

LEGISLATIVE REPORT

SUBJECT: Annual Report on the Teacher Education Coordinating Committee

REFERENCE: Section 304-20, HRS

ACTION REQUESTED:

Report on activities relating to: 1) the development of strong teacher training programs at accredited institutions of higher learning in Hawaii and 2) addressing issues and concerns regarding teacher preparation and other educational matters related to improving education in the State of Hawaii

DOE REPORT:

Introduction

The Teacher Education Coordinating Committee (TECC) meets once per month from September to May. Agenda items consist of matters of mutual concern of the institutions of higher education, the Hawaii Teacher Standards Board and the Department of Education.

Members include the superintendent of education, the dean of the college of education of the University of Hawaii, a representative from each accredited teacher training institution in Hawaii (Brigham Young University-Hawai'i, Chaminade University of Honolulu, Hawai'i Pacific University, University of Hawai'i at Hilo, University of Hawai'i at Mānoa, the University of Phoenix-Hawai'i, Leeward Community College, Honolulu Community College, City College, University of Hawaii-West Oahu and Halau Wanana), a representative from the Charter Schools Administrative Office, and a representative from the Hawaii Teacher Standards Board. The Superintendent of Schools, Department of Education, and the Dean of the College of Education, University of Hawaii at Mānoa, share the chair role for the TECC in alternate years. In addition, the superintendent of education and the dean of the college of education of the University of Hawaii at Manoa may each appoint other members to the committee; provided that the dean of the college of education shall appoint at least two members of the committee from the university who are not within the college of education.

The annual report identified several areas that the TECC focused on in 2007-2008:

- The TECC continued to serve as a P-20 Partner Group in the area of developing a statewide Teacher Education Strategic Plan. The primary goals of the Teacher Education Strategic Plan were to address the need to prepare and recruit new teachers, and to provide professional development for existing teachers.
- TECC identified TECC Legislative Priorities for the 2008 Legislature and scheduled meetings with Senator Norman Sakamoto and Representative Roy Takumi. The TECC members agreed upon the following as legislative and policy priorities: (1) expansion of Professional Development Schools, (2) statewide implementation of Induction and Mentoring programs, (3) extension of the

Hawaii Educator Loan Program to both public and private institutions, (4) support for Early Childhood Education Teacher Preparation and Professional Development, (5) creation of a Data Interface between the universities, Hawaii Teacher Standards Board and the Department of Education, (6) funding for preparation courses to assist teachers to pass Praxis exams, and (7) establishing a position at the Hawaii Teacher Standards Board focused on working with teacher education institutions in the area of program reviews.

- Additionally, the Department of Education requested support on the following: maintaining Teacher Recruitment Incentives, reducing the limit from 4 years to 3 years to obtain a Hawaii teacher license, authorizing the Board of Education to determine probationary periods and substitute teacher pay, funding for an Educational Assistant Career Ladder, and to removing the one-year wait period for employment of teacher retirees.

RECOMMENDATIONS:

The TECC identified the following priorities and issues for 2008-2009:

Department of Education to identify courses that could be offered by higher education institutions to help teachers to become Highly Qualified

Discuss ways to expand access to and recruitment into teacher education programs, particularly in high need areas (mathematics, science, special education)

Discuss ways that higher education institutions can help teachers develop enhanced skill sets to teach expository writing, higher level math, and lab-based science as required by the Board of Education Recognition Diploma

Discuss approaches to pre-service and in-service education that ensure preparation of teachers to teach in a standards-based environment

Discuss how teacher preparation programs can help better prepare teachers to integrate reading and writing across the curriculum, especially in high schools

[§304A-1202] Teacher education coordinating committee. (a) 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 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 with the superintendent acting as the first chairperson, a representative from each accredited teacher training institution in Hawaii, and a representative from the Hawaii teacher standards board. In addition, the superintendent of education and the dean of the college of education may each appoint other members to the committee; provided that the dean of the college of education shall appoint at least two members of the committee from the university who are not within the college of education.

(b) The committee shall meet at least six times within each calendar year to:

- (1) Work out problems related to the development of strong teacher training programs at accredited institutions of higher learning in Hawaii; and
- (2) Identify, study, and discuss educational problems or other educational matters of interest to the committee and to develop findings and make recommendations for the improvement of education in Hawaii.

c) The committee shall submit an annual report on its activities to the legislature and may include recommendations for legislative consideration. [L 2006, c 75, pt of §2]