

STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

November 29, 2023

The Honorable Ronald D. Kouchi, President
and Members of the Senate
State Capitol, Room 409
Honolulu, Hawaii 96813

The Honorable Scott K. Saiki, Speaker
and Members of the House of Representatives
State Capitol, Room 431
Honolulu, Hawaii 96813

Re: Hawaii State Department of Education Annual Report on Teacher
Education Coordinating Committee

Dear President Kouchi, Speaker Saiki, and Members of the Legislature:

For your information and consideration, I am transmitting a copy of the annual report, Teacher Education Coordinating Committee, pursuant to Section 304A-1202, Hawaii Revised Statutes (HRS). In accordance with Section 93-16, Hawaii Revised Statutes, I am also informing you that the report may be viewed electronically at: <http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Legislative-reports.aspx>.

Should you have any questions, please contact Ken Kakesako, Director of the Policy, Innovation, Planning and Evaluation Branch, Office of Strategy, Innovation and Performance via email at ken.kakesako@k12.hi.us or by phone at (808) 282-3430.

Sincerely,

A handwritten signature in blue ink, appearing to read "Keith T. Hayashi".

Keith T. Hayashi
Superintendent

KTH:kt
Attachment

c: Legislative Reference Bureau
Hawaii State Public Library System
University of Hawaii
Office of Talent Management



State of Hawaii
Department of Education

Annual Report on Teacher Education Coordinating Committee

October 2023

Section 304A-1202, Hawaii Revised Statutes (HRS), requires the Hawaii State Department of Education and the University of Hawaii's College of Education to report annually on the Teacher Education Coordinating Committee's activities and legislative recommendations regarding the development of teacher training programs at institutions of higher learning in Hawaii and to improve education in Hawaii.



2022-2023

Annual Report to the Hawaii State Legislature Teacher Education Coordinating Committee

Introduction

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

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

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

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

- Brigham Young University-Hawaii (BYU-H)
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- Chaminade University
- Chaminade University: Behavioral Sciences (School Counseling)
- Hawaii Pacific University (HPU)
- iteachHAWAII
- Kahoiwai
- Kahuawaiola Indigenous Teacher Education Ka Haka Ula o Keelikolani College of Hawaiian Language
- Leeward Community College (LCC)
- Teach Away
- Teach for America (TFA)
- University of Hawaii - Hilo (UH-H)
- University of Hawaii at Manoa (UHM)
- University of Hawaii – West Oahu (UH-WO)
- University of Phoenix – Hawaii (UoP)

Other entities that have been invited to participate include:

- Hawaii P-20 Partnerships for Education
- Hawaii State Teachers Association (HSTA)
- UHM’s Information and Computer Sciences Department

The Superintendent and Dean alternate chairing the meetings each year. For the 2022-2023 academic year, Superintendent Keith Hayashi, HIDOE, was Chair, and Nathan Murata, UHM-COE Dean, was Co-Chair.

The TECC met monthly from September 2022 through May 2023 for a total of nine meetings. During these monthly meetings, the HIDOE, HTSB, and EPPs provide updates on priorities, developments, and other issues for discussion and action. This school year was also a year of “firsts.” For example, this is the first time the TECC membership was able to review teacher workforce data through an interactive map that took into account variables such as cost of living, teacher diversity, teacher transfers, and separations.

TECC 5-year Strategic Plan

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

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

However, this school year, instead of focusing solely on each objective in the strategic plan, an intentional effort was made to share current teacher workforce data with the TECC membership. Through this data sharing, members had the opportunity to explore and formulate possible root causes for teacher shortages. After formulating possible root causes based on data, a review of the strategic plan strategies, objectives, and actions can be made to determine effectiveness and whether additions, deletions, or modifications are appropriate. Below are highlights of activities from this past year.

Addressing Teacher Shortages by Engaging Stakeholders in a Data-Driven, Equity-Focused Research

The HIDEOE is part of a national collaborative studying teacher shortages and works with the American Institutes for Research, Center on Great Teachers & Leaders. As part of this effort, the HIDEOE engaged the TECC this school year to participate and provide input on data visualized for this research. This is the first time the TECC membership was able to review actual HIDEOE teacher workforce data via an interactive Geographic Information System (GIS) map.

The TECC members had an opportunity to learn about GIS maps and the importance of place effects in understanding the educator workforce system, understand how to navigate the GIS map and its functionality, learn how to identify data findings related to

strengthening and diversifying the educator workforce in Hawaii and provide input on possible root causes for the teacher shortage.

It was important to garner EPP feedback because EPPs, especially local EPPs, are the heart of Hawaii's teacher workforce pipeline. The feedback they provide will help incorporate EPP voice and perspective in the following ways:

- Making appropriate revisions to the GIS map
- Identification and analysis of data
- Interpretation of data
- Formulating and understanding potential root causes

The ongoing sessions and feedback eventually centered on four major themes for growing the teacher pipeline by addressing 1) the status of the profession, 2) access, 3) costs, and 4) support. The feedback from the EPPs was very thoughtful and led to an overall consensus that pursuing a teacher residency and/or apprenticeship model may address many of the themes. The following are highlights of the comments and ideas that were generated regarding the idea:

"Mentor quality is a critical piece, which entails a rigorous mentor selection process, training, compensation and ongoing support for mentors."

"The Pathways Alliance identifies six key elements that define the mentor teacher's role and responsibilities in clinical residencies - Pathways Alliance:

<https://www.thepathwaysalliance.org/>"

"Explore a teacher residency model for high school students and para-professionals, an interesting example is the [Arkansas Teacher Residency Model](#)."

Although there is a clear need for further exploration and discussion, the TECC moved forward with asking experts in the field to provide more information. The HTSB had the following groups present to the TECC options that could be considered in growing the teacher pipeline:

- Albert C. Chen, M.E., Acting Chief Executive Officer, and Wally Janneh, Outreach and Engagement Coordinator from Educators Rising: <https://educatorsrising.org/> conducted a presentation regarding their highly regarded program.
- Kathlene H. Campbell, Ph.D., CEO, and Jill Pitner, Chief Growth Officer from the National Center for Teacher Residencies: <https://nctresidencies.org/> conducted a presentation regarding Teacher Residency Programs.
- David Donaldson from the National Center for Grow Your Own: <https://ncgyo.org/> conducted a presentation regarding teacher apprenticeships.

Teacher Apprenticeships

Knowing that teacher apprenticeships may be the next innovation to attract individuals to the teaching profession, the HTSB has taken the lead in applying for a grant to facilitate the creation of teacher apprenticeships. This is a 3-year grant that requires the use of a combination of state and grant funds. The HTSB is considering a pre-apprenticeship model where high school students and first-year college students could start the program as a pre-apprentice. Students would eventually move from being a pre-apprentice into a regular apprenticeship program. The regular apprenticeship program would include clinical experience and lead towards the student becoming a fully licensed teacher. In summary, this model would have three components: a pre-apprenticeship, apprenticeship, and then the classroom teacher.

Whether the HTSB succeeds in being awarded the grant, the HTSB's intention is to begin collaborating with EPPs and other interested stakeholders on the design and gather thoughts on how to move this forward whether the HTSB gets the grant or not. The HTSB Board has recently voted to approve this concept and has put money towards this effort. See [HTSB New Business Item 22-77](#).

Revamping the recruitment of teachers

One of the greater innovations this school year undertaken by the HODOE, Office of Talent Management, is revamping how teachers are recruited and hired to fill vacant teacher

positions. The HIDOE launched the new NeoEd Applicant Tracking System in May 2023. For the first time in its history, the HIDOE will know what the teacher workforce needs are at specific school sites and offices in real-time. Prior to this endeavor, the HIDOE had only a high-level view regarding the status of the teacher workforce. Finally, this will align with the current nature of current jobseekers. Jobseekers want to know what job they are applying for, and they want to know where and who they are working for.

TECC Job Fairs

The TECC Job Fairs complimented the launch of NeoEd as it allowed Principals to participate in the fair with real-time vacancies helping to fill last-minute openings. Overall, the feedback from public, private, and charter school administrators was unanimously positive and yielded many hiring opportunities for those who participated.

May 18, 2023, Hawaii Teacher Education Committee (TECC) Virtual Job Fair #1: The event was co-organized by the UHM's COE and the HIDOE. The event had 117 public, private, and charter schools attending the event.

June 20, 2023, Hawaii Teacher Education Committee (TECC) Virtual Job Fair #2: The event was co-organized by the UHM's COE and the HIDOE. The event had 46 public, private, and charter schools attending the event.

Competitive compensation

Competitive compensation is imperative to attract and retain qualified educators for our students. This is especially true in Hawaii, where the cost of living is, on average, higher than in many mainland states. The following are actions undertaken by TECC members and the HIDOE to address this objective:

Teacher shortage pay differential: Teacher shortage differentials were initially implemented on January 7, 2020. The HIDOE continues to implement differential pay for special education, hard-to-staff geographic areas, and Hawaiian language immersion teachers.

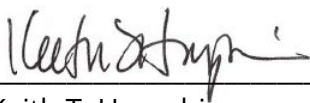
Addressing teacher salary compression: The distribution of teachers on the salary schedule was inconsistent and compressed and may have contributed to experienced teachers leaving the profession. It is hoped that addressing salary compression issues will help improve overall teacher retention, especially amongst teachers who are “home-grown” and have years of experience who may otherwise be considering leaving the teaching profession.

Addressing teacher salaries: The State of Hawaii recently agreed to a new four-year contract (July 1, 2023, through June 30, 2027) with the Hawaii State Teachers Association, which provides average annual pay raises of 3.4% for teachers and a bonus for the most experienced teachers. This is approximately a 14.5% pay increase over the four-year contract. It is the hope of both parties that the increases in teacher salaries will attract and retain the best and brightest teachers to work in Hawaii public schools.

Continued reflection and looking forward

The TECC embraces its role as the body that advocates and makes policy recommendations to address the teacher pipeline. The goal remains to work alongside each other to ensure data and information flow both ways effectively to enact best practices that ultimately benefit the children, youth, and families of Hawaii. It is imperative to foster the relationship between TECC and its many stakeholders to create a productive and supportive environment for exchanging ideas.

Respectfully submitted,



Keith T. Hayashi
Superintendent
Hawaii State Department of Education
TECC 2022-2023 Chair

Nathan M. Murata, Ph.D.
Dean, College of Education
University of Hawaii at Manoa
TECC 2022-2023 Co-Chair