

The Magic Weavers:



Securing the Future for Hawaii's Children

A Report by the
National Commission on Teaching
and America's Future
Hawaii Policy Group



Introduction

The NCTAF Hawaii Policy Group outlines their beliefs, identifies the partners, and sets the blueprint and groundwork for ensuring that every child has a competent, caring, and qualified teacher. 5

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*“...good teachers literally save lives.
However they do it –
by loving students,
helping them imagine the future, and
insisting that they meet
high expectations and standards –
the best of them are magic weavers.
Many of us can remember such a teacher –
one who changed our lives, so gifted that
he or she transported us out of our own
time and place and circumstances and
jump-started the dreams and possibilities
that lie within us all.”¹*

James B. Hunt Jr.
Former Governor, State of North Carolina
Chairman of the National Commission on
Teaching and America's Future



Introduction

The research is compelling: teacher quality is the most influential factor in student achievement. Aside from home and societal factors, teachers have the greatest impact on what children learn and how well they perform. Standard-based school reform, no matter how well articulated, will not succeed unless and until teacher quality is given top priority. This is why groups such as the National Commission on Teaching and America's Future (NCTAF) advocate addressing the issues that impact teacher quality.²

By joining the partner state network of the National Commission on Teaching and America's Future (NCTAF), Hawai'i committed to work toward a single goal: *provide a competent, caring, and qualified teacher for every child*. By learning from the research and experiences of our partner states, we intend to adapt their "best practices" to fit our unique setting, invent new ideas where we must, and avoid reinventing the wheel because we need our "magic weavers" *now*.

The Blueprint

As a NCTAF partner state, Hawai'i holds three basic beliefs:

- What teachers know and can do is the most important influence on what students learn.
- Recruiting, preparing, and retaining good teachers is the central strategy for improving our schools.
- School reform cannot succeed unless it focuses on creating the conditions in which teachers can teach, and teach well.

Members of the National Commission on Teaching & America's Future spent two years of intense study on and discussion of the progress, problems, and challenges facing the United States in general, and American education in particular. The Commission was funded by the Rockefeller Foundation and the Carnegie Corporation of New York, chaired by Governor James B. Hunt, Jr. of North Carolina, and directed by Dr. Linda Darling-Hammond of Teachers College, Columbia University.

In 1996, the Commission issued its report, *What Matters Most: Teaching for America's Future*. It concludes that the link between teaching and a positive outlook for America's future depends on what teachers know and how they apply that knowledge in the classroom. And reforms such as student and teacher performance standards cannot succeed if teachers are not supported with necessary resources—training, materials, and environments that encourage good teaching.

If every citizen is to be prepared for a democratic society whose major product is knowledge, every teacher must know how to teach students in ways that help them reach high levels of intellectual and social competence. Every school must be organized to support powerful teaching and learning. Every school district must be able to find and keep good teachers. And every community must be focused on preparing students to become competent citizens and workers in a pluralistic, technological society.³

Acting on these beliefs, we rely on five NCTAF recommendations that form a blueprint to systematically achieve the goal of *a competent, caring and qualified teacher for every child*.

1. Get serious about standards, for both students and teachers.
2. Reinvent teacher preparation and professional development.
3. Overhaul teacher recruitment, and put qualified teachers in every classroom.
4. Encourage and reward teacher knowledge and skill.
5. Create schools that are organized for student and teacher success.

As a NCTAF partner state, Hawai'i agreed to:

1. Identify a group representing key stakeholders,
2. Conduct a policy inventory, and
3. Create a five-year plan for teacher development.

We recognize ... teachers must work in schools and school systems that are well designed to achieve their key academic mission: They must be focused on clear, high standards for students; organized to provide a coherent, high-quality curriculum across the grades; designed to support teachers' collective work and learning on behalf of their students; and structured to allow for ongoing parent engagement.

We note that this challenge is accompanied by an equally great opportunity: Over the next decade we will recruit and hire more than 2 million teachers for America's schools. More than half the teachers who will be teaching ten years from now will be hired during the next decade. If we can focus our energies on preparing this generation of teachers with the kinds of knowledge and skills they need to help students reach these goals, and on creating schools that use their talents well, we will have made an enormous contribution to America's future.⁴

Step 1. Identify a stakeholder group

Lt. Governor Mazie Hirono, chairperson of the Hawai'i Policy Group, convened its first meeting on February 24, 2000. The other 15 members represented key stakeholder groups.

- State Senate
- State House of Representatives
- Hawai'i State Board of Education
- University of Hawai'i Board of Regents
- Hawai'i Teacher Standards Board
- Hawai'i State Department of Education
- University of Hawai'i College of Education
- University of Hawai'i Community Colleges
- Hawai'i Association of Independent Schools
- Hawai'i State Teachers Association
- Hawai'i Government Employees Association
- Hawai'i State Parent Teacher Student Association
- Hawai'i Business Roundtable
- Joint Venture Forum (military)
- Public Schools of Hawai'i Foundation

Step 2. Conduct the NCTAF policy inventory

Under the leadership of Lt. Governor Hirono, the Policy Group has worked for nearly a year collecting and studying data about Hawai'i's efforts to date. Between February-September 2000, Policy Group members discussed and debated the current status-of-teaching research resulting from 141 questions, and 67 sub-key questions in the NCTAF policy inventory framework. (See Appendix A.)

For each of the five NCTAF recommendations, the Policy Group formed smaller subcommittees that became "area experts." These subcommittees spent additional hours reviewing the research, questioning educational specialists, engaging in gap analysis, and reaching consensus on preliminary recommendations.

The Policy Group's first draft recommendations were shared at its *Symposium on Teacher Quality* held on October 14, 2000, to gather feedback and input from interested individuals. A television series entitled *Teacher Quality: Doing What Matters Most for Hawai'i* aired between

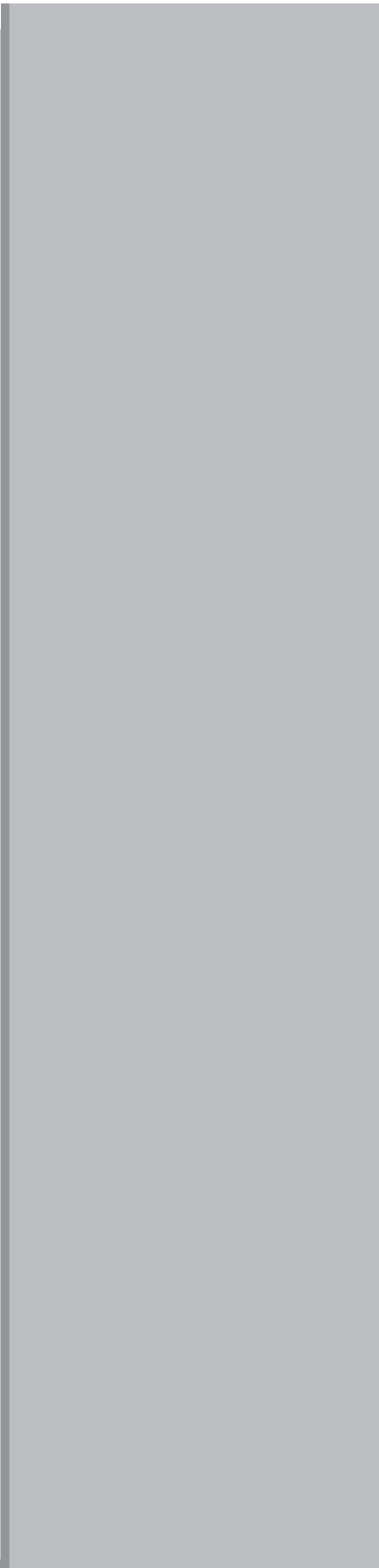
October 2000 and April 2001 to share the Policy Group's findings and recommendations and to provide viewers an opportunity to give feedback and comments to the Policy Group.

Since participants at the Symposium on Teacher Quality did not voice any objections to the Policy Group's recommendations, the draft recommendations remain unchanged. Participants' feedback, however, offered useful advice about how to implement the Policy Group's recommendations. Thus, their input will be extremely valuable in Step 3 to create a five-year plan that is realistic and do-able.

The Policy Group's findings and recommendations represent members' best thinking on what Hawai'i needs to do to reach the goal of competent, caring, and quality teachers in all our classrooms. These findings and recommendations are contained in *The Magic Weavers: Securing the Future for Hawai'i's Children*.

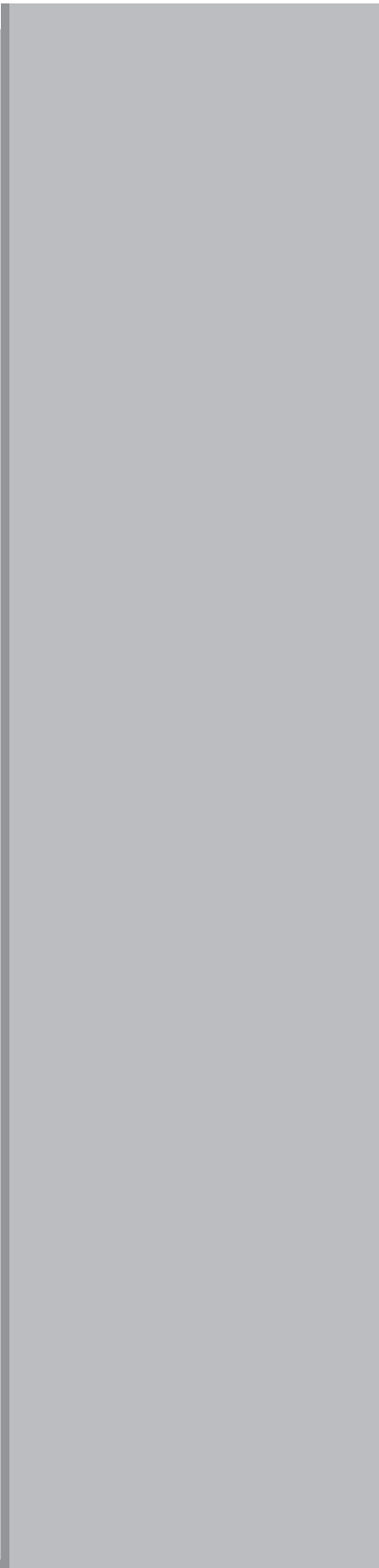
Step 3. Create a five-year plan for teacher development

Prior to completing this step, the Policy Group will share *The Magic Weavers—Securing the Future for Hawai'i's Children* report with all the stakeholder groups represented by its members, particularly all the teachers and administrators in our public schools. Reactions and suggestions from educators and the public will shape the final implementing actions, responsible parties, and timetable for Hawai'i's five-year action plan.



The Findings







How serious are we about standards for both students and teachers?

To answer this question, the Policy Group addressed eight general policy issues:

- Are there high standards for students?
- What is the relationship between student performance and teacher quality?
- Have high standards for teachers been developed and adopted based on national standards and related to the standards for student learning and performance?
- Does the profession have a strong voice and role in setting and enforcing standards for teachers?
- Are the licensing requirements rigorous and do they predict good performance in the classroom?
- Are the accreditation and program approval for all schools of education and component programs based on national standards or on equivalent standards? (“Program” may refer to schools of education or separate programs within them)
- Are there effective intervention procedures to improve teacher education programs that do not meet standards?
- Are the standards of the National Board for Professional Teaching Standards (NBPTS) used as the benchmark for accomplished teaching?

Each of these policy issues was supported by key questions that framed the depth and scope of each issue. In total, 141 questions guided the research that provided the substance of how serious Hawai‘i is about standards for students and teachers.

Our Status on Standards for Students and Teachers

Hawai‘i’s history of student standards dates back as recently as 1994, to the original *Hawai‘i Content and Performance Standards*. This was a compendium of 1,544 standards that were often described as vague, uneven, duplicative, heavy on content standards (what students should know), and light on performance standards (what students should be able to do). Often referred to as the “Blue Book” (the color of its cover), the student standards overwhelmed teachers by its sheer volume.

What Was Missing

Perhaps these problems could have been resolved if the student standards had been accompanied with organized support and resources. For example, teachers needed training in understanding the standards, in developing rubrics and applying the standards to student work, in learning varied instructional strategies to help all students—gifted and talented to special needs—meet the standards. School staffs needed time to collaborate and develop a standards-based curriculum appropriate for their student population. And everyone—including parents and the public—needed to be informed about the standards. Moreover, the State, the teacher training institutions, and the public school system needed to reform their policies, rules, procedures, and practices, and align them to standards-based education.

Economic Woes

However, the State was experiencing an economic recession, the education budget was shrinking every year, and state and district support staffs were decentralizing. Other than printing a copy for every K-12 classroom, the State mandated the *Hawai'i Content and Performance Standards* with little else in the way of concerted, statewide support.

As a result, student standards were generally ignored, with a few exceptions. Some Title I schools (poverty schools receiving supplementary funds from the federal government) selected the nationally-known, America's Choice model to work on the standards. Some schools—typically elementary—attempted to align their curriculum to the student standards by selecting one content area, such as science. And there were individual teachers or teachers in a grade level or a department who tried to incorporate some of the *Hawai'i Content and Performance Standards* in their classrooms. Overall, however, these efforts were spotty. In its report, the first Performance Standards Review Commission (1999), noted:

There has been no systematic implementation plan for the Hawai'i Content and Performance Standards. Therefore, school level implementation has been haphazard, resulting in uneven quality and effort.⁵

A New Mandate

In Fall 1998, a new Superintendent, Dr. Paul G. LeMahieu, was hired to lead the Hawai'i State Department of Education and its 255 schools in this single-district state. Dr. LeMahieu vowed that the hallmark of his tenure would be standards. Student standards would be “central to everything we do.” Since then, the Department of Education has:

- Revised the Hawai'i Content and Performance Standards by including a clear definition of standards, content and performance standards, and benchmarks organized by grade-level clusters. The

student standards now cover 10 areas—language arts, mathematics, science, social studies, career and life skills, educational technology, fine arts, health, physical education, and world languages.

- Embedded four “learner outcomes” into the standards that answer the question, “What benefits accrue to students who meet these standards?” They will be (1) critical thinkers who can solve problems, (2) productive citizens who can work with others, (3) independent, curious information seekers who can take charge of their own learning, and (4) confident self-believers who can recognize and produce quality work.
- Published a timeframe for completing performance standards—language arts, mathematics (August 2000), and the other eight content areas (August 2001).
- Received assurances from a review by the Council of Basic Education that the Hawai'i Content and Performance Standards are rigorous and interface with the National Assessment of Educational Progress or NAEP standards.
- Launched an ambitious, comprehensive *Strategic Plan for Standards-based Reform* in September 1999, which only one year later, was nearly 50 percent complete. This strategic plan packages all the necessary “opportunity-to-learn” actions to facilitate standards implementation.
 - Strengthen capacity of regular teachers to plan and deliver instruction that will enable all students to meet the standards.
 - Connect each student with a significant adult or school support group.
 - Provide Internet access for all students and teachers.
 - Revise policies, rules, and procedures to reflect standards-based education.
 - Establish a system of student, school, and system accountability programs.
 - Revise statewide assessment, report cards, secondary course descriptions, and graduation requirements to reflect progress toward or achievement of the standards.
 - Use technology to track student programs and progress.
 - Restructure state and administrative district offices to support student standards more effectively.

Setting Teacher Performance Standards

Hawai'i has made strides in setting standards for its teachers. In 1995, the State Legislature established the Hawai'i Teacher Standards Board to set initial licensing and credentialing standards for teachers. This law, in essence, transferred responsibility for setting teacher licensure standards from the Department of Education to an independent body of professionals. It gave teaching the professional status comparable to other professions such as medicine, law, engineering, or accounting.

The vision of the Hawai'i Teacher Standards Board looks toward “a highly esteemed public education system with rigorous professional teacher standards that foster student success.”⁶

This vision is supported by 10 teacher performance standards:

1. The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.
2. The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.
3. The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.
4. The effective teacher consistently enriches communication in the learning environment.
5. The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.
6. The effective teacher consistently plans and implements meaningful learning experiences for students.
7. The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem-solving and learning skills.
8. The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.
9. The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.
10. The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning.⁷

Licensing Standards are Aligned

The Hawai'i Teacher Performance and Licensing Standards are aligned with national standards that represent the entire continuum of teacher development—the National Council for the Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). They are also aligned with the Hawai'i Content and Performance Standards for students.

The relationship between teacher and student standards is particularly prominent in the performance criteria of Standards 6 and 8. Here, effective teachers:

- Teach for mastery of complex processes, concepts and principles contained in the Hawai'i Content and Performance Standards. (Standard VI. Designs and provides meaningful learning experiences),⁸ and
- Use assessment data to monitor and evaluate students' progress toward achieving the Hawai'i Content and Performance Standards. (Standard VIII. Uses assessment strategies).⁹

Several standards address the need to be able to teach diverse learners. The most direct statements are found in Standard Statement 3. The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners. In Standard 3, the effective teacher:

- Adapts instruction to students' differences in development, learning styles, strengths and needs.
- Helps every student achieve success.
- Fosters an appreciation of human and cultural differences.
- Fosters trust, respect and empathy among diverse learners.
- Seeks additional resources to support student achievement.¹⁰

Other standards, such as Standard 1, also mention performance criteria related to the teaching of diverse learners:

- Uses developmentally appropriate activities to promote student success.
- Makes instructional decisions which consider students' physical, social, emotional and cognitive development.
- Uses student experiences, interests and real-life situations in instruction.¹¹

The teacher and student standards connect, complement, and interface so that all students and teachers now have the potential of reaching new heights in what they know, what they can do, and what they can achieve.

Having High Standards vs. Achieving High Standards

Having high standards means little without the united resolve of policymakers, educators, students, parents, and community members to value and enforce those standards. While some stakeholder groups have embraced and moved forward with the student standards, and to some degree the teacher standards, the effort has not been united. Generally, Hawai'i has not been consistent or diligent about supporting teachers in meeting standards.

Recently, this began to change. In 1996, Governor Benjamin Cayetano appointed the first members of the Hawai'i Teacher Standards Board. Two years later, the Hawai'i Teacher Standards Board established performance-based licensing standards. Anyone who wishes to teach or work in a certificated position (e.g., teacher, counselor, librarian) in a Hawai'i public school must either:

- Hold a teacher license (issued for a five-year period and may be renewed subject to certain requirements), or
- Hold a credential (a credential is issued to persons who do not meet the licensing requirements established by the Hawai'i Teacher Standards Board; credentials are valid for one year and renewable annually for up to three years provided the holder is actively pursuing licensing).

Not All Hawai'i Teachers Are Licensed

However, only teachers who are employed by the Hawai'i State Department of Education (DOE), can be granted a license, since the law establishing the teacher licensing and credentialing standards specifies that the applicant has been hired for a teaching position in the public school system. (HRS 302A-805)

In effect, this leaves out approximately 2,500-3,000 teachers, librarians, and counselors who work in 126 non-public schools and who are educating approximately 32,500 students.

How Teachers Are Licensed

Once hired by the DOE, a teacher is eligible to receive an initial teaching license provided he/she has met a three-part requirement:

- Part I—Submittal of evidence of required preparation

Method A—Completion of a state approved teacher education program that must ensure that graduates meet the Hawai'i Teacher Standards Board's performance standards. Accredited institutions must also include student teaching or practicum experiences in a K-12 setting, or

Method B—Possession of a valid license/certificate from any state plus three years of successful teaching experience within the past seven years beginning after the issuance date of the valid certificate and in that teaching area indicated on the license/certificate.

- Part II—Submittal of passing scores on the appropriate PRAXIS examinations
- Part III—Suitability clearance based on the Department of Education’s employee background checks that ensure the person possesses necessary competencies and does not pose a risk to the health, safety and well being of students. This is a continuous process based initially on self-declaration, examination of application information, and background check. Once a candidate indicates employment commitment, there is a criminal history screening including a fingerprint check through the FBI national files (fee paid by the State of Hawai’i).

Part I – This describes clinical preparation provided by the teacher education institutions. The DOE establishes and monitors the standards for state approval of teacher education programs in Hawai’i leading to licensing and certification. An approved teacher education program shall include (1) a liberal arts component, (2) a professional education component, (3) a teaching major, and (4) pre-service teaching.

Currently, the DOE adheres to the requirements of the National Association of State Directors of Teacher Education and Certification (NASDTEC) standards, which are regarded as equivalent to national teacher education standards. They include pedagogical knowledge, child development, learning theory, teaching strategies, curriculum, assessment, and needs of diverse learners.

In February 2001, the DOE’s State Approved Teacher Education Program (SATE), will be issuing a new set of state approval standards-based on NCATE 2000 standards. These will replace the NASDTEC standards. The major difference between them can be illustrated as the difference between content standards and performance standards. NASDTEC standards resemble content standards—they describe coursework that teachers must take. On the other hand, NCATE 2000 standards require teachers to go one step further and demonstrate or apply their knowledge.

Part II – This describes PRAXIS, the current licensing examination used by the Department of Education. The PRAXIS examinations include the Pre-Professional Skills Tests (PPST) or Computer Based Tests (CBT). These tests, also known as PRAXIS I, are basic academic skills assessments of reading, writing, and mathematics. Some states such as Alabama, Hawaii, Kentucky, Missouri, North Carolina, North Dakota, and Washing-

ton require college students to pass PRAXIS I, or the NTE Core Battery, or other basic skills exams as a condition of admission to their teacher preparation program.¹²

Principles of Learning and Teaching (PLT), which assesses a candidate's command of pedagogy or professional knowledge, and Subject Assessments or specific content area tests make up PRAXIS II.

Credentials

Although high standards for teachers have been developed and adopted, Hawai'i cannot claim unequivocally that all who are teaching in its classrooms meet those standards. There are two reasons for this — a teacher-supply shortage and the suspension of teacher evaluations. Evaluations are a criterion for relicensure.

Teacher Shortage

For “low supply-high demand” areas—special education, mathematics, science, and Hawaiian language—individuals who do not meet the licensing requirements are often hired and granted a credential good for one year. They have graduated from an approved college or university, and have done course work or have experience in the area of instruction for which they will receive a credential. This credential can be renewed annually, on a case-by-case basis, for up to three years. During this period, candidates are expected to demonstrate that they are seriously working toward meeting the requirements for a teacher license.

The Hawai'i State Legislature, however, extended the three-year limit during its 2000 session. Currently, 142 credentialed teachers are in their fourth year of teaching without a license.

In Spring 1999, there were 310 teachers who had not completed a teacher-training program, but who had been hired by the Department and who could fit into one of four, high-need categories:

a) Shortage Teaching Areas—276

- Special education (215)
- Mathematics (10)
- Science (11)
- Industrial arts (2)
 - Counselors (8)
 - Hawaiian language (13)

b) Geographically Hard to Fill Areas—9

Moloka'i, Lana'i, Hana, Kohala, Ka'u, Kahuku, and Wai'anae

c) Difficulty in Filling Teacher Vacancies—19

Limited term (semester), half-time positions, mid-year vacancies

d) Special Conditions/Programs—6

Specialized programs—Health Academy, System of Care, Media Production, School-to-Work, Families for REAL

Currently, about 50 percent of those holding credentials need only to pass the PRAXIS assessment(s) to become licensed.

PRAXIS Cutoff Scores

In 1994, teams of teachers evaluated each test item on the PRAXIS tests for its applicability to Hawai'i. These teams then sent their recommendations to the Department of Education. In 1996, the Department set the cutoff scores. All cutoff scores are set at 1 standard error of measurement (SEM) below the mean. One subject area, mathematics, is the exception—cutoff is 2 standard errors of measurement below the mean. Table One displays the cutoff scores for the PRAXIS tests.

The Relicensing Dilemma

The governance of the teaching profession in Hawai'i suffers from a “split personality.” On the one hand, the Hawai'i Teacher Standards Board sets the standards for teacher licensing. Thus, one can say that the profession has a strong voice and role in setting standards for the profession. However, since issuing, renewing, or removing licenses are functions carried out by the Department of Education, the employing agency for the entire school system, the profession has no voice or role in enforcing standards.

Any applicant who meets the standards set by the Hawai'i Teacher Standards Board may seek employment with the Department and at the same time apply to the Department for a license, which is valid for five years. At the end of five years, the Department of Education may renew this license. Currently, interpretation of “renewal” by the State Attorney General's office is “satisfactory teacher evaluation” by the Department of Education. This evaluation is not currently tied to the standards.

A license may be revoked if the holder's performance or behavior has serious negative consequences on the development of children. The Department of Education determines if and when a teacher's license is to be revoked. This determination is not made based on the standards.

The issue of relicensing is a serious one, especially in light of the 2002 deadline for teacher relicensing.

Relicensing Time Crunch

Hawai'i is facing a major time crunch on the issue of relicensing. When the teacher performance and licensing standards first went into effect in 1997, all of Hawai'i's public school teachers who held Department-issued teaching certificates were "grandfathered" in and automatically received an initial teaching license good until 2002.

However, relicensing is problematic. With the BOE/HSTA's new standards-based teacher evaluation instrument awaiting collective bargaining ratification, several complications arise. Even if the State Board of Education and the teachers' union were to complete contract ratification soon, in less than two years, the Department would still need to conduct a pilot study, analyze results, revise the instrument, train teachers and principals in its use, administer the evaluation, and make license renewal decisions.

In the meantime, the Department has suspended using the old teacher evaluation instrument—Performance Assessment of Teaching in Hawai'i or PATH, except for probationary and marginal teachers. This means that only 2 percent of DOE teachers, librarians, and counselors are being

Area	Hawai'i	National Median Scores
Pre-professional Skills – Reading	175	178
Pre-professional Skills – Writing	171	175
Pre-professional Skills—Mathematics	176	178
Principles of Learning & Teaching, K-6	163	173
Principles of Learning & Teaching, 5-9	157	174
Principles of Learning & Teaching, 7-12	157	176
Elementary—Curr., Instruction, & Assmt.	164	179
Elementary—Content Area Exercises	135	177
English—Lang., Literature & Composition	164	177
English—Pedagogy	150	155
Mathematics—Content Knowledge	136	143
Mathematics—Pedagogy	135	140
Science—Biology, Content	161	161
Science—Biology, Pedagogy	139	155
Science—General, Content	157	164
Science—Physical, Content	164	157
Science—Physical, Pedagogy	151	157
Social Studies—Content Knowledge	154	168
Social Studies—Pedagogy	144	176
Special Education—Knowledge-based Core	136	167
Special Education—Application Core		
Principles Across Disability Categories	141	153
Teaching English as a Second Language	510	710

Table One
"Cutoff" Scores on PRAXIS
Examinations for Initial Licensure

Table Two
 Comparison of Eighth-grade Science
 Teachers with No Science or Science
 Education Degree and Students' Science
 Scale (0-300) Scores on the NAEP 1996
 Science: State Report for Hawai'i

	Hawai'i	National Average
Public School Teachers Teaching Eighth-grade Science with No Degree in Science or Science Education	72%	53%
Average Science Scale Score for Eighth Graders in Public Schools	135	148

evaluated. Since PATH predates the Hawai'i Teacher Standards Board's performance standards, this means that none of the teachers in our public schools are being held responsible for meeting the teacher standards.

It is unlikely that there will be sufficient time for mobilizing resources and conducting training by 2002 to ensure serious application of the teacher performance standards for the more than 10,000 teachers holding initial licenses.

Hawai'i's record shows that we are more serious about implementing student standards, than teacher standards. This dichotomy has a price, as shown in the data that apply to the NCTAF question: "What is the relationship between student performance and teacher quality?"

Student Achievement and Teacher Practices Data

According to the "Hawai'i State Report Card," of the 10,653 total teaching force (SY 1997-98), 64 percent were "well-qualified." Conversely, 36 percent were not well qualified to teach. To be considered "well-qualified," teachers should have been engaged in their core academic fields with full certification and a major in their field. This report was prepared by the *National Commission on Teaching & America's Future: State-by-State Report Card, Indicators of Attention to Teaching Quality* (October 1997).¹³

To illustrate this point even more clearly, in the science content area, the disparity between secondary teachers teaching eighth-grade science with neither an undergraduate or graduate degree in science or science education is even higher than 36 percent. The correlation becomes painfully evident in a national comparison, both in terms of teacher qualifications and student performance:

- *Students Learning Science: A Report on Policies and Practices in U.S. Schools* says that at least 47 percent of the nation's eighth graders were taught science by teachers who have an undergraduate or graduate degree in science or science education. In Hawai'i, that rate falls to 28 percent.¹⁴
- The NAEP 1996 science assessment shows that the average science scale score for eighth graders in public schools in Hawai'i was 135. This average was lower than that of public school students across the nation (148) and the western region (148).¹⁵

Table Two reports the data from both sources.

Content and Classroom Practices vs. Teacher Qualifications

Could differing emphases in science classroom practices, such as specialized units, development of laboratory skills, or hands-on tasks compensate for the lack of teacher qualification in science or science education? (See Table 3)

Student performance, presented in Table Three, shows the impact of three types of classroom practices selected from data in the *NAEP 1996 Science State Report for Hawai'i*, which uses data collected from students, teachers, and school administrators.

Among the three classroom practices presented in Table Three, Hawai'i's teachers spent a higher percentage of time on Earth Science (79 percent), than did the nation's teachers on the average (41 percent). But Hawai'i's students' average scale score results were 12 points lower than that of students nationally (137 compared to 149). It appears that spending more time on this area of science did not compensate for the lack of teacher qualifications.

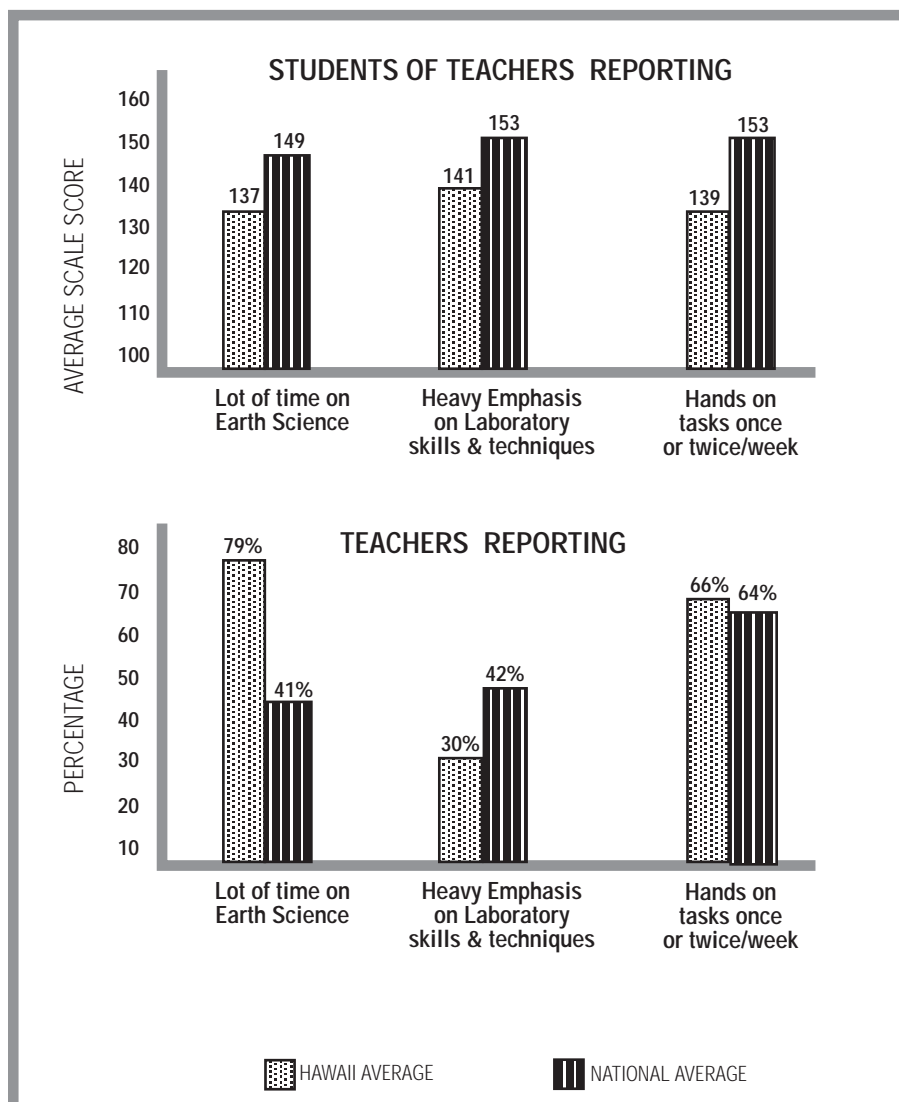


Table Three
 Comparison of Average Science Scale (0-300) Scores for Eighth Graders Whose Science Teachers Reported Spending a Lot of Time on Earth Science, Heavy Emphasis on Laboratory Skills, and Hands-on Tasks at Least Once a Week

The same seems to hold true for the practice of “Hands-on Tasks at Least Once or Twice a Week.” Although the percentage of Hawai‘i’s teachers reporting this practice was two percent higher than the national average, Hawai‘i’s eighth-grade students’ scores were significantly below (-17 points) that of the national average.

These results support the prevailing research regarding the link between teachers’ professional qualifications and student achievement. Basically, this research has found that teachers who are qualified to teach in their subject area are more confident, enthusiastic, and competent. They can anticipate conceptual pitfalls and have a ready repertoire of learning tasks. They are more willing to invite challenges from students, and they view these challenges as opportunities for themselves and their students to explore subject matter in depth. Compared to these “high fliers,” less qualified teachers are less secure about their expertise and tend to stick to their safety nets—they rely heavily on textbooks and teacher guides, give students more worksheets and other seat work, and spend less time on class discussions.¹⁶

Mathematics and Science

A closer look at science and mathematics data from the National Assessment of Educational Progress (NAEP) shows a relationship between teacher qualification and student achievement in Hawai‘i:

- Seventy-two percent of Hawai‘i’s public school teachers teaching eighth-grade science have **no degree in science or science education.**
- Twenty percent of Hawai‘i’s public school teachers teaching eighth-grade mathematics have **no type of mathematics teaching certificate.**
- The average scale score of Hawai‘i’s eighth-graders who took the 1996 NAEP science assessment was 13 points lower than the national average; in the same year, the NAEP average mathematics scale score for eighth graders was 9 points below the national average.

But teacher qualifications, even when they are on par with national averages, are not the only links to student performance. As with the science report, there are some notable dichotomies emerging from survey data on school policies and practices relating to mathematics instruction. The information comes from surveys of Grade 8 students who participated in the 1996 NAEP assessment in mathematics, as well as surveys of their teachers.

As Table Four indicates, Hawai‘i’s patterns of teacher preparation and continuing professional development in mathematics are regarded as having no significant percentage difference in comparison with the national averages. Students’ average scale scores in mathematics for grade 8,

Table Four
NAEP: Selected Data on
School Policies and Practices
Affecting Mathematics
Instruction

Percentage of students whose teachers	National	Hawaii
Have a college major in mathematics	52	48*
Have a mathematics teaching certificate	84	80*
Report more than 15 hours professional development in mathematics or math education	48	55*
Had professional development in use of technology	76	66**
Report more than 10 years teaching math	55	31**
Percentage of students with 4 or more hours per week in math instruction	34	17**
Percentage of students in schools that offer Algebra for eighth grade students	81	91*
Percentage students enrolled in Algebra	25	19**

* No significant difference in average ** Significantly below national average

however, have been below those of students in the western region and the nation in 1990, 1992, and 1996.

Other indicators related to the policies and practices of mathematics instruction show that Hawai'i's percentages are below the national average. For example, teachers with more than 10 years of teaching math (-14 percent), professional development in the use of technology (-10 percent), and students having four or more hours of math instruction per week (-17 percent).

Opportunity-To-Learn vs. Motivation-To-Learn

In Hawai'i there also seems to be a greater dichotomy between opportunity-to-learn and motivation-to-learn than there is nationally. For example, Hawai'i shows a higher percentage of students in schools that offer algebra for eighth-grade students (91 percent) than the national average (81 percent). But the percentage of students enrolled in algebra is below the national average—19 percent (Hawai'i) compared to 25 percent (national). Thus, while Hawai'i has more intermediate and middle schools offering algebra than similar schools nationwide, the percentage of students taking algebra is significantly below the national average.

Reading and Mathematics

The Stanford Achievement Test (SAT) in reading and mathematics for students in grades 3, 6, 8, and 10, is the primary vehicle of the statewide testing program. Student scores on these assessments provide annual snapshots and emerging trends of student performance.

In the seven years (1991-98) that the DOE has been using the SAT 8, there has been little change in the average student scores for reading at any grade level. Among the grade levels tested, however, there were slight

variations. The third grade average has been the farthest below the norm; with the eighth grade average also below. The sixth and 10th grade averages are “on par” or close to their national norms.¹⁷

The 1998 NAEP reading assessment scale (0-500) scores for fourth and eighth grade students in Hawai‘i show their performance to be well below the national average. The gap between the eighth grade students’ average scores and the national average is smaller than that of the fourth grade students. (See Table Five.) A comparison of the grade 4 average reading scale score during two previous administrations of the NAEP Reading Assessments in 1992 and 1994 show that there has been slight decreases.

Is there a connection between Hawai‘i’s students’ reading ability and their math performance? Possibly. The NAEP Mathematics Assessment 1996 had more word problems than the SAT 8. Moreover, the SAT 8’s reading level is lower than that of the NAEP Mathematics Assessment. This growing relationship between reading skill and mathematics assessments is a likely trend. More word problems in mathematics assessments should be anticipated since the mathematics standards of both the Hawai‘i Content and Performance Standards and the NAEP are aligned to the National Council of Teachers of Mathematics performance standards. Furthermore, the Hawai‘i Content and Performance Standards State Assessment, which includes the SAT 9, will encompass items aligned to the State’s student standards.

Achievement Levels

Achievement levels provide information about what students should know and be able to do. From this perspective, we gain insight into the adequacy of students’ knowledge and skills and the extent to which they achieved expected levels of performance.

The NAEP has adopted three achievement levels:

- **Basic:** Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade,
- **Proficient:** Solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter, and
- **Advanced:** Superior performance.

According to the NAEP 1998 Reading Assessment of students in grades 4 and 8, as reported in terms of achievement levels (Table Six), the percentage of Hawai‘i students in Grades 4 and 8, who performed at the *Proficient* level was well below that of students across the nation.¹⁸

		Below Basic	At/Above Basic	At/Above Proficient	Advanced
Grade 4:					
1998	Hawaii	55	45	17	3
	Nation	39	61	29	6
1994	Hawaii	54	41	19	4
	Nation	41	59	28	7
1992	Hawaii	52	48	17	3
	Nation	40	66	27	6
Grade 8:					
1998	Hawaii	40	60	19	1
	Nation	28	72	31	2

Table Six
NAEP 1998 Reading: State Report for Hawaii
Percentages of public school students attaining achievement levels: 1992-1998

In fact, a comparison among the 45 states and jurisdictions that participated in the 1998 NAEP Reading Assessment shows that the achievement levels of Hawaii's fourth graders are significantly below 39 of them, equivalent to three (California, Louisiana, and Mississippi), and above two (District of Columbia and the Virgin Islands).

Comparison of the achievement levels for Hawaii's eighth graders were only slightly better, with 30 states and jurisdictions significantly above, six were equivalent (Alabama, California, Florida, Louisiana, Mississippi, and South Carolina), and two were significantly below (District of Columbia, Virgin Islands).¹⁹

NAEP Writing Assessment—Grade 8

In 1998, Hawaii's eighth-grade public school students participated in the NAEP Writing Assessment. The average scale (0-300) score of these students was 135. This was lower than that of eighth graders in public schools nationwide (148).

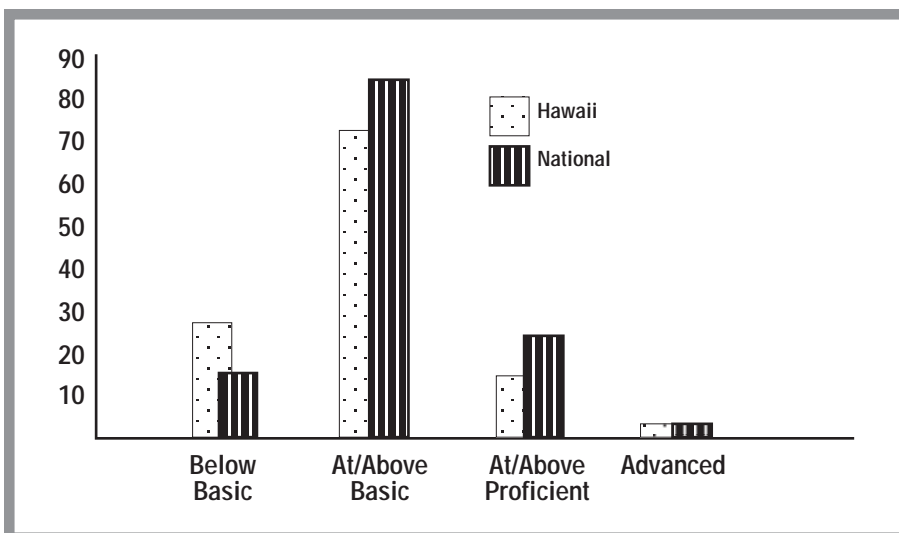


Table Seven
NAEP 1998 Writing Assessment
Percentages of Grade 8 public school students attaining achievement levels

Table Eight-A
NAEP 1998 Reading and Writing
Assessments, Grades 4 and 8
Percentages of public school students
attaining achievement levels by
gender

	Below Basic	At/Above Basic	At/Above Proficient	Advanced
Grade 4—Reading				
Males	60	40	15	2
Females	49	51	20	4
Grade 8—Reading				
Males	48	52	14	1
Females	32	68	23	2
Grade 8—Writing				
Males	38	62	7	0
Females	16	84	23	1

Table Seven provides the percentages of eighth graders in Hawai'i who performed at the below Basic, at or above Basic, at or above Proficient, and at Advanced levels.

Comparisons with the national average aside, there was a smaller percentage of Hawai'i's grade 8 students performing at the Below Basic level in writing as compared to the percentage of students at this level in reading and mathematics.

The NAEP also reports student performance disaggregated or broken down by demographic variables. Tables Eight A, B, and C condense both the reading and writing assessments and provides achievement levels for students by gender, free or reduced-price lunch (a poverty indicator), and location of school (central city such as urban Honolulu, urban fringe/large town such as Kailua, Waialua, or Hilo, and rural/small town such as Ka'u, Hanalei, or Kaunakakai)

The data show no surprises and are consistent with other standardized assessments. Generally, females achieve higher than males, students not eligible for free or reduced lunch achieve higher than those who do, and students living in urban areas achieve higher than those living in outlying or rural areas and small towns.

Student Ethnicity Data

The NAEP also collects data on the achievement levels of students broken down by four ethnic groups—White, Black, Hispanic, and Asian/Pacific Islander. Student achievement data for these four basic categories would not be particularly illustrative or useful. Although Hawai'i is a multi-cultural state, the percent of students who fit into the Black and Hispanic categories ranged from 3.8 percent (Grade 9) to 4.4 percent (Grade 3) during the 1998-99 administration of the Stanford Achievement Test 9 (SAT 9).

Instead, assessment data from the SAT 9 for all racial groups numbering 1000 or more are presented in Table Nine. These results are from the 1998-99 SAT 9 for the four grade levels tested statewide—Grades 3, 5, 7, and 9. Ethnicity data for the SAT 9 are reported for 14 ethnic categories.

	Below Basic	At/Above Basic	At/Above Proficient	Advanced
Grade 4—Reading				
Eligible*	70	30	9	1
Not Eligible	42	58	24	4
Grade 8—Reading				
Eligible	52	48	11	1
Not Eligible	34	66	22	1
Grade 8—Writing				
Eligible	40	60	8	0
Not Eligible	21	79	19	1

* Eligible for free or reduced-price lunch

The predominance of students of Hawaiian/Part-Hawaiian and Filipino ethnicity scoring in the below average stanines 1-3 on the SAT 9 is cause for attention and intervention. And while these two ethnic categories represent the highest proportions in student population (24.7 percent and 18.9 percent respectively), the Hawaiian/Part-Hawaiian, and Filipino teachers make up less than 16 percent of the teaching ranks. These percentages emphasize the need to recruit more teachers from the under-represented minorities, and to ensure teachers have adequate preparation in the background and culture of their students.²⁰

Summary

- Hawai'i is serious about **having** rigorous and worthy standards for both students and teachers.
- More effort and progress have been made toward implementing the content and performance standards for students.

	Below Basic	At/Above Basic	At/Above Proficient	Advanced
Grade 4—Reading				
Central City	46	54	25	6
Urban Fringe	58	42	14	2
Rural/Small Town	58	42	15	2
Grade 8—Reading				
Central City	37	63	22	2
Urban Fringe	40	60	18	1
Rural/Small Town	42	58	17	1
Grade 8—Writing				
Central City	24	76	19	1
Urban Fringe	29	71	13	0
Rural/Small Town	29	71	13	0

Table Eight-B
NAEP 1998 Reading and Writing Assessments, Grades 4 and 8
Percentages of public school students attaining achievement levels by economic status

Table Eight-C
NAEP 1998 Reading and Writing Assessments, Grades 4 and 8
Percentages of public school students attaining achievement levels by residential area

Table Nine
1998-99 SAT 9 Ethnicity: All Racial
Groups Numbering 1000+
for Grade-levels 3, 5, 7, and 9

(Note: Total may not add up to 100%
due to rounding)

SAT 9 Ethnicity: All Racial Groups Numbering 1000+ (Grade 3)

% Students	F	PH	J	W	READING MATH	% Students	F	PH	J	W
Stan 1-3	31.70	37.24	11.93	16.37			Stan 1-3	24.32	33.40	8.64
Stan 4-6	59.73	54.43	58.20	53.71		Stan 4-6	57.02	53.35	46.87	52.44
Stan 7-9	8.57	8.33	29.87	29.92		Stan 7-9	18.66	13.24	44.49	31.26

F=Filipino PH=Part Hawaiian J=Japanese W=White

SAT 9 Ethnicity: All Racial Groups Numbering 1000+ (Grade 5)

% Students	F	PH	J	W	READING MATH	% Students	F	PH	J	W
Stan 1-3	32.88	22.37	11.82	12.83			Stan 1-3	27.21	33.68	9.02
Stan 4-6	57.15	56.35	55.85	53.16		Stan 4-6	53.28	51.77	39.82	49.78
Stan 7-9	9.97	8.54	32.33	34.01		Stan 7-9	19.51	14.55	51.17	35.72

F=Filipino PH=Part Hawaiian J=Japanese W=White

SAT 9 Ethnicity: All Racial Groups Numbering 1000+ (Grade 7)

% Students	F	PH	J	W	READING MATH	% Students	F	PH	J	W
Stan 1-3	32.46	38.98	19.36	13.51			Stan 1-3	24.61	34.53	7.20
Stan 4-6	58.32	53.75	55.34	52.51		Stan 4-6	59.39	54.30	44.35	54.93
Stan 7-9	9.22	7.47	35.30	33.98		Stan 7-9	16.00	11.17	48.45	30.96

F=Filipino PH=Part Hawaiian J=Japanese W=White

SAT 9 Ethnicity: All Racial Groups Numbering 1000+ (Grade 9)

% Students	F	PH	J	W	READING MATH	% Students	F	PH	J	W
Stan 1-3	32.46	47.54	13.93	16.58			Stan 1-3	21.64	30.71	7.41
Stan 4-6	49.62	49.01	64.49	59.73		Stan 4-6	66.01	60.16	48.06	58.62
Stan 7-9	4.14	3.45	21.59	23.69		Stan 7-9	12.35	9.14	44.53	28.73

F=Filipino PH=Part Hawaiian J=Japanese W=White

- No one body or agency has the clear responsibility to set and enforce teacher performance standards.
- The State Approval of Teacher Education Program is replacing current content standards with performance standards based on the State of Hawai'i Teacher Performance and Licensing Standards, as well as the NCATE 2000 standards.
- Student performance in key achievement measures has not improved.

Recommendations for getting serious about standards for students and teachers

- ❑ **Give the Hawai'i Teacher Standards Board the authority and capacity to set and enforce teacher standards (initial licensing, license renewal, revocation, and approval of teacher education programs.**
 - ✓ Shift related resources from DOE, but not to the point of debilitating it.
 - ✓ Share funding (fees, DOE staff shift, Legislature)
 - ✓ Allow DOE to hire on an emergency basis within parameters of a priority system, of fixed duration, frequency and locations publicly reported and publicly accounted for.

- ❑ **Phase out credentials; get serious about licensing all teachers.**

- ❑ **Require all teacher education programs to meet NCATE standards.**

- ❑ **Encourage teacher preparation institutions to seek NCATE accreditation.**





What have we done to reinvent teacher preparation and professional development?

The Policy Group addressed nine key policy issues related to this question:

- Are student performance and professional teaching standards used as the basis for design, approval, and investment in teacher preparation?
- Are current teacher preparation programs preparing teachers adequately for the demands they will face?
- Do teacher education programs provide adequate, year-long clinical experiences?
- Is teacher education adequately funded?
- Are there mentoring programs for beginning teachers?
- How are professional development priorities set and plans developed?
- What is the nature of the professional development being offered?
- Is there adequate and stable funding for professional development?
- Is there support for new and promising sources of professional development?

This area explores the status of teacher development, particularly the preservice or preparation of future teachers using performance standards for students and teachers as the gauge, and the inservice or professional development of classroom teachers in the public schools.

How Well Are Teachers Prepared?

Teacher education programs that once resembled coursework or content requirements are transitioning to the performance standards orientation of the National Council for the Accreditation of Teacher Education (NCATE).

This is due to several factors:

- Recent administrative rules (1998) require that an applicant hired for a teaching position in a public school satisfactorily completes a State-approved teacher education program that shows the applicant is likely to satisfy the teacher performance standards (Ch. 8-54-10).
- All teacher education institutions must create a plan to assess how the competencies of teacher candidates' knowledge and skills will be demonstrated.
- Teacher performance standards must be incorporated into all teacher education institutions' student teacher evaluations.

- Teacher performance standards must be incorporated into all teacher education programs from entry to exit (student teaching, observation, coursework),
- The Teacher Education Coordinating Committee (TECC) is monitoring and sharing teacher performance standards progress among its member institutions.
- A State Approval of Teacher Education (SATE) review of all teacher education institutions, which includes monitoring of standards implementation, must be completed by 2004.
- Beginning in April 2001, the federal government's Higher Education Act, also known as Title II, will require that all teacher preparation institutions submit a substantive and detailed report of program descriptions, continual program improvement information, and outcome data attesting to program effectiveness, including surveys from graduates and employers.

This shift in emphasis from “inputs” to “outputs” or outcomes and results among all teacher preparation institutions in Hawai'i began in 1999. The SATE program has formally adopted NCATE 2000 standards among its requirements, and at least one institution, University of Hawai'i at Manoa's College of Education, is applying for NCATE accreditation. Prospective teachers are receiving knowledge, practical experience, and opportunities for application of skills in professional areas that include strong content preparation, standards, curriculum, assessment, pedagogy and multiple teaching strategies, child development, multi-cultural preparation, collaboration with parents, and technology.

Breaking the Cycle

Within the last five years, standards have changed the way students learn and teachers teach. The pace of change has accelerated in the last two years. Given this environment, NCTAF's rationale for year-long clinical experiences may have particular import for Hawai'i.

For decades, prospective teachers learned their profession primarily through lectures, followed by 9-15 weeks of student teaching. Years of theory, were followed by a few, often hectic, weeks of application—with little collaboration, reflection, or sharing with others.

Students' courses on subject matter were disconnected from their courses on teaching methods, which were in turn disconnected from their courses on learning and development. They often encountered entirely different ideas in their student teaching, which made up a tiny taste of practice added on, without connections, to the end of their coursework. When they entered their own classrooms, they could remember and apply little of what they had learned by reading in isolation from

practice. Thus, they reverted to what they knew best: the way they themselves had been taught.²¹

Basically, the teachers of tomorrow learned in the same classrooms as that of their great-grandparents. Year-long student teaching or internships in standards-based elementary, middle, or high schools have proven to be a viable tool in breaking this cycle.

Year-Long Clinical Experience

Currently, Hawai'i's minimum requirement for the length of student teaching is nine weeks. The majority of teacher preparation institutions, however, require at least one semester (12-18 weeks). Nationally, one semester of student teaching is a typical requirement among teacher preparation institutions.

In defining what constitutes a year-long clinical experience, one must look at interpretation. All local teacher-training institutions include the semester of observation and participation (OP) as part of the clinical experience. Thus, clinical experience totals one year when the semester of student teaching is added.

Professional Development School Partnerships – The Wave of The Future

One of the newer models emphasizing the integration of theory and practice is the Professional Development School (PDS) partnership, which is growing in popularity across the nation as student and teacher performance standards become *de rigueur*. The partnership aspect of the PDS nurtures long-term relationships between school and university faculty, promoting joint action-research, professional development, and program development and assessment. The standards-based school, in turn, serves as the site for intern teaching among Master of Education and Teaching (MET) candidates.

Currently, the College of Education at the University of Hawai'i at Manoa has 40 partnership schools. Brigham Young University Hawai'i has links with several schools for professional development and research activities, but no formalized PDS partnerships. The University of Hawai'i at Hilo works closely with a number of schools, but has not established professional development school partnerships.

In Hawai'i, as on the mainland, growth of PDS partnerships will be highly dependent on adequate funding and political resolve to change policies regarding teacher preparation.

Last year, for example, the MET program at the University of Hawai'i at Manoa's College of Education had over 70 applicants for fewer than 30 openings.

The limited number of openings for the MET program is related to the costs of a PDS partnership—e.g., support to release teachers, support of college faculty and school personnel to collaborate, and stipends for

cooperating teachers. Each PDS partnership costs roughly \$10,000, with most of the funding supporting the K-12 school.

Adequacy of Funding for Teacher Education

Generally, Hawai'i's teacher preparation institutions regard funding overall as sufficient. But compared to other professional preparation programs, expenditures for teacher education falls in the lower half to bottom third. Among the 11 professional programs at the University of Hawai'i, for example, seven programs receive more for undergraduate and graduate support than the College of Education, while three programs receive less. As Table Ten reports, less is spent for college of education undergraduate and graduate students, than the average of all other students of both classifications at the University of Hawai'i at Manoa.

When queried about adequacy of current funding to support extensive clinical experiences, however, responses from several teacher preparation institutions raised some glaring needs. The most often cited was the stipend given to cooperating teachers. Public school teachers willing to take on the additional responsibility of supervising student teachers for one semester receive a token \$50.00. This stipend has not changed since the 1970s. Other needs mentioned were more money for faculty to provide more clinical supervision, and funding for paid internships.

State Funding for Recruiting and Preparing Teachers for High-Need Areas and Under-Represented Groups

Several state-funded initiatives target teachers for shortage areas (special education, science, etc.) and under-represented groups.

- State legislature appropriates special funds for recruitment, university courses, supervision, and 70-100 tuition waivers each year for special education teachers.
- University of Hawai'i at Manoa provided 84 semester scholarships or tuition waivers worth \$135,250 for shortage fields and under-represented minorities during 2000.
- *Ka Lama O Ke Kaiaulu* is a B.Ed., elementary-secondary cohort on the Leeward Coast emphasizing the themes of literacy, multi-cultural education, and Hawaiian culture.

Despite these efforts, shortages—current and projected—are growing at an alarming rate. More state funding and a broader, organized program are needed to address this issue.

Table Ten
Comparison of Expenditures on Undergraduates and Graduates at University of Hawai'i at Manoa on Average and at UH-Manoa College of Education

Per Student Semester Hour	UH-Manoa	UH-M Coll. of Ed.
Undergraduate	\$352	\$289
Graduate	\$1,014	\$651

Teacher Development

Historically, districts had veteran teachers, known as Beginning Teacher Supervisors, to mentor new teachers. The number of these mentor teachers usually varied from district to district, school to school, depending on the number of new teachers. For example, the rural areas of O'ahu and the neighbor islands often had one Beginning Teacher Supervisor per school. For tenured teachers, professional development was organized by Staff Development Specialists in each district.

In the mid-90s, responsibility for teacher development shifted when lump-sum budgeting for schools went into effect, and state and district offices were decentralized. At the school level, support for new teachers varies.

- Typically, schools informally “mentor” new teachers through grade-level chairpersons or department heads.
- Some schools invite its faculty to volunteer to be a “buddy mentor.”
- Some schools with high teacher turnover have used school funds to pay for a teacher to provide mentoring and other professional development activities.
- Some schools have pooled their funds with other schools in a school complex to fund a staff development position to serve the complex of approximately 5-6 schools.

Although funding and resources at the State and district levels are limited, there are a few programs and activities.

- The only state-level mentoring program is part of a Memorandum of Understanding with the Hawai'i State Teacher Association.
 - ✓ The DOE grants professional development credits for teachers who mentor beginning teachers at their school sites. Mentors can earn up to 12 credits for salary reclassification. This agreement has been in effect for 8-10 years. At its peak, about 60 schools were participating. Currently, that number is down to 10.
 - ✓ Under the same Memorandum with the teachers' union, every district has orientation sessions for beginning teachers.
- Leeward District, which tends to have the largest number of new teachers, has two mentoring programs.

1. A partnership grant from the National Education Association (NEA) enables a cohort of new teachers to spend a semester and earn credit while learning about cultural aspects of the region and sharing ideas and experiences.
 2. For SY 2000-2001, four resource teachers serve as Beginning Teacher Advisers for the District. With 240 first-year teachers and a 1-60 ratio, any significant impact is questionable in light of national research that points out the most effective ratio is 1-15.
- Windward District has two resource teachers for SY 2000-2001; their ratio is 1-40. These teachers have collaborated with UH faculty to design a 10-week credit course on teacher mentoring for interested teachers.

Of Hawai'i's five higher education institutions with preservice degree programs, two offer some type of support to their graduates in their first year on the job:

- University of Phoenix offers free seminars to graduates. These seminars are designed to meet their needs and address problems of the first-year teacher, and
- Brigham Young University Hawai'i provides outreach support for their graduates.

Hawai'i, like the rest of the nation, is in the midst of a growing teacher shortage. Nationally, there is a teacher shortage totalling 2.5 million. Hawaii is short 1,300 teachers, 10% of the total workforce. This is compounded by the lack of a statewide mentoring or induction program to retain new teachers. It should come as no surprise that within three years, over 50 percent of new teachers, primarily "new hires from the mainland," leave the public school system.

Inservice Training and Professional Development

Like teacher induction, inservice training for faculty and staff in the public schools has grown fragmented throughout the system, as professional development funds were folded into schools' lump-sum budgets. Since then, the necessity for better organization to maximize resources, provide equal access, and communicate professional development opportunities has become evident.

This overall need has been acknowledged and addressed through the DOE's core focus on standards and the BOE's approval of the Strategic Plan for Standards-based Reform. Both efforts directly link professional development to coherent, meaningful content and practices at the state, district, school, and individual levels.

Recently enacted accountability legislation requires, for the first time, continuing education for professionals, much like other professions such as

accounting, medicine, engineering, etc. This means that not only will there be a link between individual professional development and school plans,

but also the requirement that ALL teachers engage in professional development, not only those seeking advancement in their salary classification.

To this end, a statewide Professional Development Coordinating Council (PDCC) was formed and charged with the mission to transform the system through a comprehensive professional development plan. The plan should center on achieving performance standards for students and teachers, using nationally recognized and accepted criteria as a guide.

After looking at current practices, concerns, and needs in this arena, the PDCC identified the following short- and long-term goals:

- Establish standards of quality professional development for diverse clients (teachers, administrators, parents, classified staff, BOE members, volunteers, community groups).
- Help identify and provide access to exemplary and quality professional/staff development programs, products, resources—within and outside the system.
- Maximize internal and external resources for professional development needs throughout the system
- Advocate for fiscal, personnel, and time resources.
- Ensure equity, with particular sensitivity to the needs of neighbor island participants.
- Generate professional development models and validate effective, existing models.
- Address accountability for professional development resources and activities, without operating as gatekeeper.

The plan is scheduled for completion in 2001.

At the state level, the Professional Development Coordinating Council is building the system that will provide communication about and access to local, district, state, national and international professional development opportunities that meet and promote standards. Vehicles include a continuously updated calendar, a directory of service providers, and a clearinghouse with more in-depth information and services—all presented in electronic formats.

At the local or school level, student and school needs identified through outcome data—student assessments, disciplinary incidence reports, attendance, promotion and retention and eventually, a biennial School Quality Survey of parents, students, and teachers—will form the foundation for a professional development plan to meet individual school needs. The professional development plan, along with other school elements related to standards implementation, will be described in each school's Standards Implementation Design (SID), beginning in 2001.

The committee that authored the Standards Implementation Design process has recommended that a team, led by the District Superintendent or his/her representative, conduct the review. Whatever form or process the review takes, the scope and depth of the review will be a district decision.

As envisioned by the committee, there are no punitive consequences. The review will indicate areas of strengths and weaknesses and make recommendations, much like a formative evaluation.

Current Professional Development Priorities

Professional development activities in the schools and districts are not reported, nor are schools required to report such activities.

A major facet of professional development that can be examined, and from which generalized details might be extrapolated, is the SY2000-2001 applications for professional development (PD) credit. Credit is granted by the DOE provided applications follow revised, standards-based protocols. There have been approximately 100 PD credit applications that fall into three major areas:

- Standards implementation (curriculum, instruction, assessment)
- Technology
- Reading intervention

For the most part, individual schools apply for PD credit. They determine the need and what professional development would satisfy the need. Sometimes, the sponsor determines the professional development activity, especially if offerings are being made through grant monies or targeted funding. This is especially true for technology and reading intervention offerings.

At the state level, professional development is driven by specific federal programs, such as:

- Special Education for the Disabled, Project I-V (\$136,295.32),
- Native Hawaiian Special Education Projects (\$120,000.00), and
- Preschool Incentive Grants (\$102,831.68).

Sometimes, professional development is subject to the collective bargaining contract. For example, approximately \$1.5 million must fund sabbatical leaves for teachers, educational officers, and classified staff.

In other cases, the State is responsible for ongoing staff development—e.g., driver education teacher certification courses, training of district summer school coordinators and directors, After-School Plus (A+) first aid/CPR certification training and orientation workshops, the Cohort School Administration Training, Distance Learning for Special Education (RISE Coursework), EPA Water Issues Teacher Training Project, Carl Perkins Tech Prep, School Health Program, and so on.

There is the issue of equity, however. Not all districts and schools are addressing subject-matter and other teaching knowledge to the same degree. Some complexes have School Renewal Specialists who have a strong staff development or curriculum background, while others don't. Likewise, schools that have either "bought" a teacher position for curriculum coordination or redesigned staffing to secure a full or part-time curriculum coordinator will spend more than the average amount of time and resources focused on subject-matter, simply because someone has been given the function or responsibility. Perhaps more importantly, someone has the time to monitor the needs, seek the resources, and coordinate the professional development activities.

Professional Development Incentives

Reclassification for higher salary based on continuing education is the most common incentive for teachers to engage in professional development. There is a total of six salary classifications, and movement from one class to the next requires teachers to take principal-approved professional development equal to 15 credits per class. Class VI, the highest class, requires 21 credits.

In the most recent teacher salary schedule awaiting ratification, "Model O" creates a professional track in the three highest classes—IV, V, and VI. Movement in these professional tracks depends on outstanding individual performance judged as superior by peer review. Rewards include one-time bonuses and higher salary classification.

Sabbatical leaves for teachers are considered another incentive. Annually, teachers may apply for the 50 available sabbatical leaves. Those who receive a sabbatical leave have the option of choosing the length of time for their leave, either one-year at one-half of their salary or one semester at full salary.

Professional Development Credit

Taking a cue from standards-based reform, the DOE launched the PD Credit in September 1999. Prior to that, teachers could earn the DOE-issued B-credit for professional development activities based on contact time only. In other words, the number of B-credits earned depended on nothing more than the amount of time spent with the sponsor of the activity.

The PD Credit, on the other hand, is standards-based (student and teacher performance standards, and the "Elements of Quality Professional Development), and application-of-learning focused.

To meet these requirements, the PD credit sponsor must explain which standards and elements are covered, how they are covered, and what tangible results will be produced. To ensure successful application of learning, sponsors must provide support and assistance over time, primarily through meetings and other opportunities for sharing and reflection. PD Credit candidates must build a portfolio as evidence of application of learning in their classroom practices. They must also show that these practices helped students meet the standards.

Only after teachers submit their portfolios for review by their sponsor, and sponsors submit the three best portfolios for DOE review, along with evidence that all other requirements have been met, is the PD Credit granted.

Recently, the Felix Response Plan has ordered an additional 10 professional improvement leaves for one-year with pay for applicants studying for a graduate degree in special education.

In the near term, the DOE will be providing more teachers the opportunity to not only enhance their subject-matter knowledge, but also to participate in broadening their experience by opening up more than 400 resource teacher positions to open applications and limited-term appointments. Prior practice has been to select teachers for these resource positions. In many cases, resource teachers have served in their positions for several decades, in what resembles “life-time appointments.”

Professional Development Linked to Student Standards

K-12 education has been at the vanguard of the substance of standards—student content and performance standards, rubrics, exemplars, and teacher commentary. Equal emphasis has been placed on curriculum alignment to the student standards, instructional strategies to meet the needs of different students, and accurate classroom assessments.

To respond to teachers’ standards-based professional development needs, the DOE has had to rely primarily on:

- Curriculum specialists who lead teams of teachers engaged in standards-based, action research.
- School Renewal Specialists assigned to school complexes.
- State and federal grants to schools and districts to fund training and innovative approaches or adoption of proven models.
- External resources with a focus on responding to K-12 needs, such as the Pacific Resource for Education and Learning, a former regional laboratory.

University and college courses linked to student standards are very limited. Few college instructors have the knowledge or experience of teaching to student standards.

The dearth of college courses on curriculum, instruction, and assessment related to student performance standards, has led to a range of attempts to fill that void at the K-12 level.

Besides the PD credit venue, “action research” has engaged a wide range of K-12 classroom teachers (n=500) in the 10 content areas of the Hawai’i Content and Performance Standards (HCPS) under the guidance of the DOE’s HCPS curriculum specialists. Most of this actively involves research into the performance standards, rubrics, student exemplars, classroom assessment, and various instructional strategies to support all learners to meet standards.

The criteria of job-embedded and sustained professional development pervade the action-research model, which extends into the classroom

during the school year in the form of “applied research.” This model includes periodic meetings during the school year during which teachers reflect on student outcomes and revise instruction. Teachers who opt to receive the DOE’s PD Credit also maintain a portfolio to demonstrate their learning.

Content vs. Delivery

Standards-based professional development content is ahead of the system’s ability to deliver the content.

Currently, time and resources for delivering professional development are limited to a few options.

- By contract, teachers have a 40-minute preparation period during the normal workday. Teachers decide how to use this time. They may use it for professional development, lesson planning, preparing classroom activities, correcting papers, or attending parent and special education Individualized Education Plan (IEP) conferences. More and more teachers report that the last activity is taking up an increasing amount of their preparation periods, especially with the increasing population of special education students.
- Since 1994-95, when the state and district offices’ allocation of \$1.5 million for professional development shifted to the school-level, the state and districts have had no influence over setting the tone for collaboration and collegiality in professional development. Basically, the state and districts engage primarily in compliance training, such as student safety; or they function as brokers for grants.
- About 170 SCBM schools, or 68 percent of the total number of public schools, have exercised the option of altering their school schedule or school calendar to provide 1-4 days of professional development for schoolwide professional development. Most schools have resorted to writing grants to secure funds for substitute teachers and consultants—resources needed for team or schoolwide professional development.

Funding for Professional Development

Approximately \$12.4 million of state and federal funds are spent on professional development. Table 11 summarizes the allocations for the larger programs.

Schools’ Spending for Professional Development

With their lump-sum budgets, schools decide what portion will be spent on professional development at their level. Schools are not required to report their professional development expenditures by item. General information, nevertheless, can be extrapolated based on Program ID’s,

such as purchase orders for contracts and registration fees or organization codes for substitute teachers or stipends for teachers who engaged in professional development activities after school hours, on weekends, holidays, or vacation periods. (Caution: Some data may have been miscoded by the schools or some programs may have a mix of professional development and other resources.)

Generally speaking, schools spent \$14.5 million on professional development in FY 1998. That figure decreased slightly in FY 1999, when schools spent \$14.3 million. Of the \$28.7 million total spent by schools over both years, \$23.04 million or 80 percent was spent on hiring substitute teachers to allow regular teachers to participate in professional development activities during the school day.

Professional Development Issues

Accountability and access surface as two unresolved issues in professional development for educators.

Accountability

Policymakers only have results of the annual, statewide Stanford Achievement Test (versions 8 and 9), to gauge the impact of professional development activities at the student, school, district, and state levels. This may change in SY 2000-01, as the SAT 9 will incorporate a small number of reading and mathematics items related to the Hawai'i Content and Performance Standards.

The NAEP assessments provide more in-depth information such as achievement levels, policies and practices affecting performance, and influences outside of school such as literacy materials in the home, television viewing habits, and parental support. The information produced by the NAEP assessments is extensive and in-depth. There are some limitations to the NAEP, however. Assessments such as mathematics and reading are not conducted annually, and data are reported only at the state level.

Access

The issue is equity throughout the system. Teachers on O'ahu, and some urban areas of Maui, Kaua'i, and Hawai'i have the most access to professional development opportunities because of their proximity to universities, colleges, and community colleges. To a limited extent, technology such as distance learning has mitigated this inequity. Nevertheless, there are a number of remote areas, particularly on the Neighbor Islands, where teachers have very few opportunities or choices for their professional development.

New and promising sources of professional development

New sources of professional development include:

- The DOE's PD credit program,

- Professional Development School (PDS) partnerships between the University of Hawai'i at Manoa's graduate program or MET and the DOE,
- Professional Development Academy, and
- Comprehensive School Reform Demonstration Program (CSRDP), a competitive, multi-year, competitive grant program sponsored by the federal government.

Promising sources of professional development are largely an outgrowth of standards-based reform. The DOE and teacher preparation institutions are "reinventing" their professional development polices and practices. The NCATE 2000 standards, Professional Development Coordinating Council, and the Standards Implementation Design are redefining professional development to standards-based thinking.

There is one caveat. Because professional development is decentralized,

Table 11
State and Federal Funds Used for
Professional Development
Fiscal Year 1998-99

Program	State	Federal Funds
Teachers, Counselors, Librarians – Institutes, Workshops, Sabbatical Leaves	\$1,640,114	
School Administrators & Educational Officers Sabbatical, Administrator Training Program, Leadership Academy	\$1,064,190	
Goals 2000 – Professional Development, Teacher Education		\$496,654
Carl Perkins – Technical Preparation		\$1,527,927
Title II – Staff Development		\$1,184,059
Title I and Title VI – Staff Development		\$224,984
Preschool Incentive Grants		\$102,832
Special Education for Disabled, Project I-V		\$136,295
Native Hawaiian Special Education Projects		\$120,000
Environmental & Marine Ed., Curr. Improvement World Languages, Hawaiian Immersion	\$157,369	
Training Teachers for disabled, deaf/blind programs, SPED State Program Improvement Grant		\$170,070
Speech Therapists/Special Ed Teacher Training	\$2,136,604	
Student-Parent-Family Support Programs	\$512,765	\$302,396

schools, complexes of schools, districts, state offices, and higher education have the freedom to engage in cutting-edge innovations. However, the major obstacle is insufficient funding to launch innovations, and once proven successful, to maintain or “grow them” at other sites.

Summary

This area examined how well teachers are prepared and how well they are professionally nurtured using performance standards for students and teachers as the gauge. Hawai'i has an advantage in the close alignment of teacher performance standards with the Hawai'i Content and Performance Standards and the four general learner outcomes sought for all students. And Hawai'i's seriousness of purpose about supporting students and teachers in meeting the standards is evident in the progress that has been made in such initial steps as design and approval of standards-based programs—both at the preservice and inservice stages. A standards-based culture is taking root.

Examination of implementation, investment, and early results, however, indicate that Hawai'i is still a “work in progress.”

- Teacher education programs will need more support and resources to equip future teachers with the knowledge and skills to meet student and teacher standards.
- Clinical experiences that best prepare teachers for the demanding realities of their profession integrate theory and practice, last for at least a year, and should become the norm.
- Teacher induction, including mentoring, needs serious attention and support, particularly in light of a growing teacher shortage.
- Professional development has the potential of meeting quality criteria and providing equity of access throughout the state, provided implementation follows current plans.
- Professional development opportunities tied to student progress and performance will depend on each school's success in developing and implementing its Standards Implementation Design.



Recommendations for reinventing teacher preparation and professional development

- ❑ **Establish funding support for Professional Development Schools at the college and school levels.**
 - Encourage teacher education programs to meet NCATE standards for Professional Development Schools.
- ❑ **Encourage teacher education institutions to establish a system to assess their candidates—including data on the qualifications of applicants and the performance of candidates and graduates. This data should be used to evaluate and improve programs.**
- ❑ **Establish a strong induction, mentoring, assessment and evaluation program through collaboration among colleges, DOE, HSTA and independent schools.**
 - Upon implementation of this program, establish a two-year provisional license for probationary teachers prior to granting them a five-year license.
 - Develop an evaluation system of the induction program that focuses on teacher performance, access to support and mentor preparation.
 - Increase compensation and/or other incentives to cooperating and mentor teachers.
- ❑ **Provide continuous access to high quality teacher preparation, inservice professional development and graduate degree programs to individuals on all islands.**
- ❑ **Establish procedures that ensure that professional development enhances student learning. Emphasize maximizing talents, refining skills, and rejuvenating enthusiasm for one's professional responsibilities.**
- ❑ **Require alignment of the proposed teacher evaluation instrument, graduate courses, and inservice/professional development activities for teachers with the teacher performance standards.**

- ❑ **Provide the Hawai'i Teachers Standards Board with the authority to relicense teachers.**
 - ➔ Apply the professional development requirements of Act 238 in the relicensure process.
- ❑ **Increase support for professional development by allocating 4 percent of the DOE's operating budget for this purpose.**
- ❑ **Provide preparation and support to instructional leaders such that they are knowledgeable about teaching and learning, professional development, and school design linked to student learning.**



What have we done to overhaul teacher recruitment and put qualified teachers in every classroom?

To answer this question, the Policy Group addressed five issues:

- What is the status of teacher supply and demand in the state?
- How competitive are teachers' salaries and are they adequate to ensure a supply of qualified teachers across the state?
- Do the state or districts provide incentives to recruit and retain teachers where they are most needed?
- Are district recruitment and hiring procedures efficient and effective?
- Does state policy and practice effectively reduce barriers to teacher mobility?

This area will first examine the state of teacher supply and demand in Hawai'i—both current and future. It will continue with an exploration of the factors such as competitive salaries and meaningful incentives that contribute toward assuring every child access to a qualified teacher. Finally, it will conclude with a look at how well state policy, procedures, and practices facilitate recruitment of quality teachers.

Teacher supply and demand

The public schools have been able to meet the demand for new teachers, until now. For example, by August 2000, Leeward District could not fill as many as 30 elementary teaching positions with a qualified teacher.

Hawai'i is facing a teacher shortage for several reasons:

- Increasing number of teachers qualifying for retirement.
- Local institutions have yielded a little more than half of the needed number of new teachers every year.
- Need to recruit out-of-state, while competing with other states that pay their teachers higher salaries when cost of living is factored in.
- Teacher salaries that fall short in comparison with those of other states and other professions.
- Highest number of vacancies occurring on Neighbor Islands, and in teaching fields such as special education where the supply is scarce.

Four years ago (1996-97), there were 78 retirements among teachers in the DOE. Table 12 shows that in 2001 that number will increase by more than 300 percent.

	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Retirement	78	98	110	190	220	260	250	310	260	260	260
Resign	388	325	243	250	260	260	280	300	260	260	260

Resignations, on the other hand, are tapering off from a peak in SY 1996. In 2000, for example, there is a projected 260 resignations or a 33 percent decrease in the number of resignations from the 1996 baseline of 388.

Except for a small spike in the number of retirements and resignations in SY 03-04, these categories seem to maintain a steady average of 260 every year from SY 2001 to SY 2006.

Although the total number of vacancies resulting from retirements and resignations looks manageable at 500-600, the real total is almost double that number. Vacancies are also created by temporary teaching positions, teachers on leave, new programs, and most recently, a greater demand for special education teachers and counselors as mandated in the federal court order in the Felix Court Order.

It comes as no surprise then, that 1,008 new teachers (elementary, secondary, special education teachers, school librarians, and school counselors) were hired for SY 1998-99.²² That total rose to 1,378, an increase of 37 percent in SY 1999-00.²³

Table 12
Retirement and Resignation Projections

Colleges and Universities	Number of Hires	Percent Hired
Brigham Young University - Hawaii Campus	35	3.5%
Chaminade University	49	4.9%
Hawaii Loa College (now part of HPU)	0	0.0%
Hawaii Pacific University	2	0.2%
University of Hawaii at Hilo	71	5.9%
Univeristy of Hawaii at Manoa	397	39.4%
University of Hawaii - West Oahu	4	0.4%
TOTAL LOCAL COLLEGES	558	55.4%
TOTAL MAINLAND COLLEGES	446	44.2%
TOTAL MISSING COLLEGES (No degree/ROTC instructors)	4	0.4%
GRAND TOTAL	1,008	100.0%

Table 13
Newly Employed Teachers from Local and Mainland Colleges, 1998-99

Regarding the status of supply and demand, the DOE reports:

The forecast is that there will be a continued demand for teachers in special education, mathematics, science, industrial arts, home economics, school counselors, and school librarians. A causal factor is the low number of graduates in these areas from local universities.²⁴

Another factor contributing to the looming teacher shortage is the inability of local teacher preparation institutions to graduate enough prospective teachers to meet increasing demand. In 1998-99, for example, 558 or 55.4 percent of newly employed teachers were graduates of local universities.²⁵

In 1999-00, the number of new hires graduating from local colleges increased to 726, but that number represented only 52.7 percent of the total of newly employed teachers. While the real numbers increased, the percentage of local graduates hired that year decreased by -2.7 percent.²⁶

The DOE continues to meet demand through out-of-state recruitment activities. Table 13 reports on the number of hires from local colleges, as well as the total hires from mainland colleges. Note that the total for mainland colleges includes returning Hawai'i residents who graduated from out-of-state colleges, as well as new residents who recently relocated to Hawai'i.

The out-of-state recruitment prospects may become even more challenging during the next 3-4 years in light of a national teacher shortage that is giving rise to increased competition among states to attract teachers from a dwindling pool of qualified candidates.

Teacher Salaries

Since Hawai'i is a single, statewide district, the state pays 100 percent of teachers' salaries. The salary schedule is negotiated with the Hawai'i State Teachers Association and applies to all teachers in the public school system.

The negotiated salary schedule does contain supplementary pay for certain positions that require more time or expertise. These include grade-level chairperson (elementary), department head (secondary), secondary school registrar, and band teacher.

Teachers' Gross Annual Salary Schedule (Table 14) effective school year 2000-2001 (March 2000), shows that the entry level for newly hired

Table 14
Entry Level Teachers' Gross Annual
Salary Schedule

Years of Teaching Experience	Class I BA	Class II BA + 30 MA	Class VI BA + 96 MA+66 Ph.D, or Ed. D.
Step 1: 0-2 years	\$29,204	\$31,403	\$37,444
Step 2: 3-5 years	\$30,123	\$32,391	\$38,622
Step 3: 6+ years	\$31,070	\$33,410	\$39,837

teachers ranged from Step 1 (0-2 years and a BA degree), Class I at \$29,204 to Step 3 (6+ years of teaching experience), Class VI (BA + 96 credits, or MA + 66 credits, or Ph.D. or Ed.D.) at \$39,837.

“Cost of Living” in Hawai`i and Other Factors Impacting Recruitment

Sooner or later, any discussion of average teacher salaries in Hawai`i must factor in the cost-of-living index. Among the 50 states and Washington, D.C., Hawai`i has the highest cost of living. According to the American Federation of Teachers’ Department of Research, “State Rankings by 1998-00 Average Teacher Salary,” Hawai`i’s average teacher salary originally ranks at 18th in the nation. When the same average teacher salary has been adjusted by the cost-of-living index (133.0 or -\$10,028), that same salary drops down to 51st. (See Appendix B for the State Rankings.)

But that’s not all. An analysis of state-by-state salary gap data between teachers and other college-educated adults shows Hawai`i at another still another disadvantage. The analysis, which appeared in Education Week on the Web, was based on data compiled by the U.S. Census Bureau in its “Current Population Survey: March Supplement” (See Appendix C).

- In 1998 teachers ages 22 to 28 earned an average of \$7,894 less than other college graduates of the same age.
- The gap is three times greater for teachers ages 44 to 50, who earned \$23,655 less than their peers in other occupations.
- Graduate studies yield only half the payoff for teachers as for individuals in other occupations.
- On average, teachers in 1998 with master’s degrees earned \$12,425 more than teachers who had only bachelor’s degrees; Americans outside the teaching profession earned an average of \$24,648 more per year with a master’s than with a bachelor’s degree.

State	Teachers	Others (All college graduates with at least a bachelor’s degree)
California	\$32,930	\$45,385
Florida	\$34,227	\$48,238
Georgia	\$34,898	\$50,275
Hawaii	\$26,042	\$34,138
Louisiana	\$28,266	\$52,379
Nevada	\$34,667	\$47,986
Texas	\$35,340	\$55,828
U.S.	\$35,048	\$49,362

Table 15
Comparison of Teacher Salaries and Other College-Educated Adults Among Selected States—1998

- Teachers ages 44 to 50 who held master’s degrees in 1998 earned a whopping \$32,511 less than master’s-degree holders of similar ages in other occupations—or \$43,313 vs. \$75,824.²⁷

Table 15 illustrates selected states’ data for average salaries of private and public school teachers and all college graduates with at least a bachelor’s degree, adjusted for cost-of-living. The complete table can be found in Appendix C.

In this study, the average salary of public and private school teachers in Hawai’i is the lowest, with North Carolina in second to last place with \$28,087 or 0.08 percent more than Hawai’i.

The average salary of those in the second category—all college graduates with at least a bachelor’s degree, reports that Hawai’i’s other college graduates are earning on the average of \$34,138, and they are also at the bottom of the salary range nationally.

The second reality challenging recruitment efforts is the local salary gap between teachers and other professionals in Hawai’i, as reported from data provided by Career Kokua and the Bureau of Labor Statistics and presented in Table 16.

According to the State of Hawai’i’s Department of Commerce & Consumer Affairs’ Professional & Vocational Licensing Division, the following occupations listed in Table 16, may be the most comparable to the teaching profession. They require an initial license, relicensing (usually every two years), and a two-year continuing education requirement. These occupations include accounting, architecture, engineering, physical therapy, and social work.

Since the Hawai’i Department of Labor and Industrial Relations’ Research and Statistics Office could not locate any one source that provided both entry level wage and mean annual salary, Table 16 reflects information taken from two different sources.

“Career Kokua: The Hawai’i Career Information Delivery System, Occupations, Volume I + II, Effective 1999-2000,” provides entry wage ranges. Monthly ranges were converted to annual salaries.

Table 16
Entry-level, Mean Annual Salaries of
Similar Occupations in Hawai’i – 1998

Occupation	Entry-level, Annual Salary	Mean, Annual Salary
Accountant	\$25,200 - 30,000	\$46,110
Architect	\$25,200 - 30,000	\$55,590
Civil Engineer	\$28,800 - 36,000	\$53,980
Physical Therapist	\$26,400 - 36,000	\$59,210
Social Worker	\$25,200 - 30,000	\$37,830
Elementary Teacher	\$21,000 - 31,000	\$40,050
Secondary Teacher	\$21,000 - 31,000	\$45,070

Note: Career Kokua does not make a distinction between elementary and secondary teacher earnings

The 1998, mean, annual salaries for these occupations, along with those for elementary and secondary teachers come from the Bureau of Labor Statistics' Occupational Employment Statistics: 1998 Metropolitan Area Occupational Employment and Wage Estimates—Honolulu, HI.

The landscape changes little when one looks at local studies. As Table 15 illustrates, teaching is not a lucrative occupation nationally. The significance of having competitive teacher salaries ought to be taken seriously. And whether the comparison is with other states, other college graduates, or other occupations—Hawai'i consistently ranks at the bottom.

Recruitment and Retention Policies and Practices to Retain Teachers Where They Are Most Needed

Using the projected needs data, turnover patterns appear to be most prominent in the fields of special education, mathematics, and elementary education. Other selected fields, based on their “double digit” totals, are shown in Table 17.

Public schools are witnessing a shortage in almost all major fields, including elementary education and physical education, besides the ongoing, critical teacher shortage areas of special education, mathematics, science, industrial arts, and home economics. There is also a shortage of school counselors and school librarians.

Moreover, unlike in other years, all districts—including the urban core of Honolulu, will have openings for all subject areas. This is the first year since the early 1970s that Hawai'i has faced such a shortage of classroom teachers. This situation is expected to exacerbate the existing teacher shortage on the neighbor islands. Unlike prior years when newly graduated teachers accepted positions off-island because of the lack of vacancies on O'ahu, graduates are anticipating employment opportunities in the four O'ahu districts.

Table 17
Teacher Hiring Needs by
Highest-Demand Fields

	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
K-3 Elem.	90	52	12	40	54	53	38	58	57	58	56
4-6 Elem.	63	37	7	18	24	28	18	34	30	32	33
Eng/Speech	55	49	12	43	48	51	46	54	42	44	44
Mathematics	85	71	35	39	52	51	54	51	52	51	51
Gen/Phy Sci	62	71	32	35	48	39	35	36	27	23	23
Learnng Disabl	243	335	352	358	368	363	360	362	330	330	330
SpEd-All Others	31	54	51	64	60	66	75	72	63	56	51
Soc Stud	25	42	18	23	32	31	28	29	27	24	24
Counselor	41	61	18	35	37	36	38	39	42	41	42
Sp Motivation	19	30	15	15	19	17	24	19	20	19	19

Special Education

Of all the fields in Table 17, special education/learning disabled has the largest shortage. The number of special education students has been increasing dramatically. The DOE projects that between SY1997-98 to SY2006-07, the enrollment counts in special education will rise from 15,561 to 25,927. This represents an average increase of 1,152 students each year. This anticipated increase in enrollment will demand more than 400 new special education teachers each year, at least until SY2004-05.

Although the shortage of special education teachers is a national trend, Hawai'i is facing an atypical demand due to two local developments.

- The Felix Consent Decree is a federal court order that stipulates a range of actions by the Department of Education and the Department of Health to strengthen and improve the system of care for special education students. These actions are estimated to cost the state \$31 million. In implementing these actions, the two state departments have the liberty to supercede procurement, collective bargaining, and civil service laws.
- Licensure requirements implemented in SY1997-98 give credentialed teachers a maximum of three years to qualify for a license. According to a DOE report, in 1998 there were 249 credential holders teaching in shortage fields, primarily special education. There were an additional 400 credential holders, again primarily in special education, who had not been able to pass their PRAXIS examinations.²⁸

Special Education — Incentives to Recruit and Retain

The DOE's "Recruitment & Retention Personnel Plan" proposes 20 intervention activities to meet the demand for special education teachers. They include:

- Expanding teacher recruitment efforts on the mainland, including contracting with Columbus Educational Services, a private, for-profit business. The company will provide licensed, special education teachers who will be employees of Columbus Educational Services and fill up to 83 vacancies on the Neighbor Islands only.
- Increasing the size and capacity of alternative preparation through Project Rise and ABCSE (Alternative Basic Certification in Special Education).
- Attracting more special education candidates into local teacher preparation institutions with scholarships.
- Developing endorsement programs providing opportunities to teachers licensed in other teaching fields to qualify as special education teachers.

- Promoting teaching as a career for high school students.
- Offering incentives for newly recruited special education teachers.

Expanded retention activities range from providing teacher orientation programs, administrative leadership development, and opportunities for training, to developing mentor programs, providing a scholarship conference fund for Hawai'i DOE teachers, and offering monetary and paraprofessional assistance on the job as incentives to retain special education teachers in special education.²⁹

Neighbor Island and Teacher Shortage Fields, Other Than Special Education

The Neighbor Islands are vulnerable to teacher shortages because of geographic isolation, travel distance, scarcity of affordable housing, an even higher cost of living than O'ahu, and limited professional improvement opportunities. Graduates of local teacher preparation institutions are reluctant to accept teaching positions on the Neighbor Islands.

Shortages also exist in other teaching fields—secondary mathematics, science, industrial arts, home economics, school counseling.

A concerted attempt to fill vacancies in these shortage areas include recruiting targeted to a variety of sources:

- Teachers working in other occupations returning to the applicant pool.
- Hawai'i residents who have completed or are about to complete their training at teacher preparation institutions on the mainland.
- Non-residents who meet licensing requirements, including military dependents about to relocate to or already relocated in Hawai'i.
- Teachers who have completed a teacher preparation program in other non-shortage fields with training or experience in the shortage fields.
- Temporary teachers who do not fully meet licensing requirements, but otherwise have training, knowledge, or experiences in teaching in the shortage field.

In addition, the DOE has implemented other initiatives to recruit and retain teachers for the shortage areas and fields:

- Encourage licensed inservice teachers to retrain and obtain certification in shortage areas through arranged coursework at teacher training institutions.
- Continue to give priority to teachers applying for professional improvement leaves for programs of study which will result in meeting licensing requirements in designated shortage areas.

- Continue to provide individuals with baccalaureate degrees in mathematics, science, and other shortage areas the opportunity to complete an alternate certification or post-baccalaureate program to meet licensing requirements.
- Rehire retired teachers to teach in shortage areas on a part-time basis.
- Address geographical shortages by delivering teacher preparation programs on the Neighbor Islands.
- Attract candidates who reside on the Neighbor Islands into the teaching profession.³²

Other partners and stakeholder groups are also contributing to the effort. They include:

- Kamehameha Schools and Alu Like give full scholarships and subsidies to students of Hawaiian ancestry who are interested in and qualify for special education teaching programs.
- Future teachers who major in special education may apply for full tuition waivers from the University of Hawai'i or Gonzaga University (federal grant). In return, teachers must “give back” 3-5 years FTE teaching in special education.
- The Gonzaga University program, made possible by a Title II federal grant, is directed to a particular niche of Title I schools in need of special education teachers. This unique program holds classes at three local sites (one on Kaua'i, and two in Leeward O'ahu; a cluster of Moloka'i teachers attend one of the Leeward O'ahu sites). Gonzaga University faculty fly over to teach in this three-year program with 52 candidates. This grant gives qualified students free books and a tuition subsidy of about 81 percent (regular 3-credit course costs \$935).
- During SY 1999-00, the University of Hawai'i's President's Office granted 25 special tuition waivers to the College of Education for qualified students enrolled in shortage fields of mathematics.

Collecting Data on Why Teachers Leave

Except for exit surveys conducted for special education teachers in Project RISE, the public school system does not collect information about why teachers are leaving (dissatisfaction with teaching, working conditions, family obligations, military spouse's reassignment, inability to adjustment, cost of living or salary) and what they are leaving for (other jobs, relocation to mainland, private schools, graduate school, marriage, etc.) To be successful, any retention program must begin with an analysis of needs.

In spite of the focus placed on the low salaries compounded by the high cost-of-living facing Hawai'i's teachers, exit surveys of special education teachers reveal other reasons for leaving the field. The most often-cited reasons are working conditions, amount of paper work, and fear of litigation—despite the fact that no lawsuit against an individual teacher has ever been litigated with any success. Special education teachers leaving the field ranked dissatisfaction with pay as eighth. Thus, retention aimed at special education teachers should consider priority actions that improve their working conditions, reduce the paper work, and eliminate the threat of litigation, before addressing salaries.

Recruitment and Hiring Procedures

Initially, only licensed teachers (tenured first, non-tenured second) can apply for vacancies. If vacancies are still unfilled, the announcement goes out to licensed “new hires.” If a position is still vacant at this stage, those who are teacher-trained or graduates of teacher education programs and who have not met their PRAXIS requirement, may apply. If a position is still unfilled, a candidate who qualifies for a credential (holds a baccalaureate degree, but not teacher trained), may apply.

While Hawai'i does issue credentials, which serve as a proxy for emergency licenses for shortage areas, the law requires that credential holders pursue the necessary coursework or preparation to meet the established

Special Education: An Alternative Route

Project RISE (Respecialization in Special Education) offers an alternative certification program for candidates who hold an elementary or secondary education degree, and who want to teach special education.

The Teacher Training Program is designed to provide noncertified teachers in the special education classroom with the essential skills and the knowledge needed to effectively teach young people with disabilities. The program participant completes seminars and field experiences while concurrently employed in a teaching position with the Department of Education.

Upon successful completion of the course work, required PRAXIS tests, and on-the-job training, the noncertified special education teacher receives an endorsement in special education on his/her teaching certificate. This endorsement is **valid only in the state of Hawai'i**.

Project Rise accommodates two different types of teachers:

- Certified teachers who have been hired to teach in special education positions within the DOE, but who are not certified in special education are eligible to apply for the one-year Teacher Training Program. This program does not charge tuition or training costs.
- Teachers with a Baccalaureate Degree, who have been hired to teach special education, but who do not have a teaching degree, may enroll in a 24-credit, 2-year program through Chaminade University. This program, known as the Alternative Basic Certification in Special Education Program (ABCSE), requires attendance at 22

continued in inset on page 57

requirements to become a licensed teacher. Credential holders are hired on a yearly contract, and must provide annual documentation of progress being made toward licensing, prior to rehiring. Satisfactory progress enables credentialed teachers to take up to three years to become licensed. Recently, the 2000 Legislature allowed for a possible extension on a case-by-case basis for one year (not more than two), per individual. Sanctions against non-compliance with the statutory provisions for teacher licensing involve a fine of up to \$500 per individual who ignores licensing requirements—teacher, principal, and DOE recruiter. Fines are levied per incident.

To ensure the hiring of qualified teachers, the state employs a screening process that verifies a candidate has graduated from a qualified teacher training institution. After this first step, the state examines whether a candidate has passing scores on the PRAXIS exam. For other types of candidates, the DOE requests the placement file from the candidate's college or university. For experienced teachers from other districts or states with reciprocity agreements, Hawai'i requests a completed confidential assessment form and a verification of employment.

Hawai'i has a "limited reciprocity" agreement with 38 states and the District of Columbia. Graduates of state-approved programs in these 38 states with official transcripts and a valid teaching certificate may apply to teach in Hawai'i. Like many other states, Hawai'i also has additional

Saturday sessions of seven hours each for a total of 154 seminar hours. In addition, they are observed in their classroom during 30 visits of 60-90 minutes per visit. Participants are responsible for the cost of courses, textbooks, and any interisland travel.³⁰

The RISE Program trains teachers only after hiring them and placing them in special education classrooms. The total number of special education teachers who have gone through the RISE Program and who are currently going through the program is 779. Of that total, 554 have graduated; 225 are currently in the program.

Project RISE also has a two-year old program focused on educational assistants (EA) in special education.

The goal of the EA Training Program is to improve instruction and services to students with disabilities through a comprehensive, competency-based, systematic, training program. The training program consists of two components:

- Instructional, and
- Integrated, field-based, training.

The EA Training Program serves two populations of individuals with a minimum requirement of a high school diploma or equivalent:

- Experienced educational assistants currently working in the field who have been hired to work in special education classrooms and who wish to improve their skills; and
- Individuals interested in pursuing positions with the DOE as an educational assistant in a substitute, temporary, or permanent position.³¹

requirements—candidates must pass the PRAXIS tests. Other states also have additional requirements like the PRAXIS and some require different tests. For example, California requires passing scores on the CBEST and Texas has the EXCET requirement.

Incoming teachers receive full salary credit for education and experience for up to six years. However, teachers coming from other states cannot “port” their pension benefits.

The collective bargaining agreement between the Board of Education and the Hawai'i State Teachers Association requires the Department of Education to open any permanent, clear teaching lines first to tenured teachers who express a written desire to transfer; second, to non-tenured or probationary teachers; and third, to qualified, newly hired teachers.

DOE personnel on recruiting trips to the mainland are authorized to interview and give an “Offer Letter” to promising, initially qualified candidates on site. (The standard operating procedure of most states and districts is to gather a list of interested candidates, send them employment information, and set up job interviews at a later date.) This early hiring procedure applies only to shortage fields such as special education, mathematics, science, industrial arts, counseling, and library science. Additionally, the department cannot offer a contract to teach in a particular school or district, until the vacant-position “cycle” mentioned above, has run its course.

Other recruitment avenues, if feasible, are pursued. For example, Hawai'i participates in “Project Connect,” a national database (located at the University of Wisconsin, Madison) that allows districts and states to indicate their hiring needs to participating colleges of education throughout the nation.

Hawai'i also sends “recruiting” posters and videos about teaching in Hawai'i to various teacher preparation colleges’ “Career Fairs.”

Personnel specialists have tried to establish partnerships with a few mainland colleges whose graduates have had a particularly successful adjustment to Hawai'i and have a history of setting up permanent residence. For example, during the past 3 years, Hawai'i has nurtured a special relationship with New York's Marist College teacher education program. The college has produced high quality candidates who have a track record of adjusting well to teaching in Hawai'i.

Another partnership worthy of mention is that of Illinois State University (Normal, IL). Twelve of their students, under the supervision of Dr. Salvatore Mungo, are doing their student teaching in several O'ahu middle and elementary schools.

Negative Effect of Education Funding

While efforts to recruit qualified teachers have been diligent and

creative, Hawai'i falls far short in funding public education. In fact, it falls to the very bottom among the 50 states.

Information on funding and spending patterns is found in the most recent edition of *The Superintendent's Annual Report on School Performance and Improvement in Hawai'i 1998* (February 2000). The section on "General Revenues and Expenditures for Public Education," states:

Despite the stagnation that has troubled the state's tourism-dependent economy for most of this decade, Hawai'i remains a comparatively wealthy state. In 1997 Hawai'i ranked 16th among the states in personal income per capita, a decline from its peak of 6th in 1993 and 1994, but still among the top tier of states. The state also ranked **third** in state general revenue *per capita*, surpassed only by Alaska and Delaware, and **second** only to Alaska in tax collections *per capita*. By contrast to this relative abundance of resources, the economic effort that Hawai'i has historically exerted on behalf of the children in its public schools has been less than mediocre.

A telling indicator of support for public education is the proportion of total state and local revenues that is allocated to the operation of public elementary and secondary schools. State policy makers can get a sense of the actual priority given to public education by comparing school expenditures to total expenditures rather than viewing school expenditures in isolation.

Hawai'i devotes the lowest percentage of its total state and local revenues to public K-12 education of any state in the U.S. Hawai'i has consistently ranked last among the states in this measure.³³

This last place ranking earned Hawai'i a D- in a 50-state review of education systems. The study was commissioned by the Pew Charitable Trusts.³⁴

Summary

Recruitment and retention of teachers are two partners in a symbiotic relationship that becomes more apparent during a crisis, such as the current teacher shortage. Hawai'i has attacked both challenges with scattered, band-aid solutions.

Recruitment faces an uphill battle to meet this severe and growing teacher shortage. Nearly all teaching fields will have vacancies, with special education in the most dire straits. With the proliferation of vacancies on O'ahu, new teachers are not opting to teach in the high-need, rural areas on the Neighbor Islands.

Since Hawai'i's preservice institutions are not graduating sufficient teachers, the DOE must seek out new teachers from the mainland. The out-of-state, recruitment situation, however, is compounded by the need for Hawai'i to compete with other states and districts on the mainland facing teacher shortages of the same magnitude, but which can offer higher pay,

better working conditions, better living conditions, and a range of incentives.

Perhaps a more feasible, permanent solution is to build interest in and develop the capacity of Hawai'i's preservice institutions to attract and enroll more students. This makes sense since graduates of local teacher training institutions hired to teach in the public schools have a higher retention rate than new teachers from the mainland. The probability of hiring new teachers from under-represented minorities such as Hawaiian, Part-Hawaiian, Samoan, and Filipino, is greater among graduates from local, preservice institutions.

Successful induction of new teachers will result in better teacher retention also. This in turn will help not only to ameliorate the teacher shortage, but also to benefit students who will be learning from more experienced teachers in their classrooms. Still, Hawai'i does not have an organized system or program aimed at supporting beginning teachers. Mentoring efforts are scattered throughout schools, complexes, and districts. What does exist is random and isolated. This situation may have resulted from the decentralizing trend in the DOE. Professional development suffered likewise, until the DOE recognized the need for by creating the Professional Development Coordinating Council. Teacher induction would benefit from such a balanced approach.



Recommendations for Overhauling the Recruitment of Qualified Teachers

- ❑ **Collect data on WHY people change positions within the Department, why they leave the Department, why they leave teaching in Hawai'i, and why they leave the profession.**
 - Use data to improve current strategies and policies for teacher recruitment and retention and to develop a comprehensive teacher recruitment and retention plan.
 - Utilize current and emerging technology such as the Internet to attract more recruits.
 - Use teachers to recruit others from their hometowns/colleges.
 - Dedicate state funding to recruit and prepare teachers for high need areas such as rural schools, high poverty communities.
- ❑ **Collect data on an ongoing basis of the effectiveness of Project Connect, College and Career Fairs and other recruitment programs.**
- ❑ **Provide incentives for teachers to acquire licenses in additional fields or shortage areas, and for expert teachers to work in high-need schools and with high-need students (consider business sponsorship of professional development fund; provide cell phones; build a teacher academy like North Carolina's; offer additional pay).**
- ❑ **Allow retired teachers to return to teaching in shortage areas without loss of benefits.**
- ❑ **Support efforts of the University of Hawai'i to provide teacher preparation programs for the neighbor islands.**
- ❑ **Require teacher education institutions to develop/support programs to identify, recruit, prepare and nurture under-represented groups.**
- ❑ **Require the Board of Education to adopt policies and incentives to identify, recruit, prepare and nurture under-represented groups.**

- ❑ **Require the Legislature to fund programs that identify, recruit, prepare and nurture under-represented groups.**
- ❑ **Dedicate state funding to recruit and prepare teachers for high-need areas such as rural schools and high-poverty communities.**



How have we encouraged and rewarded teacher knowledge and skill?

The Policy Group studied two policy questions in this area.

- To what extent are teacher compensation and rewards linked to teaching knowledge, skills, and performance?
- Are teacher and administrator evaluation practices aligned with professional standards and effective for improvement and accountability purposes?

This area determines how serious Hawai'i is about student and teacher standards by examining the relationship between compensation and rewards to knowledge, skills, and performance.

Teacher Compensation

Hawai'i's teachers have always enjoyed pay equity thanks to a statewide compensation schedule. Since the early 1970's when the state's teachers, along with other state workers including principals, became unionized, teaching conditions and hours, work load, assignments and transfers, and the teachers' salary schedule have been subject to collective bargaining agreement.

Since the Board of Education does not have taxing powers, any money items in the agreement between the Board and the Hawai'i State Teachers Association must be approved by the state legislature and the governor. The same holds true for the entire Board of Education budget for the schools.

Teacher compensation is based on completion of a state-approved teacher education program and years of teaching experience. Teachers may seek reclassification or move to a higher salary class based on two requirements—meeting additional credit requirements (e.g., Class II to III requires an additional 15 credits), and teaching a minimum of one year in Classes II, III, IV, and V. A teaching license issued by the DOE is an additional requirement for movement to Class IV. (See "Teachers' and Instructors' Salary Schedule" in Appendix D.) Salary increments based on years of experience are not automatic and must be bargained.

New teachers may enter the salary schedule at Classes I, II, or VI, provided they have completed a state-approved teacher education program. (See "Teachers' Salary Schedule: Entry Levels for New Employees.") Up to six years of verified teaching experience in an accredited K-12 system may be credited on a one-for-one basis, as determined by the DOE.

Currently, compensation is linked only to accumulated coursework. A new standards-based teacher evaluation requiring evidence of effective teaching and contribution to school and system has reached the stage of

conceptual agreement between the Board of Education and the teachers union, and awaits ratification.

The new evaluation incorporates the teacher performance standards into “Duties of teachers,” and requires face-to-face discussions between teacher and principal in the process of determining whether a teacher meets the standards.

The teacher standards are based upon the Hawai'i Teacher Standards Board's Teacher Performance Standards, which are aligned to the standards of nationally recognized organizations such as the National Council for the Accreditation of Teacher Education, the Interstate New Teacher Assessment and Support Consortium and the National Board for Professional Teaching Standards.

The principal standards are based upon the national standards of the Interstate School Leaders Licensure Consortium, a program under the Council of Chief State School Officers in partnership with the National Policy Board for Education Administration.

All of the standards for teachers and principals are based on national standards and have gone through local review and have been revised to meet state context, needs, and priorities, such as all students meeting the Hawai'i Content and Performance Standards.

The DOE is in the process of developing the actual evaluation procedures for teachers. Thus, even if the new standards-based evaluation for teachers is ratified in the near future, implementation will not likely be imminent.

And there has been little concerted effort to prepare teachers to become familiar with performance assessment activities as participants or mentors. Currently, there are only three programs that offer performance assessment opportunities to teachers:

- Cooperating teachers who assess the performance of student teachers as the focus of the assessment (n=593 in 1998),
- Teachers who are involved in assessing schools as a member of an accreditation team of the Western Association of Schools and Colleges (n= 28 in 1998), and
- Teachers who participate in assessing preservice programs as a review team member of the State Approved Teacher Education Program (n= <10 any year).

Current work with student standards reveal the necessity for models, rubrics, collaboration, and reflection. Meeting the teacher performance standards for initial license and relicensure is at the very core of professionalism, yet only 0.005 percent or one-half of one percent of the more than 12,000 teachers in the public schools are engaged in programs that offer performance assessment opportunities to teachers as participants or mentors.

Incentives and opportunities for growth

Teachers are provided only limited opportunities and incentives to engage in professional activities and responsibilities while remaining in teaching. Some of these include:

- Grade-level chairperson at the elementary school (n=1,065 in SY 1999; salary differential of \$836 or \$1,036 annually, depending on the size of the instructional staff; exemption from campus supervision during the regular work day; and not being required to participate in non-curriculum activities)
- Department head at the secondary level (n= 673 in SY 1999; salary differential of \$836 or \$1,036 annually, depending on the number of sections of a subject; exemption from campus supervision during the regular work day, and not being required to participate in non-curriculum activities)
- Sabbatical leaves for 50 teachers annually for professional development (course work in the form of 15 college credits, department-approved research, or a combination of both). Teachers on sabbatical leaves may choose to take their leave for one semester at full pay or a full year at half pay.
- Resource Teachers (n=517 in SY 2000) provide a range of services and support at school, district, and state levels. Of the total number, 270 serve as Student Support Coordinators at schools. They are responsible for matching students' special needs with available resources in the school and the community. The remaining resource teacher positions provide additional support in such areas as literacy and standards, English for second language learners, Title I, gifted and talented, and vocational education. Currently, the DOE is exploring the idea of providing more teachers the opportunity to serve as a resource teacher through an open-application process for limited terms.

Identifying, Promoting, and Supporting Accomplished Teachers

The DOE promotes and actively participates in recognition programs such as Teacher of the Year, Counselor of the Year, and Milken Family Foundation National Educator Awards. None of these, however, are based on performance assessments linked to high standards.

Except for efforts of an ad hoc group organized by the Hawai'i Institute for Educational Partnerships, there are no mechanisms for identifying, promoting, and supporting accomplished teachers. Nor are there any mechanisms for sharing and using the knowledge and skills of these teachers.

NCTAF strongly encourages partner states to set goals and enact incentives for teachers to pursue and attain certification by the National Board for Professional Teaching Standards (NBPTS). This rigorous process is nationally recognized as epitomizing performance linked to high standards. Its equivalent in the medical field is the Board Certified physician. Candidates who are successful in achieving National Board Certification are recognized by the profession with labels such as “lead teacher,” “accomplished teacher,” “master teacher,” or “professional teacher.”

In school districts across the mainland, teachers who obtain National Board Certification are offered a range of incentives that acknowledge them as leaders of their profession. In places such as Rochester, New York, and Cincinnati, Ohio, for example, lead teachers serve as mentors, curriculum designers, project facilitators, clinical faculty in Professional Development Schools or teacher academies, and leaders in school-based initiatives. Salary increments for lead teachers in these districts range from \$3000 to \$9000.³⁵

The lack of incentives for Hawai'i's teachers to seek NBPTS certification is telling in the number of NBPTS certified teachers Hawai'i has state-wide—6, compared to the number in New York – 102 and Ohio – 924.

Although not as rigorous as National Board certification, Hawai'i is about to launch the Model O program that acknowledges and rewards individual performance through salary classifications—senior teacher, distinguished teacher, and distinguished teacher emeritus, as well as through bonuses and higher salaries.

Teacher and Administrator Evaluation Practices

Data on the impact of teacher or principal evaluation are not kept. Since the purpose of the current evaluation instrument, PATH, is to identify and assist marginal teachers, only those who receive a “below satisfactory” rating are identified and counted. Typically, the DOE identifies about 12 marginal teachers and one marginal administrator annually.

The “standards-based” reform movement will influence new evaluation programs being negotiated. The teacher and administrator performance standards, coupled with quality training, will ensure more objective and uniform actions in identifying, assisting, and removing marginal teachers or principals.

Currently, the DOE has no routine, formal, or universally available support to offer struggling teachers. At the school and district levels, some support and assistance are provided on an *ad hoc* basis. Since no data exists, there is no way to determine the scope or effectiveness of these efforts.



Summary

Hawai'i has taken a few, tentative, first steps in using student and teacher standards as the foundation in encouraging and rewarding knowledge and skill evidenced in performance. Most of these are planning initiatives to revise or reinvent traditional policies, procedures, and practices. For example, both the Board of Education and the teachers union have conceptually agreed to a salary structure based on performance. This would replace the old practice of granting salary incentives based only on accumulated coursework.

Recommendations for encouraging and rewarding knowledge and skill

- ❑ **Link compensation to performance-based accomplishments and capacity-building skills.**
- ❑ **Fund National Board for Professional Teaching Standards candidate support and incentives.**
- ❑ **Review and implement Model O; ensure focus on demonstrated knowledge, skills, and performance; and tie to differentiated staffing incentives.**
- ❑ **Fully fund pay increments and thereafter, establish full recognition of licensure, educational attainment, and years of service in placing new teachers on the salary schedule.**
- ❑ **Enlarge the pool of incentives and rewards for educators through capacity-building partnerships with businesses and the community.**
- ❑ **Develop and provide career development options and differentiated staffing roles for teachers that allow them to remain in the classroom.**
- ❑ **Develop an aggressive program to encourage candidates for National Board for Professional Teaching Standards certification.**
 - ‘ Incentives: professional development, release days, travel costs, mentoring, fee subsidies
 - ‘ Major salary increase for the life of the certificate (10 years)
 - ‘ Graduate programs that incorporate the standards set by the National Board for Professional Teaching Standards

- **Allow National Board Certified teachers to assume leadership responsibilities**
- **Place National Board Certified teachers in Model O**
- **Develop/implement a Distinguished Chair program in collaboration with corporations and philanthropic private individuals. Perks may include funds for travel, equipment/technology, and supplies as well as graduate assistantships, etc.**



Have we created schools organized for student and teacher success?

For this area, the Policy Group examined four policy questions:

- To what extent does the system allocate resources to the core functions of teaching and learning?
- Are there supports and incentives for schools to rethink time, staffing, and uses of technology?
- Are there state supports and incentives for schools to identify and work on areas of improvement?
- Are principals prepared, selected, and developed to lead high performance schools?

In her keynote address at the first Teacher Quality Symposium in Honolulu, Dr. Linda Darling-Hammond, NCTAF Executive Director, reminded Hawai'i educators that if we put our best teachers in schools where teaching and learning are not nurtured, even our best teachers cannot succeed. (Hilton Hawaiian Village Hotel, Coral Ballroom, April 8, 2000)

This area probes how well Hawai'i's policies support schools to succeed at their function and purpose—teaching and learning.

Recent Trends in School Organization

For nearly 10 years, site-based management has given Hawai'i's public schools the support of statute, monetary incentives, and the freedom to seek, and usually receive, waivers from BOE policies and DOE rules and regulations.

The legislature passed the School-Community Based Management (SCBM) law in 1990, giving schools the opportunity to involve all key stakeholders—administrators, teachers, classified staff (custodians, campus security aides, cafeteria workers, etc.), students, parents, and community members—to be represented on the SCBM Council, and to be part of the decision-making process.

In 1994, lump-sum budgeting gave schools greatly increased latitude to decide how to use their school funds. Prior to that, schools received their allocations by programs and were restricted to using their monies according to the guidelines of each program. In larger high schools, those targeted programs could reach up to 25.

With lump-sum budgeting, schools receive their allocations based on student enrollment, in four programs—school administration, regular education, supplies/equipment, school library. Schools have the flexibility to move their money between these programs, to buy-and-sell positions when a vacancy occurs, and to carryover balances in dollar amounts to the next year.

Buying and Selling Positions

Schools have taken advantage of this flexibility primarily in the buying-and-selling of positions and carrying over of funds. In the former instance, an anticipated vacant position can be “sold” via written request from the school. The state then credits the school’s account. The actual amount is recalculated yearly based on the prior year’s actual average teacher salary. For SY 2000-01, that figure is \$40,536. And if, for example, a vacancy is anticipated to open on January 16, 2001, that school could “sell” that position and receive \$23,646.

Typically, vacant teacher positions are used for professional development, substitute teachers, stipends, clerical help, or temporary contract employees like educational aides (EA). More and more schools receiving teacher positions do not have adequate classroom facilities. In these instances, the schools are “buying” part-time teachers or EA’s to support the regular teacher in dealing with the increased class size. When schools “buy” a teacher position, the cost is the same and the funds can be taken from any other programs such as supplies and equipment. The one exception is categorical funds under legal mandate to provide services to targeted student populations. Since 1994, Gifted & Talented, Hawaiian Studies, and English as a Second Language have been moved out of lump sum and into categorical programs.

An average of 70 positions are bought or sold annually. Approximately 28% of all public schools in Hawaii have taken advantage of this option.

Carryover Balances

Another option in lump-sum budgeting is the opportunity to carryover balances for one year. Prior to this, schools had to scramble near the fiscal deadline to spend their funds or they would automatically lose their monies. Carrying over funds allows schools to plan long-term and save for costly initiatives such as installing a local area network, purchasing a reading program, or school-wide professional development. In fiscal year 1999-00, schools carried over \$26 million or an average of \$101,961 per school.

Decentralization

The mid-1990s was also a period of staff decentralization from state and district offices to the school-level. This involved entire staffs of curriculum specialists, business specialists, staff developers, and managers for special programs, along with their resource teachers. The result has been the total absence of the once-common criticism that the DOE is “top heavy.”

In fact, Hawai’i has one of the lowest percentages of professional staff performing district administrative functions (2.3 percent), and this includes both district and state administrators. Washington D.C., the only other jurisdiction structured like Hawai’i’s with all levels of administration

included, is at 7 percent. The U.S. average is 4.1 percent. On the basis of amount spent on administration per pupil, Hawai'i averaged \$45 or 0.8 percent of total per pupil expenditures. The national average was \$126 per pupil or 2.3 percent.³⁶

Staff Information

In FY 1999-2000, the DOE spent 69.4 percent of its operating budget on instruction. This includes regular instruction, special education, compensatory education and other instructional programs. 55.19 percent went to teacher salaries.

Over the past five years, more and more resources have been going to the school-level. Table 18 illustrates how staff was allocated by type and function.

There is a slight variation in the percent of teachers (62.7 percent), in Table 18, when compared to the NCTAF State Report Card, Indicators of Attention to Teaching Quality (July 1996), in which Hawai'i had 61.8 percent. What is consistent is the fact that nationally, Hawai'i has one of the highest percentages of classroom teachers as a proportion to total staff.

NCTAF sets the standard or total quality indicator for "number of classroom teachers as a percent of total staff," at 60 percent or higher. This standard is based on international studies that show U.S. economic competitors with 60-80 percent of their educational personnel serving as classroom teachers. Hawai'i barely meets the standard with 61.8 percent. But Hawai'i is only one of three states (Rhode Island and Minnesota are the others) that met the standard.³⁷

The verdict is not as positive when one examines school facilities and technology for instructional purposes.

According to the *Superintendent's Ninth Annual Report on School Performance and Improvement in Hawai'i 1998*:

Table 18
Hawai'i Staff Information (1996-97)

Educational Staff	Percent	Number
Total Education Staff	100%	16,867
Instructional Staff		
Teachers	62.70%	10,576
Instructional Aides	5.40%	916
Support Staff		
Guidance Counselors	3.20%	544
Librarians/library Support	2.10%	361
Administrative Support	5.20%	880
Other Support Services	14.90%	2,518
Administrators		
School-based	2.90%	489
(State) & district administrators	3.50%	583

School facility problems in Hawai'i are chronic. Over half of the state's schools need additional classrooms. Ninety-four of the state's schools were operating with enrollment at or above their rated capacity. School support facilities, such as libraries and cafeterias, are chronically underdeveloped. Over half of the schools in Hawai'i have substandard library facilities. The state's secondary and elementary schools averaged second largest and fourth largest [in school size] in the nation respectively.³⁸

The report also says that the problem of underdeveloped support facilities such as libraries and cafeterias is one shared with other states. However, Hawai'i has been making progress and the proportion of inadequate support facilities has declined.³⁹

It should be noted that the general shortage of school classrooms, cafeterias, and libraries is related to changing demographics. The most explosive growth in school-age population has taken place on the Neighbor Islands. For example, between 1987-88 and 1997-98, Hawai'i District's enrollment has increased by 6,700 students, Leeward District's by 7,900, and Maui District's by 6,300.⁴⁰

Technology for instructional purposes has witnessed a decline. Technology funds for schools and classrooms have varied over the years. For example, in 1983, the State Legislature appropriated \$10,000,000 for Computers in Education. By 1994, that program received \$3,000,000; for SY1999-2000, the program is getting \$1,600,000. This program appropriates the funds to all schools on a per pupil basis.

A sizeable portion of current technology funding comes from the Teacher Literacy Challenge Fund (TLCF) for the sole purpose of educational technology. This funding has remained constant. Since 1997, Hawai'i has received a total of \$7,300,000. In each of the last three years, Hawai'i has received \$2,100,000.

Rethinking Time, Staffing, and Uses of Technology

School-community based management (SCBM) and lump-sum budgeting have been instrumental in giving schools the flexibility to redesign staffing and scheduling to enable schools to provide time for collaboration, professional development, teacher teams engaged in action research or curriculum alignment to the Hawai'i Content and Performance Standards, and such.

As of Spring 2000, there are 201 schools engaged in school-community based management; another 20 schools have submitted Letters of Intent signifying they are laying the groundwork to become SCBM schools. This brings the total number of SCBM schools up to 87 percent.

Also, 170 or 85 percent of the SCBM schools have submitted requests for exceptions to the collective bargaining agreement on the length of the

school day and the Board of Education's policy on the school calendar. These exceptions have enabled schools to provide 1 to 4 days of professional development for their faculty and staff.

SCBM also gives schools the flexibility to adopt a year-round, single-track or multi-track calendar schedule. By Spring 2000, 105 schools have modified their school calendars; another 15-20 have indicated that they will be adopting a year-round calendar in SY2000-01. This represents 60-62 percent of the eligible schools.

Class size is another indicator of a community's support for fair and manageable workload for teachers. In Hawai'i, class sizes are negotiated between the teachers' union and the Board of Education. The negotiated class sizes are applicable to all schools; there is no variation by schools or districts.

Under the present contract, the average class size for Kindergarten, Grades 1 and 2 is 21. For grades 3-12, the average class size is 26.15.⁴¹

These class size ratios are primarily used for the allocation of teaching positions to each school. With lump-sum budgeting, schools have the option of "buying and selling" positions; thus actual class sizes vary by schools. Also, schools with rising student enrollments and lack of classrooms will work out a compromise solution and hire part-time teachers or educational aides to support a regular teacher with increased class size. The result is that on paper, class size ratios are still being maintained. The reality of overcrowded classrooms may have a negative impact on student and teacher success. The jury is still out on this issue.

Some make a distinction between class size and pupil-to-teacher ratio. Typically, class size is larger than pupil-to-teacher ratio because small classes that are mandated for targeted student populations such as special education, English as a Second Language, or Gifted and Talented, will result in larger classes for the rest of the school population. On the average, Hawai'i has made some progress in reducing the pupil-to-teacher ratio. In SY1987, the ratio stood at 21.6:1; ten years later it was 17.8. Hawai'i's national ranking in pupil-to-teacher ratio advanced from 48th to 41st.⁴²

Time

Planning or collaboration or professional development or a combination of these may be the areas of choice for teachers' use of their daily preparation period. When individuals choose to take leave for professional development, more than likely it's for elective workshops or local or national conferences.

Daily—All Teachers	40-minute preparation period
Weekly—School	45-minute faculty meeting

Semester—School	Up to 12 preparation periods for collaboration, planning, and staff development
Waiver Days—SCBM Schools	4-6 days per school year, depending on the school (time must be made up in the school schedule)
Personal leave—Individual	Up to 3 days for professional development (subtracted from 18 days annual sick leave)
Negotiated leave—Individual	Up to 2 days for professional development (subtracted from 18 days annual sick leave)

In standards-based education, time is a critical element.

Our schools need to be redesigned so that they honor teaching, respect learning, and teach for understanding. To be able to direct their energies around a common purpose, schools need to adopt shared standards for student learning that become the basis for common efforts of teachers, parents, and the community. Then, schools must structure their work so that teachers can work more intensively with students and with each other and can have greater influence on the design of the learning experiences their students encounter. Schools must be freed of the tyrannies of time and tradition to enable more powerful student and teacher learning.⁴³

At an Education Leadership Conference in August 2000, a public school principal succinctly summarized this argument: “To have deep, introspective conversations, massive amounts of time are needed.”

The NCTAF advocates, “...at least ten hours per week for collegial work and learning within the school and at least ten days per year of additional professional development time, supported by reallocations of staff and the redesign of responsibilities.⁴⁴ If ten hours per week is the ideal, then Hawai’i is only one-third of the way there. The 40-minute, daily preparation period amounts to 3.33 hrs.

Teachers’ Technological Literacy

The total number of dollars being spent on technology goes to infrastructure, hardware, and software. This leaves about 20 percent for training or computer education.

Approximately 70 percent of technology training provided is spent on classroom teachers. Training opportunities for teachers span a wide range of options, for example:

- Learning to use the Internet—by the end of SY 1999-00, 7,400 or 68 percent of all teachers had passed the “Internet Driving Test.”
- Summer institutes and intersessions, which range from 3 days-2 weeks in length—1,250 teachers have upgraded their computer application skills, ranging from use of software (n=100) and the integration of technology with curriculum (n=900), to standards-based web designing, multimedia production, and video production with the potential of being integrated into classroom instruction (n=250).
- T3 or Technology and Telecommunication for Teachers—an intensive, yearlong, 15-credit course (five 3-credit courses rolled into one technology program) has trained about 500 teachers in networking, on-line teaching, and developing on-line courses.

As a state surrounded by the Pacific Ocean and divided into six major islands, the recent advances in video and telecommunications are regarded as lifelines that enable teachers and students to reach out to the world, and to each other.

In the Strategic Plan for Standards-based Reform, technology will serve as a vital tool of standards oriented information. Technology resources include or will include:

- Interactive resource center Web site for each of the 10 content areas of the Hawai'i Content and Performance Standards. Already in progress, these Web sites will serve initially as a bulletin board with postings of the standards performance indicators, student work, and teacher commentary. These will become interactive after teachers have received training.
- Current curricular and instructional resource materials from professional development programs, curriculum leadership networks, and standards Web sites. The Hawai'i Learning Interchange (HLI) has hooked up with Apple Computer to provide content such as commercial materials and local and national teacher-made materials related to the Hawai'i Content and Performance Standards.
- Chat rooms and list servers to enable educators to interact and share ideas through a link with the HLI.
- On-line Assessment Information Resource Center (integrated with the Hawai'i Content and Performance Standards Web site) to provide sample assessment tools, database of exemplary assessment items and tasks, advice on assessment techniques, and assessment resources available from vendors.

Supports and Incentives for Schools to Identify and Work on Areas of Improvement

Until recently, support for school improvement via state policies, programs, and incentives was inadequate. This changed with the 2000 Legislative Session when the Hawai'i State Legislature passed SB2837. Commonly referred to as the "Authority and Accountability Bill," this statute provides incentives such as rewards, assistance, and sanctions for schools to implement the student performance standards

A budget for the baseline years (2001-03) of \$62,675 for schools making voluntary requests for assistance has been submitted. The school accountability program for State-mandated rewards, recognition, and assistance will be initiated in 2004-06, with a request for \$10,000 each for 25 schools qualifying for assistance; and \$5,000 each for 10 schools qualifying for rewards and recognition. The federal Title I program will use the same accountability implementation guidelines for its schools. The total number of schools receiving assistance will probably reach beyond 25.

Currently, most support for school improvement is oriented toward standards-based reform. For example, in each of the five areas of the Strategic Plan for Standards-based Reform, there are actions related to school improvement:

- Create resource documents to support standards implementation.
- Provide access to high quality, current, and aligned curriculum and instructional resource materials through professional development programs, curriculum leadership networks, and the standards Web site.
- Provide chat rooms and list servers to enable educators with common interests (e.g., specific standards issues arising from standards implementation, or areas such as performance assessments or instructional strategies to meet diverse learner needs), to interact with each other or share information and ideas.
- Establish an optional "resource procurement" system that reviews commercial materials and negotiates "best prices" for schools.
- Assist schools in creating an organizational development framework that builds capacity through such elements as:
 - ✓ Curriculum assessment
 - ✓ Use of time and resources
 - ✓ Use of physical space/facilities
 - ✓ Leadership roles and function

- Support principals and other leaders to become knowledgeable and skillful in leading standards-based reform (Lead Academy and Cohort Program/Certification Program for School Leaders):
 - ✓ Professional development (e.g., school improvement planning, school accountability, needs analysis, public engagement)
 - ✓ Managing, adding, and pooling resources to provide more time or streamline daily school operations.

These and other actions related to school improvement are consistent with the Interstate School Leaders Licensure Consortium's standard 2 (A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth), and standard 3 (A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.)

Hawai'i's seriousness of purpose toward standards-based reform is reflected in the longer-term requirements related to the Hawai'i Content and Performance Standards Part of the 1994 legislation that mandated the Hawai'i Content and Performance Standards in Section 302a-201 HRS, which states that the school principal shall be responsible for implementing standards in Hawai'i's public schools and requires the convening of a Performance Standards Review Commission every four years, to assess the effectiveness of the performance standards and to report its findings and recommendations to the Hawai'i State Board of Education

As the focus moves from law and policy to implementation in the school and classroom, evidence of impact on performance is viewed as a core requirement. To support principals with this responsibility, representatives from key stakeholder groups developed a useful tool for schools to help all students meet the standards.

That tool is the Standards Implementation Design (SID), "...one important dimension of accountability that reinvents schools—not by chance, but by design ... the SID system is a continuous process of increasing a school's ability to achieve high quality results; it is an attitude as much as a way of doing things. The outcome of this school renewal process is continuous improvement in all aspects of schooling, regardless of a school's current level of success. The quality work of the school and the quality work of the student will become visible in a quality Standards Implementation Action Plan. The SID process is data-driven and research-based. A fundamental premise of SID is that decisions should be based on analysis of objective data. Actions taken that are validated and guided by research increase the likelihood that the practice or action will benefit students in ways that are quantifiable."⁴⁵

The SID planners were cognizant of the demands of time inherent in complying with such a comprehensive, multi-year action plan. Therefore, to maximize schools' efforts and minimize duplication, the planners incorporated process and outcomes reporting requirements, to the extent possible, for major programs.

Since the SID is highly “data driven”—that is, it requires schools to collect a wide range of information before and during the planning and implementation stages, all schools have been offered at no cost to them, the same commercial software given to Title I schools to organize their data collection and input. It is anticipated that the DOE's technology personnel will be able to develop a software program customized to the SID, in a couple of years.

Furthermore, all the districts have agreed to provide training and ongoing support to their schools to successfully implement the SID.

Technical Assistance and National Standards of Good Teaching

With the downsizing of State and district offices in the mid-1990s, technical assistance personnel are primarily managers of special programs who conduct orientation or informational sessions. Currently, the only DOE personnel who participate in formal training programs are teachers and candidates for school-level administration.

Through lump-sum budgeting, schools now have the funds to hire or contract their own technical assistance personnel. There is no data available to ascertain whether or not the training done by curriculum coordinators or staff developers in the schools reflect national standards of good teaching.

The statewide Professional Development Coordinating Committee (PDCC) has advocated that any training in the DOE utilize the criteria found in “Elements of Quality Professional Development” (P. LeMahieu, H. Foss, P. Roy), and “Building Bridges: The Mission and Principles of Professional Development” (U.S. Department of Education). These include:

- Trainers model the practices they advocate—first-hand engagement, the curriculum pedagogy, or assessment activities of a standard-based classroom,
- Incorporation of content knowledge and specific, research-validated practices that support demanding content standards, and
- Time to analyze, reflect ... with opportunities for infusion of new information and perspectives, as well as criticism and guidance from external sources.

Rewarding Success

The DOE does not yet have a formal program to reward teachers and schools for success. Two ongoing initiatives, should they materialize, may improve this situation. The School Accountability Program in Act 74, includes this action item:

Establish guidelines, tools and evidence to be used by School Review Assistance teams for on-site school visitations, for the purpose of determining type of consequences (full range—from **rewards and recognition**, to types of assistance, to types of sanctions)⁴⁶

In the Strategic Plan, there is another action item that provides the resources:

Examine statewide resources (people and money) that can contribute and provide rewards, recognition, and assistance; seek external funding; propose appropriate funding legislation [est. \$250,000 public & private funds, annually]⁴⁷

Preparing and Selecting Principals

The preparation and training of future principals are keyed to professional and student standards in several ways. The Certification Program for School Leaders (CPSL) incorporates all of the standards of the Interstate School Leaders Licensure Consortium (ISLLC), a program of the Council of Chief State School Officers (CCSSO). “Forged from research on productive educational leadership and the wisdom of colleagues, the standards were drafted by personnel from 24 state agencies and representatives from various professional associations. The standards present a common core of knowledge, dispositions, and performances that will help link leadership more forcefully to productive schools and enhanced educational outcomes.”⁴⁸

ISLLC covers six standards each of which includes a description of the administrator’s knowledge and understanding about that standard, dispositions (what the administrator believes in, values, and is committed to), and performances, (processes and products that indicate how well the administrator has met the standard).

The six standards are:

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

All training modules and workshops in the CPSL identify the standard(s) that participants are working on.

The CPSL also requires participants to:

- Keep a log (research, reflections, practices) for each standard,
- Write up two case studies per standard, and
- Undergo two assessments related to the standards

One of the seven over-arching principles that guided the efforts of ISLLC is: “Standards should reflect the centrality of student learning.”⁴⁹ The influence of this particular principle is reflected in the knowledge requirements of Standard 2—administrator has knowledge and understanding of:

- Student growth and development
- Applied learning theories
- Applied motivational theories
- Curriculum design, implementation, evaluation, and refinement
- Principles of effective instruction
- Measurement, evaluation, and assessment strategies
- Diversity and its meaning for educational programs
- Adult learning and professional development models
- The change process for systems, organizations, and individuals
- The role of technology in promoting student learning and professional growth
- School cultures

In addition, the CPSL requires involvement of potential administrators with the SID. This is the standards implementation design that requires collaboration and input from all stakeholder groups in every public school to ensure that every student meets standards.

CPSL includes performance-based products for each of the six ISLLC standard. The case studies and log/portfolio also include performance measures. And finally, there is an internship phase that includes performance measures. All of these are designed to qualify only the most competent CPSL graduates for certification.

Recruitment and Preparation of School Leaders

Early each fall, a memo from the Superintendent addressed to all certificated employees is distributed to all schools. It encourages “educators who possess a moral and professional commitment to the service of students and to their attainment of the Hawai’i Content and Performance Standards to apply for a leadership position. (October 13, 1999)

An applicant to the CPSL must then pass a series of six stages that serve to screen, select, and verify attitudes, behaviors, values, and abilities of school administration candidates.

- Stage 1: Eligibility/Minimum Qualifications
- Stage 2: Readiness for School Administration
- Stage 3: Introduction into Hawai’i School Administration
(Initial Vice Principal Certificate)
- Stage 4: Beginning Vice Principalship
(Professional Vice Principal Certificate)
- Stage 5: Induction into the Principalship
(Initial Principal Certificate)
- Stage 6: Beginning the Principalship
(Professional Principal Certificate)

In Stage 1, the applicant consults/confers with principal or supervisor, completes and discusses the “Application Form/Statement of Commitment” or CPSL-1 form. In addition to a statement of commitment to the profession of school administrator, an applicant must orally answer seven questions that are designed to enable a panel of reviewers to determine the applicant’s qualification and potential to become a successful school administrator.

1. Why do you want to be a school principal?
2. What do you consider to be your strengths as a prospective school administrator?
3. In what way(s) have you most influenced your school community (in your present position)?

4. As a school principal, what communication approaches or systems would be most effective for you?
5. What methods or approaches have you implemented to bring about changes in a school?
6. How do you delegate responsibilities to others?
7. What would be most rewarding to you as a school principal? Why?

A second major requirement of Stage 1 is the Leadership Potential Form or CPSL-2, a four-part appraisal completed by the applicant's principal or immediate supervisor. Each question or topic requires verification/documentation in support of the rating given.

Part A: Technical and General Knowledge

Part B: Skills

Part C: Personal Values

Part D: Leadership Potential

In addition, the principal or supervisor must sign off that he/she consulted with the District Superintendent about the applicant's readiness and commitment. The third, or final requirement is the successful completion of at least one graduate-level educational administration course.

Upon passing all requirements for Stage 1 or the eligibility stage, the candidate must then prove his/her readiness for school administration in Stage 2 or the screening stage. Six weeks after submitting the requirements of CPSL-1 and CPSL-2, candidates must submit a portfolio demonstrating skill, abilities, and aptitudes for the work and study of school leadership. This portfolio is a purposeful collection of documents, papers, work samples, pictures, certificates, letters, audio/visual performances (maximum of 10 exhibitions).

The exhibitions/artifacts should portray the candidate's efforts in:

- Demonstrating professionalism and teaching excellence,
- Increasing/supporting school-wide student achievement,
- Taking charge of change and dealing with conflict, and
- Reaching educational and career goals

Portfolios are evaluated by a committee comprised of district superintendents, deputy district superintendents, principals, vice principals, and state personnel officers.

Stage 2 also includes two weeks of intensive training with a focus on the student standards (building school culture, leading change, analyzing student achievement data, observing teaching/learning in classrooms, etc.).

Stages 1 and 2 judge applicants and candidates with matrices/rubrics aligned to standards and categories such as "proficient" or "does not meet standards".

Beside the applicants, their principals/immediate supervisors, and District Superintendent, the CPSL involves approximately 300 trainers, presenters, and evaluators that include District Superintendents, Deputy District Superintendents, state and district office specialists, School Principals, and volunteers from the University of Hawai'i. Plans include extending the invitation for volunteers from the other pre-service institutions—Chaminade, Hawai'i Pacific University, Brigham Young Hawai'i, and Gonzaga University.

Supporting and Evaluating New Principals

New principals are supported in four ways:

1. During the first year on the job, they work closely with a mentor,
2. They begin taking required course work,
3. They attend DOE workshops that extend their learning and experiences, and
4. They participate in seminars geared toward reflection on issues of the principalship.

Currently, principals are evaluated by the District Superintendent or Deputy District Superintendent via the Administrator Evaluation Form. Evaluation also includes a visitation/interview, usually to discuss the core of a principal's evaluation—school improvement activities, outcomes, progress or the lack of it, and other documentation collected throughout the year. The evaluation form and process are being revised and improved to reflect the national and local trend toward emphasizing performance standards for administrators.

There is no schedule of rewards for outstanding school progress or excellent student achievement. The *Strategic Plan for Standards-based Reform, Developing an Assessment and Accountability System* (section 2), describes an action that may, if adequately funded, result in rewards for outstanding performance:

Examine statewide resources (people and money) that can contribute and provide rewards, recognition, and assistance; seek external funding; propose appropriate funding legislation [est. \$250,000 public & private funds annually].⁵⁰

This action, together with SB2837, foresees that in the near future, evaluation and rewards will be linked to professional development requirements and opportunities, as well as performance outcomes.

Professional Development for School Leaders

The primary vehicle for professional development of public school principals is the Hawai'i School Leadership Academy. The Academy's forerunner was the product of a grant from the US Department of Education—Leadership in Educational Administration Development (LEAD). LEAD focused on the development of effective leadership skills for prospective school administrators coupled with improving the skill of experienced administrators. When the LEAD funding was exhausted in 1992, the program was institutionalized with State funds, and became the Hawai'i School Leadership Academy (HSLA).

HSLA's training focuses on six areas of professional development for administrators and primarily school-level principals.

- School improvement process and planning
- Organizational change
- Effective leadership styles
- Ethical dilemmas
- Effective mentoring
- Training teams of principals and teachers working together on key reforms that affect school culture and the development of powerful units of instruction.⁵¹

Projects and programs include:

- New Principal's Academy—on-going, quarterly workshops that help first-year principals understand the concerns and issues that all new principals face. Topics include:
 - ➔ “Life Styles Inventory” --a self-inventory on twelve leadership styles the principal uses in working with people, external feedback, analysis, and prescription for change developed by the individual.
 - ➔ “Adaptive Facilitative Leadership” -- training in facilitative leadership to improve collaboration and consensus-building skills.
 - ➔ “Organizational Culture” -- learning to reshape culture in order to transform schools and classrooms.
 - ➔ “Concerns and Issues” -- sessions during which experienced principals discuss their experiences and suggestions about concerns and issues raised by neophytes.
 - ➔ “On-site Visitations” -- consultation services tailored to specific, individual needs.
- Principal Mentor Program—a support network of peers to school administrators in need of information and input, as they work on

ongoing or potential problems and issues such as transforming their schools to address student skills. The HSLA develops a list of principal mentors recommended by peers and the districts to provide help in budget and fiscal matters, school climate and discipline, employee/staff problems, community relations, career considerations, and effective leadership.

- **Completion of Graduate Degrees in Educational Administration**—HSLA encourages administrators to enroll in master’s or doctoral degree programs, and assists cohorts and practicing school administrators as they develop their research providing access to resources and consultants.
- **Consultations/Visitations/Mentoring**—HSLA provides direct assistance and personal consultation for the purpose of resolving problems and concerns that individual administrators, district superintendents, deputy district superintendents may be facing.

During 1998 – 99, HSLA provided services and evaluations for 1,919 “clients.” In addition to the HSLA, districts, state offices, the Universities, and other organizations such as Pacific Resources for Education and Learning (PREL) provide a range of professional development opportunities to principals. Often, these opportunities are focused on specific expertise. For example, the Planning and Evaluation Group provides consultative services to principals and teachers who request planning, assessment, or evaluation support. The Student Support Services Group assists principals and schools with special education training.

Except for training that is required by law, such as training in “Blood Borne Pathogens,” nearly all professional development opportunities are provided based on needs surfaced through requests from principals and educational officers directly, or through their districts or professional organizations. Sometimes professional development or training is the result of a commonly acknowledged need arising from educational reform, such as standards-based education or the *Comprehensive Needs Assessment* conducted by the Department of Education (April 1999).

Compensation and Rewards Linked to Performance for Leading Redesigned Schools

There is no link between principals’ compensation and specific knowledge, skills, and performance for leading redesigned schools. A few probable reasons for this may include:

- Lack of any accountability system that includes rewards and sanctions for exemplary or subpar performance, and
- Lack of success in efforts to seek legislative funding for compensation and/or rewards tied to exemplary performance.

Summary

Although the record shows that Hawai‘i’s effort to adequately fund public education borders on the line between barely passing and failing, the bulk of what the DOE receives does go to the schools, as opposed to district and state offices for administration. In fact, 69 percent of the DOE’s budget from the state general fund goes to instruction (regular instruction, special education, compensatory education, and other instructional programs). Furthermore, classroom teachers make up 62.7 percent of total staff in the DOE. These data place Hawai‘i among the top three states that are maximizing allocation of its education dollars to direct resources for teaching and learning.

Hawai‘i’s public schools operate in an environment that allows them much autonomy through site-based management and lump-sum budgeting. They receive added support through the Standards implementation Design (a blueprint to assist schools in implementing the student performance standards), the Strategic Plan for Standards-based Reform, and the DOE’s “opportunity -to-learn” plan to help students and teachers meet standards.

In spite of all these resources, the greatest need expressed by teachers and principals alike as they struggle with implementing the standards is *time*. Time to collaborate and share, time to learn together, time to work on analyzing, planning, developing, and executing actions to meet individual or school needs. Time to reflect and engage in thoughtful, continuous improvement.

There is no organized continuum of support to nurture school administrators in their role as instructional leaders. Aside from national standards applied to the new administrator training program, there is little to offer the sitting principal. The Hawai‘i School Leadership Academy is staffed with one director and one clerical support position, and has a limited budget. The current evaluation tool for school-level administrators has not been updated to include responsibility to lead schools that ensure students and teachers meet standards. And there is no link between principals’ compensation and specific knowledge, skills, and performance for leading redesigned schools.



Recommendations for reorganizing schools for success

- Align state and district budgets and resources to the Strategic Plan for Standards-based Reform.**
- Maximize resources by networking with business, military, non-profit organizations and other educational providers (e.g., community colleges, Kamehameha Schools, Alu Like, etc.) to increase training and educational opportunities that can be shared or donated.**
- Support the DOE's, the UH College of Education's and the University of Hawai'i system's strategic plans for technology and reinforce the use of technology in instruction.**
- Promote funding of technology in instruction as well as professional development in the appropriate use of technology.**
- Support structural organization of schools around complexes to coordinate students' K-12 continuum of education and the delivery of services to schools.**
- Support and fund the Standards Implementation Design.**
- Support school reforms that are comprehensive, research-based, coherent and school-wide.**
- Create a reward system linked to performance.**
- Ensure that teacher and administrator evaluations are aligned with all relevant professional standards**
- Place the Hawai'i School Leadership Academy and the Certification Program for School Leaders under the same umbrella.**
- Provide school-level administrators with in-service training in leadership development and other professional development knowledge and skills to lead standards-based schools and to support the professional growth, development, and empowerment of teachers.**
- Implement an effective performance evaluation for school-level administrators with inservice training in leadership development and other professional development knowledge and skills to lead standards-based schools.**

- ❑ **Investigate the licensing of school and school system leaders by a professional standards board (HTSB or other).**
- ❑ **Fund collectively bargained professional development incentives for educational officers.**
- ❑ **Identify ways of enhancing professionalism among all school and school-system leaders.**



Next Steps

Armed with our findings and recommendations, the Hawai'i NCTAF Policy Group is ready to proceed to its next step — creating a comprehensive, substantive, and achievable five-year plan for teacher development. Our plan will have one over-arching goal: *providing a competent, caring, and qualified teacher for every child*. Because of the enormity and urgency of the task, our intention is to create a plan that will unify us all in this common cause. It calls for nothing less than our very best thinking, our strongest resolve, and our determination to do the hard things well and the right things with conviction. Nothing less is acceptable.

Appendix A

Recommendation Area I: Get serious about standards, for both students and teachers

National Commission on Teaching and America's Future
Policy Inventory Framework
(Revised 5/9/97)

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
Are there high standards for students?	<ul style="list-style-type: none"> • Have student performance standards been adopted? In all core academic areas? • Are the standards as challenging as NAEP or international standards? • Are the standards embedded in state curriculum, assessment, and teacher policies? How closely do state tests align with the state standards? • How well do students perform on the current state tests? What are the trends in student performance? Can student performance data be disaggregated by race, ethnicity, and gender? • What are the trends in dropout rates and other available outcome indicators? 	<ol style="list-style-type: none"> 1. Policy documents/Yes/no on questions about presence or absence of policies 2. Reviews of state standards 3. State assessment data/Disaggregated results 4. NAEP assessment data
What is the relationship between student performance and teacher quality?	<ul style="list-style-type: none"> • What do we know about teacher qualifications and teaching practices in the state, e.g., teacher education, qualifications in subject matter fields, teaching out of field, teaching practices from NAEP or other sources? • To what extent are there relationships between inadequate teacher qualifications and practices and poor student performance? 	<ol style="list-style-type: none"> 1. State policy documents 2. State data on qualifications compared to national 3. Out of field – SASS 4. Teaching practices - NAEP

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
<p>Have high standards for teachers based on national standards and related to the standards for student learning and performance been developed and adopted?</p>	<ul style="list-style-type: none"> • Have performance-based licensing standards been adopted for teachers? Are they coherent? • Do the licensing standards reflect student standards and the professional knowledge needed to teach diverse learners? • Is there a continuum of standards for teacher development running from teacher education through licensing, re-licensing, and advanced certification? 	<ol style="list-style-type: none"> 1. Rationale for teacher standards documents 2. Interview data 3. Studies of the licensing system 4. NASDTEC Book 5. SASS data 6. NCATE sources
<p>Does the profession have a strong voice and role in setting and enforcing standards for teachers?</p>	<ul style="list-style-type: none"> • How is the teaching profession governed in the state? How are the functions of awarding, renewing or removing licenses carried out? • What body or bodies set(s) or enforce(s) professional standards? What is their composition? Who selects the members? What role does the profession play? • What authority do boards representing the profession have regarding teacher education accreditation, licensing, and professional development? Where does authority lie? • Who sets and controls the budgets of these bodies? Who controls staff? Do these bodies have adequate authority and resources to carry out their responsibilities? 	<ol style="list-style-type: none"> 1. Identify powers of various bodies involved in licensing and advanced certification 2. Composition of licensing boards or standards boards 3. Describe position of these bodies in policy hierarchy 4. Number of bodies that can reverse decisions of boards controlled by the profession.
<p>Are the licensing requirements rigorous and do they predict good performance</p>	<ul style="list-style-type: none"> • What are the requirements for obtaining an initial teaching license? <ul style="list-style-type: none"> – What are the requirements for subject-matter knowledge? Is a degree in the field required? – What are the requirements for pedagogical knowledge? What 	<ol style="list-style-type: none"> 1. Document review 2. Index of license quality: subject-matter requirements; teaching knowledge requirements; weeks of clinical

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
<p>in the classroom?</p>	<p>must teachers know about child development, learning theory, teaching strategies, curriculum, assessment, and the needs of diverse learners?</p> <ul style="list-style-type: none"> - What are the clinical preparation requirements? • What are the certification categories? Is there a sound rationale for them? How do they compare to emerging national categories? • What licensing examinations are currently in use? <ul style="list-style-type: none"> - Is subject matter examined? Knowledge of teaching and learning? Teaching performance? - Are these measures tied to national standards? Is there evidence they predict good teaching? - How are cutoff scores set? By whom? How high are they? • Are INTASC standards and assessments or their equivalents being considered or piloted? • How often are teachers hired who do not meet state licensing requirements? <ul style="list-style-type: none"> - Under what circumstances? - What standards are employed? - How many teachers are hired under temporary, emergency, or other substandard licenses? In what fields? Where do they teach? • Is relicensing required? How often is it required? • What are the relicensing standards? Are the requirements linked to teaching assignments? 	<p>experience; formal assessments used to assess knowledge and performance</p> <ol style="list-style-type: none"> 3. Test types and standards used on them 4. Use of INTASC standards and procedures (yes/no) 5. # of substandard licenses granted annually 6. # unlicensed teachers 7. # out of field teachers 8. % of secondary teachers with a major or minor in subject field 9. % of secondary teachers with a major or minor in subject field and full state license 10. % of unlicensed and out-of-field teachers in poorest districts 11. % of unlicensed and out-of-field teachers in districts with highest minority enrollments 12. % of relicensing activity related to subject-matter knowledge? To knowledge of teaching?

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
<p>Are accreditation and program approval for all schools of education and component programs based on national standards or on equivalent standards? (“Program” may refer to schools of education or separate programs within them)</p>	<ul style="list-style-type: none"> • How does the state approve teacher education programs? • Does the state require NCATE accreditation? • Does the state have an NCATE partnership? What does it provide? • How many schools use NCATE standards? How many are NCATE accredited? • How does the state review and approve schools that are not NCATE accredited? Does the state review and approval process use standards equivalent to national standards? Who does the reviews? How often? • Are there schools or programs that do not meet national standards? What standards do they meet? 	<ol style="list-style-type: none"> 1. State documents 2. Studies of accreditation and/or quality of teacher education programs 3. % of schools and programs approved using standards equivalent to NCATE 4. % of schools and programs accredited by NCATE 5. % of graduates who are from approved programs, from NCATE accredited programs?
<p>Are there effective procedures for intervention to improve teacher education programs that do not meet standards?</p>	<ul style="list-style-type: none"> • What is the state’s history in enforcing standards in teacher education? Are weak schools and programs being closed? • What is the intervention process? Are weak programs improved? If not, are they closed? • How long does the process take? How difficult is it to use? 	<ol style="list-style-type: none"> 1. Number of programs making changes as result of the process 2. Number of programs closed 3. % of schools or programs closed or put on probation

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
<p>Are NBPTS standards used as the benchmark for accomplished teaching?</p>	<ul style="list-style-type: none"> • Is there an advanced license for accomplished teaching? How is it acquired? What are the standards? • Is advanced certification respected by state and local policy-makers? • Is Board certification accepted for recertification, advanced certification, or licensing upon entry from another state? • Are there supports and incentives for seeking board certification? • Do state and /or local teacher evaluation processes reflect NBPTS standards? • Are NBPTS standards used to frame professional development activities? 	<ol style="list-style-type: none"> 1. Document and policy review 2. Incorporation of NBPTS standards into teacher policies 3. Number of teachers seeking board certification 4. Number certified 5. Use of the incentives 6. Uses of board certified teachers

Recommendation Area II. Reinvent teacher preparation and professional development

<p>Are standards for students and professional teaching standards used as the basis for design, approval, and investment in teacher preparation?</p>	<ul style="list-style-type: none"> • Are student standards used in the design, funding, and approval of teacher education programs? What standards are used? • Are professional teaching standards used? • Are student and teacher standards used as the basis for the design, funding, and approval of state-sponsored professional development programs? Of local sponsored programs? What standards are used? 	<ol style="list-style-type: none"> 1. Document review and interviews 2. Use of standards for teacher education (criteria or guidelines for funding or approval) 3. Use of standards for professional development (criteria or guidelines for funding or approval)
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Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
<p>Are current teacher preparation programs preparing teachers adequately for the demands they will face?</p>	<ul style="list-style-type: none"> • What are the characteristics of teacher education programs? How many candidates are prepared in four-year programs? Five-year programs? Alternative routes? • To what extent do all teachers encounter: <ul style="list-style-type: none"> – Strong disciplinary preparation (major in field to be taught) – Standards and curriculum – Knowledge about pedagogy and multiple teaching strategies – Knowledge about learning and child development – Knowledge about learning differences and disabilities – Knowledge about assessment – Multi-cultural preparation – Preparation for collaboration with parents – Preparation for use of technologies – Substantial clinical training • Do alternative programs ensure equivalent preparation? • What is known about completion rates for various programs? Are they published? Do institutions track the data? How are the data used? • Do teacher education programs work with districts to track entry, retention, and success of graduates? Are these data used to make program improvements? 	<ol style="list-style-type: none"> 1. Type and number of programs in place 2. Education background of candidates for licenses 3. Follow-up data on graduates (NCATE surveys)

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
<p>Do teacher education programs provide adequate, yearlong clinical experiences?</p>	<ul style="list-style-type: none"> • Does the state framework for teacher education call for extended preparation programs, yearlong student teaching or internships, or clinical preparation in professional development schools? • How many programs offer yearlong clinical experiences? • How many programs are developing professional development school partnerships? What are their features? How are they governed and financed? Are there studies of their effects? • What proportion of candidates go through the yearlong clinical programs? What are the relative placement rates for different types of programs? • What is the nature of the internships: <ul style="list-style-type: none"> – Sponsorship? Supervision? Funding? – Length, supports, intern/mentor responsibility? – Is there evaluation? Is there feedback into teacher education? 	<ol style="list-style-type: none"> 1. Length of clinical requirements 2. Characteristics of clinical programs 3. # of programs with extended year-long internship 4. Impact and cost data from studies of PDS's and other clinical programs
<p>Is teacher education adequately funded?</p>	<ul style="list-style-type: none"> • How does funding for teacher education compare with funding for other professional preparation programs? Other university departments? • How much variation is there in resources across institutions and across types of programs? • What is known about the costs of varying types of programs? • Is funding adequate to support intensive and extensive clinical experiences? 	<ol style="list-style-type: none"> 1. Legislative formula reimbursements for types of programs 2. Higher education finance data 3. Interviews

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
	<ul style="list-style-type: none"> • Is there provision for increasing funds to meet special needs (poor performance, new curricula, high mobility)? • Is there state funding to support recruitment and preparation of teachers in high need areas (science, bilingual, etc.) or special characteristics (minority)? 	
<p>Are there mentoring programs for beginning teachers?</p>	<ul style="list-style-type: none"> • What kind of supports are available to new teachers? <ul style="list-style-type: none"> – Mentoring by an accomplished teacher? – Supervision, clinical support, seminars or courses from a university; district induction programs? – Reduced or graduated teaching responsibilities? • What percent of new teachers have access to various options? • Is there a statewide mentoring program? Are there local programs? What are their features? <ul style="list-style-type: none"> – Qualifications of mentors? Training provided? – Compensation released time for mentors? – Assessment and support provided? By whom? Using what standards? • What are the costs of the programs? Who pays? • How are teachers evaluated during the induction year? Is it linked to teaching standards? Is it the basis for a continuing license? • How do new teachers, mentors, 	<ol style="list-style-type: none"> 1. State policy documents 2. # of teachers participating in formal induction programs (state or SASS) 3. # of mentors (State or SASS) 4. # and qualifications of mentor teachers 5. # of districts with induction programs 6. Demographics of districts with programs 7. New teacher assessment of induction programs (State or SASS) 8. Retention of new teachers who receive support 9. Reasons teachers leave teaching (SASS)

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
	<p>principals, board members, university faculty, and teacher organizations view the induction system?</p>	<p>10. New teacher assessment of working conditions (SASS)</p> <p>11. Allocations in state budget documents</p>
<p>How are professional development priorities set and plans developed?</p>	<ul style="list-style-type: none"> • What are the state’s goals for professional development? • Are student standards and/or professional teaching standards used as the basis for design, approval, and investments in professional development? • Is there a state plan for professional development? How is it developed? By whom? • Are plans required at the local level? How are they developed? Who is involved? • Who reviews plans? What are the consequences? • To what extent do current policies and practices link professional development opportunities to meaningful content and change efforts? • Is there any link between individual plans and school plans? • Is there provision for increasing time to meet special needs (poor performance, new curricula, high mobility)? 	<ol style="list-style-type: none"> 1. State policy documents 2. Interviews
<p>What is the nature of the professional development being offered?</p>	<ul style="list-style-type: none"> • What is the content of the professional development being offered? How is it determined? By whom? What are factors affecting choices? • What kinds of professional development do teachers participate in? Does 	<ol style="list-style-type: none"> 1. State policy documents 2. State budget analysis 3. State professional

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
	<p>access to particular content vary?</p> <ul style="list-style-type: none"> • Is adequate attention being given to subject-matter knowledge and related knowledge about teaching? • Are there incentives for teachers to enhance and deepen their subject-matter knowledge? • Are subject-matter courses available that are lined to student standards? • Are intensive summer programs in subject areas available? • Is attention being given to helping teachers teach special needs students? • Is time provided during the normal workday for teachers' professional development? • To what extent do professional development policies and practices reduce the isolation of teachers, foster school-wide and team learning, and engage staff from all role groups together? • Are there incentives or funds for schools to provide school time for individual, team, and school-wide professional development? How much time is available for teacher interaction and cooperative work during the workday at different levels of the system? Does this vary across districts? • Are there supports for joint planning, study groups, peer coaching, action research, curriculum and assessment development, etc.? • To what extent do professional development policies and practices lead to a focus on student work and teaching performance? 	<p>development guidelines and review criteria</p> <ol style="list-style-type: none"> 4. Teacher surveys 5. Analysis of local priorities and plans 6. Analysis of recertification applications 7. # of teachers receiving more than 10 days per year 8. Distribution of teachers receiving more than 10 days per year 9. # of hrs per week teachers have for collaboration and professional development 10. # of days per year teachers have for collaboration and professional development 11. Type and perceived quality of professional development (SASS) 12. Interviews 13. Studies of professional development

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
<p>Is there adequate and stable funding for professional development?</p>	<ul style="list-style-type: none"> • How does the state fund professional development? <ul style="list-style-type: none"> – How much does the state spend? What does this buy? – How much do districts spend? What does this buy? – What are the funding mechanisms? – How stable are the funding sources? – How are funds distributed? Are there inequities? – Are there incentives for local investment? – Are there standards to guide use of funds? • How are funding priorities set? Does current policy link opportunities to meaningful content and change efforts? Does it encourage choices based on our knowledge of teaching and program effectiveness? • Are there inequities in access to high-quality opportunities? Which teachers have most access? • Do policy-makers have information on the impact of professional development on practice? 	<ol style="list-style-type: none"> 1. % of state and/or local funds targeted for professional development 2. % of state and/or local funds spent on professional development 3. Professional development dollars by source and target 4. Types of support for professional development 5. Availability of matching funds 6. Costs per type of professional development 7. # of teachers served by type
<p>Is there support for new and promising sources of professional development?</p>	<ul style="list-style-type: none"> • To what extent do professional development policies and practices provide support for innovative delivery systems such as teacher academies, school-university partnerships, professional development schools, teacher networks, internships, etc.? • How are agendas and priorities set for these programs? 	<ol style="list-style-type: none"> 1. State budget documents 2. Grant programs 3. State guidelines 4. Interviews

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
	<ul style="list-style-type: none"> • Do all teachers have access at no or low cost? • Are effective models evaluated and replicated? 	
<p>Recommendation Area III: Overhaul teacher recruitment and put qualified teachers in every classroom</p>		
<p>What is the status of teacher supply and demand in the state?</p>	<ul style="list-style-type: none"> • What is the status of supply and demand? <ul style="list-style-type: none"> – How many teachers are prepared, licensed, and hired each year by field? – What are the sources of the new hires (in-state, out-of-state, reserve pool, newly prepared)? – What are the turnover patterns by field, location, age, and expenditures? – What are current projections for teacher supply and demand by field? • Is there a usable data system for assessing supply and demand? <ul style="list-style-type: none"> – Is the data being used to manage teacher preparation, recruitment, and placement? – Does the data system provide timely, accurate projections to assist recruitment? 	<ol style="list-style-type: none"> 1. #'s of teachers prepared, licensed, and hired each year (look at trends in critical fields) 2. Attrition by field 3. # and % of unqualified hires by field and by district 4. Mobility in and out of state by field
<p>How competitive are teachers' salaries and are they adequate to ensure a supply of qualified teachers across the state?</p>	<ul style="list-style-type: none"> • How do teacher salaries compare across districts? What is the range? • Are there equalization policies that ensure that all districts have resources to pay competitive salaries and attract qualified candidates? • What portion of teachers' salaries is paid for by the state? Do local systems offer supplements? 	<ol style="list-style-type: none"> 1. Salary data by district, by qualifications, by years of experience 2. # and % of unqualified hires by field and by district

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
	<ul style="list-style-type: none"> • Are there districts that do not attract qualified candidates? In what fields and locations? • How do teacher salaries compare to those of similar occupations? 	<ol style="list-style-type: none"> 3. State finance policies and incentives 4. District per pupil spending 5. Salary data by occupation 6. Interviews
<p>Does the state or districts provide incentives to recruit and retain teachers where they are most needed?</p>	<ul style="list-style-type: none"> • Are there programs to recruit teachers? How effective are they? <ul style="list-style-type: none"> – Are there scholarships or forgivable loans linked to several years of teaching in shortage fields or hard-to-staff locations? – Are there programs to recruit middle and high school students into teaching? – Are there high-quality mid-career programs? – Are there high-quality programs for recruiting and training paraprofessionals? – How many teachers are recruited through these programs? • What is the range of model programs? Do they meet the same quality standards as regular teacher education programs? • Is the state working with schools and colleges to expand pools of high-need teachers (e.g., teachers of color, teachers in shortage fields)? • Do districts or the state provide incentives for teachers to acquire licenses in additional fields or shortage areas? • Are there incentives to recruit and assign expert teachers to work in high-need schools and with high-need students? 	<ol style="list-style-type: none"> 1. Types of recruitment programs in place 2. # of teachers recruited by type of program 3. Types of incentives in place 4. # of districts using incentives 5. # and % of teaching positions left unfilled

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
<p>Are district recruitment and hiring procedures efficient and effective?</p>	<ul style="list-style-type: none"> • Are district selection criteria aligned with professional teaching standards? • Are there districts with persistent shortfalls of applicants? In what fields and locations? <ul style="list-style-type: none"> – What are the contributing factors? – Does funding or spending patterns affect capacity to hire qualified personnel? – Do local hiring practices? – Do salary differentials? • What tools does the state employ to ensure the hiring of qualified teachers? <ul style="list-style-type: none"> – Monitors needs for teachers and teacher education programs? – Supply information about vacancies and candidates? Job bank? Help line? – Early hiring procedures? – Partnerships with colleges and universities? – Additional support for financially troubled districts? – Incentives such as salary reimbursements? – Sanctions for districts ignoring licensing requirements? • Are state and local budgets set early enough to permit competitive recruitment and hiring? • Do state policies encourage hiring unqualified personnel? <ul style="list-style-type: none"> – Use of emergency licenses? – Use of long-term substitutes? – Avoidance of requirements through an alternative route? 	<ol style="list-style-type: none"> 1. # and % of unqualified hires by district 2. Requests for emergency licenses 3. Relation of unqualified hires to spending and funding patterns 4. SASS – administrator use of teacher selection criteria 5. Teacher salary data by district for beginning, mid-career, and 25 year veterans

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
<p>Does state policy and practice effectively reduce barriers to teacher mobility?</p>	<ul style="list-style-type: none"> • Does the state have reciprocal licensing agreements? Through what mechanism? With what states? • Can teachers maintain pension benefits if they move among districts or from another state? • Do incoming teachers receive full salary credit for education and experience? • Do state funding policies encourage districts to hire the best-qualified teacher? 	<ol style="list-style-type: none"> 1. State policy documents 2. # of teachers moving across districts 3. Qualifications of new hires

Recommendation Area IV: Encourage and reward knowledge and skill

<p>To what extent are teacher compensation and rewards linked to teaching knowledge, skills, and performance?</p>	<ul style="list-style-type: none"> • What are the bases for teacher compensation? What are the components of salary schedules? • Does the state or any districts link compensation to teachers' demonstrated knowledge and skill, e.g. licensing in more than one field, successful completion of INTASC assessments, advanced or NBPTS certification? • To what extent are professional development incentives and compensation linked to evidence of accomplished teaching? • Is relicensing required? Are the requirements linked to national standards of good teaching? How do the requirements affect professional development choices? • Are teachers encouraged to engage in performance assessment activities as participants or mentors? • To what extent are teacher evaluation procedures and promotion criteria linked to evidence of teaching knowledge and skill? 	<ol style="list-style-type: none"> 1. Compensation policies 2. Professional development incentives 3. Relicensing requirements 4. Data on new roles and #'s of teachers involved
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Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
	<ul style="list-style-type: none"> • Are there opportunities and incentives for teachers to play other professional roles while remaining in teaching? (e.g., peer coaching and mentoring, curriculum development, trainers, teacher education, school leadership) 	
<p>Are teacher and administrator evaluation practices aligned with professional standards and effective for improvement and accountability purposes?</p>	<ul style="list-style-type: none"> • What is the nature of evaluation and accountability standards for teachers? For principals? Do they draw upon professional standards? • Who evaluates? Are they adequately prepared and qualified? Do state and local criteria for supervisors reflect national professional standards? • Are there data on the impact of teacher or principal evaluation? How many receive what kinds of ratings? • Do districts have established and effective procedures for identifying, assisting, and if necessary, removing incompetent teachers or principals? • What kinds of supports and assistance are available to struggling teachers? From whom? How frequently are the supports used? With what effect? 	<ol style="list-style-type: none"> 1. State policy documents 2. District policies 3. Studies of evaluation processes
<p>Recommendation Area V: Create schools organized for student and teacher success</p>		
<p>To what extent does the system allocate resources to the core functions of teaching and learning?</p>	<ul style="list-style-type: none"> • How are resources allocated to schools and within schools? • What share of total budget goes to support regular classroom instruction? To teachers? • What is the allocation of staff by type and function? What % are classroom teachers? • How much is being invested in technology for instructional purposes? 	<ol style="list-style-type: none"> 1. % of budget allocated to instruction 2. Teachers' salaries as a % of budget 3. % of staff by assignment 4. Investment in technology 5. Ratios of total staff, instructional staff, regular classroom teachers, and students

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
<p>Are there supports and incentives for schools to rethink time, staffing, and uses of technology?</p>	<ul style="list-style-type: none"> • Are there efforts to redesign staffing and scheduling to support teaming, personalization and continuity of instruction, on the job training, etc.? How many schools are involved in such efforts? • What are average class sizes and teaching loads? By level? Variation by districts? • How much time do teachers have for planning? For collaborative work? For professional development? • How much training is being provided in use of new technologies? Who gets it? 	<ol style="list-style-type: none"> 1. Average class size by level and district 2. Teaching loads 3. Teacher work hours, in and out of school (SASS) 4. % of time spent planning/working with other teachers 5. % of time and \$ for professional development
<p>Are there state supports and incentives for schools to identify and work on areas of improvement?</p>	<ul style="list-style-type: none"> • Are there state programs or incentives for schools to identify and work on areas needing improvement? Do they support individual and organizational learning? • What kind of guidance and support is being provided for school improvement? Is it consistent with national professional standards? • How selective is the state in offering guidance or supporting new initiatives? Is evidence of impact on performance viewed as critical? • Does the selection and/or training of state or regional technical assistance personnel reflect national standards of good teaching? • Have these efforts changed practice and/or improving performance? • Are teachers and schools rewarded for success? What kind of rewards? How are they distributed? What evidence is there about their consequences? 	<ol style="list-style-type: none"> 1. State policy documents 2. # of schools involved 3. Changes in student performance 4. Interviews

Policy Issue	Key Questions to Pursue	Indicators/ Data Sources
<p>Are principals prepared, selected, and developed to lead high performance schools?</p>	<ul style="list-style-type: none"> • How are principals prepared and selected? <ul style="list-style-type: none"> – Is preparation keyed to professional standards? To student standards? – Does preparation and licensing include knowledge of teaching and learning? – Is licensing performance-based? – Does school organization allow for principals to teach part-time? • How are principals selected? <ul style="list-style-type: none"> – What tools and criteria are used? Who is involved? – Are principals recruited from ranks of accomplished teachers? How? – How well supported are new principals? • How are principals evaluated and rewarded? • What kind of professional development opportunities are offered to principals? How are these determined? Are they linked to special needs? • To what extent are principals' compensation and rewards linked to specific knowledge, skills, and performance for leading redesigned schools? 	<ol style="list-style-type: none"> 1. State policy documents 2. Analysis of local policies 3. Analysis of backgrounds of principals

APPENDIX B

State	Avg Salary	Cost of Living Index	Salary Adjustment	Adjusted Avg. Salary	Adjusted Rank	Original Rank
Michigan	\$48,711	94.1	\$3050	\$51,761	1	4
Pennsylvania	48,457	98.8	582	49,039	2	5
New Jersey	51,692	113.7	(6223)	45,469	3	1
New York	49,686	109.4	(4257)	45,429	4	3
Illinois	45,286	99.9	52	45,338	5	10
Indiana	41,159	92.6	3297	44,456	6	16
Rhode Island	46,286	106.5	(2,834)	43,453	7	9
Oregon	43,789	100.9	(409)	43,380	8	12
Delaware	43,223	101.1	(488)	42,735	9	13
Connecticut	50,277	118.4	(7798)	42,479	10	2
Ohio	40,734	96.6	1448	42,182	11	17
Georgia	38,993	93.4	2744	41,737	12	21
Wisconsin	39,374	94.4	2322	41,696	13	20
Minnesota	39,809	96.4	1491	41300	14	19
Nevada	42,528	103.2	(1327)	41,201	15	15
Maryland	42,545	105.5	(2209)	40,336	16	14
California	46,326	114.9	(6023)	40,303	17	8
North Carolina	36,883	91.9	3241	40,124	18	26
Alabama	35,820	89.6	4155	39,975	19	29
Kentucky	35,383	89.0	4385	39,768	20	31
Tennessee	35,490	90.3	3797	39,287	21	30
D.C.	48,275	123.4	(9154)	39,121	22	7
Alaska	48,275	125.0	(9655)	38,620	23	6
West Virginia	34,248	88.7	4358	38,605	24	38
Massachusetts	44,051	114.2	(5479)	38,572	25	11
Virginia	37,709	98.5	587	38,296	26	24
Iowa	35,007	91.8	3137	38,144	27	32
Texas	34,448	90.4	3651	38,099	28	37

State Rankings by 1998-99 Average Teacher Salary Adjusted by the 1998 AFT Interstate Cost-of-Living Index

State	Avg Salary	Cost of Living Index	Salary Adjustment	Adjusted Avg. Salary	Adjusted Rank	Original Rank
Florida	35,916	94.7	1997	37,913	29	28
South Carolina	34,506	91.2	3338	37,844	30	36
Kansas	34,634	92.2	2918	37,552	31	34
Vermont	36,697	98.3	619	37,316	32	27
Arkansas	32,761	87.9	4507	37,269	33	44
Colorado	38,157	103.3	(1224)	36,933	34	23
Washington	38,530	104.6	(1702)	36,828	35	22
Nebraska	32,880	91.2	3156	36,036	36	43
Maine	34,906	96.9	1104	36,010	37	33
Missouri	33,463	93.4	2358	35,821	38	42
Idaho	34,062	96.1	1392	35,454	39	39
New Hampshire	37,405	105.9	(2078)	35,327	40	25
Oklahoma	31,107	88.1	4210	35,317	41	48
Louisiana	32,000	90.9	3197	35,197	42	46
Utah	34,007	96.8	1136	35,143	43	40
Arizona	34,582	99.3	245	34,828	44	35
New Mexico	32,161	95.7	1438	33,599	45	45
Mississippi	29,550	88.2	3952	33,502	46	49
Wyoming	33,480	100.2	(70)	33,410	47	41
Montana	31,536	96.7	1081	32,617	48	47
South Dakota	28,386	89.6	3299	31,685	49	51
North Dakota	29,002	94.2	1797	30,799	50	50
Hawai'i	40,416	133.0	(10,028)	30,388	51	18
U.S. Avg.	\$40,574	100.0	0	\$40,574		

Source: F. Howard Nelson, "An Interstate Cost-of-Living Index," Educational Evaluation and Policy Analysis, Spring 1991, Vol. 13, pp. 103-111. Hawai'i, Alaska, and Washington, D.C. Cost-of-living data is from American Chamber of Commerce Researchers Association, Intercity Cost-of-Living Index, Louisville, KY.; ACCRA, American Federation of Teachers, annual survey of state departments of education. Note: data is unavailable for Guam, Puerto Rico and the Virgin Islands.

Appendix C

State	Master's Degree Teachers	Master's Degree Others	Accountants	Engineers	Executives (administrative & managerial)
Alabama	\$37,041	\$65,699	\$38,428	\$59,369	\$44,083
Alaska	41,666	51,850	28,786	52,990	37,428
Arizona	37,771	60,808	46,553	56,245	45,054
Arkansas	37,035	59,433	45,607	53,842	38,173
California	37,274	57,740	37,503	52,317	44,312
Colorado	37,579	59,895	31,074	56,032	45,266
Connecticut	42,516	61,424	38,689	46,474	48,107
D.C.	36,973	54,026	36,963	n/a	41,789
Delaware	42,489	55,668	39,684	54,766	45,982
Florida	39,034	62,403	45,672	55,240	45,400
Georgia	38,730	63,226	36,099	55,083	49,530
Hawai'i	25,132	45,137	25,677	41,942	31,956
Idaho	35,813	54,707	51,204	54,311	38,870
Illinois	43,258	64,146	44,383	53,185	51,789
Indiana	45,309	65,641	36,529	54,320	45,925
Iowa	40,306	65,077	46,002	56,277	43,096
Kansas	39,434	61,667	46,531	59,729	52,991
Kentucky	39,324	73,201	38,811	56,584	48,973
Louisiana	32,270	67,880	46,421	61,782	46,875
Maine	n/a	53,200	46,164	50,850	40,029
Maryland	40,905	58,045	32,790	51,992	47,906
Massachusetts	36,362	56,587	38,139	46,706	47,511
Michigan	51,562	68,794	51,041	57,458	50,333
Minnesota	47,756	65,360	34,678	54,011	49,919
Mississippi	34,810	58,116	35,967	55,781	42,386
Missouri	36,502	55,211	40,655	51,994	44,466
Montana	39,496	43,417	28,359	43,159	32,762

The Teacher Salary Gap
State-by-State*

State	Master's Degree Teachers	Master's Degree Others	Accountants	Engineers	Executives (administrative & managerial)
Nebraska	40,197	57,891	55,092	50,162	44,611
Nevada	40,802	63,387	41,546	53,628	45,113
New Hampshire	34,849	55,400	29,709	46,866	45,621
New Jersey	43,375	62,042	43,345	50,917	50,296
New Mexico	33,518	54,343	37,627	56,392	36,718
New York	41,831	60,887	43,116	47,486	50,223
North Carolina	31,860	58,387	30,664	44,250	43,487
North Dakota	36,349	55,425	27,929	49,610	39,006
Ohio	41,685	71,381	46,692	54,086	49,700
Oklahoma	34,710	62,922	34,809	65,635	47,490
Oregon	41,011	56,613	33,147	49,948	45,145
Pennsylvania	45,692	67,894	40,622	52,819	49,456
Rhode Island	40,389	57,342	31,150	47,906	43,918
South Carolina	38,594	60,590	33,055	62,191	45,584
South Dakota	38,267	58,103	31,812	55,123	40,758
Tennessee	37,665	69,545	39,961	57,547	47,007
Texas	41,420	75,136	43,527	63,851	50,839
Utah	36,203	61,090	33,263	50,513	44,810
Vermont	37,490	50,602	31,395	47,143	40,358
Virginia	39,048	67,442	41,290	56,536	50,351
Washington	40,050	56,116	30,204	53,735	43,696
West Virginia	37,328	58,261	36,538	56,725	42,657
Wisconsin	48,057	65,881	39,862	49,571	46,777
Wyoming	36,910	48,596	36,409	53,707	37,774
U.S.	\$40,703	\$63,483	\$40,775	\$54,417	\$39,419

***Policy Table from *Quality Counts 2000 Who Should Teach?* Teacher includes both private and public school teachers. All data in the table are averages from annual surveys conducted from 1992-1999.**

Source: Unpublished tabulations of the U.S. Census Bureau's 1992-99 "Current Population Survey—March Supplement." Respondents reported their total earned income from the previous year.

Note: All figures have been adjusted using a cost of living index developed by the American Federation of Teachers.

Appendix D

Effective 02-01-99 and will remain in effect to 08-19-99

Instructor	Class I	Class II	Class III	Class IV	Class V	Class VI
Instructor I	T11-01 25,436	T12-01 27,352	T13-01 28,461			
Instructor II	T11-02 26,277	T12-02 28,256	T13-02 29,402			
Instructor III	T11-03 27,146	T13-03 29,190	T13-03 30,375			
Steps	Class I	Class II	Class III	Class IV	Class V	Class VI
* A Entry	24,672	26,529	28,527			
1	T00-01 23,656	T02-01 31,403	T03-01 32,659	T04-01 33,966	T05-01 35,324	T06-01 37,444
2	T00-02 24,438	T02-02 32,391	T03-02 33,687	T04-02 35,034	T05-02 36,436	T06-02 38,622
3	T00-03 25,246	T02-03 33,410	T03-03 34,746	T04-03 36,136	T05-03 37,582	T06-03 39,837
4	T00-04 26,081	T02-04 34,461	T03-04 35,840	T04-04 37,273	T05-04 38,764	T06-04 41,090
5	T00-05 26,943	T02-05 35,545	T03-05 36,967	T04-05 38,446	T05-05 39,984	T06-05 42,383
6	T00-06 27,833	T02-06 36,663	T03-06 38,130	T04-06 39,655	T05-06 41,241	T06-06 43,716
7	T00-07 28,753	T02-07 37,817	T03-07 39,330	T04-07 40,903	T05-07 42,539	T06-07 45,091
8	T00-08 29,704	T02-08 39,007	T03-08 40,567	T04-08 42,190	T05-08 43,877	T06-08 46,510
9	T00-09 30,686	T02-09 40,234	T03-09 41,843	T04-09 43,517	T05-09 45,257	T06-09 47,973
10	T00-10 31,700	T02-10 41,499	T03-10 43,159	T04-10 44,886	T05-10 46,681	T06-10 49,482
11	T00-11 32,748	T02-11 42,805	T03-11 44,517	T04-11 46,298	T05-11 48,150	T06-11 51,039
12	T00-12 33,831	T02-12 44,152	T03-12 45,918	T04-12 47,754	T05-12 49,665	T06-12 52,644
13	T00-13 34,949	T02-13 45,541	T03-13 47,362	T04-13 49,257	T05-13 51,227	T06-13 54,301
14	T00-14 36,646	T02-14 47,362	T03-14 49,257	T04-14 51,227	T05-14 53,276	T06-14 56,473
14A	T01-14A 37,745	T02-14A 48,783	T03-14A 50,734	T04-14A 52,764	T05-14A 54,874	T06-14A 58,167

* A Entry applies only to non-bargaining unit employees such as substitutes and part-time teachers (PTT's).

Hawai'i State Teachers' and Instructors' Salary Schedule

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