APPROVED

HAWAI`I TEACHER STANDARDS BOARD
GENERAL BUSINESS MEETING

Friday, October 14, 2022

Meeting Conducted by Remote Technology via Zoom
and
Physical Location at 650 Iwilei Road, Suite 158, Honolulu, HI 96817

MINUTES

PRESENT:

Sean Bacon for Keith Hayashi
Dr. Jonathan Gillentine
Lokelani Han
Branden Kawazoe
Keahi Makaimoku
Justin Mew
Kristi Miyamae
Lauren Moriarty for Bruce Voss
Dr. Cecily Ornelles for Dr. Nathan Murata
Dawn Raymond
Kim Sanders
Dr. Katina Soares

STAFF:

Felicia Villalobos, Executive Director
Tracey Idica, Licensing Specialist
Kris Murakami, Licensing Specialist
Raymond Rodriguez, Licensing Specialist
Elaine Hutchinson, Secretary

CALL TO ORDER:

Chairperson Kawazoe called the meeting to order at 11:00 a.m.

OPENING REMARKS:

Chairperson Kawazoe shared information regarding procedures for virtual board meetings:

- The following board members, in addition to the Chairperson, are participating in today's virtual board meeting and have established audio and video connection.
- Board members shall be visible and audible to other members and the public during meetings.
- This board meeting will be recorded and all committee meeting minutes will be posted on HTSB's website.

ROLL CALL TO ESTABLISH QUORUM:

Chairperson Kawazoe called the roll and established quorum.
All twelve (12) board members were present.

DISCLOSURE FROM BOARD MEMBERS AT PRIVATE LOCATIONS:

Chairperson Kawazoe shared information regarding private location disclosure:

- Board members shall be considered present at the meeting for the purpose of determining compliance with the quorum and voting requirements of the board.
- Board members who are not participating at the Board's public location must announce who is at the remote location with them. Minors do not need to be identified unless they have a personal business, property, or financial interest in an issue.

Chairperson Kawazoe asked board members if they have anyone present with them at their non-public site that they need to disclose.

- No disclosures were made.

ADDITIONAL PROCEDURAL INFORMATION:

Chairperson Kawazoe shared additional information regarding meeting protocols and procedures:

- As a reminder, all board members wishing to speak should raise their hand and the Chairperson will be notified to call on the person. The speaker must state their name prior to making their remarks.
- Votes will be conducted by roll call so that it is clear how each board member voted.
- Members of the public who have signed up to testify or would like to testify online must be logged into Zoom using the same name they used to sign up for testimony. Please use the Chat Box to provide your name and the agenda item(s) you are testifying on. Testifiers today will have two (2) minutes to testify. Anyone who missed the opportunity to testify before the relevant agenda item will be allowed to testify at specified portions of the meeting.
- Testifying online can be challenging due to technical issues. The Chat Box is being monitored by HTSB staff, and the Chairperson will be notified that you would like to testify, and you will be called on to give your testimony at the appropriate times in the agenda.
- Written testimony received more than forty-nine (49) hours before the meeting has been uploaded to the online meeting agenda for members to review.
- A meeting held by interactive conference technology shall be recessed for up to thirty (30) minutes when audio communication cannot be maintained with a quorum of members, provided that the meeting may reconvene when only audio communication is reestablished.

ANNOUNCEMENTS:

Chairperson Kawazoe welcomed new board member Keahi Makaimoku, Chair, Native Hawaiian Education Council (NHEC.)

TESTIMONY, PETITIONS FROM THE PUBLIC: None

APPROVAL OF MINUTES:

The minutes from the September 16, 2022, meeting were approved as corrected.

- Board Member Sean Bacon's name was corrected to "Sean Bacon for Keith Hayashi."

EXECUTIVE DIRECTOR'S REPORT:

Executive Director Villalobos submitted her report to the board with one amendment:

- Number of Licenses/Permits Issued SY 2022 – 2023: (Page 5)

July 2022	1,029	
August 2022	630	Corrected Count
Year-To-Date	1,659	**Amended Total**

- Charter School Emergency Hire Numbers are not included in this report as the information is still being gathered. It will be included in the November 2022 report.

- Executive Director Villalobos also added a Travel Update: She will be traveling to Boise, ID to attend the NASDTEC Professional Practices Institute (PPI) with HTSB Chairperson Kawazoe, Licensing Specialist Murakami and two Deputy Attorney Generals in the Education Division. It will be held on October 19 to 21, 2022. The PPI is a specialized conference addressing issues of educator misconduct, screening and background checks and other related topics.
  - While in Boise, ID, she hopes to get an update on the Teacher Compact. She will be reporting back to the board at the November 2022 meeting with any of the findings. It is a great way to connect with other state boards who usually bring their attorneys as well. They can talk about what's happening nationwide with educator misconduct, teacher shortages, and how the vetting process is going for other states. Are they upping or lowering barriers? This will be interesting, especially when Hawaii is participating in reciprocity.

Discussion:

Board Member Moriarty thanked Executive Director Villalobos for her report.
She stated that she was interested in reviewing the data and had two questions:

1. Was there anything in those numbers that surprised her?
2. Were there any trends that she would recommend that the board pay particular attention to?

Executive Director Villalobos provided the following answers:

1. One thing that keeps popping up is in the "Educator Preparation Program Survey Data SY 2021-2022." (Pages 9 to 11)
   Applicants who are applying for the first time: We can see their feelings towards how they were prepared.
   - The numbers have indicated that they want more integration of Hawaiian language, history and culture into the curriculum of their program.

- We also see the number of those participating in an Individualized Education Program (IEP).

2. This is good information for the future when the board makes decisions.
   - Usually, these two numbers always have the highest volume when it comes to, "What would you like to see enhanced in the delivery of your preparation program?"
   - The application numbers fluctuate, depending on the time of year. July is a big month because the Department is hiring teachers and August is a lower amount of licensing. However, it does take a while to process and it does not account for the time in which it takes to process a license. Sometimes it can be very quick because they have all of their documents up and they follow the directions on the application. The Licensing Specialist can then process their application in a timely manner. However, when they don't have their documents, forgot they had a message to upload documents, or are waiting for transcripts, it creates a longer application process.

LICENSING UPDATE: Raymond Rodriguez

1. Trends in Licensing:
   In addition to Board Member Moriarty and Licensing Specialist Rodriguez, other people may be looking for trends in licensing.
   Executive Director Villalobos' report has an "Emergency Hire Teachers HIDOE by District Chart." (Page 7)
   In looking for trends in licensing, Licensing Specialist Rodriguez always scrolls to this chart to see which districts are growing and which districts are about the same. It might be a way to think about in terms of resources needed, support needed and information we can give to our EPPs as well. This is always something that he looks at first. He is glad that we have this data to share with the State.
2. HTSB is still working really closely with the DOE's OTM (Board Member Sean Bacon's group) on the unlicensed teachers. We are very thankful to be able to work so closely with them as well as the schools and principals.
   Every month, we are going to continue looking at who does not have a license or permit so that we are able get the numbers down as low as possible. Hopefully, there won't be fines or teachers put on leave.
3. The number of Emergency Hire permits is growing.
4. The messaging through HTSB's licensing system has increased and is becoming more efficient. This has been very helpful.
5. In Executive Director Villalobos' report, the number of people that have had a positive HTSB Customer Service experience is over 80%. (Pages 8 and 9)
6. We continue to stress the need to get accurate information out to all the schools, principals and teachers, and that teachers are being licensed or permitted before they are hired.

PRESENTATION:

Office of Hawaiian Education (OHE): Ms. `Ānela Iwane, Educational Specialist
Palapala A`o Kūikawā (PAK) Hawaiian Permit Presentation to the HTSB 2022

- Objective: Background Information & Timeline
  - Longitudinal Data – Updated
  - Strategies to Address the Kaiapuni Teacher Shortage
  - Purpose and Goals
  - Timeline
- Objective: Updates
  - Hawaiian Permit Updates
  - Status of PAK Permittees
- Objective: Process
  - PAK Process Overview

Chairperson Kawazoe asked Ms. Iwane for a copy of her presentation slides which she will email to Executive Director Villalobos.

Board Member Moriarty thanked Ms. Iwane for her presentation.

TESTIMONY, PETITIONS FROM THE PUBLIC: None

NEW BUSINESS:
TOPIC: BOARD ACTION
DISCUSSION/Action:

Chairperson Kawazoe reviewed the following New Business Item that was adopted as written, by the HTSB. (See Attachment)

- **NBI 22-34:** HTSB's Executive Director Compensation (Raymond/Han)

COMMITTEE REPORT:
TOPIC: TEACHER STANDARDS COMMITTEE
DISCUSSION/Action:

Committee Chairperson Sanders reported that the committee reviewed and recommended for approval the following New Business Items as written, that were adopted by the HTSB. (See Attachments)

- **NBI 22-28:** Recency Policy for Board Approved Licensure Exams
- **NBI 22-29:** Verification of Content Knowledge for Adding a Field to an Active Valid Hawaii License
- **NBI 22-30:** License Affirmation

COMMITTEE REPORT:
TOPIC: TEACHER EDUCATION COMMITTEE
DISCUSSION/Action:

Committee Chairperson Ornelles reported that the committee reviewed and recommended for approval the following New Business Items as written, that were adopted by the HTSB. (See Attachments)

- **NBI 22-31:** State Approval of University of Hawaii at Hilo's Teacher Leader Program
- **NBI 22-32:** Consideration of the University of Hawaii at Manoa Letter of Intent to Plan a New Reading Specialist Added Field Program
- **NBI 22-33:** Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Certificate in Online Learning and Teaching (COLT) Program

PUBLIC TESTIMONY ON GENERAL BUSINESS MEETING AGENDA ITEMS: None

EXECUTIVE SESSION PROCEDURAL INFORMATION:

Chairperson Kawazoe shared information regarding procedures for virtual Executive Session:

- Executive Session will be conducted in this virtual meeting room and all other attendees will be transferred to a waiting room without access to the general room.
- You may not re-enter until the waiting room is closed. If you leave the waiting room, you must log back into the general meeting and be admitted after the Executive Session is adjourned.
- To ensure confidentiality, the Executive Session will be accessible only to HTSB members and required staff.
- The participants must confirm that no unauthorized person is present and able to see or hear the Executive Session meeting.

MOTION TO RISE INTO EXECUTIVE SESSION (Raymond/Han)
This portion of the meeting is a closed meeting under Section 92-4 and Section 92-5(a)(1)(2) and (4), Hawaii Revised Statutes.

BOARD MEMBERS VOTED TO ENTER EXECUTIVE SESSION AT 11:59 A.M.

CALL BACK TO ORDER BY CHAIRPERSON KAWAZOE AT 1:39 P.M.

APPROVED

TOPIC: Report out of Executive Session
DISCUSSION:

Chairperson Kawazoe reported out:

- The minutes from the September 16, 2022, Executive Session were approved as amended.
  - Board Member Sean Bacon's name was corrected to "Sean Bacon for Keith Hayashi."

- Personnel Update: Villalobos

- Consultation with Deputy Attorney General on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities.

- Approval of the following New Business Items that were adopted by the HTSB. (See Attachments)
  - NBI 22-35: Case Number 22-10
  - NBI 22-36: Case Number 22-11
  - NBI 22-37: Case Number 22-12
  - NBI 22-38: Case Number 22-13
  - NBI 22-39: Case Number 21-13

PUBLIC TESTIMONY ON GENERAL BUSINESS MEETING AGENDA ITEMS: None

TOPIC: Next HTSB Meeting: November 18, 2022
DISCUSSION:

Chairperson Kawazoe and board members discussed:

- Plan for November 18, 2022, meeting

ADJOURNMENT:

Chairperson Kawazoe adjourned the meeting at 1:41 p.m.

Recorder: *Elaine Hutchinson* Date: October 14, 2022
Elaine Hutchinson

New Business Item 22-34
Introduced October 14, 2022
Approved October 14, 2022

TITLE: HTSB's Executive Director Compensation

The Hawaii Teacher Standards Board approves the following compensation for the Executive Director:

Effective immediately, Executive Director Felicia Villalobos will receive an annual salary matching EO 10 Step 7 Salary Range. Her pay will be retroactive to her official start date, July 1, 2022.

Background:
Director Villalobos has been in temporary assignment as HTSB's Interim Executive Director since May 1, 2021 (NBI 20-24). At HTSB's August 31, 2021, Board meeting, NBI 21-04 established a Permitted Interaction Group (PIG) relating to the search of HTSB's new Executive Director. On November 19, 2021, the PIG updated the board on the search for HTSB's Executive Director. At the Board's March 4, 2022, meeting the PIG discussed its findings and provided the Board a recommended candidate for approval. On April 29, 2022, NBI 21-49 approved Director Villalobos' recommendation to the Board of Education (BOE). At the BOE's June 16, 2022, meeting, Director Villalobos was approved as the Hawaii Teacher Standards Board new Executive Director with the start date of July 1, 2022.

Submitted by: Branden Kawazoe

DAVID Y. IGE
GOVERNOR

BRANDEN KAWAZOE
CHAIRPERSON, HTSB

STATE OF HAWAI`I
HAWAIʻI TEACHER STANDARDS BOARD
650 IWILEI ROAD, SUITE 268
HONOLULU, HAWAI`I 96817

October 14, 2022

Ms. Maile Horikawa
Hawai`i State Department of Education
Office of Talent Management
Employee Records and Transactions Section
650 Iwilei Road, Suite 300
Honolulu, HI 96817

Subject: HTSB Executive Director Position

Dear Ms. Horikawa:

This letter is to inform you that Ms. Felicia Villalobos has been formally appointed as the new Executive Director of the Hawai`i Teacher Standards Board. Ms. Villalobos' selection was approved by the Board of Education at their June 16, 2022, meeting.

Since May 1, 2021, Ms. Villalobos has been on Temporary Assignment in the Executive Director position. Effective immediately, the Hawai`i Teacher Standards Board would like to give her a base salary matching the EO 10, Step 7 Salary Range. This base salary will be retroactive to her July 1, 2022 start date.

Please contact HTSB secretary Elaine Hutchinson at (808) 586-2601 or email at elaine.hutchinson@hawaii.gov should you have any questions.

Sincerely,

Branden Kawazoe
Chairperson, Hawai`i Teacher Standards Board

BK:eh

New Business Item 22-28
Introduced October 14, 2022
Approved October 14, 2022

TITLE: Recency Policy for Board Approved Licensure Exams

Effective January 1, 2023, the Hawaii Teacher Standards Board shall accept all official passing scores from Board approved exams completed within five (5) years prior to the application of licensure.

Official passing scores from Board approved exams that are older than five (5) years will be accepted on a case-by-case basis.

Rationale/Background:

Part of HTSB's mission is to provide every child in Hawaii with qualified teachers. Aligning Board approved exams with current national content standards and ensuring test validity is one way HTSB can certify that educators are up to date in the content in which they will be teaching.

HTSB's primary testing vendor is Educational Testing Services (ETS). ETS regenerates many of their high volume exams every 5 to 7 years depending on test validity and national standards. Low volume exams are not regenerated as often. ETS only keeps official testing score reports for 10 (ten) years. After ten years, score reports are purged.

Submitted by: Branden Kawazoe

Referred to: Teacher Standards Committee

New Business Item 22-29
Introduced October 14, 2022
Approved October 14, 2022

TITLE: Verification of Content Knowledge for Adding a Field to an Active Valid Hawaii License

As outlined in Hawaii Administrative Rules (HAR) §8-54-9.5(2), the Hawaii Teacher Standards Board approves the below methods in which an applicant can verify their content knowledge and experience to add a field to an active valid Hawaii License.

Content Knowledge:

Content knowledge for adding a licensure field may be verified by one or more of the following options:

- *Completing a state-approved teacher education program in the content field; or
- Passing score(s) on licensure test adopted by the Board in the content field; or
- National Board for Professional Teaching Standards certification in the content field; or
- Content major consisting of a minimum of thirty (30) semester hours in the content field for a bachelor's degree awarded by an accredited institution of higher education; or
- A minimum of thirty (30) semester hours in the content field from an accredited institution of higher education, at least fifteen (15) of which must be upper-division level (all coursework must be directly related to the content field in which an added field is being pursued); or
- A master's, specialist, or doctoral degree in the license field awarded by an accredited institution of higher education.
- For Elementary Education K-6 licensure:
    - a total of thirty-six (36) semester hours, including nine (9) semester hours in each of the following four core content areas:
        - language arts,
        - mathematics,
        - science, and
        - social studies.
    - All core content area courses must be related to Elementary Education and at least three (3) semester hours in each of the core content areas must be upper-division level.
    - If all four (4) core content areas cannot be met using coursework, a passing score on a Board approved Praxis test in the content area may be used in conjunction with coursework.

The applicant will identify the specific course(s) pertaining to the license field sought. Additional documentation may be required of the applicant to ensure the coursework directly relates to the content field in which an added field is being pursued.

*Certain license fields may only be added by completing a State Approved Teacher Education Program (SATEP).

Content knowledge and experience must be verified prior to adding a license field to an active Hawaii license. Verification of experience will be in accordance with HAR

§8-54-9.5 (cited below).

Rationale/Background:

The HTSB policy that speaks specifically to content knowledge is outlined in NBI 12-29 Revised. This NBI addresses content knowledge requirements specific to Hawaii Educator Preparation Programs. In accordance with HAR §8-54-9.5(2), this NBI would specifically address content knowledge requirements for adding a field to a license.

Hawaii Administrative Rules §8-54-9.5

§8-54-9.5 Adding a field to a license. (a) If a licensee wants to add additional teaching fields to their teaching license the person shall:

(1) Complete a state-approved teacher education program that includes appropriate experiences in a P-12 setting in the new field; or

(2) ***Submit documentation of meeting content knowledge verification for licensure in the new field using a method specified by the board and submit one of the following:***

(A) The equivalent of one (1) year of satisfactory half time or more contracted P-12 teaching experience in the new field within the last five (5) years of application date; or

(B) Submit verification of three (3) or more years of contracted P-12 experience within the last five (5) years of application date in the same 54-20§8-54-9.5 license grade level span under a Hawai'i Standard License or its equivalent in another state; or

(C) Submit passing scores on a pedagogy licensure examination approved by the board in the new grade level; or

(D) Submit verification of previous completion of a state approved educator preparation program in the same license grade level as the new field; or

(3) Possess an Advanced License in one field and submit one of the following:

(A) The equivalent of a content major in the new field; or

(B) Passing score for the subject area test in the new field; and

(C) The grade level(s) of the new license field(s) must be the same as the existing license level(s) unless the applicant submits verification as outlined in 8-54-9.5 (2) A -D for the new level(s).

(b) Adding school librarian, reading specialist, literacy specialist, and early childhood education as a field shall be subject to the provisions of (a) (1) of this subsection. *including School Counselor (NBI 21-12)

(c) Upon submittal of appropriate documentation of the method selected by the licensee and receipt of the required fees, and subject to meeting all requirements, the board will add the new field to the license. The licensee's license will include the new teaching field and be subject to the same expiration date for renewal of the current license.

Submitted by: Branden Kawazoe
Referred to: Teacher Standards Committee

New Business Item 22-30
Introduced October 14, 2022
Approved October 14, 2022

TITLE: License Affirmation

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

Submitted by: Branden Kawazoe

Referred to: Teacher Standards Committee

INITIAL LICENSES: ADVANCED

		Last Name	First Name	License Field	Effective Date	Expiration Date
Adv	New	Camara	Kaala Fay	Elementary Education (K-6)	8/1/2022	6/30/2033
Adv	New	Camara	Kaala Fay	Hawaiian Language (6-12)	8/1/2022	6/30/2033
Adv	New	Camara	Kaala Fay	Hawaiian Language Immersion (K-12)	8/1/2022	6/30/2033
Adv	New	Camara	Kaala Fay	Hawaiian Studies (6-12)	8/1/2022	6/30/2033
Adv	New	Crabbe	Chikyra	Early Childhood Education (P-3)	8/1/2022	6/30/2033
Adv	New	Crabbe	Chikyra	Elementary Education (K-6)	8/1/2022	6/30/2033
Adv	New	Crabbe	Chikyra	Special Education (6-8)	8/1/2022	6/30/2033
Adv	New	Crabbe	Chikyra	Special Education (K-6)	8/1/2022	6/30/2033
Adv	New	Crabbe	Chikyra	Special Education (P-3)	8/1/2022	6/30/2033
Adv	New	Hamada	Keith	Social Studies (6-12)	8/1/2022	6/30/2033
Adv	New	Negaard	David	Drama/Theatre Arts (6-12)	8/1/2022	6/30/2033
Adv	New	Negaard	David	English (6-12)	8/1/2022	6/30/2033
Adv	New	Rosa	Yadira	Spanish (K-12)	8/1/2022	6/30/2033
Adv	New	Trinh	Cam Tu	Mathematics (6-12)	8/1/2022	6/30/2033
Adv	New	Trinh	Cam Tu	Science (6-12)	8/1/2022	6/30/2033

INITIAL LICENSES: STANDARD

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	New	Abuel	Dwayne	Music (K-12)	8/1/2022	6/30/2028
Stan	New	Aiona	Heather	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Aiona	Heather	Special Education (K-12)	8/1/2022	6/30/2028
Stan	New	Andrus	Malia	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Andrus	Malia	Special Education (K-12)	8/1/2022	6/30/2028
Stan	New	Asahara	Garret	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2028
Stan	New	Austin	Jodie	Music (K-12)	8/1/2022	6/30/2028
Stan	New	Barsatan	Margarette	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2028
Stan	New	Bautista	Renee	SPED Mild/Moderate (6-12)	8/1/2022	6/30/2028
Stan	New	Bonewitz	John	Science (6-12)	8/1/2022	6/30/2028
Stan	New	Bruhnsen	Alyssa	Early Childhood Education (P-3)	8/1/2022	6/30/2028
Stan	New	Bruhnsen	Alyssa	SPED Mild/Moderate (6-8)	8/1/2022	6/30/2028
Stan	New	Bruhnsen	Alyssa	SPED Mild/Moderate (K-6)	8/1/2022	6/30/2028
Stan	New	Bruhnsen	Alyssa	SPED Mild/Moderate (P-3)	8/1/2022	6/30/2028
Stan	New	Bruno	Patrick	Social Studies (6-12)	8/1/2022	6/30/2028
Stan	New	Burns	Allison	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Calicdan	Kristie	Special Education (K-12)	8/1/2022	6/30/2028
Stan	New	Carvalho	Sterling	Mathematics (6-12)	8/1/2022	6/30/2028
Stan	New	Carveiro	Layleigh	School Counselor (K-12)	8/1/2022	6/30/2028
Stan	New	Casillas	Dante	CTE - Arts and Communication (K-6)	8/1/2022	6/30/2028
Stan	New	Castillo-Kapua	Melanie	CTE - Public and Human Services (6-12)	8/1/2022	6/30/2028
Stan	New	Chan	Roseann	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Chan	Roseann	School Counselor (6-12)	8/1/2022	6/30/2028
Stan	New	Concepcion	Angelica Louise	Elementary Education (K-6)	8/1/2022	6/30/2028

Stan	New	Conrardy	Erin	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Conrardy	Erin	Science (6-8)	8/1/2022	6/30/2028
Stan	New	Conrardy	Erin	Social Studies (6-8)	8/1/2022	6/30/2028
Stan	New	Contreras	Constance	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Coulter	Cathy	CTE - Public and Human Services (6-12)	8/1/2022	6/30/2028
Stan	New	Coulter	Cathy	School Counselor (K-12)	8/1/2022	6/30/2028
Stan	New	Cruz	Chandel	English (6-12)	8/1/2022	6/30/2028
Stan	New	Dietz	Melissa	CTE - Business (K-12)	8/1/2022	6/30/2028
Stan	New	Edwards	Engela	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Edwards	Engela	Special Education (P-3)	8/1/2022	6/30/2028
Stan	New	Emmick	Jennifer	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Freitas	Mahealani	Hawaiian Knowledge (P-3)	8/1/2022	6/30/2028
Stan	New	Freitas	Mahealani	Kaia'olelo-Kaiapuni Hawai'i (P-3)	8/1/2022	6/30/2028
Stan	New	Funasaki	Jodi	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Furuto	Daniel	Mathematics (6-12)	8/1/2022	6/30/2028
Stan	New	Gomez	Deshaun	English (6-12)	8/1/2022	6/30/2028
Stan	New	Gomez	Deshaun	Special Education (6-12)	8/1/2022	6/30/2028
Stan	New	Harper	Shea	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Hashimoto	Chad	Physical Education (6-12)	8/1/2022	6/30/2028
Stan	New	Hino	Michael	Social Studies (6-8)	8/1/2022	6/30/2028
Stan	New	Hipol	Danielle	Early Childhood Education (P-3)	8/1/2022	6/30/2028
Stan	New	Hipol	Danielle	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Honda	Marianne	School Counselor (K-12)	8/1/2022	6/30/2028
Stan	New	Hoopai	Milette	Health (6-12)	8/1/2022	6/30/2028
Stan	New	Hoppe	Dana	Science (6-12)	8/1/2022	6/30/2028
Stan	New	Hubert	Jacquelyn	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Hyatt	Lisa	Science (6-12)	8/1/2022	6/30/2028
Stan	New	Hyatt	Lisa	Special Education (6-12)	8/1/2022	6/30/2028
Stan	New	Jacinto	Britten	Early Childhood Education (P-3)	8/1/2022	6/30/2028
Stan	New	Jaeger	Riley	Science (6-12)	8/1/2022	6/30/2028
Stan	New	Junqueira	Elisa	Science (6-12)	8/1/2022	6/30/2028
Stan	New	Junqueira	Elisa	Spanish (6-12)	8/1/2022	6/30/2028
Stan	New	Kaanaana	Kelly	English (6-12)	8/1/2022	6/30/2028
Stan	New	Kamimura	Lori	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2028
Stan	New	Kawate	Joel	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Kim	Trisha Lynn	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Kim	Trisha Lynn	Special Education (K-6)	8/1/2022	6/30/2028
Stan	New	Kwiatkowski	Ashley	School Counselor (K-12)	8/1/2022	6/30/2028
Stan	New	Lariosa	Jameson	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Leong	David	Music (6-12)	8/1/2022	6/30/2028
Stan	New	Lileikis	Yuki	Japanese (6-12)	8/1/2022	6/30/2028
Stan	New	Lindsey	Kamakee	CTE - Business (6-12)	8/1/2022	6/30/2028
Stan	New	Lindsey	Kamakee	Social Studies (6-12)	8/1/2022	6/30/2028
Stan	New	Lindsey	Kamakee	Special Education (6-12)	8/1/2022	6/30/2028
Stan	New	Lopez	Bernadette	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Lopez	Bernadette	Special Education (K-12)	8/1/2022	6/30/2028
Stan	New	Luther	Robin	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Luther	Robin	Special Education (K-12)	8/1/2022	6/30/2028
Stan	New	Madrid	Cassidy	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Maedo	Ranan	School Counselor (K-12)	8/1/2022	6/30/2028

Stan	New	Marxen	Shannon	SPED Mild/Moderate (6-12)	8/1/2022	6/30/2028
Stan	New	Matchett	Kimberly	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2028
Stan	New	Matsumura-Uyeda	Melanie	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Matsunami	Julie	Science (6-12)	8/1/2022	6/30/2028
Stan	New	Mcginnis	Kevin	Social Studies (6-12)	8/1/2022	6/30/2028
Stan	New	Mchenry	Brett	SPED Mild/Moderate (6-12)	8/1/2022	6/30/2028
Stan	New	Melia	John	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Melia	John	Health (6-12)	8/1/2022	6/30/2028
Stan	New	Middleton	Jennifer	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Middleton	Jennifer	Special Education (P-12)	8/1/2022	6/30/2028
Stan	New	Milani	Ashleigh	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Miya	Christina	English (6-12)	8/1/2022	6/30/2028
Stan	New	Miyahira	David	Art (6-12)	8/1/2022	6/30/2028
Stan	New	Morley	Kaitlin	Mathematics (6-12)	8/1/2022	6/30/2028
Stan	New	Nadai	Ryan	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Nerio Escarcega	Abraham	Science (6-12)	8/1/2022	6/30/2028
Stan	New	Nerio Escarcega	Abraham	Spanish (K-12)	8/1/2022	6/30/2028
Stan	New	Nunnari	Teresa	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Oki	Gavin	English (6-12)	8/1/2022	6/30/2028
Stan	New	Olmstead	Jacob	Social Studies (6-12)	8/1/2022	6/30/2028
Stan	New	Onishi	Rory	Music (K-12)	8/1/2022	6/30/2028
Stan	New	Orian	Kirah- Jeddah	Special Education (K-6)	8/1/2022	6/30/2028
Stan	New	Pahulehua	Laurie	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Palakiko	Thia	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2028
Stan	New	Panui	Maelee	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2028
Stan	New	Papa	Charlene	Physical Education (6-12)	8/1/2022	6/30/2028
Stan	New	Paracuelles	Darlene	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Paracuelles	Darlene	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2028
Stan	New	Pieper	Michelle	Hawaiian Language (6-12)	8/1/2022	6/30/2028
Stan	New	Pieper	Michelle	Hawaiian Studies (6-12)	8/1/2022	6/30/2028
Stan	New	Pieper	Michelle	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2028
Stan	New	Pounds	Matthew	English (6-12)	8/1/2022	6/30/2028
Stan	New	Putzulu	Christine	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Ramos	Pamela	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Redira	Michael	English (6-12)	8/1/2022	6/30/2028
Stan	New	Redira	Michael	Social Studies (6-8)	8/1/2022	6/30/2028
Stan	New	Reyes	Melissa	School Counselor (K-12)	8/1/2022	6/30/2028
Stan	New	Ruiz	Chelsie	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Saez	Jameil	Science (6-12)	8/1/2022	6/30/2028
Stan	New	Sakai	Evan	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Sanchez	Celeste	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Sanchez	Celeste	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2028
Stan	New	Schimmoeller	Kallie	English (6-8)	8/1/2022	6/30/2028
Stan	New	Schimmoeller	Kallie	Mathematics (6-8)	8/1/2022	6/30/2028
Stan	New	Schubert	Theresa	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2028
Stan	New	Scoville	Ryan	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Shelor	William	CTE - Business (6-12)	8/1/2022	6/30/2028
Stan	New	Shelverton	Lee	Art (6-12)	8/1/2022	6/30/2028
Stan	New	Smith	Erik	School Counselor (K-12)	8/1/2022	6/30/2028
Stan	New	Spring	Colleen	Elementary Education (K-6)	8/1/2022	6/30/2028

Stan	New	Stidger	Jamie	Teaching English to Speakers of Other Languages (K-12)	8/1/2022	6/30/2028
Stan	New	Tagupa	Keala	School Counselor (K-12)	8/1/2022	6/30/2028
Stan	New	Tamura	Sarah	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Tavares	Daniel	CTE - Public and Human Services (6-12)	8/1/2022	6/30/2028
Stan	New	Teshima	Stacey	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Theis	Holland	Biology (6-12)	8/1/2022	6/30/2028
Stan	New	Theis	Holland	Science (6-12)	8/1/2022	6/30/2028
Stan	New	Tipton	Pamela	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Tipton	Pamela	Special Education (P-12)	8/1/2022	6/30/2028
Stan	New	Tonu	Danae	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Tonu	Danae	Reading Specialist (P-12)	8/1/2022	6/30/2028
Stan	New	Uyeda	Aimee	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Uyeno	Jacqueline	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Vidad	Jodi	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Villarmia	Nadine	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2028
Stan	New	Von Elsner	Lynette	Social Studies (6-12)	8/1/2022	6/30/2028
Stan	New	Weeks	Katherine	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Weeks	Katherine	History (6-12)	8/1/2022	6/30/2028
Stan	New	Weeks	Katherine	Physical Education (6-12)	8/1/2022	6/30/2028
Stan	New	Wiernicki	Bindi	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Wily	Chelsea	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Witwer	Sean	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2028
Stan	New	Wong	Rene	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Yagi	Erin	Science (6-12)	8/1/2022	6/30/2028
Stan	New	Yee	Alvin	Elementary Education (K-6)	8/1/2022	6/30/2028
Stan	New	Yee	Alvin	SPED Mild/Moderate (K-6)	8/1/2022	6/30/2028

INITIAL LICENSES:
PROVISIONAL

		Last Name	First Name	License Field	Effective Date	Expiration Date
Prov	New	Adkins	Wesley	CTE - Arts and Communication (6-12)	8/1/2022	6/30/2026
Prov	New	Adkins	Wesley	Mathematics (6-12)	8/1/2022	6/30/2026
Prov	New	Akiyama	Karen	Special Education (K-12)	8/1/2022	6/30/2026
Prov	New	Anderson-Moxley	Samuel	Science (6-8)	8/1/2022	6/30/2026
Prov	New	Arneson	Anthony	Social Studies (6-12)	8/1/2022	6/30/2026
Prov	New	Bacheller	Kortney	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Barrett	Michelle	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Britos	Lani	English (6-12)	8/1/2022	6/30/2026
Prov	New	Byers	Elise	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Cachola	Norella Joy	Special Education (6-12)	8/1/2022	6/30/2026
Prov	New	Carpenter	Danielle	English (6-12)	8/1/2022	6/30/2026
Prov	New	Chun	Branson	Special Education (6-12)	8/1/2022	6/30/2026
Prov	New	Coffey	Richard	Chemistry (6-12)	8/1/2022	6/30/2026
Prov	New	Coffey	Richard	Earth and Space Science (6-12)	8/1/2022	6/30/2026
Prov	New	Coffey	Richard	Physics (6-12)	8/1/2022	6/30/2026
Prov	New	Coffey	Richard	Science (6-8)	8/1/2022	6/30/2026
Prov	New	Coleman	Cynthia	Elementary Education (K-6)	8/1/2022	6/30/2026

Prov	New	De Costa	Danessa	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2026
Prov	New	DeHaven	Dominic	Social Studies (6-12)	8/1/2022	6/30/2026
Prov	New	Denninghoff	Mark	English (6-12)	8/1/2022	6/30/2026
Prov	New	Denninghoff	Mark	Government/Political Science (6-12)	8/1/2022	6/30/2026
Prov	New	Dickens	Crystal	Science (6-12)	8/1/2022	6/30/2026
Prov	New	Doak	Deborah	English (6-12)	8/1/2022	6/30/2026
Prov	New	Doak	Deborah	Spanish (6-12)	8/1/2022	6/30/2026
Prov	New	Durham	Susan	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Durham	Susan	SPED Mild/Moderate (P-12)	8/1/2022	6/30/2026
Prov	New	Fagan	Zachary	Special Education (K-12)	8/1/2022	6/30/2026
Prov	New	Gibson	Janny	Early Childhood Education (P-3)	8/1/2022	6/30/2026
Prov	New	Gibson	Janny	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Haase	Christopher	Mathematics (6-12)	8/1/2022	6/30/2026
Prov	New	Hart	Dominique	English (6-12)	8/1/2022	6/30/2026
Prov	New	Heberling	Maria	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Heberling	Maria	School Librarian (K-12)	8/1/2022	6/30/2026
Prov	New	Hendren	Jordan	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Henningsen	Rachelle	Special Education (K-12)	8/1/2022	6/30/2026
Prov	New	Hoyt	Danielle	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Kaiser	Hunter	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Kaiser	Hunter	Special Education (K-12)	8/1/2022	6/30/2026
Prov	New	Kalama	Jamie	English (6-12)	8/1/2022	6/30/2026
Prov	New	Kitsu	Geraldine	Social Studies (6-12)	8/1/2022	6/30/2026
Prov	New	Knight	Monica	Art (K-12)	8/1/2022	6/30/2026
Prov	New	Knight	Monica	CTE - Arts and Communication (6-12)	8/1/2022	6/30/2026
Prov	New	Lama	Rachel	Special Education (6-12)	8/1/2022	6/30/2026
Prov	New	Larned	Andrea	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Larned	Andrea	Physical Education (K-12)	8/1/2022	6/30/2026
Prov	New	Lasky	Rachel	Music (K-12)	8/1/2022	6/30/2026
Prov	New	Lewis	Kuaanaai	Social Studies (6-12)	8/1/2022	6/30/2026
Prov	New	Major	Corey	Science (6-12)	8/1/2022	6/30/2026
Prov	New	Meyers	Vanessa	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Meyers	Vanessa	Special Education (K-12)	8/1/2022	6/30/2026
Prov	New	Miyazaki	Travis	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Newman	Laureen	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Oconnell	Kevin	English (6-12)	8/1/2022	6/30/2026
Prov	New	Oppong	Madeline	English (6-8)	8/1/2022	6/30/2026
Prov	New	Ponce	Kristen	Science (6-12)	8/1/2022	6/30/2026
Prov	New	Popa	Raycine	Early Childhood Education (P-3)	8/1/2022	6/30/2026
Prov	New	Popa	Raycine	Special Education (P-3)	8/1/2022	6/30/2026
Prov	New	Raggio	Kristine	School Counselor (K-12)	8/1/2022	6/30/2026
Prov	New	Sakaue	Kay	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2026
Prov	New	Sanchez	Erica	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Serrano	Marie Stephanie	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2026
Prov	New	Serrano	Marie Stephanie	SPED Severe/Profound (K-12)	8/1/2022	6/30/2026
Prov	New	Snowden	Rebecca	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Sullivan	William	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Sullivan	William	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2026
Prov	New	Swanson-De Almeida	Lori	Art (K-12)	8/1/2022	6/30/2026

Prov	New	Tadaki	Zachary	Special Education (K-6)	8/1/2022	6/30/2026
Prov	New	Tam	Sheanae	Art (6-12)	8/1/2022	6/30/2026
Prov	New	Tayasu	Taylor	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Taylor	Cindy	Biology (6-12)	8/1/2022	6/30/2026
Prov	New	Tualaulelei	Afaue	Physical Education (K-12)	8/1/2022	6/30/2026
Prov	New	Uemori	Janel	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Varano	Kathleen	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Vegas	Austin	Mathematics (6-12)	8/1/2022	6/30/2026
Prov	New	Velasco	Ashlyn	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Williams	Lisa	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Williams	Lisa	English (6-8)	8/1/2022	6/30/2026
Prov	New	Wojtasinski	Katrina	Special Education (K-12)	8/1/2022	6/30/2026
Prov	New	Yip	Sarah	Elementary Education (K-6)	8/1/2022	6/30/2026
Prov	New	Yip	Sarah	SPED Mild/Moderate (K-12)	8/1/2022	6/30/2026
Prov	New	Young	Michael	Mathematics (6-12)	8/1/2022	6/30/2026
Prov	New	Young	Nancy	Art (6-12)	8/1/2022	6/30/2026
Prov	New	Zuniga	Leanna	Science (6-8)	8/1/2022	6/30/2026
Prov	New	Zymin	Dariya	Elementary Education (K-6)	8/1/2022	6/30/2026

ADDED FIELDS:
ADVANCED

		Last Name	First Name	License Field	Effective Date	Expiration Date
Adv	Add	Bras	Rachelle	Teaching English to Speakers of Other Languages (K-12)	8/1/2022	6/30/2029
Adv	Add	Macgregor	Maegan	Teaching English to Speakers of Other Languages (K-6)	8/1/2022	6/30/2032
Adv	Add	Wheeler	Elizabeth	Teaching English to Speakers of Other Languages (6-12)	8/1/2022	6/30/2031

ADDED FIELDS:
STANDARD

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	Add	Agtarap	Kevin Michael	Teacher Leader	8/1/2022	6/30/2027
Stan	Add	Biete	Corinne	SPED Mild/Moderate (K-6)	8/1/2022	6/30/2027
Stan	Add	Blevit	Michael	School Counselor (6-8)	8/1/2022	6/30/2026
Stan	Add	Dobashi	Stacey	SPED Severe/Profound (K-12)	8/1/2022	6/30/2027
Stan	Add	Engbarth	Brittany	Elementary Education (K-6)	8/1/2022	6/30/2023
Stan	Add	Fo	Vicky	Teaching English to Speakers of Other Languages (K-6)	8/1/2022	6/30/2023
Stan	Add	Gold	David	Teaching English to Speakers of Other Languages (6-12)	8/1/2022	6/30/2026
Stan	Add	Hisatake	April	Teaching English to Speakers of Other Languages (K-6)	8/1/2022	6/30/2026
Stan	Add	Irion	Krysten	Special Education (6-12)	8/1/2022	6/30/2023
Stan	Add	Ishii	Stephen	Mathematics (6-8)	8/1/2022	6/30/2028
Stan	Add	Kimberly	Amanda	English (6-12)	8/1/2022	6/30/2026
Stan	Add	Mulligan	Sandra	SPED Mild/Moderate (6-12)	8/1/2022	6/30/2024
Stan	Add	Oura	Gayle	Teaching English to Speakers of Other Languages (K-6)	8/1/2022	6/30/2026

Stan	Add	Park	Julia	Teaching English to Speakers of Other Languages (K-6)	8/1/2022	6/30/2023
Stan	Add	Posey	Meghan	Mathematics (6-8)	8/1/2022	6/30/2028
Stan	Add	Red	Erlinda	Special Education (6-12)	8/1/2022	6/30/2025
Stan	Add	Ricard	Jami	Special Education (K-12)	8/1/2022	6/30/2027
Stan	Add	Sabin	Jackie	Social Studies (6-12)	8/1/2022	6/30/2028
Stan	Add	Tanigawa	Heather	Special Education (P-3)	8/1/2022	6/30/2025
Stan	Add	Yogi	Corinne	Teaching English to Speakers of Other Languages (K-6)	8/1/2022	6/30/2026
Stan	Add	Yu	Lijie	Special Education (K-6)	8/1/2022	6/30/2027

ADDED FIELDS:
PROVISIONAL

		Last Name	First Name	License Field	Effective Date	Expiration Date
Prov	Add	Aksionczyk	Shaun	SPED Mild/Moderate (6-12)	8/1/2022	6/30/2024
Prov	Add	Barnum	Christine	Special Education (K-6)	8/1/2022	6/30/2025
Prov	Add	Brennan	Thomas	Special Education (6-12)	8/1/2022	6/30/2025
Prov	Add	Chun	Jody	SPED Mild/Moderate (K-6)	8/1/2022	6/30/2024
Prov	Add	Crouch	Melissa	Kaia'olelo-Kaiapuni Hawai'i (6-12)	8/1/2022	6/30/2025
Prov	Add	Eisele	Stephanie	Special Education (K-6)	8/1/2022	6/30/2023
Prov	Add	Frisbie	Elizabeth	Special Education (6-12)	8/1/2022	6/30/2024
Prov	Add	Giese	Daniel	Physical Education (6-12)	8/1/2022	6/30/2023
Prov	Add	Hairston	Kristen	English (6-12)	8/1/2022	6/30/2025
Prov	Add	Killnas	Samantha	SPED Severe/Profound (6-12)	8/1/2022	6/30/2023
Prov	Add	Lyden	Mikela	Special Education (K-6)	8/1/2022	6/30/2023
Prov	Add	Ridenour	Chloe	Special Education (K-6)	8/1/2022	6/30/2023
Prov	Add	Salvador	Jade	SPED Mild/Moderate (P-3)	8/1/2022	6/30/2025
Prov	Add	Santora	Arianna	Special Education (K-6)	8/1/2022	6/30/2025
Prov	Add	Shishido	Beau	Hawaiian Language (6-12)	8/1/2022	6/30/2025
Prov	Add	Shultz	Arianna	Special Education (K-6)	8/1/2022	6/30/2024
Prov	Add	Tai Hook	Amber	Hawaiian Language Immersion (K-6)	8/1/2022	6/30/2024
Prov	Add	Unger	Natalie	Special Education (6-8)	8/1/2022	6/30/2025
Prov	Add	Whang	Ashley	Special Education (6-12)	8/1/2022	6/30/2025
Prov	Add	Woo	Seunghyun	Elementary Education (K-6)	8/1/2022	6/30/2026

LICENSE RENEWALS: NONE
Advanced

LICENSE RENEWALS: NONE
Standard

LICENSE RENEWALS: NONE
CAREER AND TECHNICAL EDUCATION

PERMITS: NONE
CAREER AND TECHNICAL EDUCATION

PERMITS:
HAWAIIAN

		Last Name	First Name	License Field	Effective Date	Expiration Date
Hawn	New	Bertulfo	La‘akea	Hawaiian Immersion (P-12)	8/1/2022	6/30/2023
Hawn	New	Enos	Leah	Hawaiian Immersion (P-12)	8/1/2022	6/30/2023
Hawn	New	Krug	Ka'ulakauikeaokea	Hawaiian Immersion (P-12)	8/1/2022	6/30/2023

PERMIT RENEWALS: NONE
HAWAIIAN

EMERGENCY HIRE

		Last Name	First Name	License Field	Effective Date	Expiration Date
EH	New	Adler	Alia	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Agonoy	Rochelle	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Agtang	Joven Ronni	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Anderson	Alexis	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Arellano Banuelos	Elany	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Armagost	Daniel	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Atalig	Christian	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Beck	Kayla	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Begin	Roxanne	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Beltran	Maria	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Bidgood	Sydney	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Brightbill	Amanda	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Cannon	Hayley	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Carvalho	Kristen	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Castaneda-Naboa	Tiani	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Castro	Danielle	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Caterinacci	Mark	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Centeno	Brianna	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Champoux	Kaitlyn	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Chang-Gottschalk	Norma Jean	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Chesser	Avery	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Clancy	Yumi	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Contino	Hannah	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Coontz	Amber	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Corrales	Travis	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Crocker	John	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Curran	Cieana	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	De Jong	Julia	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Domingo	Darion	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Donnelly	Mary	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Dowd	Donald	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Dunn	Dean	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	English	Laurie	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Fairchild	Olivia	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Faumuina	Pomaikai	Emergency Hire (P-12)	8/1/2022	6/30/2023

EH	New	Feehrer	Romy	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Florens	Patricia	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Fugate	Hali	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Furniss	Kylee	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Garcia	Melbis	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Gardner	Christine	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Gibson	Nicole	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Gigante	Julia	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Goedecke	Thomas	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Gushikuma	Corey	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Guy	Miles	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Halstead	Rebekah	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Harmeling	Roberta	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Harrison	Haley	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Hatakenaka	Kassi Lyn	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Hayashi	Jordyn Lyn	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Hebert	Emily	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Henriquez	Marina	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Hottendorf	Stella	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Hoylman	Justine	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Huber	Kathryn	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Ibarra	Kaweni	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Isaacson	Angela	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Ishikawa	Chazz	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Ito	Lorrie	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Joffrion	Peter	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Jorges	Madeline	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Kalaola	Shevelle	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Kassel	Brittany	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Kato	Troy	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Katz	Rebecca	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Kaumeyer	Thomas	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Kawai	Gavin	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Key	Emily	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Kim	Joel	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Klein	Jackson	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Knowlton	Alexander	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Korpi	Diane	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Kuni	Trishelle	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Kuraya	Brad	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Lajoie	Jason	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Leasy	KayCee	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Leslie	Samuel	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Lonandwala	Amatullah	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Macri	Emily	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Manutai	Lesina	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Marquart	Zachary	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Marte	Yazmeen	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Mcdonald	Rima	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Mcdougald	Belle	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Medrano	Melvin	Emergency Hire (P-12)	8/1/2022	6/30/2023

EH	New	Mendoza	Emily	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Milanczuk	Jacob	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Moran	William	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Morrell	Keala	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Motas	Dior	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Myers	Brooke	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Nakamura	Kiaria	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Nakata	Kanoelehua	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Nash	Ian	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Natividad	Audrey	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Nguyen	Cecilia	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Nieblas	Maite	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Nielsen	Lauren	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Nikoltcheva	Sofia	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Nishimoto	Shawna	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Nuckols	Katherine	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Ortiz	Chloe	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Osberg	Andrew	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Owens	Tiffany	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Pang-Ching	Paulette	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Pasco	Leny Arlene	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Pellot	Isabelle	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Prunet	Ketan	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Ramstetter	Nathan	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Riola	Phuong	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Rowe	Candace	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Scarborough	Jennifer	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Silva	Damien	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Simmons	Xietan	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Smith	Haley	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Solomon	Matthew	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Sope	Tiara	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Steib	Mallory	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Sugimoto	Dylan	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Tada	Brian	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Tengan	Kaitlyn	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Theobald	Riley	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Todd	Kamalu	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Tsuhako	Emily	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Ujimori	Alyssa	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Untalan	Antonia	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Varde	Braddon	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Vela	Zoe	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Villegas	Tyler	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Vinluan	Christel Mel	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Wai	Nachelle	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Walker	Jashua	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Webber	Darcie	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Wenck	Christina	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Werner	Kamuela	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Williams	Teresa	Emergency Hire (P-12)	8/1/2022	6/30/2023

EH	New	Wiltbank	Leslie	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Wu	Zijian	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Yamada	Ruben	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Yamamoto	Cody	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Young	Michelle	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Zielinski	Michelle	Emergency Hire (P-12)	8/1/2022	6/30/2023
EH	New	Zimmerman	Andrew	Emergency Hire (P-12)	8/1/2022	6/30/2023

STUDENT TEACHER

		Last Name	First Name	License Field	Effective Date	Expiration Date
ST	New	Chang	Jada	Student Teacher (P-12)	8/1/2022	6/30/2023
ST	New	Hobro	Emmanuel	Student Teacher (P-12)	8/1/2022	6/30/2023
ST	New	Kommer	Aubrey	Student Teacher (P-12)	8/1/2022	6/30/2023
ST	New	Lopes	Piikea	Student Teacher (P-12)	8/1/2022	6/30/2023
ST	New	Mclean	Scott	Student Teacher (P-12)	8/1/2022	6/30/2023
ST	New	Michielsen	Grace	Student Teacher (P-12)	8/1/2022	6/30/2023
ST	New	Mizuuchi	Chaylin	Student Teacher (P-12)	8/1/2022	6/30/2023
ST	New	Ohlson	Charles	Student Teacher (P-12)	8/1/2022	6/30/2023
ST	New	Pappalardo	Phoebe	Student Teacher (P-12)	8/1/2022	6/30/2023
ST	New	Phelps	Indee	Student Teacher (P-12)	8/1/2022	6/30/2023
ST	New	Richards	Lilly	Student Teacher (P-12)	8/1/2022	6/30/2023
ST	New	Sagarang	Lindsay	Student Teacher (P-12)	8/1/2022	6/30/2023
ST	New	Schollmeier	Gregory	Student Teacher (P-12)	8/1/2022	6/30/2023
ST	New	Venhuizen	Kawika	Student Teacher (P-12)	8/1/2022	6/30/2023

New Business Item 22-31
Introduced October 14, 2022
Approved October 14, 2022

TITLE: State Approval of University of Hawaii at Hilo's Teacher Leader Program

The Hawaii Teacher Standards Board grants continuing state approval for the University of Hawaii at Hilo's Teacher Leader Program. This program will be incorporated into UH Hilo's annual reports and next accreditation cycle, January 1, 2022-June 30, 2028.

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential
Master of Education Degree (M.Ed.)	Added Field: Teacher Leader

Rationale/Background:

The University of Hawaii at Hilo's Teacher Leader Program was approved by the Board on November 16, 2018, NBI 18-12. The Board's approval gave UH Hilo's Teacher Leader Program provisional approval effective November 16, 2018, through December 31, 2022.

On September 17, 2021, the Board approved NBI 21-06. This NBI grants the University of Hawaii at Hilo Educator Preparation Unit and Programs continuing state approval by the Association for Advancing Quality in Educator Preparation (AAQEP) from January 1, 2022-June 30, 2028.

UH Hilo's Teacher Leader Program was not included in AAQEP's review for continuing state approval. In order for this program to be in compliance with HTSB's administrative rules §8-54-24 and §8-54-25, this program submitted a Substantive Change Request to AAQEP for review. AAQEP completed a thorough review of this program and granted approval for this program to be incorporated into UH Hilo's next accreditation cycle: January 1, 2022-June 30, 2028.

This NBI will be sent to the provider on behalf of the Board to communicate this decision.

AAQEP's Substantive Change Report is attached to this NBI.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

Substantive Change: AAQEP Response
Provider Name: University of Hawaii at Hilo

Substantive Change Submission Date: July 11, 2022
Provider Primary Contact: Jan Ray, Director, School of Education
AAQEP Staff Respondent(s): Sungti Hsu, Chief Relations Officer & Karen Lowenstein, Director of Member Services

Dear AAQEP Member,

Thank you for notifying AAQEP of program changes via the Substantive Change form. AAQEP recognizes that programs evolve and that preparation leaders and faculty continually make decisions about program modifications including but not limited to program content, delivery mode, program additions, branch campuses, and program removals. AAQEP has a responsibility to review changes that occur between the time of program reviews to assure the public that all aspects of the program continue to meet AAQEP standards for quality.

This response form acknowledges the changes to your program, provides a brief response based on AAQEP's review of those changes, and indicates any next steps (if required).

Thank you for your continued commitment to quality, improvement, and innovation.

Mark LaCelle-Peterson
President and CEO

2021 Substantive Change: Overall Response

__X__ Complete and no further action required. The provider's program quality is maintained and the change falls within the provider's current scope of AAQEP accreditation.

This response is checked when the provider has submitted notification of the change and any documentation required to support that change. This response also means that no further assessment of program quality is warranted. The change will be incorporated into the provider's annual reports and next accreditation cycle.

____ Complete with response required (see final section of this response form)

This response is checked when the provider has submitted notification of the change and additional documentation is required (e.g., approval letters from state regulatory agencies). This response also means that no further assessment of program quality is warranted. The change will be incorporated into the provider's annual reports and next accreditation cycle.

____ Additional information requested (see final section of this response form)

This response is checked when AAQEP staff is unclear about the content or scope of the change or the review suggests that an assessment of program quality may be warranted.

Substantive change

Category of change as noted by Provider in the google form

Program addition, adding the Teacher Leader program to the scope of AAQEP accreditation.

Brief acknowledge of description of change as articulated by Provider in the google form

The Teacher Leader program at the University of Hawaii at Hilo was not included in the original scope of accreditation since it was approved by the HTSB separately in 2018 and was not included in the approval of all other initial programs. The Teacher Leader program was provisionally approved for 2 years. Per State Administrative Code, the provider along with all the teacher licensure programs must be nationally accredited in order to receive HTSB's continuing state approval status. The provider desires to include the Teacher Leader Program as part of the scope of AAQEP accreditation so that the Teacher Leader Program could be continued approved.

Documentation submitted by the provider (if required)

- M.Ed. Program Review FINAL. 11.15.16
- More Detailed Explanation of MED Assessment Checkpoints
- NBI-18-12 UHH-Teacher-Leader
- Details Related to the 2018 Master of Education Forum with Cohort 10
- M.Ed. Assessment Data and Grad Student Performance
- ED610 Scoresheet
- Scoring Rubric for Forum Expended

Review of change including any submitted documentation

The addition of the Teacher Leader program, as substantiated by the state approval letter (New Business Item (NBI) 18-12), has been documented with AAQEP. This addition falls within Member's current accreditation cycle.

Next steps regarding notification of substantive change (if any)

Questions:

- Grading rubric for the professional development workshop

    - Provided and examined
- The grading rubric for the professional development workshop? Appendix A included in the NBI has the description of the assignment but no grading rubric,
    - Grading rubrics are provided subsequently.
- Data from each assignment (Appendix A to F) to demonstrate candidate performance.
    - Data is provided. Candidates from the one cohort performed successfully, above 90%, for each of the assessments given during the program.
- The information about the Master of Education Forum provides details of the 3 expectations. However, it is not a scoring rubric.
    - The scoring rubric is provided subsequently.

Assessments:

- Only one cohort has been completed since the approval of the program in 2018.
- There are a total of 11 program completers from the 2018 cohort.
- There are 8 candidates currently enrolled in the program's 2nd cohort.
- The program's curriculum and assessments have not been modified since their approval in 2018.
- Narrative and numerical descriptions of data provided in the "Details Related to the 2018 Master of Education Forum with Cohort 10" and "More Detailed Explanation of MED Assessment Checkpoints" indicate that all candidates performed well while attending the program.
- Limited follow up data was available from program graduates.
- No program completers have applied for the Teacher Leader License.
- The program, while different from other initial teacher preparation programs at University of Hawaii Hilo, shares the governance structure.

Next steps regarding accreditation

Please include this new program in your annual report. In addition, this new program will be incorporated into the next accreditation cycle.

New Business Item 22-32
Introduced October 14, 2022
Approved October 14, 2022

TITLE: Consideration of the University of Hawaii at Manoa Letter of Intent to Plan a New Reading Specialist Added Field Program

The Hawaii Teacher Standards Board accepts the attached Letter of Intent from the University of Hawaii at Manoa College of Education to plan a new Reading Specialist Graduate Certificate Program.

The program's plans will address an added field for the following licensure field:

Reading Specialist PK-12

The HTSB Executive Director or her designee will work with the program to complete a review. Reports for a review must be submitted within two years of acceptance of the Letter of Intent and the review must be conducted within three months of submission of the report to HTSB staff.

The program may not advertise these programs as Hawaii licensure programs until such time that Provisional Approval is granted by the HTSB.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

College of Education
Office of the Dean

UNIVERSITY of HAWAI'I® MĀNOA

October 5, 2022

Felicia Villalobos
Hawai'i Teacher Standard Board
650 Iwilei Road, Suite 201
Honolulu, HI. 96817

Dear Ms. Felicia Villalobos,

The College of Education, University of Hawai'i at Mānoa is requesting that the Hawai'i Teacher Standards Board approve the Letter of Intent for the Department of Special Education at the University of Mānoa to provide an 18-credit sequence of courses preparing special educators to meet national criteria and add the field 'Reading Specialist' to their existing special education license.

Should you have any questions, please contact Cecily Ornelles, Interim Associate Dean for Academic Affairs, at (808)956-4278/7704 or by email at cecily@hawaii.edu.

Sincerely,

Cecily Ornelles

Cecily Ornelles
Interim Associate Dean for Academic Affairs

Attachments:
1. Reading Specialist Letter of Intent
2. Program Organization and Justification

1776 University Avenue
Everly Hall, Room 128
Honolulu, Hawai'i 96822
Tel: (808) 956-7703 • Fax: (808) 956-3106
An Equal Opportunity/Affirmative Action Institution

HAWAIʻI TEACHER STANDARDS BOARD

Letter of Intent to Develop Hawaii State Approved Education Preparation Provider

1. CONTACT AND CONTEXT INFORMATION

EPP name and address

Name	University of Hawaii - Manoa, College of Education.
Address	Everly Hall, Dean's Office, 1776 University Ave, Honolulu, HI 96812
URL	https://coe.hawaii.edu/

EPP administrator

Name	Nathan Murata
Title	Dean
Email address	nmurata@hawaii.edu
Telephone number	808-956-7704
National Accreditation Bodyand Dates of Accreditation (If applicable)	

SATEP Administrator, if different from EPP Administrator

Name	Jenny C. Wells
Title	Department of Special Education, Department Chair
Email address	jwells@hawaii.edu
Telephone number	808-383-2342

Name of new program or field(s) to be included

Name of Program	License Field(s)	License Level(s)	Projected Implementation Date
Reading Intervention Program	Reading Specialist	PK-12	Summer 2023
Ex. Master's of Education	STEM	6-12, 6-8	7/1/2018

2. PROGRAM ORGANIZATION AND JUSTIFICATION

If this is a new program, attach an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.

See attached.

Justification for implementing the program. Summarize the current market for this program's completer employment outlook and any other contexts that shape the program.

See attached.

3. SIGNATURES

Administrators	Enter Title and Typed Name	Signature	Date
EPP Head	Nathan Murata	Nathan M Murata	10/06/2022
Program Head	Jenny C. Wells	Jenny C. Wells	7/27/2022
Program Contact	Jenny C. Wells	Jenny C. Wells	7/27/2022

The following nine pages provide organizational charts with a description of the institution.

STATE OF HAWAI`I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI`I AT MĀNOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
ORGANIZATION CHART
CHART I

OFFICE OF THE PROVOST

COE Dean's Council

External Advisory Councils

OFFICE OF THE DEAN
Org Code: MADNED

Dean, #89015	1.00
Secretary III, SR16, #00773	1.00
Office Assistant III, SR08, #15121	0.50
Program Manager, PBB, #79290	1.00
IT Specialist, Senior, PBC, #80277	1.00

ADMINISTRATIVE SERVICES OFFICE
Org code: MAASED

Administrative Svcs Mgr, PBC, #77283	1.00
HR Specialist, PBB, #81366	1.00
Administrative Officer, PBB: #80167, #80488	2.00
Fiscal Specialist, Sr, PBB, #80420	1.00
Administrative Officer, Sr, PBB, #81738	1.00
Administrative Officer, PBA, #78958	1.00
Administrative Officer, PBB, #80166	1.00
Administrative Officer, PBA, #81440	1.00

OFFICE OF THE ASSOCIATE DEAN OF ACADEMIC AFFAIRS
Org code: MAAAED

Associate Dean, #89034	1.00
Specialist Type Faculty, #83951	1.00
Academic Supp Sp, PBA, #79312	1.00

OFFICE OF THE ASSOCIATE DEAN OF RESEARCH
Org code: MAARED

Educational Specialist, PBB, #79675 1.00

OUTREACH PROGRAMS
Org code: MAORED

Director (appointed from Faculty positions)

Web Developer, PBB, #79348	1.00
IT Specialist, PBB, #79379	1.00
IT Specialist, PBB, #79798	1.00

INSTRUCTIONAL UNITS
Chart II

DEPARTMENT OF CURRICULUM STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
DEPARTMENT OF LEARNING DESIGN AND TECHNOLOGY
SCHOOL OF TEACHER EDUCATION
DEPARTMENT OF KINESIOLOGY AND REHABILITATION SCIENCE
DEPARTMENT OF SPECIAL EDUCATION

OFFICE OF STUDENT ACADEMIC SERVICES
Org code: MASSED

Director (appointed from Faculty positions)

Secretary II, SR14, #15270	1.00
Educational Specialist, PBB, #78444	1.00
Office Assistant III, SR08, #45198	1.00
Specialist Type Faculty: #82616, #83450, #84670, #85261, #85263	5.00
Graduate Assistant: #85646, #88588	1.00

1/

RESEARCH UNITS
Chart III

CURRICULUM RESEARCH & DEVELOPMENT GROUP
CENTER ON DISABILITY STUDIES / UNIVERSITY AFFILIATED PROGRAMS

DEPARTMENT TOTAL:	**PERM**	**TEMP**
General Funds:	172.50	0.50

CHART TOTAL:	**PERM**	**TEMP**
General Funds:	29.50	- -

1/ #45198 abolished, pending re-establishment, used with postion #15121 - .25% FTE

STATE OF HAWAI`I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI`I AT MĀNOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
INSTRUCTIONAL UNITS
ORGANIZATION CHART
CHART II

OFFICE OF THE DEAN

INSTRUCTIONAL UNITS
Org Code: MAIUED

SCHOOL OF TEACHER EDUCATION
Org code: MAITE

Chair (appointed from Faculty positions)
Secretary II, SR 14, #12977 1.00

Instructional Faculty: 26.00
#82160, #82174, #82288, #82360, #82387, #82484, #82678, #83204, #83299, #83389, #84090, #84117, #84310, #84353, #84407, #85189, #85194, #85197, #85200, #85205, #85236, #85254, #85284, #85294, #85299, #99500F

Specialist Type Faculty: 7.00
#82154 #83196, #84048, #84065, #84529, #85204, #85290

Graduate Assistants: 85188T 0.50T

2/

DEPARTMENT OF KINESIOLOGY AND REHABILITATION SCIENCE
Org code: MAKRS

Chair (appointed from Faculty positions)
Secretary II, SR 14, #7470 1.00

Instructional Faculty: 15.00
#82083, #82235, #82250, #82528, #82578, #82710, #82861, #83131, #83425, #84352, #84381, #84503, #84517, #84625, #85256

Specialist Faculty: #82157, 83411 2.00

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Org code: MAEDEA

Chair (appointed from Faculty positions)
Academic Support Sp, PBA #81005 1.00

Instructional Faculty: 7.00
#82006, #82075, #82347 #84437, #85195, #85206, #85054

1/

DEPARTMENT OF EDUCATIONAL FOUNDATIONS
Org code: MAEDEF

Chair (appointed from Faculty positions)
Secretary II, SR 14, #13672 1.00
Instructional Faculty: 6.00
#82093, #83952, #84659, #84835, #85184, #85191

DEPARTMENT OF SPECIAL EDUCATION
Org code: MASPED

Chair (appointed from Faculty positions)
Academic Support Sp, PBA, #79746 1.00

Instructional Faculty: 18.00
#82069, #82095, #82319, #82479, #82575, #82664, #82820, #82894, #83923, #83987, #84261, #84307, #85187, #85193, #85196, #85220, #85292, #85293

Specialist Type Faculty: 2.00
#85221, #85222

DEPARTMENT OF CURRICULUM STUDIES
Org code: MAEDCS

Chair (appointed from Faculty positions)
Educational Specialist, PBB, #78031 1.00

Instructional Faculty: 14.00
#82043, #82144, #83335, #83473, #83672, #83954 #84141, #84527, #84544, #84680, #85192, #85207, #85225, #86644

Specialist Type Faculty: 5.00
#82632, #82755, #84191, #85203, #85303

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
Org code: MAEDEP

Chair (appointed from Faculty positions)
Secretary II, SR 14, #11895 1.00

Instructional Faculty: 6.00
#82105, #82193, #82276, #82617, #84004, #85286

DEPARTMENT OF LEARNING DESIGN AND TECHNOLOGY
Org code: MAETEC

Chair (appointed from Faculty positions)
Adm & Fiscal Supp Sp, PBA #80971 1.00

Instructional Faculty: 8.00
#82571, #82963, #83872, #84608, #85201, #85224, #85255, #85288

Specialist Type Faculty: 2.00
#84789, #85296

CHART TOTAL:	**PERM**	**TEMP**
General Funds:	126.00	0.50

1/ #85054 in Dept of Educational Admin abolished, pending re-establishment
2/ #99500F in Institute for Teacher Education pending establishment

STATE OF HAWAI`I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI`I AT MĀNOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
RESEARCH UNITS
ORGANIZATION CHART
CHART III

OFFICE OF THE DEAN

OFFICE OF THE ASSOCIATE DEAN OF RESEARCH
Org code: MAARED
Associate Dean** 1/

RESEARCH UNITS
Org Code: MARSED

CURRICULUM RESEARCH & DEVELOPMENT GROUP
Org code: MACRDG

Director, #84077	1.00
Admin & Fiscal Support Spec, PBA, #79369	1.00
Instructional Faculty: #82333, #82950, #83995	3.00
IT Specialist, Sr, PBB, #80468	1.00
Media Specialist, PBB #79807	1.00
Office Assistant IV, SR10, #35206	1.00
Specialist Type Faculty: #82793, #84377, #84771, #85198, #85302	5.00
Administrative, Professional, Technical Positions	
Educational Associate, PBB, #80495	1.00
Operations Coordinator, PBB, #80228	1.00

CURRICULUM RESEARCH & DEVELOPMENT GROUP
Org code: MAXCRD

Non-Appropriated Funds

UNIVERSITY LABORATORY SCHOOL
Org Code: MAULAB
Partnership

CENTER ON DISABILITY STUDIES/ UNIVERSITY AFFILIATED PROGRAMS
Org code: MACDS

Director (appointed from Faculty positions)

Specialist Type Faculty:
#82272, #85199 2.00

CENTER ON DISABILITY STUDIES
Org code: MAXCDS

Non-Appropriated Funds

CHART TOTAL:	**PERM**	**TEMP**
General Funds:	17.00	- -

1/ Pending establishment of the Associate Dean

STATE OF HAWAI‘I
UNIVERSITY OF HAWAI‘I
UNIVERSITY OF HAWAI‘I AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION

FUNCTIONAL STATEMENT

OFFICE OF THE DEAN – Org Code: MADNED

The College of Education (COE) consists of educators who provide innovative and cutting-edge research and teaching in an effort to further the field of education, and to prepare educators and leaders in Hawai'i for future careers in teaching and leadership positions. Working in partnership with Hawai'i's Department of Education, Hawai'i Teachers Standards Board and private schools, the College of Education provides professional development and licensure opportunities for educators as well as prepares researchers and professionals for fields beyond Pre/K-12 education and in non-school settings.

The Office of the Dean directs, plans, coordinates, and supports the various departments and units within the College of Education in instruction, organized research, budget management, program and fiscal management, staff supervision, computer technology, community relations, grievance and litigation, travel, student services, and outreach programs.

Advisory Groups to the Dean:

COE Dean's Council: This group is comprised of COE Directors and Chairs and Dean's staff who advises the Dean in administrative, academic, and operational matters.

External Advisory Councils: These groups are comprised of educational constituents comprised of business, government and academic representatives who advise and work with the Dean on various academic and educational issues. These groups comprise of the Hawai'i State Teacher Standards Board (HTSB), Teacher Education Coordinating Committee (TECC), the Business Roundtable and others.

ADMINISTRATIVE SERVICES OFFICE – Org code: MAASED

In conjunction with the Dean, this office advises, manages, and administers:

a. Budget development, allocation, and administration
b. Accounting for resources
c. Procurement and property management
d. Personnel
e. Other logistical support services

OFFICE OF THE ASSOCIATE DEAN OF ACADEMIC AFFAIRS–Org Code: MAAAED

Under the direction of the Dean, this office is responsible for planning, organizing, and administering:

a. Academic program/course development, approval and evaluation
b. Professional development for faculty and staff
c. Facilities
d. Assessment, accreditation and accountability
e. Student academic services

Office of Student Academic Services – Org code: MASSED

Under the guidelines of the Associate Dean for Academic Affairs:

a. Administers the functions of recruitment, application, selection, and admission of undergraduate and teacher licensure students and maintains accurate student records.
b. Provides advising services, career guidance, and placement services to all students in the College.
c. Conducts institutional research studies for program planning.

OUTREACH PROGRAMS – Org code: MAORED

Working with the Dean, this office plans, organizes, and implements:

a. Delivery of College programs to the neighbor islands, remote areas on Oahu and other service areas via a mix of distance education initiatives and traditional delivery services which includes on-line programs and services
b. Partnerships with appropriate educational agencies to support students at a distance.
c. Professional development activities/programs for College faculty to infuse appropriate learning technologies throughout College programs
d. College Collaboration Center oversight
e. Manages and provides the College of Education with technical assistance in the areas of computer and classroom equipment, software, and student needs and requirements
f. Works with other UH departments and external clients on mutually advantageous technological opportunities.

STATE OF HAWAIʻI
UNIVERSITY OF HAWAIʻI
UNIVERSITY OF HAWAIʻI AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
INSTRUCTIONAL UNITS

FUNCTIONAL STATEMENT

INSTRUCTIONAL UNITS – Org Code: MAIUED

Under the direction of the Dean, listed are the departments.

Department of Curriculum Studies – Org code: MAEDCS

a. Provides graduate-level programs leading to M.Ed. in curriculum studies, Ph.D. specialization in curriculum and instruction, and M.Ed. in early childhood education.
b. Provides instruction to support teacher preparation programs.

Department of Educational Administration – Org code: MAEDEA

a. Provides graduate-level programs leading to M.Ed. in educational administration and Ph.D. specializations in educational administration and educational policy studies (jointly with Educational Foundations).
b. Provides programs to prepare educational administrators and supervisors for administrative positions in K-12 and higher education.

Department of Educational Foundations – Org code: MAEDEF

a. Provides graduate-level programs leading to M.Ed. in educational foundations and Ph.D. specializations in educational foundations, global and international education, and educational policy studies (jointly with Educational Administration).
b. Provides instruction in educational foundations to support teacher preparation programs.

Department of Educational Psychology – Org code: MAEDEP

a. Provides graduate-level programs leading to M.Ed. and Ph.D. in educational psychology to prepare individuals to conduct basic or applied research and evaluation in public and private educational settings.
b. Provides instruction in educational psychology to support teacher preparation programs.

Department of Learning Design and Technology – Org code: MAETEC

a. Provides graduate-level programs leading to M.Ed. and Ph.D. in learning design and technology to prepare individuals to optimize opportunities for learning of and through diverse technologies and media.
b. Provides instruction in learning design and technology to support teacher preparation programs.

School of Teacher Education - Org code: MAITE

Provides teacher preparation and initial licensure programs as follows:
a. Bachelor of Elementary Education (BEd)
b. Bachelor of Secondary Education (BEd)
c. Bachelor of Science in Health and Physical Education (BS)
d. Post-baccalaureate Certificate in Secondary Education (PBCSE)
e. Master of Education in Teaching (MEdT)

Department of Kinesiology and Rehabilitation Science - Org code: MAKRS

Provides undergraduate- and graduate-level programs as follows:

a. Bachelor of Science (BS)
b. Master of Science (MS) in Athletic Training
c. Master of Science (MS) in Kinesiology and Rehabilitation Science
d. PhD specialization in Kinesiology

Department of Special Education - Org code: MASPED

Provides undergraduate- and graduate-level programs to provide identification, assessment, and intervention strategies for persons with disabilities as follows:

a. Post-baccalaureate Certificate in Special Education (PBSPED)
b. Master of Education (MEd) in Special Education (Emphasis in mild/moderate disabilities or severe disabilities/autism)
c. PhD Specialization in Exceptionalities

Provides undergraduate and graduate instruction in special education to support teacher preparation programs

Instructional units also:

a. Provide professional development (e.g., courses, workshops, consultations) to assist education professionals in maintaining currency of knowledge, research, and practice in their fields.
b. Share in development of program policy, curriculum, standards, and evaluation.
c. Facilitate research and training related to teaching and learning.

STATE OF HAWAIʻI
UNIVERSITY OF HAWAIʻI
UNIVERSITY OF HAWAIʻI AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
RESEARCH UNITS

FUNCTIONAL STATEMENT

OFFICE OF THE ASSOCIATE DEAN OF RESEARCH – Org Code: MAARED

Under the direction of the Dean, this office is responsible for planning, organizing, and administering:

a. Grant development, writing, and administration
b. Coordination between academic programs and research projects
c. Review of research units
d. Conducts institutional research studies for program planning
e. Tracks legislative initiatives that influence the College

RESEARCH UNITS – Org Code: MARSED

Curriculum Research & Development Group – Org code: MACRDG

a. Conducts research and designs and tests more adequate models for educational programs.
b. Serves the State school system in its programs of curriculum and student and teacher materials.
c. Evaluates promising curriculum innovations and disseminates the information to schools.
d. Provides a research base, including a laboratory school, for a variety of educational research and development programs.
e. Conducts research on the process of curriculum and school change.

University Laboratory School – Org Code: MAULAB

The University Laboratory School is a public charter school that operates in partnership with the UHM Curriculum Research and Develop Group under an agreement with its Local School Board. The school serves as an experimental site for researching and developing innovation in teaching, learning, and assessment in grades K-12.

Curriculum Research & Development Group – Non-appropriated funds – Org Code: MAXCRD

The CRDG receives many extramural projects to meet the goals as stated above.

Center on Disability Studies/University Affiliated Programs - Org code: MACDS

Supports the quality of life, community inclusion, and self-determination of all persons with disabilities and their families by:

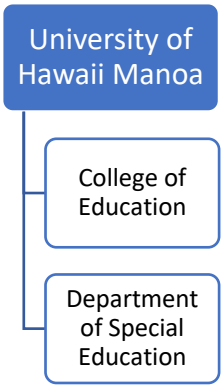
a. Providing interdisciplinary training and student mentorship, through targeted course-work and certificate programs at the undergraduate and graduate levels,

b. Conducting interdisciplinary research, demonstration, evaluation projects impacting upon policy, procedure and practice across special health, human service and education disciplines,
c. Conducting interdisciplinary community and university service activities which result in an improved quality of life for persons with special health, human service and education needs,
d. Developing research products, training materials, and media software/video formats,
e. Planning and conducting interdisciplinary national and regional conferences, institutes, and forums,
f. Disseminating information regarding research-based practices in the State of Hawai‘i, the Pacific Region, the U.S. mainland, and internationally.

Center on Disability Studies – Non-appropriated funds – Org Code: MAXCDS

The CDS receives many extramural projects and funding to meet the goals of the Center as stated above.

2. PROGRAM ORGANIZATION AND JUSTIFICATION



Justification for implementing the program. Summarize the current market for this program's completer employment outlook and any other contexts that shape the program.

- Reading Proficiency in students with disabilities has consistently been below 15% in statewide assessments in Hawaii where proficiency scores of students without disabilities are above 50%. Research indicates that with intensive training, special educators can substantially increase the reading proficiency in students with disabilities. Reducing this significant gap in performance of reading proficiency in students with disabilities is on the Hawaii Department of Education (HIDOE) strategic plan and is a priority of the state administrators for special education. HIDOE Special Education administrators requested that the Department of Special Education at the University of Hawaii Manoa develop an intensive reading intervention program to train current special educators across the state to remediate the significant reading deficits that are chronically seen across the state in the reading proficiency of students with disabilities.

- This Reading Interventionist program developed by the University of Hawaii, Department of Special Education in collaboration with the Hawaii Department of Education is a one year, 18 credit, sequence of courses with integrated practicums that meets all of the International Dyslexia Association requirements for program completers to sit for the Center for Effective Reading Instruction (CERI) national exam for **Reading Specialist Certification**: **Knowledge and Practice Examination for Effective Reading Instruction (**KPEERI**).**

- Special Education Teachers completing this program will be prepared for and experienced in:
  - Providing high quality evidence-based diagnostic-prescriptive reading instruction
  - Using data to design and implement reading instruction to bring students' skills to grade-level

- Collaborating and communicating with teachers, administration, and families regarding students' reading performance and program planning
- Using identified research-based interventions focused specifically on individual student needs
- Supporting implementation of assessment tools and data management systems
- Maintaining data-based documentation of continuous monitoring of student reading performance and progress
- Providing data to school teams and participating in decisions about student reading progress
- Providing diagnostic assessments for students as needed

New Business Item 22-33
Introduced October 14, 2022
Approved October 14, 2022

TITLE: Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Certificate in Online and Teaching (COLT) Program

The Hawaii Teacher Standards Board accepts HTSB's Review Team recommendation to grant provisional state approval to the University of Hawaii at Manoa's College of Education Graduate Certificate in Online Learning and Teaching (COLT) Program.

The program my recommend candidates in the following added field:

- Online Teaching

The unit shall recommend individuals in the grade level of their existing Hawaii license (K-6, 6-12, or K-12). To add an additional grade level to this license, individuals must also meet HTSB's experience requirements.

Implementation may occur after the target date of January 1, 2023, pending availability of resources.

Program Strengths:

- HTSB's Interstate Teacher Assessment and Support Consortium (InTASC) and National Standards for Quality Online Learning (NSQ) content standards are addressed.
- HTSB Licensure Requirements are addressed.
- Comprehensive training needed for teacher effectiveness is provided.
- College of Education is responding to the needs of its school partner.
- Candidates will be assessed throughout the program to ensure they're meeting the requirements.
- The program includes a comprehensive list of courses in Learning Design and Technology.
- The courses are taught by qualified instructors.

Recommendation for Improvement

- Considering continuous improvement, the program should continue to examine if the assessment rubrics help with the understanding of candidate performance of the knowledge of skills required, and program improvement through data collection.

- Ensure COLT candidates are provided clarity regarding the holistic and comprehensive nature of the three core courses (LTEC 612, LTEC 673, and LTEC 632) as they relate to certification.

- Since the COLT courses address English Learner (EL) students, they may want to consider seeking guidance from the Hawaii Department of Education (HIDOE) regarding reformatting two (or more) elective courses to serve as Sheltered Instruction (SI) eligible courses. This may help make COLT a highly desirable

program for online licensing and ensure compliance with HIDOE SI mandate.

This program must be included in the University of Hawaii at Manoa's annual report to HTSB and its accreditor. This program will be included in the unit's 2028 accreditation review to be eligible for continuing state approval.

Any changes to this program shall be reported to HTSB via their Educator Preparation Provider (EPP) Annual Report. Changes not reported to HTSB in a timely manner may impact the EPP's status or standing with the Board.

HTSB's Executive Director will inform the program of the Board's decision.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

HAWAII TEACHER STANDARDS BOARD
EDUCATOR PREPARATION ADDED FIELD PROGRAM REVIEW
UNIVERSITY OF HAWAII – MANOA
GRADUATE CERTIFICATE IN ONLINE LEARNING AND TEACHING (COLT)

SATEP REVIEW TEAM RECOMMENDATIONS:

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for the Graduate Certificate in Online Learning and Teaching (COLT) K-12 added field program.

REVIEW TEAM

- Sungti Hsu, Education Consultant
- Joan Lewis, Education Consultant
- Whitney Aragaki, NBCT and Education Consultant
- Felicia Villalobos, HTSB Executive Director

PROGRAM STRENGTHS

- HTSB's Interstate Teacher Assessment and Support Consortium (InTASC) and National Standards for Quality Online Learning (NSQ) content standards are addressed.
- HTSB Licensure Requirements are addressed.
- Comprehensive training needed for teacher effectiveness is provided.
- College of Education is responding to the needs of its school partner.
- Candidates will be assessed throughout the program to ensure they're meeting the requirements.
- The program includes a comprehensive list of courses in Learning Design and Technology.
- The courses are taught by qualified instructors.

RECOMMENDATION FOR IMPROVEMENT

- Considering continuous improvement, the program should continue to examine if the assessment rubrics help with the understanding of candidate performance of the knowledge of skills required, and program improvement through data collection.

- Ensure COLT candidates are provided clarity regarding the holistic and comprehensive nature of the three core courses (LTEC 612, LTEC 673, and LTEC 632) as they relate to certification.

- Since the COLT courses address English Learner (EL) students, they may want to consider seeking guidance from the Hawaii Department of Education (HIDOE) regarding reformatting two (or more) elective courses to serve as Sheltered Instruction (SI) eligible courses. This may help make COLT a highly desirable program for online licensing and ensure compliance with HIDOE SI mandate.

PROGRAM REVIEW REPORT – ADD A FIELD

UNIVERSITY OF HAWAI'I – MANOA

MASTER OF EDUCATION IN CURRICULUM STUDIES [EDCS] (PK-3)

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Name of Program:
Graduate Certificate in Online Learning and Teaching

Hawai'i Teacher Standards Board License Field(s) and Grade Level(s) for which candidates are being prepared

Added Field: Online Teaching K-12

Program Level

Post Baccalaureate

CONTACT AND CONTEXT INFORMATION

1. College of Education
   1776 University Avenue, 128 Everly Hall
   University of Hawaii at Manoa
   Honolulu, HI 96822

2. SATEP Administrator

Name	Nathan Murata
Title	Dean
Email address	nmurata@hawaii.edu
Telephone number	808-956-7704

3. SATEP Administrator, if different from EPP Administrator
   (Individual responsible for review correspondence)

Name	Cecily Ornelles
Title	Associate Dean
Email address	cecily@hawaii.edu
Telephone number	808-956-7704

PROGRAM ORGANIZATION AND JUSTIFICATION

If this is a new program, attach an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.

The Program is situated in the University of Hawaii as follows:

- University of Hawaii-Manoa
  - College of Education
    - Learning Design & Technology (LTEC) Department
      - Graduate Certificate in Online Learning & Teaching (COLT)

Online teaching, unlike other certifications, is not a distinct subject area and is not tracked by DOE employment reports, making market assessment difficult. However, the Hawaii Department of Education (HIDOE) routinely offers "standards-based, online classes for Hawaii's students enrolled in any HIDOE public school through E-School. Instructor qualifications require completion of the Online Teaching Level 1 (PDE3 #CT186400) or Connect! (PDE3 #CT178661) course **AND** the Online Teaching Level 2 (PDE3 #PD186458) course. These HIDOE

Professional Development courses "can be used to apply for the Online Teacher certification with the Hawaii Teacher Standards Board". However, we are unaware of a Hawai`i State Approved Teacher Education Program offering a program of study for adding the Online Teaching field. As such, we believe that this program will fill an unmet need - an avenue to add this field through credit-bearing coursework, potentially as part of an advanced degree program.

The COVID-19 pandemic heightened the need for K-12 teachers to become proficient in online teaching. Most DOE schools transitioned to distance learning for the 2020-21 school year. Furthermore, a July 15, 2021 Board of Education resolution directed the HIDOE Superintendent to "develop and maintain an easily accessible listing of schools that offer distance learning programs along with a description of the distance learning program" for the 2021-22 school year. This Distance Learning Programs List of Schools includes 13 schools where teachers provide 75% or more of instruction through synchronous or asynchronous delivery - demonstrating a continued need for teachers with an online teaching skill set.

The HIDOE 2021-2022 Guidelines for Reclassification of Teachers states that "All academic credits earned through a university/college shall be applicable toward reclassification". Fifteen academic credits, as approved by a teacher's principal, could be used toward reclassification and any associated pay increase. The fifteen credits required for the Certificate of Online Teaching and Learning could therefore be an attractive route for both certification and reclassification.

Hawai`i Data Exchange Partnership's Postsecondary to Workforce dashboard reflects the likelihood of increased wages for graduates of the proposed program. Of existing programs, the Master of Education in Teaching is a close match, in that graduates are licensed and hold additional credits for reclassification. The data below shows that such graduates earn higher wages than bachelors or post-baccalaureate certificate holders.

NEW PROGRAM DESCRIPTION

The Graduate Certificate in Online Learning & Teaching (COLT) in Learning Design and Technology requires completion of a *minimum* of 15 credit hours of coursework after admission to the program. Students typically complete the required coursework in 1-2 years. LTEC's COLT program includes **Core Courses** (9 credits) and **Elective Courses** (6 credits). Each student's program will be individually designed with their advisor.

The core courses are designed to provide students with an in-depth knowledge of the theory, skills, and practice that guide the profession of learning design and technology. Elective courses are selected by the student in consultation with an advisor to provide support for the individual's topic of interest; these may be additional LTEC courses or classes offered by other disciplines at UHM with permission.

The Certificate program requires successful completion of a culminating, integrative experience by which students demonstrate their mastery of design and implementation, which can be in aK-12 context for those intending to add a field to a teaching license. This may be achieved through an internship, project,

or electronic portfolio in which a student demonstrates mastery of program objectives, most typically by designing, developing, and evaluating a distance learning experience. This project is completed in the final course, LTEC 632: Developing Online Learning. Students are additionally required to develop a formal presentation for an online international conference, the TCC Worldwide Online Conference, to present the results of their project in a public and professional context.

COURSEWORK SPECIFIC TO NEW PROGRAM

Course	Description
LTEC 612 **Introduction to Online Learning** *Name change pending from: Introduction to E-learning (3)**	Introduction to principles of online learning and their application in instructional settings.
LTEC 673 **Designing Online Learning** *Name change pending from: Planning for Technology & Resources (3)**	Planning, needs assessment, standards and learning theory applied to the design of online learning and assessment plans.
LTEC 632 **Developing Online Learning** *Name change pending from: Developing eLearning Environments (3)**	Design and development of online instruction for educational and training settings. Implementation of online course elements and strategies for content delivery, course management, student interaction, course evaluation and assessment of student learning.
LTEC 4/600**Elective TBD with advisor** (3)	
LTEC 4/600**Elective TBD with advisor** (3)	

** See Appendix B for UHM Course Change forms*

Elective courses are generally selected from 400-level and 600-level courses within the LTEC department. Electives provide all students with a solid foundation in educational technology theory and practice while advancing their knowledge in an area of emphasis unique to each student. With advisor approval, a limited number of courses may be taken in another discipline outside of LTEC if these would contribute to the area of emphasis.

EXAMPLE ELECTIVES

LTEC 414 Educational Media Technology (3)

Introduction to educational technology theory and practice with an emphasis on meaningful integration of technology and media into a variety of face-to-face and online learning environments for diverse populations. A-F only. Pre: upper division standing.

LTEC 415 Technology for Teachers (3)

Introduction to the application of educational technology in teaching and learning using strategies in design, selection, development, integration, and evaluation. Interactive delivery via distance education technologies. A-F only. Pre: basic teaching certification.

LTEC 430 Video Technology (3)

Overview of video uses in educational contexts. Includes video planning, production, and simple editing procedures, as well as selection, evaluation, and integration into learning plans. Pre: upper division standing.

LTEC 442 Technology in Education (3)

Planning and implementation of computer systems and applications for effective integration into classroom settings. Emphasis is on methods and strategies for using digital technologies to enhance standards-based learning by K-12 students. Pre: upper division standing.

LTEC 448 Social Media: Links to Lifelong Learning (3)

Exploration of social media and effects on individuals, communities, and world. Analyze and evaluate impacts of social media and ethical implications. Service learning component and research project link social media to personal fields of study. Pre: upper division standing (junior or higher).

LTEC 461 Foundations in Design Thinking (3)

Using real-world problems, students learn a creative problem-solving process that is human-centered and iterative, and practice design thinking mindsets (embracing ambiguity, learning from failure, and bias toward action) as they tackle the problem. A-F only. (Alt. years) LTEC

620 Visual Design (3)

Theory and practice involved in planning educational/instructional graphic and photographic material for print and computer-based media. LTEC majors only or consent. A-F only.

LTEC 622 E-learning Theory and Design (3)

Principles of e-learning theory as well as design and development for instruction. Application to new media and web authoring. Repeatable one time. Pre: LTEC majors or consent. A-F only.

LTEC 623 Digital Video Design (3)

Development and utilization of digital video for the purpose of improving the teaching-learning process. A-F only. Pre: LTEC major or consent.

LTEC 641 Emerging Technologies for K-12 Teaching (3)

Exploration and impact of emerging technologies in K-12 classroom teaching and learning and ramifications of these technologies on administrative structure of schools. A-F only. LTEC majors only or consent.

LTEC 642 Facilitating E-learning Communities (3)

Exploration of tools and design considerations for effective online communication and development of learning communities. Pre: LTEC major or consent

LTEC 643 Educational Technology in Informal Learning Environments (3)

Exploring the nature, application, and use of educational technology in informal learning environments, such as museums, cultural institutions, tourist attractions, and visitor information centers. Focusing on the analysis, selection, and development of various media choices. A-F only. Pre: LTEC major or consent.

LTEC 647 (Alpha) Learning with Emerging Technologies (3)

Exploration and evaluation of new tools and strategies for teaching and learning. (B) mobile learning; (C) free/open software; (D) educational games and simulations; (E) critical trends. Repeatable one time per alpha. A-F only. Pre: LTEC major or consent. (Fall only for (B) and (D)) (Spring only for (C) and (E))

LTEC 651 Interactive Multimedia Production (3)

The utilization and application of advanced authoring tools, combining video, animation, graphics, and sound to develop student-centered learning. Primarily for advanced LTEC students. LTEC majors only or consent.

LTEC 652 (Alpha) Authoring E-learning Environments (3)

Conceptualization of instructional design and its application to the development for e-learning environments: (B) assisted instruction (CAI); (C) managed instruction; (D) virtual reality; (E) animation. Repeatable two times. LTEC majors only or consent. A-F only.

LTEC 654 Programming for Games and Simulations (3)

Project-based exploration of the breadth of programming in the context of educational games and simulations. A-F only. Pre: LTEC major or consent.

LTEC 661 Design Thinking for Creative Problem Solving (3)

Using real-world problems, students learn an agile design and problem-solving process that is human-centered, iterative, and cultivates individual and group creativity. Repeatable three times. A-F only.

LTEC 662 Assessment and Evaluation in Educational Technology (3)

Evaluation and assessment processes, sources, and instruments applicable to systematic appraisal of learning with technology. Repeatable one time. A-F only. Pre: LTEC major or consent.

LTEC 672 Distance Education Technology (3)

Technical and instructional considerations for developing, delivering, managing, and evaluating distance education including voice, video, print, hypermedia and data transmissions. Pre: LTEC major or consent.

LTEC 674 (Alpha) Technical Issues in Educational Technology (3)

Applying theory of management in instructional technology support services and delivery systems. (B) management; (C) systems; (D) networks. A-F only. Pre: LTEC major or consent.

LTEC 676 Social and Ethical Issues in Educational Technology (3)

Examination of social and ethical issues as they relate to technology in instructional settings. Focus on social justice and societal impact. A-F only. Pre: LTEC major or consent.

LTEC 682 Cognition and Technology (3)

Interdisciplinary course that introduces a range of empirical research examining aspects of cognition such as attention, memory and learning, and how technologies can enhance and/or hinder these cognitive processes. Repeatable 3 times. A-F only.

LTEC 686 Information Literacy and Learning Resources (3)

Process approach to teaching information retrieval, analysis, and use. Emphasizes concepts, practices ineffective instructional design, selection of resources that meets learning needs.
Required for Librarian HDOE licensure. A-F only. Pre: LTEC majors or consent. (Cross-listed as EDCS 686 and LIS 686)

LTEC 689 LTEC Training and Evaluation Practicum (3)

Practicum in educational technology training and evaluation in formal and informal settings, under close supervision, plus class meetings in hybrid format. Repeatable unlimited times. LTEC majors only or consent. Pre: instructor consent.

LTEC 692 Practicum in E-learning (3)

Practicum in e-learning in academic or non-academic settings, under close supervision, plus regular class meetings. Repeatable three times. LTEC majors only or consent. A-F only.

ASSESSMENTS/RUBRICS SPECIFIC TO NEW PROGRAM

List when assessments are administered and describe each assessment. Attach template and grading rubric for each assessment. (table on following page)

COLT Courses	Key Assessments embedded in the course	Assessment Type	InTASC Standards by key assessments (HTSB Performance Standards)	National Standards for Quality for Online Teaching addressed by key assessments (HTSB Content Standards)	HTSB specific requirements
LTEC 612	(A) **Online Lesson**: Planning, Implementation, Assessment	Plan Instruction	InTASC: 1, 2, 5, 6, 7, 8	NSQ: B, F, G	none
		Teaching	InTASC: 3, 4, 5, 8	NSQ: B, C, D	
		Effect on Student Learning	InTASC: 6	NSQ: D, E, G	
LTEC 673	(B) **Online Course Plan**	Plan Instruction	InTASC: 1, 2, 5, 6, 7, 8	NSQ: B, F, G	none
	(C) **Professional Dispositions**	Dispositions	InTASC: 9, 10	NSQ: A, E	none
LTEC 632	(D) **Online Course Implementation**: Development, Assessment	Teaching	InTASC: 3, 4, 5, 8	NSQ: A, B, C, D, H	none
		Effect on Student Learning	InTASC: 6	NSQ: D, E, F, G	
End of Program	(E) **Grades** of C+ or greater: LTEC 612, 673 and 632	Content Knowledge	InTASC: 4	NSQ: A, B	none

ASSESSMENT A: ONLINE LESSON

Please fill out all applicable fields. N/A where not applicable. Date is when shared with the candidate.

Candidate		**Date**	
Instructor		**Date**	
Course	LTEC 612	**Semester/ Year**	

Overview and Directions

The Online Lesson project integrates all phases of instructional design through the analysis, design, development, implementation and evaluation of an online lesson. It establishes the core skills and abilities for online instruction, including the opportunity to examine effects on student learning, reflect and revise.

This assessment allows the student and instructor to reflect on candidate's performance, engage in relevant discussion about standards and performance while preparing for the broader challenges of design and delivery of entire courses. This assessment will be completed following the Online Lesson project in LTEC 612.

Candidates are scored using the following rubric. **For each criterion, note an "X" in the appropriate column. Specific and observable written evidence must be included in the comments if the candidate/applicant is being scored either "Needs Improvement" or "Exceeds Expectation**."

- **N** = Not Applicable or not observed (in cases where specific dispositions may not apply)
- **NI** = Needs Improvement. Does not meet all of the indicated criteria. Comments required.
- **ME** = Meets Expectations. Meets all of the indicated criteria.
- **EE** = Exceeds Expectations. Performs above and beyond all indicated criteria. Comments required.

Overall: Ability to Plan Instruction NSQ Standards B, F, G InTASC Standards 1, 2, 5, 6, 7, 8	**N**	**NI**	**ME**	**EE**

• Digital pedagogy
  ○ uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.
• Diverse instruction
  ○ creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access.
• Assessment and measurement
  ○ chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content.
  ○ assures alignment between the assignments, assessments, and standards-based learning goals.				

Comments:				

Overall: Teaching **NSQ Standards B, C, D** **InTASC Standards 3, 4, 5, 8**	**N**	**NI**	**ME**	**EE**

- **Digital pedagogy**
  - demonstrates basic troubleshooting skills and addresses basic technical issues as they arise.
  - uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interaction, and monitor and motivate learner engagement.
- **Community building**
  - employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration.
  - promotes learner-learner interaction in online groups in order to foster collaboration and promote higher-order thinking skills such as analysis, synthesis, and/or evaluation.
- **Learner engagement**
  - establishes relationships through timely and encouraging communication, using various formats.
  - helps learners reach content mastery through instruction and quality feedback using various formats.

Comments:

Overall: Effect on Student Learning NSQ Standards D, E, G **InTASC Standard 6**	**N**	**NI**	**ME**	**EE**

- **Learner engagement**
  - ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner.
- **Digital citizenship**
  - models and complies with intellectual property policies and fair-use standards and reinforces their use with learners.
- **Assessment and measurement**
  - implements a variety of assessments that accurately measure learner proficiency.
  - evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course.

Comments:

ASSESSMENT B - ONLINE COURSE PLAN

Online Course Plan

Please fill out all applicable fields. N/A where not applicable. Date is when shared with candidate.

Candidate		**Date**	
Instructor		**Date**	
Course	LTEC 673	**Semester/ Year**	

Overview and Directions

The Online Course Plan is a scaffolded design project, building a full course design over the semester. It expands on the core skills and abilities for online instruction, including the planning for course level outcomes and assessment of student learning. This assessment is a tool to reflect on the candidate's ability to plan at the course level, engage students with content and community, and plan for assessment of course learning outcomes. This assessment will be completed following the final stage of the Online Course Plan project in LTEC 632.

Candidates/applicants are scored using the following rubric. **For each criterion, note an "X" in the appropriate column. Specific and observable written evidence must be included in the comments if the candidate/applicant is being scored either "Needs Improvement" or "Exceeds Expectation**."

- **N** = Not Applicable or not observed (in cases where specific dispositions may not apply)
- **NI** = Needs Improvement. Does not meet all of the indicated criteria. Comments required.
- **ME** = Meets Expectations. Meets all of the indicated criteria.
- **EE** = Exceeds Expectations. Performs above and beyond all indicated criteria. Comments required.

Overall: Ability to Plan Instruction NSQ Standards B, F, G InTASC Standards 1, 2, 5, 6, 7, 8	**N**	**NI**	**ME**	**EE**

- Digital pedagogy
  - uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.
  - The online teacher incorporates discipline-specific technologies, tools, and resources to meet individualized learner needs.
  - The online teacher uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interaction, and monitor and motivate learner engagement.
- Diverse instruction
  - The online teacher uses data (quantitative and qualitative) to identify learners who need additional support services.
  - creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access.
  - The online teacher provides additional opportunities for personalized learner growth or enrichment.
  - The online teacher supports and provides a forum for sharing the varied talents and skills that learners bring to the online environment.
- Assessment and measurement
  - chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content.
  - The online teacher implements a variety of assessments that accurately measure learner proficiency.

○ assures alignment between the assignments, assessments, and standards-based learning goals. ○ The online teacher creates opportunities for learner self-assessment within courses.
Comments: • •

ASSESSMENT C - PROFESSIONAL DISPOSITIONS

Please fill out all applicable fields. N/A where not applicable. Date is when shared with candidate.

Candidate		**Date**	
Instructor		**Date**	
Course	LTEC 673	**Semester/ Year**	

Overview and Directions

Establishing and maintaining appropriate professional dispositions is essential to being a successful teacher. COLT candidates must demonstrate appropriate dispositions in all aspects of their professional lives, including: UHM classes, public and private settings, face-to-face and online. This assessment is a tool to reflect on candidate performance, engage in relevant discussion about dispositions, and help candidates work to maintain and/or develop appropriate dispositions. This review may be initiated by any UHM faculty member, during any point in the COLT program; but will be completed once at a minimum.

Candidates/applicants are scored on their professional dispositions using the following rubric. **For each disposition note an "X" in the appropriate column. Specific and observable written evidence must be included in the comments if the candidate/applicant is being scored either "Needs Improvement" or "Exceeds Expectation**."

- **N =** Not Applicable or not observed (in cases where specific dispositions may not apply)
- **NI =** Needs Improvement. Does not meet all of the indicated criteria. Comments are required.
- **ME =** Meets Expectations. Meets all of the indicated criteria.
- **EE =** Exceeds Expectations. Performs above and beyond all of the indicated criteria. Comments are required.

1 - Professionalism	**N**	**NI**	**ME**	**EE**
• Consistently attends and actively/appropriately participates in UHM and field-based courses. • Is honest and reliable, punctual, meets program requirements and deadlines, and produces quality work. • Dresses appropriately.				
Comments:				

2 - Communication (verbal and non-verbal)	**N**	**NI**	**ME**	**EE**
• Listens openly, communicates respectfully in different contexts (face-to-face/online, formal/informal, classroom/outside classroom, public/private settings, etc.), responds appropriately to the feedback and the opinions of others, asks for help when necessary, and respects and protects confidentiality as appropriate. • Communicates clearly and effectively. • Communicates in a timely and responsive manner, and is proactive in communicating unavoidable absences, tardies, schedule changes, etc.				

Comments:

3 - Collaboration	N	NI	ME	EE
● Initiates and/or positively contributes to collaborative efforts with others. ● Actively participates in problem solving.				
Comments:				

4 - Reflection	N	NI	ME	EE
● Engages in purposeful reflection in order to promote meaningful intellectual, emotional, and social growth. ● Monitors the impact of his/her actions and interactions on others and adjusts behavior accordingly.				
Comments:				

5 - Diversity	N	NI	ME	EE
● Values diversity and is positively responsive to other cultures, languages, and multiple perspectives, including those perspectives that are different than their own. ● Models and acts with empathy.				
Comments:				

Overall Assessment NSQ Standards A, E InTASC Standards 9, 10	N	NI	ME	EE
Comments:				

ASSESSMENT D - ONLINE COURSE IMPLEMENTATION

Fill out all applicable fields. N/A where not applicable. Date is when shared with the candidate.

Candidate		**Date**	
Instructor		**Date**	
Course	LTEC 632	**Semester/Year**	

Overview and Directions

The Mini Online Course project integrates the application of instructional design frameworks (e.g. ADDIE, design thinking) and online learning strategies to design, develop, and implement a mini online course.

This assessment is a tool to reflect on candidate performance, engage in relevant discussion about standards and performance while preparing for the broader challenges of design and delivery of entire courses. This assessment will be completed following completion of the Mini Online Course project in LTEC 632.

Candidates/applicants are scored using the following rubric. For each criterion, note an "X" in the appropriate column. Specific and observable written evidence must be included in the comments if the candidate/applicant is being scored either "Needs Improvement" or "Exceeds Expectation."

- **N** = Not Applicable or not observed (in cases where specific dispositions may not apply)
- **NI** = Needs Improvement. Does not meet all of the indicated criteria. Comments required.
- **ME** = Meets Expectations. Meets all of the indicated criteria.
- **EE** = Exceeds Expectations. Performs above and beyond all indicated criteria. Comments required.

Overall: Teaching **NSQ Standards A, B, C, D, H** **InTASC Standards 3, 4, 5, 8**	**N**	**NI**	**ME**	**EE**

- **Professional Responsibilities**
  - is a reflective practitioner.
  - demonstrates an understanding of effective time management strategies.
  - models digital citizenship.
- **Digital Pedagogy**
  - uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.
  - Incorporates discipline-specific technologies, tools, and resources to meet individualized learner needs.
  - uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interactions, and monitor and motivate learner engagement.
  - demonstrates basic troubleshooting skills and addresses basic technical issues as they arise.
  - supports safe digital learning spaces for all learners (e.g. data ownership and privacy expectations, digital identity curation).
- **Community Building**
  - employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration.
  - creates expectations for appropriate interaction among learners, including establishing netiquette requirements, modeling implementation, and enforcing the requirements.
  - promotes learner-learner interaction in online groups in order to foster collaboration and promote higher-order thinking skills such as analysis, synthesis, and/or evaluation.

Learner Engagement

- **Learner Engagement** establishes relationships through timely and encouraging communication, using various formats.
- helps learners reach content mastery through instruction and quality feedback.
- ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner.

- **Instructional Design**
  - designs learning experiences that use technology to efficiently engage learners.
  - uses a formative approach to lesson design.
  - incorporates diverse media into online learning modules.
  - incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules.
  - continuously reviews and aligns all course content with applicable course objectives and standards.
  - creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals.

Comments:

-

Overall: Effect on Student Learning NSQ **Standards D, E, F, G** **InTASC Standard 6**	**N**	**NI**	**ME**	**EE**

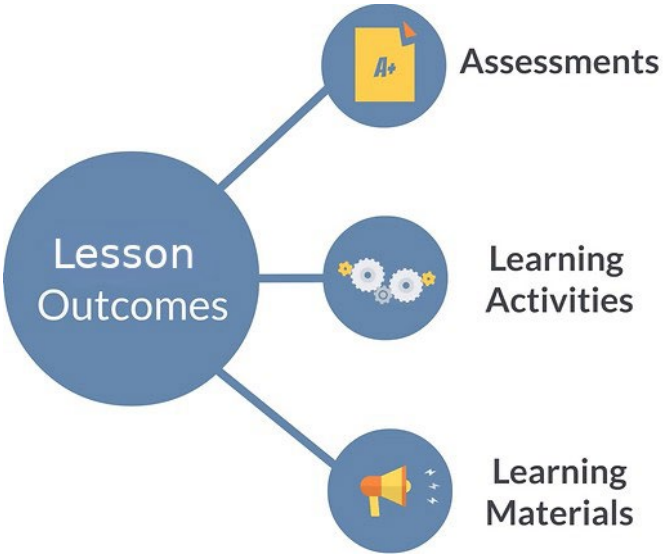
- **Learner Engagement**
  - establishes relationships through timely and encouraging communication, using various formats.
  - helps learners reach content mastery through instruction and quality feedback.
  - ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner.
- **Digital Citizenship**
  - facilitates learning experiences that model and promote digital citizenship.
  - establishes standards for learner behavior that are designed to ensure academic integrity and appropriate use of the Internet that adhere to program-level policies.
  - models and complies with intellectual property policies and fair-use standards and reinforces their use with learners.
  - implements policies, including federal, state, and program-level policies (where applicable), designed to protect learners in the classroom and follows program and classroom Acceptable Use Policies (AUP).
- **Diverse Instruction**
  - creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access.
- **Assessment and Measurement**
  - chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content.
  - implements a variety of assessments that accurately measure learner proficiency.
  - evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course.
  - assures alignment between the assignments, assessments, and standards-based learning goals.
  - creates opportunities for learner self-assessment within courses.

Comments:

-
-
-

Assessment Templates/Outlines

LTEC 612 Assessment - Online Lesson Project



The Online Lesson project is scaffolded to be completed over the course of LTEC 612. By working on each component in order, students will study the instructional design and online delivery process in depth, while building an aligned and ready-to-use lesson that another instructor can easily use.

The Online Lesson project makes frequent use of peer review. You will be offering constructive commentary to your classmates, and receiving constructive feedback on your own work.

Components

Learners & Lesson
Needs Analysis Learner
Analysis Learning
Objectives Assessment
Strategies

Toole Evaluation Learning
Materials Summary and
Reflection

LTEC 673 Assessment - Online Course Plan

The Online Course Plan is a scaffolded design project, building a full course design over the semester. It expands on the core skills and abilities for online instruction, including the planning for course level outcomes and assessment of student learning. This assessment is a tool to reflect on a candidate's ability to plan at the course level, engage students with content and community, and plan for assessment of course learning outcomes.

Six Stages of Course Design

1. **Topic & Intended Audience**
2. **Outcomes**
3. **Course Outline**
4. **Activities to Deliver Content and Engage Students**
5. **Community Building Activities**
6. **Assessment of Student Learning**

LTEC 632 Assessment - Online Course

Designing and developing a mini online course is the main project in LTEC 632 (aligned to all course learning outcomes or CLOs). Use this opportunity to build upon and gain new skills during your educational technology journey. Your mini online course should be the equivalent of a one-credit online course (not a full-blown sixteen week, three-credit course). It must include all the elements to support learning of an online course (e.g. course goals & objectives, content, interactive learning activities, assessment, visual design, etc.).

The mini online course project consists of a final product and a series of sub-assignments aimed at helping you to break down the online design and development process into manageable chunks. Mai poina (Don't forget) to reference how your project will be evaluated as you begin working on your project.

Project Milestones

Reference your LTEC 632 Course Schedule at a Glance or Canvas for deadlines.

- **Part 1:** Mini online course planning document v1 & v2
- **Part 2:** 2022 TCC Online Conference proposal submission
- **Part 3:** Mini online course submission v1
- **Part 4**: Mini online course presentation
- **Part 5:** Mini online course submission v2

FACULTY SPECIFIC TO NEW PROGRAM

Full Vitae available at: http://go.hawaii.edu/xeN

Faculty Member Name	Highest Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program
Paul McKimmy	Ed.D. Educational Leadership	Instructor, Program Coordinator	Current: Director of Technology & Distance Programs at College of Education. 20 years as faculty, Learning Design & Technology dept., Instructional design and faculty professional development.
Dorothy Hirata	Ph.D. in Curriculum & Instruction (emphasis on online learning)	Instructor	Current: Instructional Design Manager supporting strategic online learning initiatives & faculty and staff professional development across the UH System. 18+ years instructional design, online learning, professional development for pre-K through higher ed faculty; certified Quality Matters course reviewer, Distance Education Accrediting Commission (DEAC) subject specialist reviewer. Former Director of Distance Learning at Kamehameha Schools.
Mary Hattori	Ed.D. Professional Educational Practice	Instructor	25 years as lecturer in educational technology; 12 years as Director of Technology; Cooperating and Affiliate Graduate Faculty for several UH programs
Michael Menchaca	Ed.D. Educational Technology	Professor	25 years experience teaching online in educational technology; co-designed and directed multiple, fully online programs over 25 years; co-edited ISTE Standards books; Quality Matters rubric reviewer; peer-reviewed journal publications in online learning and teaching
Curtis Ho	Ph.D. Educational Technology	Instructor	30 years experience teaching in Educational Technology. Retired full professor.

ADDITIONAL INFORMATION

The COLT program is guided by National Standards for Quality in Online Teaching (NSQ): Professional Responsibilities (A), Digital Pedagogy (B), Community Building (C), Learner Engagement (D), Digital Citizenship (E), Diverse Instruction (F), Assessment & Measurement (G).

Recommended core course sequence:

LTEC 612: Introduction to Online Learning

LTEC 673: Designing Online Learning

LTEC 632: Developing Online Learning (prerequisite: LTEC 673)

PROGRAM REVIEWER QUESTIONS:

ANSWERS TO COLT STAT PROGRAM REVIEWER QUESTIONS:	
QUESTION	**RESPONSE**

• Assessment and curriculum matrix (Excel sheet attached)
  ○ Please provide more detail on how each standard is being addressed by the assessment components.
  ○ Currently, parts of assessments A, B, and D are being used to address multiple standards. However, it is unclear how the final sore for each part is tabulated. Can a candidate fail one standard out of the 3 or 4 the part is addressing but still received ME or EE?
	• The following was completed to address these questions
	  ○ Excel spreadsheet was completed indicating which standards are addressed by each assessment and is attached
	  ○ If candidates fail any single standard, they automatically earn an "NI" for the entire assignment
	  ○ Candidates are provided the opportunity to resubmit assignments to correct standard deficiencies

• Please confirm that the main 3 courses (LTEC 612, 673, 632) will address all NSQ and InTASC Standards.	• Matrix (Page 10) reviewed and with corrections provided (see below), all NSQ and InTASC standards are confirmed addressed

• Matrix on page 10 does not match course outlines listed. It will be helpful to go through the document and make sure that the information provided is consistent. This will limit confusion on the reviewer's part.
  ○ Example: LTEC 612 on page 10 address 3 NSQ standards. However, on page 12 course
	• Application was thoroughly reviewed. An updated copy of the application is provided with the following corrections made
	  ○ InTASC standards were indicated in matrix but not rubrics. InTASC standards added to all rubrics.
	  ○ Page 10, Matrix table, LTEC 632, Teaching row, NSQ column:

LTEC 612 lists 4 NSQ standards o Example: LTEC 632 on page 17 has NSQ standard H, but the matrix on page 10 does not list NSQ standard H at all	Changed from "NSQ: B, C, D" to corrected "NSQ: A, B, C, D, H" o Page 10, Matrix table, LTEC 632, Effect on Student Learning row, NSQ column: Changed from "NSQ: B, D, E, F" to corrected "NSQ: D, E, F, G" o Page 12, Effect on Student Learning rubric: Changed from "NSQ Standards B, D, E, G" to "NSQ Standards D, E, G"
On page 10 of the report: • The team was unclear how the InTASC standards (4) and the NSQ standards (A, B) related to this part of the chart since these standards were addressed in the courses mentioned in the above chart. • How does a grade of C+ or greater correlate with the Rubric outlined for each course? Does an EE equal an A and a NI equal a C?	• The courses referred to for 'End of Program' include those required core courses for the program (e.g., LTEC 612, 673, and 632). All INTASC and NSQ standards are addressed through these three required core courses. Candidates will take other electives; however, the required courses will be the courses tracked for completion of all required standards by candidates. • The final culminating project completed at the end of the program addresses INTASC 4 and NSQ A&B. In addition, the standards indicated here were those focused solely on the Assessment Type (Column 3) for "Content Knowledge" and not all standards. This is the reason for listing these standards as 'End of Program.' • (For bullet 2): While assessments are specific, grading is holistic. The entirety of a student's assessments and the quality of their work is considered. Standards assessments would be tracked independently of grades. • Clarification: All INTASC and NSQ standards will be addressed by the end of the program.
• The team noticed that some of the rubrics have a main bulleted NSQ Standard and sub-bullets (set of indicators) below each standard. Is the main standard the standard	• Each NSQ standard will be evaluated (addition to the rubric to reflect a rating for each NSQ standard)—the second example indicated. Candidates

being graded, and the set indicators are not? Or do the set of indicators equal a total of how the main standard was addressed? o Example: B1=ME, B2=EE, B3=ME o Overall grade for Digital Pedagogy ME Or is the weight on each standard? Example: Digital Pedagogy (B1, B2, B3)=ME, Diverse Instruction (F3, F4, F6, F7)=ME, and Assessment and measurement (G1, G4)= EE	will be provided with feedback to identify both strengths and weaknesses reflective of standards. If a student has not met a particular standard, they will have the opportunity to revise/resubmit.
On Page 10: It was indicated that no HTSB Specific Requirements will be addressed. It seems that some of the NSQ Standards like Standard A9 and Standards F1-F3 would address support for diverse learners (see below). The NSQ Standards may address some of the Hawaii Specific Requirements outlined in Hawaii Administrative Rules. The program may want to include this in their table found on page 10.	This program does provide students with the opportunity to meaningfully identify and use practices and accommodations to address the range of K-12 students' language and learning strengths and needs. University candidates will include strong instructional approaches and accommodations in their course submissions (e.g., Assessment A, B, D) and reflect responsiveness through their professional dispositions (Assessment C), which are appropriate for the context of the work in which they are engaged/project that they are designing. The HTSB Specific Requirements addressed include: • Working effectively with students with disabilities • Working effectively with students who are limited English proficient; • Working with gifted and talented students; • Integrating technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

New Business Item 22-35
Introduced October 14, 2022
Approved October 14, 2022

TITLE: Case 22-10

The Hawaii Teacher Standards Board adopts the recommendation of the Executive Director in consideration of Case 22-10.

Submitted by: Branden Kawazoe

New Business Item 22-36
Introduced October 14, 2022
Approved October 14, 2022

TITLE: Case 22-11

The Hawaii Teacher Standards Board adopts the recommendation of the Executive Director in consideration of Case 22-11.

Submitted by: Branden Kawazoe

New Business Item 22-37
Introduced October 14, 2022
Approved October 14, 2022

TITLE: Case 22-12

The Hawaii Teacher Standards Board adopts the recommendation of the Executive Director in consideration of Case 22-12.

Submitted by: Branden Kawazoe

New Business Item 22-38
Introduced October 14, 2022
Approved October 14, 2022

TITLE: Case 22-13

The Hawaii Teacher Standards Board hereby rejects the written exceptions as it does not comply with the requirements of the law

Submitted by: Branden Kawazoe

New Business Item 22-39
Introduced October 14, 2022
Approved October 14, 2022

TITLE: Case 21-13

The Hawaii Teacher Standards Board hereby rejects the written exceptions as it does not comply with the requirements of the law

Submitted by: Branden Kawazoe