



About the project

Through teacher fellowships, Hope Street Group aims to amplify teacher voices to inform state and district education policies. In fall 2017, Hawai'i State Teacher Fellows held focus groups and disseminated surveys on creating a teacher career pathway to retain teachers and incentivize growth and leadership within the profession. **Four key findings*** guided policy recommendations to the Hawai'i Department of Education.

289 | in-person focus group participants

236 | online focus group participants

CAREER PATHWAYS



1 Hawai'i teachers requested that career pathways:



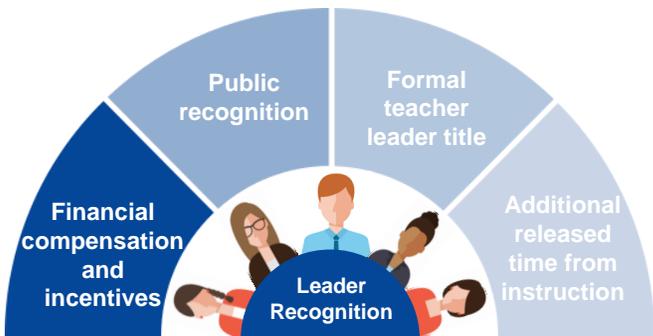
"It would look like a jungle gym with many routes heading in different directions. Unlike typical ladder models where it is only one path."



WHAT CAN HIDOE DO?

- Develop an accessible, clearly defined, and differentiated model for career and leadership pathways that incorporates the teacher leader recognition and incentives that focus group participants recommended.
- Provide school administrators with focus group feedback on their role in building, cultivating, and fostering growth in teacher leadership. Support administrators in their efforts.

2 Hawai'i teachers requested that HIDOE recognize teacher leaders with:



"Separate paid matrix for teacher leaders, with a different role and responsibilities."



3 Hawai'i teachers shared that administrators can support teachers on their leadership pathway and should:



"If you have a good admin, they empower and support you by giving you opportunities to get out of your box and serve as a leader."



2017–2020 STRATEGIC PLAN

4 Hawai'i teachers believe that teacher leadership could be incorporated into the following areas of the HIDOE 2017–2020 Strategic Plan:



"I see it in all three goals—in student success, staff success, and successful systems of support."



WHAT CAN HIDOE DO?

- Consider integrating teacher leadership into all three goals of the HIDOE 2017–2020 Strategic Plan.

* Relatively darker shading indicates more commonly noted themes.