

**HAWAII TEACHER STANDARDS BOARD  
BUSINESS MEETING**

**FRIDAY, November 15, 2019  
Dole Cannery Meeting Room 158**

**MINUTES**

**PRESENT:**

Cynthia Covell for Dr. Christina Kishimoto	Catherine Payne
Dr. Lisa DeLong	Dawn Raymond
Dr. Amelia Jenkins for Dr. Nathan Murata	Kim Sanders
Branden Kawazoe	Brad Shimizu
Jonathan Kissida	Felicia Villalobos
Justin Mew	

**ABSENT:**

Louise Cayetano	Les Murashige
Cory Gordon	Kariane Park Toyama
Lokelani Han	Dr. Wai`ale`ale Sarsona

**STAFF:**

Lynn Hammonds, Executive Director  
Tracey Idica, Licensing Specialist  
Raymond Rodriguez, Licensing Specialist  
Elaine Hutchinson, Secretary

**CALL TO ORDER:**

Chairperson Villalobos called the meeting to order at 12:41 p.m.

**AMENDMENT OF AGENDA:** None.

**ANNOUNCEMENTS:** None.

**APPROVAL OF MINUTES:**

The minutes of the October 4, 2019, meeting were approved with one amendment. (Payne/Mew)

**TESTIMONY, PETITIONS FROM THE PUBLIC:** None.

**EXECUTIVE DIRECTOR'S REPORT:**

Executive Director Hammonds submitted her report to the Board as written.

- TOPIC:** **Budget, Personnel and Strategic Planning Committee**  
**DISCUSSION:** Kawazoe reported that the committee reviewed and discussed:
- NBI 19-10: Approval of HTSB Annual Report
  - NBI 19-11: Approval of HTSB Strategic Plan Update
  - NBI 18-29 Rev: Election of HTSB Officers for 2019-2020

- TOPIC:** **Teacher Education Committee**  
**DISCUSSION:** Jenkins reported that the committee reviewed and discussed:
- NBI 19-12: Approval of Association for Advancing Quality In Educator Preparation Provider Review Process
  - NBI 19-13: Consideration of Revision of Teaching Level for University of Hawaii at Manoa Literacy Specialist Program
  - NBI 19-14: Consideration of Extension of Chaminade University of Honolulu's Teacher Leader Program State Approval
  - NBI 19-15: Consideration of Letter of Intent from Wayland Baptist University to Plan a Hawaii Educator Preparation Program
  - NBI 19-16: Consideration of Letter of Intent from Teach Now to Plan a Hawaii Educator Preparation Program
  - NBI 19-17: Consideration of Recommendations from HTSB Annual Educator Preparation Provider Completer Audit

- TOPIC:** **Committee of the Whole Working Lunch: All Members**  
**DISCUSSION:** Chairperson Villalobos reported that the committee reviewed and discussed:
- Recognition of departing and new members of HTSB
  - AAQEP Accreditation Annual Update
  - Educational Testing Service Annual Update
  - ProEthica Professional Development Program Update
  - NBI 19-18: Adoption of Educational Testing Service (ETS) ProEthica Professional Development Program

**MOTION TO RISE INTO EXECUTIVE SESSION AT 1:02 p.m. (Mew/Jenkins)**

**CALL BACK TO ORDER BY CHAIRPERSON VILLALOBOS AT 1:48 p.m. (Mew/Raymond)**

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

- The minutes from the October 4, 2019, Executive Session were approved with one amendment (Mew/Covell)
- Approval of NBI 19-19: License Affirmation (Payne/Sanders)
- Licensing Section Update
- Personnel Update
- Financial Update
- Discussion: Process for Evaluation of the Executive Director
- Consultation with Deputy Attorney General on legal and procedural matters

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

- Plan for January 24, 2020, meeting

**NEW BUSINESS APPROVED:** (See Attachments)

1. **NBI 18-29 Rev: Election of HTSB Officers for 2019-2020**  
(Villalobos on behalf of the Budget, Personnel and Strategic Planning Committee)
2. **NBI 19-10: Approval of HTSB Annual Report**  
(Villalobos on behalf of the Budget, Personnel and Strategic Planning Committee)
3. **NBI 19-11: Approval of HTSB Strategic Plan Update**  
(Villalobos on behalf of the Budget, Personnel and Strategic Planning Committee)
4. **NBI 19-12: Approval of Association for Advancing Quality in Educator Preparation Provider Review Process**  
(Jenkins on behalf of the Teacher Education Committee)
5. **NBI 19-13: Consideration of Revision of Teaching Level for University of Hawaii at Manoa Literacy Specialist Program**  
(Jenkins on behalf of the Teacher Education Committee)
6. **NBI 19-14: Consideration of Extension of Chaminade University of Honolulu's Teacher Leader Program State Approval**  
(Jenkins on behalf of the Teacher Education Committee)

- 7. NBI 19-15: Consideration of Letter of Intent from Wayland Baptist University to Plan a Hawaii Educator Preparation Program**  
(Jenkins on behalf of the Teacher Education Committee)
- 8. NBI 19-16: Consideration of Letter of Intent from Teach Now to Plan a Hawaii Educator Preparation Program**  
(Jenkins on behalf of the Teacher Education Committee)
- 9. NBI 19-17: Consideration of Recommendations from HTSB Annual Educator Preparation Provider Completer Audit**  
(Jenkins on behalf of the Teacher Education Committee)
- 10. NBI 19-18: Adoption of Educational Testing Service (ETS) ProEthica Professional Development Program**  
(Villalobos on behalf of the Committee of the Whole)
- 11. NBI 19-19: License Affirmation**  
(Villalobos reported out of Executive Session)

**ADJOURNMENT:**

Chairperson Villalobos adjourned the meeting at 1:54 p.m.

Recorder:



Elaine Hutchinson

**DATE:** November 15, 2019

**New Business Item 18-29**

Introduced May 10, 2019

Approved May 10, 2019

Reintroduced September 13, 2019

Approved September 13, 2019

Reintroduced October 4, 2019

Approved October 4, 2019

Reintroduced November 15, 2019

Approved November 15, 2019

**TITLE: Election of HTSB Officers for 2019-2020**

---

---

The Hawaii Teacher Standards Board approves the following appointments for 2019-2020:

Chairperson: Felicia Villalobos

Vice Chairperson: Jonathan Kissida

Legislative Committee:

Chairperson: Louise Cayetano

Vice-Chairperson: Jonathan Kissida

Committee Members:

Justin Mew, Dawn Raymond, Kariane Park Toyama, Wai`ale`ale Sarsona,  
Lokelani Han

Ex-officio: Villalobos

Budget, Personnel and Strategic Planning Committee:

Chairperson: Les Murashige

Vice Chairperson: Branden Kawazoe

Committee Members:

Cynthia Covell, Catherine Payne, Kim Sanders, Lokelani Han

Ex-officio: Villalobos

Teacher Standards Committee:

Chairperson: Lisa DeLong

Vice-Chairperson: Kim Sanders

Committee Members:

Branden Kawazoe, Brad Shimizu, Dawn Raymond, Wai`ale`ale Sarsona

Ex-officio: Villalobos

Teacher Education Committee:

Chairperson: Amelia Jenkins  
Vice-Chairperson: Justin Mew  
Committee Members:  
Cynthia Covell, Kariane Park Toyama, Catherine Payne, Brad Shimizu,  
Cory Gordon  
Ex-officio: Villalobos

**Submitted by:** Felicia Villalobos

**Referred to:** Budget, Personnel & Strategic Planning Committee

**New Business Item 19-10**  
Introduced November 15, 2019  
Approved November 15, 2019

**TITLE: Approval of HTSB Annual Report**

---

The Hawaii Teacher Standards Board approves the attached Annual Report 2020, and directs the Executive Director to submit to the Governor, President of the Senate, and Speaker of the House prior to the 2020 Opening Day of the Hawaii Legislature.

**Submitted by:** Felicia Villalobos

**Referred to:** Budget, Personnel & Strategic Planning Committee



## ANNUAL REPORT 2020

# 2020 Annual Report

## Hawai`i Teacher Standards Board

### Table of Contents

MEMBERSHIP.....	3
INTRODUCTION .....	4
Vision and Mission .....	4
Executive Summary .....	5
2018-2019 Highlights .....	5
Legislative:.....	5
Teacher Standards:.....	6
Teacher Education: .....	6
Licensure:.....	6
Operational:.....	7
STANDARDS.....	7
EDUCATOR LICENSURE.....	7
Licensing Requirements.....	7
Initial Licenses issued and renewed in the past 5 years .....	8
Renewed Licenses.....	9
Added Fields .....	10
Cases for License Discipline and Appeals.....	11
EDUCATOR PREPARATION PROGRAMS .....	11
Training and Resources.....	12
Hawaii Educator Preparation Programs .....	12
Hawaiian Fields Preparation Program Information .....	15
EDUCATOR PROFESSIONAL DEVELOPMENT .....	16
NBPTS Summary.....	16
Model Code of Ethics for Educators.....	16
DATA FROM DEPARTMENT OF EDUCATION.....	17
OPERATIONS.....	17
FINANCIAL REPORT.....	18

APPENDICES .....	18
Appendix A: Teacher, Counselor and Librarian Standards .....	18
Appendix B: State Approval of Teacher Education Unit Standards.....	33
Appendix C: License Requirements .....	34
Appendix D: Model Code of Ethics for Educators .....	37

## MEMBERSHIP

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

### HTSB Membership:

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

## INTRODUCTION

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

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

### **Vision and Mission**

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

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

- ▶ Provide more accountability to the public.

## **Executive Summary**

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

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

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

## **2018-2019 Highlights**

Between July 1, 2018, and June 30, 2019, the Board adopted the following new policies and procedures:

### **Legislative:**

- HTSB is thankful to the Legislature, especially the Senate and House Education Committees for passing legislation and to Governor Ige for signing into law Act 116, to fully fund HTSB's operational efforts. Because of this funding, HTSB was able to discontinue collection of the license and permit fee. Now, educators may obtain their license or permit without being assessed a fee, thus honoring their commitment to teaching Hawaii's keiki. This also allows HTSB to resume its efforts in statewide professional development, National Board for Professional Teaching Standards candidate support, and recruitment for alternative routes to licensure for educational assistants and substitute teachers.
- The Legislature and Governor also approved updates to annual reporting to HTSB from the Department of Education and Hawaii Charter Schools. The addition of numbers of classrooms without a licensed teacher for a quarter of the school year or more will bring the existing report, which only included emergency hire teachers, into line with the actual teacher shortage numbers.
- In the past year, the Board completed a review of its Hawaii Administrative Rules. Changes broaden options for teachers to become licensed or add a new field to an existing license and added rules for approval of educator preparation programs to provide for more review options that will support program improvement. These revisions were signed by the Governor and went into effect September 4, 2019.

**Teacher Standards:**

- Planned statewide training for the Model Code of Ethics for Educators, including training teachers across the state to serve as resources for implementation of the MCEE in the daily practice of teachers.

**Teacher Education:**

- Reviewed and approved new and continuing programs for:
  - Kahuawaiola Indigenous Teacher Education Program, granted continuing full approval based on the World Indigenous Nations Higher Education Consortium accreditation;
  - Chaminade University, early childhood education program at the undergraduate level in addition to their existing master's degree program;
  - New EPP unit, Teach Away, offering preparation in English, Mathematics, Science, and Teaching English to Speakers of Other Languages;
  - University of Hawaii at Manoa: Ethnomathematics, a new program for adding a license field.

**Licensure:**

- At the request of the Office of Early Learning, modified the requirement for adding the field of Early Childhood Education PK-3 and PK-K, requiring completion of a preparation program in early childhood to add this field. However, at the request of the Department of Education, the deadline for this change was delayed to December 2019. Hawaii preparation programs are encouraged to use existing clinical experience to evaluate individuals with experience who can demonstrate proficiency in the early childhood teaching standards.
- Added the following new license fields that may be added to an existing license:
  - Ethnomathematics K-6, 6-12, and K-12
- Reinstated the field of Computer Science at the request of the Department of Education;
- Added the new field of Limited Computer Science for individuals with an Associate's degree and industry content knowledge;
- Approved the request of the Hawaii Department of Education to use six hours of professional development in combination with twenty-four hours of coursework from Kapiolani Community College (KCC) to be used by teachers to meet the content knowledge requirement to add the field of Teaching English to Speakers of Other Languages (TESOL) to their existing Hawaii license. Teachers must also meet all other requirements to add the field. The Department of Education's Office of Student Support Services is partnering with KCC to offer a pathway for teachers to add the TESOL field to their existing Hawaii license. The pathway includes twenty-four credit hours from KCC and six credit hours either from another institution of higher education or from the DOE's professional development offerings.

## **Workgroups and Hearings:**

- Special Education workgroup focused on licensure and preparation issues;
- Administrative Rule Public Hearings.

## **Operational:**

- Moved the HTSB office to a smaller space in Dole Cannery in a cost reduction effort.

## **STANDARDS**

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

The Board is conducting a review of all teaching and content standards in the current school year, and will consider revisions or new adoptions in the following school term.

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

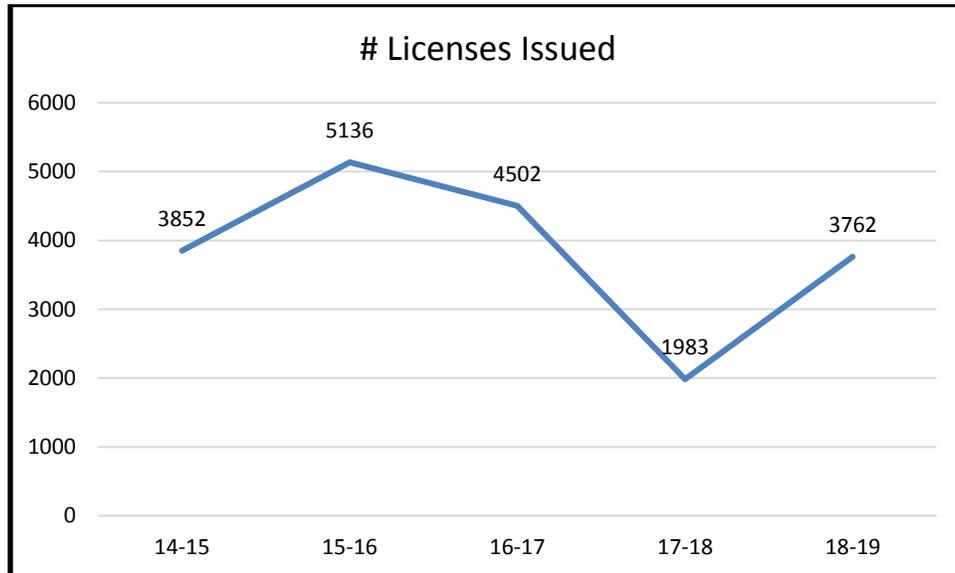
## **EDUCATOR LICENSURE**

### **Licensing Requirements**

Over the last five years, HTSB has issued over 18,000 license fields to Hawaii teachers. In the past year, HTSB licensed over 1,000 new licenses and renewed over 700 existing licenses. The Board continued the audit of license renewals for those teachers who are required to renew their licenses. Drawing upon a random selection of individuals renewing statewide, licensees submit the documentation to substantiate that they met the Performance Standards and had satisfactory experience within five years prior to renewal. HTSB staff worked with the DOE and Charter School administrators to continue to streamline the license renewal audit and collect evidence electronically. Requirements for licensing may be found in Appendix C.

**Initial Licenses issued and renewed in the past 5 years**

Type of License	7/1/2014-6/30/2015	7/1/2015-6/30/2016	7/1/2016-6/30/2017	7/1/2017-6/30/2018	7/1/2018-6/30/2019
<b>Provisional</b>	2	851	1065	446	1077
<b>Standard</b>	1589	293	298	499	1002
<b>Advanced</b>	51	85	115	85	120
<b>CTE Permit</b>	1	4	3	3	3
<b>Hawaiian Permit</b>	-	-	-	-	4
<b>Added Fields</b>	209	176	306	210	383
<b>Renewed</b>	2000	3727	2715	740	1173
<b>TOTALS</b>	<b>3852</b>	<b>5136</b>	<b>4502</b>	<b>1983</b>	<b>3762</b>



## Renewed Licenses

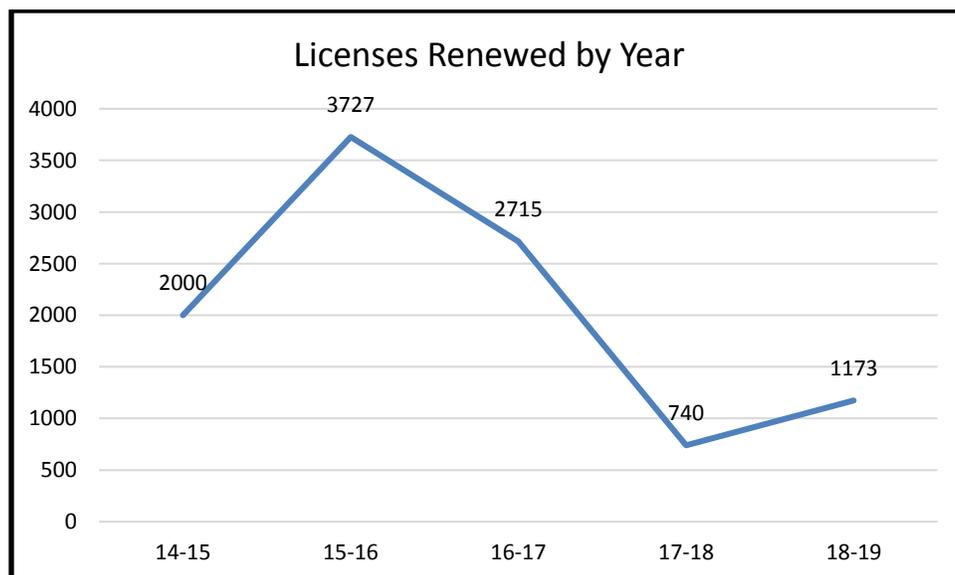
Teachers have used the HTSB online licensing system since July 1, 2010, to renew their license and pay their license fee. Requirements to renew a teaching license are:

1. Have satisfactory teaching experience within the term of their last license;
2. Show evidence of meeting all ten Hawai'i Teacher, Counselor or Librarian Performance Standards;
3. Professional Fitness clearance;

For this reporting period, over 1,100 teachers renewed their license. License expiration dates are cyclical and there was a significant increase in the number of renewals in this reporting period. The majority of teachers used their employment evaluation as evidence of meeting the performance standards. HTSB continues to work with the DOE to ensure educators meet the performance standards using a combination of their new evaluations and professional growth plans. The new Educator Effectiveness System, combined with an individual's professional development plan, validates that a person meets all ten performance standards over a five year period.

### Renewed licenses in the last 5 years

Year	Licenses Renewed by Year
14-15	2000
15-16	3727
16-17	2715
17-18	740
18-19	1173



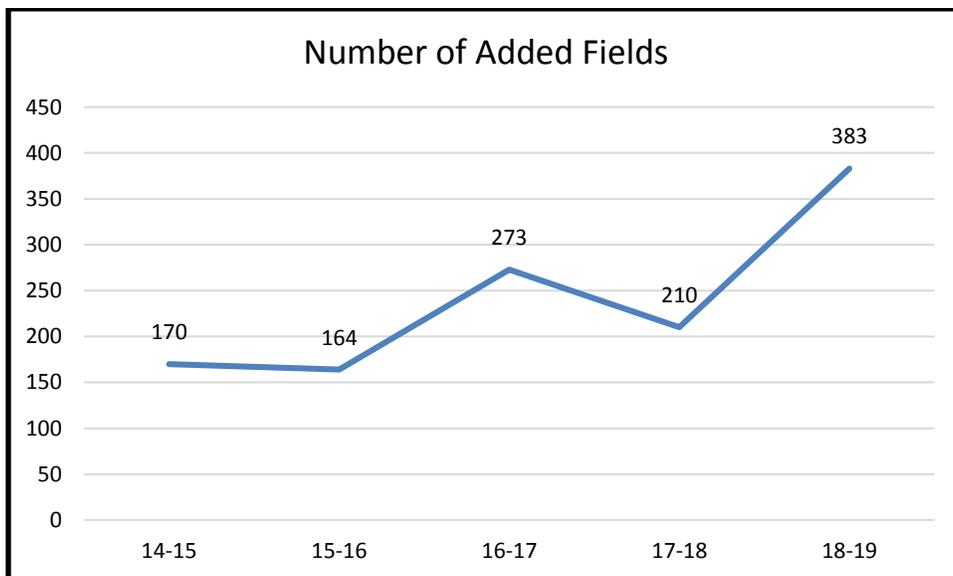
## Added Fields

There are five options for adding a field to an existing license pursuant to amendments to the Administrative Rules that were approved and adopted:

1. Complete a state-approved teacher education program that includes appropriate experiences in a P-12 setting in the new field; or
2. Demonstrate the equivalent of one 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; and Successfully complete 30 credit hours of coursework required in a state-approved teacher education program or the equivalent of a subject major for the new field; or
3. Demonstrate the equivalent of one 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; and Submit passing content area test scores for the new teaching field; or
4. Possess a valid National Board Certification in the new field; or
5. Possess an ~~Advanced~~ License or National Board Certification and has either the equivalent of a content major or has passed the Praxis content test in the new field.

## Added fields issued in the past 5 years

	14-15	15-16	16-17	17-18	18-19
Number of Added Fields	170	164	273	210	383

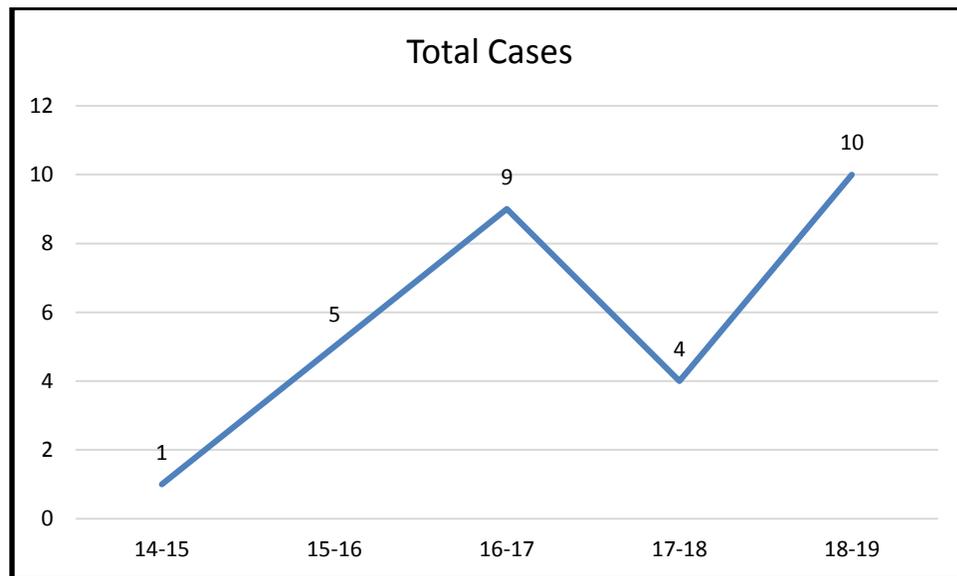


## Cases for License Discipline and Appeals

The Board heard three disciplinary cases in the past year and one appeal.

### Cases 7/1/2014-6/30/2019

Year	Total Cases	Denied	Revoked	Suspended	Deferred or No Action	Reinstated or Approved	Reprimanded or Warned	Conditioned
14-15	1	1	0	0	0	0	0	0
15-16	5	1	1	1	1	0	0	1
16-17	9	1	3	0	0	3	0	2
17-18	4	1	2	0	0	1	0	0
18-19	10	4	2	1	2	1	0	0



## EDUCATOR PREPARATION PROGRAMS

The HTSB is responsible for the state approval of teacher education (SATE) programs based in Hawai'i. HRS §302A-802 requires candidates to demonstrate competencies established by the Board. Currently, all Hawaii preparation programs were reviewed by the National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accrediting Council (TEAC) national accreditors. After all accreditation visits were finalized, the Council for Accreditation of Educator Preparation (CAEP) discontinued both former legacy organizations. Hawaii programs are currently evaluating their options of continuing with national accreditation or utilizing new state review options which will include national performance assessments and out of state reviewers. Kahuawaiola Indigenous Teacher Education Program and Kaho'iwai Teacher Preparation Program will be reviewed by a joint World Indigenous Nations Higher Education Consortium (WINHEC)-HTSB review team so indigenous programs are appropriately reviewed.

The HTSB must review and approve teacher education units and individual licensure programs for provisional status before they are eligible to apply for national accreditation, and encourages all

programs to consider adding new programs in shortage areas specified by the Department of Education and Charter School Commission.

The Board adopted the Stanford edTPA and the Educational Testing Service (ETS) Praxis Performance Assessment for Teachers (PPAT), two pre-service performance assessments may be utilized by all Hawai'i EPPs. These assessments may be used as an alternative route to licensure for experienced teachers or career changers who do not need to complete a full preparation program to be deemed ready to teach.

Preparation programs may also observe and evaluation experienced teachers who have not previously held a license, and recommend them if they are deemed to meet Hawaii teacher performance standards and all other qualifications for licensure.

The HTSB also adopted the National Model Code of Ethics for Educators (MCEE) for use by Hawaii preparation programs to help prepare teacher candidates for challenging issues they may face in their careers.

### **Training and Resources**

The HTSB provides support to all Hawai'i based teacher education programs by conducting training sessions in person and via teleconference and videoconference as well as arranging training by partner organizations. In the past year, 587 individuals were recommended for a total of 661 license fields.

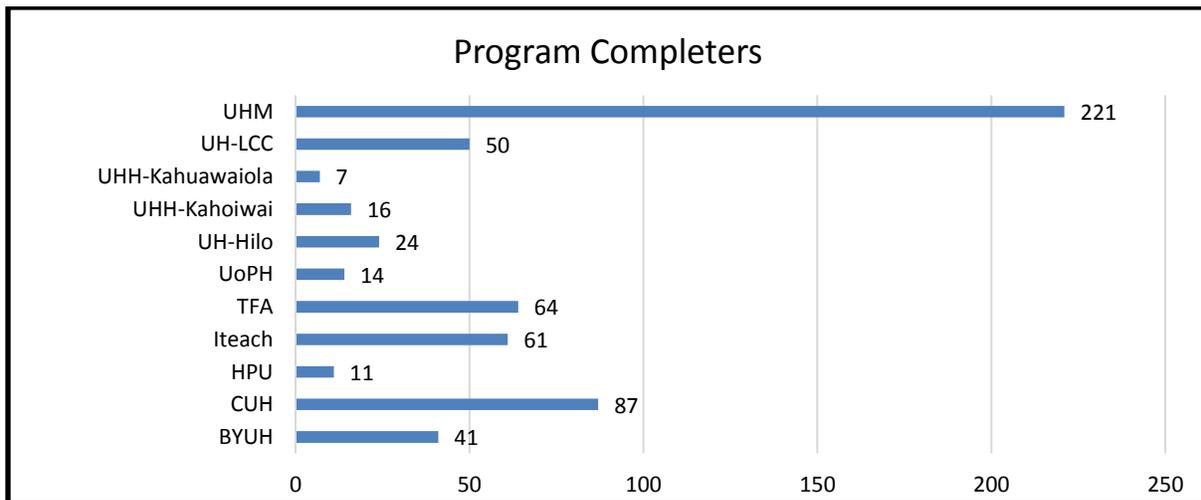
### **Hawaii Educator Preparation Programs**

<b>Institution</b>	<b>Program Approval Status and Conditions</b>	<b>Number of completers 7/1/2018- 6/30/2019</b>
<b>Brigham Young University-Hawai'i</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• English (6-12)</li> <li>• CTE-Business (6-12)</li> <li>• CTE Arts and Communication (6-12)</li> <li>• Mathematics (6-12)</li> <li>• Science (6-12)</li> <li>• Social Studies (6-12)</li> <li>• Music (6-12)</li> <li>• Physical Education (6-12)</li> <li>• Spanish (6-12)</li> <li>• Art (6-12)</li> <li>• TESOL (6-12)</li> <li>• SPED Mild/Moderate (K-6)</li> <li>• SPED Mild/Moderate (6-12)</li> <li>• SPED Mild/Moderate (K-12)</li> </ul>	41

<b>Chaminade University of Honolulu</b>	<ul style="list-style-type: none"> <li>• English (6-12)</li> <li>• Mathematics (6-12)</li> <li>• Science (6-12)</li> <li>• Social Studies (6-12)</li> <li>• SPED Mild/Moderate (K-12)</li> <li>• Elementary (K-6)</li> <li>• Elementary (K-6)/Special Education Mild/Moderate (K-12) Dual Licensure Program</li> <li>• Early Childhood Education (PK-3)</li> <li>• Early Childhood Education (PK-K)</li> <li>• School Counselor (K-12)</li> <li>• Teacher Leader</li> </ul>	87
<b>Kaho'iwai</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• Mathematics (6-12)</li> <li>• Science (6-12)</li> <li>• Hawaiian Studies (6-12)</li> <li>• Social Studies (6-12)</li> <li>• English (6-12)</li> </ul>	16
<b>Hawai'i Pacific University</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• English (6-12)</li> <li>• Mathematics (6-12)</li> <li>• Science (6-12)</li> <li>• Social Studies (6-12)</li> <li>• World Languages (6-12)</li> </ul>	11
<b>iTEACH-Hawai'i</b>	<ul style="list-style-type: none"> <li>• English (6-12)</li> <li>• Mathematics (6-12)</li> <li>• Science (6-12)</li> <li>• World Languages (6-12)</li> <li>• Physical Education (K-6)</li> <li>• Physical Education (6-12)</li> <li>• Physical Education (K-12)</li> <li>• Health (K-6)</li> <li>• Health (6-12)</li> <li>• Health (K-12)</li> <li>• Special Education (P-3, K-6, 6-8, 6-12, K-12, P-12)</li> <li>• TESOL (P-3, K-6, 6-8, 6-12, K-12)</li> <li>• Elementary Education K-6</li> </ul>	61
<b>Kahuawaiola Indigenous Teacher Education Program at UH-Hilo</b>	<ul style="list-style-type: none"> <li>• Hawaiian Language Immersion (P-12)</li> <li>• Hawaiian Language Immersion (K-6)</li> <li>• Hawaiian Language Immersion (P-3)</li> <li>• Hawaiian Language (6-12)</li> <li>• Hawaiian Studies (6-12)</li> </ul>	7

	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> </ul>	
<b>Leeward Community College</b>	<ul style="list-style-type: none"> <li>• CTE Arts and Communications (6-12)</li> <li>• CTE Business (6-12)</li> <li>• CTE Industrial and Engineering Technology (6-12)</li> <li>• CTE Natural Resources (6-12)</li> <li>• CTE Public and Human Services (6-12)</li> <li>• CTE Health Services (6-12)</li> <li>• Special Education (K-6, 6-12, K-12)</li> </ul>	50
<b>Teach for America</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• Science (6-12)</li> <li>• Social Studies (6-12)</li> <li>• Mathematics (6-12)</li> <li>• English (6-12)</li> <li>• World Languages (6-12)</li> </ul>	64
<b>UH-Hilo Education Department</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• Art (6-12)</li> <li>• CTE-Business (6-12)</li> <li>• English (6-12)</li> <li>• Mathematics (6-12)</li> <li>• Physical Education (6-12)</li> <li>• Science (6-12)</li> <li>• Social Studies (includes Hawaiian Studies) (6-12)</li> </ul>	24
<b>UH-Manoa</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• Elementary Education (K-6) and Early Childhood Education (PK-3) (Dual Preparation)</li> <li>• Elementary Education (K-6) and Special Education (K-6) (Dual Preparation)</li> <li>• English (6-12)</li> <li>• Mathematics (6-12)</li> <li>• Physical Education (K-6)</li> <li>• Physical Education (6-12)</li> <li>• Physical Education (K-12)</li> <li>• Science (6-12)</li> <li>• Social Studies (6-12)</li> <li>• World Language (6-12)</li> <li>• TESOL(6-12)</li> <li>• Art (6-12)</li> <li>• SPED Mild/Moderate (PK-3, K-6 and 6-12)</li> <li>• SPED Severe/Profound (PK-3 and K-6)</li> <li>• SPED Deaf/Hard of Hearing (PK-3 and K-12)</li> </ul>	221

	<ul style="list-style-type: none"> <li>• Ethnomathematics (K-6, 6-12, K-12)</li> <li>• Hawaiian Immersion (K-12)</li> <li>• Hawaiian Language (6-12)</li> </ul>	
<b>UH-West Oahu</b>	<ul style="list-style-type: none"> <li>• Elementary Education for (K-6)</li> <li>• Social Studies (6-12)</li> <li>• Social Studies (6-8)</li> <li>• English (6-12)</li> <li>• English (6-8)</li> </ul>	31
<b>University of Phoenix-Hawai'i Campus</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• Elementary Education (K-6)</li> <li>• Mathematics (6-12)</li> <li>• English (6-12)</li> <li>• Science (6-12)</li> <li>• Social Studies (6-12)</li> <li>• Special Education (K-12)</li> <li>• Special Education (K-6)</li> <li>• Special Education (6-12)</li> </ul>	14
<b>Total Hawai'i program completers</b>		<b>627</b>



### Hawaiian Fields Preparation Program Information

<b>Institution</b>	<b>Number of Hawaiian Field Teachers by Program 7/1/2018-6/30/2019</b>
Kahuawaiola	7
Kahoiwai	2
UH-Manoa	3

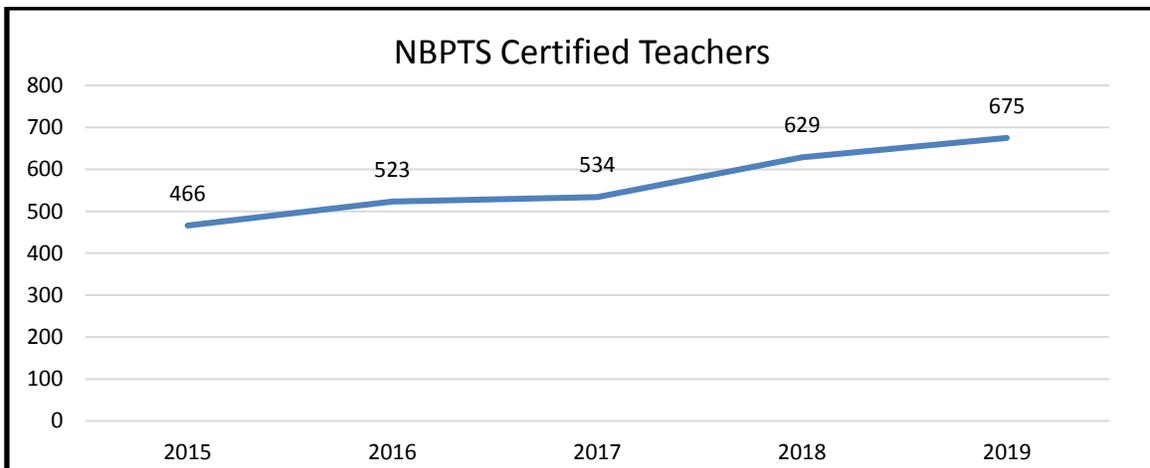
## EDUCATOR PROFESSIONAL DEVELOPMENT

### NBPTS Summary

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

### NBPTS Hawai'i Data

Year	Total
2015	466
2016	523
2017	534
2018	629
2019	675



### Model Code of Ethics for Educators

The HTSB adopted the Model Code of Ethics for Educators in 2018. This new code, developed by a task force of educators under the auspices of the National Association of State Directors of Teacher Education and Certification (NASDTEC) is a tool for educators to have challenging conversations about ethical dilemmas they face each day in the classroom. A core of Hawaii

teachers are being trained to be their island’s Model Code resource person, and professional development will be available for teachers statewide in spring 2020.

**DATA FROM DEPARTMENT OF EDUCATION**

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

**Emergency Hires**

<b>Year</b>	<b>Emergency Hires</b>	<b>No State Approved Teacher Education Program (Code 5)</b>	<b>State Approved Teacher Education Program Complete (Code W)</b>
<b>2014-2015</b>	257	194	43
<b>2015-2016</b>	415	357	58
<b>2016-2017</b>	430	327	103
<b>2017-2018</b>	526	463	63

**Identified Shortage Areas**

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

**Workforce Development Efforts**

The HTSB continues to monitor the needs of public schools and encourages Hawai‘i based educator preparation programs to develop and offer programs for teachers in shortage areas.

**OPERATIONS**

**Staffing**

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

## Facilities

HTSB has recently moved to a much smaller suite in Dole Cannery and also provides GoToMeeting access for Neighbor Island and worldwide license applicants and inquiries.

## FINANCIAL REPORT

### Expenditures and Revenues

HTSB became self-sufficient beginning July 1, 2012. Because of the rotating nature of license issuance and renewal, income is cyclical over a five year term. HTSB is most grateful to the Legislature for its support in returning two specialist positions to the general fund during the 2017 Session. In 2017, the HTSB invested in a new online licensing system and website to better serve Hawaii teachers and further automate the licensing process.

Year	Special Fund Revenues	Special Fund Personnel Costs	Special Fund Operating Costs	Special Fund Expense Total	General Fund Personnel Costs	General Fund Operating Costs	General Fund Expense Total
2013	699,759	678,608	241,819	920,427	NA	NA	NA
2014	603,979	695,986	264,027	960,013	NA	NA	NA
2015	569,702	777,788	265,656	1,043,445	NA	NA	NA
2016	525,671	694,185	185,223	879,408	NA	NA	NA
2017	465,073	654,540	571,203	1,225,743	NA	NA	NA
2018	1,034,594	389,141	618,190	1,007,331	NA	NA	NA
2019	639,101	329,256	746,679	1,075,935	189,335	NA	NA

Because the Governor and Legislature supported full general funding of HTSB's personnel and operations, it was possible to discontinue collection of all application, license, and permit fees in 2019. This move honors all teachers in service to Hawaii's students, families, and communities, as well as funds much needed work in educator professional development and advancing alternative routes to licensure.

## APPENDICES

### Appendix A: Teacher, Counselor and Librarian Standards

#### *Hawai'i Teacher Performance Standards, Aligned with InTASC Model Core Teaching Standards for Teachers*

#### Standard #1: Learner Development

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

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

## **Standard #2: Learning Differences**

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

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

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

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

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

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

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

- (g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- 2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.
- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

### **Standard #3: Learning Environments**

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

- 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
- 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

- 3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.
- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

#### **Standard #4: Content Knowledge**

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

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.
- 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

- 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

### **Standard #5: Application of Content**

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

- 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5(h) The teacher develops and implements supports for learner literacy development across content areas.
- 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

- 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.
- 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

### **Standard #6: Assessment**

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

- 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
- 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(o) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth

### **Standard #7: Planning for Instruction**

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

- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.
- 7(g) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(h) The teacher understands how integrating cross- disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).
- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

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

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

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

### **Standard #8: Instructional Strategies**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

### **Standard #9: Professional Learning and Ethical Practice**

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

- 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media
- 9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities
- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

## **Standard #10: Leadership and Collaboration**

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

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates meeting the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

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

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

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

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

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

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

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

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

- 1.1 A program is designed to meet the needs of the school.
- 1.2 The professional school counselor demonstrates positive interpersonal relationships with students.
- 1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.
- 1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

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

- 2.1 The professional school counselor is able to teach school guidance units effectively.
- 2.2 The professional school counselor is able to develop materials and instructional strategies to meet student needs and school goals.
- 2.3 The professional school counselor collaborates with staff involvement to ensure the effective implementation of the school guidance curriculum.

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

- 3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.
- 3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

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

- 4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.
- 4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.
- 4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.

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

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

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

6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and/or school administrator.

6.2 The professional school counselor discusses the anticipated program results when implementing the action plans for the school year.

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

7.1 The professional school counselor uses school data to make decisions regarding student choice of classes and/or special programs.

7.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.

7.4 The professional school counselor understands and uses data to establish goals and activities to support academic achievement.

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

8.1 The professional school counselor is accountable for monitoring students' progress.

8.2 The professional school counselor implements monitoring systems appropriate to the individual school.

8.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

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

9.1 The professional school counselor collects data and analyzes results attained from school counseling activities.

9.2 The professional school counselor works with members of the counseling team, if applicable, and with the principal to clarify how programs are evaluated and how results are shared.

9.3 The professional school counselor uses program assessment to make changes as needed in the school counseling program and calendar for the following year.

9.4 The professional school counselor shares the results of the program assessment with stakeholders.

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

10.1 The professional school counselor promotes academic success of students.

10.2 The professional school counselor promotes equity and access for students.

10.3 The professional school counselor takes a leadership role within the school setting and/or community.

10.4 The professional school counselor understands reform issues and works to close the achievement gap.

10.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.

10.6 The professional school counselor is a member of effective teams and encourages

collaboration among all school staff.

10.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

***Hawai'i School Librarian Performance Standards, Adopted from the American Library Association (ALA) American Association of School Librarians (AASL)***

**Standard 1: Teaching for Learning**

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

**1.1 Knowledge of learners and learning**

School librarians demonstrate knowledge of learning styles, stages of human growth and development and cultural influences on learning. They assess learner needs and design instruction that reflect best practices in teaching. They support the learning of various members of the educational community including those with diverse learning styles, physical and intellectual abilities and needs. School Librarians base instruction on interests and needs and link it to the assessment of student achievement.

**1.2 Effective and knowledgeable teacher**

School librarians implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. They use a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. They document and communicate the impact of collaborative instruction on student achievement.

**1.3 Instructional partner**

School librarians model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. They participate in curriculum development, engage in school improvement processes, and offer professional development to various members of the educational community as it relates to library and information use.

**1.4 Integration of twenty-first century skills and learning standards**

School librarians advocate for twenty-first century literacy skills to support the learning needs of the school community. They collaborate with other teachers to plan and implement instruction based on of the AASL Standards for the 21st-Century Learner and curriculum standards. They employ strategies to integrate multiple literacies with content curriculum. School librarians integrate the use of technologies as a means for effective and creative teaching and to support PreK-12 students' conceptual understanding, critical thinking and creative processes.

**Standard 2: Literacy and Reading**

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

**2.1 Literature**

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

## 2.2 Reading promotion

School librarians use a variety of strategies to promote reading for learning, personal growth, and enjoyment.

## 2.3 Respect for diversity

School librarians develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of PreK-12 students and their communities.

## 2.4 Literacy strategies

School librarians collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure PreK-12 students are able to create meaning from text.

### **Standard 3: Information and Knowledge**

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

**3.1 Efficient and ethical information-seeking behavior** School librarians identify and provide support for diverse student information needs. They model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. They collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

#### 3.2 Access to information

School librarians support flexible, open access for library services. They develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. They facilitate access to information in print, non-print, and digital formats. They model and communicate the legal and ethical codes of the profession.

#### 3.3 Information technology

School librarians design and adapt relevant learning experiences that engage students in the use of digital tools and resources. They model and facilitate the effective use of digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a global society.

#### 3.4 Research and knowledge creation

School librarians use evidence-based, action research to collect data. They interpret and use data to create and share new knowledge to support and improve practice in school libraries.

### **Standard 4: Advocacy and Leadership**

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

#### 4.1. Networking with the library community

School librarians participate and collaborate as members of a social and intellectual network of learners. They establish partnerships with other libraries for resource sharing and networking.

#### 4.2 Professional development

School librarians model a strong commitment to the profession by participating in professional growth and leadership opportunities through joining library associations, participating in professional conferences, reading professional publications, and exploring Internet resources.

They plan for ongoing professional growth.

#### 4.3 Leadership

School librarians articulate the roles and relationships of the library program's support of student

academic achievement within the context of current educational initiatives. Utilizing evidence based practice and information from education and library research, They communicate ways in which the library program can enhance school improvement efforts.4.4 Advocacy School librarians identify stakeholders within and outside the school community who impact the school library program. They use a range of strategies to advocate for school library and information programs, for resources, and for services.

### **Standard 5: Program Management and Administration**

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

#### **5.1 Collections and Information Access**

School librarians evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality program of information access designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. They organize school library collections according to current library cataloging and classification principles and standards.

#### **5.2 Professional Ethics**

School librarians practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. They educate the school community on the ethical use of information and ideas.

#### **5.3 Personnel, Funding, and Facilities**

School librarians apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. They organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. They develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

#### **5.4 Strategic planning and assessment**

School librarians communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. They make effective use of data and information to assess how the library program addresses the needs of their diverse communities.

## **Appendix B: State Approval of Teacher Education Unit Standards**

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

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

### **Standard 2: Clinical Practice and Partnerships**

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

### **Standard 3: Assessment and Evaluation**

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

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

### **Standard 4: Governance and Resources**

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

### **Standard 5: Hawaii Specific Requirements**

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

## **Appendix C: License Requirements**

### **Provisional License: Non-renewable 3 year license**

- 1) Complete a State Approved Teacher Education Program (SATEP);
- 2) Meet basic skills and content knowledge expertise requirement in the license field;
- 3) Professional fitness clearance;

### **Standard License: Renewable 5 year license**

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

Note:

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

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

### **CTE Standard Limited License**

1. Minimum of an Associate degree; and
2. A minimum of 3 years of industry experience directly related to content area; and
3. 15 hours of pedagogy coursework from SATEP in the grade level of the license  
Or  
12 hours of pedagogy coursework from a SATEP in the grade level of the license and passing score on the Principles of Learning and Teaching (PLT) in the grade level of the license; and
4. Meet one of the following content knowledge testing options:  
Praxis in content field, if one exists;

- Or
- Current valid National Industry Certification in content area;
- Or
- Current valid industry license in content area;
- Or
- 30 hours coursework in the license field; and
- 5. Meet Professional Fitness Requirement; and
- 6. Meet basic skills requirement; and

**Advanced License: Renewable 10 year license**

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

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

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

**Emergency Hire Permit**

1. Hold a bachelor’s degree;;
2. Professional Fitness clearance;

**Adding a Field to an Existing Hawai‘i License**

1. A Hawai‘i licensed teacher may add a field to their existing license in five ways:
  - a) Complete a State Approved Teacher Education Program in the new field;
  - Or
  - b) Complete 30 hours of content coursework in the new field and verify 1 year of at least half time experience out of the last 5 in the new field;
  - Or
  - c) Take the Praxis content test in the new field and verify 1 year of at least half time experience out of the last 5 in the new field;
  - Or
  - d) Attain NBPTS certification in the new field;
  - Or
  - e) Hold an Advanced License and a major or equivalent in the new field.

**License Renewal Requirements**

1. Possess evidence of meeting all ten Hawai‘i Teacher (Counselor, Librarian) Performance Standards;

2. Possess evidence of satisfactory experience within the five years prior to license renewal;
3. Meet Professional Fitness requirements;

## **Appendix D: Model Code of Ethics for Educators**

### **Principle I: Responsibility to the Profession**

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

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

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

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

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

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

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

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

## **Principle II: Responsibility for Professional Competence**

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

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

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

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

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

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

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

### **Principle III: Responsibility to Students**

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

A. The professional educator respects the rights and dignity of students by:

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

B. The professional educator demonstrates an ethic of care through:

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

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

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

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

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

#### **Principle IV: Responsibility to the School Community**

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

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

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

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

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

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

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

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

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

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

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

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

3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

### **Principle V: Responsible and Ethical Use of Technology**

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

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

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

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

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

2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

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

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

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

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications: (a) that are appropriate for students' individual needs; (b) that students understand how to use and; (c) that assist and enhance the teaching and learning process.

**New Business Item 19-11**

Introduced November 15, 2019

Approved November 15, 2019

**TITLE: Approval of Strategic Plan Update**

---

---

The Hawaii Teacher Standards Board adopts the attached Strategic Plan.

**Submitted by:** Felicia Villalobos

**Referred to:** Budget, Personnel and Strategic Planning Committee



# **Strategic Plan**

**July 1, 2011 – June 30, 2019**



**The Honorable David Y. Ige  
Governor, State of Hawai`i**

**Hawaii Teacher Standards Board**

**Teacher Members:**

Felicia Villalobos

Louise Cayetano

Lokelani Han

Branden Kawazoe

Kariane Park Toyama

Dawn Raymond

**School Principal Members:**

Dr. Lisa DeLong

Justin Mew

Kim Sanders

**Hawaii Association of Independent Schools:**

Brad Shimizu

**Ex-Officio Members/Designees:**

Honorable Catherine Payne

Cynthia Covell for Dr. Christina Kishimoto

Dr. Amelia Jenkins for Dr. Nathan Murata

Dr. Wai`ale`ale Sarsona

Cory Gordon

**Public Members:**

Jonathan Kissida,

Les Murashige

**Staff**

Lynn Hammonds, Executive Director

Tracey Idica, Specialist

Raymond Rodriguez, Specialist

# 2011- 2020 Strategic Plan

## Hawai`i Teacher Standards Board

### Table of Contents

INTRODUCTION .....	3
OVERVIEW .....	3
GOAL 1: Support rigorous, progressive teacher preparation and licensure standards and policies.....	4
GOAL 2: Enhance efficient customer service with Aloha .....	4
GOAL 3: Strengthen relationships with stakeholders.....	5
GOAL 4: Develop operations which maximize effectiveness.....	5
TIMELINE FOR PLAN IMPLEMENTATION.....	6

## INTRODUCTION

In 2010 the Hawaii Teacher Standards Board started an intensive self-study that has resulted in strengthened operations, revised policy, and a renewal of confidence and trust from teachers and the public. The Board has made significant progress in achieving four main goals:

- Support rigorous, progressive teacher preparation and licensure standards and policies.
- Enhance efficient customer service with Aloha.
- Strengthen relationships with stakeholders.
- Develop operations which maximize staff effectiveness.

This Strategic Plan provides a framework to guide the Board committees and Executive Director to accomplish these goals. This plan was implemented July 1, 2011 and extends to June 30, 2020.

## OVERVIEW

### History of HTSB

Act 240 of the Eighteenth Legislature, State of Hawaii, established the Hawaii Teacher Standards Board in 1995. The Board originally consisted of nine members, including four licensed teachers, three educational officers, the chairperson of the Board of Education, and the Dean of the University Of Hawaii College Of Education. That membership has been expanded to include two additional teachers, two members of the public. The HTSB has full responsibility for establishing teacher, school counselor and school librarian licensing standards, and issuing licenses to education professionals who meet the criteria. The Board issues three tiers of licenses and two kinds of special permits. The Board approves Hawaii based state approved teacher, counselor and librarian education programs (SATEP); reports to the federal government on licensing and teacher education programs; and approves, validates and adopts licensure tests. The Board also participates in efforts related to teacher quality, including support for National Board for Professional Teaching Standards (NBPTS) candidates. In addition, the Board establishes penalties for teacher misconduct that may result in the suspension or revocation of a license.

### Vision and Mission

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

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

## **GOAL 1: Support rigorous, progressive teacher preparation and licensure standards and policies.**

- Objectives
  - Generate state standards that reflect rigor and current best practice based on review of new national teacher education and teacher performance standards.
  - Evaluate Professional Fitness procedures to ensure public school keiki are protected.
  - Review existing licensure tests and additional options for validating content expertise.
  - In cooperation with national accreditors, offer training for reviewers and Hawaii preparation programs.
- Indicators
  - Revised State Approval of Teacher Education Standards
  - Revised Hawaii Teacher Performance Standards
  - Revised HRS
  - Revised Administrative rules
  - Revised policies which align with statute and administrative rules
  - Revised policies and procedures for investigation and evaluation of Professional Fitness files.
  - Revised licensure tests and implementation of additional methods of validating content expertise.
  - Revised SATEP Manual for provisional approval of new units and programs.

## **GOAL 2: Enhance efficient customer service with Aloha.**

- Objectives
  - Acknowledge telephone and email inquiries within two business days and resolve issues within five business days.
  - Process incoming documents within two business days including notification of receipt.
  - Improve percentage of customers marking service as “professional, friendly, and knowledgeable”.
  - Development of Operations Handbook for HTSB staff for reference and to better meet needs of customers.
- Indicators
  - Call/email ticket tracking showing time to resolution
  - Audit of mail log and online record tracking showing email notification of receipt of documents
  - Tally of responses to online customer service survey
  - HTSB Operations Handbook

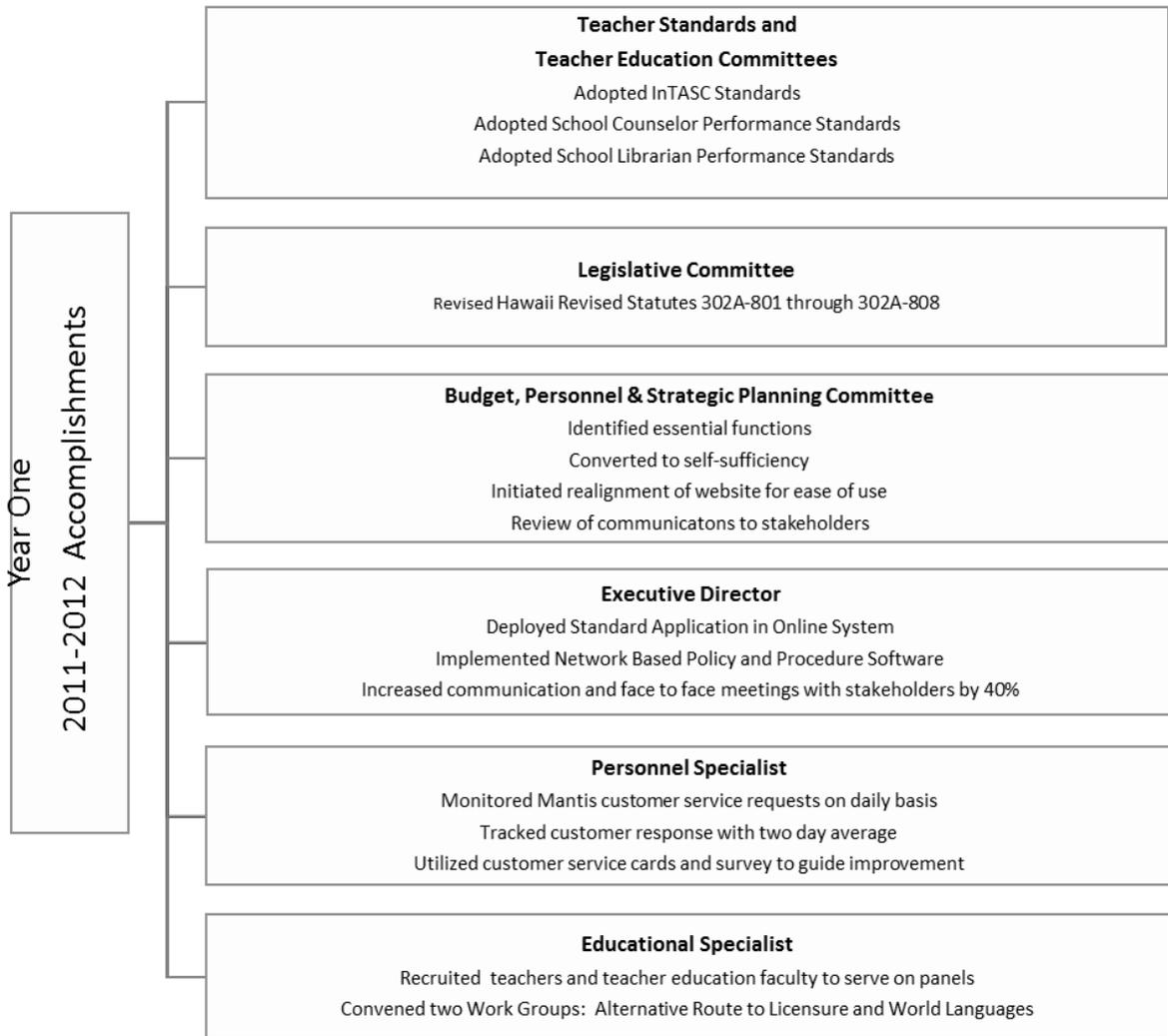
### **GOAL 3: Strengthen relationships with stakeholders.**

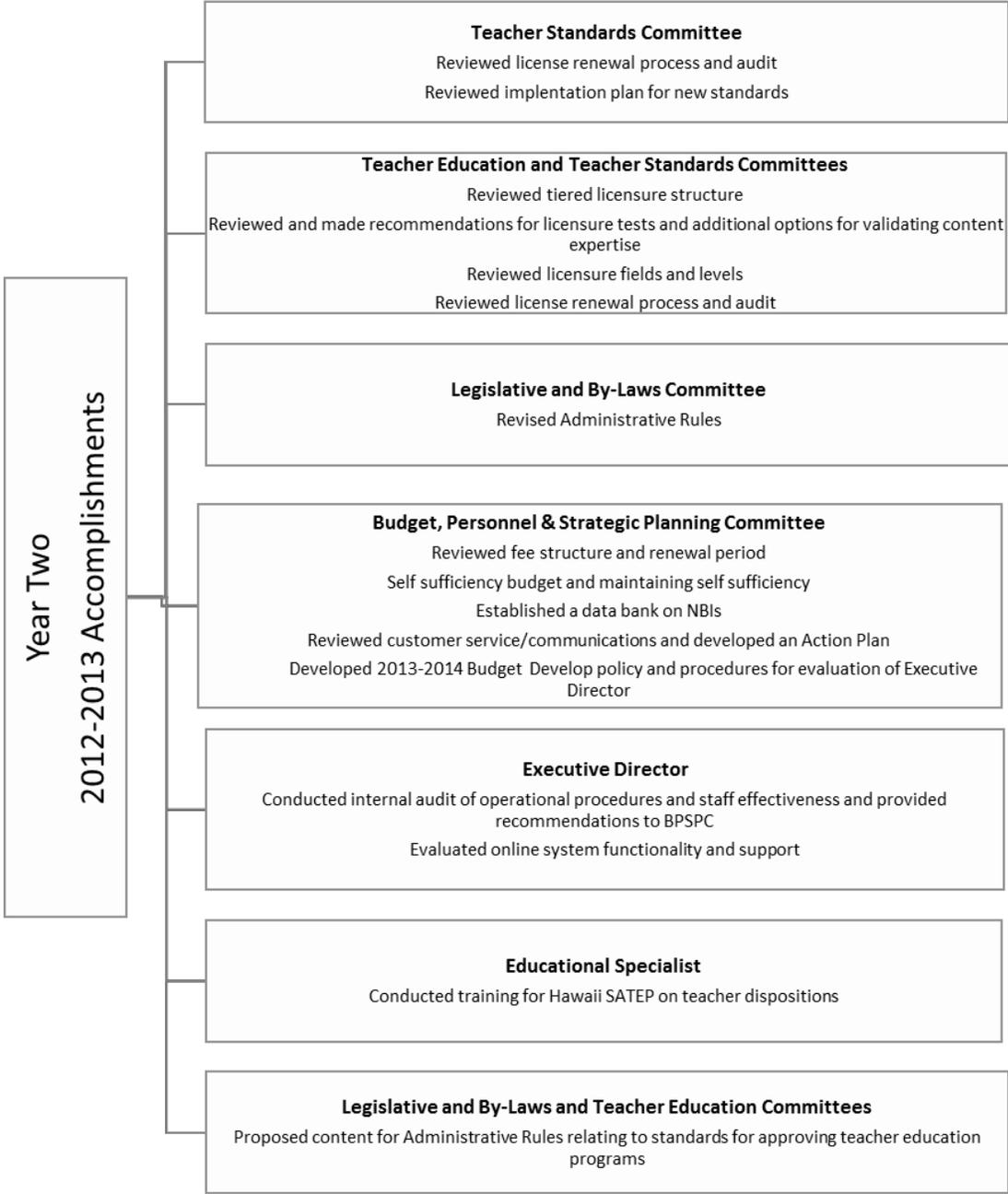
- Objectives
  - Provide opportunities for teachers and teacher education faculty to give direct feedback to the Board to influence policy. (e.g., Work Groups, Standard Setting Panels, NBPTS candidate support)
  - Utilize electronic media to effectively publicize HTSB information to teachers.
  - Increase and sustain regular communication with the Legislative Education Committees, the Department of Education, Hawaii State Teacher's Association, state approved teacher education programs.
  - Comprehensive survey of applicants and licensees at three year mark of Strategic Plan for feedback on successes and areas for improvement.
- Indicators
  - Number of teachers and teacher educators serving on work groups, panels and as NBPTS support providers
  - Record of memorandum, newsletters, reports, New Business Items, Executive Director reports posted on website
  - Record of contacts with stakeholders showing increase over time
  - Survey results and analysis of data for program improvements.

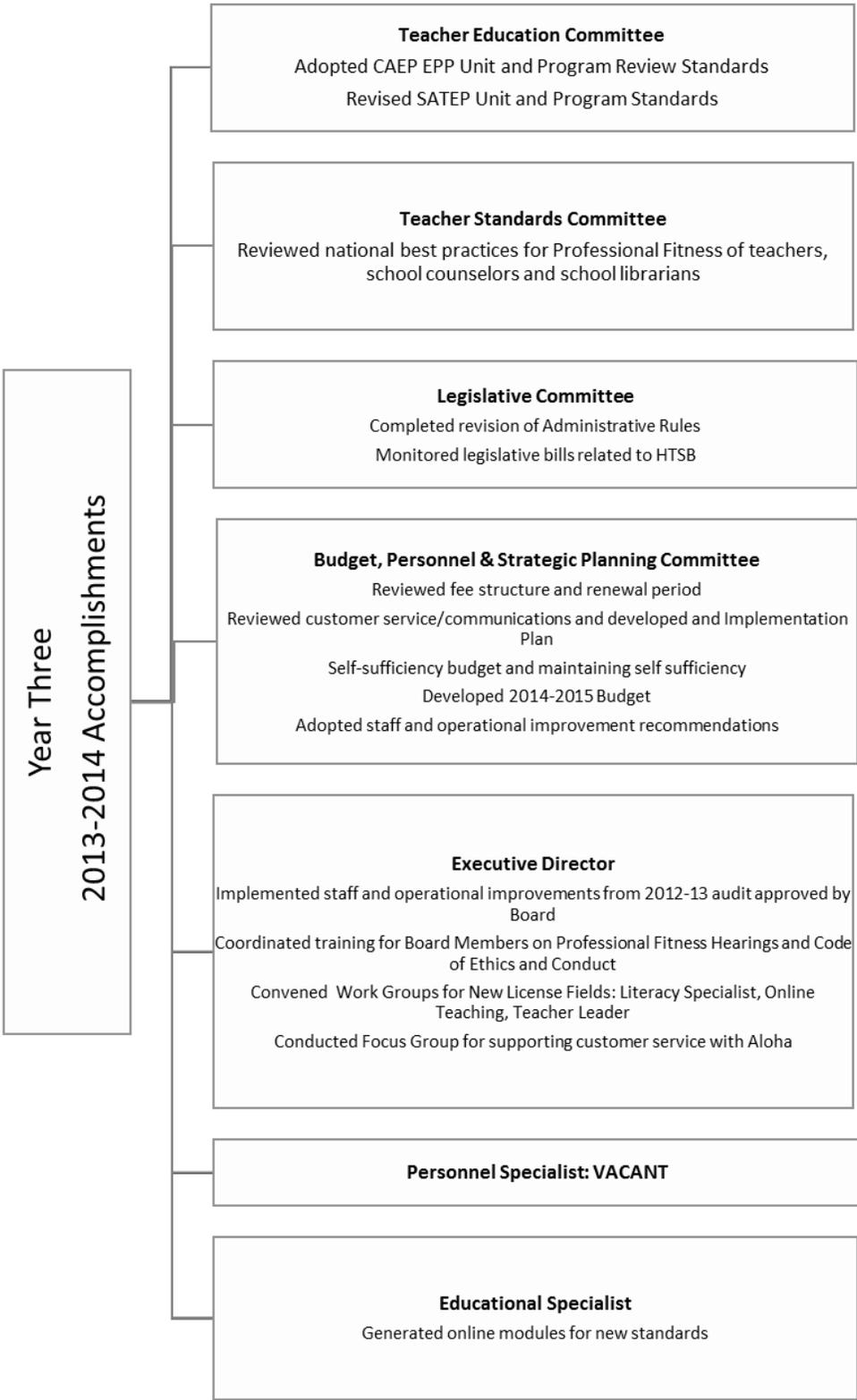
### **GOAL 4: Develop operations which maximize effectiveness.**

- Objectives
  - Deploy remaining phases in online system and monitor for usability and value.
  - Interface with other organizations to work toward data interface.
  - Review of essential and non-essential functions.
  - Conduct internal audit of operational procedures and staff effectiveness.
  - Deploy policy and procedure manual on networked server to expedite communication among staff and to ensure policies are consistently and appropriately implemented.
  - Review license fee structure and budget requirements to enable HTSB to become self-sufficient based on license fees.
- Indicators
  - Quarterly report to Board on status on online system phase deployments
  - Participation in data warehouse or interface among P-20 stakeholders and SATEP
  - Termination of non-essential functions
  - Report of audit on operations, procedures and staffing
  - Posted policies, staff meeting agendas, memos, emails on policy/procedure program
  - Revised fee structure which fully funds HTSB operations.

# TIMELINE FOR PLAN IMPLEMENTATION







**Year Four  
2014-2015 Accomplishments**

**Teacher Education Committee**  
Reviewed timeline for national review and performance assessments for EPPs

**Teacher Standards Committee**  
Reviewed criteria for Hawaiian standards and dual licensure

**Legislative and By-Laws Committee**  
Revised Hawaii Administrative Rules  
Reviewed and Updated HTSB By-Laws and Committee Structure  
Monitored legislative bills related to HTSB

**Budget, Personnel & Strategic Planning Committee**  
Customer Service/Communication Review ; updates to Action Plan; deploy Implementation Plan  
Deployed fees allowed in HAR  
Self sufficiency budget and maintaining self sufficiency

**Executive Director**  
Developed Operations Manual for HTSB staff  
Conducted statewide survey for feedback on customer service  
Conducted Work Groups on Hawaiian Standards and Licensure and Dual Licensure  
Began development of alternative route to licensure internship program for DOE and Charter teachers

**Personnel Specialist**  
Began training in all aspects of licensing and professional fitness

**Educational Specialist**  
Revised manual for Board and IHE EPP use of new CAEP and SATEP policies and procedures  
Developed new forms and timeline for provisional review of new units and programs

Year Five  
2015-2016 Accomplishments

**Teacher Education Committee**  
Reviewed DOE EES for alignment with EPP criteria so there is a continuum of training from preparation to licensure to license renewal

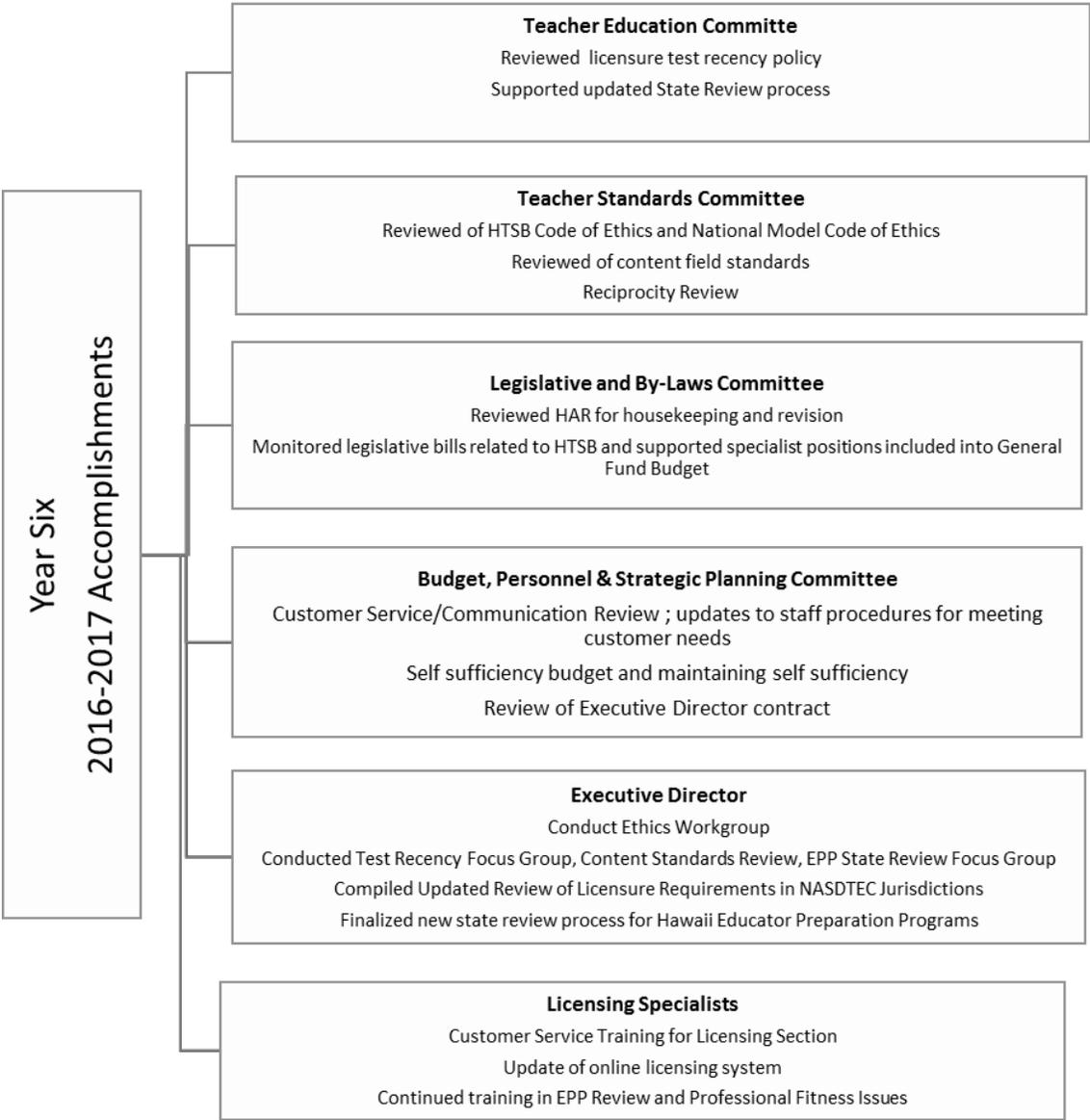
**Teacher Standards Committee**  
Training in educator ethics in pre-service to licensure to license renewal  
Reviewed DOE EES for alignment with EPP criteria so there is a continuum of training from preparation to licensure to license renewal

**Legislative and By-Laws Committee**  
Monitored legislative bills related to HTSB

**Budget, Personnel & Strategic Planning Committee**  
Monitored Customer Service procedures  
Self sufficiency budget and maintaining self sufficiency

**Executive Director**  
Convened Workgroups on Alternative Pathways to Licensure, Multiple Subject Licensure, STEM Licensure, and EPP Performance Assessments  
Established relationship with other CAEP and NCATE states to enlist out of state team members for participation EPP reviews

**Licensing Specialists**  
Conducted efficiency study of Licensing Section and implemented changes to improve effectiveness  
Completed training in EPP review and Professional Fitness issues



Year Seven  
2017-2018 Accomplishments

**Teacher Education Committe**  
Review pilot of State Review process  
Review clinical experience and common preparation program assessments

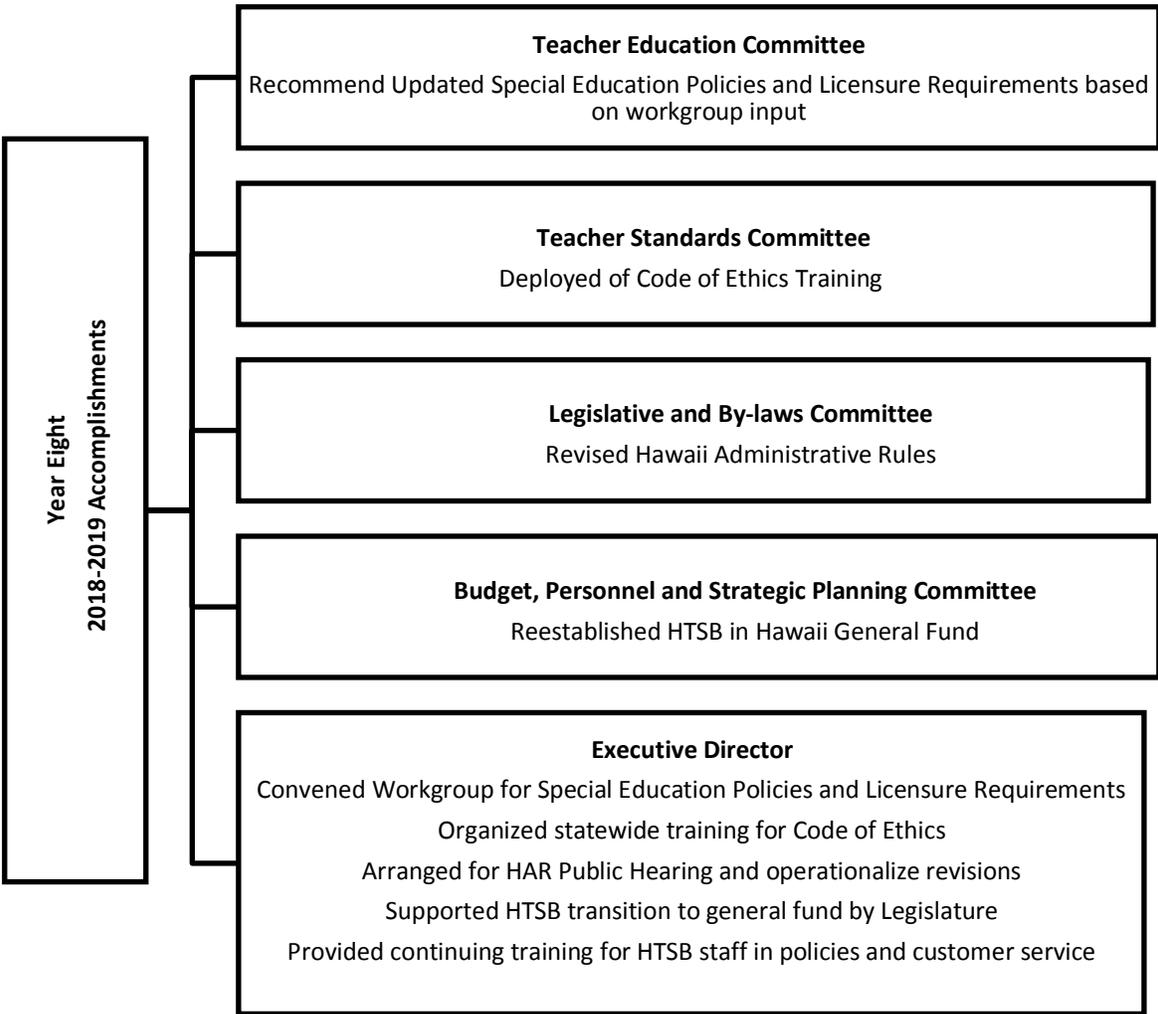
**Teacher Standards Committee**  
Review and recommend action on HTSB Code of Ethics, National Model Code of Ethics and Code of Conduct  
Review license fields and levels

**Legislative and By-Laws Committee**  
Finalize HAR revision and hold public hearing after Governor's approval  
Consider revision to HRS to increase membership for Native Hawaiian and ex officio Teacher Candidate representation

**Budget, Personnel & Strategic Planning Committee**  
Staffing review  
Building reserve for the future

**Executive Director**  
Convene Work Groups: Ethics/Conduct; License Fields/Levels; Clinical Practice/Common Assessments  
Convene Focus Groups: Ethnomathematics; Middle Level Education  
Deploy and pilot state review process for Hawaii Educator Preparation Programs  
Develop communication with Hawaii's transitioning military/spouses

**Licensing Specialists**  
Monitor and support deployment of online licensing system  
In coordination with Executive Director, update procedures for audits of License Renewals and License Compliance



Year Nine  
2019-2020 Goals

**Teacher Education Committee**  
Hold training for Hawaii EPP in the accreditation process

**Teacher Standards Committee**  
Review of teacher preparation, teaching, and content standards for possible revision  
Monitor Model Code of Ethics training

**Legislative and By-laws Committee**  
Review of by-laws  
Monitor legislative bills for education

**Budget, Personnel and Strategic Planning Committee**  
Monitor budget  
Review staffing and facilities

**Executive Director**  
Convene Board retreat to update strategic plan goals for 2020-2021  
Convene workgroup of EPP for feedback on requirements  
In consultation with specialists, develop communications plan for HTSB  
Begin conversation on licensing of other education professionals

**Specialists**  
Develop and deploy statewide Model Code of Ethics training  
Develop and implement National Board statewide support and recognition  
Compile report on eligible EAs and substitutes regarding licensure

**New Business Item 19-12**  
Introduced November 15, 2019  
Approved November 15, 2019

**TITLE: Approval of Association for Advancing Quality in Educator Preparation  
Provider Review Process**

---

---

The Hawaii Teacher Standards Board approves the following cooperation framework for Educator Preparation Provider (EPP) review for Hawaii units seeking accreditation from AAQEP.

A Hawaii EPP unit must submit all initial licensure and added field programs to AAQEP for review, unless the programs are to be reviewed by a specialty organization approved by the HTSB.

A successful AAQEP accreditation review and decision may be submitted to the HTSB in lieu of having a state review.

This framework shall take effect on November 15, 2019, and remain in effect until the framework is revised by mutual consent of the HTSB and AAQEP.

**Submitted by:** Felicia Villalobos

**Referred to:** Teacher Education Committee

**November 15, 2019**

## **HTSB — AAQEP COOPERATION FRAMEWORK**

### **QUALITY ASSURANCE COOPERATION AGREEMENT**

between the

Hawaii Teacher Standards Board

and the

Association for Advancing Quality in Educator Preparation

This agreement establishes a framework for cooperation between the Hawaii Teacher Standards Board (HTSB) and the Association for Advancing Quality in Educator Preparation (AAQEP) with regard to quality assurance activities in support of educator preparation in the State of Hawaii. The purpose of this agreement is to support quality assurance, continuous improvement, and innovation in educator preparation by entities approved by the Hawaii Teacher Standards Board as they seek and maintain national accreditation through AAQEP.

AAQEP affirms HTSB's efforts to ensure quality preparation of educators to meet the needs of Hawaii's children, families, schools, and communities and commits to ensuring quality educator preparation by providers approved by HTSB. By entering this agreement, HTSB affirms AAQEP's mission of promoting and recognizing quality educator preparation that strengthens the education profession's ability to serve all students, schools, and communities.

#### **1. Standards Used in Quality Assurance Reviews in Hawaii**

Quality Assurance Reviews conducted by AAQEP in Hawaii will be guided by the current version of the AAQEP standards (available at [www.aaqep.org](http://www.aaqep.org)) and in keeping with AAQEP policy regarding the application of those standards. In conducting reviews of programs approved by HTSB AAQEP will require that all relevant HTSB standards and Commissioner's Regulations be addressed.

In addition, providers are welcome to orient their Quality Assurance Review to other relevant professional standards (for example, those from professional associations such as the National Council for Social Studies (NCSS), the International Literacy Association (ILA), the National Council for Teachers of Mathematics (NCTM), etc.).

#### **2. Scope of Quality Assurance Reviews in Hawaii**

The scope of AAQEP accreditation sought by providers in Hawaii must include all programs registered with the HTSB that require continuous accreditation under the Commissioner's Regulations as specified in Hawaii Administrative Rules 8-54-19 through 8-54-30.

In addition to programs specified above which must be included in the Quality Assurance Review, the provider may, at its discretion, choose to include additional programs of study

leading to a degree or certificate designed for those intending to work as, or already working as, educational professionals. For such programs of study, where no state standards are available or specified, the provider shall identify any standards in addition to the AAQEP standards to which its program is aligned.

### **3. Quality Assurance Review Process**

All Quality Assurance Reviews conducted by AAQEP will be guided by AAQEP's policies and procedures as specified in the Guide to Accreditation, available at [www.aaqep.org](http://www.aaqep.org). AAQEP's process includes an optional proposal review stage two to three years prior to a scheduled site visit. All Quality Assurance Reviews include an off-site review two months prior to each site visit, conducted virtually, which HTSB staff are welcome to attend, and an on-site visit the scope of which is determined by program size and complexity.

### **4. Quality Assurance Review Team Composition**

AAQEP will appoint a sufficient number of Quality Assurance Review Team members to each review case to ensure that the review is carried out thoroughly and efficiently. Each AAQEP review team will include at least one educational practitioner from Hawaii nominated by the provider hosting the review; that practitioner will receive training and support from AAQEP. The local practitioner(s) will support the review team's understanding of and respect for the local and state educational context.

In addition to the AAQEP-appointed members, one or more HTSB staff member(s) may participate as observers. Other observers, including those seeking a better understanding of the AAQEP process, may participate as agreed to by AAQEP and the host institution.

### **5. Reviewer Preparation and Qualifications**

All review team members will meet AAQEP preparation and quality requirements. Reviewer training and professional learning opportunities will be made available to HTSB staff at no cost (The provider is responsible for travel expenses of one HTSB observer for the duration of the onsite visit); HTSB observers need not have participated in the training as a condition for joining review teams as observers.

### **6. Relation of Accreditation to Program Approval**

[AAQEP review and accreditation may be presented to the HTSB for consideration of state approval of programs leading to recommendation for state licensure.

### **7. Accreditation Decisions**

AAQEP accreditation decisions are made by the AAQEP Accreditation Commission. Accreditation statuses and terms are detailed in AAQEP's Guide and policy documents, available at [www.aaqep.org](http://www.aaqep.org). Full accreditation is for a term of 7 years. Observers from HTSB are welcome to attend meetings of the Accreditation Commission at which cases of Hawaii providers are considered (meetings are typically conducted via video conference). Accreditation decisions, including the reports on which decisions are based and the Accreditation Commission's rationale for each decision, will be shared with the designated

office at HTSB, which for purposes of this agreement is:

By email to the HTSB Executive Director

## **8. Communication and Logistics of Collaboration**

Providers seeking AAQEP accreditation will ensure that HTSB is apprised of the schedule of accreditation activities, particularly of target site visit dates; providers will also send electronically a final copy of or links to the final version of their Quality Assurance Report (the self-study) to HTSB at the same time they provide it to AAQEP.

AAQEP will communicate scheduled times of off-site and on-site reviews with HTSB staff and schedules for such events at least three weeks in advance. AAQEP will also apprise designated HTSB staff of the schedule of Accreditation Commission meetings at which cases from Hawaii institutions will be considered. In addition, AAQEP will provide designated HTSB staff with copies of all reports or official letters for Hawaii providers generated by the review team and by the Accreditation Commission.

## **9. AAQEP Capacity Review and Formative Support Options**

AAQEP will make available to Hawaii providers, in cooperation with and at the discretion of HTSB, two additional services:

- At HTSB's request, AAQEP will conduct capacity reviews of entities seeking first-time approval as an educator preparation provider. Such reviews will be conducted prior to the operation of the program to provide HTSB with a third-party review to inform a program approval decision. Such reviews will be designed and conducted in partnership with HTSB using the AAQEP standards as the framework.
- AAQEP also facilitates program and provider improvement for entities that have identified specific shortcomings in their work, including cases where shortcomings have been identified through external evaluations such as state or accreditation reviews. AAQEP will enter into an agreement with the provider and HTSB to establish a timeline, priorities, and outcomes for such reviews.

## **10. Membership**

AAQEP views cooperation among accreditors, educator preparation providers, and SEAs as essential to effective quality assurance. It enters into this agreement with the intent of supporting both HTSB and providers authorized by it in ensuring the preparation of excellent and effective teachers and other professional educator. Hawaii agrees to join AAQEP as a state member at no cost in support of these goals.

In support of shared goals, AAQEP will provide supportive services including workshops and webinars to providers in Hawaii at reasonable cost. HTSB staff may participate in any AAQEP activities offered within Hawaii at no cost (AAQEP cannot cover travel expenses, meals, or lodging). AAQEP will also provide one HTSB staff member with a no-cost registration to its Annual Quality Assurance Symposium and provide any additional HTSB staff registration at the reduced member rate. In addition, HTSB staff may participate in AAQEP professional learning events, including reviewer training, at no cost (travel, etc., excepted, as above).

---

*Mark LaCelle-Peterson*

*Date*

*CEO and President,  
AAQEP*

---

*Lynn Hammonds*

*Date*

*HTSB Executive Director  
Hawaii Teacher Standards Board*

**New Business Item 19-13**  
Introduced November 15, 2019  
Approved November 15, 2019

**TITLE: Consideration of Revision of Teaching Level for University of Hawaii at Manoa Literacy Specialist Program**

---

---

The Hawaii Teacher Standards Board approves a change in the level of the University of Hawaii at Manoa Literacy Special Program from K-12 to P-12. The attached memorandum submitted by the unit explains that the International Reading Association and International Dyslexia Association standards are based on literacy from pre-kindergarten through high school, and the curriculum and assignments currently require candidates to focus on grade levels from pre-kindergarten through grade twelve. This change will accurately reflect the current levels and focus of the Literacy Specialist program.

**Submitted by:** Felicia Villalobos

**Referred to:** Teacher Education Committee

**New Business Item 19-14**  
Introduced November 15, 2019  
Approved November 15, 2019

**TITLE: Consideration of Extension of Chaminade University of Honolulu's  
Teacher Leader Program State Approval**

---

The Hawaii Teacher Standards Board grants an extension of the provisional approval of their Teacher Leader Program through December 31, 2023, to allow this program to be reviewed with all other unit licensure programs during the unit's Association for Advancing Quality in Educator Preparation (AAQEP) accreditation review, scheduled for April 2023.

**Submitted by:** Felicia Villalobos

**Referred to:** Teacher Education Committee

**TITLE: Consideration of Letter of Intent from Wayland Baptist University to Plan a Hawaii Educator Preparation Program**

---

---

The Hawaii Teacher Standards Board approves the Letter of Intent from Wayland Baptist University, requesting permission to plan an Educator Preparation Programs in the following fields:

Name of Program	License Fields	License Levels
Bachelor of Applied Science	Early Childhood Education	PK-K
Bachelor of Science Interdisciplinary Studies	Elementary Education	K-6
Post baccalaureate licensure	Elementary Education*	K-6
Bachelor of Arts	Elementary Education with Special Education	K-6
Master of Education	Special Education	K-12
Bachelor of Science Interdisciplinary Studies	Special Education	K-6
Bachelor of Arts	Social Studies	6-12
Bachelor of Arts	English	6-12
Master of Education with Secondary Licensure	English, History, Social Studies	6-12

Wayland Baptist University must work with the HTSB Executive Director, or her designee, and submit a report explaining how it will prepare its candidates for all requirements as listed in Hawaii Administrative Rules 8-54-19:

- (1) The unit must provide evidence that their candidates meet the performance standards as applicable, that are contained in Appendix A, B, C, of HTSB's Administrative Rules;

- (2) The unit must provide evidence that their candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics;
- (3) The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:
  - (A) The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching;
  - (B) Student standards adopted by the department;
  - (C) Teaching of reading including working with students of reading difficulties;
  - (D) Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;
  - (E) Working effectively with students who are limited English proficient;
  - (F) Working with gifted and talented students; and 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.
- (4) Each program must provide evidence that their candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.
- (5) Clinical experience must meet one of the following requirements:
  - (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
  - (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
  - (C) Passing a board approved performance assessment

normed for Hawaii in combination with any other requirements determined by the EPP.

Under Hawaii Administrative Rules 8-54-2.4, the following fees shall be assessed and received for each unit and license field before the review can begin:

- Unit fee: \$1,000
- Each license field requested: \$500 per field

The review team will submit its report to the HTSB Teacher Education Committee, which will submit its recommendation to the Board for consideration. The unit may not advertise or accept candidates for a Hawaii program until the HTSB has received, reviewed, and considered the review team's recommendation.

**Submitted by:** Felicia Villalobos

**Referred to:** Teacher Education Committee

**TITLE: Consideration of Letter of Intent from Teach Now to Plan a Hawaii Educator Preparation Program**

---

---

The Hawaii Teacher Standards Board approves the Letter of Intent from TEACH-NOW Graduate School of Education to plan a Hawaii Educator Preparation Program in the following fields:

- Elementary Education K-6
- Special Education PK-3, K-6, 6-8, 6-12, P-12, K-12
- Teaching English to Speakers of Other Languages PK-3, K-6, 6-8, 6-12, P-12, K-12
- Science 6-12, 6-8
- English 6-12, 6-8
- Mathematics 6-12, 6-8
- Government/Political Science 6-12
- Economics 6-12
- Drama/Theater Arts K-6, 6-12, K-12
- Career and Technical Education-Business K-6, 6-12, K-12
- Japanese K-6, 6-8, 6-12, K-12
- Korean K-6, 6-8, 6-12, K-12

TEACH-NOW must submit the following for review by a team convened by the HTSB Executive Director or her designee:

TEACH-NOW's Council for Accreditation of Educator Preparation (CAEP) accreditation report that resulted in its accreditation for the term April 2017 through June 2024 and the CAEP notification outlining TEACH-NOW's accreditation decision.

TEACH-NOW must also submit a report explaining how it will prepare its candidates for all requirements as listed in Hawaii Administrative Rules 8-54-19:

- (1) The unit must provide evidence that their candidates meet the performance standards as applicable, that are contained in Appendix A, B, C, of HTSB's Administrative Rules;
- (2) The unit must provide evidence that their candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics;
- (3) The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:
  - (A) The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching;
  - (B) Student standards adopted by the department;
  - (C) Teaching of reading including working with students of reading difficulties;
  - (D) Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;
  - (E) Working effectively with students who are limited English proficient;
  - (F) Working with gifted and talented students; and 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.
- (4) Each program must provide evidence that their candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

- (5) Clinical experience must meet one of the following requirements:
- (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
  - (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
  - (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

Under Hawaii Administrative Rules 8-54-2.4, the following fees shall be assessed and received for each unit and license field before the review can begin:

- Unit fee: \$1,000
- Each license field requested: \$500 per field

The review team will submit its report to the HTSB Teacher Education Committee, which will submit its recommendation to the Board for consideration. The unit may not advertise or accept candidates for a Hawaii program until the HTSB has received, reviewed, and considered the review team's recommendation.

**Submitted by:** Felicia Villalobos

**Referred to:** Teacher Education Committee

**TITLE: Consideration of Recommendations from HTSB Annual Educator Preparation Provider Completer Audit**

---

The Hawaii Teacher Standards Board licensing staff conducted the 2019 annual Educator Preparation Provider (EPP) program completer audit between September 19 and October 9, 2019. The following are the audit results for each EPP.

At each audit, the following was reviewed for a random sample of program completers reported between July 1, 2018 – June 30, 2019:

- Basic skills verification completed prior to program entry
- Content knowledge verification completed before student teaching
- Student teaching/internship placement verification as appropriate for license field recommendation

The following providers met all audit criteria:

- Brigham Young University-Hawaii
- Chaminade University of Honolulu
- iTEACH-Hawaii
- Kahoiwai
- Kahuawaiola Indigenous Teacher Education Program
- Leeward Community College
- Teach for America
- University of Hawaii at Hilo
- University of Hawaii at Manoa
- University of Hawaii at West Oahu
- University of Phoenix

The following provider did not meet all audit criteria:

- Hawaii Pacific University:

Violation of New Business Item 09-30, adopted December 17, 2009, which states:

Candidates admitted on or after August 1, 2011 must pass the Hawaii required content test(s) prior to being placed in a school for student teaching/internship. In the absence of a Hawaii validated content test, candidates shall have satisfactorily completed a college major or a minimum of 30 college credits in the subject area to be taught prior to being placed in a school for student teaching/internship. Candidates who are enrolled in a World Language SATEP in their native language may submit the American Council on the Teaching of Foreign Languages (ACTFL) Official ACTFL Oral Proficiency Interview (OPI) with a minimum rating of “Advanced Low” prior to being placed in a school for student teaching/internship.

- Five completers passed their content knowledge Praxis examinations after they had already completed their clinical experience.
- HPU also stated that there would be one additional irregularity in the 19-20 Annual Audit.

Violation of New Business Item 12-27, adopted March 15, 2013, which states:

Candidates shall be placed in student teaching settings at the appropriate grade levels and in the subjects or school roles (e.g., school counselor, school librarian) for which they are seeking a license.

- Two completers did not have clear documentation (“Clinical Practice Evaluation Form”) of the field and level of the student teaching placement.

The HTSB affirms the following recommendations based on the audit:

1. Hawaii Educator Preparation Providers meeting all audit requirements are commended.
2. Hawaii Pacific University is reprimanded for violations resulting in not meeting audit requirements. HPU shall:
  - a. Submit documentation for all student teachers/interns to HTSB, on a

form provided by HTSB staff, prior to any teacher candidate's student teaching/internship placement to verify:

- i. License field and grade level of candidate's program
  - ii. Location of placement, including subject and grade level
  - iii. Name of cooperating teacher
  - iv. Basic skills requirement verification
  - v. Content knowledge requirement verification
- b. Have all program completers audited in the 2020 EPP annual audit;

If additional violations are found, the HTSB may take action on Hawaii Pacific University's state approval, including suspension or revocation.

**Submitted by:** Felicia Villalobos

**Referred to:** Teacher Education Committee

**New Business Item 19-18**  
Introduced November 15, 2019  
Approved November 15, 2019

**TITLE: Adoption of Educational Testing Service (ETS) ProEthica Professional Development Program**

---

The Hawaii Teacher Standards Board adopts the ETS ProEthica Professional Development Program for use by Hawaii pre-service and in-service educators to develop an awareness and understanding of educator ethics and ethical dilemmas in daily teaching practice.

The HTSB also directs the Executive Director, or her designee, to meet with Hawaii public and private schools to familiarize them with this professional development opportunity, both as a “stand alone” program and as a collaboration with ETS and Teaching Channel, for use by their educators in preparation programs and as professional development for in-service teachers.

The HTSB also directs the Executive Director to develop a comprehensive plan for training opportunities in educator ethics for Hawaii educators, to be presented to the HTSB at their September 2020 business meeting.

**Submitted by:** Felicia Villalobos

**Referred to:**

**TITLE: License Affirmation**

---

---

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

**Submitted by:** Felicia Villalobos

**Referred to:**

<b>INITIAL LICENSES:</b>				
<b>ADVANCED</b>				
<b>Last Name</b>	<b>First Name</b>	<b>License Field</b>	<b>Effective Date</b>	<b>Expiration Date</b>
Brown	Pamela	Special Education - Mild/Moderate (K-12)	10/1/2019	6/30/2030
Careaga	Tonya	Spanish (K-12)	8/1/2019	6/30/2030
Cunningham	Crystal	English (6-12)	8/1/2019	6/30/2030
Hong	Chu Hyung	Algebra I (6-12)	10/1/2019	6/30/2030
Hong	Chu Hyung	English (6-12)	10/1/2019	6/30/2030
Hong	Chu Hyung	Teacher Leader ( )	10/1/2019	6/30/2030
Jin	Dae	Elementary Education (K-6)	10/1/2019	6/30/2030
Jin	Dae	School Counselor (K-12)	10/1/2019	6/30/2030
Jin	Dae	Special Education - Mild/Moderate (K-12)	10/1/2019	6/30/2030
Jin	Dae	Teacher Leader ( )	10/1/2019	6/30/2030
Kautz	Meagan	Elementary Education (K-6)	9/1/2019	6/30/2030
Lucas	Diane	Elementary Education (K-6)	8/1/2019	6/30/2030
Lucas	Diane	Teacher Leader ( )	8/1/2019	6/30/2030
Mafnas	Joelyn	Elementary Education (K-6)	8/1/2019	6/30/2030
Mapson	Kerrick	English (6-8)	9/1/2019	6/30/2030
Mapson	Kerrick	Science (6-8)	9/1/2019	6/30/2030
Marionni	Christopher	Elementary Education (K-6)	9/1/2019	6/30/2030
Martin	Courtney	History (6-12)	9/1/2019	6/30/2030
Mcmullan	Kelli	Elementary Education (K-6)	10/1/2019	6/30/2030
Mcmullan	Kelli	English (6-12)	10/1/2019	6/30/2030
Mcmullan	Kelli	Teaching English to Speakers of Other Languages (TESOL) (6-8)	10/1/2019	6/30/2030
Morris	Jennifer	Elementary Education (K-6)	9/1/2019	6/30/2030
Nishibun	Jaimee	Elementary Education (K-6)	10/1/2019	6/30/2030
Nishibun	Jaimee	Special Education - Mild/Moderate (K-12)	10/1/2019	6/30/2030
Nishibun	Jaimee	Teacher Leader ( )	10/1/2019	6/30/2030
Noy	Gideon	Mathematics (6-12)	9/1/2019	6/30/2030
Okita	Logan	Early Childhood Education (P-3)	9/1/2019	6/30/2030
Okita	Logan	Elementary Education (K-6)	9/1/2019	6/30/2030
Okita	Logan	Teacher Leader ( )	9/1/2019	6/30/2030
Sai	Sherri	Elementary Education (K-6)	10/1/2019	6/30/2030
Sai	Sherri	Special Education - Mild/Moderate (K-12)	10/1/2019	6/30/2030
Sai	Sherri	Teacher Leader ( )	10/1/2019	6/30/2030
Sandoval	Natalia	Special Education - Mild/Moderate (K-6)	10/1/2019	6/30/2030
Sandoval	Natalia	Special Education - Mild/Moderate (P-12)	10/1/2019	6/30/2030
Sandoval	Natalia	Special Education - Mild/Moderate (P-3)	10/1/2019	6/30/2030
Seghier	Morsli	French (6-12)	9/1/2019	6/30/2030
Seghier	Morsli	Mathematics (6-12)	9/1/2019	6/30/2030
Seghier	Morsli	Physics (6-12)	9/1/2019	6/30/2030

Smith	Joshua	CTE - Industrial and Engineering Technology (K-12)	8/1/2019	6/30/2030
Smith	Joshua	Elementary Education (K-6)	8/1/2019	6/30/2030
Summers	Elisabeth	Music (K-12)	8/1/2019	6/30/2030
Takeda	Michael	Elementary Education (K-6)	9/1/2019	6/30/2030
Takeda	Michael	Special Education (K-12)	9/1/2019	6/30/2030
Thompson	Brandy	Mathematics (6-12)	9/1/2019	6/30/2030
Valdez	Jo-Hannah Liz	Mathematics (6-12)	10/1/2019	6/30/2030
Welhan	Jillian	Mathematics (6-12)	10/1/2019	6/30/2030
<b>STANDARD</b>				
<b>Last Name</b>	<b>First Name</b>	<b>License Field</b>	<b>Effective Date</b>	<b>Expiration Date</b>
Adams-Holden	Kathleen	Biology (6-12)	10/1/2019	6/30/2025
Adams-Holden	Kathleen	Chemistry (6-12)	10/1/2019	6/30/2025
Adams-Holden	Kathleen	Physics (6-12)	10/1/2019	6/30/2025
Adkins	Ericka	Spanish (K-12)	10/1/2019	6/30/2025
Alexis	Jonas	Mathematics (6-12)	9/1/2019	6/30/2025
Baker	Jeannine	Social Studies (6-12)	10/1/2019	6/30/2025
Balubar	Keolaokekai	Special Education - Mild/Moderate (K-12)	10/1/2019	6/30/2025
Bartlett	Maria	English (6-12)	8/1/2019	6/30/2025
Bartow	Jenna	English (6-12)	9/1/2019	6/30/2025
Bartow	Jenna	Special Education (6-12)	9/1/2019	6/30/2025
Beisso	Matilde	School Counselor (K-12)	8/1/2019	6/30/2025
Bell	Melissa	Early Childhood Education (P-3)	10/1/2019	6/30/2025
Bene	Kyle	Health (6-12)	10/1/2019	6/30/2025
Bene	Kyle	Physical Education (K-12)	10/1/2019	6/30/2025
Bennington	Robert	CTE - Business (6-12)	10/1/2019	6/30/2025
Bennington	Robert	Social Studies (6-12)	10/1/2019	6/30/2025
Bennington	Robert	Special Education (K-12)	10/1/2019	6/30/2025
Boersma	Monica	Special Education (K-12)	9/1/2019	6/30/2025
Bolivar	Marisa	Elementary Education (K-6)	8/1/2019	6/30/2025
Bolivar	Marisa	Special Education (K-6)	8/1/2019	6/30/2025
Bolivar	Marisa	Special Education - Deaf/Hard of Hearing (K-12)	8/1/2019	6/30/2025
Borrmann	Lori	School Counselor (K-12)	10/1/2019	6/30/2025
Bounos	Rockwell	Special Education - Mild/Moderate (6-12)	10/1/2019	6/30/2025
Branstetter	Amy	Elementary Education (K-6)	10/1/2019	6/30/2025
Branstetter	Amy	Special Education (K-12)	10/1/2019	6/30/2025
Branstetter	Amy	Teaching English to Speakers of Other Languages (TESOL) (K-12)	10/1/2019	6/30/2025
Brown	Ilissa	Early Childhood Education (P-3)	8/1/2019	6/30/2025
Brown	Ilissa	Elementary Education (K-6)	8/1/2019	6/30/2025
Brown	Molly	Mathematics (6-12)	10/1/2019	6/30/2025
Bucellato	Angela	Special Education - Severe/Profound (K-6)	8/1/2019	6/30/2025
Bui	Hanh	Chemistry (6-12)	8/1/2019	6/30/2025

Burzynski	Kathleen	Music (K-12)	8/1/2019	6/30/2025
Caires	Stacie	Special Education - Mild/Moderate (K-12)	8/1/2019	6/30/2025
Cambonga	Leila Ann	Elementary Education (K-6)	8/1/2019	6/30/2025
Caraang	Jessica	English (6-12)	8/1/2019	6/30/2025
Caraang	Jessica	Teaching English to Speakers of Other Languages (TESOL) (6-12)	8/1/2019	6/30/2025
Carter	Kuiyin	Elementary Education (K-6)	10/1/2019	6/30/2025
Carter	Kuiyin	School Counselor (K-12)	10/1/2019	6/30/2025
Carter	Kuiyin	Special Education (K-6)	10/1/2019	6/30/2025
Catian	Jerusha	Elementary Education (K-6)	10/1/2019	6/30/2025
Ceriale	Hazel	Elementary Education (K-6)	10/1/2019	6/30/2025
Cessna	Michael	Social Studies (6-12)	9/1/2019	6/30/2025
Chavez	Cherrie	Elementary Education (K-6)	9/1/2019	6/30/2025
Chilwan	Nadya	Special Education (K-6)	10/1/2019	6/30/2025
Clarke	Erika	School Counselor (K-12)	9/1/2019	6/30/2025
Claypool	Tia	School Counselor (K-12)	10/1/2019	6/30/2025
Claypool	Tia	Special Education - Mild/Moderate (K-12)	10/1/2019	6/30/2025
Cockcroft	Eric	Science (6-12)	10/1/2019	6/30/2025
Craig	Adriana	French (6-12)	9/1/2019	6/30/2025
Cruse	Cindy	Early Childhood Education (P-3)	8/1/2019	6/30/2025
Cruse	Cindy	Special Education - Mild/Moderate (P-3)	8/1/2019	6/30/2025
Dedwylder	Erin	English (6-12)	8/1/2019	6/30/2025
Denton	Daniel	English (6-8)	10/1/2019	6/30/2025
Denton	Daniel	Social Studies (6-8)	10/1/2019	6/30/2025
Denton	Daniel	Spanish (6-12)	10/1/2019	6/30/2025
Dicostanzo	David	Social Studies (6-12)	8/1/2019	6/30/2025
Dieterich	Dana	Elementary Education (K-6)	9/1/2019	6/30/2025
Dieterich	Dana	Special Education (K-6)	9/1/2019	6/30/2025
Dieterich	Dana	Special Education (P-3)	9/1/2019	6/30/2025
Duke	David	Drama/Theater Arts (6-12)	8/1/2019	6/30/2025
Duke	David	Speech (6-12)	8/1/2019	6/30/2025
Dunham	Lora	Elementary Education (K-6)	8/1/2019	6/30/2025
Elizondo	Jennifer	Early Childhood Education (P-3)	8/1/2019	6/30/2025
Farias	Winona	Elementary Education (K-6)	10/1/2019	6/30/2025
Fields	Heather	Elementary Education (K-6)	8/1/2019	6/30/2025
Flower	Jessica	Physical Education (K-12)	8/1/2019	6/30/2025
Gallardo	Kendrah	Elementary Education (K-6)	8/1/2019	6/30/2025
Gammon	Emily	English (6-8)	9/1/2019	6/30/2025
Gandy	Genevieve	Special Education (K-12)	10/1/2019	6/30/2025
Gomez	Jonathan	Mathematics (6-12)	10/1/2019	6/30/2025
Gonzalez	Cesar	Spanish (6-12)	10/1/2019	6/30/2025
Gonzalez	Cesar	Special Education - Mild/Moderate (K-12)	10/1/2019	6/30/2025
Gormley	Daniel	Health (K-12)	10/1/2019	6/30/2025
Gormley	Daniel	Physical Education (K-12)	10/1/2019	6/30/2025

Greene	Julie	Biology (6-12)	10/1/2019	6/30/2025
Greene	Julie	Reading (K-12)	10/1/2019	6/30/2025
Greene	Julie	Special Education (P-12)	10/1/2019	6/30/2025
Guaglione	Mark	History (6-12)	10/1/2019	6/30/2025
Hall	Eric	CTE - Business (K-12)	10/1/2019	6/30/2025
Hall	Eric	CTE - Industrial and Engineering Technology (K-12)	10/1/2019	6/30/2025
Hall	Eric	History (6-12)	10/1/2019	6/30/2025
Hauser-Choate	Shannon	Mathematics (6-12)	8/1/2019	6/30/2025
Hayes	Michele	Special Education (P-12)	8/1/2019	6/30/2025
Heinold	Joslyn	Early Childhood Education (P-3)	10/1/2019	6/30/2025
Heinold	Joslyn	Elementary Education (K-6)	10/1/2019	6/30/2025
Helton	Lauren	Elementary Education (K-6)	8/1/2019	6/30/2025
Hockett	Kimberly	Social Studies (6-12)	8/1/2019	6/30/2025
Howard	Leslie	Social Studies (6-12)	10/1/2019	6/30/2025
Hudecek	Jill	English (6-12)	10/1/2019	6/30/2025
Hunt	Karen	Mathematics (6-8)	10/1/2019	6/30/2025
Hunt	Karen	Social Studies (6-8)	10/1/2019	6/30/2025
Jardin	Gavin	Physical Education (6-12)	8/1/2019	6/30/2025
Jones	Wendy	Elementary Education (K-6)	8/1/2019	6/30/2025
Jones	Wendy	Special Education (K-6)	8/1/2019	6/30/2025
Jones	Wendy	Special Education (P-3)	8/1/2019	6/30/2025
Kawamata	Sean	Special Education - Mild/Moderate (K-12)	10/1/2019	6/30/2025
Kennedy	Colin	Social Studies (6-12)	8/1/2019	6/30/2025
Keuma	Leandra	Elementary Education (K-6)	8/1/2019	6/30/2025
Kim	Peter	Elementary Education (K-6)	10/1/2019	6/30/2025
Kimmage	Kenneth	Elementary Education (K-6)	10/1/2019	6/30/2025
Kimmage	Kenneth	Special Education (P-12)	10/1/2019	6/30/2025
Kinsler	Brooke	Early Childhood Education (P-3)	10/1/2019	6/30/2025
Kramp	Dean	Mathematics (6-12)	10/1/2019	6/30/2025
Laforteza	Lincoln	Limited CTE - Public and Human Services (6-12)	9/1/2019	6/30/2025
Lane	Cheryl	Elementary Education (K-6)	10/1/2019	6/30/2025
Lane	Cheryl	Special Education (K-6)	10/1/2019	6/30/2025
Lee	Hera	School Counselor (K-12)	9/1/2019	6/30/2025
Leiataua	Miria	Spanish (6-12)	10/1/2019	6/30/2025
Levy	Jillian	Elementary Education (K-6)	9/1/2019	6/30/2025
Mabry-Mandel	Tyler	History (6-12)	8/1/2019	6/30/2025
Madison	Katherine	Art (K-12)	9/1/2019	6/30/2025
Mahzad-Nolan	Nekisa	English (6-12)	8/1/2019	6/30/2025
Mccann	Patrick	Teaching English to Speakers of Other Languages (TESOL) (K-12)	10/1/2019	6/30/2025
Mconaghy	Lauren	Elementary Education (K-6)	8/1/2019	6/30/2025
Mccully	Faye	Early Childhood Education (P-3)	10/1/2019	6/30/2025
Mccully	Faye	Elementary Education (K-6)	10/1/2019	6/30/2025
Mcneeley	Daniel	English (6-12)	10/1/2019	6/30/2025
Menor	Elizabeth	Elementary Education (K-6)	10/1/2019	6/30/2025

Miller	Jean	Elementary Education (K-6)	8/1/2019	6/30/2025
Miller	Jean	Special Education (K-12)	8/1/2019	6/30/2025
Morris	Jennifer	Elementary Education (K-6)	8/1/2019	6/30/2025
Morton	Leina	Biology (6-12)	8/1/2019	6/30/2025
Morton	Leina	Special Education - Mild/Moderate (K-12)	8/1/2019	6/30/2025
Murashige	Cody	Social Studies (6-12)	10/1/2019	6/30/2025
Nagata	Trudie	Early Childhood Education (P-K)	10/1/2019	6/30/2025
Nagata	Trudie	Elementary Education (K-6)	10/1/2019	6/30/2025
Nguyen	Deanna	Science (6-12)	8/1/2019	6/30/2025
Nguyen	Deanna	Social Studies (6-12)	8/1/2019	6/30/2025
Nguyen	Sherry	Early Childhood Education (P-3)	10/1/2019	6/30/2025
Nguyen	Sherry	Elementary Education (K-6)	10/1/2019	6/30/2025
Pang	Ann	Science (6-12)	8/1/2019	6/30/2025
Paogofie	Kahealani	Elementary Education (K-6)	10/1/2019	6/30/2025
Patten	Megan	Elementary Education (K-6)	8/1/2019	6/30/2025
Perez	Ruth	Early Childhood Education (P-3)	10/1/2019	6/30/2025
Perreira	Veronica	Elementary Education (K-6)	10/1/2019	6/30/2025
Pitrowski	Kaitlynn	Physical Education (K-12)	10/1/2019	6/30/2025
Porcher	Sonya	Elementary Education (K-6)	9/1/2019	6/30/2025
Price	Jana	Elementary Education (K-6)	8/1/2019	6/30/2025
Price	Jana	Teaching English to Speakers of Other Languages (TESOL) (K-6)	8/1/2019	6/30/2025
Prock	Abigale	Elementary Education (K-6)	10/1/2019	6/30/2025
Quinata	Emily	Elementary Education (K-6)	9/1/2019	6/30/2025
Quinata	Emily	Reading (K-12)	9/1/2019	6/30/2025
Richardson	Michelle	Elementary Education (K-6)	8/1/2019	6/30/2025
Roberts	John	Elementary Education (K-6)	9/1/2019	6/30/2025
Robles	Sandra	Special Education - Orientation and Mobility (P-12)	9/1/2019	6/30/2025
Schalk	Jaben	English (6-12)	9/1/2019	6/30/2025
Schalk	Jaben	History (6-12)	9/1/2019	6/30/2025
Schalk	Jaben	Physical Education (K-12)	9/1/2019	6/30/2025
Scott	Florence	English (6-8)	8/1/2019	6/30/2025
Seeley	Kristen	Elementary Education (K-6)	8/1/2019	6/30/2025
Seeley	Robert	Biology (6-12)	8/1/2019	6/30/2025
Seeley	Robert	Chemistry (6-12)	8/1/2019	6/30/2025
Seeley	Robert	Earth and Space Sciences (6-12)	8/1/2019	6/30/2025
Seeley	Robert	Science (6-12)	8/1/2019	6/30/2025
Sensiba	Amy	Special Education (K-12)	8/1/2019	6/30/2025
Shaler	Laura	Elementary Education (K-6)	10/1/2019	6/30/2025
Sigars	Cassidy	Elementary Education (K-6)	8/1/2019	6/30/2025
Silva	Tori	Social Studies (6-12)	9/1/2019	6/30/2025
Sledge	Kevin	Spanish (6-12)	8/1/2019	6/30/2025
Smith	Sarah	Elementary Education (K-6)	8/1/2019	6/30/2025
Snelling	Dean Brandon	Science (6-12)	10/1/2019	6/30/2025
Sorgie	Charity	Special Education (K-6)	8/1/2019	6/30/2025

Sorgie	Charity	Teaching English to Speakers of Other Languages (TESOL) (P-12)	8/1/2019	6/30/2025
Southerland	Alexa	Elementary Education (K-6)	10/1/2019	6/30/2025
Souza	Dane	Health (6-12)	9/1/2019	6/30/2025
Souza	Dane	Social Studies (6-12)	9/1/2019	6/30/2025
Spear	Tiffany	Physical Education (K-12)	8/1/2019	6/30/2025
Tanimoto	Aaron	Special Education - Mild/Moderate (6-12)	10/1/2019	6/30/2025
Taosoga	Agalelei	Elementary Education (K-6)	10/1/2019	6/30/2025
Taosoga	Agalelei	Special Education - Mild/Moderate (K-12)	10/1/2019	6/30/2025
Taylor	Zoe	Elementary Education (K-6)	9/1/2019	6/30/2025
Thomas	Noa	Elementary Education (K-6)	10/1/2019	6/30/2025
Toro	Marc	School Counselor (K-12)	10/1/2019	6/30/2025
Torres	Christina	English (6-12)	9/1/2019	6/30/2025
Van Hook	Leslie	Elementary Education (K-6)	10/1/2019	6/30/2025
Van Hooser	Jerry	CTE - Business (6-12)	9/1/2019	6/30/2025
Walje	Kristin	English (6-8)	9/1/2019	6/30/2025
Walje	Kristin	School Counselor (K-12)	9/1/2019	6/30/2025
Walje	Kristin	Social Studies (6-12)	9/1/2019	6/30/2025
Walje	Kristin	Social Studies (6-8)	9/1/2019	6/30/2025
White	Brittany	Special Education (K-12)	8/1/2019	6/30/2025
Wimberley	Barbara	Elementary Education (K-6)	10/1/2019	6/30/2025
Yamamoto	Kayla	Elementary Education (K-6)	10/1/2019	6/30/2025
Yoder	Elizabeth	English (6-12)	10/1/2019	6/30/2025
Yutzy	Crystal	Elementary Education (K-6)	10/1/2019	6/30/2025
<b>PROVISIONAL</b>				
<b>Last Name</b>	<b>First Name</b>	<b>License Field</b>	<b>Effective Date</b>	<b>Expiration Date</b>
Aalderks	Kaleb	School Counselor (K-12)	8/1/2019	6/30/2023
Adams	David	Physical Education (K-12)	10/1/2019	6/30/2023
Agag	Carrie Ann	School Counselor (K-12)	9/1/2019	6/30/2023
Agarwal	Anisha	Elementary Education (K-6)	10/1/2019	6/30/2023
Agarwal	Anisha	Special Education (K-6)	10/1/2019	6/30/2023
Akamu	Aaron Aina	CTE - Industrial and Engineering Technology (6-12)	10/1/2019	6/30/2023
Akers	Elizabeth	Elementary Education (K-6)	10/1/2019	6/30/2023
Alcala	Denise	Elementary Education (K-6)	10/1/2019	6/30/2023
Alderfer	Amy	Early Childhood Education (P-3)	9/1/2019	6/30/2023
Alderfer	Amy	Special Education (K-6)	9/1/2019	6/30/2023
Alderfer	Amy	Special Education (P-3)	9/1/2019	6/30/2023
Allen	Sara	Elementary Education (K-6)	8/1/2019	6/30/2023
Allred	Clark	CTE - Industrial and Engineering Technology (6-12)	8/1/2019	6/30/2023
Ayabe	Junko	Elementary Education (K-6)	8/1/2019	6/30/2023
Balintona	Ruchelle	English (6-12)	9/1/2019	6/30/2023
Balintona	Ruchelle	Ilocano (6-12)	9/1/2019	6/30/2023

Balintona	Ruchelle	Tagalog (6-12)	9/1/2019	6/30/2023
Barr	Nicole	Teaching English to Speakers of Other Languages (TESOL) (P-12)	8/1/2019	6/30/2023
Barrera	Jessica	Art (K-12)	10/1/2019	6/30/2023
Battista	Briana	Elementary Education (K-6)	10/1/2019	6/30/2023
Beling	Kristina	Elementary Education (K-6)	8/1/2019	6/30/2023
Benecke	Rita	Drama/Theater Arts (6-12)	8/1/2019	6/30/2023
Benecke	Liesel	Elementary Education (K-6)	9/1/2019	6/30/2023
Bhattarai	Vishma	School Librarian (K-12)	10/1/2019	6/30/2023
Blake	James	Special Education - Mild/Moderate (6-12)	8/1/2019	6/30/2023
Bloch	Danielle	Art (6-12)	9/1/2019	6/30/2023
Bloch	Danielle	English (6-12)	9/1/2019	6/30/2023
Bloch	Danielle	Social Studies (6-12)	9/1/2019	6/30/2023
Bolitho	John	Social Studies (6-12)	9/1/2019	6/30/2023
Bort	Adam	Health (K-12)	9/1/2019	6/30/2023
Bort	Adam	Physical Education (K-12)	9/1/2019	6/30/2023
Bourcier	Alexa	Mathematics (6-12)	8/1/2019	6/30/2023
Bove	Gayle	Elementary Education (K-6)	8/1/2019	6/30/2023
Bradshaw	Amy	Early Childhood Education (P-3)	10/1/2019	6/30/2023
Bradshaw	Amy	Special Education (P-12)	10/1/2019	6/30/2023
Brazil	Derric	School Counselor (K-12)	8/1/2019	6/30/2023
Brentlinger	Ethan	Health (K-12)	8/1/2019	6/30/2023
Brentlinger	Ethan	Physical Education (K-12)	8/1/2019	6/30/2023
Brown	Joshua	Biology (6-12)	8/1/2019	6/30/2023
Browning	Terri	English (6-12)	9/1/2019	6/30/2023
Burns	Jerri-Lyn	Art (K-12)	9/1/2019	6/30/2023
Burns	Jerri-Lyn	Elementary Education (K-6)	9/1/2019	6/30/2023
Burns	Jerri-Lyn	Teaching English to Speakers of Other Languages (TESOL) (P-12)	9/1/2019	6/30/2023
Caceres	Chad	Mathematics (6-12)	10/1/2019	6/30/2023
Campise	Jacqueline	Elementary Education (K-6)	9/1/2019	6/30/2023
Campise	Jacqueline	Special Education - Mild/Moderate (K-6)	9/1/2019	6/30/2023
Carlson	Sarah	Special Education - Mild/Moderate (K-12)	10/1/2019	6/30/2023
Carranza	Richard	Mathematics (6-12)	10/1/2019	6/30/2023
Cheng	Danelle	School Counselor (K-12)	8/1/2019	6/30/2023
Chinn	Sheila	Special Education - Severe/Profound (K-6)	8/1/2019	6/30/2023
Chiu	Yung-Yu	Mathematics (6-12)	9/1/2019	6/30/2023
Cho	Sarah	Elementary Education (K-6)	10/1/2019	6/30/2023
Chock	Cheryl	Elementary Education (K-6)	10/1/2019	6/30/2023
Choy	Paulene	Science (6-12)	8/1/2019	6/30/2023
Christo	Alysa	Health (K-12)	9/1/2019	6/30/2023
Christo	Alysa	Physical Education (K-12)	9/1/2019	6/30/2023
Clark	Alexia	Elementary Education (K-6)	10/1/2019	6/30/2023
Clements	Melinda	Special Education - Mild/Moderate (K-12)	8/1/2019	6/30/2023

Comer	Kristine	Social Studies (6-12)	8/1/2019	6/30/2023
Cover	Shannon	Elementary Education (K-6)	10/1/2019	6/30/2023
Cover	Shannon	Special Education (K-6)	10/1/2019	6/30/2023
Cox	Challis	Elementary Education (K-6)	8/1/2019	6/30/2023
Davenport	Taylor	Early Childhood Education (P-3)	10/1/2019	6/30/2023
Davis	John	Elementary Education (K-6)	9/1/2019	6/30/2023
Debenedittis	Diana	Elementary Education (K-6)	8/1/2019	6/30/2023
Debenedittis	Diana	Special Education - Mild/Moderate (K-6)	8/1/2019	6/30/2023
Dimillo	Jean	English (6-12)	10/1/2019	6/30/2023
Dinneen	Michael	Elementary Education (K-6)	10/1/2019	6/30/2023
Dixon	Stephanie	School Counselor (K-12)	10/1/2019	6/30/2023
Dunning	Alexa	Early Childhood Education (P-3)	10/1/2019	6/30/2023
Dunning	Alexa	Special Education (K-6)	10/1/2019	6/30/2023
Ebanez	Deborah	Early Childhood Education (P-3)	10/1/2019	6/30/2023
Ebanez	Deborah	Early Childhood Education (P-K)	10/1/2019	6/30/2023
Ebanez	Deborah	Elementary Education (K-6)	10/1/2019	6/30/2023
Ebenezer	Charity	Elementary Education (K-6)	8/1/2019	6/30/2023
Eckert	Sara	Early Childhood Education (P-3)	10/1/2019	6/30/2023
Ehly	Bryanna	English (6-12)	9/1/2019	6/30/2023
El Ansari	Mohamed	Elementary Education (K-6)	9/1/2019	6/30/2023
Ensley	Christina	Elementary Education (K-6)	8/1/2019	6/30/2023
Esperon	Michelle	Drama/Theater Arts (6-12)	8/1/2019	6/30/2023
Esquibel	Jimmy	CTE - Public and Human Services (6-12)	8/1/2019	6/30/2023
Estes	Rebecca	Special Education - Severe/Profound (K-12)	10/1/2019	6/30/2023
Evangelista	Aiza	Biology (6-12)	10/1/2019	6/30/2023
Faalele	Josephine	Science (6-12)	10/1/2019	6/30/2023
Fairbanks	Elizabeth	English (6-12)	9/1/2019	6/30/2023
Fairbanks	Elizabeth	Teaching English to Speakers of Other Languages (TESOL) (K-12)	9/1/2019	6/30/2023
Fairchild	Wrayna	Elementary Education (K-6)	10/1/2019	6/30/2023
Fairchild	Wrayna	School Librarian (K-6)	10/1/2019	6/30/2023
Fey	Donessa	Elementary Education (K-6)	9/1/2019	6/30/2023
Fisk	Janine	Elementary Education (K-6)	8/1/2019	6/30/2023
Flora	Stephanie	Elementary Education (K-6)	8/1/2019	6/30/2023
Friedrich	Kristen	English (6-12)	8/1/2019	6/30/2023
Fry	Molly	CTE - Public and Human Services (6-12)	9/1/2019	6/30/2023
Gabaylo	Teresa	CTE - Industrial and Engineering Technology (6-12)	8/1/2019	6/30/2023
Galuardo	Karen	Elementary Education (K-6)	8/1/2019	6/30/2023
Griego	Linda	Science (6-12)	8/1/2019	6/30/2023
Guieb	Anna	Special Education - Mild/Moderate (K-6)	9/1/2019	6/30/2023
Gupta	Vivek	Mathematics (6-8)	10/1/2019	6/30/2023
Guy	Megan	Elementary Education (K-6)	8/1/2019	6/30/2023
Guy	Megan	Special Education (K-6)	8/1/2019	6/30/2023

Hackney	Yahnina	Social Studies (6-12)	8/1/2019	6/30/2023
Haley	Kate	Early Childhood Education (P-3)	10/1/2019	6/30/2023
Ham	Anne	Elementary Education (K-6)	8/1/2019	6/30/2023
Hasegawa	Sasie	Earth and Space Sciences (6-12)	8/1/2019	6/30/2023
Hasegawa	Sasie	Science (6-12)	8/1/2019	6/30/2023
Hashimoto	Leah	Physical Education (6-12)	10/1/2019	6/30/2023
Heflin	Jeanna	Science (6-12)	9/1/2019	6/30/2023
Helgesen	Corey	Elementary Education (K-6)	8/1/2019	6/30/2023
Helgesen	Corey	Science (6-8)	8/1/2019	6/30/2023
Hicks	Leslie	Elementary Education (K-6)	9/1/2019	6/30/2023
Hill	Tyler	Physical Education (6-12)	8/1/2019	6/30/2023
Hill	Tyler	Special Education - Mild/Moderate (6-12)	8/1/2019	6/30/2023
Hocking	Kelley	Art (K-12)	8/1/2019	6/30/2023
Holman	Aimee	Elementary Education (K-6)	9/1/2019	6/30/2023
Hoover	Dale	English (6-12)	8/1/2019	6/30/2023
Hornbeck	Tammy	English (6-12)	10/1/2019	6/30/2023
Hornbeck	Tammy	Special Education - Mild/Moderate (6-12)	10/1/2019	6/30/2023
Hoshaw	Matt	English (6-12)	10/1/2019	6/30/2023
Hui	Katelyn	Elementary Education (K-6)	10/1/2019	6/30/2023
Hui	Katelyn	Special Education (K-6)	10/1/2019	6/30/2023
Hurkes	Michael	Science (6-12)	10/1/2019	6/30/2023
Hurst	Michael	Art (K-12)	10/1/2019	6/30/2023
Hurst	Michael	CTE - Arts and Communication (6-12)	10/1/2019	6/30/2023
Hyde	Natalie	Elementary Education (K-6)	8/1/2019	6/30/2023
James	Michael	Science (6-12)	9/1/2019	6/30/2023
Joggerst	Josh	Social Studies (6-12)	8/1/2019	6/30/2023
Jones	Jennifer	Earth and Space Sciences (6-12)	8/1/2019	6/30/2023
Julson	Stacy	Special Education - Mild/Moderate (K-12)	9/1/2019	6/30/2023
Kajihara	Audrey	Elementary Education (K-6)	8/1/2019	6/30/2023
Kaneshiro	Stacy	English (6-12)	9/1/2019	6/30/2023
Kang	David	Biology (6-12)	8/1/2019	6/30/2023
Kaululaau	Brooke-Lee	English (6-12)	9/1/2019	6/30/2023
Kimerer	Cheyenne	Elementary Education (K-6)	8/1/2019	6/30/2023
Kimmagine	Maureen	Elementary Education (K-6)	10/1/2019	6/30/2023
Kimmagine	Maureen	Special Education (P-12)	10/1/2019	6/30/2023
Knapp	Kirsten	Special Education - Severe/Profound (K-12)	8/1/2019	6/30/2023
Koo	Janelle	Special Education - Mild/Moderate (K-6)	8/1/2019	6/30/2023
Kruger	Rigard	English (6-12)	10/1/2019	6/30/2023
Laaninen	Sara	Early Childhood Education (P-3)	10/1/2019	6/30/2023
Laaninen	Sara	Elementary Education (K-6)	10/1/2019	6/30/2023
Lambert	Casey	Elementary Education (K-6)	8/1/2019	6/30/2023
Lambert	Casey	Mathematics (6-8)	8/1/2019	6/30/2023
Lambert	Casey	Teaching English to Speakers of Other Languages (TESOL) (K-6)	8/1/2019	6/30/2023

Lasko	Nicole	Social Studies (6-12)	8/1/2019	6/30/2023
Law	Mariel	Early Childhood Education (P-3)	9/1/2019	6/30/2023
Law	Mariel	Elementary Education (K-6)	9/1/2019	6/30/2023
Lawrence	Latarsha	Special Education (P-12)	8/1/2019	6/30/2023
Leahey	Anna	English (6-12)	10/1/2019	6/30/2023
Lee	Hannah	Elementary Education (K-6)	8/1/2019	6/30/2023
Leger	Laura	Physical Education (K-6)	8/1/2019	6/30/2023
Lewis	Brittany	Elementary Education (K-6)	9/1/2019	6/30/2023
Lim	Anais	Chemistry (6-12)	10/1/2019	6/30/2023
Lint	Meggan	Elementary Education (K-6)	8/1/2019	6/30/2023
Liotta	David	Social Studies (6-12)	10/1/2019	6/30/2023
Liu	Alvin	CTE - Business (6-12)	8/1/2019	6/30/2023
Liu	Alvin	Special Education - Mild/Moderate (K-12)	8/1/2019	6/30/2023
Lofy	Ahmed	CTE - Business (6-12)	9/1/2019	6/30/2023
Lum	Wilene H I	Elementary Education (K-6)	9/1/2019	6/30/2023
Lum	Jonathan	Elementary Education (K-6)	10/1/2019	6/30/2023
Ma	Justine	Early Childhood Education (P-3)	9/1/2019	6/30/2023
Ma	Justine	Elementary Education (K-6)	9/1/2019	6/30/2023
Ma	Justine	Special Education (K-12)	9/1/2019	6/30/2023
Maeshiro	Chloe	Elementary Education (K-6)	10/1/2019	6/30/2023
Maiorano	Jenna	Early Childhood Education (P-3)	10/1/2019	6/30/2023
Maiorano	Jenna	Elementary Education (K-6)	10/1/2019	6/30/2023
Maiorano	Jenna	Special Education (K-12)	10/1/2019	6/30/2023
Marlette	Sarah	Elementary Education (K-6)	10/1/2019	6/30/2023
Martin	Julie	Elementary Education (K-6)	10/1/2019	6/30/2023
Masutani	Kryn	Elementary Education (K-6)	9/1/2019	6/30/2023
Matkowska	Justyna	Elementary Education (K-6)	9/1/2019	6/30/2023
Matthias	Michelle	Science (6-8)	10/1/2019	6/30/2023
Mcbride	Jennifer	Science (6-12)	8/1/2019	6/30/2023
Mccaulley	Dennis	CTE - Business (6-12)	8/1/2019	6/30/2023
Mcclear	Anna	History (6-12)	10/1/2019	6/30/2023
Mcewen	Hannah	English (6-12)	8/1/2019	6/30/2023
Mcneil	Nicholas	Biology (6-12)	8/1/2019	6/30/2023
Medcalf	Matthew	English (6-12)	8/1/2019	6/30/2023
Meirick	Zane	Mathematics (6-12)	10/1/2019	6/30/2023
Meirick	Zane	Social Studies (6-12)	10/1/2019	6/30/2023
Meirick	Zane	Special Education - Mild/Moderate (K-12)	10/1/2019	6/30/2023
Meng	Emily	Elementary Education (K-6)	9/1/2019	6/30/2023
Meyers	Rose M	Chemistry (6-12)	10/1/2019	6/30/2023
Meyers	Rose M	Science (6-12)	10/1/2019	6/30/2023
Mick	Joanne	Early Childhood Education (P-3)	9/1/2019	6/30/2023
Mick	Joanne	Elementary Education (K-6)	9/1/2019	6/30/2023
Mick	Joanne	Teaching English to Speakers of Other Languages (TESOL) (K-6)	9/1/2019	6/30/2023
Miho	Mitchell	Social Studies (6-12)	8/1/2019	6/30/2023

Mikasa	Dorrye Kay T	Elementary Education (K-6)	8/1/2019	6/30/2023
Mikasa	Dorrye Kay T	Special Education - Mild/Moderate (K-12)	8/1/2019	6/30/2023
Milligan	Athena	Early Childhood Education (P-3)	10/1/2019	6/30/2023
Minagawa	Shirah	Early Childhood Education (P-K)	9/1/2019	6/30/2023
Minagawa	Shirah	Elementary Education (K-6)	9/1/2019	6/30/2023
Minagawa	Shirah	English (6-8)	9/1/2019	6/30/2023
Minagawa	Shirah	Science (6-8)	9/1/2019	6/30/2023
Mitchell	Kenneth	Social Studies (6-12)	8/1/2019	6/30/2023
Mitchell	Michelle	Elementary Education (K-6)	8/1/2019	6/30/2023
Moats	Caleigh	School Counselor (K-12)	8/1/2019	6/30/2023
Morita	Deborah	Science (6-12)	8/1/2019	6/30/2023
Morrissey	Curtis	Elementary Education (K-6)	10/1/2019	6/30/2023
Mosallai	Anahita	School Counselor (K-12)	10/1/2019	6/30/2023
Mugadza	Joel	English (6-12)	10/1/2019	6/30/2023
Nelson	Julia	Elementary Education (K-6)	8/1/2019	6/30/2023
Nelson	Brian	Elementary Education (K-6)	10/1/2019	6/30/2023
Newkirk	Rylee	Elementary Education (K-6)	8/1/2019	6/30/2023
Newkirk	Rylee	Special Education - Mild/Moderate (K-12)	8/1/2019	6/30/2023
Nguyen	Kysia	Elementary Education (K-6)	8/1/2019	6/30/2023
Nishiyama	Aissa	School Counselor (K-12)	10/1/2019	6/30/2023
Norman	Natalie	Elementary Education (K-6)	9/1/2019	6/30/2023
O'Hara	Heather	Elementary Education (K-6)	10/1/2019	6/30/2023
O'Hara	Heather	Special Education (K-6)	10/1/2019	6/30/2023
Olayon	Anthony	Science (6-12)	9/1/2019	6/30/2023
Olsen-Niemeier	Tara	English (6-12)	10/1/2019	6/30/2023
Ongoongotau	Lavenia	Elementary Education (K-6)	9/1/2019	6/30/2023
Onuma	Carissa	Elementary Education (K-6)	8/1/2019	6/30/2023
Orellana Whitney	Anne	Teaching English to Speakers of Other Languages (TESOL) (K-12)	10/1/2019	6/30/2023
Osborn	Terra	Mathematics (6-8)	8/1/2019	6/30/2023
Osborn	Terra	Science (6-8)	8/1/2019	6/30/2023
Osland	Linsi	Elementary Education (K-6)	8/1/2019	6/30/2023
Osland	Linsi	Special Education (K-12)	8/1/2019	6/30/2023
Paopao	Anthony	CTE - Natural Resources (6-12)	10/1/2019	6/30/2023
Park	Samantha	Early Childhood Education (P-3)	9/1/2019	6/30/2023
Park	Samantha	Special Education (P-3)	9/1/2019	6/30/2023
Parker	Frank	Music (K-12)	8/1/2019	6/30/2023
Pate	Daniel	Elementary Education (K-6)	9/1/2019	6/30/2023
Paul	Daniel	English (6-12)	8/1/2019	6/30/2023
Paunga	Sarah	Spanish (6-12)	8/1/2019	6/30/2023
Pavao	Daniel	Science (6-12)	8/1/2019	6/30/2023
Peart	Eden	Elementary Education (K-6)	10/1/2019	6/30/2023
Peart	Eden	School Librarian (K-12)	10/1/2019	6/30/2023
Pepitone	Emily	English (6-12)	10/1/2019	6/30/2023
Perkins	David	Chinese (K-12)	9/1/2019	6/30/2023

Phillips	Tamra	Elementary Education (K-6)	8/1/2019	6/30/2023
Porter	Lydia	English (6-12)	8/1/2019	6/30/2023
Powell	Katherine	Elementary Education (K-6)	8/1/2019	6/30/2023
Prisco	Alexis	English (6-12)	8/1/2019	6/30/2023
Protacio	Justin	Physical Education (6-12)	10/1/2019	6/30/2023
Quindica	Joelle	Early Childhood Education (P-3)	9/1/2019	6/30/2023
Qwareeq	Tahany	Elementary Education (K-6)	10/1/2019	6/30/2023
Racadio	Susana	Chemistry (6-12)	9/1/2019	6/30/2023
Racadio	Susana	Physics (6-12)	9/1/2019	6/30/2023
Ramo	Chona	Elementary Education (K-6)	8/1/2019	6/30/2023
Reynolds	Adrienne	Elementary Education (K-6)	8/1/2019	6/30/2023
Rice	Jessica	Science (6-8)	8/1/2019	6/30/2023
Rice	Jessica	Social Studies (6-8)	8/1/2019	6/30/2023
Rodriguez	Eddie	CTE - Business (6-12)	9/1/2019	6/30/2023
Rohden	Anna	Physical Education (6-12)	9/1/2019	6/30/2023
Ruggiero	Lisa	Social Studies (6-12)	8/1/2019	6/30/2023
Saito-Retuta	Staci-Ann	Elementary Education (K-6)	10/1/2019	6/30/2023
Sakwa	Karoli	Mathematics (6-12)	10/1/2019	6/30/2023
Salahuddin	Afi	Science (6-12)	10/1/2019	6/30/2023
Saunders	Airra	English (6-12)	8/1/2019	6/30/2023
Schiller	Xiomara	Spanish (6-12)	8/1/2019	6/30/2023
Schults	Sarah	Earth and Space Sciences (6-12)	10/1/2019	6/30/2023
Schults	Sarah	Teaching English to Speakers of Other Languages (TESOL) (K-12)	10/1/2019	6/30/2023
Shapiro	Thea	Social Studies (6-12)	10/1/2019	6/30/2023
Shaver	Travis	Music (K-12)	9/1/2019	6/30/2023
Sherman	David	Special Education (K-12)	10/1/2019	6/30/2023
Shigetani	Emma	Elementary Education (K-6)	8/1/2019	6/30/2023
Shimabukuro	Joshua	Elementary Education (K-6)	9/1/2019	6/30/2023
Shorey	Heather	English (6-12)	10/1/2019	6/30/2023
Simpson	Lauren	Special Education - Mild/Moderate (K-12)	9/1/2019	6/30/2023
Simpson	Lauren	Teaching English to Speakers of Other Languages (TESOL) (K-12)	9/1/2019	6/30/2023
Sivatia	Manisesa	Early Childhood Education (P-3)	10/1/2019	6/30/2023
Sivatia	Manisesa	Elementary Education (K-6)	10/1/2019	6/30/2023
Smelker	Robert	Social Studies (6-12)	10/1/2019	6/30/2023
Smith	Jennifer	Elementary Education (K-6)	8/1/2019	6/30/2023
Smith	Katherine	Elementary Education (K-6)	9/1/2019	6/30/2023
Soi-Simanu	Fuiolevaga	Elementary Education (K-6)	9/1/2019	6/30/2023
Spears	Dustin	Social Studies (6-12)	9/1/2019	6/30/2023
Sproat	Chante	Elementary Education (K-6)	9/1/2019	6/30/2023
Stennett	Katherine	Elementary Education (K-6)	9/1/2019	6/30/2023
Stewart	Brent	CTE - Public and Human Services (6-12)	9/1/2019	6/30/2023
Tabboga	Elizabeth	Elementary Education (K-6)	9/1/2019	6/30/2023
Tabios	Maron Mariel	Chemistry (6-12)	8/1/2019	6/30/2023
Tabios	Maron Mariel	Earth and Space Sciences (6-12)	8/1/2019	6/30/2023

Tabios	Maron Mariel	Science (6-8)	8/1/2019	6/30/2023
Takebayashi	Rachel	Elementary Education (K-6)	10/1/2019	6/30/2023
Talley	Lauren	Biology (6-12)	9/1/2019	6/30/2023
Tamanaha	Ashley	Special Education - Mild/Moderate (K-6)	9/1/2019	6/30/2023
Tamura	Allyson	Elementary Education (K-6)	10/1/2019	6/30/2023
Tannous	Douglas	History (6-12)	9/1/2019	6/30/2023
Tannous	Douglas	Social Studies (6-12)	9/1/2019	6/30/2023
Tanouye	Kahelelani	Elementary Education (K-6)	8/1/2019	6/30/2023
Tanouye	Kahelelani	Special Education (K-6)	8/1/2019	6/30/2023
Tanouye	Kahelelani	Special Education (P-3)	8/1/2019	6/30/2023
Taylor	Victoria	Hawaiian Knowledge (P-3)	8/1/2019	6/30/2023
Taylor	Victoria	Kaia'olelo-Kaipuni Hawai'i (P-3)	8/1/2019	6/30/2023
Teague	Clinenne	Special Education - Mild/Moderate (P-3)	10/1/2019	6/30/2023
Thirapusa Mohaideen	Mohamed Jamaludeen	Mathematics (6-12)	10/1/2019	6/30/2023
Thomas	Carly	Elementary Education (K-6)	10/1/2019	6/30/2023
Trenhaile	Hannah	Early Childhood Education (P-3)	8/1/2019	6/30/2023
Trenhaile	Hannah	Elementary Education (K-6)	8/1/2019	6/30/2023
Troutman	Cameron	Science (6-12)	10/1/2019	6/30/2023
Truong	Bryan	English (6-12)	10/1/2019	6/30/2023
Trzebiatowski	Melanie	Physical Education (K-12)	9/1/2019	6/30/2023
Turner	Caleb	English (6-12)	10/1/2019	6/30/2023
Ueshiro	Kayla	Elementary Education (K-6)	8/1/2019	6/30/2023
Vance	Lynnette	Social Studies (6-12)	8/1/2019	6/30/2023
Vega	Airiel	Elementary Education (K-6)	10/1/2019	6/30/2023
Vega	Airiel	Science (6-12)	10/1/2019	6/30/2023
Voller	Kelsey	Biology (6-12)	8/1/2019	6/30/2023
Voller	Kelsey	Teaching English to Speakers of Other Languages (TESOL) (P-12)	8/1/2019	6/30/2023
Vuong	Ky	School Counselor (K-12)	8/1/2019	6/30/2023
Walker	Mihriban	Mathematics (6-12)	9/1/2019	6/30/2023
Walkinshaw	Jay	Special Education - Mild/Moderate (6-12)	8/1/2019	6/30/2023
Washburn	Megan	Elementary Education (K-6)	8/1/2019	6/30/2023
Washburn	Megan	Mathematics (6-8)	8/1/2019	6/30/2023
Waxenbaum	Erin	Elementary Education (K-6)	8/1/2019	6/30/2023
Waxman	Gerald	Social Studies (6-12)	10/1/2019	6/30/2023
Wells	Curtis	English (6-12)	10/1/2019	6/30/2023
Wells	Curtis	School Counselor (K-12)	10/1/2019	6/30/2023
Wendland-Gardner	Susanne	Science (6-12)	10/1/2019	6/30/2023
West-Von Sonn	Dylan	Mathematics (6-12)	8/1/2019	6/30/2023
Williams	Daniel	School Counselor (K-12)	8/1/2019	6/30/2023
Williams	Leo	Biology (6-12)	8/1/2019	6/30/2023
Willis	Jasmine	Elementary Education (K-6)	9/1/2019	6/30/2023
Winn	Matthew	Mathematics (6-8)	8/1/2019	6/30/2023
Wu	Jiahui	Mathematics (6-8)	8/1/2019	6/30/2023

Yalon	Rosa Rhea	Special Education - Severe/Profound (K-6)	9/1/2019	6/30/2023
Yoshino	Megan	English (6-12)	9/1/2019	6/30/2023
Zmaila	Elizabeth	English (6-8)	8/1/2019	6/30/2023
Zmaila	Elizabeth	Social Studies (6-8)	8/1/2019	6/30/2023
<b>ADDED FIELDS:</b>				
<b>Last Name</b>	<b>First Name</b>	<b>License Field</b>	<b>Effective Date</b>	<b>Expiration Date</b>
Alarcon Loayza	Miguel	Biology (6-12)	9/1/2019	6/30/2023
Appleton	Maureen	Science (6-8)	8/1/2019	6/30/2024
Arkangel-Kawaha	Julianne	Health (6-12)	10/1/2019	6/30/2022
Arkangel-Kawaha	Julianne	Physical Education (6-12)	10/1/2019	6/30/2022
Babas	Bonita	Special Education - Mild/Moderate (P-3)	8/1/2019	6/30/2023
Baker	Rebecca	Special Education - Mild/Moderate (P-3)	8/1/2019	6/30/2028
Barnard	Lisa	Special Education - Mild/Moderate (K-12)	8/1/2019	6/30/2021
Barnett	William	Physical Education (6-12)	10/1/2019	6/30/2022
Barrett	Crystal	Special Education (K-12)	10/1/2019	6/30/2028
Bell	Rachel	Literacy Specialist (K-12)	10/1/2019	6/30/2020
Bonner	Shu-Ying	Teacher Leader ( )	10/1/2019	6/30/2022
Branstetter	Amy	Teaching English to Speakers of Other Languages (TESOL) (K-12)	10/1/2019	6/30/2022
Buchta	Gizelle	Special Education - Mild/Moderate (P-3)	9/1/2019	6/30/2023
Caldwell	Sonja	Online Teaching (6-12)	9/1/2019	6/30/2021
Callahan	Lavinia	CTE - Arts and Communication (6-12)	8/1/2019	6/30/2020
Callahan	Lavinia	Special Education (6-12)	8/1/2019	6/30/2020
Calsing	Corina	Teacher Leader ( )	9/1/2019	6/30/2026
Carlos	Nashea	Science (6-12)	10/1/2019	6/30/2021
Castellani	Dante	Special Education (6-12)	10/1/2019	6/30/2020
Chong	Janelle	Social Studies (6-12)	8/1/2019	6/30/2024
Chuaikaitum	Michelle	English (6-8)	9/1/2019	6/30/2021
Clarín	Shannon	Social Studies (6-8)	10/1/2019	6/30/2020
Comet	Rhonda	Special Education - Mild/Moderate (K-12)	8/1/2019	6/30/2020
Cruse	Cynthia	Elementary Education (K-6)	10/1/2019	6/30/2025
Cruse	Cynthia	Special Education - Mild/Moderate (P-12)	10/1/2019	6/30/2025
Cruse	Cynthia	Special Education - Severe/Profound (P-12)	10/1/2019	6/30/2025
Cunningham	Crystal	CTE - Arts and Communication (6-12)	9/1/2019	6/30/2030
De Los Rios	Amelia	Art (6-12)	8/1/2019	6/30/2024
Deardorff	Joshua	Social Studies (6-12)	10/1/2019	6/30/2024
Delp	Loretta	Early Childhood Education (P-K)	10/1/2019	6/30/2023
Delp	Loretta	Elementary Education (K-6)	10/1/2019	6/30/2023
Delp	Loretta	Special Education - Mild/Moderate (P-3)	10/1/2019	6/30/2023
Dennis	Sarah	Reading Specialist (K-6)	8/1/2019	6/30/2022

Dennis	Sarah	Teaching English to Speakers of Other Languages (TESOL) (K-6)	8/1/2019	6/30/2022
Dobesh	Sandra	Elementary Education (K-6)	8/1/2019	6/30/2023
Doi	Ian	Health (6-12)	8/1/2019	6/30/2021
Doi	Crystal	Early Childhood Education (P-3)	8/1/2019	6/30/2023
Drahn	Heidi	School Counselor (K-12)	8/1/2019	6/30/2024
Enright	Richard	CTE - Industrial and Engineering Technology (6-12)	10/1/2019	6/30/2020
Ferguson	Leonard	Art (6-12)	8/1/2019	6/30/2020
Ferguson	Leonard	Social Studies (6-12)	8/1/2019	6/30/2020
Ferrance	Felicia	Art (6-12)	9/1/2019	6/30/2021
Ferrera Gomez	Idanelis	Elementary Education (K-6)	10/1/2019	6/30/2021
Fontanilla	Velma	Mathematics (6-12)	8/1/2019	6/30/2023
Fontanilla	Velma	Tagalog (6-12)	8/1/2019	6/30/2023
Fries	Tessa	Special Education (6-12)	8/1/2019	6/30/2022
Frost	Celia	Literacy Specialist (K-12)	8/1/2019	6/30/2024
Fujita	Pamela	CTE - Public and Human Services (6-12)	9/1/2019	6/30/2020
Funaki	Keisha	Teacher Leader ( )	9/1/2019	6/30/2023
Garcia	Freesia	Early Childhood Education (P-3)	8/1/2019	6/30/2021
Garcia	Chris	Kaia'olelo-Kaipuni Hawai'i (K-6)	8/1/2019	6/30/2021
Garcia	Akeyo	Teacher Leader ( )	9/1/2019	6/30/2024
Garcia	Akeyo	Special Education (P-3)	10/1/2019	6/30/2030
Garofalo	Michelle	Early Childhood Education (P-3)	9/1/2019	6/30/2023
Gilmore	Meredyth	Social Studies (6-12)	8/1/2019	6/30/2025
Gilmore	Meredyth	Social Studies (6-8)	8/1/2019	6/30/2025
Gomes	Jacquelyn	Algebra I (6-12)	8/1/2019	6/30/2022
Goodrich	Laura	Special Education - Mild/Moderate (6-12)	8/1/2019	6/30/2022
Hatakenaka	Stacey Lyn	Teaching English to Speakers of Other Languages (TESOL) (K-6)	9/1/2019	6/30/2021
Heil	Shannon	School Librarian (K-12)	8/1/2019	6/30/2024
Horiuchi	Janel	Teaching English to Speakers of Other Languages (TESOL) (6-12)	10/1/2019	6/30/2021
Hu	Lisa	Early Childhood Education (P-K)	8/1/2019	6/30/2021
Ideta	Ryan	Physical Education (K-12)	8/1/2019	6/30/2022
Kackley	Deanna	Algebra I (6-12)	8/1/2019	6/30/2022
Kagawa	Edwin	School Counselor (6-12)	8/1/2019	6/30/2021
Kalai-Aguiar	Dawn	Kaia'olelo-Kaipuni Hawai'i (6-12)	9/1/2019	6/30/2022
Kalama	Cleda	Early Childhood Education (P-3)	10/1/2019	6/30/2020
Kealoha	Leina'ala	Special Education - Mild/Moderate (6-12)	9/1/2019	6/30/2022
Kealoha	Elena	Science, Technology, Engineering and Math (STEM) (6-12)	9/1/2019	6/30/2021
Kelley	Michael	Physical Education (6-12)	8/1/2019	6/30/2020
Kelson	Laura	History (6-12)	10/1/2019	6/30/2022
Kim	Heather Hae Yeun	Early Childhood Education (P-3)	10/1/2019	6/30/2025
Kim	Heather Hae Yeun	Elementary Education (K-6)	10/1/2019	6/30/2025

Kim	Heather Hae Yeun	Special Education (P-3)	10/1/2019	6/30/2025
Kinny	Carmen	Special Education - Mild/Moderate (P-3)	8/1/2019	6/30/2021
Kinny	Carmen	Early Childhood Education (P-3)	9/1/2019	6/30/2021
Kwiatkowski	Anne	Teaching English to Speakers of Other Languages (TESOL) (K-6)	10/1/2019	6/30/2024
Livingston	Sheri	Teaching English to Speakers of Other Languages (TESOL) (K-12)	10/1/2019	6/30/2021
Madruga	Carol	Mathematics (6-8)	10/1/2019	6/30/2022
Mathews	Cynthia	Spanish (K-12)	9/1/2019	6/30/2023
Mathews	Cynthia	Teaching English to Speakers of Other Languages (TESOL) (K-12)	9/1/2019	6/30/2023
Medrano	Andrea	Art (K-12)	10/1/2019	6/30/2021
Miller	Jean	Special Education - Mild/Moderate (6-8)	9/1/2019	6/30/2025
Miller	Jean	Special Education - Mild/Moderate (K-6)	9/1/2019	6/30/2025
Milum	Amberlyn	Special Education (P-12)	9/1/2019	6/30/2022
Molcilio	Wendi	Teaching English to Speakers of Other Languages (TESOL) (6-12)	9/1/2019	6/30/2020
Moon	Deborah	Early Childhood Education (P-3)	9/1/2019	6/30/2024
Morrison	Shannon	Teacher Leader ( )	9/1/2019	6/30/2020
Nash	Peter	Science, Technology, Engineering and Math (STEM) (6-12)	8/1/2019	6/30/2022
Naylor	Kimberly	Elementary Education (K-6)	10/1/2019	6/30/2022
Nishimura	Coreen	Teaching English to Speakers of Other Languages (TESOL) (K-6)	9/1/2019	6/30/2021
Odonnell	Peter	Physical Education (K-12)	8/1/2019	6/30/2020
Palasigue	Jasmin	Special Education (K-6)	9/1/2019	6/30/2022
Palmer	Abigail	Special Education (K-12)	9/1/2019	6/30/2024
Perreira	Ikaika	Special Education - Orientation and Mobility (P-12)	9/1/2019	6/30/2023
Platter	Dustin	Teaching English to Speakers of Other Languages (TESOL) (K-6)	8/1/2019	6/30/2024
Polster	Christopher	Social Studies (6-12)	8/1/2019	6/30/2020
Ramirez	Kaylan	English (6-12)	9/1/2019	6/30/2024
Saidy	Mohammad	Physical Education (6-12)	8/1/2019	6/30/2023
Sarmiento	Camille	Elementary Education (K-6)	10/1/2019	6/30/2023
Sarmiento	Camille	Mathematics (6-8)	10/1/2019	6/30/2023
Shaw	Lillian	Mathematics (6-8)	10/1/2019	6/30/2024
Slate	Sahara	Teaching English to Speakers of Other Languages (TESOL) (K-6)	8/1/2019	6/30/2022
Sorgie	Charity	Special Education (K-6)	8/1/2019	6/30/2022
Takara	Taryn	Art (6-12)	8/1/2019	6/30/2021
Tanaka	Katherine	Teaching English to Speakers of Other Languages (TESOL) (K-6)	10/1/2019	6/30/2022
Taniguchi	Julie-Ann	Social Studies (6-12)	8/1/2019	6/30/2023
Telles	Sean	CTE - Arts and Communication (6-12)	8/1/2019	6/30/2020
Tominaga	Mary Jane	School Counselor (K-12)	8/1/2019	6/30/2023
Trainer	Michalann Rae	School Counselor (K-12)	10/1/2019	6/30/2023

Trainer	Michalann Rae	Social Studies (6-12)	10/1/2019	6/30/2023
Turman	Charlene	Teaching English to Speakers of Other Languages (TESOL) (K-12)	8/1/2019	6/30/2020
Turman	Charlene	Teacher Leader ( )	10/1/2019	6/30/2020
Uttecht	Holly	Early Childhood Education (P-K)	10/1/2019	6/30/2022
Van Gieson	Krisdee	Special Education - Mild/Moderate (6-12)	9/1/2019	6/30/2022
Ventura	Eusebia	Teaching English to Speakers of Other Languages (TESOL) (K-6)	8/1/2019	6/30/2024
West Geary	Emily	Special Education (6-12)	9/1/2019	6/30/2022
Wilson	Christen	Early Childhood Education (P-3)	10/1/2019	6/30/2024
Wong	Dee	Special Education (P-3)	8/1/2019	6/30/2022
Zaldivar	Angela	Health (K-12)	8/1/2019	6/30/2022
Zucker	Heidi	Teacher Leader ( )	9/1/2019	6/30/2023
<b>PERMITS:</b>				
<b>CAREER AND TECHNICAL EDUCATION</b>				
<b>Last Name</b>	<b>First Name</b>	<b>License Field</b>	<b>Effective Date</b>	<b>Expiration Date</b>
De La Cruz	David	CTE - Special Permit	8/1/2019	6/30/2025
Kanekoa	Kau'i	CTE - Special Permit	9/1/2019	6/30/2025
<b>HAWAIIAN</b>				
<b>Last Name</b>	<b>First Name</b>	<b>License Field</b>	<b>Effective Date</b>	<b>Expiration Date</b>
Camara	Kahaolamauloa	Hawaiian Knowledge (P-12)	9/1/2019	6/30/2025
Camara	Kahaolamauloa	Hawaiian Language Immersion (P-12)	9/1/2019	6/30/2025
Camara	Kahaolamauloa	Kaia'olelo-Kaiapuni Hawai'i (P-12)	9/1/2019	6/30/2025
<b>EMERGENCY HIRE</b>				
<b>Last Name</b>	<b>First Name</b>	<b>License Field</b>	<b>Effective Date</b>	<b>Expiration Date</b>
Aana-Sutton	Tiana	Emergency Hire	8/1/2019	6/30/2020
Achido	Tre	Emergency Hire	9/1/2019	6/30/2020
Adolpho	Abbigale	Emergency Hire	10/1/2019	6/30/2020
Akamu	Aaron Aina	Emergency Hire	10/1/2019	6/30/2020
Akau	Rogerlynn	Emergency Hire	9/1/2019	6/30/2020
Aksamit	Lance	Emergency Hire	8/1/2019	6/30/2020
Albert	Golanda	Emergency Hire	8/1/2019	6/30/2020
Aldarondo	Natalie	Emergency Hire	10/1/2019	6/30/2020
Allen	Mary	Emergency Hire	10/1/2019	6/30/2020
Allred	Erika	Emergency Hire	8/1/2019	6/30/2020
Alvarado	Claribel	Emergency Hire	8/1/2019	6/30/2020
Amico	Erica	Emergency Hire	8/1/2019	6/30/2020
Anderson	Aaron	Emergency Hire	9/1/2019	6/30/2020
Anderson	Waranan	Emergency Hire	10/1/2019	6/30/2020

Andrade	Ruth	Emergency Hire	8/1/2019	6/30/2020
Andrade	Maylene	Emergency Hire	10/1/2019	6/30/2020
Arakaki	Shunya Kuulei	Emergency Hire	8/1/2019	6/30/2020
Arnott	Abby	Emergency Hire	8/1/2019	6/30/2020
Asing	Ashley	Emergency Hire	10/1/2019	6/30/2020
Asue	Amanda	Emergency Hire	8/1/2019	6/30/2020
Audo-Beliov	Elisa	Emergency Hire	8/1/2019	6/30/2020
Babila	Joshua	Emergency Hire	8/1/2019	6/30/2020
Badua	Reanna	Emergency Hire	8/1/2019	6/30/2020
Baker	Julianne	Emergency Hire	9/1/2019	6/30/2020
Barenaba	Leeann	Emergency Hire	9/1/2019	6/30/2020
Barth	Makana	Emergency Hire	9/1/2019	6/30/2020
Bentkowski	Eric	Emergency Hire	10/1/2019	6/30/2020
Berinobis	Kori	Emergency Hire	9/1/2019	6/30/2020
Bonelli	Christopher	Emergency Hire	8/1/2019	6/30/2020
Brock	Ember	Emergency Hire	8/1/2019	6/30/2020
Brown	Steven	Emergency Hire	10/1/2019	6/30/2020
Brue	Dana	Emergency Hire	10/1/2019	6/30/2020
Bulatao	Linahla	Emergency Hire	10/1/2019	6/30/2020
Bumanglag	Kevin	Emergency Hire	10/1/2019	6/30/2020
Butts	Jenna	Emergency Hire	10/1/2019	6/30/2020
Buzzard	Kelli	Emergency Hire	8/1/2019	6/30/2020
Campbell	Orlando	Emergency Hire	8/1/2019	6/30/2020
Caracol	Lambrina	Emergency Hire	10/1/2019	6/30/2020
Cariaga	Rochelle	Emergency Hire	8/1/2019	6/30/2020
Casciano	Anthony	Emergency Hire	10/1/2019	6/30/2020
Castillo	Kaylee	Emergency Hire	10/1/2019	6/30/2020
Ceppi	Olivia	Emergency Hire	9/1/2019	6/30/2020
Chan	Jennifer	Emergency Hire	8/1/2019	6/30/2020
Chang	Tammy	Emergency Hire	8/1/2019	6/30/2020
Chapman	Brooke	Emergency Hire	8/1/2019	6/30/2020
Chapman	Broderick	Emergency Hire	9/1/2019	6/30/2020
Cheape	Brandon	Emergency Hire	8/1/2019	6/30/2020
Cheek	Michael	Emergency Hire	9/1/2019	6/30/2020
Chhy	Amber	Emergency Hire	10/1/2019	6/30/2020
Chou	Janet	Emergency Hire	8/1/2019	6/30/2020
Clark	Madison	Emergency Hire	8/1/2019	6/30/2020
Coffey	Erin	Emergency Hire	8/1/2019	6/30/2020
Colobong	Rabecca	Emergency Hire	10/1/2019	6/30/2020
Concha	Douglas	Emergency Hire	10/1/2019	6/30/2020
Cramer	Jacqueline	Emergency Hire	10/1/2019	6/30/2020
Crawford-Krone	Minette	Emergency Hire	9/1/2019	6/30/2020
Cronk	Tasha	Emergency Hire	8/1/2019	6/30/2020
Daniel	Allison	Emergency Hire	9/1/2019	6/30/2020
Davis	Katia	Emergency Hire	8/1/2019	6/30/2020
Davis	Laura	Emergency Hire	8/1/2019	6/30/2020

De La Cruz	David	Emergency Hire	8/1/2019	6/30/2020
Defoe	Ron	Emergency Hire	10/1/2019	6/30/2020
Delgreco	Matthew	Emergency Hire	8/1/2019	6/30/2020
Denis	Felise	Emergency Hire	8/1/2019	6/30/2020
Deschene	Michael	Emergency Hire	8/1/2019	6/30/2020
Diaz	Guadalupe	Emergency Hire	8/1/2019	6/30/2020
Dickson	Kathleen	Emergency Hire	8/1/2019	6/30/2020
Dilks	Marielle	Emergency Hire	10/1/2019	6/30/2020
Dimillo	Jean	Emergency Hire	8/1/2019	6/30/2020
Domingo	Reno	Emergency Hire	10/1/2019	6/30/2020
Economy	Jamie	Emergency Hire	10/1/2019	6/30/2020
Edejer	Noelle	Emergency Hire	10/1/2019	6/30/2020
Encinas-Domingcil	Autumn	Emergency Hire	8/1/2019	6/30/2020
Falemalu	Marie Jeanne	Emergency Hire	8/1/2019	6/30/2020
Farrell	Cheyenne	Emergency Hire	8/1/2019	6/30/2020
Ferrer	Megan	Emergency Hire	8/1/2019	6/30/2020
Fisher	Matthew	Emergency Hire	8/1/2019	6/30/2020
Folker	Peggy	Emergency Hire	8/1/2019	6/30/2020
Forloine	Vanessa	Emergency Hire	8/1/2019	6/30/2020
Freitas	Tyscha	Emergency Hire	8/1/2019	6/30/2020
Fujihara	Lihau	Emergency Hire	8/1/2019	6/30/2020
Fukunaga	Robynne	Emergency Hire	8/1/2019	6/30/2020
Gagliano	Amanda	Emergency Hire	9/1/2019	6/30/2020
Galarita	Brandon	Emergency Hire	8/1/2019	6/30/2020
Gallagher	John	Emergency Hire	9/1/2019	6/30/2020
Gaxiola	Victoria	Emergency Hire	8/1/2019	6/30/2020
Genegabuas	Moani	Emergency Hire	9/1/2019	6/30/2020
George	Jason	Emergency Hire	8/1/2019	6/30/2020
Gilbert	Shauna	Emergency Hire	8/1/2019	6/30/2020
Gouveia-Lee	Kylie	Emergency Hire	8/1/2019	6/30/2020
Gracey	Jeremy	Emergency Hire	10/1/2019	6/30/2020
Greeley	Kalei	Emergency Hire	8/1/2019	6/30/2020
Green	Jenilee	Emergency Hire	8/1/2019	6/30/2020
Gresham	Crystal	Emergency Hire	9/1/2019	6/30/2020
Griffay	Daniella	Emergency Hire	9/1/2019	6/30/2020
Grose	Matthew	Emergency Hire	8/1/2019	6/30/2020
Guillermo	Cherie Joyce	Emergency Hire	8/1/2019	6/30/2020
Haag	China	Emergency Hire	9/1/2019	6/30/2020
Hagmann	Molly	Emergency Hire	9/1/2019	6/30/2020
Hamakawa	Marisa	Emergency Hire	8/1/2019	6/30/2020
Hamberg	Kawailehua	Emergency Hire	9/1/2019	6/30/2020
Hamilton	Taylor	Emergency Hire	10/1/2019	6/30/2020
Hamman	Jacob	Emergency Hire	8/1/2019	6/30/2020
Hanohano	Kawehiokaiulani	Emergency Hire	8/1/2019	6/30/2020
Hanshew	Carma	Emergency Hire	10/1/2019	6/30/2020
Harada	Kevin	Emergency Hire	8/1/2019	6/30/2020

Harris	Terrius	Emergency Hire	8/1/2019	6/30/2020
Hayden	Edward	Emergency Hire	8/1/2019	6/30/2020
Hays	Irish	Emergency Hire	8/1/2019	6/30/2020
Hernandez	Kayla	Emergency Hire	9/1/2019	6/30/2020
Hillebrenner	Brenda	Emergency Hire	8/1/2019	6/30/2020
Hobbs	Kevin	Emergency Hire	9/1/2019	6/30/2020
Hodges	David	Emergency Hire	10/1/2019	6/30/2020
Holmberg	Eric	Emergency Hire	8/1/2019	6/30/2020
Hong	Brooke	Emergency Hire	9/1/2019	6/30/2020
Hoomanawanui	Johnnoah	Emergency Hire	10/1/2019	6/30/2020
Hosoda	Kelsea	Emergency Hire	8/1/2019	6/30/2020
Hunt-Jansen	Vanessa	Emergency Hire	9/1/2019	6/30/2020
Hyppolite	Sophonie	Emergency Hire	8/1/2019	6/30/2020
Ishii	Stephen	Emergency Hire	8/1/2019	6/30/2020
Ismail	Mahie	Emergency Hire	10/1/2019	6/30/2020
Iwamasa	Coryn	Emergency Hire	8/1/2019	6/30/2020
Iwanaka	Michelle	Emergency Hire	8/1/2019	6/30/2020
Jardin	Erika	Emergency Hire	8/1/2019	6/30/2020
Jarrett	Kylene	Emergency Hire	8/1/2019	6/30/2020
Jones	Jordan	Emergency Hire	10/1/2019	6/30/2020
Kahananui	Chanderlynn	Emergency Hire	8/1/2019	6/30/2020
Kaku	Michelle	Emergency Hire	9/1/2019	6/30/2020
Kalai	Emerald	Emergency Hire	10/1/2019	6/30/2020
Kamaka	Kishti	Emergency Hire	10/1/2019	6/30/2020
Kamoku	Richard	Emergency Hire	8/1/2019	6/30/2020
Kanelopoulos	Geordan	Emergency Hire	8/1/2019	6/30/2020
Kau Garcia	Ella	Emergency Hire	8/1/2019	6/30/2020
Kawaa	Kenetta	Emergency Hire	10/1/2019	6/30/2020
Kawaguchi-Ailetcher	Micah	Emergency Hire	8/1/2019	6/30/2020
Kay	Darlene	Emergency Hire	9/1/2019	6/30/2020
Kazarian	Scott	Emergency Hire	8/1/2019	6/30/2020
Kearns	Kathleen	Emergency Hire	8/1/2019	6/30/2020
Keawe	Karen Kahanu	Emergency Hire	9/1/2019	6/30/2020
Kelley	Dennis	Emergency Hire	8/1/2019	6/30/2020
Kepani	Raynette	Emergency Hire	8/1/2019	6/30/2020
Kim	Jalayna	Emergency Hire	10/1/2019	6/30/2020
Kira	Dean	Emergency Hire	8/1/2019	6/30/2020
Kohlbrener	Caile	Emergency Hire	8/1/2019	6/30/2020
Kramer	Stephanie	Emergency Hire	9/1/2019	6/30/2020
Kreft	Tami	Emergency Hire	10/1/2019	6/30/2020
Kryss	Caitlin	Emergency Hire	8/1/2019	6/30/2020
Lau	Diana	Emergency Hire	8/1/2019	6/30/2020
Lee	Jessica	Emergency Hire	10/1/2019	6/30/2020
Leong	Elizabeth	Emergency Hire	9/1/2019	6/30/2020
Lewenhaupt	Robert	Emergency Hire	8/1/2019	6/30/2020
Lim	Michelle	Emergency Hire	9/1/2019	6/30/2020

Little	Monica	Emergency Hire	8/1/2019	6/30/2020
Lopez	Chaney	Emergency Hire	8/1/2019	6/30/2020
Lopez	Heather	Emergency Hire	8/1/2019	6/30/2020
Lozano	Delia	Emergency Hire	10/1/2019	6/30/2020
Lundahl	Jenny	Emergency Hire	10/1/2019	6/30/2020
Ly	Chandarom	Emergency Hire	10/1/2019	6/30/2020
Maas	Ethan	Emergency Hire	10/1/2019	6/30/2020
Maddox	Ivory	Emergency Hire	10/1/2019	6/30/2020
Madison	Katherine	Emergency Hire	9/1/2019	6/30/2020
Manley	Andrew	Emergency Hire	10/1/2019	6/30/2020
Martin	Amy	Emergency Hire	8/1/2019	6/30/2020
Martin	Kyle	Emergency Hire	8/1/2019	6/30/2020
Martin	Carissa	Emergency Hire	10/1/2019	6/30/2020
Mata	Natalie	Emergency Hire	10/1/2019	6/30/2020
Matsumoto	Michelle	Emergency Hire	8/1/2019	6/30/2020
Mauldin	Collins	Emergency Hire	10/1/2019	6/30/2020
Mayer	Keani	Emergency Hire	8/1/2019	6/30/2020
Mctaggart	Caroline	Emergency Hire	8/1/2019	6/30/2020
Meggs	Alison	Emergency Hire	9/1/2019	6/30/2020
Mendoza	Mark	Emergency Hire	8/1/2019	6/30/2020
Metzler	Catherine	Emergency Hire	8/1/2019	6/30/2020
Miller	Chloe	Emergency Hire	9/1/2019	6/30/2020
Mirafior	Airen	Emergency Hire	9/1/2019	6/30/2020
Miyashita	Ty	Emergency Hire	10/1/2019	6/30/2020
Mizumoto	Micah	Emergency Hire	8/1/2019	6/30/2020
Mongenyip	Shawn	Emergency Hire	8/1/2019	6/30/2020
Mueller	Caitlin	Emergency Hire	8/1/2019	6/30/2020
Murakami	Bryant	Emergency Hire	8/1/2019	6/30/2020
Murray	Georgienne	Emergency Hire	8/1/2019	6/30/2020
Muzzillo	Andrew	Emergency Hire	10/1/2019	6/30/2020
Nakazato	Chance	Emergency Hire	9/1/2019	6/30/2020
Natera	Ricardo	Emergency Hire	8/1/2019	6/30/2020
Navor	Jadine	Emergency Hire	8/1/2019	6/30/2020
Nesmith	Kelia	Emergency Hire	10/1/2019	6/30/2020
Neves	Renee	Emergency Hire	9/1/2019	6/30/2020
Neves Chinchilla	Akala	Emergency Hire	9/1/2019	6/30/2020
Newman	Kekai	Emergency Hire	10/1/2019	6/30/2020
Nicolas	Christine	Emergency Hire	9/1/2019	6/30/2020
Nie	Tianzhen	Emergency Hire	8/1/2019	6/30/2020
Nieves	Cassiopeia	Emergency Hire	8/1/2019	6/30/2020
Nirmal Kumar Jain	Prithi	Emergency Hire	10/1/2019	6/30/2020
Nishimura	Evan	Emergency Hire	9/1/2019	6/30/2020
Nunez	Jose	Emergency Hire	8/1/2019	6/30/2020
O'Shea	Denise	Emergency Hire	10/1/2019	6/30/2020
Ohashi	Angelica	Emergency Hire	10/1/2019	6/30/2020
Oshiro	Leigh	Emergency Hire	8/1/2019	6/30/2020

Pallett	Matthew	Emergency Hire	9/1/2019	6/30/2020
Parker	Tonya	Emergency Hire	10/1/2019	6/30/2020
Patao	Prescott	Emergency Hire	10/1/2019	6/30/2020
Patricio	Joelle	Emergency Hire	8/1/2019	6/30/2020
Pena	Leilani	Emergency Hire	8/1/2019	6/30/2020
Pepitone	Emily	Emergency Hire	8/1/2019	6/30/2020
Peppers	Susan	Emergency Hire	8/1/2019	6/30/2020
Permenter	Laurie	Emergency Hire	9/1/2019	6/30/2020
Pestano	Ipoleiokalani	Emergency Hire	8/1/2019	6/30/2020
Peterson	Drieann	Emergency Hire	8/1/2019	6/30/2020
Phillips	Malissa	Emergency Hire	8/1/2019	6/30/2020
Pickard	Michael	Emergency Hire	10/1/2019	6/30/2020
Pieper	Josh	Emergency Hire	9/1/2019	6/30/2020
Poblete	Timothy	Emergency Hire	10/1/2019	6/30/2020
Ponce	Louiegy	Emergency Hire	10/1/2019	6/30/2020
Powell	David	Emergency Hire	8/1/2019	6/30/2020
Price	Catherine	Emergency Hire	10/1/2019	6/30/2020
Pule	Chandel	Emergency Hire	8/1/2019	6/30/2020
Pule	Isaiah	Emergency Hire	10/1/2019	6/30/2020
Pung	Carrie	Emergency Hire	8/1/2019	6/30/2020
Puou	Lorelee	Emergency Hire	8/1/2019	6/30/2020
Quigley	Daniel	Emergency Hire	10/1/2019	6/30/2020
Quinones	Daniel	Emergency Hire	8/1/2019	6/30/2020
Rafanan	Colton	Emergency Hire	10/1/2019	6/30/2020
Ramirez	Marivic	Emergency Hire	8/1/2019	6/30/2020
Ramos	Brooklynn	Emergency Hire	8/1/2019	6/30/2020
Rances-Seymour	Chris	Emergency Hire	8/1/2019	6/30/2020
Rector-Luna	Linda	Emergency Hire	10/1/2019	6/30/2020
Respicio	Christina	Emergency Hire	9/1/2019	6/30/2020
Reveley-Mahan	Nohea	Emergency Hire	10/1/2019	6/30/2020
Reyes	Icon	Emergency Hire	8/1/2019	6/30/2020
Ribao	Alexander Rexor	Emergency Hire	8/1/2019	6/30/2020
Richards	Bobby	Emergency Hire	8/1/2019	6/30/2020
Rizzuto	Carly	Emergency Hire	8/1/2019	6/30/2020
Rodrigues	Shawn	Emergency Hire	10/1/2019	6/30/2020
Rosa	Adam	Emergency Hire	8/1/2019	6/30/2020
Rosario	Tiana	Emergency Hire	9/1/2019	6/30/2020
Rosenbalm	Robin	Emergency Hire	10/1/2019	6/30/2020
Runge	Dieter	Emergency Hire	8/1/2019	6/30/2020
Saad	Alexander	Emergency Hire	8/1/2019	6/30/2020
Saifoloi	Leaniva	Emergency Hire	8/1/2019	6/30/2020
Saito	Trey	Emergency Hire	10/1/2019	6/30/2020
Sakaguchi	Dwayne	Emergency Hire	10/1/2019	6/30/2020
Sandorova	Alzbeta	Emergency Hire	10/1/2019	6/30/2020
Schalk	Jaben	Emergency Hire	8/1/2019	6/30/2020
Scott	Timothy	Emergency Hire	8/1/2019	6/30/2020

Seno	Donovan	Emergency Hire	10/1/2019	6/30/2020
Severson	Emily	Emergency Hire	8/1/2019	6/30/2020
Shapley	Judith	Emergency Hire	8/1/2019	6/30/2020
Shay	Dharma	Emergency Hire	8/1/2019	6/30/2020
Shibata	Debbralee	Emergency Hire	8/1/2019	6/30/2020
Shibata	Saya	Emergency Hire	10/1/2019	6/30/2020
Shitanaka	Ty	Emergency Hire	8/1/2019	6/30/2020
Sicking	Isadora	Emergency Hire	9/1/2019	6/30/2020
Silkey	Trent	Emergency Hire	9/1/2019	6/30/2020
Singer	George	Emergency Hire	8/1/2019	6/30/2020
Slaughter	Terry	Emergency Hire	8/1/2019	6/30/2020
Soon	Candice Joy	Emergency Hire	8/1/2019	6/30/2020
Sorensen	Susan	Emergency Hire	9/1/2019	6/30/2020
Spina	Catherine	Emergency Hire	10/1/2019	6/30/2020
Stebbins	Bonnie	Emergency Hire	8/1/2019	6/30/2020
Stevens	Maria	Emergency Hire	8/1/2019	6/30/2020
Stohler	Stefan	Emergency Hire	10/1/2019	6/30/2020
Studt	Jacob	Emergency Hire	8/1/2019	6/30/2020
Sugai	Lee	Emergency Hire	8/1/2019	6/30/2020
Tai Hook	Amber	Emergency Hire	9/1/2019	6/30/2020
Taiafi	Jonnae	Emergency Hire	9/1/2019	6/30/2020
Takahashi	Devin	Emergency Hire	10/1/2019	6/30/2020
Tamang	Mayan	Emergency Hire	9/1/2019	6/30/2020
Tatro	William	Emergency Hire	10/1/2019	6/30/2020
Teel	Lauren	Emergency Hire	10/1/2019	6/30/2020
Teichert	Hannah	Emergency Hire	9/1/2019	6/30/2020
Tirado	Elizabeth	Emergency Hire	8/1/2019	6/30/2020
Tobe	Emma	Emergency Hire	10/1/2019	6/30/2020
Tomisato	Skyler	Emergency Hire	9/1/2019	6/30/2020
Trammell	Trenton	Emergency Hire	10/1/2019	6/30/2020
Trevithick	Mary Katherine	Emergency Hire	9/1/2019	6/30/2020
Tuitele	Sanoe	Emergency Hire	10/1/2019	6/30/2020
Vaitai	Sunia	Emergency Hire	10/1/2019	6/30/2020
Van Blarcom	Jacqueline	Emergency Hire	9/1/2019	6/30/2020
Van Kralingen	Mia	Emergency Hire	8/1/2019	6/30/2020
Vegas	Jetney	Emergency Hire	10/1/2019	6/30/2020
Velasco	Maricar	Emergency Hire	8/1/2019	6/30/2020
Villamor	Gabrielle	Emergency Hire	10/1/2019	6/30/2020
Viritua	Hauoli	Emergency Hire	9/1/2019	6/30/2020
Wahineokai	Courtney	Emergency Hire	8/1/2019	6/30/2020
Walters	Brielle	Emergency Hire	10/1/2019	6/30/2020
Welch	Georgia	Emergency Hire	9/1/2019	6/30/2020
Wellington	Kawika	Emergency Hire	10/1/2019	6/30/2020
Wilson	Brandi	Emergency Hire	8/1/2019	6/30/2020
Wright	Elizabeth	Emergency Hire	8/1/2019	6/30/2020
Yee	Vanessa	Emergency Hire	8/1/2019	6/30/2020

Yonamine	Dane	Emergency Hire	10/1/2019	6/30/2020
Zanetos	Ellen	Emergency Hire	8/1/2019	6/30/2020
Zoppa	Casey	Emergency Hire	8/1/2019	6/30/2020