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HAWAII TEACHER PREPARATION IS NOT ALIGNED WITH COLLEGE- AND CAREER-READINESS STANDARDS

Hawaii's teacher preparation policies fail to ensure that new teachers are ready to help students achieve to the high levels necessary for college and careers.

December 10, 2014 (Washington, DC) — The National Council on Teacher Quality (NCTQ) today released its eighth annual *State Teacher Policy Yearbook*. This year's edition focuses on Hawaii's efforts to align its requirements for teacher preparation and licensure with the skills needed to prepare students for college and careers.

NCTQ Vice President and Managing Director for State Policy Sandi Jacobs said, "With such a profound change occurring in K-12 student standards across the country, it would stand to reason that parallel changes would occur on the teacher side. Hawaii needs to ensure that teachers are adequately supported in the transition and beyond. And there is no better place to start than where new teachers begin to learn their craft—in teacher preparation programs."

Key Yearbook Findings:

Hawaii's teacher requirements are not explicit about preparing teachers for college- and career-readiness standards.

- Hawaii's standards for new teachers do not articulate the instructional requirements of college- and career-readiness standards, such as using informational texts, cross-disciplinary literacy, and intervention for struggling readers.

State content knowledge requirements for prospective teachers in Hawaii aren't ambitious enough to meet the demands of college- and career-readiness standards.

- Hawaii is one of just 4 states in the nation that does not require elementary teaching candidates to pass a content test in each of the four core subject areas.
- Hawaii does not require teachers to demonstrate their knowledge of the science of reading.
- Hawaii is one of 8 states that does not require high school teachers to pass a content test in every licensed subject.

The preparation needs of special education teachers continues to be a largely neglected area, with the introduction of more challenging academic standards in Hawaii having little to no impact on requirements for teachers who educate special education students.

- Hawaii is one of 34 states in the nation that still offers or exclusively grants K-12 special education teacher licenses. Hawaii also does not require special education teachers to demonstrate subject matter knowledge as a condition of licensure.

Hawaii’s teacher preparation admissions requirements may be more selective than most states.

- Based on accreditation standards, Hawaii requires a 3.0 GPA and a test of academic proficiency normed to the college-bound population for admission to teacher preparation programs. As a result, Hawaii is setting a higher bar than most states for the academic performance of the state’s prospective teachers – if accreditors and the state hold preparation programs to these standards.

Hawaii neither collects meaningful data about the quality of teacher prep programs nor holds programs accountable for the quality of the teachers they produce.

- Hawaii is one of only 16 states that does not collect objective program performance data on teacher preparation.
- Hawaii is one of 41 states that does not connect student achievement data to teacher preparation programs.
- Hawaii does not set explicit minimum performance standards for teacher preparation programs in the state.

Looking at NCTQ’s traditional *Yearbook* metrics, Hawaii earns an overall grade of D- for teacher preparation.

- The average grade for all states for teacher preparation in 2014 is a C, up from a D in 2011.

The [2014 Hawaii State Teacher Policy Yearbook](#) is immediately available for free download. The redesigned website also provides searchable access to the entire *Yearbook* dataset, including topical pages with up-to-date data on state teacher policy, a customized search tool and user-friendly options for generating graphic results that can be exported and shared.

The *State Teacher Policy Yearbook* was funded by private foundations across the United States, including the Bill and Melinda Gates Foundation, Carnegie Corporation of New York, Gleason Family Foundation, J.A. and Kathryn Albertson Foundation, the Joyce Foundation and the Walton Family Foundation. NCTQ accepts no funding from the federal government. The National Council of Teacher Quality— comprised of reform-minded Democrats, Republicans, and Independents— is a non-partisan research and policy group committed to restructuring the teaching profession based on the belief that all children deserve effective teachers. More information about NCTQ, including a list of the Board of Directors and Advisory Board, can be found on the NCTQ website, www.nctq.org.