

Educator Preparation Provider

Program Application

(Revised 01/2024)

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# Section 1: Introduction

The Hawai'i Teacher Standards Board (HTSB) is the state-authorizing agency that approves and oversees educator preparation programs in Hawai'i (Hawaii Administrative Rules [HAR] §8-54-18).

The purpose of the Educator Preparation Provider (EPP) Program application is for institutions to demonstrate their planning and implementation of their licensure program as written in the Letter of Intent (LOI) and New Business Item (NBI) as approved by the HTSB.

According to HAR §8-54-20:

1. When applying for approval of a first-time provisional unit or program review, the following requirements shall be met:

(1). The letter of intent and preconditions must be submitted for consideration no less than one (1) year prior to the date of proposed program implementation; and

(2). Within two (2) years of acceptance of the letter of intent and preconditions, the unit must submit one (1) unit report and a program report for each program that will prepare educators for initial licensure.

1. The board staff will convene a review team and conduct a virtual provisional review of the unit and programs within three (3) months of acceptance of the unit and program reports after staff review and board approval.
2. The board will review the review team's recommendation and issue a decision upon recommendation of the board's Teacher Education Committee.
3. A unit must receive board approval before advertising programs for initial licensure, implementing programs, and accepting candidates into any educator preparation program.

Please direct any inquiries about the process to the following HTSB staff:

Executive Director: Felicia Villalobos

Email: felicia.villalobos@hawaii.gov

Licensing Specialist: Jennifer Padua, Ph.D.

Email: jennifer.padua@hawaii.gov

## Directions

1. Please read the entire application and complete all prompts. All questions must be answered. Incomplete applications and/or missing appendices will be returned.
2. This application is designed for initial licensure, to add a teaching field program, or to add a specific grade band. If you have an existing Hawai'i-approved program and are making changes, please contact the HTSB Executive Director to determine if you should submit a Program Modification application.
3. You may see identical prompts from the LOI. If substantive changes were made to these LOI prompts, you may be asked to resubmit an LOI for HTSB full board approval.
4. Links to templates will be provided by email request.
5. HTSB will provide a Dropbox account to upload PDF files to support your application. An appendix is embedded in this application for you to list the names of supporting files. All appendices will be submitted to Dropbox.
6. Save the application file as InstitutionName\_ProgApp\_LicenseFieldName\_date.
7. Please submit a copy of the LOI in Microsoft Word and PDF to the email below. Submit all appendices as a PDF file.

Executive Director: Felicia Villalobos

Email: felicia.villalobos@hawaii.gov

Licensing Specialist: Jennifer Padua, Ph.D.

Email: jennifer.padua@hawaii.gov

## Overview of Educator Preparation Provider Program Review Process



## Key Terms

|  |  |
| --- | --- |
| **Term** | **Definition** |
| Add a Field Program | Add a Field programs are designed to prepare existing licensed educators to add another licensure field to their current license (§8-54-24). |
| Alternative Certification Program | Alternative certification program is a for-profit or non-profit organization offering a teacher licensure program for individuals who have earned a baccalaureate degree. |
| Alternative Route | A teacher preparation program at an institution of higher education that offers a pathway to initial teacher licensure for individuals who have earned a baccalaureate degree. |
| Clinical Experience | The culminating activity of extended teaching practice for teacher candidates. Clinical experience may be referred to as student teaching, internship, or residency. |
| Educator Preparation Provider | An organization, college, or university that provides a teacher licensure program for future or current teachers. |
| Emergency Hire | An unlicensed employee of a public or public charter school paid under the salary schedule contained in the Unit 05 collective bargaining agreement. An Emergency Hire teacher is usually the teacher of record. |
| Institute of Higher Education | An institution of higher education (IHE) is a college or university that offers post-secondary courses for individuals interested in earning an academic degree. |
| National Accreditor | An agency that accredits schools or programs offering certification or degrees in the United States (US). |
| Program Accreditor | An agency that evaluates the quality of professional preparation programs. |
| Regional Accreditor | An agency that focuses on the quality of academic programs in state-owned or non-profit colleges or universities in a specific region of the US. |
| Teacher Candidate | A college student or an Emergency Hire Teacher enrolled in a teacher education program and pursuing a teacher license. |
| Teacher of Record | An educator who has been assigned the lead responsibility for a student's learning and performance. |
| Traditional Program | A traditional program at an IHE that offers a state-approved teacher education program where teacher candidates will earn an academic degree and teacher licensure recommendation upon successful program completion. |

## Abbreviations

|  |  |
| --- | --- |
| **Abbreviation** | **Meaning** |
| ACP | Alternative Certification Program |
| BA. | Bachelor of Arts |
| BS | Bachelor of Science |
| BEd | Bachelor of Education |
| EPP | Educator Preparation Provider |
| HAR | Hawai'i Administrative Rules |
| HTSB | Hawai'i Teacher Standards Board |
| HIDOE | Hawai'i Department of Education |
| HIPCS | Hawai'i Public Charter School |
| IHE | Institution of Higher Education |
| HRS | Hawai'i Revised Statute |
| LOI | Letter of Intent |
| MA | Master of Arts |
| MEd | Master of Education |
| MEdT | Master of Education in Teaching |
| MS | Master of Science |
| NBI | New Business Item |
| PB-Cert | Post-baccalaureate Certificate |
| SATEP | State Approved Teacher Education Program |
| TECC | Teacher Education Coordinating Committee |
| US | United States |

# Section 2: Program Information

|  |  |
| --- | --- |
| Institution Name |  |
| Mailing Address\* |  |
| Public URL/Website |  |
| \*If your institution does not have a [physical presence](https://cca.hawaii.gov/wp-content/uploads/2013/07/255-C.pdf) in Hawai'i, explain how teacher candidates will receive prompt in-person support (§16-255-2). |  |

|  |  |
| --- | --- |
| Institution Administrator |  |
| Title |  |
| Email Address |  |
| Phone Number |  |

|  |  |
| --- | --- |
| EPP Administrator Name (if different from Institution Administrator) |  |
| Position |  |
| Phone |  |
| Email |  |

|  |  |
| --- | --- |
| EPP Liaison for HTSB Communication |  |
| Name |  |
| Position |  |
| Phone |  |
| Email |  |

## National, Regional, State, and Program Approvals

| **Please read the following prompts and mark an X in the Yes or No column.** | **YES** | **NO** |
| --- | --- | --- |
| Is your institution approved by the [Council for Higher Education Association?](https://www.chea.org/) |  |  |
| Is your institution registered with the [Hawaiʻi Post-secondary Education Authorized Program](https://cca.hawaii.gov/hpeap/)? |  |  |
| Is your IHE or Alternative Certification Program (ACP) currently approved by the HTSB? |  |  |
| Does a United States **regional accreditor** approve your institution?  If yes, attach a copy of the institution's current accreditation letter, including status and expiration date. |  |  |
| Does a US teacher educator program accreditor approve **your educator preparation program?** If yes, attach a copy of the institution's current accreditation letter, including status and expiration date. |  |  |
| Are any of your programs accredited by the Distance Education Accrediting Commission? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date. |  |  |
| Is any of your programs accredited by other US accreditors not listed above? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date. |  |  |
| Has your program received approval as a [Hawai'i Department of Education (HIDOE) Affiliate Program](https://sites.google.com/hidoeohr.k12.hi.us/program-affiliation-agreements/Home?authuser=0) to place teacher candidates in its school? If yes, please attach a copy of your HIDOE Educator Affiliation Agreement. |  |  |

|  |
| --- |
| Describe any changes made to the Program Information since the approval of your Letter of Intent. Write "none" if no changes were made.   * Vision, mission, and goals. * History and development of the EPP. * Approval of EPPs in other US states or jurisdictions. * Summary of demographics of faculty and students. |
|  |

# Section 3: Program Framework

Mark an X next to the license program review for this application. You will be asked to resubmit a revised LOI for board approval if the licensure program and field are different from the original LOI.

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| --- | --- |
| **Licensure Program** | **Select One** |
| **Initial Licensure – IHE** **Traditional Route**  Teacher candidates will earn an academic degree from an accredited IHE and be recommended for a teaching license upon successfully completing the EPP. Teacher candidates will earn college credits. |  |
| **Initial Licensure - IHE Alternative Route**  Teacher candidates have earned an undergraduate degree from an accredited IHE and will be recommended for a teaching license upon successfully completing the program. Teacher candidates will earn college credits. |  |
| **Initial Licensure – ACP**  Teacher candidates enrolled in an ACP program. They have earned an undergraduate degree from an accredited IHE and will be recommended for a teaching license upon completing the ACP. Teacher candidates do not earn college credits. |  |
| **Add A Field Program - IHE**  Teacher candidates hold a valid teaching license from the Hawai'i Teacher Standards Board. Upon completing the program, they will receive a recommendation for a specific licensure field. Teacher candidates earn college credits. |  |
| **Add A Field Program - ACP**  Teacher candidates hold a valid teaching license from the Hawai'i Teacher Standards Board. Upon completing the ACP, they will receive a recommendation for a specific licensure field. Teacher candidates do not earn college credits. |  |

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| List the licensure field for approval.  [List of HTSB-approved licensure fields](https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/License-Fields-11-19-22-ti.pdf) | List the grade level span for the licensure field. | If IHE, list the academic degree or certificate the completers will earn. Write N/A if needed. |
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| Mark an X in the Yes or No column on the program instructional delivery modes. | YES | NO |
| Face-to-face: in-person at a physical location |  |  |
| Blended: face-to-face and online learning |  |  |
| Online: synchronous learning |  |  |
| Online: asynchronous learning |  |  |
| Online Hybrid: synchronous and asynchronous |  |  |
| Other (please describe): |  |  |

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| Briefly describe your proposed program, licensure program, and grade level span (300 words maximum). |
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| If you are an EPP, explain how this licensure program will enhance your existing licensure programs and not compete with similar licensure programs being implemented. Cite quantitative and qualitative data and academic research to support your response (500 words maximum). |
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| What time of the year will candidates apply to the program (e.g., rolling admission, admission due date)? |
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| What time of the year will teacher candidates start the program (e.g., semester, ongoing starting dates)? |
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| Describe the admission requirements for a teacher candidate to be accepted into your program (e.g., official transcript, fingerprint, background check, SAT/ACT scores, recommendation, essay, grade point average, interview, college credits) |
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| What evidence will be used to verify teacher candidates' basic skills and content knowledge according to HTSB policies ([§HAR 8-54-9](https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/HTSB_HAR-Signed-9_5_19.pdf), [NBI 12-29 Revised](file:////https:/hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-12-29-Revised-Hawaii-EPP-Verification-of-Basic-Skills-and-Content-Knowledge-for-Licensure.pdf))? |
|  |

# Section 4: Program Progression

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| Describe how your instructional program is designed (e.g., courses, modules, lessons) for teacher candidates to obtain content and pedagogical knowledge. |
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| Are teacher candidates expected to complete the instructional program in a specific sequence? |
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| What is the process if a teacher candidate does not complete a course/module successfully? How many courses/modules can a teacher candidate fail? |
|  |

## Course Syllabi

Please provide a syllabus for each course or module (including module lessons) as an appendix. Each syllabus shall include the following:

1. Course description, purpose, and objectives.
2. Any policies (e.g., attendance, academic integrity, Title IX, late submission, grading, online learning expectations, diversity support).
3. Course meeting dates and times.
4. Teacher candidate expectations.
5. Assignments.
   1. Each assignment shall include a description, assignment value, and a copy of the assessment tool (e.g., rubric, points, percentage scale) to assess teacher candidate learning.
   2. A statement explaining if the teacher candidate is required to implement the assignment in a P-12 classroom setting with students.
6. Alignment of course objectives, national content standards, and HTPS. [(click template)](https://docs.google.com/document/d/1wS8tS-RFdhJSB7NLnd60Ee4TKNMkqeWA/copy)
7. Alignment of course objectives and assignments to determine if teacher candidates met the course objectives. [(click template)](https://docs.google.com/document/d/1KvMXetQo0vhmKOXTuA7wy6kdEFUOT3gA/copy)
8. Course grading scale.
9. Reference list of assigned/recommended reading, text, and multimedia (include author, title, publication year, and publisher).

Save each course syllabus by the course/module name and number (e.g., SPED340) and in PDF. Include each syllabus as an appendix.

## Content Knowledge and Pedagogy Requirements (Coursework)

This table is intended for programs using a course alphabet and numbering system to organize courses (e.g., ED360). In the table below, write the alphabet and number, course title, estimated completion time, and number of credits that will be earned. If available, please create a hyperlink on the title to any information about the course on your program website. Add more rows if needed. Write N/A if your program does not use a course alphabet and numbering system.

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| --- | --- | --- | --- |
| Course Alpha and Number | Course Title | Estimated Completion Time  (Duration: weeks/semester) | Course Credits |
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## Content Knowledge and Pedagogy Requirements (Modules)

This table is intended for programs using a module system to organize courses. If a module has several lessons, please use a decimal number system to distinguish each lesson. For example, if Module 1 has five lessons, then the lessons would be labeled as 1.1, 1.2., 1.3., 1.4. 1.5. Please write the title for each module (and lesson if applicable) and the estimated completion time. If available, please create a hyperlink on the title to any information about the course on your program website. Write N/A if your program does not use a module system.

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| Module/  Lesson number | Title | Estimated Completion Time (Duration: days/weeks) |
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## Hawai'i DOE Requirements and Initiatives

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| List the courses and assignments that will help teacher candidates demonstrate an understanding of HIDOE's [General Learner Outcomes](https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/LearnerOutcomes/Pages/home.aspx). |
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| --- |
| List the courses and assignments that will help teacher candidates demonstrate an understanding of HIDOE's [Nā Hopena A'o (HĀ)](https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/HA.aspx). |
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| List the courses and assignments that will help teacher candidates meet HIDOE's requirement of 6 credits or equivalency of Teaching English to Speakers of Other Languages (TESOL) Sheltered Instruction Qualifications [(read memo).](https://drive.google.com/file/d/1LZhe3XBrdDaoBcik42l95h0kmfVI9KvP/view?usp=sharing) |
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| List the courses and assignments that will help teacher candidates demonstrate an understanding of [HIDOE's Computer Science Education](https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/CSforHI/Pages/default.aspx) Act 158. |
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# Section 5: Clinical Experience/Student Teaching

## Clinical Experience

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| How and when is content knowledge verified before a teacher candidate can start the clinical experience? |
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| Describe the process used to place teacher candidates in their recommended licensure field and in accordance with the [NBI 12-27 Revised](https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-12-27Rev-Regarding-Student-Teaching-Policy-in-Hawaii-P-12-Teacher-Education-Programs-1-3.pdf). |
|  |

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| --- |
| If teacher candidates are employed as Emergency Hire Teachers, how will your program ensure teacher candidates (1) are hired in the teaching line for which they will be recommended and (2) are teaching in a licensure field approved by your program?  Please read the [Individuals with Disabilities Education Act (IDEA) Sec. 300.156 Personnel qualifications](https://sites.ed.gov/idea/regs/b/b/300.156) to ensure teacher candidates who accept Emergency Hire positions are in compliance with federal law. |
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| How often does the EPP faculty (e.g., field supervisor) provide in-person visits to the teacher candidate's classroom? What happens during these visits? |
|  |

## Clinical Experience Options

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| Describe the process and criteria that will be used to verify the teacher candidates will meet the minimum of 450 hours of supervised clinical experience in student teaching, internship, or residency (§HAR 8-54-19-5A). Include the type of documentation used to assess the quality of the clinical experience, such as observation instruments/tools that will be used, the number of observations and minutes, lesson plan criteria, and pre and post-observation conferences. Submit lesson plan templates, observation instruments/tools, and assessments as an appendix. |
|  |

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| Describe the process and criteria that will be used to verify the teacher candidates will demonstrate teaching proficiency through a combination of documented satisfactory work experience, and observation by the EPP (§HAR 8-54-19-5B). Include the type of documentation used to assess the quality of the clinical experience, such as observation instruments/tools that will be used, the number of observations and minutes, lesson plan criteria, and pre and post-observation. Submit lesson plan templates, observation instruments/tools, and assessments as an appendix. Write "N/A" if not applicable. |
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| Describe the process and criteria will be used to verify that the teacher candidates will pass a board-approved performance assessment normed in Hawaii in combination with other requirements (§HAR 8-54-19-5C). Include the type of documentation used to assess the quality of the clinical experience, such as the type of observation instruments/tools that will be used, the number of observations and minutes, lesson plan criteria, and pre and post-observation. Submit lesson plan templates, observation instruments/tools, and assessments as an appendix. Write "N/A" if not applicable. |
|  |

Please include the Clinical Field Experience Handbook as an appendix.

## School Partnerships

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| --- |
| Describe how you plan to select and prepare partnership schools to train teacher candidates (300 words maximum). |
|  |

|  |
| --- |
| Describe how you plan to select support and retain school partnerships (300 words maximum). |
|  |

|  |  |  |
| --- | --- | --- |
| Provide a list of existing HIDOE, HIPCS, and private school partnerships. Write none if you do not have any partnerships. | | |
| Island | Complex Area | School Name |
| Hawaiʻi |  |  |
| Kauaʻi |  |  |
| Lānaʻi |  |  |
| Maui |  |  |
| Molokaʻi |  |  |
| Oʻahu |  |  |

## Cooperating/Mentor Teacher

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| --- |
| Describe the criteria or minimal qualifications required to be a cooperating/mentor teacher (300 words maximum). |
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| --- |
| What process will be used to ensure teacher candidates are assigned to a cooperating/mentor teacher with the same licensure field? (300 words maximum). |
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| Describe the training or professional development strategies on mentoring that you will provide to cooperating/mentor teachers. Include how the training will be delivered, the content topics, the type of support to be given, and the number of hours (300 words maximum). |
|  |

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| Describe how you will evaluate and retain cooperating/mentor teachers (300 words maximum). |
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| --- |
| Describe how much input/influence the cooperative/mentor teacher has on recommending teacher candidates for licensure (300 words maximum). |
|  |

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| --- |
| How will your cooperating/mentor teachers be compensated (e.g., financial, professional development courses)? (300 words maximum). |
|  |

Include any teacher candidate evaluation instruments used by the cooperating/mentor teacher as an appendix.

# Section 6: Hawai'i Specific Requirements

This section addresses the Hawai'i specific requirements as outlined in §8-54-19 *When applying for approval of an educator preparation program the following requirements shall be met.*

1. The unit must provide evidence that their candidates meet the performance standards as applicable, that are contained in Appendix A, B, C, and incorporated at the end of this chapter;
2. The unit must provide evidence that their candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics;
3. The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:

## Professional and Ethical Dispositions

|  |
| --- |
| Describe the criteria used to verify teacher candidates have successfully demonstrated **professional dispositions** (§HAR 8-54-19-2). Include the type of documentation, such as the observation or evaluation tools, how often teacher candidates will be assessed, and who will assess the teacher candidate. |
|  |

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| Describe the criteria used to verify teacher candidates have successfully demonstrated the **Model Code of Ethics** (§HAR 8-54-19-2) ([NBI 23-04](https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-23-04-Adoption-of-the-Model-Code-of-Ethics-for-Educators-Second-Edition-1.pdf)). Include the type of documentation, such as observation or evaluation tools, how often teacher candidates will be assessed, and who will assess the teacher candidate. |
|  |

Include any teacher candidate evaluation instruments of their professional or ethical dispositions as as an appendix.

## Hawaiian Language, History, and Culture

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| --- |
| Provide a list of the course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to incorporate the integration of Hawaiian language, history, and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching (§HAR 8-54-19-3A). |
|  |

## Student Standards

|  |
| --- |
| Provide a list of the course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to incorporate the student content area state standards (§HAR 8-54-19-3B). Please refer to the [HIDOE Subject Standards](https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx). |
|  |

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| --- |
| If teacher candidates are placed at a private school, how will they demonstrate the student content area state standards (§HAR 8-54-19-3B)? Please refer to the [HIDOE Subject Standards](https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx). |
|  |

## Teaching of Reading

|  |
| --- |
| Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to teach reading, including working with students of reading difficulties (§HAR 8-54-19-3C). |
|  |

## Students with Diverse Needs

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| --- |
| Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to work effectively with students with disabilities, including training related to participation as a member of individualized education program teams (§HAR 8-54-19-3D). |
|  |

## Students with Limited English

|  |
| --- |
| Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to work effectively with students who are limited English proficient (§HAR 8-54-19-3E). |
|  |

## Gifted and Talented Students

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| --- |
| Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to work effectively with gifted and talented students (§HAR 8-54-19-3F). |
|  |

## Integrating Technology into Curricula

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| --- |
| Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning (§HAR 8-54-19-3F). |
|  |

## Technology for Data Information and Analysis

|  |
| --- |
| Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to use technology to effectively collect, manage, and analyze data to improve teaching and learning for the  purpose of increasing student academic achievement (§HAR 8-54-19-3F). |
|  |

## Hawaiʻi Teacher Performance Standards

Use the standards and course alignment matrix to show how teacher candidates will meet the performance standards before program completion. Click on templates for [teachers](https://docs.google.com/document/d/19ud4Om-L-Gs2_hwj6TriQWKbjPU9kBtZ/copy), [school counselors](https://docs.google.com/document/d/1pSnhKyRUzNJHD1y89ooHd75UySWEz9n9/copy), or [school librarians.](https://docs.google.com/document/d/1xvN5wgGXkbEw7-OUekWNJYa1dhdMlaaw/copy)

Upload the performance standards matrix as an appendix.

# Section 7: Teacher Candidate Support And Services

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| How many months do you anticipate a teacher candidate will need to complete your licensure program? |
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| What are the anticipated costs a teacher candidate will pay annually and the total cost upon program completion? |
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| Will this licensure program provide tuition assistance for teacher candidates?  If yes, please explain the funding source, requirements to receive funding, and any payback obligations (e.g., teaching for specified years or exiting the program without successful completion). |
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| Describe the process of how your candidates are informed about what license field they will be recommended for upon successful completion. |
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| What wrap-around services will be provided for teacher candidates who may struggle academically, emotionally, financially, or socially? |
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| --- |
| Describe the process used when a teacher candidate no longer shows the potential to be recommended for licensure. |
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| What support/s will be provided for teacher candidates who need to pass licensure exam/s? What actions are taken if a teacher candidate cannot pass the licensure exam/s? |
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| What professional liability insurance do you anticipate teacher candidates will need to obtain throughout the program? |
|  |

Please include the Teacher Candidate Handbook as an appendix.

# Section 8: Program Faculty

## HTSB Annual Report

Please provide information about the faculty or staff who will attend the HTSB Annual Meeting and submit the Annual Report. An additional box is provided if needed.

|  |  |
| --- | --- |
| Name |  |
| Position |  |
| Phone |  |
| Email |  |

|  |  |
| --- | --- |
| Name |  |
| Position |  |
| Phone |  |
| Email |  |

## HTSB Program Recommendation Lists

Please provide information about the faculty or staff who will need access to HTSB's learning management system to upload recommendation lists for student teacher permits and/or program completers. An additional box is provided if needed.

|  |  |
| --- | --- |
| Name |  |
| Position |  |
| Phone |  |
| Email |  |

|  |  |
| --- | --- |
| Name |  |
| Position |  |
| Phone |  |
| Email |  |

## Teacher Education Coordinating Committee

Please provide information about the faculty or staff who will attend the Teacher Education Coordinating Committee in accordance with HAR [§304A-1202](https://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0304A/HRS_0304A-1202.htm). Additional boxes are provided if one or more people will attend.

|  |  |
| --- | --- |
| Name |  |
| Position |  |
| Phone |  |
| Email |  |

|  |  |
| --- | --- |
| Name |  |
| Position |  |
| Phone |  |
| Email |  |

## Title II

Please provide information about the faculty or staff who will be responsible for Title II data collection, reporting, or other requirements. An additional box is provided if needed.

|  |  |
| --- | --- |
| Name |  |
| Position |  |
| Phone |  |
| Email |  |

|  |  |
| --- | --- |
| Name |  |
| Position |  |
| Phone |  |
| Email |  |

## Instructional Faculty/Staff Qualifications

Please provide the curriculum vitae for each faculty/staff who will teach courses and/or serve as field supervisors. The curriculum vitae should include their academic degrees (include college/university, major), teaching experience at the PreK-12 level (include the number of years of teaching at each grade level, subject areas, and school name), any post-secondary teaching experience (include position title, course title, course number, university/college campus), professional presentations, memberships, or publications, and any information supporting their qualifications as an instructional faculty/staff.

Save the file as lastname\_firstname\_CV.pdf

## Instructional Course Load

Provide the number and name of each module/course and the name of the faculty/staff member who will teach the course. Next to the instructor's name, identify if the person is full-time (FT) or part-time (PT) status in your program.

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| --- | --- | --- | --- |
| Module/Course Name and Number | Instructor Name | Instructor Name | Instructor Name |
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# Section 9: Completer And Graduate Follow-up

EPPs are required to collect data about their licensure program as part of the program accreditation process.

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| --- | --- | --- | --- | --- |
| If you are a Hawaii-approved program, please provide quantitative data on the number of program completers who have received a teacher license from the HTSB within the past six years and are currently teachers in the HIDOE or HIPCS. | | | | |
| Completer Year | Number of program completers | Number of teachers currently employed in the HIDOE | Number of teachers currently employed in the HIPCS | Number of teachers currently employed in a Hawai'i private school |
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| --- |
| What are your accreditor's requirements to determine licensure program quality? (500 words). |
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| What process will be used to determine completer rates and program satisfaction? (500 words). |
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| What process will be used to communicate with completers and determine their success in teaching after leaving your licensure program? (500 words). |
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| What process will be used to collect employers' satisfaction of completers' preparation for their assigned responsibilities in the preK-12 setting? (500 words). |
|  |

# Section 10: List of Appendices

Please write a list of appendices to support each section of your application. The appendices shall be saved as individual PDF attachments and uploaded to the designated Dropbox.

Save each file starting with the section number and abbreviated title name. For example. S2. WASC accreditation letter

|  |
| --- |
| Section 2: Program Information Appendices  Required: Accreditation letters, HIDOE Affiliate Program Approval, any Program Information Changes |
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| Section 3: Program Framework Appendices  Required: References to academic literature, data resources  Optional: admission information or program brochures |
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| Section 4: Program Progression Appendices  Required: For **each** course/module: syllabus, alignment of course objectives and standards matrix, alignment of course objectives and assignments, assessment instruments |
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| Section 5: Clinical Experience/Student Teaching Appendices  Required: Clinical experience observation tools/instruments, lesson plan templates, clinical experience handbook, cooperating/mentor teacher evaluations |
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| Section 6: Hawaiʻi Specific Requirements Appendices  Required: Evaluation instruments for professional and ethical dispositions, performance standards alignment matrix |
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| Section 7: Teacher Candidate Support and Services Appendices  Required: Teacher candidate handbook |
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| --- |
| Section 8: Program Faculty Appendices  Required: Curriculum vitae for program staff |
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| --- |
| Section 9: Completer and Graduate Follow-up Appendices |
|  |

# Section 11: Educator Preparation Provider Verification

Preparer's Information

|  |  |
| --- | --- |
| Name |  |
| Position |  |
| Telephone Number |  |
| Email |  |

Contact Person should there be any questions about the application.

|  |  |
| --- | --- |
| Name |  |
| Position |  |
| Telephone Number |  |
| Email |  |

**I verify that the contents of this application are complete, accurate, and approved by the institution/organization administrator. Please use an ink or digitally stamped signature.**

|  |  |
| --- | --- |
| Name |  |
| Date |  |