

UNIVERSITY OF HAWAI‘I SYSTEM ANNUAL REPORT



REPORT TO THE 2016 LEGISLATURE

Annual Report on
Teacher Education Coordinating Committee

HRS 304A-1202

December 2015

Teacher Education Coordinating Committee Report (TECC) 2014-2015 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. Section 304-20 states:

An advisory committee to be known as the teacher education coordinating committee [will] identify, study, take action, or make recommendations on matters of education of common interest to the department of education and the institutions of higher learning in Hawai‘i.

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

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

Other agencies that have been appointed to participate include Hawai‘i P-20 Partnerships for Education; Hawai‘i State Teachers Association; University of Hawai‘i Leeward Community College; University of Hawai‘i School Library Media Program; and University of Hawai‘i System Office of the Executive Vice President for Academic Affairs.

Guests this year have included representatives of the Office of the Governor, Good Beginnings Alliance, Junior Achievement Hawai‘i, Hope Street Group, New Teacher Center, and the HIDOE Office of Hawaiian Education.

The Dean of the College of Education, University of Hawai‘i at Mānoa and the Superintendent of the Hawai‘i State Department of Education, co-chair the TECC, alternating each year. Dean of College of Education at UHM, Donald B. Young chaired the meetings for the 2014–2015 year.

The TECC met monthly from September 2014 through May 2015, for a total of 9 meetings. HIDOE and HTSB provided monthly updates on priorities, developments, and issues for discussion. In addition to meetings of the committee of the whole, TECC organized several working groups (PPAT-edTPA/EES alignment, Incorporating Hawaiian History, Language, and Culture in EPPs, Better data sharing and analysis, and legislative issues). The following major items were addressed during the year:

- **Access to student-level HIDOE data for teacher candidates:** The question of access for teacher candidates to student-level data in HIDOE classrooms was brought up early in the year, leading to a HIDOE-led consultation internally and with the Attorney General's office on creating a comprehensive and consistent policy on the matter, with a goal of having access being the default. This is based on the agreement that student teachers/ teacher candidates should be treated as professional employees. By February 2015, HIDOE reported to TECC that while the policy is still being finalized, beginning the next school year (Fall 2015), school officials including Educator Preparation Program (EPP) teacher candidates will have access to student-level data where appropriate. For unique situations, whether an official will have access or not would be decided at the school level.
- **State Plan to Ensure Equitable Access to Excellent Educators:** At the January meeting, HIDOE shared information regarding changes to the hiring process so that principals can reach out to hire candidates who live outside of their areas. By the February meeting, the plan was submitted to the US Department of Education as part of the state's Race to the Top grant award. In terms of policy impact, studies done during the year revealed that while principals generally welcome the option to have more flexibility in recruiting, the plan still does not solve the problem of access for hard-to-fill areas such as Lana'i and Moloka'i, who currently deal with their shortage of teacher through distance learning programs.
- **Educator Preparation Program Affiliation Agreement (AA):** Following development in the previous year in an effort to streamline information and manage risks, HIDOE announced in May that a formal affiliation agreement has been issued and will be in use beginning with the 2015–2016 school year. The agreement will be used for all EPPs sending student teachers to schools in Hawai'i, including out-of-state programs, instead of each program having a unique agreement with the schools. TECC highlighted importance of including confidentiality clauses to cover areas such as in-classroom audio/video documentation. A few open items remain, such as on whether the agreement also includes a confidentiality clause for confidentiality of information shared between the student teacher and the school, timing of background checks and fingerprinting and accounting for method students or even students from other departments doing research in a school setting. It was agreed that discussion on Board Policy related to the AA will be included in future TECC meeting agendas.
- **Better flow and sharing of data:** Early in the year better data flow for purposes of evaluation and accreditation was highlighted as an important focus for the TECC. Hawai'i P-20 DXP (formerly known as Hawai'i P20W SLDS) began with a report on the establishment of a database of program completers that track whether they eventually become DOE-employed teachers. The Hawai'i P20W SLDS team produced a nationally praised data use guide entitled *Knowledge, Skills, and Professional Behaviors for Effective Data Use*. DXP was also referred to as a potential data source for purposes of accreditation reporting. Later in the year, the initiative developed into deeper discussions, resulting in continued urging for members to have representation in the workgroup and invitations for members to request data from DXP, provided, however that they provide parameters. TECC continued to explore questions on other potential uses of the DXP as

both a repository and conduit for better data sharing, such as potentially being the home of a common employer survey for EPPs.

- **edTPA-EES alignment study:** TECC commissioned a subgroup to study and report the alignment of Educator Effectiveness System (EES) with edTPA as a critical area of analysis. The subgroup reported
 - Generally EES and edTPA are well aligned, with the main difference in focus being lesson planning in edTPA, and professionalism in EES.
 - edTPA focuses on one measure of assessment, whereas EES is a multiple measure assessment.
 - edTPA looks at the teacher's ability to plan across aspects of instruction, assessment and reflection on classroom experience; while EES includes planning, it is not part of the rating in the assessment.
 - edTPA and EES are similar in their focus areas, namely the 5 areas within the Charlotte Danielson framework.
 - Some differences include: edTPA defines the learning segment to be 3-5 hours versus EES, which encourages teachers to think about semester or year-long goals. EES also includes a section on what students think about their teachers.

The workgroup also recommended that the voice of the New Teacher Center is included in future alignment studies. edTPA-EES alignment discussions shall continue at the first meeting of the 2015-2016 school year.

- **Developments with CAEP as the new national accrediting body:** The Council for the Accreditation of Educator Preparation (CAEP) is the new national accrediting body for teacher preparation programs, replacing the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). EPP members expressed general unease with CAEP's unclear definitions of its expectations and how EPPs are to respond in order to maintain accreditation. By the beginning of the second half of the year, two critical concerns became clear: 1) cost burden implications in increased testing/assessment and 2) timing of implementation of these newly consolidated accreditation requirements. Several members attended the 67th Annual American Association of Colleges for Teacher Education (AACTE) conference and reported that while AACTE supported a unified national accrediting body, it also expressed its official crisis of confidence on CAEP.
- The CAEP Spring 2015 conference demonstrated some genuine effort to address concerns of EPPs. At the last meeting, HTSB announced that it will be making two recommendations to the Board of Education at the June 19, 2015 meeting: 1) To push implementation of teacher performance assessments from 2016 to 2019; and 2) For EPPs with national accreditation in effect January 1, 2017 to be allowed to request extension of state approval for up to three years.
- **Proposed Rule Changes:** The U.S. Department of Education proposed new rules in December 2014 under HEA Title II. TECC urged members to reach out to their Congressional Delegation, State legislators, the Governor, and IHE administrators to express their concerns. Two Companion Bills HR 970 (Foxx, NC) and S 559 (Burr, NC)

were introduced in Congress limiting implementation of the proposed rule changes. TECC members were encouraged to submit testimony on the proposed rules and to contact their Congressional delegation regarding the House and Senate bills.

- **Establishment of Office of Hawaiian Education in HODOE:** In the second half of the year, HODOE announced the recent developments in Hawai'i State Board of Education policies 2104 (Hawaiian language, culture and history) and 2105 (Hawaiian bicultural and bilingual education; Hawaiian Immersion Program). Members of the Hawaiian education workgroup organized a guest talk at the 8th TECC meeting by Hawaiian Education Specialist Kau'i Sang, later hired as the Director of HODOE's Office of Hawaiian Education, and a gallery walk about progress of current efforts. The next two meetings included sessions dedicated to a presentation and discussion on General Learner Outcomes and updates on the pilot Hawaiian grade level assessment.
- **TECC Meet-the-Candidates Event and Recruitment Fair:** About 80 teacher candidate applicants attended the job fair this year on May 2, 2015, with 37 schools participating. Despite having the largest turnout for schools, it had the lowest turnout for applicants. One possible reason is that perhaps some candidates have already been contacted by schools prior to the job fair, leading them to decide not to attend the fair. Generally, the teacher candidate and school principals who attended the job fair were pleased with the outcomes and opportunities that arose as a result of the fair.
- **Other EPP-related programs:** Throughout the year, meetings also included guest presentations on related programs such as the Hope Street Group, Junior Achievement Hawai'i, the Formative Instruction Resource Teacher, NTC Induction/Mentoring program, the AFFECT family engagement modules for EPPs to adopt, as well as reports and discussion on the CCSS English Language Arts and Literary efforts.

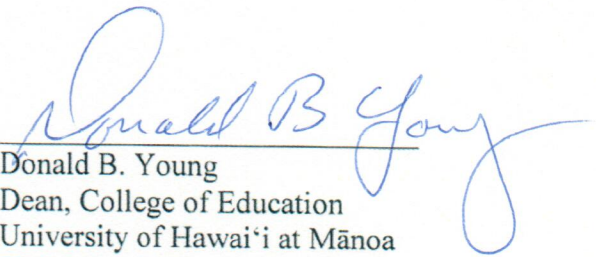
Meeting dates for the 2015–2016 academic year were established (see attached). Future agenda items include:

- BOE 2104 impacts teacher education edTPA–EES alignment
- ELA/Literacy
- Update on ESEA and Hawai'i's application
- Update on EES
- HODOE update on scaling 1-to-1 technology statewide
- Stevie Chepko (CAEP) and Maria Salazar (University of Denver) to present the Developing Quality Assessments workshop for all Hawai'i EPPs
- HI P-20 and DXP updates

Respectfully submitted,



Kathryn S. Matayoshi
Superintendent
Hawai'i Department of Education
TECC Co-Chair



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

Attachments

- Meeting Summaries (9)
- TECC Directory 2014–2015
- 2014–2015 Meeting Schedule
- 2015–2016 Meeting Schedule