

**Honolulu Office**

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VIA ELECTRONIC MAIL

Hawai'i Teacher Standards Board  
650 Iwilei Road, Suite 268  
Honolulu, HI 96817  
htsb@hawaii.gov

**Advisory Board**

Keith Amemiya  
Jeffrey Arce  
Trevor Asam  
Ann Botticelli  
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Jason D'Olier  
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Ritchie Mudd  
Jim Scott  
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Arthur Souza  
Candy Suiso  
Dana Tokioka  
Sharlene Tsuda

Dear Hawai'i Teacher Standards Board,

This is testimony for NBI 22-58.

We are proud to have supported 920 corps members including 234 local and Native Hawaiian teachers in 95 schools across the state. All of our candidates are hired by partner schools to be teachers of record and teach with an emergency hire permit. During the hiring process, we share with administrators an initial subject area that we have tentatively assigned to candidates and the additional content areas candidates are interested and open to teaching, however, the line that candidates are hired to teach is of course ultimately up to the administrators. The line candidates are hired to teach determines the license they work towards in the ARC program.

We want to examine how to best address the teacher shortage, meet the need for math teachers, and address the difficulty some candidates experience passing the secondary math praxis. One potential pathway to explore is adding middle level math and/or Algebra 1 to our program. Our middle level math teachers and Algebra 1 teachers are successful in the classroom as evidenced by principal feedback and direct Danielson observations, we see a need from the HDOE in math each year with the high number of vacancies, and our partner principals continue to hire our candidates for these lines. The ability to recommend candidates for middle level math, which would require them to take the math praxis that covers grades 6-8 instead of 6-12 and Algebra 1, which would require them to take the Algebra 1 praxis, may support a positive candidate experience and on time licensure while maintaining successful teachers in these areas of need.

We look forward to continuing to partner to make an impact here. We have included some additional information below as well.

Sincerely,



Alyson Emrick  
Director, Licensure & Regional Team Initiatives  
Teach For America Hawai'i

## CUMULATIVE STATS 2006 - TODAY

**920** Corps Members (CMs) Trained  
Total number of current CMs and alumni who completed their two-year corps experience in Hawai'i.

**15** Second Generation CMs  
Total number of CMs who were previously taught by TFA Hawai'i teachers.

**234** Total Local & Native Hawaiian Recruited to Date

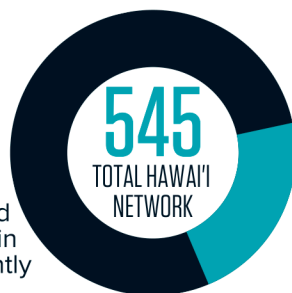
**78%** Local & Native Hawaiian Still in Hawai'i  
Local & Native Hawaiian CMs who did the corps in Hawai'i and currently live in Hawai'i.

## CURRENT STATS FOR SY2021-2022

**15,700** Students Impacted Directly  
Students our TFA teachers directly impact.

**95** Schools Impacted Directly  
Our CMs and alumni work in 95 schools across the state.

**424** In-State Alumni  
Alumni who completed the corps experience in any region who currently live in Hawai'i.



**121** Corps Members  
Corps Members are our first and second year teachers.

### ALUMNI DATA

**75%** Education  
**6.7%** Other Role  
**5.8%** Business  
**3.8%** Graduate Students  
**2.8%** Healthcare  
**2.4%** Law  
**1.4%** Consulting  
**1.4%** Government  
**1%** Nonprofit (Non-Ed)

Our alumni also hold significant positions to drive systems change in schools and local communities.

**13**

School Leaders

**14**

Civic Leaders

**5**

Nonprofit Leaders

### CORPS MEMBER DATA

**100%** Partner principals that would recommend hiring TFA to a fellow school leader

**98%** Proficient/Distinguished Observations  
Ratio of CMs whose principals rated them proficient/distinguished during observations as part of the Educator Effectiveness System (EES).

Black, Indigenous, or Person of Color **38%**

Low-Income Background **37%**

Kama'āina and/or Kānaka Maoli **26%**

First Generation College Graduate **22%**

# Our Impact In Schools

TEACHFORAMERICA

Hawai'i

An overwhelming majority of our 500+ corps members and alumni work in roles that impact education. Additionally, over half of our network provides direct service to students as classroom teachers in HIDOE and charter schools. Members of our network also hold a variety of leadership roles, including serving as department/grade level heads, teacher coaches, district/complex resource teachers, state DOE leaders, and many other roles.

## BY THE NUMBERS

**397**

Working in  
Education

**344**

Working in  
Hawai'i Schools

**318**

Working in HIDOE/  
Charter Schools

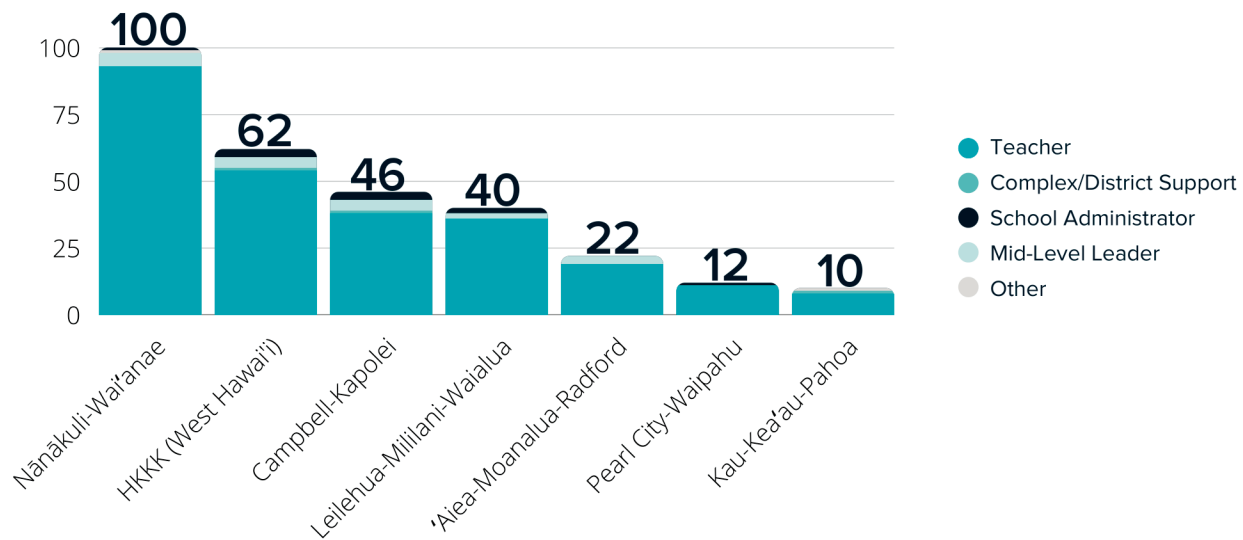
**284**

HIDOE/Charter  
Teachers

**12**

HIDOE/Charter  
School Admin

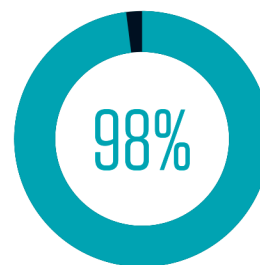
## COMPLEX AREAS WITH THE HIGHEST TFA PRESENCE



## TEACHER PERFORMANCE

When asked about the capacities and contributions of alums at their school, 100% of principals surveyed agreed that alums do all of the following:

- Build strong relationships with school community
- Contribute to positive culture in the school
- Demonstrate high content knowledge
- Demonstrate leadership
- Effective at delivering instruction
- Maintain a positive learning environment.



Proficient or  
distinguished

Our first and second year teachers are consistently rated as effective or distinguished on Danielson Observations as part of the Educator Effectiveness System (EES).