and accreditation
- American Diploma Project – addressing mathematics preparations for high school students and the gap between student preparation and college math faculty expectations of students.
- Standardized Teacher Curriculum
- TECC Legislative Priorities

OTHER BUSINESS

7. Agenda Items for Next Meeting

- 2006-2007 TECC Priorities
- TECC Legislative Priorities
- Continued discussion on IHE graduates qualified for state licensing (Shimomoto)
- Teacher Education Preparation Strategic Plan (Jaycox)

ADJOURNMENT

The meeting adjourned at 12:15 PM.

Mona K. O. Chock
/s/ Recorder

Teacher Education Committee Meeting (TECC), No. 2

Everly Hall (formerly Wist Annex 2), Conference Room 123 A/B

College of Education, University of Hawai'i at Mānoa

9:00 AM – 11:00 AM

October 10, 2006

AGENDA

DISPOSITIONS PRESENTATION

Brigham Young University – Hawai'i

John Bailey & Barry Mitchell

REPORTS

1. Department of Education

Patricia Hamamoto

- *DOE Teacher Employment Report* –handout
- *Discussion*—“IHE Graduates License Ready”
Bruce Shimomoto
- Professional Development Policy
Amy Shimamoto

2. UHM College of Education

Donald Young

3. Hawai'i Teacher Standards Board (HTSB)

Sharon Mahoe

4. Hawai'i P-20

Kathy Jaycox

DISCUSSION

Priority 2006-2007 Policy Issues

TECC Legislative Priorities

OTHER BUSINESS

- IHE, Updates to inform TECC
- Agenda Items for TECC Meeting on November 14, 2006
- Announcements:
 - Dr. Robert Will is scheduled to update TECC on the Hawai'i Educator Loan Program at the December 12, 2006 TECC Meeting.
 - David Jelinek will present Chaminade University TE dispositions at the December TECC Meeting.

ADJOURNMENT

Teacher Education Committee Meeting (TECC), No. 2

Everly Hall (formerly Wist Annex 2), Conference Room 123 A/B

College of Education, University of Hawai'i at Mānoa

9:00 AM – 11:00 AM

October 10, 2006

SUMMARY

PRESENT

Donald Young, Valentina Albordonado, Makalapua Allencastre, John Bailey, Mona Chock, Marge Chow, Les Correa, Xu Di, Tina Gomes, Mary Heller, Deborah Hornsby, Kathy Jaycox, Lorelei Karasaki, Laurie Lawrence, Patrick Macy, Barry Mitchell, Ann Port, Amy Shimamoto, Bruce Shimomoto, Amanda Street, Linda Wheeler, Jan Zulich.

REVIEW SUMMARY OF TECC MEETING NO. 1, SEPTEMBER 12, 2006

Meeting summary was reviewed and approved.

HOUSEKEEPING

1. The TECC Charge was distributed to several first-time TECC attendees. TECC members were asked to inform Donald Young or Patricia Hamamoto, co-chairs of TECC, when inviting additional persons to attend the TECC meetings. Don addressed the TECC charge that specifies representation on the TECC. He will be following up to make sure that there is regular representation by the IHEs.

2. The 2006-2007 TECC Directory was distributed to all present.

DISPOSITIONS PRESENTATION

Brigham Young University – Hawai'i -- John Bailey & Barry Mitchell

John Bailey distributed the "BYU Hawai'i School of Education Professional Dispositions Assessment" form that provides a checklist of dispositions. He highlighted that there are dispositions for all BYU Hawai'i students, plus additional dispositions for the education school students. The strength of this dispositions checklist is that it provides an opportunity for the school and students to discuss dispositions as an important component of the education curriculum. Dispositions assessment is conducted throughout the student's academic career, usually when the student enters the program, at mid-point and at the completion. The dispositions assessment choices are "meets expectations" or "does not meet standard". Barry Mitchell clarified that there are no gradations in the assessment because it is standards-based assessment and reflects how professional standards are assessed. Individuals either "Meets the standard" or "Does not meet the standard". Students who do not meet dispositions are advised by the faculty and may be removed from the program if warranted. Students are given the dispositions list from their very first education class. Ann Port commented that BYU Hawai'i works with more dispositions than are listed on the check list. John Bailey noted that those non-listed dispositions are assessed on other forms, such as a "Student Observations" form.

Marge Chow informed that dispositions can be a very sensitive area for assessment, as in the example of Washington State. She recommended that dispositions be stated in very concrete behavioral terms to address any concerns.

REPORTS

1. Department of Education Report -- Patricia Hamamoto

○ *DOE Teacher Employment Report*-handout

Bruce Shimomoto distributed the report to the IHEs present. This report is compiled annually each April. It represents a snapshot of the characteristics of newly hired DOE teachers. The new hires tend to be young and with little experience, due to the salary schedules that can be offered to new hires. The salary schedules are not competitive for new hires that are older with more teaching experience. He noted that there are a number of new hires that are not licensed, code Temp W. The number of teachers in this category includes teachers newly graduated from IHEs but not license-ready. He stated that this number is high and needs to be considered carefully.

DOE districts include a short introduction for new teachers to Hawai‘ian language, culture, etc. with the intent of providing a brief orientation to the Hawai‘ian culture, perspectives, and mores in the islands. Amy Shimamoto informed that Sea Rider Productions, contracted by the DOE, has produced a good video introduction to the Waianae Coast. The acculturation programs for new teachers are not formalized but are provided informally to give a flavor of the Hawai‘ian regions. The variation among the DOE districts is vast and therefore this type of teacher training and orientation is not an easy task for the department to provide systematically.

○ Professional Development Policy and Procedures -- handout

Amy Shimamoto stated that last year Ann Mahi had presented TECC with the “DOE Pathways.” She distributed “Clarification of Academic Credits vs. Professional Development Credits” as the basis for discussion on DOE professional development policy and procedures.

Re: Academic Credit, IHEs commented that some 500-level courses are part of a degree program, whereas on the handout, 500-level courses were listed as continuing education courses only. At UH Mānoa all COE students must be registered with a degree program in order to register for a course. Administrators and educators preparing to become administrators are treated differently from the reclassification preparation of teachers. It takes 15 credits for a teacher to be reclassified; and of those, 7 credits must be related to the teacher’s school and approved by the school principal.

Re: Professional Development credit, the course must be registered through the Professional Development Credit Program (PDCP/formerly PDERI) website. Once the course is registered, it is universally accepted by the DOE. The principal however, retains ultimate responsibility for signing the appropriate form for the teacher’s reclassification. Amy distributed directions on how to register on the website, “Getting a Course Approved for PD Credit.” If IHEs are unable to locate a DOE Educational Officer as a sponsor for the course, DOE will help the IHE locate a sponsor.

HTSB has noticed a trend that the number of teachers taking additional training has decreased over time. Amy informed that it is possible for teachers to take continuing education that can be counted towards both reclassification and professional development. TECC members were interested in pursuing this agenda item with a goal of IHEs developing plans that could be offered to teachers in the field. Don Young suggested the formation of a “Professional Development Work Group” that would report back to the TECC on this issue.

○ Continued Discussion -- “IHE Graduates License Ready”

Don Young suggested developing a matrix that identifies the different IHE graduation requirements that lead the student to becoming license-ready as a program completer. There was agreement among TECC members that the IHEs share common teacher education components. Bruce Shimomoto and Patrick Macy were asked to put IHE information into this matrix. Don will call together a working group to review the matrix, discuss this issue in more detail and report back to TECC. Debbie Hornsby informed that Phoenix plans to offer PLT workshops on pedagogy, etc. that will provide the support needed by the students to do well on their licensing exams. She expressed her interest in being included in the workgroup.

2. UHM College of Education Report -- Donald Young

Xu Di provided an update on the number of degrees and certificates awarded by the UH Mānoa College of Education and “COE Enrollment by Transfer Institute.” She encouraged IHEs to become members of AACTE so that a Hawai‘i chapter can be created.

3. Hawai‘i Teacher Standards Board (HTSB) -- Sharon Mahoe

Patrick Macy reported that HTSB will present two reports at the November TECC Meeting.

4. Hawai‘i P-20 Report --Kathy Jaycox

DRAFT Teacher Education Strategic Plan was distributed. Don Young informed that this draft had been developed by TECC and needs to be completed. He stated that the plan’s objective was to identify the statewide IHE capacity based on individual IHE data. He asked TECC if it is interested in completing this plan. Don volunteered to chair the subgroup to complete the plan. He asked past subgroup members Jan Zulich, Xu Di, Valentina Albordonado, Ann Port, and Kathy Jaycox for their continuing involvement. Following this meeting Don will send out a list of the items to be addressed (recruitment, retention, professional development) and then form task groups to work on them.

DISCUSSION

7. 2006-2007 TECC Priority Policy Issues

Discussion clarified the TECC issues identified by members and selected as priority policy issues to be pursued this year. Work groups will be formed for each issue.

1. Priority Emergency Teacher Hiring Work Group formed. This issue refers to the disconnect between the IHEs preparing future teachers and having the DOE consider hiring IHE teacher education students first, when filling DOE emergency vacancies.
2. Professional Development Work Group formed. Professional development/ accreditation issue and common teacher education curriculum components were included in this work group.
3. IHE Graduation Requirements Leading to Licensure Work Group.
4. Teacher Education Strategic Plan Work Group. This group will update the draft document with current data and complete the strategic plan.

Assessment of dispositions discussion was postponed. Early childhood education did not generate interest to form another work group.

OTHER BUSINESS

- Agenda Items for Next TECC Meeting on November 14, 2006
 - Reports from DOE, COE, HTSB, Hawai'i P-20
 - Reports from the Work Groups
 - TECC Legislative Issues
- Announcements:
 - Dr. Robert Witt is scheduled to present on the Hawai'i Educator Loan Program at the December 12, 2006 TECC Meeting.
 - David Jelinek will present Chaminade University TE dispositions at the December TECC Meeting

ADJOURNMENT

Teacher Education Committee Meeting (TECC), No. 3

Everly Hall (formerly Wist Annex 2), Conference Room 123 A/B

College of Education, University of Hawai'i at Mānoa

9:00 AM – 11:00 AM

November 14, 2006

REVISED A G E N D A

DISCUSSION

TECC LEGISLATIVE PRIORITIES

WORK GROUPS

2006-2007 TECC Priority Issues

- Teacher Education Strategic Plan, Update (Convener: Young/UH-Mānoa)
- Priority Emergency Teacher Hiring Work Group, Update (Convener: Albordonado/HPU)
- Professional Development Work Group, Update (Convener: Hornsby/U Phoenix)
- IHE Graduation Requirements Leading to Licensure Work Group, Update (Convener: Bailey/BYU-Hawai'i)

REPORTS

- | | |
|---|-------------------|
| 1. Department of Education | Patricia Hamamoto |
| 2. UHM College of Education | Donald Young |
| 3. Hawai'i Teacher Standards Board (HTSB) | Sharon Mahoe |
| 4. Hawai'i P-20 | Kathy Jaycox |

OTHER BUSINESS

- IHE, Updates to inform TECC
- Agenda Items for TECC Meeting on December 12, 2006
- Announcements:
 - Dr. Robert Witt is scheduled to update TECC on the Hawai'i Educator Loan Program at the December 12, 2006 TECC Meeting.
 - David Jelinek will present Chaminade University TE dispositions at the December TECC Meeting

ADJOURNMENT

Teacher Education Committee Meeting (TECC), No. 3

Everly Hall (formerly Wist Annex 2), Conference Room 123 A/B

College of Education, University of Hawai'i at Mānoa

9:00 AM – 11:00 AM

November 14, 2006

SUMMARY

PRESENT

Donald Young (convener), Valentina Abordonado, Makalapua Alencastre, John Bailey, Thomas Bingham, Mona Chock, Les Correa, Deborah Hornsby, David Jelinek, Lorelei Karasaki, Lisa Lai, Laurie Lawrence, Barry Mitchell, Kathy Nishimura, Ann Port, Amy Shimamoto, Bruce Shimomoto, Linda Wheeler, Jan Zulich.

Don welcomed all. Jan Zulich clarified that the four workgroup categories in the strategic plan are: preparation, recruitment, retention, and professional development. Don requested that each of the IHEs to send feedback to Mona Chock in the next two weeks for compilation for the December TECC meeting.

The Summary, TECC Meeting No.2 will be corrected to reflect Kathy Nishimura was present and that Bruce Shimomoto and Amy Shimamoto provided the DOE Report. The summary was approved with corrections.

2005-2006 TECC Annual Report – Bruce Shimomoto brought a complete set to today's meeting to leave with COE. The first two pages of the report were circulated to TECC for review and input at the TECC Meeting No. 1.

Don encouraged TECC members to utilize email to share information and documents with each other, e.g. legislative items, between TECC meetings, to facilitate the work.

DISCUSSION

8. TECC LEGISLATIVE PRIORITIES

The following items were identified.

- Professional Development Schools. PD schools are more than teacher education; it also deals with professional development.
- Educator Loan Program
- IHE Data Information System, to establish and fund—Don will check with Kathy Jaycox for funding from P-20; he will also check with Sharon Mahoe with HTSB funding and operationalization of this database.
- HTSB issues. Sharon and Patrick will identify these for TECC.
- DOE Teacher Retention Incentives

Don will invite the chair of each house and their respective staff person to the 2nd half of the December 12th TECC meeting. David Jelinek/Chaminade University dispositions presentation will be rescheduled moved to the January TECC meeting. Don, Bruce and

Valentina will meet/email to put together the legislative items that we want to present to the legislators in December. The items will then be shared with the TECC members by email prior to the December meeting. The first half of the meeting will be to prepare for the TECC Legislative presentation. All legislative items will be linked back to the TECC TE Strategic Plan. This linkage will strengthen everyone's efforts (IHEs, HTSB, DOE, P-20). The Dean of COE is the point person for UH for legislative issues. Bruce said that in the past Randy Hitz had served in this role and then emailed the IHEs to be aware of the UH's position and the other IHEs could write in support of those items that benefited all IHEs.

WORK GROUPS

9. 2006-2007 TECC Priority Issues –

- Teacher Education Strategic Plan, Update (Convener: Young/UH-Mānoa)
Don asked each IHE to send their information to Mona Chock in two weeks.
- Priority Emergency Teacher Hiring Work Group, Update (Convener: Albordonado/HPU) -- Valentina spoke with Bruce Shimomoto and he is open to establishing a priority referral process for IHE students enrolled TE programs.
- Professional Development Work Group, Update (Convener: Hornsby/U Phoenix) – This group will be looking at in-service licensed teachers who want to earn credits for recertification or reclassification/promotion.
- IHE Graduation Requirements Leading to Licensure Work Group (Convener: Bailey/BYU-Hawai'i) -- Bruce and Sharon will work on John with this. John requested representatives from each IHE. The group will focus on the gap that exists between graduation and licensing. The DOE currently takes the position that there is no difference in initial salary between a program completer and license holder when hiring beginning teachers. Per Bruce, this is due to the collective bargaining agreement. TECC discussion identified that there is no incentive for new teachers to be licensed if DOE provides no financial incentive between hiring teachers who are licensed and those who are not. IHEs would want all of their program completers to take the licensing exams but IHEs no longer have any jurisdiction over program completers after graduation.

REPORTS

1. Department of Education – Bruce reported on a NCLB with USDOE and shared the DOE is at 89% of highly qualified teachers. USDOE wants to see “best effort” to reach 100% highly qualified teachers, but this term has not been defined.
2. UHM College of Education – DiDi reported that UHM signed an agreement with Beijing Foreign Studies Department to start a Confucius Institute to promote Chinese language and culture. There will be 100 Confucius Institutes honored throughout the US. Beijing Foreign Language University provided a grant of \$500,000 to launch this program. UH COE will provide the teacher training leading to licensure for this program.

3. IHE Updates

- HPU will graduate its first cohort this December. Pat Hamamoto will receive an award at the ceremonies.
- UH Hilo Education department is searching for 6 new faculty positions. When filled in fall 2007, these positions will double the UH Hilo faculty size. UH Hilo is exploring for a teacher education alternative route beyond the post-baccalaureate degree.
- BYU Hawaii will host the April TECC meeting.
- Amy Shimamoto stated USDOE views the 18 graduate level credits in SPED as a minor, not a major. It is acceptable to be teaching in the field 2 years and to pass the praxis; it is not acceptable to be teaching and to take the additional 18 credits to become licensed. Per Amy, SPED credits by itself is not considered a stand alone degree. If you have your SPED degree and are teaching a core content area you must also be certified in that content in addition to SPED to be considered a “highly qualified teacher”.

OTHER BUSINESS

- Agenda Items for TECC Meeting on December 12, 2006
 1. Review TECC Legislative Priorities
 2. Dr. Robert Witt presentation on the Hawai'i Educator Loan Program
 3. Hi Legislators Session

ADJOURNMENT

The meeting was adjourned so that TECC members could move into workgroups.

Teacher Education Committee Meeting (TECC), No. 4

Everly Hall (formerly Wist Annex 2), Conference Room 123 A/B

College of Education, University of Hawai'i at Mānoa

9:00 AM – 11:00 AM

December 12, 2006

AGENDA

PRESENTATION (9:05 -9:25)

- *Hawai'i Educator Loan Program Presentation*
Robert Witt, Executive Director HAIS

REPORTS (9:25-9:50)

1. Department of Education Bruce Shimomoto
2. UHM College of Education Donald Young
3. Hawai'i Teacher Standards Board (HTSB) Sharon Mahoe
4. Hawai'i P-20 Kathy Jaycox
5. Updates from TECC Work Groups
 - Teacher Education Strategic Plan Convener: Don Young/UH Mānoa
 - Professional Development Convener: Deborah Hornsby/U Phoenix
 - IHE Graduation Requirements Leading to Licensure Convener: Bailey/BYU-Hawai'i
6. IHE Updates to inform TECC

DISCUSSION (10:00-10:45)

- 2005-2006 TECC Annual Report to the HI State Legislature
- TECC Legislative Priorities Work Session

OTHER BUSINESS/NEXT MEETING (10:45-10:55)

Agenda Items for TECC Meeting on January 9, 2006

- Presentations on IHE Dispositions
 - Chaminade University, David Jelinek
 - Hawai'i Pacific University, Valentina Abordonado

ADJOURNMENT (11:00)

Teacher Education Committee Meeting (TECC), No. 4

Everly Hall (formerly Wist Annex 2), Conference Room 123 A/B

College of Education, University of Hawai'i at Mānoa

9:00 AM – 11:00 AM

December 12, 2006

SUMMARY

PRESENT

TECC: Donald Young (convener), Valentina Abordonado, Makalapua Alencastre, John Bailey, Paul Ban, Thomas Bingham, Mona Chock, Xu Di (“Di Di”), Tina Gomes, Mary Heller, Kathleen Jaycox, David Jelinek, Laurie Lawrence, Patrick Macy, Sharon Mahoe, Barry Mitchell, Beth Pateman, Ann Port, Bruce Shimomoto, Amanda Street, Linda Wheeler. Guest: Robert Witt.

TECC SUMMARY of November 14, 2006 was corrected on page 2, ‘Work Groups’. The fourth bullet will be edited to read, “The DOE currently takes the position that there is no difference in initial salary between a program completer and license holder when hiring beginning teachers.”

PRESENTATION

Hawai'i Educator Loan Program Presentation, Robert Witt, HAIS Executive Director
Robert reflected on his work on the Hawai'i Educator Loan Program in 2001 and 2002. At that time NCTAF Policy Group in Hawai'i headed by Mazie Hirono came out with a report supporting professional development for teachers, incentives for retention, and recruitment strategies to bring professionals into the teaching field. The Hawai'i Educator Loan Program was one of the bills introduced and funded. When there was a change in executive leadership in the state, this policy group was not continued.

The idea behind the Hawai'i Educator Loan Program was to reward local students who went through a teacher education program, received their licenses and worked in local schools. The legislation was approved in 2001 by both the House and the Senate, with Senator Sakamoto and Representative Roy Takumi as advocates. A special fund was created for this program as part of the legislation. In 2002 the bill was amended to enhance it. No funds were provided the first year. The second year about \$100,000 was secured and placed into the fund. Robert informed that the intent was to have a program for all IHEs, both public and private and was passed in 2002. However it was vetoed by the governor due to a technical flaw. The following year it was introduced again and passed, but was held up in Finance Committee due to no funds. In 2004-2005 other competing educational issues emerged. He is not aware of the current administration of the fund and feels that the fund is in place. Dr. Witt feels that the timing is right to go back to take a look at the fund and to request much more money be placed into the fund, given the state's current financial ability.

Don noted 2004-2005 legislative session, Part 5 of SB 1642, calls for creating a fund for loan forgiveness for teachers who are placed into public schools. Sharon clarified that one of the technical flaws in the earlier bill was based on a concern that public monies not be used to support private institutions. Therefore the legislation in 2005-2006 was to move the funds to the DOE for administration so that there would not be public funds going directly to the private schools. It was also noted that this legislation did not pass due to lack of funds.

Sharon asked that Don check on the status of the \$100,000 to see if any funds remain. Robert noted that if this legislation were introduced again, he feels it would be passed by the legislature but would not be released by the current administration to the DOE due to disagreements that exist. Discussion moved to where the funds could be administered.

Makalapua asked if a needs study was done to determine if new hires had used loans to finance their TE degree programs. This evidence needs to be collected from the IHEs. It was recommended that IHEs provide this piece of evidence at next week's meeting with the legislators.

Discussion focused on the loan fund specifics that we would request of the legislators when we meet with them next week. How would a credit union monitor whether a student stayed employed locally for the required amount of time as specified in the loan agreement.

- Per Robert, Hawai'i USA Credit Union was agreeable to manage this loan in the past.
- Barry Mitchell noted that the onus would be the student to prove local employment. The program is set up that the loan forgiveness is based on the student recipient providing the proof of local teaching employment.
- Amount to be placed into the fund should be identified. \$250,000? \$5M?
- Amount to be placed into the fund should be on-going. Bruce stated that the fund should be based on a 5-year projection. The fund will manage a huge amount of money since each year additional students would be applying for the loan based on tuition costs while there are current students in the program pipeline. Paul noted there also needs to be a default factor built into the program.

Robert was thanked for his presentation. For planning purposes, Valentina informed that Stafford Loans had \$5,000 maximum for a normal loan and \$17,000 loan for disadvantaged.

REPORTS (9:25 – 9:50)

1. Department of Education

Bruce Shimomoto had no report for this TECC meeting. He announced the DOE is working on its Title II Report and he will share this report at the next TECC meeting.

2. UHM College of Education

Donald Young distributed copies of the UHM COE Biennium Budget Narrative to update TECC members of UHM COE requests. He noted that the governor did not include most UH capital improvements in her budget request.

3. Hawai'i Teacher Standards Board (HTSB)

- Proposed Statutory Changes Related to Suspension of Rules and Amending Fees
Sharon Mahoe distributed "Proposed Statutory Changes Related to Suspension of Rules and Amending Fees". This would change the statute to allow for the suspension of the rules. HTSB will submit draft legislation to Representative Takumi who will submit the bill on behalf of the HTSB. She asked that the IHEs support the bill. This will be placed on the 12/21/2006 TECC Legislative Priorities agenda with Senator Sakamoto and Representative Takumi next week.
- IHE Database
Sharon asked for input from TECC members regarding the development of the IHE database. Specifically, IHEs were asked to identify what our IHE cost would be to hook up via IT support with the HTSB database when the IHE Data Information System exists.
- Public Hearings – Notice of Public Hearings, dates of the hearings were shared. TECC members were encouraged to attend meetings and to submit testimony. She referenced Item #5 on Code of Ethics since this fits the discussion TECC is having on dispositions. Sharon reviewed the description of the six proposed rules to be amended. The board has made a good faith effort to uphold standards that are applied equitably to all candidates.
- HTSB Announcements
 - Title II Deadline December 15, 2006 -- IHEs were reminded that data on their cohort(s) needs to be submitted.
 - UH West O'ahu has received approval for elementary cohort.
 - Hālau Wānana needs to be preparing of its next round of accreditation
 - HTSB is going through its review process and hopes to see results in March.

4. Hawai'i P-20

Kathy Jaycox reported on a national study called *Measuring Up 2006* that has data on the educational pipeline. For Hawai'i it shows that for each one hundred 9th graders, only thirteen complete the P-20 educational pipeline.

5. Updates from TECC Work Groups

- Teacher Education Strategic Plan
Convener: Don Young/UH-Mānoa thanked all IHEs who contributed data: Leeward Community College, Hawai'i Pacific University, UH Hilo (Makalapua's program), and Chaminade University. Mona Chock presented the new report format. All were agreeable to the new streamlined form. IHEs who had not submitted data were encouraged to do so.

- Professional Development
Convener: Deborah Hornsby/U Phoenix was not present.

- IHE Graduation Requirements Leading to Licensure
Convener: John Bailey/BYU-Hawai'i informed that he will begin email discussion in January regarding graduation requirements leading to licensure.

6. IHE Updates to inform TECC

- Mahalo to BYU- Hawai'i for the holiday candies.
- Chaminade University Commencement awarded approximately 50 M.Eds and 20 B.Eds last evening.

DISCUSSION (10:00-10:45)

2005-2006 TECC Annual Report to the HI State Legislature was approved by the BOE. This report had been presented and approved at the August TECC Meeting.

TECC Legislative Priorities Work Session

The draft agenda was reviewed. Don was asked to chair and facilitate the 12/21/06 meeting and to frame the discussion in the philosophical context of what we believe as educators. Don thanked Barry for his comments that placed the legislative items into a context that addressed the teacher shortage. Patrick stated that we need to present the 4 R's: recruitment, retention, recordkeeping of data, and rules (HTSB). Paul cautioned TECC that our recommendations contain "short term fixes" as well as the need to identify long term solutions. Paul informed that the Early Childhood Task Force Report had as a priority the training and education of qualified teachers. He suggested TECC invite the chair of the task force to the 12/21/06 meeting since Senator Sakamoto was supportive of the report recommendations. Ann Port asked that in the future, TECC invite new legislators to meet with TECC for an orientation to teacher education/preparation.

OTHER BUSINESS/NEXT MEETING

- Agenda Items for TECC Meeting on January 9, 2006
 - DOE – Title II Report
 - TECC Work Groups, Update
 - Presentations on IHE Dispositions
 - Chaminade University, David Jelinek
 - Hawai'i Pacific University, Valentina Abordonado

ADJOURNMENT (11:00)

The meeting adjourned at 11:20 AM.

Teacher Education Committee Meeting (TECC), No. 5

Everly Hall (formerly Wist Annex 2), Conference Room 123 A/B

College of Education, University of Hawai'i at Mānoa

9:00 AM – 11:00 AM

January 9, 2007

A G E N D A

PRESENTATION

Hawai'i Pacific University, Dispositions Presentation
Valentina Abordonado

DISCUSSION

10. TECC Legislative Priorities Meeting Next Steps
 - Hawai'i Educator Loan Program, DRAFT Legislation for Review

REPORTS

1. Department of Education
Title II Report
Bruce Shimomoto
Amy Shimamoto
2. UHM College of Education
Donald Young
3. Hawai'i Teacher Standards Board (HTSB)
Sharon Mahoe
4. Hawai'i P-20
Kathy Jaycox
5. Updates from TECC Work Groups
 - Teacher Education Strategic Plan
Convener: Don Young/UH-Mānoa
 - Professional Development
Convener: Deborah Hornsby/U Phoenix
 - IHE Graduation Requirements Leading to Licensure
Convener: Bailey/BYU-Hawai'i
6. IHE Updates to inform TECC
7. "Teacher Education Programs of Study within the University of Hawai'i System" -- handout

OTHER BUSINESS/NEXT MEETING (10:45-10:55)

- Agenda Items for TECC Meeting on February 13, 2006
 - Presentations on IHE Dispositions
 - Chaminade University, David Jelinek

ADJOURNMENT (11:00)

Teacher Education Committee Meeting (TECC), No. 5

Everly Hall (formerly Wist Annex 2), Conference Room 123 A/B

College of Education, University of Hawai'i at Mānoa

9:00 AM – 11:00 AM

January 9, 2007

SUMMARY

PRESENT

Donald Young (convener), Valentina Abordonado, John Bailey, Paul Ban, Mona Chock, Leslie Correa, Xu Di, Deborah Hornsby, Kathleen Jaycox, Patrick Macy, Sharon Mahoe, Barry Mitchell, Beth Pateman, Ann Port, Amy Shimamoto, Bruce Shimomoto, Jan Zulich. Guest: Jim Shon.

Don Young welcomed Dr. Jim Shon to the TECC Meeting. Jim, representing Senator Norman Sakamoto, was providing follow-up to the special TECC Legislative Priorities Meeting held in December with Senator Sakamoto and Representative Takumi. A summary of that meeting was distributed and TECC members were asked to contact Mona Chock if there were any errors.

Review of December 12, 2006 TECC Meeting Summary

There were no changes to the summary. The DOE Report on Title II will be presented at the February TECC Meeting.

PRESENTATION

Hawai'i Pacific University, Dispositions Presentation by Valentina Abordonado

The "Teacher Candidate Professional Dispositions Self-Assessment" used by HPU was distributed. HPU sees student dispositions as difficult to assess and has placed responsibility on the student to conduct self-assessment in this area. A conscious decision was made by the HPU faculty to evaluate student behavioral performance only, via demonstrated work based on the curriculum. Several TECC raised the question of how would a novice teacher candidate be able to know he/she has achieved the disposition? What is the evaluation or feedback process for the teacher-student relationship? BYU-Hawai'i recommended that the dispositions listed include measurable behavioral dispositions. Jan expressed her desire that TECC have IHEs identify a "core" set of dispositions that could be agreed to and supported by all the IHEs. These core dispositions would be supplemented with each IHE's individual stamp, but the core dispositions would contribute to acceptable standards. Jan informed that as standards were discussed by TECC in the past, it became evident that student dispositions were an important part of student learning, as well as, the awareness that dispositions has been challenged by litigation. Jan pointed out that TECC has used multiple disposition criteria and standards to examine dispositions. However, national standards have not been examined in this discussion and she recommended doing this at a future TECC meeting. It was suggested that mentor teachers give feedback to the teacher candidates, using the same lens as the IHE administrators who created the dispositions. Valentina was thanked for her presentation.

DISCUSSION

11. TECC Legislative Priorities

Hawai'i Educator Loan Program, DRAFT Legislation for Review

Don Young provided TECC with the background of the HELP legislation. In 2002 the legislature provided \$100,000 in general funds for UH Mānoa. Approximately 23 students were given tuition awards. By 2005 all funds were expended. No data is available on what happened to these students, to see if they actually entered and remain in the teaching profession. In 2006 \$600,000 was approved by the legislature to fund HELP, but these funds were to come from tuition, not legislative appropriations. No tuition funds were actually provided to the fund. Jim Shon suggested we download the law and look at the sections to see what could be reworded.

- Past HELP Data is needed -- How many students applied, etc would be needed by the legislators and needs to be identified.
- Why UH Tuition Cap used -- Sharon informed that legislators were concerned with escalating costs related to this fund. UH tuition was selected as the cap for each award. Based on TECC discussion, the statement would be worded that the amount awarded will be capped to UH tuition. The annual amount needed per year per student in tuition needed to be identified. HELP was given to undergraduates only, not graduate students. Eligibility needs to be expanded to include graduate students since many teacher education programs include a significant number of graduate students.

2. Professional Development Schools -- distributed draft by Jim Shon. A number of public schools are going through reconstruction. Costs for reconstruction are being cannibalized from other sources like Title I, etc. Therefore, funding for professional schools might be identified as another source that could contribute to funding for school reconstruction. TECC discussion recommended that rather than link PD schools to reconstruction as a remedial remedy, perhaps funding for PD schools could be a proactive approach to prevent schools from being reconstructed. It was strongly suggested to de-link professional development schools from reconstruction status.

Sharon recommended that TECC go back to what is already on the books. If there is any proviso that this funding should go to those 25 schools that are ready to go, those schools have already been identified. TECC recommended that (1) "restriction to reconstruction" be eliminated in the drafted legislation, and (2) to go back to the original professional development schools legislation that was passed and funded in 2001. This legislation is still in place and it specifies the standards for professional development schools. Jim will look at the legislative language and see if it needs to be updated.

3. HTSB Bills — The recommended statutory changes were given to Senator Sakamoto and Representative Takumi. Regarding the IHEs, DOE, HTSB data interface, Sharon will send all TECC IHEs a series of questions that will help determine how much is needed for funding for the bill.

REPORTS

1. Department of Education Bruce Shimomoto – no report
2. UHM College of Education Donald Young – no report
3. Hawai'i Teacher Standards Board (HTSB) Sharon Mahoe

The HTSB Board adopted its legislative priorities and incorporated support for certain TECC items in their legislative package. HTSB hearings are coming up. The first will be held on January 11, 2007 on the code of ethics. The hearings schedule is posted on the HTSB website. Oral and written testimonies are accepted. IHEs were encouraged to be present and to give testimony at the hearings.

4. Hawai'i P-20 Kathy Jaycox

Kathy updated TECC on the Kellogg Foundation grant application that was submitted last spring for \$5M. The grant proposal included some funding for teacher education support. Last September Kellogg asked that the grant be resubmitted with a request for \$10M and include funding support for the Early Childhood Education Act that was passed by the legislature last spring. This legislation proposed that all students would be reading on grade level by 3rd grade. The new proposal will be sent to the Kellogg Foundation next week.

5. Updates from TECC Work Groups

- Teacher Education Strategic Plan Convener: Don Young/UH-Mānoa
Chaminade University, Hawai'i Pacific University, UH-Leeward Community College, UH Hilo, and UH Mānoa COE were thanked for submitting data. BYU-Hawai'i and University of Phoenix will be submitting their data shortly.
- Professional Development Convener: Deborah Hornsby/U Phoenix
This work group will be meeting in the near future and will report back to TECC.
- IHE Graduation Requirements Leading to Licensure
Convener: Bailey/BYU-Hawai'i

6. IHE Updates to inform TECC

Don informed TECC members of the *Interim Report on Early Learning Educational Task Force* that was presented to the Hawai'i State Legislature in December 2006. Don will invite Bob Peters, chair of the task force, to attend the next TECC Meeting to update TECC on this initiative.

7. "Teacher Education Programs of Study within the University of Hawai'i System"

TECC members were provided with a University of Hawai'i System listing of all teacher education courses offered from all campuses. The list was created by Jean Hara from the Office of the Vice President for Community Colleges for VPCC John Morton.

OTHER BUSINESS/NEXT MEETING

- Agenda Items for TECC Meeting on February 13, 2006
 - Presentation on IHE Dispositions -- Chaminade University, David Jelinek
 - TECC Legislative Priorities Update
 - Core Dispositions (Jan Zulich)
 - Title II Report (Amy Shimamoto)

ADJOURNMENT

Teacher Education Committee Meeting (TECC), No. 6

Everly Hall (formerly Wist Annex 2), Conference Room 123 A/B

College of Education, University of Hawai'i at Mānoa

9:00 AM – 11:00 AM

February 13, 2007

A G E N D A

WELCOME NEW TECC REPRESENTATIVE

Dr. Zanette Johnson for Hālau Wānana/Dr. Ku Kahakalau.

PRESENTATIONS

Interim Report to the Hawai'i State Legislature

2007 Session, From the Early Learning Education Task Force *Bob Peters*

Chaminade University, Dispositions Presentation

David Jelinek

DISCUSSION

Common Core Depositions

Jan Zulich

Legislative Update

REPORTS

1. Department of Education

Bruce Shimomoto

Employee Background checks

OP and Student Teachers

2. UHM College of Education

Donald Young

OSAS Update

Xu Di "DiDi"

3. Hawai'i Teacher Standards Board (HTSB)

Sharon Mahoe

4. Updates from TECC Work Groups

- Teacher Education Strategic Plan

Convener: Don Young/UH-Mānoa

- 1-30-07 DRAFT distributed

- Professional Development

Convener: Deborah Hornsby/U Phoenix

- IHE Graduation Requirements Leading to Licensure

Convener: John Bailey/BYU-Hawai'i

5. IHE Updates to inform TECC

OTHER BUSINESS/NEXT MEETING (10:45-10:55)

- Agenda Items for TECC Meeting on March 13, 2006
 - Presentation on IHE Dispositions --
 - Legislative Update
 - Kellogg Grant Update
 - American Diploma Update
 - Title II (Amy Shimamoto)

ADJOURNMENT (11:00)

Teacher Education Committee Meeting (TECC), No. 6

College of Education, University of Hawai'i at Mānoa

Everly Hall Conference Room 123 A/B

9:00 – 11:00 AM

February 13, 2007

Present

Donald Young (convener), Valentina Abordonado, Xu Di (Didi), David Jelinek, Zanette Johnson, Mary Heller, Laurie Lawrence, Patrick Macy, Sharon Mahoe, Ann Port, Bruce Shimomoto, Amanda Street, Jan Zulich.

Guest: Erin Loo (Leeward Community College), Robert Peters (Early Learning Education)

SUMMARY (From Tape)

Welcome and Introductions

Don Young called the meeting to order. Zanette Johnson from Hālau Wānana was introduced as a new TECC representative. Hālau Wānana has received provisional status to 2008 from HTSB. The Center consists of a teacher education program, a professional development program, and a research unit. Their primary target group is in-service teachers who are working in native Hawai'ian charter schools and providing these teachers with an educational program that leads to licensure. The Center also includes an instructional materials institute and an indigenous research institute. Zanette was asked to make a presentation on Hālau Wānana at the next TECC Meeting.

Laurie Lawrence introduced Leeward Community College counselor Erin Loo, associate in arts for teacher education degree advisor.

January TECC Summary.

The summary was reviewed and approved.

Presentations

Task Force on Early Learning Interim Report to the Legislature

Presentation by Dr. Bob Peters, Chair

Dr. Bob Peters, chair of the statewide Task Force on Early Learning Education, was invited to meet with TECC and present highlights from the Task Force's Interim Report to the Legislature. The task force charge had been to develop a comprehensive early learning system for children [aged] zero to five. According to Dr. Peters the challenge in painting a picture of what exists is daunting due to the number of agencies in the community involved with different aspects of services for this population. The task force worked for three months to develop their report and is currently working with the legislature to develop legislation to implement Task Force recommendations. The legislation does relate to teacher education.

The initial legislation directed the task force to identify (1) resources available from all the state departments, (2) different populations being served, and (3) needs that exist. The group was broken into two workforces. The first was the Departmental Resource Group headed by Dee Jay Mailer, CEO of Kamehameha Schools. The biggest challenge was the mandate to have these different agencies collaborate and share resources. Designed as a comprehensive system, collaboration among agencies was one of the necessary elements for inclusion. As the work progressed, departments began to understand themselves better and learn about each other and how their services were meeting or not meeting the primacy of young children.

The initial vision of the Task Force was to focus on three elements. These were capacity, quality, and accessibility. Many children's needs are not being met by the current variation of services being offered, especially children of the middle class. Those at the lower end of the socioeconomic scale are targeted to receive services from federal and state funding. Those at the upper end of the socioeconomic scale can afford to purchase quality childcare services for their children. Those that find themselves in the middle class are finding it increasingly difficult to provide for their children and are really struggling to find the quality services needed. Therefore building capacity has become a major need. We know we don't have enough providers.

This round of legislation was originally designed to provide a "continuum of services". We changed that legislative language to become the "spectrum of services". Unlike a continuum that implies moving through a certain amount of steps, the spectrum of services implies that choice is involved. That choice will be affected by where people live, knowing that urban areas are different than rural areas and that different cultural groups may be looking for different types of services. While children may move through different types of services, the assumption is that this process is not a continuum. The accessibility issue is based on capacity building, to provide the variety of services that meet different needs, and for the range of groups being serviced. In terms of quality this is a major challenge in regards to professional opportunities, professional leadership being provided in early childhood, along with the programs being offered. What is a quality program? Quality may be different for different types of services and this is one of the things we hope to filter through as we define more clearly what quality will begin to look like.

As we began to do the research, we looked at the actual events that took place, the actual amount of people available in the workforce, the actual availability of services. As we continue to gather that data, we will look for overlaps, such as which groups are being targeted and the amount of resources currently available to be used. A needs analysis will be done to see what we need to do, to define what future resources are needed, recognizing that programs and services within this spectrum will eventually become a public- private partnership. One discovery is that it is relatively easy to gather data from Center-based programs and data from the agencies and their programs, but it is difficult to gather data from the family segments for example, where the childhood care is being provided. We would like to offer professional opportunities and quality in those settings as well. This would involve bringing the parents into the process. This involves marketing, orientation and support for the programs, so all of this needs to be built into the final package that we propose to the legislature.

The Task Force decided that there were five basic areas that we wanted to bring to the attention of the legislature.

- (1) Expand the availability and the reach of scholarship funding so that those early childhood educators who are completing their degrees but do not have the background in early childhood can be supported. About 30% of those employed in early childhood right now have some early childhood training. About 50% in early childhood education teaching have a college degree but no background in early childhood experiences.
- (2) Expanding distance learning opportunities. There may be P-20 or Kellogg monies available.
- (3) Mentoring and coaching programs.
- (4) Recruitment and Retention Fund.

As a workforce we felt capacity building was critical. Without an adequate or trained workforce and without quality programs that these people would know how to implement, it would not make sense in trying to build more experiences for children. Given what we know from the statistics on the difficulty of recruiting and keeping early childhood people in center-based and other early learning programs, we find that compensation, recognition, and the value of this work is not that great in the community. We know that this is one area of capacity building that is a key element, so this is included in the design of the legislative agenda being proposed.

Discussion with TECC members raised the following issues.

- Role of the IHEs. Are we offering the types of early childhood learning that meets the needs of the community?
- To what extent are IHEs involved with capacity and quality building? All community colleges have been invited to participate and are fairly well-represented.
- Licensing is another concern because there are types of care in which licensing is not required and other types of care in which licensing is required. Is it a goal to have licensed P-K teachers? There was a desire to use national recognized standards as benchmarks.

Presentation on Chaminade University Dispositions

by David Jelinek and Amanda Street (handouts)

Marianist values provide the support for Chaminade University practices. These are strong equitable social justice, respect for various doctrines and values, and to provide an excellent education. These Marianist values are built into the mission statement of the university, reflected throughout the curriculum, and shared in the orientation. Assessment of dispositions takes place from multiple sources. Student recommendations received from faculty and from other folks in the field are required and these are placed into the student's file. Assessment takes place at monthly faculty meetings where concerns about students can be raised. Dispositions are assessed with the OP experience that includes observation by a cooperating teacher, the cooperating teacher's supervisor, the classroom instructor attached to the OP experience, and the student's advisor. The faculty is asked to look specifically at the student's dispositions when writing the student teaching

recommendation. In formal coursework, there are major signature assignments that give the student the opportunity to demonstrate their knowledge and dispositions for assessment purposes. The portfolios are linked to the standards and provide evidence. One of the things we are trying to see from the signature assignments is the culminating evidence that is presented in the student's final semester. We are trying to see the student's growth and development.

Discussion

Common Core Dispositions (Jan Zulich)

Jan chaired a committee that reviewed dispositions that reflect NCATE Standards. She reflected on TECC past meetings related to knowledge, skills and dispositions. We know what we want teachers to know and to care about. How do we move as a state when we have teacher licensing standards, what do we do about dispositions? She proposed that TECC members come to agreement on an umbrella of shared dispositions that can be shared by all TECC members. She noted that the composition of TECC has changed dramatically in the past year. She proposed a committee of one person from each IHE or agency to address dispositions.

Discussion among TECC members identified the importance of communicating and assessing student dispositions from the beginning of the student's academic program. LCC's AAT program provides students with some very early field experiences that provide opportunities to assess the student's dispositions prior to the student beginning an associate in arts degree program. It was recommended that recommendations that were created by TECC a year ago in Hilo on dispositions be circulated and reviewed to move this discussion forward. Jan Zulich agreed to chair this subcommittee. Didi and Don summarized where we are now in the larger context, what do we want to further pursue and for what purpose? Keiki reminded TECC members present that when the group met in Hilo a year ago they developed a list of "essential dispositions" that were couched in Hawaiian words. There was no black and white understanding of how these terms were interpreted.

Legislative Update

Don Young provided an update on the legislative items that were being discussed at the legislature. These relate to the Hawai'i Educator Loan Program, Hawai'i Teachers Standards Board, professional development for teachers, student loan forgiveness,

Reports

1. Department of Education (Bruce Shimomoto)
Title II Report maybe next month since Amy Shimamoto is not at the TECC meeting. Bruce informed that the Title II Report is a work in progress between the DOE and the USDOE.
DOE will try to fingerprint OP and student teachers the same way that the DOE is doing right now, which is in large groups.
2. UHM College of Education
All statewide recruitment is being conducted right now. The MAPs program at the college had created some new brochures to promote the academic units.

Don reported on NCLB reauthorization opposition by the COE faculty and a meeting with Congressmen Abercrombie on this matter. Later several people met with Congresswoman Hirono. He shared a copy of a position statement created by the UHM COE Faculty Senate that expresses many of the sentiments of the faculty and staff.

3. Hawai'i Teachers Standards Board (Sharon Mahoe)
Sharon does not have a report but spoke to updating TECC on the discussion taking place on how "highly qualified teacher" might be defined.
4. Updates from TECC Work Groups
 - Don announced that the TE Strategic Plan draft was distributed before Makalapua's update was received. It will be added. He asked TECC members to submit their updates to Mona Chock with the intent that the TE Strategic Plan draft receive a final review at the next TECC meeting and then be forwarded out of TECC to Kathy Jaycox at Hawai'i P-20.
 - Don noted that Deborah Hornsby was not present and expressed his awareness that the Professional Development Work Group has not been able to meet.
 - Don announced Kati Haycock will be coming in to Hawai'i to work with the P-20 Council. COE has scheduled an evening presentation on February 26, 2007 and asked TECC members to promote this event to their respective organizations.

Other Business/Next Meeting

- Next TECC Meeting is March 13, 2007.
Agenda items:
Hālau Wānana Presentation
Title II Report
Legislative update
Kathy Jaycox on P-20 Kellogg Grant and American Diploma Project
Teacher Education Strategic Plan Draft

Adjournment

Teacher Education Committee Meeting (TECC), No. 7

Everly Hall (formerly Wist Annex 2), Conference Room 123 A/B

College of Education, University of Hawai'i at Mānoa

9:00 AM – 11:00 AM

March 13, 2007

A G E N D A

PRESENTATION

Hālau Wānana Presentation by Zanette Johnson

DISCUSSION

Legislative Update

REPORTS

1. Department of Education
Title II Report
Plan for Fingerprinting students
(James Kashiwamura) Bruce Shimomoto

2. UHM College of Education Donald Young

3. Updates from TECC Work Groups
 - Teacher Education Strategic Plan Convener: Don Young/UH-Mānoa
 - 02-21-07 DRAFT
 - Professional Development Convener: Deborah Hornsby/U Phoenix
 - IHE Graduation Requirements Leading to Licensure Convener: Bailey/BYU-Hawai'i

4. IHE Updates to inform TECC

OTHER BUSINESS/NEXT MEETING (10:45-10:55)

- Early Childhood Education Representative on TECC
- Agenda Items for TECC Meeting on April 10, 2007 at BYUH-Hawai'i

ADJOURNMENT (11:00)

Teacher Education Committee Meeting (TECC), No. 7

Everly Hall (formerly Wist Annex 2), Conference Room 123 A/B

College of Education, University of Hawai'i at Mānoa

9:00 AM – 11:00 AM

March 13, 2007

SUMMARY

PRESENT

Donald Young, John Bailey, Tom Bingham, Xu Di (DiDi), Mona Chock, Les Correa, Tina Gomes, Deborah Hornsby, Zanette Johnson, Keiki Kawai'ae'a, Lorelei Kurasaki, Ann Port, Bruce Shimomoto, Amanda Street.

Guest: James Kashiwamura.

Summary of February TECC Meeting

The summary will be distributed at a later date.

PRESENTATION: *Hālau Wānana Presentation by Zanette Johnson*

Hālau Wānana is the first alternative school in the state. Zanette explained the logo called "Kauhale." This logo represents the multiple schools of learning that exist. As a child grows he/she would select a school of learning that best meets the child's interests and needs. 2001 was the year of the first Hālau Wānana cohort, created around the desire to offer education that best meshed with values held by the Hawaiian community. Hālau Wānana offers Hawai'ian-focused programs. It meets the needs of teachers who want to remain teachers in the classroom of a professional development school. The program fulfills teacher education needs as well as cultural, community and school-based needs. The elements of the program include (1) an indigenous Research Institute to develop pedagogical practices and to build relationships as well as, place-based culturally driven strategies on student performance; (2) Education Materials Development Unit for creation of primarily bilingual materials for early reading and literacy development and interdisciplinary educational materials; (3) Hawaiian focused Professional Development Programs for In-service Teachers focusing on culturally driven curriculum, pedagogy and assessment including integration of Hawai'ian language and technology; and (4) a state approved teacher education program focused on in-service teachers at Hawai'i- focused charter schools to earn HTSB licenses. HTSB have granted provisional approval through 2008).

DISCUSSION

Legislative Update – All TECC legislative items were still alive. The crossover deadline for funding will be tomorrow.

REPORTS

1. Department of Education (Bruce Shimomoto)

James Kashiwamura reported on the DOE plan for fingerprinting student teachers and OP. All TE students who will be going into the public schools will have to pay \$24 for the fingerprinting process. The process remains basically the same. To streamline the

process, Step 1 has an excel spreadsheet for IHEs to use. The deadline to submit the excel spreadsheet to James is June 1st. Turnaround time is 10 business days by James' office, once they receive the IHE list. The DOE office will collect the required fingerprinting fee, fingerprint the student, and run a criminal check and a FBI clearance on the student. If the IHE desires to pay the fingerprinting fee on behalf of the student, the DOE is open to this. Oahu students do not need an appointment for fingerprinting.

2. UHM College of Education (Donald Young)

Didi distributed a handout on the AACTE Conference. She reviewed the AACTE principles and Resolution #54 that called for a unified national accreditation. Didi also informed that the UHM COE Dean's Search Committee will be bringing in four finalists to the campus.

3. TECC Work Group Updates

The "Teacher Education Strategic Plan" draft dated February 21, 2007 was distributed the identified data collected from the IHEs to date for the Hawai'i P-20 effort. At this time the draft will be turned over to Kathy Jaycox, executive director for the Hawai'i P-20. TECC members are to contact Kathy directly if there are any additions to the plan.

The Professional Development group headed by Deborah Hornsby has started an email discussion on this issue. Deborah will be meeting with Amy Shimamoto next month to identify the issues and requested that "Professional Development" be included as a discussion item at the next TECC meeting.

IHE Graduation Requirements Leading to Licensure group headed by John Bailey also requested to have this as a discussion item at the next TECC meeting.

OTHER BUSINESS/NEXT MEETING

- Early Childhood Education Representative on TECC –
The University of Hawai'i System has informed that the early childhood education representative to TECC should be Linda Buck from Honolulu Community College. TECC members agreed that Linda Buck should be invited to become part of TECC.
- Agenda Items for next TECC Meeting
 - Title II report by Amy Shimamoto
 - Kellogg and America Diploma Project updates by Kathy Jaycox
 - Professional Development discussion by Deborah Hornsby
 - IHE graduation requirements leading to licensure discussion by John Bailey
 - University of Phoenix dispositions presentation

TECC members agreed to cancel the April TECC Meeting and to hold the next TECC meeting on May 8th at 10:30 AM at BYU-Hawai'i in Laie.

ADJOURNMENT

Teacher Education Committee Meeting (TECC), No. 8

Brigham Young University – Hawai‘i Campus

School of Education

10:30 AM – 12:30 noon

May 8, 2007

A G E N D A

REVIEW TECC SUMMARIES

- February 13, 2007
- March 13, 2007

PRESENTATION

- University of Phoenix Dispositions by Deborah Hornsby
- University of Hawai‘i at West Oahu by Mary Heller

DISCUSSION

- Legislative Update (Young)
- Professional Development Discussion (Hornsby)
- IHE Graduation Requirements Leading to Licensure (Bailey)
- 2007 TECC Annual Report to the Legislature, DRAFT

REPORTS

- | | |
|--|----------------------------------|
| 1. Department of Education
Title II Report
E-Mentoring | Bruce Shimomoto
Amy Shimamoto |
| 2. UHM College of Education | Donald Young |
| 3. Hawai‘i Teachers Standards Board | Sharon Mahoe |
| 4. Hawai‘i P-20
Kellogg Grant, Update
American Diploma Project | Kathy Jaycox |

NEXT MEETING

- Agenda Items
 - Set Meeting Date, Time
 - Identify 2007-2008 TECC Priorities

ADJOURNMENT

Teacher Education Committee Meeting (TECC), No. 8

Brigham Young University – Hawai‘i Campus

School of Education

10:30 AM – 12:30 noon

May 8, 2007

SUMMARY

PRESENT

Donald Young (convener), John Bailey, Tom Bingham, Mona Chock, Xu Di, Kathy Jaycox, Mary Heller, Deborah Hornsby, Keiki Kawai‘ae‘a, Laurie Lawrence, Sharon Mahoe, Amy Shimamoto, Bruce Shimamoto, Linda Wheeler.

DOE Guests: Fay Ikei, Robert Campbell, Karen Umeda

BYUH Guest: Ray Thompson

REVIEW TECC SUMMARIES

- TECC Meeting summaries for February 13, 2007 and March 13, 2007 were approved as circulated.

PRESENTATION

- University of Phoenix Dispositions by Deborah Hornsby
University of Phoenix (UP) Supplemental Standards for Candidates in College of Education Programs was distributed. Hornsby highlighted the list of standards that UP would like their students to exhibit. There is a dispositional rubric that reflects 10 dispositions and a Self- Reflection piece. The curriculum is compressed and includes interactions from classroom curriculum and interactions that take place in a “Learning Team.” If a student is not meeting the disposition expectations of the college the student is referred to Deborah. She has an assessment process to gather evidence of the student’s dispositions. Dispositions will be used when students enter the program with check points scheduled throughout the program process. Sharon Mahoe asked if dispositions are in alignment with the INTASK Standards.
- University of Hawai‘i at West Oahu Dispositions by Mary Heller
UH-West O‘ahu (UH-WO)Teacher Education K-6 Conceptual Framework was distributed. The Teacher Education K-6 program will be implemented fall 2007. The legislature has just funded the new campus. Ground breaking will occur next year with the new campus being opened in 2009. Heller reviewed the mission and vision that includes statements on teacher knowledge, skills and dispositions. Portfolio assessment will be used from the beginning of the teacher education program. Standards based dispositions are in alignment with HTSB Standard 5 and INTASK Standards. It is difficult to assess how the disposition “The successful teacher candidate will have a positive attitude toward lifelong learning and continually seek to improve his or her content knowledge” can be demonstrated. As they work with students they will identify verbs that are more measurable and evidence based.

Examples:

UH-WO will be requiring students to participate in professional meetings to demonstrate that teaching is a profession and requires knowledge of a code of ethics and current issues facing the profession.

Early Field Experience Reflection #5. Social Justice. Students are required to have at least 1 credit hour of service learning.

Heller informed TECC that UHWO is in the throes of hiring a staff for the teacher education program. Rubrics and syllabi are in the process of being created.

DISCUSSION

Legislative Update (Young)

Senator Sakamoto's list of IHE bills that made it through the legislature was distributed.

- Hawai'i Educator Loan Program received \$250,000 allocation each year of the biennium budget. It is not clear if loans are restricted to UH/public IHEs or if the funds would also be available to private IHEs.
- Retention and Recruitment of Students includes money for a Mentor Program for \$250,000 per year. The DOE request had been for \$5M.
- Nationally Board Certified Teachers stipends were maintained at \$5,000 and another \$5,000 stipend was added for those teachers who agree to work in hard-to-fill areas.
- Statewide Induction Program received no funding. The DOE plans to conduct a pilot this year and collect feedback.
- Professional Development Schools received no funding.
- Rules changes for HTSB legislation passed.
- IHE Data System needs to be identified as a TECC priority next year.

REPORTS

1. Department of Education

A. Title II Report

Bob Campbell gave an update on the Title II Plan. He referred to two handouts. *State Plan Appendix A* is important because it provides definitions of what it means to be "highly qualified." The unit of analysis used by the federal government is the classroom. Therefore it is possible to teach well for five classes but not do well in the sixth class and this is where there is concern. Campbell reviewed the *Title II A Requirements*. TECC was informed that no state achieved the requirement of "every core academic class taught by a highly qualified teacher (SY2005-06).

Campbell informed that when SPED is taken out of the teacher pool, there are three groups of teachers (2400 teachers) who teach at least one academic subject in which they are not highly qualified. They are teaching out-of-field, or have received their bachelor's degree but are not licensed, or completed a SATEP

(state approved teacher education program) but have not demonstrated content competency. By the end of August, each of the 2400 teachers will have a plan and will have moved in the direction of meeting the requirements of being a highly qualified teacher.

Discussion

Campbell advised that teacher education programs that have dual prep programs, HTSB recommends that these candidates take the initial license in the content area and SPED be taken as the SATE. This will help the teacher candidate to be seen as highly qualified. Based on the discussion, Don summarized that the statewide professional development needs of in-service teachers (2400) exists and that IHEs who have qualified faculty to teach do not have the capacity and resources to assist the DOE in this effort as a short term solution. Don asked if the higher education portion of NCLB that requires partnerships with schools, cost equity, and professional development for teachers is a step in the right direction. TECC members who desire school by school data can contact Bob Campbell directly.

B. E-Mentoring (eMSS) for Student Success

Karen Umeda gave a power point presentation on eMSS, an online content focused mentoring program funded by a grant from the National Science Foundation. A \$1000 stipend for mentors and \$500 stipend for mentees are provided. In the future e-mentoring can lead to national certification licensing. Umeda concluded her presentation with a challenge to TECC members to assist in creating awareness among prospective teachers of science about this program. TECC members noted that no matter how good the program, when grant funds are gone, the state is left with a good program and without the resources to maintain and continue these programs.

2. UHM College of Education Successful NCATE site visit.
Donald Young informed that the UHM COE had a successful NCATE site visit and preliminary indications are that the college met all of the standards for a teacher education program.

Didi announced that she will call a meeting of AACTE (Hawai'i).

3. Hawai'i Teachers Standards Board

Sharon Mahoe informed that Mary Diez has agreed to come to Hawaii to conduct portfolio workshops the week of August 13th or the week of September 10th. All IHEs present expressed their interest in the workshops and indicated that August is a better time to meet than September, but not August 15th.

4. Hawai'i P-20

A. Kellogg Grant, Update

Kathy Jaycox announced that Tammi Chun is the new executive director of Hawai'i P-20. Kellogg has provided \$1M over a five year period to provide four

quadrants for P-3. Planning will be done in collaboration with the Act 259 state legislation.

B. American Diploma Project (ADP)

ADP begins in the secondary grades so students can graduate from high school ready to leave for college for to enter the workforce, “work ready.” College is defined as postsecondary and work is defined as a job that provides a living wage and offering career movement/progression.

NEXT MEETING

- Agenda Items
 - Next Meeting Date, Time
 - September 11, 2007 at Dole Cannery 4th Floor
 - Identify 2007-2008 TECC Priorities
 - Professional Development
 - IHE Graduation Requirements Leading to Licensure

Don Young thanked everyone for their presentations. He reminded TECC members that the draft copy of the *2006-2007 TECC Annual Report to the Legislature* had been distributed as a handout at today’s meeting. TECC members were asked to review the draft report and to email any changes or editions to Mona Chock. The draft report will be on the TECC September agenda for approval before it is finalized and forwarded to the University for submittal to the legislature in October.

Young announced the selection of the new UH COE Dean, Dr. Christine Sorensen who will assume the deanship on August 10th.

ADJOURNMENT

The meeting was adjourned.