<div align="right">**UNAPPROVED**</div>

HAWAI`I TEACHER STANDARDS BOARD
GENERAL BUSINESS MEETING

Friday, October 23, 2020
Meeting Conducted by Remote Technology via Zoom

MINUTES

PRESENT:

Dr. Cynthia Covell for Dr. Christina Kishimoto	Les Murashige
Dr. Lisa DeLong	Kariane Park Toyama
Lokelani Han	Catherine Payne
Dr. Amelia Jenkins for Dr. Nathan Murata	Dawn Raymond
Brandie Kasaoka	Kim Sanders
Branden Kawazoe	Dr. Wai`ale`ale Sarsona
Justin Mew	Brad Shimizu
Kristi Miyamae	

STAFF:

Dr. Lynn Hammonds, Executive Director	Raymond Rodriguez, Licensing Specialist
Sungti Hsu, Licensing Specialist	Felicia Villalobos, Licensing Specialist
Tracey Idica, Licensing Specialist	Elaine Hutchinson, Secretary

CALL TO ORDER:
Chairperson Kawazoe called the meeting to order at 12:00 p.m.

ROLL CALL TO ESTABLISH QUORUM:
Chairperson Kawazoe called the roll and established quorum.
All fifteen members were present.

AMENDMENT OF AGENDA: None.

ANNOUNCEMENTS:
Covell announced that the Hawai`i State Teacher of the Year ceremony will be on Facebook Live today at 3:00 p.m.

PRESENTATION BY HTSB WEBSITE VENDOR:
Business Solution Technologies: Kevin Costa

APPROVAL OF MINUTES:
The minutes of the September 18, 2020, meeting were approved as written.
(Mew/DeLong)

EXECUTIVE DIRECTOR'S REPORT:
    Executive Director Hammonds submitted her report to the Board as written.

TESTIMONY, PETITIONS FROM THE PUBLIC: None.

TOPIC:	**Standards Committee**
DISCUSSION:	Sanders reported that the committee reviewed and discussed:

- HTSB licensure, subject matter, and educator preparation standards

TOPIC:	**Legislative Committee**
DISCUSSION:	Han reported that the committee reviewed and discussed:

- NBI 20-10: Approval of 2021 Annual Report which was recommended for approval and approved by the HTSB (See Attachment)
- The upcoming Legislative Session

MOTION TO RISE INTO EXECUTIVE SESSION AT 12:38 p.m. (Mew/Sanders)

CALL BACK TO ORDER BY CHAIRPERSON KAWAZOE AT 12:56 p.m. (Mew/Murashige)

TOPIC:	**Report out of Executive Session**
DISCUSSION:	Chairperson Kawazoe reported out:

- The minutes from the September 18, 2020, Executive Session meeting were approved as written. (Mew/Raymond)
- Approval of NBI 20-11: License Affirmation (Jenkins/Raymond) (See Attachment)
- Licensing Update
- Personnel Update
- Financial Update

TOPIC:	**Upcoming Meeting**
DISCUSSION:	Chairperson Kawazoe reported that members discussed:

- Plan for November 13, 2020, Meeting

ADJOURNMENT:
    Chairperson Kawazoe adjourned the meeting at 12:59 p.m.

Recorder: *Elaine Hutchinson*　　　**DATE:** October 23, 2020
                Elaine Hutchinson

TITLE: Approval of HTSB Annual Report

The Hawaii Teacher Standards Board approves the attached Annual Report 2021 and directs the Executive Director to submit to the Governor, President of the Senate, and Speaker of the House prior to the 2021 Opening Day of the Hawaii Legislature.

Submitted by: Branden Kawazoe

Referred to: Legislative Committee

ANNUAL REPORT 2021

2021 Annual Report
Hawai`i Teacher Standards Board

Table of Contents

By statute, the Governor appoints members of the Hawaiʻi Teacher Standards Board (HTSB) from a list of qualified nominees submitted by departments, agencies, representative constituent organizations and current members of the Board. The seventeen-member Board is composed of not less than six licensed classroom teachers regularly engaged in teaching at the time of their appointment; three educational officers employed at the time of their appointment; the Chair of the Board of Education or designee; the State Superintendent or designee; the Dean of the University of Hawaiʻi College of Education or designee chosen from the Teacher Education Coordinating Committee; a representative of the independent schools; and two public representatives. Statute changes in 2014 required one teacher representative to be a charter school teacher. In 2018, additional statute changes added the Chairperson of the Native Hawaiian Education Council or designee, and a non-voting student teacher member, selected on a rotating basis from the University of Hawaii System educator preparation programs. The HTSB gratefully acknowledges the Governor and Senate Education Committee for nominating and confirming these members to fill the Board.

HTSB Membership:

Board Member	Representative Organization
1. Branden Kawazoe, Chairperson	School counselor, Oahu
2. Kariane Park Toyama, Vice Chairperson	Teacher, Maui
3. Kristi Miyamae	Teacher, Oahu
4. Dawn Raymond	Teacher, Hawaii Island
5. Lokelani Han	Charter School Teacher, Molokai
6. Dr. Lisa DeLong	Principal in Residence, DOE, Oahu
7. Justin Mew	Principal, high school, Oahu
8. Kim Sanders	Principal, middle school, Oahu
9. The Honorable Catherine Payne	Chairperson, Board of Education
10. Dr. Christina Kishimoto (Dr. Cynthia Covell, designee)	Superintendent, Department of Education
11. Dr. Nathan Murata (Dr. Amelia Jenkins, designee)	Dean, UH-Manoa College of Education
12. Brad Shimizu	HAIS Representative
13. Dr. Waialeale Sarsona	Chair, Native Hawaiian Education Council
14. Brandi Kasaoka	UH System Teacher Candidate, UH-West Oahu
15. Les Murashige	Public member, Oahu
16. Vacant	Teacher member
17. Vacant	Public member

INTRODUCTION

Act 240 of the Eighteenth Legislature, State of Hawaiʻi, established the Hawaiʻi Teacher Standards Board in 1995. The Board originally consisted of nine members, including four licensed teachers, three educational officers, the chairperson of the Board of Education, and the Dean of the University of Hawaiʻi College of Education. The purpose of Act 240 was to transfer the responsibility for setting public school teacher licensure standards and requirements from the Department of Education to the Hawaiʻi Teacher Standards Board. The Board assumed responsibility for licensing of teachers in 2002. In addition to establishing standards for the issuance of licenses and credentials, the Board's powers also include:

- ▶ Setting and administering its own budget;
- ▶ Adopting, amending, repealing, or suspending the policies, standards, or rules of the Board in accordance with Chapter 91;
- ▶ Receiving grants or donations from private foundations;
- ▶ Submitting an annual report to the Governor and the Legislature on the Board's operations;
- ▶ Conducting a cyclical review of standards and suggesting revisions for their improvement;
- ▶ Establishing licensing and credentialing fees in accordance with Chapter 91;
- ▶ Establishing penalties in accordance with Chapter 91;
- ▶ Issuing, renewing, forfeiting, restoring, conditioning, revoking, suspending, and reinstating licenses;
- ▶ Developing criteria for a full career and technical education license, limited to career and technical education teaching assignments, allowing qualified individuals with at least an associate's degree, pedagogy coursework, industry experience, and content expertise to teach;
- ▶ Reviewing reports from the department on individuals hired on an emergency basis;
- ▶ Applying licensing standards on a case-by-case basis and conducting licensing evaluations;
- ▶ Preparing and disseminating teacher licensing information to schools and operational personnel;
- ▶ Approving teacher preparation programs;
- ▶ Establishing policies and procedures for approving alternative pathways to teaching;
- ▶ Administering reciprocity agreements with other states relative to licensing;
- ▶ Conducting research and development on teacher licensure systems, beginning teacher programs, the assessment of teaching skills, and other related topics;
- ▶ Participating in efforts relating to teacher quality issues, professional development related to the board's standards, and promotion of high teacher standards and accomplished teaching;
- ▶ Adopting applicable rules and procedures.

In the 2020 Legislative session, the HTSB was granted authority to issue a certificate to private school teachers. Historically, this was the responsibility of the Department of Education, but this duty was eliminated and not transferred to the HTSB. A working group composed of representatives of the Hawaii Association of Independent Schools will recommend requirements for this certificate for the HTSB to amend its rules.

Vision and Mission

The HTSB envisions a highly esteemed public education system with rigorous professional teacher standards that foster student success. Our mission is to collaboratively set high teacher licensing and credentialing standards to:

- ▶ Provide every child with qualified teachers.
- ▶ Promote professionalism and teaching excellence.
- ▶ Build public confidence in the teaching profession.
- ▶ Provide more accountability to the public.

Executive Summary

The HTSB has full responsibility for establishing teacher, school counselor and school librarian licensing standards, and issuing licenses to education professionals who meet the criteria. The Board issues three tiers of licenses: provisional, standard, and advanced, and three kinds of special permits: career and technical education, Hawaiian, and emergency hire.

The Board approves Hawai'i based state approved teacher, counselor and librarian Educator Preparation Programs (EPP); reports to the federal government on licensing and teacher education programs under Title II; and approves, validates and adopts licensure tests. The Board also participates in efforts related to teacher quality, including support for National Board for Professional Teaching Standards (NBPTS) candidates. In addition, the Board establishes penalties for teacher misconduct that may result in the suspension or revocation of a license.

HTSB thanks the Governor and the Legislature for their continued support and looks forward to working together to serve Hawai'i's teachers and ultimately Hawai'i's students, families and communities.

2019-2020 Highlights

Between July 1, 2019, and June 30, 2020, the Board adopted the following new policies and procedures:

Legislative:
- HTSB is thankful to the Legislature, especially the Senate and House Education Committees for passing legislation and to Governor Ige for signing into law Act 53, which granted the authority to issue certificates to private school teachers. These certificates will not be required for private school educators but will be voluntarily attained to signify that the educator has met the requirements to be developed by HTSB in collaboration with the HAIS member schools.

Teacher Standards:
- Continued statewide training for the Model Code of Ethics for Educators (MCEE), including training teachers across the state and development of new resource materials for implementation of the MCEE;

- Adopted the National Education Association's Ethics micro-credential for use by Hawaii pre-service and in-service educators to develop an awareness and understanding of ethics and ethical dilemmas in the daily practice of teachers;
- Recognized teachers who attained National Board certification with a statewide gathering of newly certified teachers, support providers, and dignitaries for a day of professional development led by the President of the National Board.

Teacher Education:
Reviewed and approved new and continuing state approval of licensure programs for:
- Recognized that following teacher preparation programs that attained national accreditation and continuing state approval for their programs:
    o Kahuawaiola Indigenous Teacher Education Program at the University of Hawaii at Hilo;
    o Kahoiwai Teacher Education Program;
    o Chaminade University of Honolulu's Teacher Education Program;
    o The University of Hawaii at Manoa's Library Science Program
- For the University of Hawaii at Manoa:
    o Added new licensure tracks to the Early Childhood Education master's programs;
    o Added a new elementary education track to the post-baccalaureate certificate;
    o Added the pre-kindergarten level to the Literacy Specialist preparation program, which was formerly kindergarten through grade 12 preparation;
    o Added a new dual preparation track for elementary education and Kaia`olelo-Kaiapuni Hawaii;
- Approved new teacher preparation program Teach Now Graduate School of Education, now called Moreland University, to offer programs in elementary education, special education, TESOL, science, English, mathematics, social studies areas, CTE Business and world languages;
- Approved the use of the National Orientation and Mobility Certification to add the field of Special Education Orientation and Mobility to an existing Hawai`i Special Education license;
- Approved a Letter of Intent from Hawaii Pacific University to plan new programs in early childhood education and TESOL;
- Approved a Letter of Intent from iTEACH-Hawaii to plan new programs in early childhood education and CTE;
- Approved a Letter of Intent from Teach Away to plan new programs in elementary education and early childhood education;
- Approved a Letter of Intent from Wayland Baptist University's Hawaii campus to plan teacher preparation programs in early childhood education, elementary education, special education, English and social studies;
- Approved the Association for Advancing Quality in Educator Preparation (AAQEP) national review process to be available for Hawaii preparation programs.

Licensure:
- Updated licensure tests in basic skills, geometry, middle level science, and reading due to test refresh by the Educational Testing Service (ETS);
- Added the new licensure field of Geometry and added new grade levels of K-12 to the STEM license and P-12 to the Special Education Blind/Visually Impaired field;

Operational:
- Moved the HTSB office to a smaller space that is one quarter of its original office size in Dole Cannery in a cost reduction effort.
- In response to the COVID-19 Pandemic, immediately implemented measures to protect HTSB's small staff and simultaneously completely meet the needs of applicants, licensees, and permit holders. HTSB's online licensing system has been able to support all licensure needs and virtual meetings have proven successful and expanded accessibility for teachers requiring staff assistance.

STANDARDS

In 2011-2012, the Board adopted new performance standards for teachers, school counselors and school librarians. Subsequently, in 2012-2013 HTSB worked with all three groups of educators to produce informational videos and generate resource materials to assist educators in learning about the new standards and implementing them into their practice. These videos were distributed on DVD to all Hawai'i public schools and posted on the HTSB website. In 2013-2014 new standards were implemented for educator preparation programs. In 2015-2016, the HTSB adopted new standards for Hawaiian Language, Studies and Immersion. In 2016-2017, the HTSB reviewed content standards for new revisions by the national specialty content organizations, and in 2017-2018, adopted new standards for review of preparation programs.

The Board is conducted a review of all teaching and content standards to adopt revisions and updates by the national content associations and will consider revisions or new adoptions in 2020.

Tables depicting the Standards may be found in Appendices A and B.

EDUCATOR LICENSURE

Licensing Requirements

Over the last five years, HTSB has issued licenses with over 18,000 license fields to Hawaii teachers. In the past year, HTSB licensed over 2,500 new licenses and renewed over 1,200 existing licenses. The Board continued the audit of license renewals for those teachers who are required to renew their licenses. Drawing upon a random selection of individuals renewing statewide, licensees submit the documentation to substantiate that they met the Performance Standards and had satisfactory experience within five years prior to renewal. HTSB staff worked with the DOE and Charter School administrators to continue to streamline the license renewal audit and collect evidence electronically. Requirements for licensing and renewal may be found in Appendix C.

Licenses and permits issued and renewed in the past 5 years

Type of License	7/1/2015- 6/30/2016	7/1/2016- 6/30/2017	7/1/2017- 6/30/2018	7/1/2018- 6/30/2019	7/1/2019- 6/30/2020
Provisional	851	1,065	446	1,077	1,422
Standard	293	298	499	1,002	1,016
Advanced	85	115	85	120	94
CTE Permit	4	3	3	3	3
Hawaiian Permit	NA	NA	NA	4	4
Student Teacher Permit	NA	NA	NA	NA	18
TOTALS	1,233	1,481	1,033	2,206	2,557

Licenses and Permits Issued
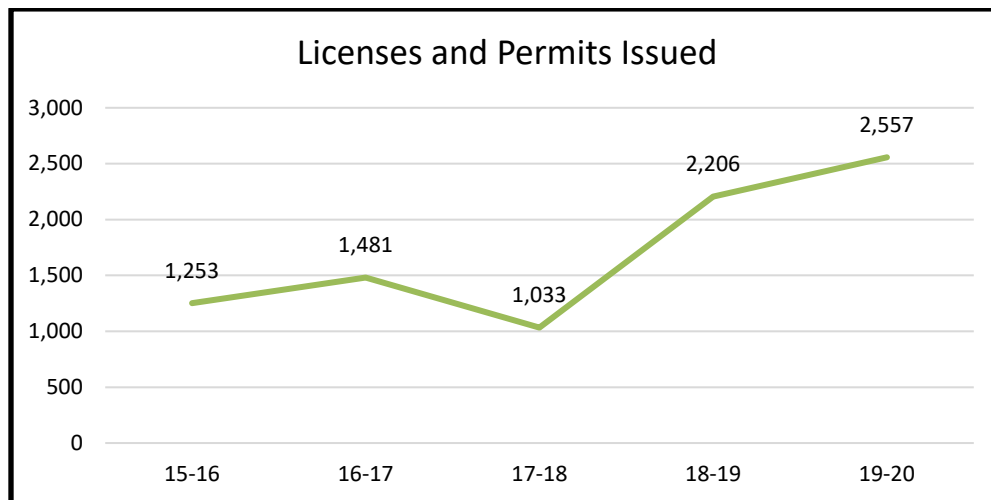
Renewed Licenses

Teachers have used the HTSB online licensing system since July 1, 2010, to renew their license. Requirements to renew a teaching license may be found in Appendix C. For this reporting period, over 1,200 teachers renewed their license. The majority of teachers used their employment evaluation as evidence of meeting the performance standards. HTSB continues to work with the DOE to ensure educators meet the performance standards using a combination of their new

evaluations and professional growth plans. The Educator Effectiveness System, combined with an individual's professional development plan, validates that a person meets all ten performance standards over a five year period.

Renewed licenses in the last 5 years

Year	Licenses Renewed by Year
15-16	3,727
16-17	2,715
17-18	740
18-19	1,173
19-20	1,283

Renewed Licenses and Permits
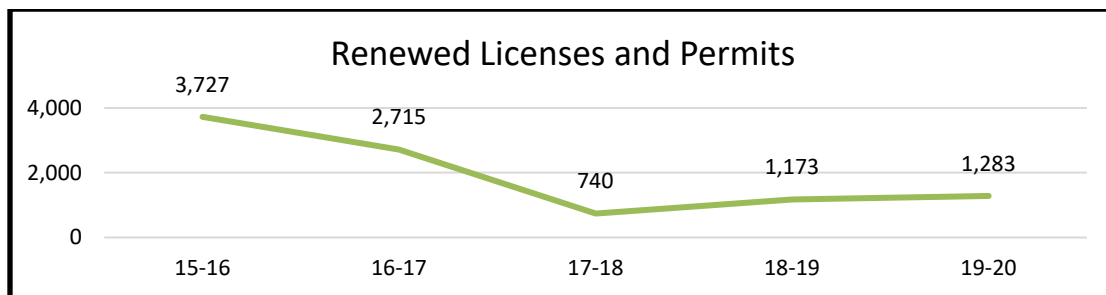
Added Fields

There are five options for adding a field to an existing license. Completion of a new state approved preparation program is one option, in addition to combining teaching experience with passing a licensure test, coursework, or National Board Certification. Requirements for adding a field are found in Appendix C.

Added fields issued in the past 5 years

	15-16	16-17	17-18	18-19	19-20
Number of Added Fields	164	273	210	383	235

Number of Added Fields

Year	15-16	16-17	17-18	18-19	19-20
Number of Added Fields	164	273	210	383	235
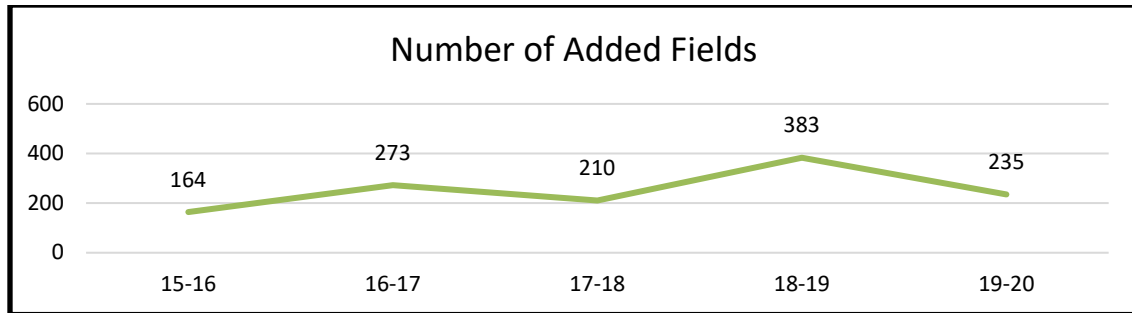
Cases for License Discipline and Appeals

The Board heard four disciplinary cases in the past year.

Cases 2015-2020

Year	Denied	Revoked	Suspended	Deferred or No Action	Reinstated or Approved	Reprimanded or Warned	Conditioned	Total Cases
15-16	1	1	1	1	0	0	1	5
16-17	1	3	0	0	3	0	2	9
17-18	1	2	0	0	1	0	0	4
18-19	4	2	1	2	1	0	0	10
19-20	1	1	1	1	0	0	0	4

Total Cases

Year	15-16	16-17	17-18	18-19	19-20
Total Cases	5	9	4	10	4
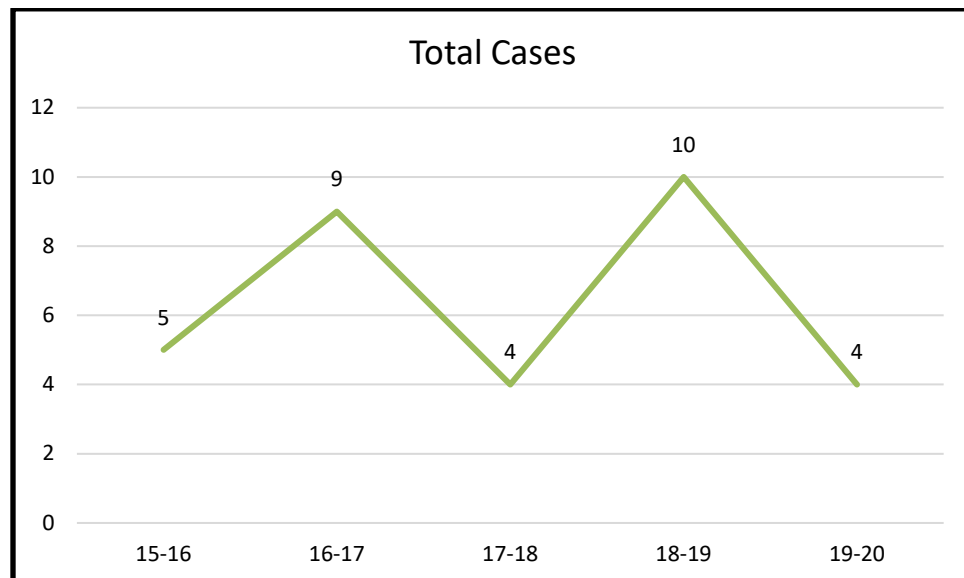
EDUCATOR PREPARATION PROGRAMS

The HTSB is responsible for the state approval of teacher education (SATE) programs based in Hawaiʻi. HRS §302A-802 requires candidates to demonstrate competencies established by the Board. Currently, all Hawaii preparation programs have national or international accreditation. The Association for Advancing Quality in Educator Preparation, the Council for the Accreditation of Educator Preparation, or the World Indigenous Nations Higher Education Consortium. Kahuawaiola Indigenous Teacher Education Program and Kaho`iwai Teacher Preparation

Program were two of the first Indigenous focused programs to be reviewed by WINHEC's newly developed review process for teacher education, a direct outcome of the collaboration between HTSB and the Indigenous programs to ensure a quality, culturally appropriate review process.

The HTSB must review and approve teacher education units and individual licensure programs for provisional status before they are eligible to apply for national accreditation, and encourages all programs to consider adding new programs in shortage areas specified by the Department of Education and Charter School Commission.

The Board adopted the Stanford edTPA and the Educational Testing Service (ETS) Praxis Performance Assessment for Teachers (PPAT), two pre-service performance assessments that may be utilized by all Hawai'i EPPs. Preparation programs may also observe and evaluation experienced teachers who have not previously held a license, and recommend them if they are deemed to meet Hawaii teacher performance standards and all other qualifications for licensure. These alternative routes to licensure are invaluable for experienced teachers or career changers who do not need to complete a full preparation program to be deemed ready to teach, and HTSB encourages their use by Hawaii EPP to help meet the teacher shortage.

The HTSB also adopted the National Model Code of Ethics for Educators (MCEE) for use by Hawaii preparation programs to help prepare teacher candidates for challenging issues they may face in their careers. HTSB staff is continuing to offer training in the MCEE, as is the National Education Association, which offers free training to its state affiliate members.

Training and Resources

The HTSB provides support to all Hawai'i based teacher education programs by conducting training sessions in person and via teleconference and videoconference as well as arranging training by partner organizations. In the past year, there was a slight increase in the number of Hawaii completers. 636 individuals were recommended for licensure by Hawaii's fifteen preparation programs.

Hawaii Educator Preparation Programs

Program	Licensure Fields Offered	Number of completers 7/1/2019- 6/30/2020
Brigham Young University- Hawai'i	• Elementary Education (K-6) • English (6-12) • CTE-Business (6-12) • CTE Arts and Communication (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • Music (6-12) • Physical Education (6-12) • Spanish (6-12) • Art (6-12) • TESOL (6-12)	28

	• SPED Mild/Moderate (K-6) • SPED Mild/Moderate (6-12) • SPED Mild/Moderate (K-12)	
Chaminade University of Honolulu	• English (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • SPED Mild/Moderate (K-12) • Elementary (K-6) • Elementary (K-6)/Special Education Mild/Moderate (K-12) Dual Licensure Program • Early Childhood Education (PK-3) • Early Childhood Education (PK-K) • School Counselor (K-12) • Teacher Leader	77
Kaho'iwai	• Elementary Education (K-6) • Mathematics (6-12) • Science (6-12) • Hawaiian Studies (6-12) • Social Studies (6-12) • English (6-12)	31
Hawai'i Pacific University	• Elementary Education (K-6) • English (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • World Languages (6-12)	29
iTEACH-Hawai'i	• English (6-12) • Mathematics (6-12) • Science (6-12) • World Languages (6-12) • Physical Education (K-6) • Physical Education (6-12) • Physical Education (K-12) • Health (K-6) • Health (6-12)) • Health (K-12) • Special Education (P-3, K-6, 6-8. 6-12. K-12, P 12) •TESOL (P-3, K-6, 6-8. 6-12. K-12) •Elementary Education K-6	51
Kahuawaiola Indigenous Teacher Education Program at UH-Hilo	• Kaiaʻōlelo-Kaiapuni Hawaiʻi (P-12) • Kaiaʻōlelo-Kaiapuni Hawaiʻi (K-6) • Kaiaʻōlelo-Kaiapuni Hawaiʻi (P-3) • Hawaiian Language (6-12) • Hawaiian Studies (6-12) • Elementary Education (K-6)	8
Leeward Community College	• CTE Arts and Communications (6-12) • CTE Business (6-12) • CTE Industrial and Engineering Technology (6-12)	39

	• CTE Natural Resources (6-12) • CTE Public and Human Services (6-12) • CTE Health Services (6-12) • Special Education (K-6, 6-12, K-12)	
Teach for America	• Elementary Education (K-6) • Science (6-12) • Social Studies (6-12) • Mathematics (6-12) • English (6-12) • World Languages (6-12)	53
UH-Hilo Education Department	• Elementary Education (K-6) • Art (6-12) • English (6-12) • Mathematics (6-12) • Physical Education (6-12) • Science (6-12) • Social Studies (6-12)	19
UH-Manoa	• Elementary Education (K-6) • Elementary Education (K-6) and Early Childhood Education (PK-3) (Dual Preparation) • Elementary Education (K-6) and Special Education (K-6) (Dual Preparation) • Special Education (PK-3) and Early Childhood Education (PK-3) (Dual Preparation) • English (6-12) • Mathematics (6-12) • Physical Education (K-6) • Physical Education (6-12) • Physical Education (K-12) • Health (K-6) • Health (6-12) • Health K-12) • Science (6-12) • Social Studies (6-12) • World Language (6-12) • TESOL(6-12) • Art (6-12) • Dance (6-12) • Drama/Theater Arts (6-12) • SPED Mild/Moderate (PK-3, K-6 and 6-12 • SPED Severe/Profound (PK-3 and K-6) • SPED Deaf/Hard of Hearing (PK-3 and K-12) • Secondary Content Field (6-12) and specia Education (6-12) Dual Preparation • Ethnomathematics (K-6, 6-12, K-12) • Kaiaʻōlelo-Kaiapuni Hawaiʻi (K-12) • Hawaiian Immersion (K-12) • Hawaiian Language (6-12) • School Librarian (K-12)	248

	• Teacher Leader • Literacy Specialist	
UH-West Oahu	• Elementary Education for (K-6) • Social Studies (6-12) • Social Studies (6-8) • English (6-12) • English (6-8) • Mathematics (6-12) • Mathematics (6-8) • Science (6-12) • Science (6-8) • Biology (6-12)	37
University of Phoenix-Hawai'i Campus	• Elementary Education (K-6) • Mathematics (6-12) • English (6-12) • Science (6-12) • Social Studies (6-12) • Special Education (K-12) • Special Education (K-6) • Special Education (6-12)	11
	Total Hawai'i program completers	**636**
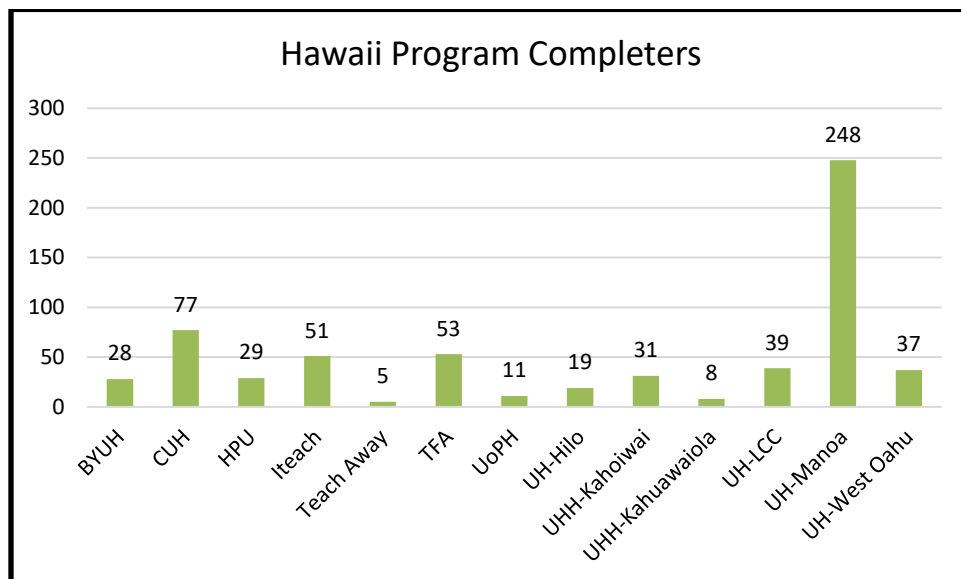
Hawaiian Fields Preparation Program Information

Institution	Number of Hawaiian Fields Recommended by Program 7/1/2019-6/30/2020
Kahuawaiola	15
Kahoiwai	4

NBPTS Summary

HTSB is pleased to resume on-ground informational and support sessions to teachers statewide. In addition, new "pre-certification" professional development courses are in progress to be deployed in spring 2020 to give interested teachers a taste of the certification process. HTSB is currently awaiting the release of newly certified teachers from the National Board organization. The certification process has been revised and local support from the Hawaii State Teachers Association (HSTA) and Kamehameha Schools (KS) has broadened statewide support for all Hawaii teachers. With the new process now in place the number of nationally certified teachers is on the increase again, with 5% of Hawaii teachers nationally certified.

NBPTS Hawaiʻi Data

Year	Cumulative Total
2016	523
2017	534
2018	629
2019	675
2020	716

Total Cumulative National Board Teachers

	2016	2017	2018	2019	2020
Value	523	534	629	675	716
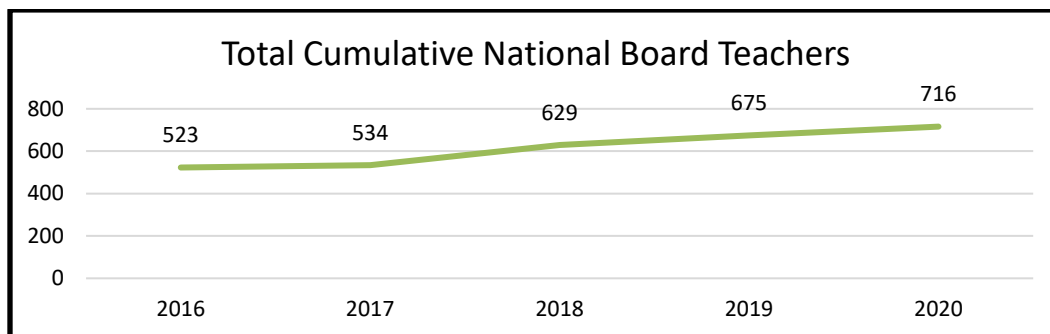
Model Code of Ethics for Educators

The HTSB adopted the Model Code of Ethics for Educators in 2018. This new code developed by a task force of educators under the auspices of the National Association of State Directors of Teacher Education and Certification (NASDTEC) is a tool for educators to have challenging conversations about ethical dilemmas they face each day in the classroom. A core of Hawaii teachers were trained to be their island's Model Code resource person, and professional development became available for teachers statewide in spring 2020.

The teacher shortage continues to rise. HTSB is actively working with public school employers and Hawaii Preparation Programs to recruit into the profession and retain teachers.

Emergency Hires*

Year	Emergency Hires	No State Approved Teacher Education Program (Code 5)	State Approved Teacher Education Program Complete (Code W)
2015-2016	415	357	58
2016-2017	430	327	103
2017-2018	526	463	63
2018-2019	251	141	110

* Source: DOE Employment Report 2018-2019

Identified Shortage Areas

The Department of Education identified the following teaching fields as shortage areas: Language Arts, Hawaiian, Hawaiian Immersion, Mathematics, Science, Special Education, Career and Technical Education, and World Languages

Workforce Development Efforts

The HTSB continues to work with the State Career and Technical Office and the DOE to monitor the needs of public schools and encourages Hawai'i based educator preparation programs to develop and offer programs for teachers in shortage areas.

OPERATIONS

Staffing

HTSB staff consists of the Executive Director, four specialists, secretary, and two licensing clerks. Currently, all positions are filled, and HTSB can fully cover all areas of HTSB work: educator preparation, licensure, professional development, and professional fitness.

Facilities

HTSB occupies a small suite in Dole Cannery and also provides virtual access for Neighbor Island and worldwide license applicants and inquiries.

Because the Governor and Legislature supported full general funding of HTSB's personnel and operations, it was possible to discontinue collection of all application, license, and permit fees in 2019. This move honors all teachers in service to Hawaii's students, families, and communities, as well as funds much needed work in educator professional development and advancing alternative routes to licensure. HTSB continues to be most grateful to the Legislature for its support in funding for personnel and operation in the general fund. Educators also expressed that they are relieved and appreciate this support honoring their preparation and professional licensure.

Year	Special Fund Revenues	Special Fund Personnel Costs	Special Fund Operating Costs	Special Fund Expense Total	General Fund Personnel Costs	General Fund Operating Costs	General Fund Expense Total
2016	525,671	694,185	185,223	879,408	NA	NA	NA
2017	465,073	654,540	571,203	1,225,743	NA	NA	NA
2018	1,034,594	389,141	618,190	1,007,331	NA	NA	NA
2019	639.101	329,256	746,679	1,075,935	189,335	NA	NA
2020	NA	NA	NA	NA	450,791	325,527	776,318

Appendix A: Teacher, Counselor and Librarian Standards

Hawaiʻi Teacher Performance Standards, Aligned with InTASC Model Core Teaching Standards for Teachers

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
1(j) The teacher takes responsibility for promoting learners' growth and development.
1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms, *including Native Hawaiian history and culture*.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts
by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross- disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs

of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities
9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
10(c) The teacher engages collaboratively in the school- wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
10(h) The teacher uses and generates meaningful research on education issues and policies.
10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
10(j) The teacher advocates meeting the needs of learners, to strengthen the learning environment, and to enact system change.
10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.
10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

Hawai'i Performance Standards for School Counselors, Aligned with the American School Counselor Association (ASCA) National Model

Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.

1.1 A program is designed to meet the needs of the school.

1.2 The professional school counselor demonstrates positive interpersonal relationships with students.

1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.

1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

Standard 2: The professional school counselor is able to implement a school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions.

2.1 The professional school counselor is able to teach school guidance units effectively.

2.2 The professional school counselor is able to develop materials and instructional strategies to meet student needs and school goals.

2.3 The professional school counselor collaborates with staff involvement to ensure the effective implementation of the school guidance curriculum.

Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.

3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.

4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.

4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.

4.3 The professional school counselor implements an effective referral process

with administrators, teachers and other school personnel.

Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.
5.2 The professional school counselor provides support for other school programs.
5.3 The professional school counselor develops and distributes a calendar which identifies counseling activities and programs.

Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.

6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and/or school administrator.
6.2 The professional school counselor discusses the anticipated program results when implementing the action plans for the school year.

Standard 7: The professional school counselor collects and analyzes data to guide program direction and emphasis.

7.1 The professional school counselor uses school data to make decisions regarding student choice of classes and/or special programs.
7.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.
7.4 The professional school counselor understands and uses data to establish goals and activities to support academic achievement.

Standard 8: The professional school counselor monitors the students on a regular basis as they progress in school.

8.1 The professional school counselor is accountable for monitoring students' progress.
8.2 The professional school counselor implements monitoring systems appropriate to the individual school.
8.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

Standard 9: The professional school counselor develops a system for evaluating the results of the counseling program.

9.1 The professional school counselor collects data and analyzes results attained from school counseling activities.
9.2 The professional school counselor works with members of the counseling team, if applicable, and with the principal to clarify how programs are evaluated and how results are shared.
9.3 The professional school counselor uses program assessment to make changes as needed in the school counseling program and calendar for the following year.
9.4 The professional school counselor shares the results of the program assessment with stakeholders.

Standard 10: The professional school counselor is an advocate for students, a leader, collaborator, and a systems change agent.

10.1 The professional school counselor promotes academic success of students.
10.2 The professional school counselor promotes equity and access for students.
10.3 The professional school counselor takes a leadership role within the school setting and/or community.
10.4 The professional school counselor understands reform issues and works to close the achievement gap.
10.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.
10.6 The professional school counselor is a member of effective teams and encourages collaboration among all school staff.
10.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

Hawaiʻi School Librarian Performance Standards, Adopted from the American Library Association (ALA) American Association of School Librarians (AASL)

Standard 1: Teaching for Learning
School librarians are effective teachers who demonstrate knowledge of learners and learning. They model and promote collaborative planning, instruction in multiple literacies, and inquiry based learning, enabling members of the learning community to become effective users and creators of ideas and information. They design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

1.1 Knowledge of learners and learning
School librarians demonstrate knowledge of learning styles, stages of human growth and development and cultural influences on learning. They assess learner needs and design instruction that reflect best practices in teaching. They support the learning of various members of the educational community including those with diverse learning styles, physical and intellectual abilities and needs. School Librarians base instruction on interests and needs and link it to the assessment of student achievement.
1.2 Effective and knowledgeable teacher
School librarians implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. They use a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. They document and communicate the impact of collaborative instruction on student achievement.
1.3 Instructional partner
School librarians model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. They participate in curriculum development, engage in school improvement processes, and offer professional development to various members of the educational community as it relates to library and information use.
1.4 Integration of twenty-first century skills and learning standards
School librarians advocate for twenty-first century literacy skills to support the learning needs of the school community. They collaborate with other teachers to plan and implement instruction based on of the AASL Standards for the 21st-Century Learner and curriculum standards. They employ strategies to integrate multiple literacies with content curriculum. School librarians integrate the use of technologies as a means for effective and creative teaching and to support PreK-12 students' conceptual understanding, critical thinking and creative processes.

Standard 2: Literacy and Reading
School librarians promote reading for learning, personal growth, and enjoyment. They use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

2.1 Literature
School librarians are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion
School librarians use a variety of strategies to promote reading for learning, personal growth, and enjoyment.
2.3 Respect for diversity
School librarians develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of PreK-12 students and their communities.
2.4 Literacy strategies
School librarians collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure PreK-12 students are able to create meaning from text.

Standard 3: Information and Knowledge
School librarians model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. They provide a variety of information sources and services that support the needs of the diverse learning community. They use a variety of research strategies to generate knowledge to improve practice in school libraries.

3.1 Efficient and ethical information-seeking behavior School librarians identify and provide support for diverse student information needs. They model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. They collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.
3.2 Access to information
School librarians support flexible, open access for library services. They develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. They facilitate access to information in print, non-print, and digital formats. They model and communicate the legal and ethical codes of the profession.
3.3 Information technology
School librarians design and adapt relevant learning experiences that engage students in the use of digital tools and resources. They model and facilitate the effective use of digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a global society.
3.4 Research and knowledge creation
School librarians use evidence-based, action research to collect data. They interpret and use data to create and share new knowledge to support and improve practice in school libraries.

Standard 4: Advocacy and Leadership
School librarians advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. They are committed to continuous learning and professional growth and lead professional development activities for other educators. They provide leadership by articulating ways in which school libraries contribute to

student achievement.

4.1. Networking with the library community
School librarians participate and collaborate as members of a social and intellectual network of learners. They establish partnerships with other libraries for resource sharing and networking.
4.2 Professional development
School librarians model a strong commitment to the profession by participating in professional growth and leadership opportunities through joining library associations, participating in professional conferences, reading professional publications, and exploring Internet resources. They plan for ongoing professional growth.
4.3 Leadership
School librarians articulate the roles and relationships of the library program's support of student academic achievement within the context of current educational initiatives. Utilizing evidence based practice and information from education and library research, They communicate ways in which the library program can enhance school improvement efforts.4.4 Advocacy
School librarians identify stakeholders within and outside the school community who impact the school library program. They use a range of strategies to advocate for school library and information programs, for resources, and for services.

Standard 5: Program Management and Administration
School librarians plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program and the school according to the ethics and principles of library science, education, management, and administration.

5.1 Collections and Information Access
School librarians evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality program of information access designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. They organize school library collections according to current library cataloging and classification principles and standards.
5.2 Professional Ethics
School librarians practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. They educate the school community on the ethical use of information and ideas.
5.3 Personnel, Funding, and Facilities
School librarians apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. They organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. They develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.
5.4 Strategic planning and assessment
School librarians communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. They make effective use of data and information to assess how the library program addresses the needs of their diverse communities.

Appendix B: State Approval of Teacher Education Unit Standards

Standard 1: Candidate Content Knowledge, Pedagogical Knowledge, and Dispositions

Candidates demonstrate strong subject matter knowledge, culturally relevant pedagogical knowledge, pedagogical content knowledge, and professional dispositions in instruction and in other interactions with all P-12 learners.

Standard 2: Clinical Practice and Partnerships

The educator preparation program and its associated partners have shared responsibility for the design, implementation, and evaluation of diverse clinical experiences that provide the candidate the opportunity to have a positive impact on the growth and development of learners.

Standard 3: Assessment and Evaluation

Educator preparation programs have criteria for and monitor candidate progression from admissions, to student teaching, through completion and recommendation for licensure. They gather, analyze, and interpret data for continuous improvement of the program.

Through their work with P-12 students, the candidate understands and uses multiple methods of assessment to monitor learner progress and to inform their practice. Candidates can demonstrate positive impact on P-12 learners' growth and development.

Standard 4: Governance and Resources

The educator preparation program has sufficient faculty, financial, physical, and technological resources and capacity to support and sustain the quality of its educational program.

Standard 5: Hawaii Specific Requirements

The educator preparation program ensures it meets all requirements in Hawaii Administrative Rules governing the approval of Educator Preparation Programs. (HAR) §8-54-19, Appendix A.

Appendix C: License Requirements

Provisional License: Non-renewable 3 year license

1) Hold a bachelor's degree;
2) Complete a State Approved Teacher Education Program (SATEP);
3) Meet basic skills and content knowledge expertise requirement in the license field;
4) Professional fitness clearance.
OR
1) Hold a bachelor's degree;
2) Hold a valid equivalent license from another jurisdiction;
3) Professional fitness clearance.

Standard License: Renewable 5 year license
1) Hold a bachelor's degree;
2) Complete a State Approved Educator Preparation Program (Hawai'i EPP may assess experienced candidates using an approved performance assessment);
3) Meet basic skills and content knowledge expertise requirements;
4) Have three out of the last five years of satisfactory full time teaching experience;
5) Professional Fitness clearance;
    OR
1) Hold a bachelor's degree;
2) Hold a valid, un-revoked out-of-state license issued for the first time since July 1, 2006;
3) Have three out of the last five years of satisfactory full time teaching experience;
4) Professional Fitness clearance;
    OR
1) Hold a bachelor's degree;
2) Hold a valid, un-revoked out-of-state license issued for the first time prior to July 1, 2006;
3) Meet basic skills and content knowledge expertise requirements in Hawaii or the home state;
4) Have three out of the last five years of satisfactory full time teaching experience;
5) Professional Fitness clearance;
    OR
1) Hold a bachelor's degree;
2) Hold a valid, un-revoked out-of-state license with NBPTS certification or MNTC designation;
3) Have three out of the last five years of satisfactory full time teaching experience;
4) Professional Fitness clearance;
    OR
1) Hold a bachelor's degree;
2) Complete a non-US State Approved Teacher Education Program;
3) Meet basic skills and content knowledge expertise requirements;
4) Professional Fitness clearance;

Note:
Standard CTE teachers may also verify content expertise with a national certification, license, 5 years of industry experience or thirty hours of coursework in the license field.

World Language teachers may verify content experience by submitting the American Council on the Teaching of Foreign Languages Proficiency Tests.

CTE Standard Limited License

1) Minimum of an Associate degree; and
2) A minimum of 3 years of industry experience directly related to content area; and
   a. 15 hours of pedagogy coursework from SATEP in the grade level of the license

   Or

   b. 12 hours of pedagogy coursework from a SATEP in the grade level of the license and passing score on the Principles of Learning and Teaching (PLT) in the grade level of the license; and
3) Meet *one* of the following content knowledge testing options:
   a. Praxis in content field, if one exists;

   Or

   b. Current valid National Industry Certification in content area;

   Or

   c. Current valid industry license in content area;

   Or

   d. 30 hours coursework in the license field; and
4) Meet Professional Fitness Requirement; and
5) Meet basic skills requirement.

Advanced License: Renewable 10 year license

1. Hold a bachelor's degree;
2. Hold a current, valid un-revoked Standard License in Hawai'i or another state;
3. Hold one of the following:
   a) Master's, Specialist or Doctoral degree that was not used to obtain the Standard License or
   b) A current valid National Board Certification in the license field or
   c) Be designated as a teacher leader by the Hawaii Department of Education, Hawaii Charter Schools or Hawaii Association of Independent Schools;
4. Satisfactory completion of 5 out of the last 8 years of full-time P-12 experience under the Standard License, either in Hawai'i or another state;
5. Professional Fitness clearance.

CTE Limited Duty Special Permit: Non-renewable 5 year permit

1. Hawai'i Department of Education or Charter School submits directly to HTSB a Recommendation to Receive Career and Technical Education Special Permit for the applicant;
2. Possesses a valid trade/industry license or certification, if one exists in the trade/industry in the field in which instruction will be offered;
3. Have three (3) years of satisfactory full-time trade/industry experience in the field in which instruction will be offered;
4. Professional Fitness clearance;

Emergency Hire Permit
1. Hold a bachelor's degree;;
2. Professional Fitness clearance.

Adding a Field to an Existing Hawai'i License

1. A Hawai'i licensed teacher may add a field to their existing license in five ways:
   a) Complete a State Approved Teacher Education Program in the new field;

   Or

b) Complete 30 hours of content coursework in the new field and verify 1 year of at least half time experience out of the last 5 in the new field;

Or

c) Take the Praxis content test in the new field and verify 1 year of at least half time experience out of the last 5 in the new field;

Or

d) Attain NBPTS certification in the new field;

Or

e) Hold and Advanced License and a major or equivalent in the new field.

License Renewal Requirements

1. Possess evidence of meeting all ten Hawaiʻi Teacher (Counselor, Librarian) Performance Standards;
2. Possess evidence of satisfactory experience within the five years prior to license renewal;
3. Meet Professional Fitness requirements;

Appendix D: Model Code of Ethics for Educators

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding oneself and other educators to the same ethical standards.

A. The professional educator demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in and of itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment, and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety;
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate;
5. Cooperating fully during ethics investigations and proceedings.

C. The professional educator promotes and advances the profession within and beyond the school community by:

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership, and student services;

2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. The professional educator demonstrates commitment to high standards of practice through:

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the Model Code of Educator Ethics and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties, and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. The professional educator demonstrates responsible use of data, materials, research and assessment by:

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

C. The professional educator acts in the best interest of all students by:

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience;
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. The professional educator respects the rights and dignity of students by:
1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:
1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil

status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and

3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions with members of the school community while maintaining professional boundaries.

A. The professional educator promotes effective and appropriate relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes effective and appropriate relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;

4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. The professional educator promotes effective and appropriate relationships with employers by:

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator understands the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;

3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and

4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;

2. Staying abreast of current trends and uses of school technology;

3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;

4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;

5. Understanding and abiding by the district's policy on the use of technology and communication;

6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and

7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B.   The professional educator ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;

2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and

3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality in the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;

2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and

3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. The professional educator promotes the appropriate use of technology in educational settings by:

1. Advocating for equal access to technology for all students, especially those historically underserved**;**

2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and

3. Promoting technological applications: (a) that are appropriate for students' individual needs; (b) that students understand how to use and; (c) that assist and enhance the teaching and learning process.

TITLE: License Affirmation

The Hawaii Teacher Standards Board affirms the following licenses and permits.

Submitted by: Branden Kawazoe

Referred to:

INITIAL LICENSES:
ADVANCED

	Last Name	First Name	License Field	Effective Date	Expiration Date
AL	Eleno	Romeo	Physical Education (K-12)	9/1/2020	6/30/2031
AL	Eleno	Romeo	School Counselor (K-12)	9/1/2020	6/30/2031
AL	Evans	Jenifer	Early Childhood Education (P-3)	8/1/2020	6/30/2031
AL	Evans	Jenifer	Elementary Education (K-6)	8/1/2020	6/30/2031
AL	Gatten	Jennifer	English (6-12)	8/1/2020	6/30/2031
AL	Gatten	Jennifer	Social Studies (6-12)	8/1/2020	6/30/2031
AL	Hartwick	Danielle	Early Childhood Education (P-3)	9/1/2020	6/30/2031
AL	Hartwick	Danielle	Special Education (P-3)	9/1/2020	6/30/2031
AL	Heinlein	Nicole	Early Childhood Education (P-3)	8/1/2020	6/30/2031
AL	Heinlein	Nicole	Elementary Education (K-6)	8/1/2020	6/30/2031
AL	Heinlein	Nicole	Literacy Specialist (K-12)	8/1/2020	6/30/2031
AL	Heinlein	Nicole	Reading Specialist (K-12)	8/1/2020	6/30/2031
AL	Heinlein	Nicole	Special Education (K-12)	8/1/2020	6/30/2031
AL	Heinlein	Nicole	Teacher Leader	8/1/2020	6/30/2031
AL	Heinlein	Nicole	Teaching English to Speakers of Other Languages (TESOL) (K-12)	8/1/2020	6/30/2031
AL	Hemenway	Sacha	Early Childhood Education (P-3)	8/1/2020	6/30/2031
AL	Hemenway	Sacha	Elementary Education (K-6)	8/1/2020	6/30/2031
AL	Hemenway	Sacha	Special Education (K-6)	8/1/2020	6/30/2031
AL	Principe	Nancy	Elementary Education (K-6)	8/1/2020	6/30/2031
AL	Stewart	Susan	Biology (6-12)	9/1/2020	6/30/2031
AL	Stewart	Susan	Chemistry (6-12)	9/1/2020	6/30/2031
AL	Stewart	Susan	Earth and Space Sciences (6-12)	9/1/2020	6/30/2031
AL	Stewart	Susan	Physics (6-12)	9/1/2020	6/30/2031
AL	Thorpe	Bethany	Elementary Education (K-6)	8/1/2020	6/30/2031
AL	Woodard	C Louis	Chinese (K-12)	8/1/2020	6/30/2031
AL	Woodard	C Louis	Social Studies (6-12)	8/1/2020	6/30/2031
AL	Woodard	C Louis	Teaching English to Speakers of Other Languages (TESOL) (P-12)	8/1/2020	6/30/2031

INITIAL LICENSES:
STANDARD

	Last Name	First Name	License Field	Effective Date	Expiration Date
SL	Abdou	Mai	Computer Science (6-12)	8/1/2020	6/30/2026
SL	Abu Atiya	Nadera	Mathematics (6-12)	8/1/2020	6/30/2026
SL	Alami	Bouchra	Mathematics (6-12)	8/1/2020	6/30/2026
SL	Alcoran	Cherry Jean	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Arevalo	Cesar	Spanish (6-12)	8/1/2020	6/30/2026
SL	Auckland	Daniel	Teaching English to Speakers of Other Languages (TESOL) (K-12)	9/1/2020	6/30/2026
SL	Barcelon	Brittany	School Counselor (K-6)	8/1/2020	6/30/2026

SL	Batangan	Geraldine Joyce	Special Education - Mild/Moderate (K-12)	8/1/2020	6/30/2026
SL	Beale	Robert	Music (6-12)	9/1/2020	6/30/2026
SL	Bem	Joseph	Mathematics (6-12)	8/1/2020	6/30/2026
SL	Berbenzana	Precious	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Berg	Vadim	Social Studies (6-12)	9/1/2020	6/30/2026
SL	Boyle	Katelyn	Elementary Education (K-6)	9/1/2020	6/30/2026
SL	Branch	Courtney	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Branham	Charles	Teaching English to Speakers of Other Languages (TESOL) (K-12)	8/1/2020	6/30/2026
SL	Brown	Kari	Science (6-12)	9/1/2020	6/30/2026
SL	Brown	Matthew	Special Education (K-12)	8/1/2020	6/30/2026
SL	Ca	Thi Bich Thuy	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Cai	Yuqi	Teaching English to Speakers of Other Languages (TESOL) (K-12)	8/1/2020	6/30/2026
SL	Cao	Min	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Carlos	Marc	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Carter	Leah	Elementary Education (K-6)	9/1/2020	6/30/2026
SL	Celver	Benjamin	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Celver	Benjamin	English (6-12)	8/1/2020	6/30/2026
SL	Celver	Benjamin	History (6-12)	8/1/2020	6/30/2026
SL	Celver	Benjamin	Mathematics (6-8)	8/1/2020	6/30/2026
SL	Celver	Benjamin	Science (6-12)	8/1/2020	6/30/2026
SL	Chen	Shih Ting	Physical Education (K-12)	8/1/2020	6/30/2026
SL	Cheng	Xiaoxiao	Chinese (K-12)	9/1/2020	6/30/2026
SL	Colson	James	Physical Education (K-12)	9/1/2020	6/30/2026
SL	Cosner	Britaney	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Cowley	Jason	Special Education (K-12)	9/1/2020	6/30/2026
SL	Cummings	Kelsey	English (6-8)	9/1/2020	6/30/2026
SL	Daquila	Robert	English (6-12)	8/1/2020	6/30/2026
SL	Davenport	Hannah	Special Education - Mild/Moderate (P-3)	9/1/2020	6/30/2026
SL	Davis	Tracy Ann	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Elgammal	Nourhan	Early Childhood Education (P-3)	8/1/2020	6/30/2026
SL	Engel	Thomas	Music (K-12)	9/1/2020	6/30/2026
SL	Feng	Li	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Ferguson	Sarah	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Ferguson	Sarah	Teaching English to Speakers of Other Languages (TESOL) (K-6)	8/1/2020	6/30/2026
SL	Fernandez	Andrea	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Filous	Alison	Elementary Education (K-6)	9/1/2020	6/30/2026
SL	Filous	Alison	Special Education (K-12)	9/1/2020	6/30/2026
SL	Fuller	Chioke	English (6-12)	9/1/2020	6/30/2026
SL	Fullerton	Mary	English (6-12)	8/1/2020	6/30/2026
SL	Fullerton	Mary	Social Studies (6-12)	8/1/2020	6/30/2026
SL	Ghobrial	Monica	Special Education (K-12)	9/1/2020	6/30/2026

SL	Giraldo	Ana	Early Childhood Education (P-3)	8/1/2020	6/30/2026
SL	Groarke	Alan	Social Studies (6-12)	8/1/2020	6/30/2026
SL	Haioka	Clinton	English (6-12)	9/1/2020	6/30/2026
SL	Han	Kristie	Music (K-12)	9/1/2020	6/30/2026
SL	Harvey	Colin	Earth and Space Sciences (6-12)	9/1/2020	6/30/2026
SL	Harvey	Colin	Social Studies (6-12)	9/1/2020	6/30/2026
SL	Hastings	David	Early Childhood Education (P-3)	8/1/2020	6/30/2026
SL	Hawkins	Matthew	English (6-12)	8/1/2020	6/30/2026
SL	Hawkins	Matthew	French (6-12)	8/1/2020	6/30/2026
SL	Henderson	Michael	English (6-8)	8/1/2020	6/30/2026
SL	Holt	Michael	Special Education (K-12)	8/1/2020	6/30/2026
SL	Hurd	Catherine	Social Studies (6-8)	8/1/2020	6/30/2026
SL	Isaacs	Emily	Early Childhood Education (P-3)	9/1/2020	6/30/2026
SL	Ishii	Melissa	Social Studies (6-12)	8/1/2020	6/30/2026
SL	Jackson	Omari	Physical Education (K-12)	8/1/2020	6/30/2026
SL	Jayatharan	Thilakshan	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Juarez	Lynette	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Julian	Joshua	English (6-12)	9/1/2020	6/30/2026
SL	Kahui	Kelsey	Physical Education (6-12)	8/1/2020	6/30/2026
SL	Kang	Sophia	Early Childhood Education (P-3)	9/1/2020	6/30/2026
SL	Kang	Sophia	Special Education (P-3)	9/1/2020	6/30/2026
SL	Kim	Yungbum	Biology (6-12)	9/1/2020	6/30/2026
SL	King	Lakecia	Special Education (K-12)	9/1/2020	6/30/2026
SL	Kolbeck	Vimala	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Koomoa	Teuila	Special Education (K-12)	8/1/2020	6/30/2026
SL	Lambrecht	Carrie	Elementary Education (K-6)	9/1/2020	6/30/2026
SL	Lee	Se Eun	Music (K-12)	8/1/2020	6/30/2026
SL	Legan	Katarina	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Lehrwyn	Josephine	English (6-8)	8/1/2020	6/30/2026
SL	Lipinski	Amanda	Early Childhood Education (P-3)	8/1/2020	6/30/2026
SL	Liu	Jilin	Chinese (K-12)	9/1/2020	6/30/2026
SL	Liu	Juan	Special Education (K-12)	8/1/2020	6/30/2026
SL	Lubon	Patrick	Elementary Education (K-6)	9/1/2020	6/30/2026
SL	Luebs	Jason	Physical Education (K-12)	8/1/2020	6/30/2026
SL	Malone	Theresa	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Mccarthy	Rebecca	Elementary Education (K-6)	9/1/2020	6/30/2026
SL	Mehau	Jo-Lyn	School Counselor (K-12)	8/1/2020	6/30/2026
SL	Mehau	Jo-Lyn	Social Studies (6-12)	8/1/2020	6/30/2026
SL	Meyers	Kristel	Special Education - Mild/Moderate (6-12)	8/1/2020	6/30/2026
SL	Miller	Tammie	Special Education (P-12)	9/1/2020	6/30/2026
SL	Mitchell	Ryan	Physical Education (K-12)	8/1/2020	6/30/2026
SL	Moeai	Malofou	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Mohammed	Alicia	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Mohd Sivan	Sasha	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Munch	Tara	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Munch	Tara	Social Studies (6-8)	8/1/2020	6/30/2026

SL	Munch	Tara	Special Education (K-12)	8/1/2020	6/30/2026
SL	Muraoka	Jessica	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Nakano	Andrew	Mathematics (6-12)	8/1/2020	6/30/2026
SL	Nieto	Liliana	Elementary Education (K-6)	9/1/2020	6/30/2026
SL	Noel	Sherie-Don	Elementary Education (K-6)	9/1/2020	6/30/2026
SL	Noel	Sherie-Don	Special Education (K-12)	9/1/2020	6/30/2026
SL	Oberlander	Keil	Social Studies (6-12)	8/1/2020	6/30/2026
SL	Okamura	Erik	Social Studies (6-12)	8/1/2020	6/30/2026
SL	Orong	Zyna Karl	School Counselor (K-12)	8/1/2020	6/30/2026
SL	Oshiro	Shelby	Social Studies (6-12)	8/1/2020	6/30/2026
SL	Page	Lindsey	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Page	Nicholas	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Pecorilla	Neil	English (6-12)	8/1/2020	6/30/2026
SL	Plumridge	Kevin	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Poehner	Kevin	Social Studies (6-12)	8/1/2020	6/30/2026
SL	Pryor	Steven	Biology (6-12)	9/1/2020	6/30/2026
SL	Pryor	Steven	Health (K-12)	9/1/2020	6/30/2026
SL	Pryor	Steven	Physical Education (K-12)	9/1/2020	6/30/2026
SL	Pryor	Steven	Physics (6-12)	9/1/2020	6/30/2026
SL	Reese	Marquita	Elementary Education (K-6)	9/1/2020	6/30/2026
SL	Ridley	Julia	Physical Education (K-12)	9/1/2020	6/30/2026
SL	Rihan	Mostafa	Health (K-12)	9/1/2020	6/30/2026
SL	Rihan	Mostafa	Physical Education (K-12)	9/1/2020	6/30/2026
SL	Rodden	Joseph	Physical Education (K-12)	8/1/2020	6/30/2026
SL	Rozman	Roy	Biology (6-12)	8/1/2020	6/30/2026
SL	Schimmelfennig	Chadley	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Semeniuk	John	Social Studies (6-12)	8/1/2020	6/30/2026
SL	Shaw-De Mello	Ishael	Social Studies (6-12)	8/1/2020	6/30/2026
SL	Sheiko	Eloise	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Sikora	Kathleen	Early Childhood Education (P-3)	9/1/2020	6/30/2026
SL	Steele	David	Mathematics (6-12)	9/1/2020	6/30/2026
SL	Steele	Michael R	English (6-12)	8/1/2020	6/30/2026
SL	Steele	Michael R	Social Studies (6-12)	8/1/2020	6/30/2026
SL	Stineman	Eleanor	Social Studies (6-12)	9/1/2020	6/30/2026
SL	Stineman	Eleanor	Special Education (K-12)	9/1/2020	6/30/2026
SL	Su	Afra	Music (K-12)	8/1/2020	6/30/2026
SL	Su	Ken	Physical Education (K-12)	8/1/2020	6/30/2026
SL	Teter	Phillip	Teaching English to Speakers of Other Languages (TESOL) (K-12)	9/1/2020	6/30/2026
SL	Toyama	Terri	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Traynor	Paul	Elementary Education (K-6)	9/1/2020	6/30/2026
SL	Tuiasosopo	Aitulagi	Science (6-12)	8/1/2020	6/30/2026
SL	Venzon	Nel	Science (6-12)	8/1/2020	6/30/2026
SL	Viquez	Tatiana	Early Childhood Education (P-3)	8/1/2020	6/30/2026
SL	Wadie	Tamy	Computer Science (6-12)	8/1/2020	6/30/2026

	Last Name	First Name	License Field	Effective Date	Expiration Date
SL	Walker	Carl	Special Education - Mild/Moderate (K-12)	9/1/2020	6/30/2026
SL	Walker	Paula	CTE - Public and Human Services Vocational (6-12)	9/1/2020	6/30/2026
SL	Wells	Russell	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Wells	Russell	Special Education (P-3)	8/1/2020	6/30/2026
SL	Wells	Russell	Special Education - Mild/Moderate (K-12)	8/1/2020	6/30/2026
SL	Wheeler	Caitlin	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Whitmore	Summer	Mathematics (6-12)	8/1/2020	6/30/2026
SL	Whyley	Steve	Elementary Education (K-6)	9/1/2020	6/30/2026
SL	Wilcox	Stephen	Music (K-12)	9/1/2020	6/30/2026
SL	Williams	Kurt	Art (6-12)	9/1/2020	6/30/2026
SL	Williams	La Roi	English (6-12)	9/1/2020	6/30/2026
SL	Wong	Gregg	Science (6-12)	8/1/2020	6/30/2026
SL	Woods	Camille	Elementary Education (K-6)	8/1/2020	6/30/2026
SL	Woods	Camille	Science (6-8)	8/1/2020	6/30/2026
SL	Wright	Tara	English (6-8)	8/1/2020	6/30/2026
SL	Wright	Tara	Mathematics (6-8)	8/1/2020	6/30/2026
SL	Wright	Tara	Physical Education (K-12)	8/1/2020	6/30/2026
SL	Wright	Tara	Science (6-8)	8/1/2020	6/30/2026
SL	Wright	Tara	Special Education (K-12)	8/1/2020	6/30/2026
SL	Yahya	Suha	Arabic (Modern Standard Arabic) (6-8)	8/1/2020	6/30/2026
SL	York	Roderick	Special Education (K-12)	8/1/2020	6/30/2026

INITIAL LICENSES:
PROVISIONAL

	Last Name	First Name	License Field	Effective Date	Expiration Date
PL	Acosta	Amanda	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Agustin	Leonida	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Alami	Bouchra	Mathematics (6-12)	8/1/2020	6/30/2024
PL	Alfano	Giulio	Mathematics (6-12)	8/1/2020	6/30/2024
PL	Allred	Erika	Health (6-12)	9/1/2020	6/30/2024
PL	Amedeo	Jonah	Science (6-12)	8/1/2020	6/30/2024
PL	Amouchal	Fatimazahra	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Anderson	Laura	English (6-12)	9/1/2020	6/30/2024
PL	Anderson	Laura	Special Education (6-12)	9/1/2020	6/30/2024
PL	Archuleta	Crystal	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Argese	Victoria	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Argese	Victoria	Special Education - Mild/Moderate (K-6)	8/1/2020	6/30/2024
PL	Aunai	Kristi	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Awaya	Rayme	Early Childhood Education (P-3)	8/1/2020	6/30/2024
PL	Awaya	Rayme	Special Education - Mild/Moderate (P-3)	8/1/2020	6/30/2024

PL	Bailey	Alyssa	Science (6-12)	8/1/2020	6/30/2024
PL	Barger	Erin	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Barger	Erin	Special Education (K-12)	8/1/2020	6/30/2024
PL	Beardeaux	Patricia	English (6-12)	8/1/2020	6/30/2024
PL	Berman	Samantha	Science (6-8)	9/1/2020	6/30/2024
PL	Bloom	Francis	Health (K-12)	9/1/2020	6/30/2024
PL	Bloom	Francis	Physical Education (K-12)	9/1/2020	6/30/2024
PL	Bloyer	Morgan	Physical Education (K-12)	8/1/2020	6/30/2024
PL	Borton	Jeffrey	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Boucon	Crystal	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Bowles	Brandi	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Bragg	Malicia	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Brunson	Zoe	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Brydon	Heather	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Byrne	Alexia	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Carlomany	Nicholas	Early Childhood Education (P-3)	8/1/2020	6/30/2024
PL	Chaffin	Angela	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Chamberlain	Ashley	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Chen	Lei	Teaching English to Speakers of Other Languages (TESOL) (K-12)	8/1/2020	6/30/2024
PL	Chiu	Yi Chia	Mathematics (6-12)	9/1/2020	6/30/2024
PL	Church	Angela	Art (K-12)	8/1/2020	6/30/2024
PL	Cohen	Kacie	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Cole	Andrew	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Corbin	Brian	Music (K-12)	8/1/2020	6/30/2024
PL	Cramer	Jacqueline	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Darachanpitak	Pimchanok	Art (K-12)	8/1/2020	6/30/2024
PL	Darling	Patricia	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Delgado	Soraya	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Denisco	Brianna	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Duncan	Kimberly	Special Education - Deaf/Hard of Hearing (P-12)	8/1/2020	6/30/2024
PL	Emayo	Tahnee	Early Childhood Education (P-3)	8/1/2020	6/30/2024
PL	Emayo	Tahnee	Special Education - Mild/Moderate (P-3)	8/1/2020	6/30/2024
PL	Espinoza	Roxanne	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Falemalu	Marie Jeanne	Special Education - Mild/Moderate (K-6)	8/1/2020	6/30/2024
PL	Faye	Diane	Special Education (K-6)	9/1/2020	6/30/2024
PL	Ferreri-Lindegren	Rose Marie	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Ferreri-Lindegren	Rose Marie	Special Education (K-12)	8/1/2020	6/30/2024
PL	Fitzpatrick	Patrick	Physical Education (K-12)	8/1/2020	6/30/2024

PL	Flowers	Hannah	Mathematics (6-8)	8/1/2020	6/30/2024
PL	Flowers	Hannah	Science (6-8)	8/1/2020	6/30/2024
PL	Gage	Lindsey	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Gammage	Catherine	Special Education (P-12)	8/1/2020	6/30/2024
PL	Ginn	Ron	English (6-12)	8/1/2020	6/30/2024
PL	Gist	Joshua	English (6-12)	8/1/2020	6/30/2024
PL	Goh	Noreen	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Goh	Noreen	Special Education (K-6)	8/1/2020	6/30/2024
PL	Goodwin	Adina	Special Education (K-12)	8/1/2020	6/30/2024
PL	Grippa	Dawn	Early Childhood Education (P-3)	8/1/2020	6/30/2024
PL	Grippa	Dawn	Special Education (P-3)	8/1/2020	6/30/2024
PL	Gross	Brendon	Science (6-12)	8/1/2020	6/30/2024
PL	Haiying	Peng	Chinese (K-12)	8/1/2020	6/30/2024
PL	Hall	Meghan	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Hansen	Ann	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Hansen	Ann	Special Education - Mild/Moderate (K-12)	8/1/2020	6/30/2024
PL	Hershey	Jaren	Science (6-12)	8/1/2020	6/30/2024
PL	Hoayun	Jeffrey	Teaching English to Speakers of Other Languages (TESOL) (K-12)	9/1/2020	6/30/2024
PL	Hovey	Sommer	CTE - Public and Human Services (6-12)	8/1/2020	6/30/2024
PL	Hsu	Hui-Ching	Physical Education (K-12)	8/1/2020	6/30/2024
PL	Hurd	Joseph	Social Studies (6-12)	8/1/2020	6/30/2024
PL	Hussain	Natasha Safiya	Teaching English to Speakers of Other Languages (TESOL) (K-6)	8/1/2020	6/30/2024
PL	Hutchinstein	Celia	Biology (6-12)	8/1/2020	6/30/2024
PL	Hutchinstein	Samuel	English (6-12)	8/1/2020	6/30/2024
PL	Hutchinstein	Samuel	Social Studies (6-12)	8/1/2020	6/30/2024
PL	Johnson	Kyle	Biology (6-12)	8/1/2020	6/30/2024
PL	Johnson	Sonja	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Johnson	Sonja	Special Education - Mild/Moderate (K-12)	9/1/2020	6/30/2024
PL	Jones	Mercedes	English (6-8)	8/1/2020	6/30/2024
PL	Kampsen	Kelsey	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Katayama	Kayla	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Keck	Sophia	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Keck	Sophia	Social Studies (6-8)	8/1/2020	6/30/2024
PL	Kilby	Mark	Special Education - Mild/Moderate (K-12)	9/1/2020	6/30/2024
PL	Kilby	Mark	Special Education - Severe/Profound (K-12)	9/1/2020	6/30/2024
PL	Kim	Hee Jin	Early Childhood Education (P-3)	9/1/2020	6/30/2024
PL	Kim	Sue	Elementary Education (K-6)	8/1/2020	6/30/2024

PL	Klimczak	Trey	Science (6-12)	9/1/2020	6/30/2024
PL	Knibloe	Jonathan	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Kook	Mi Na	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Kuenzli-League	Ben	Physical Education (K-12)	9/1/2020	6/30/2024
PL	Labuda	Richard	Special Education - Mild/Moderate (K-12)	9/1/2020	6/30/2024
PL	Laverty	Terra	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Laverty	Terra	Reading Specialist (K-12)	8/1/2020	6/30/2024
PL	Leibelt	Gillian	Biology (6-12)	8/1/2020	6/30/2024
PL	Leigh	Thomas	English (6-12)	9/1/2020	6/30/2024
PL	Leota	Esther	School Counselor (K-12)	8/1/2020	6/30/2024
PL	Leslein	Pamela	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Loo	Johan	Early Childhood Education (P-K)	8/1/2020	6/30/2024
PL	Lumetta	John	Special Education (K-12)	8/1/2020	6/30/2024
PL	Maunakea Stang	Alexis	Hawaiian Language (6-12)	9/1/2020	6/30/2024
PL	Maxwell	Brendan	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	May	Nora	Health (6-12)	9/1/2020	6/30/2024
PL	Maya	Diahann	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Mccormic	Patrick	Spanish (6-12)	8/1/2020	6/30/2024
PL	Mcfall	Kendra	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Mckain	Aria	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Mcnay	Anna	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Mgiba	Venetia	Early Childhood Education (P-3)	8/1/2020	6/30/2024
PL	Miller	Chloe	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Miller	Christine	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Miller	Christine	Special Education - Mild/Moderate (K-6)	8/1/2020	6/30/2024
PL	Miller	Olando	Online Teaching (6-12)	8/1/2020	6/30/2024
PL	Miller	Olando	Physical Education (K-12)	8/1/2020	6/30/2024
PL	Miller	Shawna	Health (K-12)	9/1/2020	6/30/2024
PL	Miller	Shawna	Physical Education (K-12)	9/1/2020	6/30/2024
PL	Miyashita	Ty	CTE - Natural Resources (6-12)	8/1/2020	6/30/2024
PL	Morris	Nicole	Early Childhood Education (P-3)	8/1/2020	6/30/2024
PL	Morris	Nicole	Special Education - Mild/Moderate (P-3)	8/1/2020	6/30/2024
PL	Muramoto	Kristin	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Muramoto	Kristin	Social Studies (6-8)	9/1/2020	6/30/2024
PL	Nagaishi	Jasmine	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Nie	Tianzhen	Science (6-12)	8/1/2020	6/30/2024
PL	Nishio	Miya	Early Childhood Education (P-K)	9/1/2020	6/30/2024
PL	Nordstrom	Jessica	Elementary Education (K-6)	8/1/2020	6/30/2024

PL	Nylander	Jordan	Music (K-12)	8/1/2020	6/30/2024
PL	Obrero	Nakamakanikolonahe	Hawaiian Knowledge (P-12)	8/1/2020	6/30/2024
PL	Obrero	Nakamakanikolonahe	Kaia'olelo-Kaiapuni Hawai'i (P-12)	8/1/2020	6/30/2024
PL	Obrero	Nakamakanikolonahe	Physical Education (K-12)	8/1/2020	6/30/2024
PL	O'Brien	Micki	Social Studies (6-12)	8/1/2020	6/30/2024
PL	O'Brien	Micki	Special Education - Severe/Profound (K-12)	8/1/2020	6/30/2024
PL	Ozer	Halil	Teaching English to Speakers of Other Languages (TESOL) (K-12)	8/1/2020	6/30/2024
PL	Parent	Wendy	Science (6-12)	9/1/2020	6/30/2024
PL	Pattinson	Scott	Teaching English to Speakers of Other Languages (TESOL) (K-12)	8/1/2020	6/30/2024
PL	Pattni	Jitesh	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Pendleton	Elena	English (6-12)	8/1/2020	6/30/2024
PL	Perih	Nicholas	Social Studies (6-12)	8/1/2020	6/30/2024
PL	Piecuch	Katherine	CTE - Public and Human Services (6-12)	8/1/2020	6/30/2024
PL	Pilossof	Rory	History (6-12)	8/1/2020	6/30/2024
PL	Pinkston	Kelsea	Teaching English to Speakers of Other Languages (TESOL) (6-12)	8/1/2020	6/30/2024
PL	Porter	Jennifer	Science (6-12)	8/1/2020	6/30/2024
PL	Praschan	Kevin	CTE - Business (6-12)	8/1/2020	6/30/2024
PL	Priebe	Karon	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Primrose	Emmi	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Pyzel	Mara	English (6-12)	8/1/2020	6/30/2024
PL	Ragusa	Gregory	School Counselor (K-12)	8/1/2020	6/30/2024
PL	Redelinghuys	Tia-Mae	Early Childhood Education (P-3)	8/1/2020	6/30/2024
PL	Reintegrado	Jada	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Reynolds	Tiana	School Counselor (6-12)	9/1/2020	6/30/2024
PL	Riddle	Carol	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Riddle	Carol	Music (K-6)	9/1/2020	6/30/2024
PL	Schira	Alexandria	Mathematics (6-8)	8/1/2020	6/30/2024
PL	Schira	Alexandria	Science (6-8)	8/1/2020	6/30/2024
PL	Schwalbach	Candice	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Smiles	Heather	Early Childhood Education (P-3)	9/1/2020	6/30/2024
PL	Sniffen	Lynda	Special Education - Mild/Moderate (K-12)	9/1/2020	6/30/2024
PL	Sprinkle	Isiah	Biology (6-12)	9/1/2020	6/30/2024
PL	Stockero	Michelle	Early Childhood Education (P-3)	8/1/2020	6/30/2024
PL	Takeshita	Dennis	English (6-12)	8/1/2020	6/30/2024
PL	Tewolde	Yosef	Science (6-8)	8/1/2020	6/30/2024

PL	Thorne	Amelia	Social Studies (6-12)	9/1/2020	6/30/2024
PL	Tran	Dianna	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Tsuneda	Miki	Early Childhood Education (P-3)	8/1/2020	6/30/2024
PL	Tsuneda	Miki	Special Education - Mild/Moderate (P-3)	8/1/2020	6/30/2024
PL	Vieyra	Catherine	English (6-12)	8/1/2020	6/30/2024
PL	Walker	Mishel	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Walker	Mishel	Reading (K-12)	8/1/2020	6/30/2024
PL	Walker	Mishel	Teaching English to Speakers of Other Languages (TESOL) (K-12)	8/1/2020	6/30/2024
PL	Warholic	Matthew	Drama/Theater Arts (6-12)	9/1/2020	6/30/2024
PL	Warholic	Matthew	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Warholic	Matthew	Teaching English to Speakers of Other Languages (TESOL) (K-12)	9/1/2020	6/30/2024
PL	Watt	Lori	Elementary Education (K-6)	9/1/2020	6/30/2024
PL	Watt	Lori	Special Education - Mild/Moderate (K-12)	9/1/2020	6/30/2024
PL	Winsor	Tyler	Special Education (K-12)	9/1/2020	6/30/2024
PL	Wrynn	Patrick	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Wrynn	Patrick	Special Education (K-6)	8/1/2020	6/30/2024
PL	Xu	Chen	Teaching English to Speakers of Other Languages (TESOL) (K-12)	9/1/2020	6/30/2024
PL	Yanagishima	Marie	Teaching English to Speakers of Other Languages (TESOL) (K-12)	9/1/2020	6/30/2024
PL	Yaniw	Mia	Drama/Theater Arts (K-12)	8/1/2020	6/30/2024
PL	Yeomans	Brooke	Elementary Education (K-6)	8/1/2020	6/30/2024
PL	Yeomans	Brooke	Special Education (K-6)	8/1/2020	6/30/2024
PL	Zeitler	Elisha	Art (K-12)	9/1/2020	6/30/2024
PL	Zienkiewicz	Jon	Elementary Education (K-6)	8/1/2020	6/30/2024

ADDED FIELDS: None
ADVANCED

ADDED FIELDS:
STANDARD

	Last Name	First Name	License Field	Effective Date	Expiration Date
AFS	Baker	Broderick	Elementary Education (K-6)	9/1/2020	6/30/2026
AFS	Baughman	Andrew	Drama/Theater Arts (K-12)	8/1/2020	6/30/2026
AFS	Baughman	Andrew	English (6-12)	8/1/2020	6/30/2026
AFS	Cacheda De Paz	Beatriz	Physical Education (K-12)	9/1/2020	6/30/2026
AFS	Cacheda De Paz	Beatriz	Spanish (K-12)	9/1/2020	6/30/2026
AFS	Campbell	Roxanne	Special Education (K-12)	9/1/2020	6/30/2021

AFS	Harders	Tanya	Elementary Education (K-6)	8/1/2020	6/30/2026
AFS	Harders	Tanya	Hawaiian Language Immersion (K-6)	8/1/2020	6/30/2026
AFS	Ito	Nicholete	English (6-12)	8/1/2020	6/30/2026
AFS	Ito	Nicholete	Special Education (6-12)	8/1/2020	6/30/2026
AFS	Jiang	Mengting	Chinese (K-12)	8/1/2020	6/30/2026
AFS	Jiang	Mengting	Economics (6-12)	8/1/2020	6/30/2026
AFS	Kaawa	Emilia	Kaia'olelo-Kaiapuni Hawai'i (P-12)	8/1/2020	6/30/2026
AFS	Kaawa	Emilia	Mathematics (6-8)	8/1/2020	6/30/2026
AFS	Kawelo	Rina	Special Education - Mild/Moderate (P-3)	9/1/2020	6/30/2022
AFS	Kilby	Kathleen	Special Education - Severe/Profound (P-3)	9/1/2020	6/30/2023
AFS	Lee	Melissa	Special Education (P-3)	9/1/2020	6/30/2024
AFS	Munekata	Judith	Special Education - Mild/Moderate (P-3)	9/1/2020	6/30/2022
AFS	Okazaki	Leigh	Special Education - Mild/Moderate (P-3)	9/1/2020	6/30/2025
AFS	Smith	Elizabeth	Special Education (P-3)	9/1/2020	6/30/2025
AFS	Walker	Caroline	Early Childhood Education (P-K)	9/1/2020	6/30/2022
AFS	Young	Heather	Special Education - Mild/Moderate (P-3)	9/1/2020	6/30/2021

ADDED FIELDS:
PROVISIONAL

	Last Name	First Name	License Field	Effective Date	Expiration Date
AFP	Brown	Melissa	School Counselor (K-12)	9/1/2020	6/30/2024
AFP	Brown	Melissa	Teaching English to Speakers of Other Languages (TESOL) (K-12)	9/1/2020	6/30/2024
AFP	Dudgeon	Marah	Elementary Education (K-6)	9/1/2020	6/30/2024
AFP	Dudgeon	Marah	Music (K-6)	9/1/2020	6/30/2024
AFP	Gogue	Pete	School Counselor (K-12)	9/1/2020	6/30/2024
AFP	Gogue	Pete	Special Education (K-12)	9/1/2020	6/30/2024
AFP	Kashimura	Saki	Teaching English to Speakers of Other Languages (TESOL) (6-8)	9/1/2020	6/30/2022
AFP	Quam	Carson	English (6-12)	8/1/2020	6/30/2024
AFP	Quam	Carson	Government/Political Science (6-12)	8/1/2020	6/30/2024

LICENSE RENEWALS: None
Advanced

LICENSE RENEWALS: None
Standard

PERMITS:
CAREER AND TECHNICAL EDUCATION

Last Name	First Name	License Field	Effective Date	Expiration Date
Bernal	Anson	CTE - Special Permit	9/1/2020	6/30/2026
Kuahine	Christopher	CTE - Special Permit	8/1/2020	6/30/2026
Owens	Damian	CTE - Special Permit	8/1/2020	6/30/2026

HAWAIIAN

Last Name	First Name	License Field	Effective Date	Expiration Date
Gante	Jasmine	Hawaiian Knowledge (P-12)	8/1/2020	6/30/2026
Gante	Jasmine	Hawaiian Language Immersion (P-12)	8/1/2020	6/30/2026
Gante	Jasmine	Kaia'olelo-Kaiapuni Hawai'i (P-12)	8/1/2020	6/30/2026

EMERGENCY HIRE

	Last Name	First Name	License Field	Effective Date	Expiration Date
EH	Adams	Troi	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Adare	Guenn	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Adkins	Wesley	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Agdeppa	Marina	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Aiona	Myrna	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Akau	Rogerlynn	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Aksionczyk	Shaun	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Aquitania	Almalyn	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Arakaki	Chaya	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Archuleta	Crystal	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Ariemma	Jennifer	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Atay	Mahie	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Bailey	Alyssa	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Bain	Frederika	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Balisacan	Jude	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Basilio	Caitlin	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Batulayan	Kathleen Ann	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Ben-Joseph	Maraya	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Bertram	Gary	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Bey	F'tahn	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Blazier	Drew	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Boucon	Crystal	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Burns	Maelyn	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Cabrales	Miguel	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Cantan	Nicole	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Caracol	Lambrina	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Carvalho	Kristen	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Coffey	Erin	Emergency Hire (P-12)	8/1/2020	6/30/2021

EH	Cone-Murakami	Robin	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Cooper	Gerald	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Cronk	Tasha	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Cunningham	Hannah	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Dabis-Tom	Shayna	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Dahl	Daniella	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Dang	Joshua	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Davis	Arianna	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Davis	Candice	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Devery	Lena	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Echavez Ippolito	Giuliana	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Flood	Stephanie	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Frias	Shari	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Gokdogan	Abdulkadir	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Goodrich	Michael	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Hagan	Kurt	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Hamberg	Kawailehua	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Hanohano	Donna	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Harris	Terrius	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Hernandez	Stephanie	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Hogan	Reymalyne	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Holbrook	Benjamin	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Huwe	Jason	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Imai	Chyler	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Ishii	Stephen	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Ishikawa	Chazz	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Jacobs	Joshua	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Janssen	Michelle	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Jarvis	Christine	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Johnson	Nichelle	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Jones	Jordan	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Jones	Lauren	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Kaʻaihue	Davina (pomai)	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Kahakua	Jeffrey	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Kahoano	Everett	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Kamoku	Richard	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Kamoto	Kenn	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Kang	Hyungbum	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Kaniaupio-Crozier	Kaleialoha	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Kano	Carissa	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Kaopua	Tiare	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Kawakami	Kirsten	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Kearns	Kathleen	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Keiper	Shannon	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Kiaaina	Kaipo	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Killmar	Morgan	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Kochi	Tyler	Emergency Hire (P-12)	8/1/2020	6/30/2021

EH	Kramer	Stephanie	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Krueger	Robert	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Kuhaulua	Kanānāikahaku	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Kumar	Saurab	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Lambert	Austin	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Lapenia	Kailey	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Lau Hee	Courtney	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Leatherman	Schel	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Lee	Allison	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Lindsey	Tammie	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Lovato	Miles	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Lozano	Delia	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Lussier	Monique	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Machida	Aaron	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Magalei	Pouli Jr	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Mahinai	J Moani	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Marquez	Philip	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Mataalii	Leialoha	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Mawae	Frances	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Mccollough	Grace	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Mcgraw	Karen	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Meier-Mcgrath	Roberta	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Mochizuki	Lina	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Morita	U'ilani	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Morse	Kanoa	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Nagamine	Leslie	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Nishikata	Jonathan	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Noraddin	Malala	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Oliveros	Melvin	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Ostrowski	Lindsey	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Pacheco	Love	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Peck	Scott	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Phelps	Elizabeth	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Phillips	Malissa	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Pickett	Amy	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Pico	Amie	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Pierce	Nathan	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Plantilla	Socrates	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Porotesano	Mautumua	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Pullaro	Gino	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Quigley	Daniel	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Ramos	Brooklynn	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Rector-Luna	Linda	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Rellesiva	Kristine	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Reynolds	Jonathan	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Robins-Reyes	Candy	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Rogers	Miyuki	Emergency Hire (P-12)	8/1/2020	6/30/2021

EH	Rose	Christine	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Ross	Tammy Lynn	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Ruark	Renea	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Ryan	Brent	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Saladino	Tehani	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Saneishi	Lance	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Sayers	Leilani	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Scheib	Kaitlyn	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Scott	Courtney	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Shalaby	Alena	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Shimabukuro	Ryan	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Shishido	Beau	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Silva	Damien	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Smith	Tina	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Souza	Tasha	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Spina	Catherine	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Stafford	Micaela	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Stebbins	Bonnie	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Tadaki	Zachary	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Tanaka	Grant	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Tano	Leeah	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Tatunay	Rheza May	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Tavares	Joshua	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Tsang	Shu Yeung	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Uniack	Lauren	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Vasconcellos	Danny	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Velasco	Maricar	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Vierra	Tammy	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Villegas	Tyler	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Watson	Mercy	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	White	Michelle	Emergency Hire (P-12)	9/1/2020	6/30/2021
EH	Willis	Auston	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Wong	Ky	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Yap	Desmond	Emergency Hire (P-12)	8/1/2020	6/30/2021
EH	Yoshimura	Debra	Emergency Hire (P-12)	8/1/2020	6/30/2021

STUDENT TEACHER

	Last Name	First Name	License Field	Effective Date	Expiration Date
ST	Barto	Jennie	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Bass	Byron	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Bautista	Silvana Mae	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Bowers	Jennifer	Student Teacher (P-12)	9/1/2020	6/30/2021
ST	Coleman	Kelsey	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Cypher	Sheila	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Detwiler	Michiko-Hiilani	Student Teacher (P-12)	8/1/2020	6/30/2021

ST	Dulatre	Karen	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Freeman	Kimberly	Student Teacher (P-12)	9/1/2020	6/30/2021
ST	Friedheim	Natanya	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Goodwin	Charli	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Hamilton	Martin	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Hashizume	Evan	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Hensley	Katie	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Kaohelaulii	Nicole	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Kojima	Kristin	Student Teacher (P-12)	9/1/2020	6/30/2021
ST	Lee	Jessee	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Long	Sara	Student Teacher (P-12)	9/1/2020	6/30/2021
ST	Maeshiro	Ashley	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Makekau	Kealakekua	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Manglallan	John Michael	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Morishita	Ashley-Anne	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Murphy	Amandine	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Namnama	Brice	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Nham	Sharon	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Nie	Xiaowa	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Nishimura	Stacie	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Oh	Courtney	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Otanes	Angelica	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Pacheco	Hali	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Pacupac	Colby	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Poti	Courtnie	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Red	Brycen	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Rowan	Caitlyn	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Sakamoto	Robyn	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Sato	Alice	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Shiraishi	Cody	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Silva	Jaqlyn	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Uehara	Bliss	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Uejo	Alyssa	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Valencia	Jacob	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Vancuren	Alex	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Vonnahme	Joel	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Watson	Aisha	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Whitman	Tiffany	Student Teacher (P-12)	9/1/2020	6/30/2021
ST	Wu	Winnie	Student Teacher (P-12)	8/1/2020	6/30/2021
ST	Yoshihara	Kellie	Student Teacher (P-12)	8/1/2020	6/30/2021