

**HAWAII TEACHER STANDARDS BOARD
GENERAL BUSINESS MEETING**

Friday, November 18, 2022

**Meeting Conducted by Remote Technology via Zoom
and
Physical Location at 650 Iwilei Road, Suite 268, Honolulu, HI 96817**

MINUTES

PRESENT:

Dr. Jonathan Gillentine
Branden Kawazoe
Justin Mew
Kristi Miyamae
Lauren Moriarty for Bruce Voss

Dr. Cecily Ornelles for Dr. Nathan Murata
Dawn Raymond
Kim Sanders
Dr. Katina Soares
Kerry Tom for Keith Hayashi

EXCUSED:

Elena Farden for Keahi Makaimoku

Lokelani Han

STAFF:

Felicia Villalobos, Executive Director
Tracey Idica, Licensing Specialist
Kris Murakami, Licensing Specialist

Jennifer Padua, Licensing Specialist
Raymond Rodriguez, Licensing Specialist
Elaine Hutchinson, Secretary

CALL TO ORDER:

Chairperson Kawazoe called the meeting to order at 12:30 p.m.

OPENING REMARKS:

Chairperson Kawazoe shared information regarding procedures for virtual board meetings:

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

ROLL CALL TO ESTABLISH QUORUM:

Chairperson Kawazoe called the roll and established quorum.
Ten (10) board members were present, two (2) were excused.

DISCLOSURE FROM BOARD MEMBERS AT PRIVATE LOCATIONS:

Chairperson Kawazoe shared information regarding private location disclosure:

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

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

- No disclosures were made.

ADDITIONAL PROCEDURAL INFORMATION:

Chairperson Kawazoe shared additional information regarding meeting protocols and procedures:

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

ANNOUNCEMENTS:

Chairperson Kawazoe welcomed new HTSB Licensing Specialist Jennifer Padua and Office Assistant Kellianne Pang.

TESTIMONY, PETITIONS FROM THE PUBLIC:

1. Written testimony was submitted by Ms. Kahea Faria, College of Education at the University of Hawaii-Manoa HTSB Hawaiian Workgroup Representative in support of NBI 22-42. It has been uploaded to HTSB's website. (See Attachment)
2. Written testimony was submitted by Ms. Alyson Emrick, Director, Licensure & Regional Team Initiatives, Teach for America Hawai'i for NBI 22-45. It has been uploaded to HTSB's website. (See Attachment)
3. Ms. Alyson Emrick of Teach for America Hawai'i sent a message via the Chat Box that she would like to provide verbal testimony.
 - She thanked the board for having her and her colleague Ian Okamoto online. They are present in regards to NBI 22-45. They had the opportunity to share verbal testimony with the Teacher Education Committee and upload written testimony. They are here to voice that over if it will be helpful or if not helpful, they are here to answer any questions that may come up. She asked if the committee will share out with the board.

Chairperson Kawazoe stated that the committee will share out the discussion that they had with the board when they get to this New Business Item.

There were no questions for Ms. Emrick and Mr. Okamoto.

APPROVAL OF MINUTES:

The minutes from the October 14, 2022, meeting were approved as written.

EXECUTIVE DIRECTOR'S REPORT:

Executive Director Villalobos submitted her report to the board as written.

- Licensing/Customer Service Data: September 2022 – 2023.
Data is consistent with previous months in regards to licensing.
Many notifications and calls are being received regarding licensing and inquiries for adding a field and things of that nature.
The licensing specialists are busier than ever answering questions, ensuring that teacher candidates have all the information or other inquiries that are coming through our office.
- New Office Space Update
The physical location of today's meeting is in HTSB's the newly expanded office space which includes the addition of Suite 265's area.
The build-out still needs to be completed with wiring, server access, etc.
She is hoping to do hybrid virtual meetings like the Board of Education and the Charter Commission with cameras. Board members and the public will be able to tune-in virtually as well as come in and attend in this public space.
- She is available to answer any questions. No questions were asked.

FINANCIAL UPDATE: Justin Mew

Year-to-Date 2022-2023: First Quarter Report as of September 30, 2022.

- He reviewed the financial statement which shows that all expenses are within the allocated budget amounts
- HSTA has taken over the training of teachers in the Model Code of Ethics for Educators (MCEE) with Dr. Troy Hutchings. This will reduce HTSB's expenditures in this expense category.
- He was available for questions. No questions were asked.

LICENSING UPDATE: Tracey Idica

It has been very busy and she is excited to share that Jennifer Padua has joined the licensing team. With another licensing specialist to share responsibilities, they are now able to go back to the alpha breakdown of workload. (Idica A to H; Rodriguez I to P; Padua Q to Z.)

- The monthly license audits of DOE and charter school teachers found that there were a lot of teachers that were hired without the appropriate licensure or qualifications.
 - By doing these monthly audits, they have been very focused on making sure that every teacher in the classroom has at minimum, an Emergency Hire Permit.
 - They were able to bring the numbers down from a high of more than sixty (60) to only sixteen (16) teachers without licenses. They are currently working on getting these sixteen (16) teachers licensed or permitted.
 - Office Assistant Natalie Aquino has been instrumental in providing support to the Licensing Specialists in doing this work. She is currently training new Office Assistant Kellianne Pang to assist them in this.
 - Teachers without licenses but have accounts are being sent text messages. They have found that this results in receiving more and better responses than making phone calls or sending emails.
- They had the first in-person National Board cohort yesterday at Nanakuli High & Intermediate School. It was just so nice to be in-person with the teachers again and seeing what's going on.
 - Score Release Day for National Board teacher candidates is December 10, 2022.
- She was available for questions. No questions were asked.

PRESENTATION: HTSB Staff and Deputy Attorney Generals on Professional Practices Institute (PPI)

Executive Director Villalobos provided information on The National Association of State Directors of Teacher Education and Certification (NASDTEC) 25th Professional Practices Institute (PPI) which was held in Boise, ID on October 19 to 21, 2022. The PPI is a specialized conference addressing issues of educator misconduct, screening and background checks and other related topics.

- Executive Director Villalobos, Licensing Specialist Murakami, Chairperson Kawazoe attended along with Education Division Deputy Attorney Generals Michael Azuma and Catherine Piazza.
- Takeaways: Licensing Specialist Murakami
To the extent possible, they each attended different break-out sessions that were offered.
 - Common to other jurisdictions but not Hawaii, is that they have their own independent investigative bodies. While they might be under the umbrella of a Department of Education, the licensing branch is essentially a separate entity with their own investigators. This is invaluable because those individuals are able to readily do an investigation when there was a report.
They probably have enforcement mechanisms that take place a lot more contemporaneous to the act itself.
 - Overall, they did meet a lot of people in the different jurisdictions. They learned different aspects about different types of misconduct and how misconduct matters are handled in different jurisdictions. Some have a hybrid situation where a third-party serves as an adjudicator and then it gets taken back to the board for final decision-making.
 - They got to hear a lot of war stories. She is very pleased that the HTSB has taken a stance that we don't want to "dumb down" the qualifications and standards of our teachers. If we do, we might end up with the repercussions that are taking place in a lot of other states.
 - In Kentucky for example, they have a certification process whereby if you served in the military, you get an automatic five (5) years of being licensed as a teacher. All you need is a high school diploma. They had a case where a teacher got an elementary student in a choke-hold. As a result, that person is under investigation. This stems from a lack of training and qualifications in teaching.
 - This seems to be the climate in a lot of jurisdictions, especially with teacher shortages, that they're making different alternative pathways but at the expense of our keiki.
 - She's really pleased that we haven't stooped that low and we continue to demand excellence in our State of Hawaii. Hopefully we can continue to make some headway.
- Takeaways: Deputy Attorney General Azuma
He really appreciated the opportunity to attend this conference. It was the first one like this that he has attended.
 - It was fairly eye-opening to see the resources that other states have in terms of their own set of investigative units in handling of misconduct.
 - There was kind of a split in mentality amongst the jurisdictions in their handling of teacher misconduct. Some were punitive in terms of how they handle teacher misconduct while others were more rehabilitative in what their goals were for the teachers. I think ideally, everyone would like to

strike a nice balance between them but ultimately that's the takeaway that we got.

- Some of the issues with being more rehabilitative is once you have a teacher who has been found to have conducted misconduct, then how do you proceed from there?
 - One of the things was a parole or probation type issue. But then, you need further resources in order to follow through with the individuals who were made to do certain things like classes, therapy and things like that.
 - There were a lot of investigators and the issues they were dealing with were how to interrogate witnesses and how to stop secondary trauma of victims.
 - The issue of "grooming" is a problem that was brought to his attention. It is educators using their position to sow the seeds of inappropriate relationships. Some may not realize they're doing it until it crosses the line.
- Takeaways: Chairperson Kawazoe
Being one of the people in the teaching/counseling field, he was able to gain some perspective ex-FBI, ex-military and investigators.
 - It was great to see how other jurisdictions are doing things.
 - We will be working with our legislators in terms of how we can we tighten our processes and procedures.
 - The one thing that everyone had in common there regardless of their background, is they were there for the protection and safety of children in the classrooms.
 - It was great to be around like-minded people, ask questions, and foster relationships.
 - Through discussions at a prior conference, investigators connected the dots on a teacher who moved from the East Coast to Arizona and had some misconduct. They were able to hold the teacher accountable.
 - Moving forward, what HTSB and the Board are doing right now, our main goal is to have qualified educators in the classroom and protect the safety of our children. This is what the conference was about.
 - Takeaways: Deputy Attorney General Catherine Piazza
She thanked HTSB for the opportunity to attend the conference and learned about:
 - The impact that training is necessary for teachers;
 - Emphasis on rehabilitative process that some jurisdictions are partaking in and is very effective;
 - The differences in how each jurisdiction handles these types of cases.
 - They were available for questions. No questions were asked.

TESTIMONY, PETITIONS FROM THE PUBLIC: No additional Testimony

COMMITTEE REPORT:

TOPIC: LEGISLATIVE COMMITTEE

DISCUSSION/Action:

- **NBI 22-40:** Approval of HTSB's 2023 Annual Report
 - Committee Chairperson Miyamae reviewed the HTSB's 2023 Annual Report for the full board. She commended the staff for all their hard work to gather all this information to present to the legislators.
 - She reported that the committee reviewed and recommended for approval, New Business Item 22-40 as written, that was adopted by the HTSB. (See Attachment)

DISCUSSION/Recommendations:

Committee Chairperson Miyamae reported that the committee discussed the Legislative Permitted Interaction Group's Recommendation for HTSB's 2023 Legislative Priorities. (See Attachment)

- The Committee was tasked to come up with discussion points to talk with legislators about possible statutory changes we might want to put in place and develop and recommend legislative priorities.
- She asked the full board if anyone would like to add or delete anything. It won't be a NBI until January 2023 so this is a good time for the board members to look at the legislative priorities before it is approved.
- Board Member Moriarty stated that the Board of Education has just finished holding community meetings in all of the complex areas and the stakeholders survey in preparation for the BOE Strategic Plan. These priorities outlined here look very much in line with what the Board of Education heard and where the discussion thus far in the process of writing up the Strategic Plan has headed.

COMMITTEE REPORT:

TOPIC: TEACHER STANDARDS COMMITTEE

DISCUSSION/Action:

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

- **NBI 22-41:** Acceptance of Teaching Experience from the Department of Defense Education Activity Licensed Teachers
- **NBI 22-43:** License Affirmation

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

- **NBI 22-42:** Adoption of the 2022-2023 Hawaiian Focus Work Group Recommendations (Part 1)

COMMITTEE REPORT:

TOPIC: TEACHER EDUCATION COMMITTEE

DISCUSSION/Action:

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

- **NBI 20-12 Revised:** Consideration of the University of Hawai'i at Manoa's Letter of Intent to Plan a New Program in STEM
- **NBI 20-15 Revised:** Consideration of the University of Hawai'i at Manoa's Letter of Intent to Plan a New Program in School Counseling
- **NBI 22-44:** Consideration of University of Hawai'i at Manoa's Request for a Dual Licensure Program to add TESOL to the Existing PBCTE-Elementary Program
- **NBI 22-45:** Consideration of Recommendations from HTSB's 2022 Annual Educator Preparation Provider Completer Audit
 - Licensing Specialist Rodriguez provided the information again that he presented at the Committee Meeting.
 - Ms. Alyson Emrick and Mr. Ian Okamoto were present to answer any questions. No questions were asked.

PUBLIC TESTIMONY ON GENERAL BUSINESS MEETING AGENDA ITEMS:

No additional Testimony.

EXECUTIVE SESSION PROCEDURAL INFORMATION:

Chairperson Kawazoe shared information regarding procedures for virtual Executive Session:

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

MOTION TO RISE INTO EXECUTIVE SESSION (Mew/Sanders)

This portion of the meeting is a closed meeting under Section 92-4 and Section 92-5(a)(1)(2) and (4), Hawaii Revised Statutes.

BOARD MEMBERS VOTED TO ENTER EXECUTIVE SESSION AT 1:32 P.M.

CALL BACK TO ORDER BY CHAIRPERSON KAWAZOE AT 3:47 P.M.

TOPIC: Report out of Executive Session

DISCUSSION:

Chairperson Kawazoe reported out:

- The minutes from the October 14, 2022, Executive Session were approved as written.
- Personnel Update: Villalobos
- Consultation with Deputy Attorney General on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities.
- Hawai'i State Ethics Commission Inquiry Letter
- Deferral of the following New Business Items: (See Attachments)
 - NBI 22-46: Granting of an Exception to Add an Additional Teaching Field to an Active Valid License
 - NBI 22-50: Case Number 21-13
 - NBI 22-51: Case Number 22-13
- Approval of the following New Business Items that were adopted by the HTSB: (See Attachments)
 - NBI 22-47: Case Number 22-14
 - NBI 22-48: Case Number 22-15
 - NBI 22-49: Case Number 22-16

PUBLIC TESTIMONY ON GENERAL BUSINESS MEETING AGENDA ITEMS:

No additional Testimony.

TOPIC: Next HTSB Meeting: November 18, 2022

DISCUSSION:

Chairperson Kawazoe and board members discussed:

- Plan for January 13, 2023, meeting

ADJOURNMENT:

Chairperson Kawazoe adjourned the meeting at 3:49 p.m.

Recorder: *Elaine Hutchinson* Date: November 18, 2022
Elaine Hutchinson



November 14, 2022

MEMORANDUM

TO: [Hawaii Teacher Standards Board](#)
Teacher Standards Committee
650 Iwilei Road, Suite 268
Honolulu, Hawaii 96817

FROM: Kahea Faria, Assistant Specialist, Master of Education in Teaching
HTSB Hawaiian Workgroup, COE Representative

SUBJECT: **Testimony in Support of Agenda Item F - NBI 22-42:** Adoption of the
2022-2023 Hawaiian Focus Work Group Recommendations (Part I)

As the College of Education at the University of Hawaii-Manoa HTSB Hawaiian Workgroup representative, I respectfully submit this testimony in **support** of *Agenda Item F - NBI 22-42: Adoption of the 2022-2023 Hawaiian Focus Work Group Recommendations (Part I)*. Continuing to issue license fields for Hawaiian Language and Hawaiian Studies ensures that all EPPs continue to address Hawaii's teacher shortage. The continuation of the Hawaiian Knowledge license field is necessary as it is one step closer to fully realizing the goal of addressing Hawaiian language, history and culture in one license.

Since Hawaii is a dual language state, English and Hawaiian, the renaming of the license fields are appropriate and necessary.

Ua mau no ke ea o ka aina i ka pono

November 15, 2022

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Hawai'i Teacher Standards Board
650 Iwilei Road, Suite 268
Honolulu, HI 96817
htsb@hawaii.gov

Dear Hawai'i Teacher Standards Board,

This is testimony for NBI 22-45.

We had a candidate who was approved by us to use the NBI 08-58 to pursue licensure in Algebra 1 instead of his original license area of 6-12 Mathematics. He had passed the Algebra 1 Praxis II and was teaching Algebra 1 in addition to other math courses at his school.

I am usually the one who submits our completers list but I was out on maternity leave when the list was uploaded. The staff member that submitted the list in my absence mistakenly did not change the teacher candidate's license area to Algebra I from 6-12 Mathematics.

We worked with HTSB staff to rectify the situation; the candidate uploaded a voluntary surrender form for his 6-12 Mathematics license and applied for the correct Algebra 1 license. He now has an active license with the corrected license field.

We have since checked all of the candidates we recommended and confirmed this was the only error. We have checks in place to ensure this doesn't happen again.

Mahalo,

Alyson Emrick
Director, Licensure & Regional Team Initiatives
Teach For America Hawai'i

New Business Item 22-40
Introduced November 18, 2022
Approved November 18, 2022

TITLE: Approval of HTSB's 2023 Annual Report

The Hawaii Teacher Standard Board approves the attached 2023 Annual Report and directs the Executive Director to submit it to the Governor, President of the Senate, and Speaker of the House prior to the 2023 Opening Day of the Hawaii Legislature.

Submitted by: Branden Kawazoe

Referred to: Legislative Committee



ANNUAL REPORT 2023

2023 Annual Report

Hawai'i Teacher Standards Board

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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 designee; the State Superintendent or designee; the Dean of the University of Hawai‘i College of Education or designee chosen from the Teacher Education Coordinating Committee; a representative of the independent schools; and two public representatives. Statute changes in 2014 required one teacher representative to be a charter school teacher. In 2018, additional statute changes added the Chairperson of the Native Hawaiian Education Council or designee, and a non-voting student teacher member, selected on a rotating basis from the University of Hawaii System educator preparation programs. The HTSB gratefully acknowledges the Governor and Senate Education Committee for nominating and confirming these members to fill the Board.

HTSB Membership:

Board Member	Representative Organization
1. Branden Kawazoe, Chairperson	School counselor, Oahu
2. Lokelani Han, Vice Chairperson	Charter School Teacher, Molokai
3. Kristi Miyamae	Teacher, Oahu
4. Dawn Raymond	Teacher, Hawaii Island
5. Kim Sanders	Principal, middle school, Oahu
6. Dr. Katina Soares	Principal, high school, Molokai
7. Justin Mew	Principal, high school, Oahu
8. The Honorable Bruce Voss (Lauren Moriarty, designee)	Chairperson, Board of Education
9. Keith T. Hayashi (Sean Bacon, designee)	Superintendent, Department of Education
10. Dr. Nathan Murata (Dr. Cecily Ornelles, designee)	Dean, University of Hawai‘i College of Education
11. Keahi Makaimoku (Elena Farden, designee)	Chair, Native Hawaiian Education Council
12. Dr. Jonathan Gillentine	Public member, Oahu
13. Vacant	Public member
14. Vacant	Teacher member
15. Vacant	Teacher member
16. Vacant	HAIS Representative
17. Vacant	UH System Teacher Candidate

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 and requirements from the Department of Education to the Hawai‘i Teacher Standards Board. The Board assumed responsibility for licensing 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 Hawai‘i 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 in Hawai‘i 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.

2021-2022 Highlights

Teacher Standards:

- Updated HTSB's Mission and Vision
- Approval of Revisions to HTSB's Hawaii Administrative Rules
- Created a plan to accept out-of-state completers
- Plan to reconvene the Hawaiian work group
- Updated licensing forms
- Government issued ID requirement
- Revised and Rescinded outdated new business items
 - Procedures for conducting HTSB's renewal audit
 - Verification methods for license renewals
 - Clarification of Teacher Leader requirements

Teacher Education:

Reviewed and approved new and continuing state approval of licensure programs for:

- Recognized that following teacher preparation programs that attained national accreditation and continuing state approval for their programs:
 - Leeward Community College Continuing State Approval
 - The University of Hawaii at Hilo Continuing State Approval
 - The University of Hawaii at Manoa Continuing State Approval
 - Teach Away's Continuing State Approval
- Approval of Association for Advancing Quality in Educator Preparation Provider (AAQEP) Cooperation Agreement
- Consideration of Leeward Community College Letter of Intent to Plan a SPED PK-3 Initial Licensure Program

- Consideration of The University of Hawaii at Manoa's Letter of Intent to Plan an Online Learning and Teaching Added Field Program
- Consideration of Teach Away Hawaii's Teacher Education Program Letter of Intent to Plan New Programs in Special Education Mild/Moderate, Early Childhood Education, and Elementary Education
- Consideration of The University of Hawaii at Hilo's Letter of Intent to Plan New Programs in CTE Natural Resources, STEM, Computer Science, and Health
- Consideration of The University of Hawaii at Manoa's Request to Add Secondary (6-12) Content Fields to Existing Licensure Programs
- Leeward Community College Program Modification of State Approval to Include a Second Option to Meet Content Knowledge Requirements for an Advanced Professional Certificate in Special Education
- Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Added Field Licensure TESOL Program
- Consideration of Hawaii Pacific University's Request to Add Secondary (6-12) TESOL Content Field to their Existing Licensure Program
- Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Bachelor of Education in Special Education Mild/Moderate 6-12 and Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

Licensure:

- Valid Government Issued Photo Identification Requirement for all Applications
- Social Security Number Requirement for all Applications
- Requirements for Adding the Field of School Counselor to an Existing License
- Approval of Statements for all HTSB Licenses, Permits, Certificates, and Applications

Operational:

- HTSB office space expansion from 728 square feet for a staff of eight (8) to 1,902 square feet to accommodate HTSB's full staff and a Board meeting space.

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 National Specialty Professional Associations updated revised content area standards. The Board conducted a review of these content standards made by the national content associations.

This review was adopted by HTSB on March 5, 2021. These standards should be implemented by Educator Preparation Programs (EPP) no later than July 1, 2023.

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

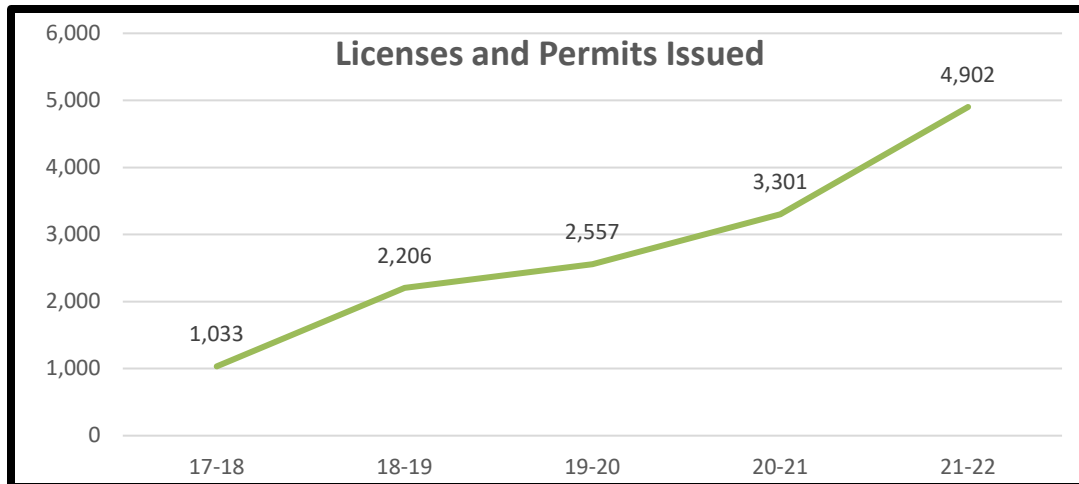
EDUCATOR LICENSURE

Licensing Requirements

Over the last five years, HTSB has issued licenses with over 18,000 license fields to Hawaii teachers. In the past year, HTSB licensed over 3,300 new licenses and renewed over 4,000 existing licenses. The Board continued the audit of license renewals for those teachers who are required to renew their licenses. Drawing upon a random selection of individuals renewing statewide, licensees submit the documentation to substantiate that they met the Performance Standards and had satisfactory experience within five years prior to renewal. HTSB staff worked with the DOE and Charter School administrators to continue to streamline the license renewal audit and collect evidence electronically. Requirements for licensing and renewal may be found in Appendix C.

Licenses and permits issued and renewed in the past 5 years

Type of License	7/1/2017- 6/30/2018	7/1/2018- 6/30/2019	7/1/2019- 6/30/2020	7/1/2020- 6/30/2021	7/1/2021- 6/30/2022
Provisional	446	1,077	1,422	1,481	1,175
Standard	499	1,002	1,016	1,311	2,078
Advanced	85	120	94	157	70
CTE Permit	3	3	3	7	7
Hawaiian Permit	NA	4	4	5	7
Student Teacher Permit	NA	NA	18	340	735
TOTALS	1,033	2,206	2,557	3,301	4,902

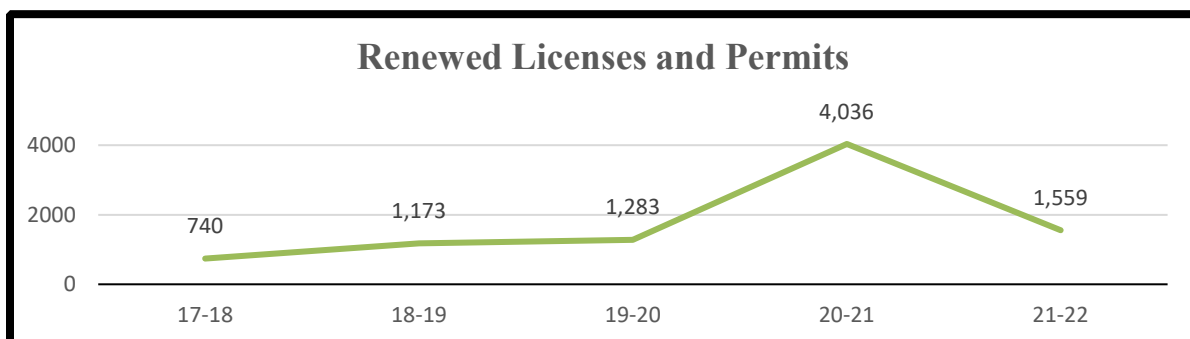


Renewed Licenses

Teachers have used the HTSB online licensing system since July 1, 2010, to renew their license. Requirements to renew a teaching license may be found in Appendix C. For this reporting period, over 1,500 teachers renewed their license. The majority of teachers used their employment evaluation as evidence of meeting the performance standards. HTSB continues to work with the HIDOE to ensure educators meet the performance standards using a combination of their new evaluations and professional growth plans. The Educator Effectiveness System, combined with an individual's professional development plan, validates that a person meets all ten performance standards over a five-year period.

Renewed licenses in the last 5 years

School Year	Licenses Renewed by Year
17-18	740
18-19	1,173
19-20	1,283
20-21	4,036
21-22	1,559

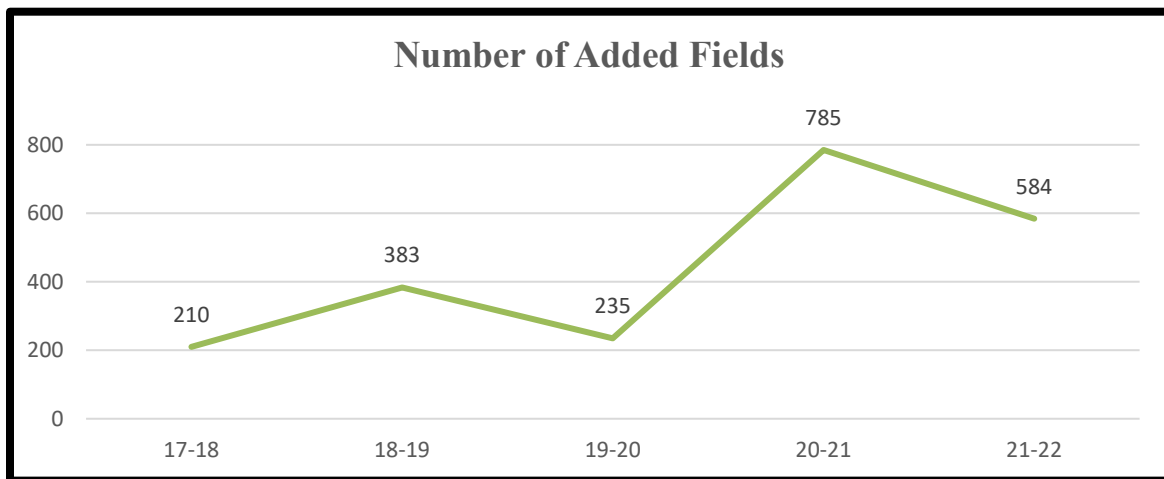


Added Fields

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

Added fields issued in the past 5 years

School Year	17-18	18-19	19-20	20-21	21-22
Number of Added Fields	210	383	235	785	584



2021-2022 Total Active Licenses and Permits

LICENSE TYPE	LICENSE COUNT
Advanced	1,053
Career and Technical Education	15
Emergency Hire	155
Hawaiian	18
Provisional	4,234

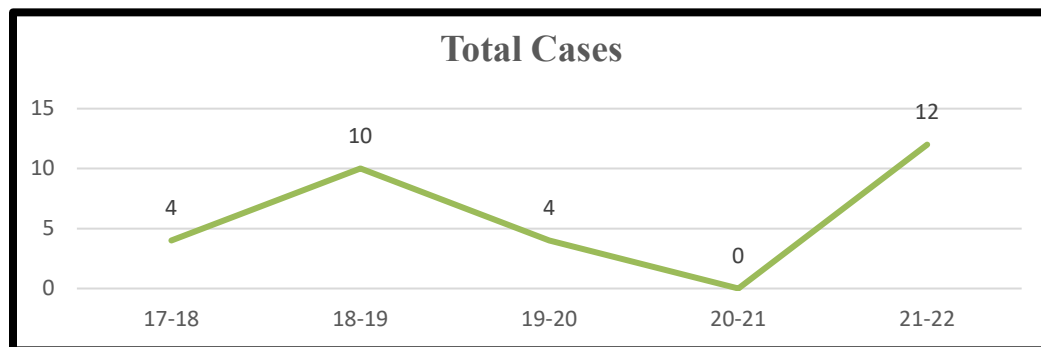
Standard	15,818
Student Teacher	61
Total	21,354

Cases for License Discipline and Appeals

The Board made decision on twelve cases in the past year.

Cases 2017-2022

Year	Denied	Revoked	Suspended	Deferred or No Action	Reinstated or Approved	Reprimanded or Warned	Conditioned	Total Cases
17-18	1	2	0	0	1	0	0	4
18-19	4	2	1	2	1	0	0	10
19-20	1	1	1	1	0	0	0	4
20-21	0	0	0	0	0	0	0	0
21-22	0	12	0	0	0	0	0	12



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 have national or international accreditation. The Association for Advancing Quality in Educator Preparation, the Council for the Accreditation of Educator Preparation, or the World Indigenous Nations Higher Education Consortium. Kahuawaiola Indigenous Teacher Education Program and Kaho'iwai Teacher Preparation Program were two of the first Indigenous focused programs to be reviewed by WINHEC's newly developed review process for teacher education, a direct outcome of the collaboration between HTSB and the Indigenous programs to ensure a quality, culturally appropriate review process.

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

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

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

Training and Resources

The HTSB provides support to all Hawai'i based teacher education programs by conducting training sessions in person and via teleconference and videoconference, as well as arranging training by partner organizations. In the past year, there was a slight increase in the number of Hawaii completers. Six hundred eighty-seven (687) individuals were recommended for licensure by Hawaii's fourteen preparation programs.

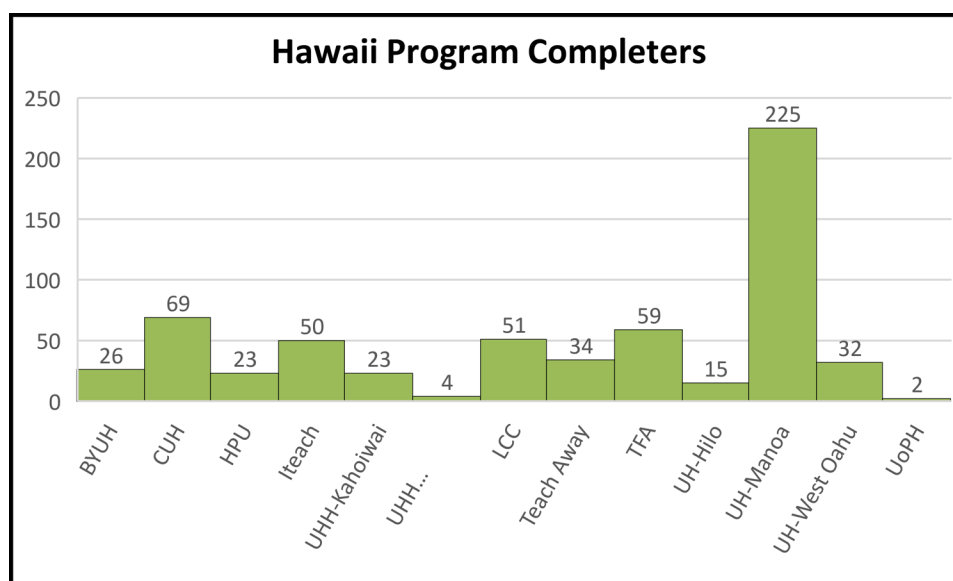
Hawaii Educator Preparation Programs

Program	Licensure Fields Offered	Number of completers 7/1/2020- 6/30/2021
Brigham Young University- Hawai'i	<ul style="list-style-type: none"> • Elementary Education (K-6) • English (6-12) • CTE-Business (6-12) • CTE Arts and Communication (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • Music (6-12) • Physical Education (6-12) • Spanish (6-12) • Art (6-12) • TESOL (6-12) • SPED Mild/Moderate (K-6) • SPED Mild/Moderate (6-12) • SPED Mild/Moderate (K-12) 	26
Chaminade University of Honolulu	<ul style="list-style-type: none"> • English (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • SPED Mild/Moderate (K-12) • Elementary (K-6) 	61

	<ul style="list-style-type: none"> • Elementary (K-6)/Special Education Mild/Moderate (K-12) Dual Licensure Program • Early Childhood Education (PK-3) • Early Childhood Education (PK-K) • Teacher Leader 	
	<ul style="list-style-type: none"> • Behavioral Sciences: School Counselor (K-12) 	8
Hawai'i Pacific University	<ul style="list-style-type: none"> • Elementary Education (K-6) • English (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • World Languages (6-12) • TESOL (6-12) 	23
iTEACH-Hawai'i	<ul style="list-style-type: none"> • English (6-12) • Mathematics (6-12) • Science (6-12) • World Languages (6-12) • Physical Education (K-6) • Physical Education (6-12) • Physical Education (K-12) • Health (K-6) • Health (6-12)) • Health (K-12) • Special Education (P-3, K-6, 6-8, 6-12, K-12, P-12) • TESOL (P-3, K-6, 6-8, 6-12, K-12) • Elementary Education K-6 	50
Kaho'iwai	<ul style="list-style-type: none"> • Elementary Education (K-6) • Mathematics (6-12) • Science (6-12) • Hawaiian Studies (6-12) • Social Studies (6-12) • English (6-12) 	23
Kahuawaiola Indigenous Teacher Education Program at UH-Hilo	<ul style="list-style-type: none"> • Kaia'ōlelo-Kaiapuni Hawai'i (P-12) • Kaia'ōlelo-Kaiapuni Hawai'i (K-6) • Kaia'ōlelo-Kaiapuni Hawai'i (P-3) • Hawaiian Language (6-12) • Hawaiian Studies (6-12) • Elementary Education (K-6) 	4
Leeward Community College	<ul style="list-style-type: none"> • CTE Arts and Communications (6-12) • CTE Business (6-12) • CTE Industrial and Engineering Technology (6-12) • CTE Natural Resources (6-12) • CTE Public and Human Services (6-12) • CTE Health Services (6-12) • Special Education (K-6, 6-12, K-12) 	51
Teach Away	<ul style="list-style-type: none"> • English (6-12) • Mathematics (6-12) • Science (6-12) • TESOL K-12 	34
Teach for America	<ul style="list-style-type: none"> • Elementary Education (K-6) 	59

	<ul style="list-style-type: none"> • Science (6-12) • Social Studies (6-12) • Mathematics (6-12) • English (6-12) • World Languages (6-12) 	
UH-Hilo Education Department	<ul style="list-style-type: none"> • Elementary Education (K-6) • Art (6-12) • CTE-Business (6-12) • English (6-12) • World Languages (6-12) • Music (6-12) • Mathematics (6-12) • Physical Education (6-12) • Science (6-12) • Social Studies (6-12) • Teacher Leader 	15
UH-Manoa	<ul style="list-style-type: none"> • Elementary Education (K-6) • Elementary Education (K-6) and Early Childhood Education (PK-3) (Dual Preparation) • Elementary Education (K-6) and Special Education (K-6) (Dual Preparation) • Special Education (PK-3) and Early Childhood Education (PK-3) (Dual Preparation) • Elementary (K-6) and Hawaiian Language Immersion (K-6) (Dual Preparation) • English (6-12) • Mathematics (6-12) • Physical Education (K-6, 6-12, and K-12) • Health (K-6, 6-12, and K-12) • Science (6-12) • Social Studies (6-12) • World Language (6-12) • TESOL(6-12) • Art (6-12) • Dance (6-12) • Drama/Theater Arts (6-12) • SPED Mild/Moderate (PK-3, K-6, and 6-12) • SPED Severe/Profound (PK-3, K-6, and 6-12) • Secondary Content Field (6-12) and Special Education (6-12) Dual Preparation • Ethnomathematics (K-6, 6-12, K-12) • Kaia‘ōlelo-Kaiapuni Hawai‘i (K-12) • Hawaiian Immersion (K-12) • Hawaiian Language (6-12) • School Librarian (K-12) • Teacher Leader • Literacy Specialist 	225
	• Library and Information Science Program	3
UH-West Oahu	<ul style="list-style-type: none"> • Elementary Education for (K-6) • Social Studies (6-8 and 6-12) • English (6-8, 6-12) 	32

	<ul style="list-style-type: none"> Mathematics (6-8 and 6-12) Science (6-8 and 6-12) Biology (6-12) 	
University of Phoenix- Hawai'i Campus	<ul style="list-style-type: none"> Elementary Education (K-6) Mathematics (6-12) English (6-12) Science (6-12) Social Studies (6-12) Special Education (K-6, 6-12, and K-12) 	2
	Total Hawai'i program completers	616



Hawaiian Fields Preparation Program Information

Institution	Number of Hawaiian Fields Recommended by Program 7/1/2021-6/30/2022
Kahuawaiola	4
Kahoiwai	2

EDUCATOR PROFESSIONAL DEVELOPMENT

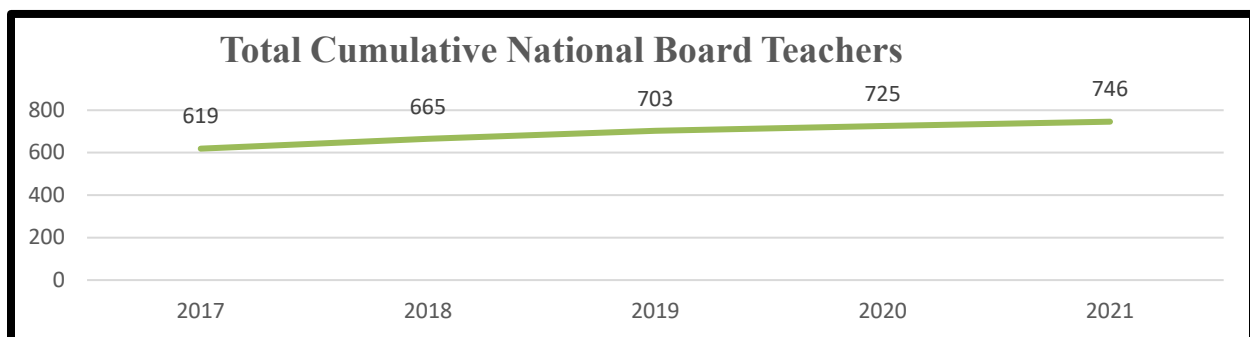
National Board for Professional Teaching Standards (NBPTS) Summary

HTSB continues to provide informational and support sessions for Hawaii teachers. HTSB offers a National Board Pre-Candidacy professional development course to help Hawaii teachers build a foundation for the certification process. HTSB is currently awaiting the release of newly certified teachers from the National Board organization on December 10, 2022. HTSB's partnership continued with INPEACE addresses the need for accomplished teachers on the Leeward Coast of Oahu. The Hawaii National Board Collective sponsored by HTSB brings together outstanding

NBCTs representing the different islands and stakeholders from across the state. These NBCTs fulfill an important role in outreach and support for Hawaii teachers interested in National Board certification as well as providing opportunities for NBCTs to be more involved in education initiatives.

NBPTS Hawai'i Data

Year	New NBCTs	Cumulative Total
2017	55	619
2018	46	665
2019	38	703
2020	22	725
2021	21	746



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 was trained to be their island's Model Code resource person, and professional development became available for teachers statewide in spring 2020.

DATA FROM THE HAWAII 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*			
Year	Emergency Hires	No State Approved Teacher Education Program (Code 5)	State Approved Teacher Education Program Complete (Code W)

2016-2017	357	237	120
2017-2018	431	316	115
2018-2019	482	326	156
2019-2020	395	266	129
2020-2021	223	173	50

* Source: [DOE Employment Report 2020-2021](#)

Identified Shortage Areas

The Department of Education identified the following teaching fields as shortage areas:

- Special Education
- Mathematics
- Science
- Language Arts
- Career and Technical Education (CTE)
- World Languages
- World Languages: Hawaiian and Hawaiian Immersion

Workforce Development Efforts

The HTSB continues to work with a variety of educational stakeholders including the Hawaii Department of Education 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 has the funding for an Executive Director, four licensing specialists, a secretary, and two office assistants. Due to the Executive Director retiring, and an office clerk resigning, HTSB did not have a full staff. HTSB staff continues to strive to fully cover all areas of HTSB work: educator preparation, licensure, professional development, and professional fitness. HTSB anticipates being fully staffed by November 1, 2022.

Facilities

HTSB currently occupies a small suite in Dole Cannery and provides virtual access for Neighbor Island Board members and members of the public. HTSB is working to expand their office space to allow for additional meeting space, which would include a virtual and in person meeting room. HTSB should have a new space by November 1, 2022

FINANCIAL REPORT

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

Year	Special Fund Revenues	Special Fund Personnel Costs	Special Fund Operating Costs	Special Fund Expense Total	General Fund Personnel Costs	General Fund Operating Costs	General Fund Expense Total
2018	1,034,594	389,141	618,190	1,007,331	NA	NA	NA
2019	639,101	329,256	746,679	1,075,935	189,335	NA	NA
2020	NA	NA	NA	NA	450,791	325,527	776,318
2021	NA	NA	NA	NA	687,933	464,734	1,152,667
2022	NA	NA	NA	NA	663,762	464,573	1,009,477

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) Hold a bachelor's degree.
- 2) Complete a State Approved Teacher Education Program (SATEP).
- 3) Meet basic skills and content knowledge expertise requirement in the license field.
- 4) Professional fitness clearance.

OR

- 1) Hold a bachelor's degree.
- 2) Hold a valid equivalent license from another jurisdiction.
- 3) Professional fitness clearance.

Standard License: Renewable 5-year license

- 1) Hold a bachelor's degree.
- 2) Complete a State Approved Educator Preparation Program (Hawai'i EPP may assess experienced candidates using an approved performance assessment).
- 3) Meet basic skills and content knowledge expertise requirements.
- 4) Have three out of the last five years of satisfactory full-time teaching experience.
- 5) Professional Fitness clearance.

OR

- 1) Hold a bachelor's degree.
- 2) Hold a valid, un-revoked out-of-state license issued for the first time since July 1, 2006.
- 3) Have three out of the last five years of satisfactory full-time teaching experience.
- 4) Professional Fitness clearance.

OR

- 1) Hold a bachelor's degree.
- 2) Hold a valid, un-revoked out-of-state license issued for the first time prior to July 1, 2006.
- 3) Meet basic skills and content knowledge expertise requirements in Hawaii or the home state.
- 4) Have three out of the last five years of satisfactory full-time teaching experience.
- 5) Professional Fitness clearance.

OR

- 1) Hold a bachelor's degree.
- 2) Hold a valid, un-revoked out-of-state license with NBPTS certification or MNTC designation.
- 3) Have three out of the last five years of satisfactory full-time teaching experience.
- 4) Professional Fitness clearance.

OR

- 1) Hold a bachelor's degree.
- 2) Complete a non-US State Approved Teacher Education Program.
- 3) Meet basic skills and content knowledge expertise requirements.
- 4) Professional Fitness clearance.

Note:

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

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

CTE Standard Limited License

- 1) Minimum of an Associate degree; and
- 2) A minimum of 3 years of industry experience directly related to content area; and
 - a. 15 hours of pedagogy coursework from SATEP in the grade level of the license
 - Or
 - b. 12 hours of pedagogy coursework from a SATEP in the grade level of the license and passing score on the Principles of Learning and Teaching (PLT) in the grade level of the license; and
- 3) Meet one of the following content knowledge testing options:
 - a. Praxis in content field if one exists.
 - Or
 - b. Current valid National Industry Certification in content area.
 - Or
 - c. Current valid industry license in content area.
 - Or
 - d. 30 hours coursework in the license field; and
- 4) Meet Professional Fitness Requirement; and
- 5) Meet basic skills requirement.

Advanced License: Renewable 10-year license

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

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

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

Emergency Hire Permit

1. Hold a bachelor's degree.
2. Professional Fitness clearance.

Adding a Field to an Existing Hawai'i License

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

- b) Complete 30 hours of content coursework in the new field and verify 1 year of at least half time experience out of the last 5 in the new field.
- Or
- c) Take the Praxis content test in the new field and verify 1 year of at least half time experience out of the last 5 in the new field.
- Or
- d) Attain NBPTS certification in the new field.
- Or
- e) Hold an Advanced License and a major or equivalent in the new field.

License Renewal Requirements

The Hawaii Teacher Standards Board approves the following two additional options, A and B, for verification of satisfactory experience for teachers employed by the Hawaii Department of Education (DOE) within the five years prior to their license renewal:

- A. Hawaii DOE teachers submitting a successful PEP-T evaluation as evidence that they meet the Teacher Performance Standards bearing the signature of the supervisor who conducted the evaluation may use the PEP-T to verify satisfactory experience and will not be required to also submit HTSB Form 4010 Verification of Experience for Renewal, since the PEP-T verifies satisfactory experience during the five years immediately preceding license renewal.

OR

B. The Hawaii DOE Office of Human Resources may submit electronic verification to HTSB that a teacher meets the license renewal requirement for successful teaching within the five years immediately preceding their current expiration date. “Successfully taught”, for the purpose of license renewal, includes:

- a. Verified administrative, supervisory and/or teaching experience in a public school operated by a local education agency in the United States and its possessions; or
- b. Verified administrative, supervisory and/or teaching experience in public schools or non-public schools approved by recognized accrediting agencies. (Accrediting or approval agencies are the State Departments of Education and/or Southern, Middle States, North Central, New English, Northwest and Western Associations of Schools and Colleges); or
- c. Employees of the Hawaii Department of Education who held a valid Hawaii teaching license during the period of employment for which experience is requested

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, socioeconomic status, and culture; and

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

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

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

Principle IV: Responsibility to the School Community

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

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

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

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

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

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

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

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

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

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

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

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

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

Principle V: Responsible and Ethical Use of Technology

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

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

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

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

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

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

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

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

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

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

TITLE: Acceptance of Teaching Experience from the Department of Defense Education Activity Licensed Teachers

The Hawaii Teacher Standards Board accepts Department of Defense Education Activity (DoDEA) teaching experience from individuals who hold an active and valid DoDEA teaching license.

Rationale/Background Information:

According to the [Department of Defense Education Activity \(DoDEA\)](#):

- DoDEA operates 160 schools in 8 Districts located in 11 foreign countries, 7 states, and 2 territories.
- There are nearly 900,000 military connected children of all ages worldwide, of which more than 66,000 are enrolled in DoDEA schools and served by more than 8,000 educators.
- DoDEA schools are U. S. accredited, and the teachers and specialists are fully academically qualified to instruct and perform other tasks necessary to provide a high-quality educational program for students in grades pre-kindergarten through grade 12.
- The DoDEA Licensure Unit evaluates State teaching certificates and transcripts before job offers are made.
- The reciprocity is governed by the Interstate Agreement developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC).

[Department of Defense Education Fact Sheet](#)

Submitted by: Branden Kawazoe

Referred to: Teacher Standards Committee

TITLE: License Affirmation

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

Submitted by: Branden Kawazoe

Referred to: Teacher Standards Committee

**INITIAL LICENSES:
ADVANCED**

		Last Name	First Name	License Field	Effective Date	Expiration Date
Adv	New	Gatlin	William	Elementary Education (K-6)	9/1/2022	6/30/2033
Adv	New	La'a	Shanna	Elementary Education (K-6)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	Early Childhood Education (P-3)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	Early Childhood Education (P-K)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	Economics (6-12)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	Elementary Education (K-6)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	English (6-12)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	English (6-8)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	Geography (6-12)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	Government/Political Science (6-12)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	History (6-12)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	Literacy Specialist (K-12)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	Reading (K-12)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	Reading Specialist (K-12)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	Social Studies (6-12)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	Sociology (6-12)	9/1/2022	6/30/2033
Adv	New	Malone	Amber	Teaching English to Speakers of Other Languages (K-12)	9/1/2022	6/30/2033

**INITIAL LICENSES:
STANDARD**

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	New	Allegood	Sara	English (6-12)	9/1/2022	6/30/2028
Stan	New	Allegood	Sara	School Librarian (K-12)	9/1/2022	6/30/2028
Stan	New	America	Christarose Ianne	Elementary Education (K-6)	9/1/2022	6/30/2028
Stan	New	Buckley	Teresa	American Sign Language (6-12)	9/1/2022	6/30/2028
Stan	New	Buckley	Teresa	SPED Deaf/ Hard of Hearing (P-12)	9/1/2022	6/30/2028
Stan	New	Calcutti	Rachel	Elementary Education (K-6)	9/1/2022	6/30/2028
Stan	New	Calcutti	Rachel	Teaching English to Speakers of Other Languages (P-12)	9/1/2022	6/30/2028
Stan	New	Davenport	Stacie	Elementary Education (K-6)	9/1/2022	6/30/2028
Stan	New	Davenport	Stacie	English (6-12)	9/1/2022	6/30/2028
Stan	New	Davenport	Stacie	History (6-12)	9/1/2022	6/30/2028
Stan	New	Davenport	Stacie	Special Education (K-12)	9/1/2022	6/30/2028
Stan	New	Fuhrmann-Blyth	Samantha	Social Studies (6-12)	9/1/2022	6/30/2028
Stan	New	Gallagher	Paige	English (6-8)	9/1/2022	6/30/2028
Stan	New	Gallagher	Paige	Social Studies (6-8)	9/1/2022	6/30/2028
Stan	New	Gierbolini Alvarado	Agneris	Elementary Education (K-6)	9/1/2022	6/30/2028

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	New	Gierbolini Alvarado	Agneris	Spanish (K-12)	9/1/2022	6/30/2028
Stan	New	Kaio	Andrea	Elementary Education (K-6)	9/1/2022	6/30/2028
Stan	New	Kealaiki	Micah	Hawaiian Knowledge (P-12)	9/1/2022	6/30/2028
Stan	New	Kealaiki	Micah	Kaia'olelo-Kaiapuni Hawai'i (P-3)	9/1/2022	6/30/2028
Stan	New	Lee	Yvonne	Elementary Education (K-6)	9/1/2022	6/30/2028
Stan	New	Lee	Yvonne	Special Education (K-12)	9/1/2022	6/30/2028
Stan	New	Lei	Kim Leng	SPED Mild/Moderate (K-6)	9/1/2022	6/30/2028
Stan	New	Lum	Jonathan	Elementary Education (K-6)	9/1/2022	6/30/2028
Stan	New	Paul	Leah	Elementary Education (K-6)	9/1/2022	6/30/2028
Stan	New	Pavao	Tyson	Physical Education (6-12)	9/1/2022	6/30/2028
Stan	New	Pearce	Ami	Elementary Education (K-6)	9/1/2022	6/30/2028
Stan	New	Rinearson	Lia	Social Studies (6-12)	9/1/2022	6/30/2028
Stan	New	Saito	Suzanne	Elementary Education (K-6)	9/1/2022	6/30/2028
Stan	New	Schottel	Matthew	School Counselor (K-12)	9/1/2022	6/30/2028
Stan	New	Scott	Tashauna	English (6-12)	9/1/2022	6/30/2028
Stan	New	Simone	Celeste	Elementary Education (K-6)	9/1/2022	6/30/2028
Stan	New	Simone	Celeste	Teaching English to Speakers of Other Languages (P-12)	9/1/2022	6/30/2028
Stan	New	Tremonti	Kristen	Elementary Education (K-6)	9/1/2022	6/30/2028

INITIAL LICENSES: PROVISIONAL

		Last Name	First Name	License Field	Effective Date	Expiration Date
Prov	New	Arai	Lei	Early Childhood Education (P-3)	9/1/2022	6/30/2026
Prov	New	Arai	Lei	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Arai	Lei	Teaching English to Speakers of Other Languages (P-12)	9/1/2022	6/30/2026
Prov	New	Bagaoisan	Ailene Grace	Special Education (6-12)	9/1/2022	6/30/2026
Prov	New	Bayless	Kimberly	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Bell	Elvin	Biology (6-12)	9/1/2022	6/30/2026
Prov	New	Braatz	Ryan	Mathematics (6-12)	9/1/2022	6/30/2026
Prov	New	Bustillo	Michelle	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Christian	Emory	Social Studies (6-12)	9/1/2022	6/30/2026
Prov	New	Crowell	Kelsey	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Dewane	Jean-Paul	Physical Education (K-12)	9/1/2022	6/30/2026
Prov	New	Feehrer	Romy	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Feehrer	Romy	Special Education (K-6)	9/1/2022	6/30/2026
Prov	New	Frank	Trinity	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Frank	Trinity	Special Education (K-12)	9/1/2022	6/30/2026
Prov	New	Garduque	Lori	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Hayashi	Kira-Ann	Japanese (6-12)	9/1/2022	6/30/2026
Prov	New	Hayler	Tiffany	Mathematics (6-12)	9/1/2022	6/30/2026
Prov	New	Heinly	Jessica	Physical Education (K-12)	9/1/2022	6/30/2026
Prov	New	Johns	Lubica	CTE - Business (6-12)	9/1/2022	6/30/2026
Prov	New	Kakar	Naomi	Science (6-12)	9/1/2022	6/30/2026

		Last Name	First Name	License Field	Effective Date	Expiration Date
Prov	New	Kaneshiro	Takoda	Social Studies (6-12)	9/1/2022	6/30/2026
Prov	New	Kaspi	Maxim	Science (6-12)	9/1/2022	6/30/2026
Prov	New	Kohn	Malia	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Lash	Marsha	SPED Mild/Moderate (K-12)	9/1/2022	6/30/2026
Prov	New	Lee	Samuel	Special Education (6-12)	9/1/2022	6/30/2026
Prov	New	Legrottaglie	Gillian	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Lorenzo	Joanica	Music (K-12)	9/1/2022	6/30/2026
Prov	New	Lynde	Zachary	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Martin	Sarah	Early Childhood Education (P-3)	9/1/2022	6/30/2026
Prov	New	Martin	Sarah	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Mateo	Arlene	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Mateo	Arlene	Mathematics (6-8)	9/1/2022	6/30/2026
Prov	New	Minteer	Winter	Teaching English to Speakers of Other Languages (6-12)	9/1/2022	6/30/2026
Prov	New	Norwood	Lindsey	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Okamura	Reyn	English (6-12)	9/1/2022	6/30/2026
Prov	New	Pacheco	Aulii	Social Studies (6-12)	9/1/2022	6/30/2026
Prov	New	Pantle-McFarlane	Leia	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Phillips	Malissa	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Quail	Kevin	SPED Mild/Moderate (6-12)	9/1/2022	6/30/2026
Prov	New	Raggio	Thomas	Physical Education (K-12)	9/1/2022	6/30/2026
Prov	New	Ray	Brianna	School Counselor (K-12)	9/1/2022	6/30/2026
Prov	New	Rosenberry	Jessica	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Ross	Tammy Lynn	English (6-12)	9/1/2022	6/30/2026
Prov	New	Rush	Cameron	Music (K-12)	9/1/2022	6/30/2026
Prov	New	Seymour	Melinda	Elementary Education (K-6)	9/1/2022	6/30/2026
Prov	New	Seymour	Melinda	Special Education (K-6)	9/1/2022	6/30/2026
Prov	New	Vielä	Kiera-Lynn	Elementary Education (K-6)	9/1/2022	6/30/2026

**ADDED FIELDS:
ADVANCED**

		Last Name	First Name	License Field	Effective Date	Expiration Date
Adv	Add	Rosa	Yadira	CTE - Business (6-12)	9/1/2022	6/30/2033

**ADDED FIELDS:
STANDARD**

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	Add	Bachmann	Jenna	Literacy Specialist (P-12)	9/1/2022	6/30/2027
Stan	Add	Carter	Johaness Joanne	Teaching English to Speakers of Other Languages (K-6)	9/1/2022	6/30/2024
Stan	Add	Fujisaka	Brandy	Literacy Specialist (P-12)	9/1/2022	6/30/2027
Stan	Add	Grilho	Walter	Teacher Leader (NA)	9/1/2022	6/30/2023
Stan	Add	Kowalick	Erin	Teaching English to Speakers of Other Languages (K-6)	9/1/2022	6/30/2027

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	Add	Mabuni	Christine	Teaching English to Speakers of Other Languages (K-6)	9/1/2022	6/30/2027
Stan	Add	Mahin	Sierra	Mathematics (6-8)	9/1/2022	6/30/2024
Stan	Add	Martin	Matthew	English (6-12)	9/1/2022	6/30/2025
Stan	Add	Masada	Rachel	Special Education (K-6)	9/1/2022	6/30/2026
Stan	Add	Nikora	Keanuenue	Special Education (K-6)	9/1/2022	6/30/2027
Stan	Add	Omonaka	Alyssa	SPED Mild/Moderate (P-3)	9/1/2022	6/30/2027
Stan	Add	Pelayo	Ian	Science Technology Engineering Mathematics (STEM) (6-12)	9/1/2022	6/30/2027
Stan	Add	Pescaia	Victoria	Teacher Leader (NA)	9/1/2022	6/30/2026
Stan	Add	Pilotin	Joleen	Teaching English to Speakers of Other Languages (K-6)	9/1/2022	6/30/2023
Stan	Add	Sanborn	Rebecca	CTE - Natural Resources (6-12)	9/1/2022	6/30/2024
Stan	Add	Schreiber	Amber	School Counselor (6-8)	9/1/2022	6/30/2023
Stan	Add	Tomoyasu	Lynn	Special Education (K-6)	9/1/2022	6/30/2027
Stan	Add	Ushiroda	Ann	Teaching English to Speakers of Other Languages (K-6)	9/1/2022	6/30/2023
Stan	Add	Wu	Jun	SPED Mild/Moderate (6-12)	9/1/2022	6/30/2023

**ADDED FIELDS:
PROVISIONAL**

		Last Name	First Name	License Field	Effective Date	Expiration Date
Prov	Add	Bautista	Silvana Mae	Teaching English to Speakers of Other Languages (6-12)	9/1/2022	6/30/2024
Prov	Add	Brown	Danielle	Special Education (6-12)	9/1/2022	6/30/2025
Prov	Add	Eslick	Jacob	Teaching English to Speakers of Other Languages (6-12)	9/1/2022	6/30/2025
Prov	Add	Lee	Carina	Social Studies (6-12)	9/1/2022	6/30/2025
Prov	Add	Sorensen	Susan	Literacy Specialist (P-12)	9/1/2022	6/30/2023
Prov	Add	Templeton	Elizabeth	Special Education (6-12)	9/1/2022	6/30/2024
Prov	Add	Whitham	Devon	Social Studies (6-12)	9/1/2022	6/30/2024
Prov	Add	Williams	Kris	Elementary Education (K-6)	9/1/2022	6/30/2024

**LICENSE RENEWALS: NONE
Advanced**

**LICENSE RENEWALS: NONE
Standard**

**LICENSE RENEWALS: NONE
CAREER AND TECHNICAL EDUCATION**

**PERMITS: NONE
CAREER AND TECHNICAL EDUCATION**

**PERMITS: NONE
HAWAIIAN**

**PERMIT RENEWALS: NONE
HAWAIIAN**

EMERGENCY HIRE

		Last Name	First Name	License Field	Effective Date	Expiration Date
EH	New	Boland	Katlyn	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Carrasco	Jessica	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Chang	Prescila	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Correa	Kari-Makenna	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Diaz	David	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Doria	Esteban	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Forbes-Lankford	Amanda	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Freitas	Kuuipo	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Ganir	Chaslen	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Harvey	Darian	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Jaramillo	Adam	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Layton	Asher	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Leafa-O'Brien	Lafoaula	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Maunakea	Marcus	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Mero	Joanne Sally	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Paresa	Evan	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Park	Daisy	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Rajan	Bianca	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Roberts	Hayley	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Rosenfelder	Melanie	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Shoemaker	Anna	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Tuzon	Rinalie	Emergency Hire (P-12)	9/1/2022	6/30/2023
EH	New	Yamashiro	Eryn	Emergency Hire (P-12)	9/1/2022	6/30/2023

STUDENT TEACHER

		Last Name	First Name	License Field	Effective Date	Expiration Date
ST	New	Abing	Cheri	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Abraham	Khaylen	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Angell	Marissa	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Benavidez	Hope	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Brown	Agnes	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Burgess	Nathan	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Callorina	Brianna	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Carroll	Kaylin	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Carroll	Yennifer	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Caulford	Tia	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Chipman	Kyle	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Coester	Macy	Student Teacher (P-12)	9/1/2022	6/30/2023

		Last Name	First Name	License Field	Effective Date	Expiration Date
ST	New	Degrange	Rose	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	DeMotto	David	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Eliason	Cayden	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Fraser	Anna	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Garcia	Chantel	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Gasio	Daisy	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Iriarte	Brittany	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Joca	Katie T	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Kaiura	Keli	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Keller	Jodi	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Kennington	Charlotte	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Larsen	Cassidy	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Lee	Yat	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Lopes	Lachelle	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Manandic	Maria	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Manea	Nety	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Manuia	Janna	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Mercado	Alaina	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Munoa	Myan	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Nagareda	Tenille	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Nishiki	Kira	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Oldner	Avery	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Racaza	Yolanda	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Reed	Alexandra	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Reed	Isabella	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Reis	Tiani	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Schlutsmeyer	Trella	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Shimada	Shiori	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Sordillia	Ashli	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Swinford	Vanessa	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Uslan	Leeya	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Villanueva	Zaphnath-Paaneah	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Volpe	Brittany	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Watkins	Jessica	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Weller	Naolionalani	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Wyne	Joseph	Student Teacher (P-12)	9/1/2022	6/30/2023
ST	New	Yoo	Christina	Student Teacher (P-12)	9/1/2022	6/30/2023

**TITLE: Adoption of the 2022-2023 Hawaiian Focus Work Group
Recommendations (Part 1)**

The Hawaii Teacher Standards Board (HTSB) adopts the following recommendations of the 2022-2023 Hawaiian Focus Work Group:

- Continue to issue separate license fields for Hawaiian Language, Hawaiian Studies, and Hawaiian Knowledge.
- Effective immediately: the Hawaiian Language license field is to be renamed:
 - 'Ōlelo Hawai'i / Hawaiian Language
- Effective immediately: the Hawaiian Language Immersion license field is to be renamed:
 - Kaiapuni Hawai'i / Hawaiian Language Immersion
- HTSB would research associated and additional cost and resources to add ~~B~~both Hawaiian and English names ~~are to appear~~ on all license fields for all licenses issued by the HTSB.
- HTSB staff to work with teacher preparation programs that are approved to recommend candidates for Hawaiian license fields to identify the supports needed for moving towards the intent of [NBI 15-06](#).

HTSB staff will continue to meet with the Hawaiian Focus Work Group to revisit various topics regarding standards, preparation, current practices, and renewal.

Rationale/Background:

On October 3, 2014, the Board passed [NBI 14-10](#) which approved a Hawaiian Standards, Preparation, and Licensure Work Group. During the 2014-2015 school year the Hawaiian Focus Work Group met and provided recommendations for the Board's consideration.

On September 11, 2015, the Board approved [NBI 15-06](#) and adopted the 2014-2015 Hawaiian Work Group's recommendations. One of the recommendations was regarding a licensure change that was to take effect after July 1, 2022.

In 2020 the Hawaiian Work Group reconvened to review current practices, discuss concerns, and make recommendations for revision of Hawaiian fields and licensure criteria. This work group recommended that the Hawaiian Work Group reconvene during the 2021-2022 school year.

On May 24, 2022, the Board voted to defer [NBI 15-06 Revised](#) until the Hawaiian Work Group could reconvene to discuss the impact of the recommendations made with NBI 15-06. One of the recommendations taking effect after July 1, 2022, would impact two of HTSB's State Approved Educator Preparation Programs (SATEP).

The current Hawaiian Work Group met on September 14, 2022, and October 17, 2022. This work group's upcoming meeting is planned for November 28, 2022.

Submitted by: Branden Kawazoe

Referred to: Teacher Standards Committee



UNIVERSITY
of HAWAII®
MĀNOA

College of Education
Office of the Dean

November 2, 2022

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

Dear Ms. Felicia Villalobos,

The College of Education, University of Hawai'i at Mānoa is requesting that the Hawai'i Teacher Standards Board approve the Letter of Intent for the School of Teacher Education (STE) to provide programs for initial licensure in Science, Technology, Engineering, and Mathematics (STEM) at a specified level (K-6, 6-12, K-12). Two programs will be offered through the STE for initial licensure in STEM: (a) Post-Baccalaureate Certificate in Teacher Education (PBCTE) and (b) Master of Education in Teaching (MEdT). The PBCTE is a 3-semester, 30 credit program and the MEdT is a 4-semester, 46-credit program. These programs will offer direct pathways for individuals pursuing licensure in STEM. The initial 'Letter of Intent' was submitted and approved on November 13, 2020 (NBI 20-12). Due to the COVID-19 pandemic, progress towards development of this program had been impacted. Thank you for your consideration.

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

Sincerely,

A handwritten signature in black ink that reads 'Cecily Ornelles'.

Cecily Ornelles
Interim Associate Dean for Academic Affairs

Attachments:

1. STE Letter of Intent for Initial Licensure in STEM
2. Program Organization and Justification

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

New Business Item 20-12 Revised

Introduced November 13, 2020

Approved November 13, 2020

Reintroduced November 18, 2022

Approved November 18, 2022

TITLE: Consideration of the University of Hawaii at Manoa's Letter of Intent to Plan a New Programs in STEM and STEMS²

The Hawaii Teacher Standards Board accepts the revised attached Letter of Intent from the College of Education at the University of Hawaii at Manoa to plan a new program in STEM ~~and STEMS²~~.

The program's plans will address initial licensure for the following license fields:

- ~~The Master of Education in Curriculum Studies STEMS² to offer the following license fields as an option to add these fields to an existing Hawaii license:~~
 - ~~STEM K-6~~
 - ~~STEM 6-12~~
 - ~~STEM K-12~~
- The Post Baccalaureate Certificate in Teacher Education and the Master of Education in Teaching elementary and secondary programs to offer the following initial license fields:
 - STEM K-6
 - STEM 6-12
 - STEM K-12

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

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

Rationale/Background: Due to the COVID-19 pandemic, the planning of UH Manoa's Post Baccalaureate Certificate in Teacher Education and the Master of Education in Teaching elementary and secondary programs in STEM was impacted. The attached documents are the updated revisions to the program and program implementation.

The STEMS² program was granted provisional approval on April 16, 2021, with [NBI 20-35](#).

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee



HAWAI'I TEACHER
STANDARDS BOARD

**Letter of Intent to Develop Hawaii State Approved Education
Preparation Provider**

1. CONTACT AND CONTEXT INFORMATION

EPP name and address

Name	
Address	
URL	

EPP administrator

Name	
Title	
Email address	
Telephone number	
National Accreditation Body and Dates of Accreditation (If applicable)	

SATEP Administrator, if different from EPP Administrator

Name	
Title	
Email address	
Telephone number	

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

Name of Program	License Field(s)	License Level(s)	Projected Implementation Date

Ex. Master's of Education

STEM

6-12, 6-8

7/1/2018

2. PROGRAM ORGANIZATION AND JUSTIFICATION

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

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

3. SIGNATURES

Administrators	Enter Title and Typed Name	Signature	Date
EPP Head		<i>Nathan M Murata</i>	
Program Head		<i>Jon Goshioka</i>	11.07.22
Program Contact		<i>Jon Goshioka</i>	11.07.22

2. PROGRAM ORGANIZATION AND JUSTIFICATION

Please see the following pages for an organizational chart for the University of Hawai‘i at Mānoa and for the College of Education (COE). The School of Teacher Education (STE), which will house the proposed programs (a) Post -Baccalaureate Certificate in Teacher Education (PBCTE) and (b) Master of Education in Teaching (MEdT) with initial licensure in STEM at the elementary and secondary levels is represented on p. 6 of the COE organizational chart.

This Letter of Intent is to request approval to plan for initial licensure in Science Technology Engineering and Mathematics (STEM) at these levels K-6, 6-12, K-12. Two licensure programs will be offered through the School of Teacher Education (STE): (a) Post-Baccalaureate Certificate in Teacher Education (PBCTE) and (b) Master of Education in Teaching (MEdT) at the elementary and secondary levels. These two programs offer a direct pathway for initial licensure in STEM. The Post-Baccalaureate Certificate program is a 3 semester 30-credit program and the MEdT is a 4 semester, 46-credit program. Individuals in the PBCTE program will complete course and field requirements for the initial license in STEM while those in the MEdT program will obtain initial licensure in STEM and also complete the MEd degree. Coursework and fieldwork completed will determine the level of licensure obtained in both of these programs.

The College of Education will expand program offerings for teacher candidates who seek licensure in STEM and this will contribute to the teacher workforce in Hawai‘i. These teacher licensure programs are designed for educators who want to be transformative, connect with the community, actively engage students through experiential learning, transcend disciplinary boundaries, and gain leadership skills that emphasize respect and collaboration. Preservice course and fieldwork focus on real-world problem solving via project-based and place-based learning within a social context that integrates science, technology, engineering, mathematics and the social sciences while focusing on teacher and youth development in relation to their sense of self as local and global citizens. Candidates will be prepared to support and engage their students through emulating the processes of professionals in a variety of fields (i.e., historians, engineers, etc.) to design solutions to real world problems in their local and global communities.

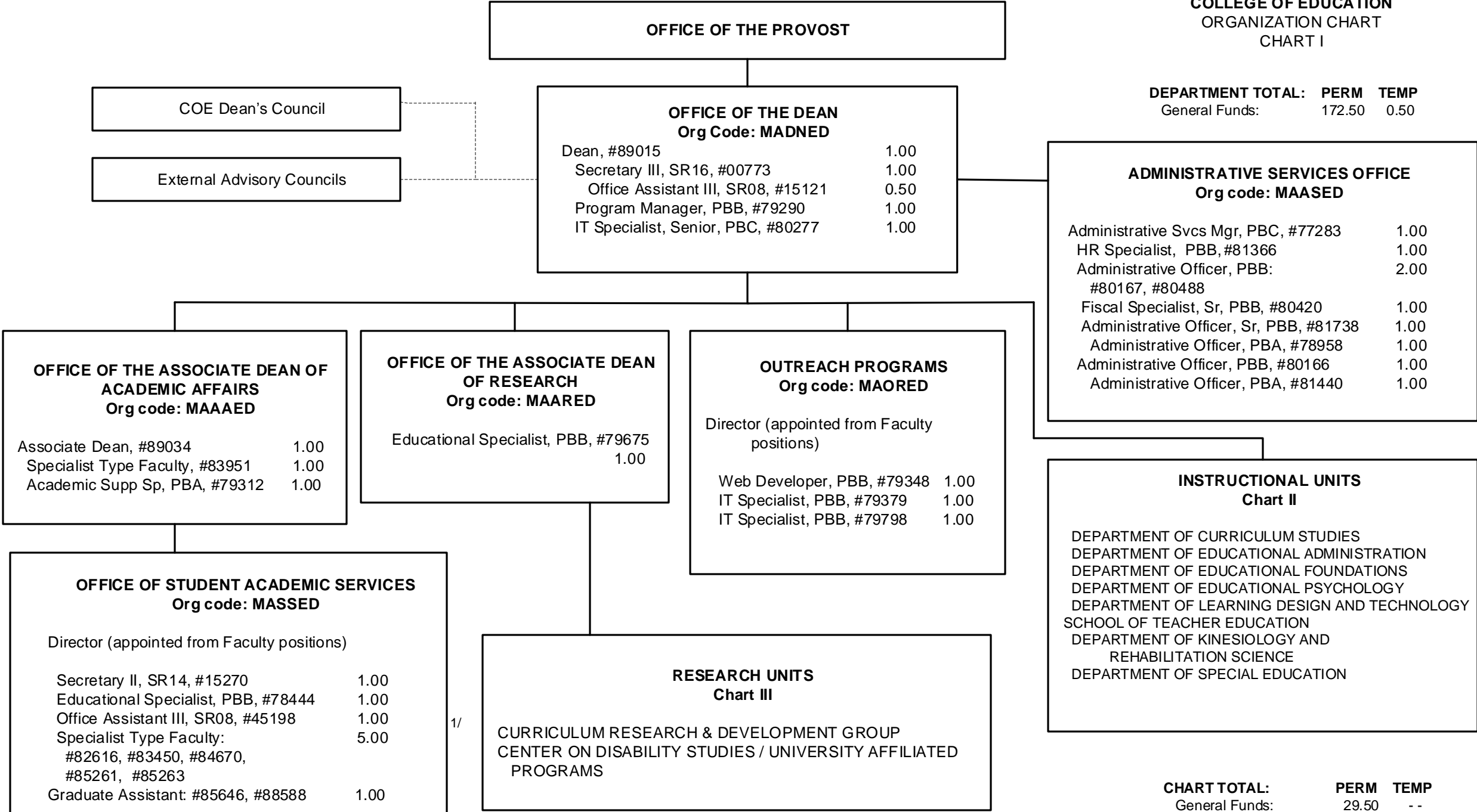
Graduates of the PBCTE and MEdT programs will be prepared to enter a diverse array of professional fields including teaching and school leadership positions with the Hawai‘i Department of Education (HIDOE) public and public charter schools. HIDOE schools have expressed commitment to implement ‘āina-based, experiential, place-based and interdisciplinary science and STEM instruction (DOE 2030 Promise Plan: <https://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/Phase-I.aspx>). Thus, this will require that there are teachers prepared with this specific training. The Economic Policy Institute (2019) reported a growing teacher shortage with high-need fields in STEM in schools that serve low-income students (Wiggan, et al., 2021; Wright, et al., 2019). This program will address the need for trained, qualified and licensed teachers who have the specific training and expertise in STEM.

Wiggan, G., Smith, D. , Watson-Vandiver, M.J. (2021). The national teacher shortage, urban education and cognitive sociology of labor, *The Urban Review*, 53, 43-75.
<https://doi.org/10.1007/s11256-020-00565-z>

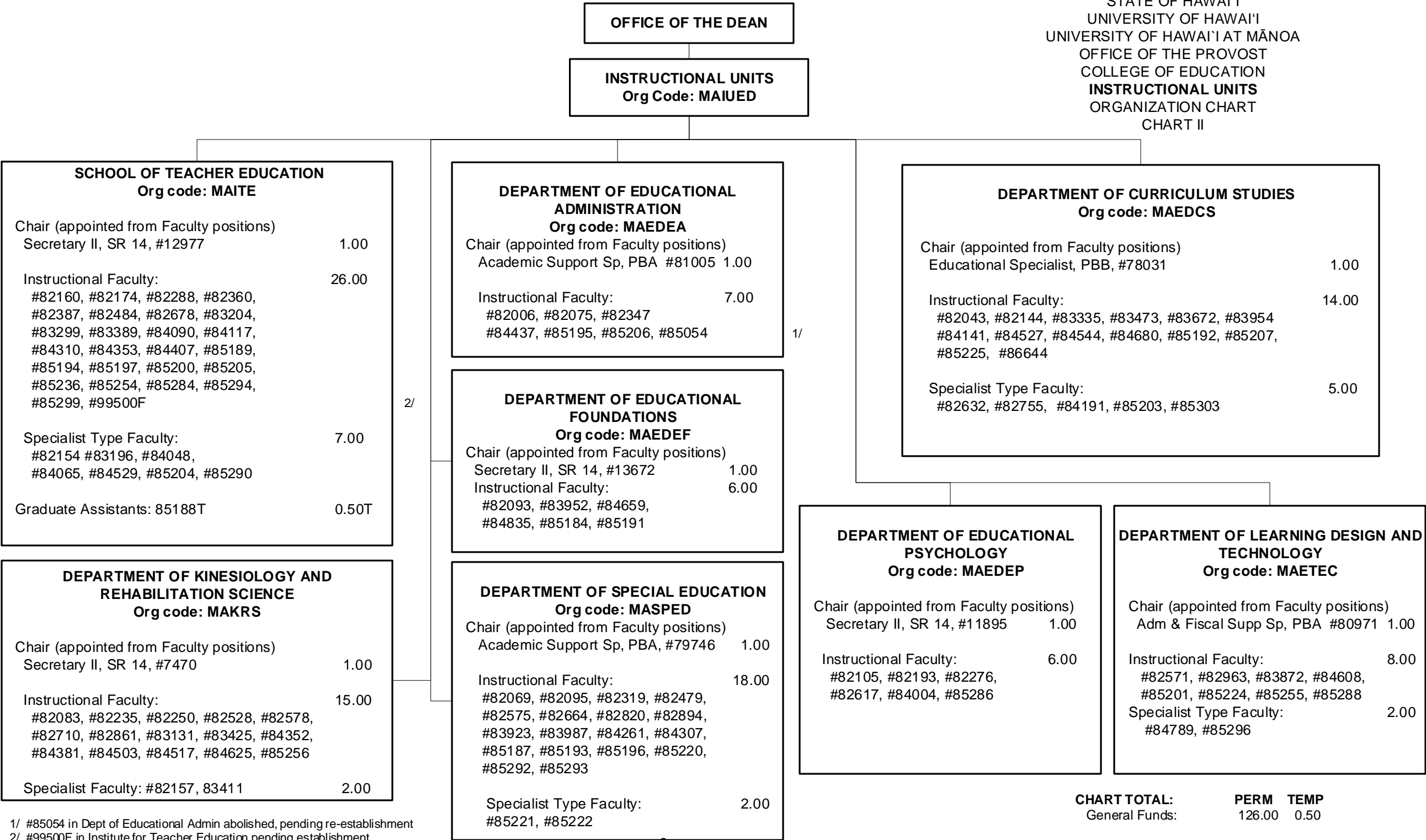
Wright, D.S., Balgopal, M., Sample McMeeking, L. B., & Weinberg, A.E. (2019). Developing resilient K-12 STEM teachers, *Advances in Developing Human Resources*, 21(1), 16-34.
<https://doi.org/10.1177/1523422318814>

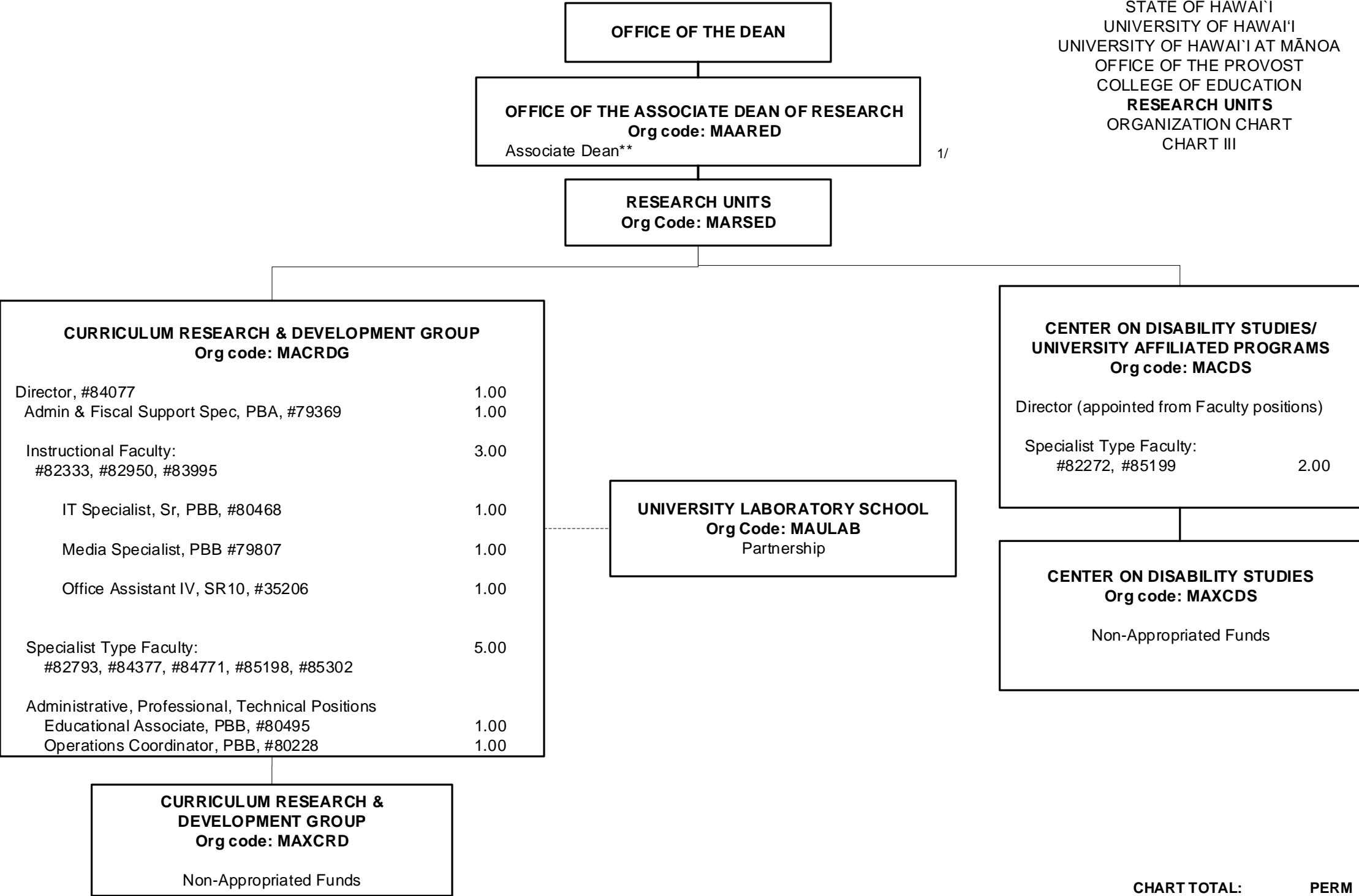
The following nine pages provide organizational charts with a description of the institution.

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



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





1/ Pending establishment of the Associate Dean

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION

FUNCTIONAL STATEMENT

OFFICE OF THE DEAN – Org Code: MADNED

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

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

Advisory Groups to the Dean:

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

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

ADMINISTRATIVE SERVICES OFFICE – Org code: MAASED

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

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

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

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

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

Office of Student Academic Services – Org code: MASSED

Under the guidelines of the Associate Dean for Academic Affairs:

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

OUTREACH PROGRAMS – Org code: MAORED

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

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

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

FUNCTIONAL STATEMENT

INSTRUCTIONAL UNITS – Org Code: MAIUED

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

Department of Curriculum Studies – Org code: MAEDCS

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

Department of Educational Administration – Org code: MAEDEA

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

Department of Educational Foundations – Org code: MAEDEF

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

Department of Educational Psychology – Org code: MAEDEP

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

Department of Learning Design and Technology – Org code: MAETEC

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

School of Teacher Education - Org code: MAITE

Provides teacher preparation and initial licensure programs as follows:

- a. Bachelor of Elementary Education (BEd)
- b. Bachelor of Secondary Education (BEd)
- c. Bachelor of Science in Health and Physical Education (BS)
- d. Post-baccalaureate Certificate in Secondary Education (PBCSE)
- e. Master of Education in Teaching (MEdT)

Department of Kinesiology and Rehabilitation Science - Org code: MAKRS

Provides undergraduate- and graduate-level programs as follows:

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

Department of Special Education - Org code: MASPED

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

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

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

Instructional units also:

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

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

FUNCTIONAL STATEMENT

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

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

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

RESEARCH UNITS – Org Code: MARSED

Curriculum Research & Development Group – Org code: MACRDG

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

University Laboratory School – Org Code: MAULAB

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

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

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

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

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

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

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

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

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

New Business Item 20-15 Revised

Introduced November 13, 2020

Approved November 13, 2020

Reintroduced November 18, 2022

Approved November 18, 2022

TITLE: Consideration of the University of Hawaii at Manoa's Letter of Intent to Plan a New Program in School Counseling

The Hawaii Teacher Standards Board accepts the Letter of Intent from the College of Education at the University of Hawaii at Manoa to plan a new program in School Counseling.

The program's plans will address initial and added field licensure for the following license fields:

- The Master of Education Degree in School Counseling in the following initial and added field license fields:
 - School Counselor K-6
 - School Counselor 6-12
 - School Counselor K-12

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

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

Rationale:

Due to COVID-19 pandemic, the planning of UH Manoa's School Counseling Program was impacted. The attached documents are the updated revisions to the program and program implementation.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee



UNIVERSITY
of HAWAII®
MĀNOA

November 2, 2022

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

Dear Ms. Felicia Villalobos,

The College of Education, University of Hawai'i at Mānoa (UHM) is requesting that the Hawai'i Teacher Standards Board approve the Letter of Intent for the Department of Kinesiology and Rehabilitation Science (KRS) to provide a 3-year, 48-credit, graduate program to prepare school counselors. The Master of Education in School Counseling degree will be offered as an online program and available to candidates throughout the State of Hawai'i. The initial 'Letter of Intent' was submitted and approved on November 13, 2020 (NBI 2015). This program was recently approved by the UHM Board of Regents in October, and UHM faculty are currently finalizing a proposal for review by the Hawai'i Teacher Standards Board. Due to the COVID-19 pandemic, progress towards development of this program had been impacted. Thank you for your consideration.

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

Sincerely,

A handwritten signature in cursive script that reads 'Cecily Ornelles'.

Cecily Ornelles
Interim Associate Dean for Academic Affairs

Attachments:

1. MEd in School Counseling Letter of Intent
2. Program Organization and Justification



**HAWAI'I TEACHER
STANDARDS BOARD**

**Letter of Intent to Develop Hawaii State Approved Education
Preparation Provider**

1. CONTACT AND CONTEXT INFORMATION

EPP name and address

Name	University of Hawaii - Manoa, College of Education
Address	Everly Hall, Dean's Office, 1776 University Ave, Honolulu, HI 96822
URL	https://coe.hawaii.edu/

EPP administrator

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

SATEP Administrator, if different from EPP Administrator

Name	Judith Daniels
Title	Professor
Email address	jdaniels@hawaii.edu
Telephone number	808-956-5162

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

Name of Program	License Field(s)	License Level(s)	Projected Implementation Date
Master of Education in School Counseling	School Counseling	K-12	8/1/2023

Ex. Master's of Education

STEM

6-12, 6-8

7/1/2018

2. PROGRAM ORGANIZATION AND JUSTIFICATION

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

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

3. SIGNATURES

Administrators	Enter Title and Typed Name	Signature	Date
EPP Head	Nathan Murata, Dean	<i>Nathan M Murata</i>	11/03/22
Program Head	Christopher Stickley, Chair Department of Kinesiology and Rehabilitation Science	<i>Chris Stickley</i>	11/2/22
Program Contact	Judith Daniels, Professor	<i>Judith Daniels</i>	11/02/2022

2. PROGRAM ORGANIZATION AND JUSTIFICATION

Please see the following pages for an organizational chart for the University of Hawai‘i at Mānoa and for the College of Education (COE). The Master of Education in School Counseling will be offered through the Department of Kinesiology and Rehabilitation Science. This unit is represented on the COE organizational chart on p. 6.

Needs Statement and Justification

There has been an immediate and ongoing need to address the mental and emotional health of youth nationally and within the state of Hawai‘i. The US Surgeon General, Vivek Murthy stated, “The COVID-19 pandemic further altered their experiences at home, school, and in the community, and the effect on their mental health has been devastating. The future wellbeing of our country depends on how we support and invest in the next generation” ([US Surgeon General Issues Advisory on Youth Mental Health Crisis Further Exposed by COVID-19 Pandemic | HHS.gov](#)). Nationally, behavioral and mental health issues for our youth are on the rise, including depression and anxiety (CDC - [Data and Statistics on Children's Mental Health](#)) with 59% of youth experiencing major depression and not receiving needed mental health treatment ([Mental Health in America - Youth Data](#)).

Hawai‘i’s data on the mental health needs of youth mirrors national data. In Hawai‘i, 58% or about 6,000 youth with major depression do not receive any mental health services. Since the start of the pandemic, it has gotten worse. In March 2020, the Hawai‘i Child and Adolescent Mental Health Division (CAMHD), Hawaii Early Intervention Section (EIS), and Hawaii Child Welfare Services (CWS) all reported that youth and their families were not receiving or accessing needed services. The Hawai‘i Youth Risk Behavior Survey (2019) revealed:

- 11% of the high school youth surveyed in Hawai‘i attempted suicide
- 56% of high school students who reported feeling sad, empty, hopeless, angry, or anxious indicated that they never or rarely got the kind of help they needed
- 35% of high school students reported feeling sad or hopeless almost every day for two or more weeks in a row during the 12 months before the survey. [Youth Online: High School YRBS - United States 2019 Results | DASH | CDC](#)

The COVID pandemic has affected the mental health needs of school-aged children and the population at-large. The Hawaii Crisis Text Line reported a 54% increase in use since March 2020, which marked the beginning of major restrictions in Hawai‘i due to the pandemic (<https://health.hawaii.gov/camhd/files/2020/06/Youth-Service-Data-200615.pdf>).

Program Overview

This ‘Intent to Plan’ is for a Master of Education in School Counseling in the Department of Kinesiology and Rehabilitation Science (KRS) at the University of Hawai‘i at Manoa. Currently, the University of Hawai‘i System does not offer a school counseling licensure program. The MEd in School Counseling will be offered as a completely online program and will provide a cost-efficient, quality graduate education program to candidates statewide. This program will address the significant need for trained, qualified and licensed school counselors

throughout the State of Hawai‘i. This 3-year, 48-credit program closely aligns with the KRS Rehabilitation Counseling in Education Program (RCEP) and utilizes shared resources. This MEd School Counseling program will aim to fill school counseling positions with licensed school counselors in the Hawai‘i Department of Education. National and state data support the current market and employment outlook for this school counseling proposal.

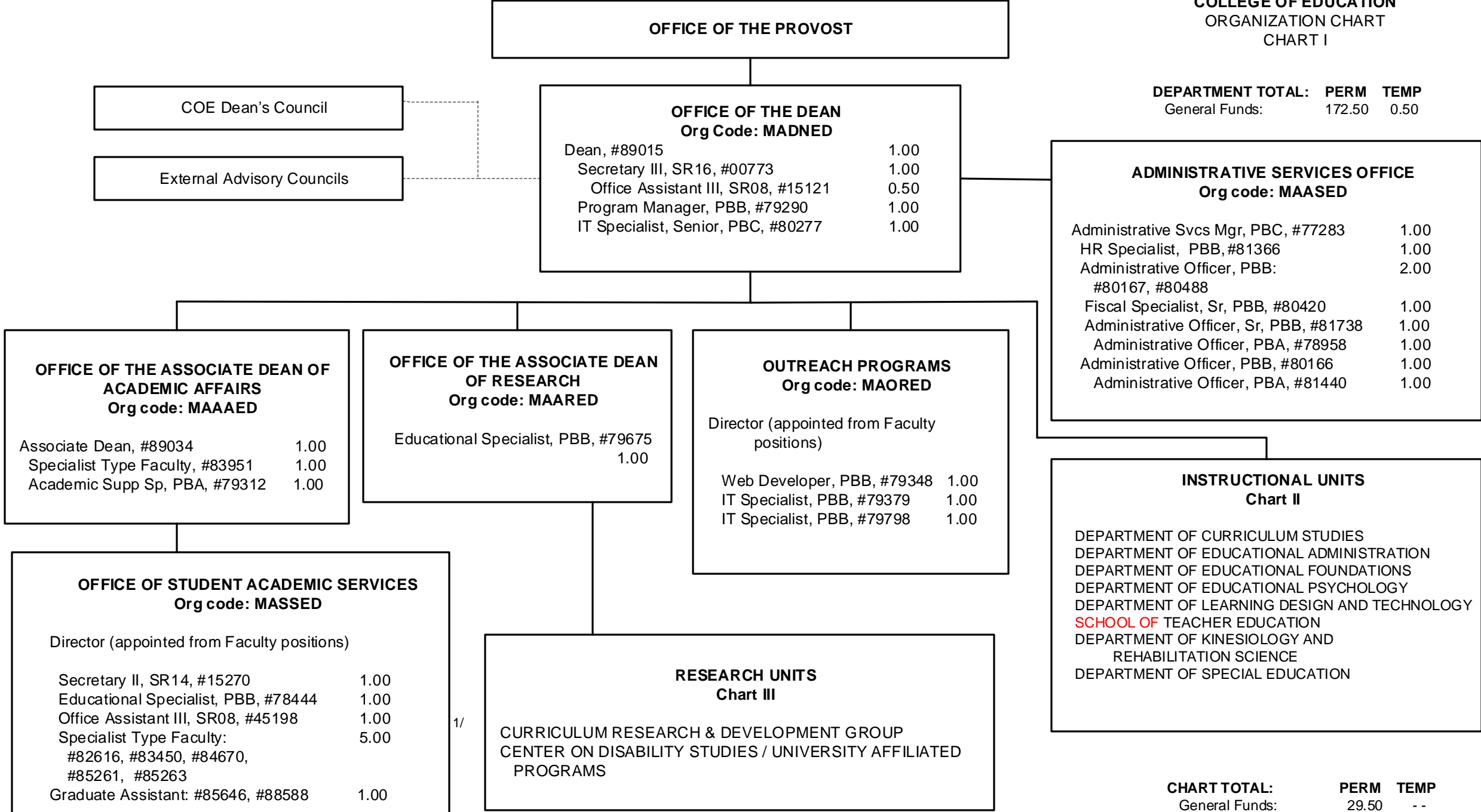
- Nationally:
 - U.S. Bureau of Labor Statistics, school counseling as a profession has a national employment projected growth rate of 11% between 2020- 2030, faster than the average of all other occupations with a projection of about 35,000 openings each year on average, over the next 10 years.
 - Nationally, most colleges of education within public universities offer a graduate school counseling program as part of their service commitment to K-12 schools. Currently, there are no programs that provide licensure for the specialty area of School Counseling in the University of Hawai‘i System.
- Locally:
 - A steady pipeline into the profession is needed so the Hawai‘i Department of Education (HIDOE) can provide students with access to certified counselors who will provide critical counseling services and mental health care.

The following is information from the HTSB School Counseling Workgroup Report 2020-2021

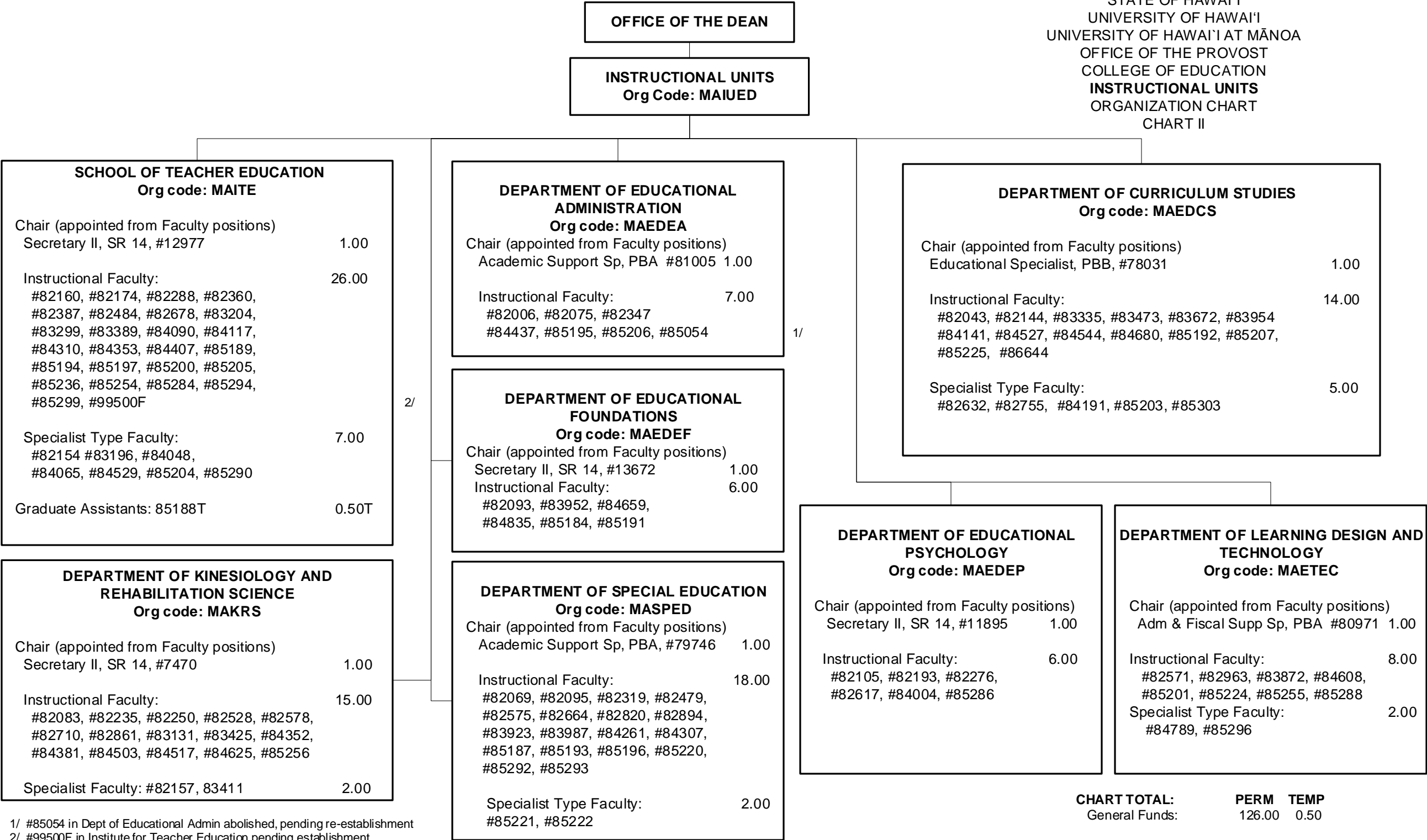
- Indicated that approximately 45 practicing counselors were unlicensed in the field of School Counseling and indicated a need to offer a high-quality school counseling program statewide.
- The one state approved school counseling preparation program in Hawai‘i (Chaminade) cannot prepare enough school counselors to meet the state’s needs, especially with extending outreach to neighbor islands.
- The issues that students and families are facing now are more complex than ever and require specialized knowledge. School counselors provide an essential resource to address the social, emotional, and academic needs of youth in the schools.

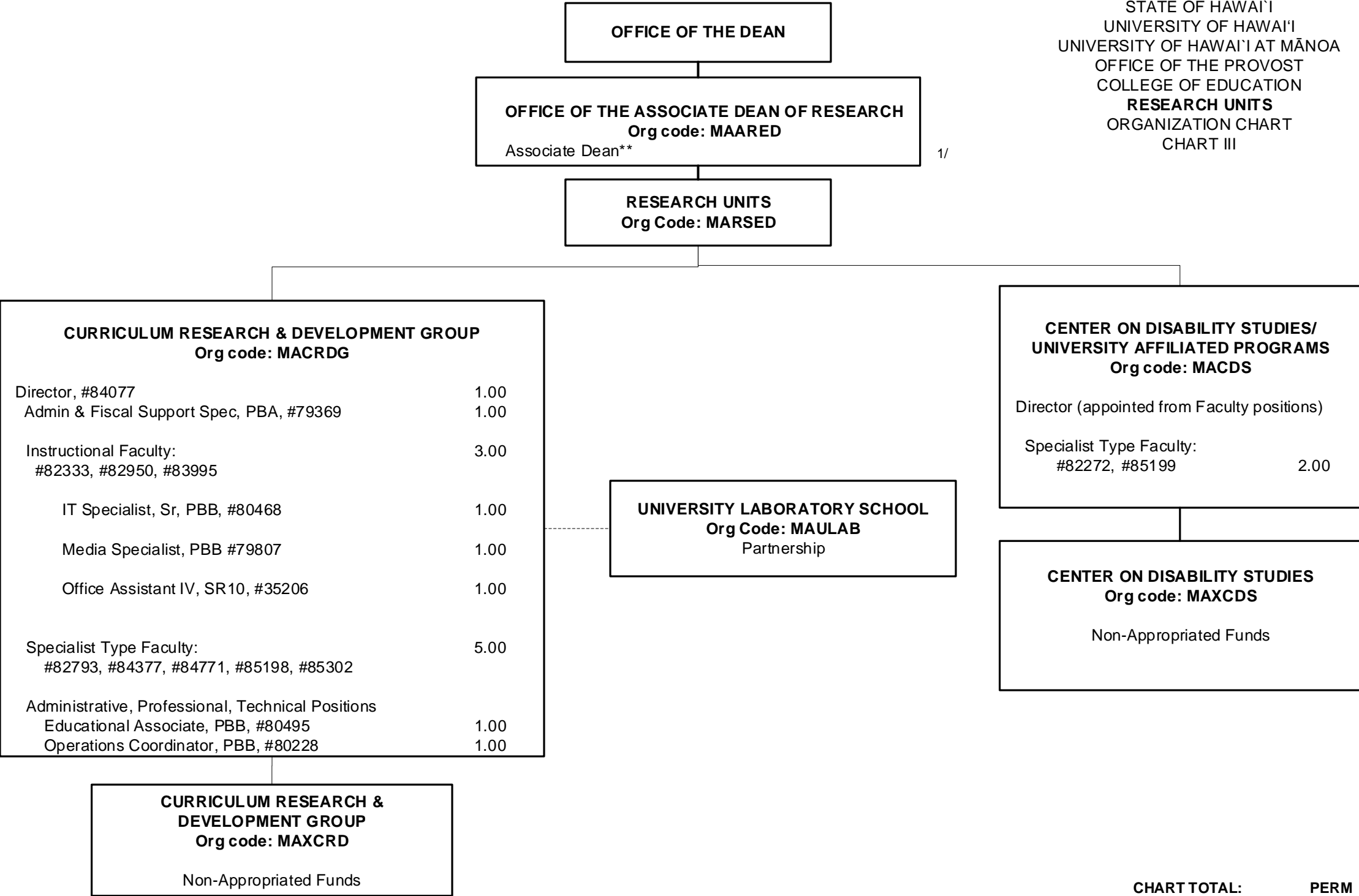
School counselors play a vital role in addressing the health and well-being of our youth in the State of Hawai‘i. The proposed MEd in School Counseling program will provide an opportunity for those living and working in our State of Hawai‘i, including outer islands and more rural and remote areas, to become licensed school counselors.

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



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





1/ Pending establishment of the Associate Dean

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION

FUNCTIONAL STATEMENT

OFFICE OF THE DEAN – Org Code: MADNED

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

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

Advisory Groups to the Dean:

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

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

ADMINISTRATIVE SERVICES OFFICE – Org code: MAASED

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

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

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

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

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

Office of Student Academic Services – Org code: MASSED

Under the guidelines of the Associate Dean for Academic Affairs:

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

OUTREACH PROGRAMS – Org code: MAORED

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

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

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

FUNCTIONAL STATEMENT

INSTRUCTIONAL UNITS – Org Code: MAIUED

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

Department of Curriculum Studies – Org code: MAEDCS

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

Department of Educational Administration – Org code: MAEDEA

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

Department of Educational Foundations – Org code: MAEDEF

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

Department of Educational Psychology – Org code: MAEDEP

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

Department of Learning Design and Technology – Org code: MAETEC

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

School of Teacher Education - Org code: MAITE

Provides teacher preparation and initial licensure programs as follows:

- a. Bachelor of Elementary Education (BEd)
- b. Bachelor of Secondary Education (BEd)
- c. Bachelor of Science in Health and Physical Education (BS)
- d. Post-baccalaureate Certificate in Secondary Education (PBCSE)
- e. Master of Education in Teaching (MEdT)

Department of Kinesiology and Rehabilitation Science - Org code: MAKRS

Provides undergraduate- and graduate-level programs as follows:

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

Department of Special Education - Org code: MASPED

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

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

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

Instructional units also:

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

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

FUNCTIONAL STATEMENT

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

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

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

RESEARCH UNITS – Org Code: MARSED

Curriculum Research & Development Group – Org code: MACRDG

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

University Laboratory School – Org Code: MAULAB

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

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

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

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

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

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

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

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

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

**TITLE: Consideration of the University of Hawaii at Manoa's Request for a
Dual Licensure Program to add TESOL to the Existing PBCTE-
Elementary Program**

The Hawaii Teacher Standards Board grants the request of the College of Education at the University of Hawaii at Manoa to modify their existing post-baccalaureate certificate in teacher education-elementary education (PBCTE-Elementary) to add Teaching English to Speakers of Other Languages (TESOL) requirements and allow teacher candidates to graduate with a dual license in both elementary and TESOL K-6. This program will begin in the Fall of 2023.

The proposed modification to the existing, approved PBCTE program is as follows:

- Addition of three courses (9 credits) to meet the TESOL requirement
- Candidates will take the TESOL Praxis or verify their content knowledge
- Candidates will also complete their field courses in classes that include students who are English Language Learners

The new track will allow individuals to be recommended for the following licensure fields:

- Elementary Education K-6
- Teaching English to Speakers of Other Languages (TESOL) K-6

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

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

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

Submitted by: Branden Kawazoe
Referred to: Teacher Education Committee



UNIVERSITY
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MĀNOA

October 20, 2022

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

Dear Ms. Villalobos:

I am requesting that the Hawai'i Teacher Standards Board grant provisional approval for modification to the approved Post Baccalaureate Certificate in Teacher Education (PBCTE) program (See attachment 1) to add Multilingual Learner (MLL) course content for a dual license (See attachment 2 for HTSB 'Intent to Plan'). This modification request was approved by the University of Hawai'i at Mānoa by the Interim Vice Provost for Academic Excellence on September 14, 2022 (See attachment 3).

The proposed modification to the existing, approved PBCTE program adds three courses (9 credits) to meet the TESOL requirement: Candidates will complete an additional 9 credits of coursework (2 pre-requisite courses, ITE 327 and SLS 302) and 1 course (ITE 328) as part of their program coursework. Further candidates will take the TESOL Praxis or verify their content knowledge through one of the HTSB-approved options prior to submitting a student teaching application. The three MLL courses (ITE 327, SLS 302, and ITE 328) had been previously approved for meeting the TESOL standards (as approved in the Dual Elementary/MLL track—NBI 16-31; See attachment 4). Candidates will also complete their field courses in classes that include students who are English language learners, similar to the already approved K-6 dual MLL B.Ed. licensure program. The modification to the PBCTE will provide coursework to fulfill TESOL requirements and allow teacher candidates to graduate with a dual license in both elementary (gr. K-6) and MLL education.

We respectfully submit this request for 'Provisional Approval for the Post Baccalaureate in Teacher Education to Add the Multilingual Learner Content Courses for a Dual Teacher Licensure Pathway.'

Sincerely,

A handwritten signature in cursive script that reads 'Cecily Ornelles'.

Cecily Ornelles
Interim Associate Dean for Academic Affairs

Attachments

1. NBI (TITLE: Consideration of the University of Hawaii at Manoa College of Education's Request to Add an Elementary Education Track to their Post-baccalaureate Certificate for Initial Teacher Licensure)
2. NBI 20-13 (TITLE: Consideration of the University of Hawaii at Manoa's Letter of Intent to Plan New Programs in TESOL)—Please see second bulleted item
3. University of Hawai'i at Mānoa Approval for the Modification to the Post-Baccalaureate Certificate in Teacher Education (PBCTE) Elementary Track to Add Multilingual Learner (MLL) Content Courses for Teacher Licensure Pathway
4. NBI 16-31 (TITLE: Consideration of Provisional State Approval of the University of Hawai'i at Mānoa's College of Education Dual Preparation Program in Elementary Education K-6 and Teaching English to Speakers of Other Languages (TESOL) K-6

New Business Item 19-02
Introduced September 13, 2019
Approved September 13, 2019

TITLE: Consideration of the University of Hawaii at Manoa College of Education's Request to Add an Elementary Education Track to their Post-baccalaureate Certificate for Initial Teacher Licensure

The Hawaii Teacher Standards Board grants the request of the University of Hawaii at Manoa College of Education to expand their existing post-baccalaureate certificate in teacher education by adding an elementary education track. This new proposed track mirrors the HTSB approved post-baccalaureate secondary track, and uses the same course numbers as the secondary track with the exception of one special education course, and observation and participation experiences and clinical experience/student teaching will be field-based.

The new track will allow individuals to be recommended for the following license field:

Elementary Education K-6

The effective date of this approval is September 13, 2019. The unit must include information about this new track in its annual report and in its next state unit review.

A memorandum will be sent to the unit informing them of the Board's state approval.

Submitted by: Felicia Villalobos

Referred to: Teacher Education Committee

TITLE: Consideration of the University of Hawaii at Manoa's Letter of Intent to Plan New Programs in TESOL

The Hawaii Teacher Standards Board accepts the Letter of Intent from the University of Hawaii at Manoa College of Education to plan new programs in TESOL.

The program's plans will address initial and added field licensure for the following license fields:

- The Graduate Certificate in Multilingual Multicultural Professional Practice will offer a program to add the following fields to an existing Hawaii license in the following fields:
 - TESOL K-6
 - TESOL 6-12
 - TESOL K-12
- The Post Baccalaureate Certificate in Teacher Education – Elementary program for initial licensure in the following field:
 - TESOL K-6

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

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

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee



UNIVERSITY
of HAWAII
MĀNOA

College of Education
Office of the Dean

MEMORANDUM

July 21, 2022

TO: Laura Lyons
Interim Vice Provost for Academic Excellence

FROM: Nathan M. Murata *Nathan M. Murata*
Dean

SUBJECT: Modification to the Post-Baccalaureate Certificate in Teacher Education (PBCTE) Elementary track to add the Multilingual Learner (MLL) content courses for teacher licensure pathway

SPECIFIC ACTION REQUESTED:

It is requested that the Interim Vice Provost for Academic Affairs approve the Post- Baccalaureate Certificate in Teacher Education (PBCTE) Elementary track modification a three-semester, 31-credit program to a 34-credit program.

REQUESTED EFFECTIVE TERM:

Fall 2023

ADDITIONAL COST:

There are no additional costs associated with this request.

RATIONALE/PURPOSE OF PROPOSED CHANGE(S):

In an effort for the College of Education to meet the high demand for highly qualified K-6 MLL licensed teachers in Hawai'i, we have proposed this modification to allow teacher candidates to graduate with a dual license in both elementary (gr. K-6) and MLL education. This will allow them to enter into the workforce fully certified. The proposed modification will allow for alternate pathways toward teacher licensing.

DETAILED LIST OF CHANGE(S):

1. The total number of program course credits will be modified from 31 to 34 credits to be completed in three semesters, with an addition of ITE 328: Responsive Pedagogy for Multilingual Learners (3 credits). All other courses will remain the same.
2. The number of prerequisite courses will increase to include SLS 302 and ITE 327.
3. The admissions/application process will take place in the fall semester with an October 1 deadline, for a spring program start versus our current spring admissions and fall start.

DETAILED LIST OF CONSULTATION WITH IMPACTED PROGRAMS:

There is no impact to other programs.

ACTION RECOMMENDED:

It is recommended that the Interim Vice Provost for Academic Affairs approve the Post-Baccalaureate Certificate in Teacher Education (PBCTE) Elementary track modification a three-semester, 31-credit program to a 34-credit program.

ATTACHMENTS:

1. Current PBCTE Elementary 2-year Academic Plan
2. Proposed PBCTE Elementary/MLL 2-year Academic Plan
3. Current PBCTE Elementary Program Sheet
4. Proposed PBCTE Elementary/MLL Program Sheet

APPROVED/DISAPPROVED:



Laura Lyons
Interim Vice Provost for Academic Excellence

September 14, 2022

Date

University of Hawai‘i at Mānoa – Academic Plan 2022-2023

College of Education

Post-Baccalaureate Certificate in Teacher Education - Elementary Education (PBCTE-Elementary)

This is a sample academic plan. Students should meet with an academic advisor prior to registration to formulate their own plan.

Year 1		Year 2	
Summer or Fall		Fall	
Submit Application in August Prerequisite: SPED 304	3	ITE 402	2
		ITE 404H	3
		ITE 404I	3
		SPED 444	3
Credits	3	Credits	11
Spring		Spring	
ITE 402	2	ITE 404B	3
ITE 404D	3	ITE 405	6
ITE 404G	3		
ITE 404N	3		
Credits	11	Credits	9
Summer		Summer	
Credits	0	Credits	0
Total Credits	11	Total Credits	31

Notes:

Admission Requirements: Bachelor's Degree from a UHM recognized institution; minimum cumulative GPA: 2.75; 40 hours of documented experience; interview.

Minimum grade of C (not C-) or better is required in all courses.

Required for Graduation: 2.75 cumulative GPA.

Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application.

Please see a COE OSAS advisor for the latest information.

University of Hawai‘i at Mānoa – Academic Plan 2023-2024

College of Education

Post-Baccalaureate Certificate in Teacher Education - Elementary Education & Multilingual Learning (PBCTE-Elementary/MLL)

This is a sample academic plan. Students should meet with an academic advisor prior to registration to formulate their own plan.

Year 1		Year 2	
Summer or Fall		Fall	
Submit Application in August		ITE 402	2
Prerequisites:		ITE 404H	3
ITE 327*	3	ITE 404I	3
SLS 302*	3	SPED 444	3
SPED 304	3	** Must pass the TESOL PRAXIS before student teaching	
Credits	9	Credits	11
Spring		Spring	
ITE 328*	3	ITE 404B	3
ITE 402	2	ITE 405	6
ITE 404D	3		
ITE 404G	3		
ITE 404N	3		
Credits	14	Credits	9
Summer		Summer	
Credits	0	Credits	0
Total Credits	14	Total Credits	34

Notes:

Admission Requirements: Bachelor's Degree from a UHM recognized institution; minimum cumulative GPA: 2.75; 40 hours of documented experience; interview.

Minimum grade of C (not C-) or better is required in all courses. Required for Graduation: 2.75 cumulative GPA.

Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application.

*The Multilingual Learning Program courses are waived for applicants who have satisfied the HTSB TESOL requirement before admission into the program.

Otherwise, the Multilingual Learning Program is an additional 9 credits.

Please see a COE OSAS advisor for the latest information.

University of Hawai'i at Mānoa
College of Education Program Sheet 2022-2023
Post-Baccalaureate Certificate in Elementary Education
Admissions: Selective Process: Application
Min. Total Credits: 31 credits

College Requirements	
Admission Requirements	
<ul style="list-style-type: none"> Spring admission only Submit an application to the College of Education no later than the following: <ul style="list-style-type: none"> October 1 for spring semester (September 1 priority deadline) Apply: https://makalei.coe.hawaii.edu Submit an application to the University of Hawai'i at Mānoa no later than the following: <ul style="list-style-type: none"> October 1 for spring semester (September 1 priority deadline) Apply: https://manoa.hawaii.edu/admissions/ <ul style="list-style-type: none"> Pay non-refundable \$70 Application Fee Submit official non-UH transcript(s) reflecting conferral of bachelor's degree and any graduate level coursework Bachelor's degree from an accredited and UHM-recognized four-year institution of higher education 2.75 cumulative GPA 40 hours of documented current group leadership involvement with elementary-aged youth (grade K to 6) within the last five years Personal admissions interview 	
Prerequisite (3 credits)	
Minimum grade of C (not C-) or better is required	
<input type="checkbox"/> SPED 304	
Major Requirements	
Program (31 credits)	
Minimum grade of C (not C-) or better is required in all courses	
<input type="checkbox"/> ITE 402 <input type="checkbox"/> ITE 402 <input type="checkbox"/> ITE 404B <input type="checkbox"/> ITE 404D <input type="checkbox"/> ITE 404G <input type="checkbox"/> ITE 404H <input type="checkbox"/> ITE 404I <input type="checkbox"/> ITE 404N <input type="checkbox"/> ITE 405 <input type="checkbox"/> SPED 444	
<i>Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application.</i>	
Required Graduation Grade Point Averages	
<ul style="list-style-type: none"> 2.75 cumulative GPA or higher 	

<p><i>This program sheet was prepared to provide information and does not constitute a contract. Meet regularly with your College of Education advisor to ensure you are on track with your requirements.</i></p>	

Notes	
College of Education, Office of Student Academic Services: Everly 126; (808) 956-7915; osas@hawaii.edu ; coe.hawaii.edu Director: Denise Nakaoka; Everly 126; (808) 956-4274; nakaoka@hawaii.edu Associate Director: Denise Abara; Everly 126; (808) 956-5192; dabara@hawaii.edu Education Faculty Advisors: Alyssa Kapaona; Everly 126; (808) 956-4269; akapaona@hawaii.edu Jolene Muneno; Everly 126; (808) 956-4268; jmuneno@hawaii.edu Pu'uuhonua: Hale for Native Hawaiian Student Support, puuhonua@hawaii.edu Puahia: First Year & Transfer Student Support, puahia@hawaii.edu Tinalak: Filipino Student Support, tinalak@hawaii.edu	

University of Hawai'i at Mānoa
College of Education Program Sheet 2023-2024
Post-Baccalaureate Certificate in Elementary Education & Multilingual Learning
Admissions: Selective Process: Application
Min. Total Credits: 34 credits

College Requirements	
Admission Requirements	
<ul style="list-style-type: none"> • Spring admission only • Submit an application to the College of Education no later than the following: <ul style="list-style-type: none"> ◦ October 1 for spring semester (September 1 priority deadline) Apply: https://makalei.coe.hawaii.edu • Submit an application to the University of Hawai'i at Mānoa no later than the following: <ul style="list-style-type: none"> ◦ October 1 for spring semester (September 1 priority deadline) Apply: https://manoa.hawaii.edu/admissions/ <ul style="list-style-type: none"> ◦ Pay non-refundable \$70 Application Fee ◦ Submit official non-UH transcript(s) reflecting conferral of bachelor's degree and any graduate level coursework • Bachelor's degree from an accredited and UHM-recognized four-year institution of higher education • 2.75 cumulative GPA • 40 hours of documented current group leadership involvement with elementary-aged youth (grade K to 6) within the last five years • Personal admissions interview 	
Prerequisite (9 credits)	
Minimum grade of C (not C-) or better is required	
<input type="checkbox"/> ITE 327* <input type="checkbox"/> SLS 302* <input type="checkbox"/> SPED 304	
<i>*The Multilingual Learning Program courses are waived for applicants who have satisfied the HTSB TESOL requirement before admission into the program.</i>	
Major Requirements	
Minimum grade of C (not C-) or better is required in all courses	
Elementary Education Program (31 credits)	
<input type="checkbox"/> ITE 402 <input type="checkbox"/> ITE 402 <input type="checkbox"/> ITE 404B <input type="checkbox"/> ITE 404D <input type="checkbox"/> ITE 404G <input type="checkbox"/> ITE 404H <input type="checkbox"/> ITE 404I <input type="checkbox"/> ITE 404N <input type="checkbox"/> ITE 405 <input type="checkbox"/> SPED 444	
Multilingual Learning Program* (3 credits)	
<input type="checkbox"/> ITE 328*	
<i>*The Multilingual Learning Program courses are waived for applicants who have satisfied the HTSB TESOL requirement before admission into the program.</i>	
<i>Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application.</i>	
Required Graduation Grade Point Averages	
<ul style="list-style-type: none"> • 2.75 cumulative GPA or higher 	

<p><i>This program sheet was prepared to provide information and does not constitute a contract. Meet regularly with your College of Education advisor to ensure you are on track with your requirements.</i></p>	

Notes	
College of Education, Office of Student Academic Services: Everly 126; (808) 956-7915; osas@hawaii.edu ; coe.hawaii.edu Director: Denise Nakaoka; Everly 126; (808) 956-4274; nakaoka@hawaii.edu Associate Director: Denise Abara; Everly 126; (808) 956-5192; dabara@hawaii.edu Education Faculty Advisors: Alyssa Kapaona; Everly 126; (808) 956-4269; akapaona@hawaii.edu Jolene Muneno; Everly 126; (808) 956-4268; jmuneno@hawaii.edu	
Pu'uuhonua: Hale for Native Hawaiian Student Support, puuhonua@hawaii.edu Puahia: First Year & Transfer Student Support, puahia@hawaii.edu Tinalak: Filipino Student Support, tinalak@hawaii.edu	

New Business Item 16-31

Introduced 3/10/2017

Approved 3/10/2017

TITLE: Consideration of Provisional State Approval of the University of Hawaii at Manoa's College of Education Dual Preparation Program in Elementary Education K-6 and Teaching English to Speakers of Other Languages (TESOL) K-6

The Hawaii Teacher Standards Board grants provisional approval for the University of Hawaii at Manoa College of Education to implement their Dual Preparation Program in Elementary Education K-6 and Teaching English to Speakers of Other Languages (TESOL) K-6. The approval is effective March 10, 2017, through December 31, 2021.

This program may recommend candidates for the following license fields:

Elementary Education K-6

Teaching English to Speakers of Other Languages K-6

This program will be reviewed as part of UH-Manoa's continuing unit review process, which has the same expiration date of December 31, 2021, and will be included in the Unit's annual report to HTSB.

A memorandum will be sent to the University of Hawaii at Manoa informing them of the Board's approval.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

TITLE: Consideration of Recommendations from HTSB's 2022 Annual Educator Preparation Provider Completer Audit

The Hawaii Teacher Standards Board licensing staff completed the 2022 annual Educator Preparation Provider (EPP) program completer audit with the full support of all Board approved EPPs. 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, 2021 – June 30, 2022:

- Basic skills verification completed prior to program entry
- Content knowledge verification completed before student teaching, and prior to being recommended for licensure
- 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
- Hawaii Pacific University
- iTeach Hawaii
- Kahoiwai
- Kahuawaiola Indigenous Teacher Education Program
- Leeward Community College
- Teach Away
- 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:

- Teach for America (TFA) Hawaii:

Violation of [NBI 12-29 Revised](#), it is the responsibility of the EPP to verify content knowledge prior to recommending a candidate for licensure.

- TFA did not verify content knowledge for one candidate prior to recommending them for licensure.
- TFA recommended the candidate for a license field different from the content knowledge that was verified.
- TFA informed HTSB of this issue on 9/28/22 after the names of the audit were given.
- All other TFA teacher candidates in the audit met audit requirements.

The HTSB affirms the following recommendations based on the audit:

1. Hawaii Educator Preparation Providers meeting all audit requirements are commended.
2. HTSB conduct an audit of all their EPP completers in TFA between July 1, 2021, and June 30, 2022, with results reported at the January 2023 HTSB meeting.

Rationale/Background:

HTSB's annual audit of the EPPs is guided by [NBI 13-14](#).

Due to COVID-19, the Board had approved two NBIs that impacted teacher preparation during the audited period of July 1, 2021 – June 30, 2022. [NBI 20-27](#) allowed teacher candidates to complete their student teaching prior to meeting their content knowledge requirements and [NBI 19-42 Revised](#) suspended the 450 hours requirement of supervised clinical experience. Both NBIs are no longer in effect.

Submitted by: Branden Kawazoe

Referred to Teacher Education Committee

TITLE: Granting of an Exception to Add an Additional Teaching Field to an Active Valid License

The Hawaii Teacher Standards Board grants an exception to K.M. and recognizes the credentials that K.M. holds, as the equivalent to meeting content knowledge requirements for adding a field to a license.

Submitted by: Branden Kawazoe

New Business Item 22-50
Introduced November 18, 2022
Deferred November 18, 2022

TITLE: Case 21-13

Having reviewed and considered the evidence and arguments presented at the contested hearing together with the entire record of this proceeding the Board hereby adopts the Hearing Panel's Recommended Decision.

Submitted by: Branden Kawazoe

Deferred

New Business Item 22-51
Introduced November 18, 2022
Deferred November 18, 2022

TITLE: Case 22-13

Having reviewed and considered the evidence and arguments presented at the contested hearing together with the entire record of this proceeding the Board hereby adopts the Hearing Panel's Recommended Decision.

Submitted by: Branden Kawazoe

New Business Item 22-47
Introduced November 18, 2022
Approved November 18, 2022

TITLE: Case 22-14

The Hawaii Teacher Standards Board adopts the recommendation of the Executive Director in consideration of Case 22-14.

Submitted by: Branden Kawazoe

New Business Item 22-48
Introduced November 18, 2022
Approved November 18, 2022

TITLE: Case 22-15

The Hawaii Teacher Standards Board adopts the recommendation of the Executive Director in consideration of Case 22-15.

Submitted by: Branden Kawazoe

New Business Item 22-49
Introduced November 18, 2022
Approved November 18, 2022

TITLE: Case 22-16

The Hawaii Teacher Standards Board adopts the recommendation of the Executive Director in consideration of Case 22-16.

Submitted by: Branden Kawazoe