

**HAWAII TEACHER STANDARDS BOARD  
GENERAL BUSINESS MEETING**

**Friday, November 19, 2021  
Meeting Conducted by Remote Technology via Zoom**

**MINUTES**

**PRESENT:**

Sean Bacon for Keith Hayashi	Glen Miyasato
Dr. Jonathan Gillentine	Les Murashige
Lokelani Han	Catherine Payne
Dr. Amelia Jenkins for Dr. Nathan Murata	Dawn Raymond
Branden Kawazoe	Kim Sanders
Tracie Losch	Dr. Katina Soares
Kristi Miyamae	

**ABSENT:**

M. `Ekekela Aiona

**STAFF:**

Felicia Villalobos, Interim Executive Director	Emily Frisch, Licensing Specialist
Tracey Ilica, Licensing Specialist	Elaine Hutchinson, Secretary
Raymond Rodriguez, Licensing Specialist	

**CALL TO ORDER:**

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

**OPENING REMARKS:**

Chairperson Kawazoe shared information regarding procedures for virtual board meetings.

**ROLL CALL TO ESTABLISH QUORUM:**

Chairperson Kawazoe called the roll and established quorum.  
Thirteen members were present, one was absent.

**AMENDMENT OF AGENDA:** None.

**ANNOUNCEMENTS:**

Interim Executive Director Villalobos introduced and welcomed board member Tracie Losch.

**APPROVAL OF MINUTES:**

The minutes of the October 22, 2021, meeting were approved as written.  
(Jenkins/Gillentine)

**EXECUTIVE DIRECTOR'S REPORT:**

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

**LICENSING UPDATE: RODRIGUEZ**

**FINANCIAL UPDATE: MURASHIGE**

**TESTIMONY, PETITIONS FROM THE PUBLIC:**

Written Testimony submitted by Dr. Susanne Thompson, McKissock Investment Holding, LLC regarding NBI 21-20: Consideration of Recommendations from HTSB's 2021 Annual Educator Preparation Provider Completer Audit. (Posted on HTSB's website)

**TOPIC: COMMITTEE OF THE WHOLE**

**DISCUSSION:**

Permitted Interaction Group Update: Murashige

**TOPIC: COMMITTEE OF THE WHOLE**

**DISCUSSION:**

The committee discussed 2022 Board Meetings being held virtually or in-person.

**TOPIC: COMMITTEE OF THE WHOLE**

**DISCUSSION/action:**

The committee reviewed and recommended for approval the following New Business Items that were approved by the HTSB. (See Attachments)

- **NBI 21-23:** License Affirmation (Gillentine/Raymond)
- **NBI 21-21:** Approval of Statements for all HTSB Licenses, Permits, Certificates, and Applications (Han/Raymond)
- **NBI 12-32Rev:** Revision of HTSB License Renewal Forms (Sanders/Murashige)
- **NBI 20-36Rev:** Approval of Revisions to Hawaii Administrative Rules (Miyamae/Han)

**TOPIC: Teacher Education Committee**

**DISCUSSION/action:**

Jenkins reported that the committee reviewed and recommended for approval the following New Business Items that were approved by the HTSB. (See Attachments)

- **NBI 21-17:** Consideration of Teach Away's Continuing State Approval
- **NBI 21-18:** Consideration of the University of Hawaii at Manoa's Letter of Intent to Plan an Online Learning and Teaching Added Field Program

- **NBI 21-19:** 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
- **NBI 21-20:** Consideration of Recommendations from HTSB's 2021 Annual Educator Preparation Provider Completer Audit
- **NBI 11-03Rev:** Recommendations for Additional Clinical Experience Options
- **NBI 12-27Rev:** Regarding Student Teaching Policy in Hawaii P-12 Teacher Education Programs
- **NBI 12-29Rev:** Hawaii Educator Preparation Programs Verification of Basic Skills and Content Knowledge
- **Rescind NBI 08-58:** The HTSB Rescinds NBI 08-58 Content Requirements for State Approved Teacher Education Secondary Programs

**TOPIC: Teacher Education Committee**

**DISCUSSION/action:**

Jenkins reported that the committee received and reviewed a letter of notification regarding Moreland University's (TEACH-NOW) in-state Hawaii Preparation Program Elimination. (See Attachment)

**TOPIC: Legislative Committee**

**DISCUSSION/action:**

Raymond reported that the committee reviewed and recommended for approval the following New Business Item that was approved by the HTSB. (See Attachment)

- **NBI 21-22:** Approval of HTSB's 2022 Annual Report

**TOPIC: Legislative Committee**

**DISCUSSION:**

Villalobos encouraged the board members whose terms expire in the upcoming Legislative session to reapply.

**MOTION TO RISE INTO EXECUTIVE SESSION AT 2:38 P.M. (Jenkins/Raymond)**

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

**CALL BACK TO ORDER BY CHAIRPERSON KAWAZOE AT 4:23 p.m.**

**TOPIC: Report out of Executive Session**

**DISCUSSION:**

Chairperson Kawazoe reported out:

- The minutes from the October 22, 2021, Executive Session were approved as written. (Gillentine/Miyamae)
- Personnel Update
- Consultation with Deputy Attorney General on questions and issues pertaining to the board's powers, duties, privileges, immunities and liabilities

**TOPIC: Next HTSB Meeting**

**DISCUSSION:**

Chairperson Kawazoe reported that members discussed:

- Next HTSB Meeting: January 21, 2022

**ADJOURNMENT:**

Chairperson Kawazoe adjourned the meeting at 4:24 p.m.

Recorder: Elaine Hutchinson      Date: November 19, 2021  
Elaine Hutchinson

**TITLE: License Affirmation**

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

**Submitted by:**     Branden Kawazoe

**INITIAL LICENSES:  
ADVANCED**

		Last Name	First Name	License Field	Effective Date	Expiration Date
Adv	New	Aipia-Peters	Tricia	Hawaiian Language Immersion (6-12)	10/1/2021	6/30/2032
Adv	New	Aipia-Peters	Tricia	Social Studies (6-12)	10/1/2021	6/30/2032
Adv	New	Avellana	Janice	Elementary Education (K-6)	10/1/2021	6/30/2032
Adv	New	Cruz	Kortnie	English (6-12)	10/1/2021	6/30/2032
Adv	New	White	Tammy	Elementary Education (K-6)	10/1/2021	6/30/2032
Adv	New	White	Tammy	Reading (K-12)	10/1/2021	6/30/2032
Adv	New	White	Tammy	Teaching English to Speakers of Other Languages (K-12)	10/1/2021	6/30/2032

**INITIAL LICENSES:  
STANDARD**

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	New	Adkins	Alexandria	English (6-12)	10/1/2021	6/30/2027
Stan	New	Aguiguin	Marietta	Elementary Education (K-6)	10/1/2021	6/30/2027
Stan	New	Aguiguin	Marietta	English (6-12)	10/1/2021	6/30/2027
Stan	New	Aguiguin	Marietta	Reading (K-12)	10/1/2021	6/30/2027
Stan	New	Aguiguin	Marietta	Teaching English to Speakers of Other Languages (K-12)	10/1/2021	6/30/2027
Stan	New	Buelow	Mark	Science (6-12)	10/1/2021	6/30/2027
Stan	New	Denmark	Michael	Earth and Space Science (6-12)	10/1/2021	6/30/2027
Stan	New	Edman	Jeffrey	Elementary Education (K-6)	10/1/2021	6/30/2027
Stan	New	Hischak	Michael	Physics (6-12)	10/1/2021	6/30/2027
Stan	New	Judkins	Charity	Special Education (K-12)	10/1/2021	6/30/2027
Stan	New	Lynn	Shannon	Elementary Education (K-6)	10/1/2021	6/30/2027
Stan	New	Ortiz Torres	Kaley	Elementary Education (K-6)	10/1/2021	6/30/2027
Stan	New	Prange	Dennise	Elementary Education (K-6)	10/1/2021	6/30/2027
Stan	New	Sall	Marsha	Science (6-12)	10/1/2021	6/30/2027

**INITIAL LICENSES:  
PROVISIONAL**

		Last Name	First Name	License Field	Effective Date	Expiration Date
Prov	New	Alliman	Stephaniejoy	English (6-12)	10/1/2021	6/30/2025
Prov	New	Bu Morrisroe	Catalina	Biology (6-12)	10/1/2021	6/30/2025
Prov	New	Bu Morrisroe	Catalina	Science (6-12)	10/1/2021	6/30/2025
Prov	New	Chamberlain	Michael	SPED Mild/Moderate (K-12)	10/1/2021	6/30/2025
Prov	New	Clagg	Bradley	Elementary Education (K-6)	10/1/2021	6/30/2025
Prov	New	Coluzzi	Madison	Elementary Education (K-6)	10/1/2021	6/30/2025
Prov	New	Coover	Samuel	Biology (6-12)	10/1/2021	6/30/2025
Prov	New	Coover	Samuel	Chemistry (6-12)	10/1/2021	6/30/2025
Prov	New	Cordeiro	Jackeline	Elementary Education (K-6)	10/1/2021	6/30/2025
Prov	New	Dungey	Deanna	Elementary Education (K-6)	10/1/2021	6/30/2025
Prov	New	Erickson	Carli	Elementary Education (K-6)	10/1/2021	6/30/2025
Prov	New	Farooq	Hina	Mathematics (6-12)	10/1/2021	6/30/2025
Prov	New	Flanders	Alexis	Elementary Education (K-6)	10/1/2021	6/30/2025

Prov	New	Gaspar	Mailani	Social Studies (6-12)	10/1/2021	6/30/2025
Prov	New	Guerrero	Majelle	School Counselor (K-12)	10/1/2021	6/30/2025
Prov	New	Holway	Kyra	Elementary Education (K-6)	10/1/2021	6/30/2025
Prov	New	Jantz	David	Biology (6-12)	10/1/2021	6/30/2025
Prov	New	Jantz	David	Computer Science (K-12)	10/1/2021	6/30/2025
Prov	New	Lopes	Jennifer	Elementary Education (K-6)	10/1/2021	6/30/2025
Prov	New	O'Neill-Starr	Kathleen	Elementary Education (K-6)	10/1/2021	6/30/2025
Prov	New	O'Neill-Starr	Kathleen	SPED Mild/Moderate (K-12)	10/1/2021	6/30/2025
Prov	New	O'Neill-Starr	Kathleen	Teaching English to Speakers of Other Languages (K-12)	10/1/2021	6/30/2025
Prov	New	Palacio	Cheryl	Elementary Education (K-6)	10/1/2021	6/30/2025
Prov	New	Sanchez	Michell	Early Childhood Education (P-3)	10/1/2021	6/30/2025
Prov	New	Sanchez	Michell	Elementary Education (K-6)	10/1/2021	6/30/2025
Prov	New	Wicheta Carter	Marcia	Elementary Education (K-6)	10/1/2021	6/30/2025
Prov	New	Wicheta Carter	Marcia	English (6-12)	10/1/2021	6/30/2025
Prov	New	Wild	Avram	English (6-12)	10/1/2021	6/30/2025
Prov	New	Yamada	David	Social Studies (6-12)	10/1/2021	6/30/2025

**ADDED FIELDS:  
ADVANCED**

		Last Name	First Name	License Field	Effective Date	Expiration Date
Adv	Add	Stewart	Timothy	School Counselor (K-12)	10/1/2021	6/30/2029

**ADDED FIELDS:  
STANDARD**

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	Add	Alipio	Jessica	Literacy Specialist (P-12)	10/1/2021	6/30/2026
Stan	Add	Brown	Martin	Special Education (P-12)	10/1/2021	6/30/2022
Stan	Add	Callarec	Kayla	Special Education (K-6)	10/1/2021	6/30/2025
Stan	Add	Chun	Jodi	Teacher Leader	10/1/2021	6/30/2026
Stan	Add	Holder	Verona	Teacher Leader	10/1/2021	6/30/2022
Stan	Add	Lawrenz	Yasuko	Teaching English to Speakers of Other Languages (K-6)	10/1/2021	6/30/2026
Stan	Add	Madayag	Marly	SPED Mild/Moderate (K-12)	10/1/2021	6/30/2026
Stan	Add	Mandado	Ryan	Teacher Leader	10/1/2021	6/30/2023
Stan	Add	Muller	Jennifer	Teacher Leader	10/1/2021	6/30/2027
Stan	Add	Novikoff	Melissa	Science Technology Engineering Mathematics (STEM) (6-12)	10/1/2021	6/30/2022
Stan	Add	Phan	Cam	SPED Severe/Profound (K-6)	10/1/2021	6/30/2022
Stan	Add	Pulido	Elise	Middle Level Generalist (6-8)	10/1/2021	6/30/2024
Stan	Add	Rivera	Jzchana	Teaching English to Speakers of Other Languages (K-12)	10/1/2021	6/30/2026
Stan	Add	Sanders	Heather	Special Education (P-3)	10/1/2021	6/30/2023

**ADDED FIELDS:**

**PROVISIONAL**

		Last Name	First Name	License Field	Effective Date	Expiration Date
Prov	Add	Chan	Yuet	Elementary Education (K-6)	10/1/2021	6/30/2024
Prov	Add	Freitas	Tysa	SPED Deaf/ Hard of Hearing (K-12)	10/1/2021	6/30/2024
Prov	Add	Jo	Jennifer	Special Education (6-12)	10/1/2021	6/30/2023
Prov	Add	Kauffman	Nahibi	Elementary Education (K-6)	10/1/2021	6/30/2023
Prov	Add	Murray	Georgienne Raiglen	Elementary Education (K-6)	10/1/2021	6/30/2024
Prov	Add	Sayers	Leilani	SPED Mild/Moderate (K-12)	10/1/2021	6/30/2024
Prov	Add	Tsing	Auguste	Teaching English to Speakers of Other Languages (K-12)	10/1/2021	6/30/2022

**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	Ahakuelo-Kepa	Hualalai	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Akau	Rogerlynn	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Auger	Daina	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Bramlet	Carrie	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Brennan	Thomas	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Brock	So Yeon	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Buczyna	Carla	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Cabana	Jadine	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Dobson	Quinn	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Garibaldi	Saphyr	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Guillermo	Cherie Joyce	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Hedrick	Connor	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Hurd	Christopher	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Kaopuiki	Jaymie-Lee	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Landry	Erin	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Leslie	Samuel	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Lewis	Pamela	Emergency Hire (P-12)	10/1/2021	6/30/2022



EH	New	Mang	Xena	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Markowski	Michael	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	McCann	Carman	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	McLean	Kereece	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Mecsey	Makenna	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Naihe	Diana	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Pickett	Stephanie	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Pierson	Bryce	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Ribao	Alexander Rexor	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Seno	David	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Shimoda	Danielle	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Sundberg-Yannell	Crystel	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Williams	Shana	Emergency Hire (P-12)	10/1/2021	6/30/2022
EH	New	Wong	Joshua	Emergency Hire (P-12)	10/1/2021	6/30/2022

## STUDENT TEACHER

		Last Name	First Name	License Field	Effective Date	Expiration Date
ST	New	Alonzo	Queencie	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	Bailey	Jamia	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	Cadirao	Pegeen	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	Erguiza	Adora Carmen	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	Hufano-Kravetz	Laura	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	Jensen	Beth	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	Kaui	Aulani	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	Kennelly	Alissa	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	Kosins	Marcus Takahiro	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	Kurashima	Scott	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	Lau	Jeri	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	McIntyre	Johnny	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	Pregana	Marlene	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	Seson	Jennibeth	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	Torres	Clarissa	Student Teacher (P-12)	10/1/2021	6/30/2022
ST	New	Yamashita	Maria	Student Teacher (P-12)	10/1/2021	6/30/2022

**New Business Item 21-21**

Introduced November 19, 2021

Approved November 19, 2021

**TITLE: Approval of Statements for all HTSB Licenses, Permits, Certificates, and Applications**

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The Hawaii Teacher Standards Board approves the following statements below:

License, Permit, and Certificate Statement:

Hawaii license, permit, and certificate requirements are subject to change. The license, permit, or certificate holder is responsible for being knowledgeable about current and revised regulations. It is the responsibility of the holder of this document to maintain and obtain valid appropriate Hawaii certification to practice the profession of teaching in this state. It is the duty of the professional educator to renew their license, permit, or certificate prior to its expiration date.

License, Permit, and Certificate Verification Statement:

The validity and active status of this Hawaii license, permit, or certificate should be verified on the HTSB's public search at [hawaiiteacherstandardsboard.org](http://hawaiiteacherstandardsboard.org)

Affirmation Statement for all HTSB Applications:

I affirm that I understand the following: Hawaii license, permit, and certificate requirements are subject to change. I am responsible for being knowledgeable about current and revised regulations. It is my responsibility to maintain and obtain a valid appropriate Hawaii certification to practice the profession of teaching in this state. It is my duty as a professional educator to renew my license, permit, or certificate prior to its expiration date.

**Submitted by:**      Branden Kawazoe

**New Business Item 12-32 Rev**

Introduced April 19, 2013

Deferred April 19, 2013

Approved June 14, 2013

Reintroduced November 19, 2021

Approved November 19, 2021

**TITLE: Revision of HTSB License Renewal Forms**

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The Hawaii Teacher Standards Board approves the Executive Director to develop and update existing license renewal forms to be used during the upcoming license renewal period starting January 1, 2022. The renewal forms can be amended by the Executive Director as needed.

- Update HTSB Form: 4010 for all license renewals
- Update HTSB Form: 5010 for teachers, School Librarians, and School Counselors.
- Develop: a verification of professional development hours and semester hours form

**Submitted by:**      Branden Kawazoe

**New Business Item 20-36 Rev**

Introduced April 16, 2021

Approved April 16, 2021

Reintroduced November 19, 2021

Approved November 19, 2021

**TITLE: Approval of Revisions to Hawaii Administrative Rules**

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The Hawaii Teacher Standards Board approves the following revisions to Hawaii Administrative Rules.

The Executive Director shall implement the administrative rule process:

1. Submit the revisions to the Attorney General's office for review as to form.
2. Following approval by the Attorney General's office, the revisions will be submitted to the Governor's office for approval to hold a public hearing.
3. The hearing shall be advertised and held according to state law.
4. Testimony from the hearing will be submitted to the HTSB for review and possible additional revision. If there is significant revision, steps 1 through 4 will be repeated.
5. If there is no additional revision, the rules shall be returned to the Attorney General for approval as to form.
6. Once signed, final approval will be requested from the Governor for the revisions to become law.

**Submitted by:**      Branden Kawazoe

REVISION OF HAWAII ADMINISTRATIVE RULES

HAWAII TEACHER STANDARDS BOARD

2021

A	B	C	D
CURRENT RULES	RAMSEYER FORMAT	PROPOSED REVISIONS 10-05-2021	RATIONALE - 10-05-2021 REVISIONS
<p><b>§8-54-1 Statement of purpose.</b> (a) All of Hawaii’s public school children deserve to be taught by teachers who are qualified to practice the profession of teaching. The provision of quality education for all public school children is a critical function of state government. The highest standards must be applied to the training of teachers, the screening of applicants for employment and the continued employment of teachers. Teacher standards strengthen the school system’s accountability to the public by ensuring that qualified teachers are employed in the public school system.</p> <p>(b) The purpose of this chapter is to set the standards by which public school teachers shall be licensed and relicensed. These standards shall be established by the Hawaii teacher standards board. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; am and comp 10/27/11; am and comp 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)</p>	<p><b>§8-54-1 Statement of purpose.</b> (a) All of Hawaii’s <b>P-12 students</b> <del>public school children</del> deserve to be <b>served by</b> <b>educators</b> <del>taught by teachers</del> who are qualified to practice <b>their respective</b> <del>professions</del> of teaching. The provision of quality education for <b>all P-12 students</b> in <b>Hawaii</b> <del>public school children</del> is a critical function of state government. The highest standards must be applied to the training of <b>educators</b> <del>teachers</del>, the screening of applicants for employment <b>in Hawaii</b> and the continued employment of <b>educators</b> <del>teachers</del>. <b>Educator</b> <del>Teacher</del> standards strengthen the school system’s accountability to the public by ensuring that qualified <b>educators</b> <del>teachers</del> are employed in the <b>Hawaii P-12</b> <del>public</del> school system.</p> <p>(b) The purpose of this chapter is to set the standards by which <b>P-12</b> <del>public school teachers</del> <b>educators in Hawaii</b> shall be licensed and relicensed. These standards shall be</p>		<p><b>Educators is more inclusive (see definitions) and respective professions</b></p> <p><b>Specifically for P-12 students because those are the only grade levels approved by the HTSB</b></p> <p><b>Hawaii-specific educators</b></p> <p><b>Define educator standards</b></p>

	<p>established by the Hawaii teacher standards board.</p> <p><u>(c) In situations not specifically addressed by these rules, the board shall use its best discretion in furtherance of HAR §§8-54-1 and 8-54-1.1</u> [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; am and comp 10/27/11; am and comp 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)</p>		<p>Language to address items that are not specifically identified</p>
<p><b>§8-54-1.1 Authority.</b> The Hawaii teacher standards board shall administer the licensing and relicensing process in accordance with applicable provisions in chapter 302A, Hawai'i Revised Statutes, and the standards provided in this chapter. No person paid under the salary schedule contained in the unit 05 collective bargaining agreement shall serve as a teacher in the department or a charter school without first having obtained a license or permit from the board in such form as the board determines. The superintendent of the department of education and charter school administrator shall administer the emergency hire process in accordance with applicable provisions in sections 302A-801-808, Hawai'i Revised Statutes and the standards provided in this chapter.</p>	<p><b>§8-54-1.1 Authority.</b> The Hawaii teacher standards board shall administer the <u>licensing, permitting, certification and relicensing-renewal</u> process in accordance with applicable provisions in chapter 302A, Hawai'i Revised Statutes, and the standards provided in this chapter. No person paid under the salary schedule contained in the unit 05 collective bargaining agreement shall serve as a teacher in the department or a charter school without first having obtained a license or permit from the board in such form as the board determines. The superintendent of the department of education and charter school administrator shall administer the emergency hire process in accordance with applicable provisions in sections 302A-801-808, Hawai'i Revised Statutes</p>		<p>Addition of certification</p>

[Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; am and comp 10/27/11; am and ren §8-54-1.1 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)	and the standards provided in this chapter.  [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; am and comp 10/27/11; am and ren §8-54-1.1 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)		
§8-54-2 Repealed [R 10/30/14]	§8-54-2 Repealed [R 10/30/14]		
§8-54-2.1 Applicability. Any action relating to the screening and hiring of teacher applicants by the department or charter schools shall be in accordance with the standards provided in this chapter. All licenses and permits issued by the board shall be renewable provided the licensee or permittee continues to satisfy the board's standards and the renewal requirements. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; am and comp 10/27/11; am and ren §8-54-2.1 10/30/14] (Auth: HRS §302A-805) (Imp: HRS §§302A-801 to -808)	§8-54-2.1 Applicability. Any action relating to the screening and hiring of teacher applicants by the department or charter schools shall be in accordance with the standards provided in this chapter. The standards provided in this chapter shall be applicable to any action by the department or charter schools relating to the screening and hiring of teachers. All licenses, and permits, and certificates issued by the board shall be renewable provided the licensee or permittee continues to satisfy the board's standards and the renewal requirements. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; am and comp 10/27/11; am and ren §8-54-2.1 10/30/14] (Auth: HRS §302A-805) (Imp: HRS §§302A-801 to -808)		<p>Concise language</p> <p>Delete renewable language because each section identifies this language</p>

<p><b>§8-54-2.2 Delegation of Powers.</b> (a) The board delegates authority to the Executive Director to complete the actions set forth in subsections (b) and (c). All delegated actions will be presented to the board at their next regularly scheduled meeting.</p> <p>(b) The Executive Director is authorized to grant initial licenses, added fields and permits when the following criteria have been met:</p> <p>(1) All forms, tests and documentation for meeting licensing and permit requirements have been submitted by the applicant and received by the board's office;</p> <p>(2) Forms and documentation are complete;</p> <p>(3) There are no professional fitness issues; and</p> <p>(4) All fees have been paid.</p> <p>(c) The Executive Director is further authorized to grant license and permit renewals when the following criteria have been met:</p> <p>(1) All forms and documentation for meeting renewal requirements have been submitted by the applicant and received by the board's office;</p>	<p><b>§8-54-2.2 Delegation of Powers.</b> (a) The board delegates authority to the Executive Director to complete the actions set forth in subsections (b) and (c). All delegated actions will be presented to the board at their next regularly scheduled meeting.</p> <p>(b) The Executive Director is authorized to grant <del>initial licenses,</del> <b>added fields and, permits, and certificates</b> when the following criteria have been met:</p> <p>(1) All forms, tests and documentation for meeting licensing and permit requirements have been submitted by the applicant and received by the board's office;</p> <p>(2) Forms and documentation are complete;</p> <p>(3) There are no professional fitness issues; and</p> <p>(4) All fees have been paid.</p> <p>(c) The Executive Director is further authorized to grant <b>license,</b> <del>and permit, and certificate</del> renewals when the following criteria have been met:</p> <p>(1) All forms and documentation for meeting renewal requirements have been submitted by the applicant</p>		<p>Reference to amended §302A-802</p> <p>"Licensing and certification standards"</p> <p><b>authorizing HTSB to issue private school certificates</b></p> <p><b>Updated language</b></p>
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<p>(2) Forms and documentation are complete;</p> <p>(3) There are no professional fitness issues; and</p> <p>(4) All fees have been paid. [Eff 10/27/11; am and ren §8.54-2.2 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)</p>	<p>and received by the board's office;</p> <p>(2) Forms and documentation are complete;</p> <p>(3) There are no professional fitness issues; and</p> <p>(4) All fees have been paid.</p> <p><u>(d) The Executive Director is further authorized to:</u></p> <p><u>(1) Make revisions to HTSB applications and forms to comport with actions of the board.</u></p> <p><u>(2) Conduct a review of applications or current licenses, permits, or certificates.</u></p> <p><u>(3) Issue a notice of insufficiency will be issued to applicants or current license, permit, or certificate holders who are found to be out of compliance with the applicable board approved New Business Items (NBI) or rules contained within this chapter.</u></p> <p>[Eff 10/27/11; am and ren §8.54-2.2 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)</p>		<p>Ensures consistent issuing of licenses and accountability</p> <p>Amended at board meeting <del>"will be issued"</del></p>
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<p><b>§8-54-2.3 Electronic capture of documents.</b> Electronic records of the board as may be certified by the custodian of records, shall constitute the official business records of the board.[Eff 8/13/04; comp 8/13/04; am and comp 10/27/11; am and ren §8-54-2.1 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)</p>	<p><b>§8-54-2.3 Electronic capture of documents.</b> Electronic records of the board as may be certified by the custodian of records, shall constitute the official business records of the board.[Eff 8/13/04; comp 8/13/04; am and comp 10/27/11; am and ren §8-54-2.1 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-2.4 License and permit fees.</b> (a) The payment of fees is a requirement for issuance of the license or permit. In the case of an approved payment plan for payment of license or renewal fees, interval payments shall be made according to the payment plan agreement and if in non-compliance may be grounds for appropriate action.</p> <p>(b) If a licensee fails to pay the license or permit fees, the license or permit may be automatically forfeited until the licensee or permittee restores the license in a manner determined by the board.</p> <p>(c) Once a license or permit has been issued there shall be no refund of fees.</p> <p>(d) When the board is fiscally able to apply a discount for online applications and renewals, it may decrease the amount charged to the applicant, licensee or permittee for fee payments made using the online</p>	<p><b>§8-54-2.4 License, <u>and permit, and certificate</u> fees.</b> (a) The payment of fees is a requirement for issuance of the license, <u>or permit, and certificate</u>. In the case of an approved payment plan for payment <u>of license, permit or certificate</u> or renewal fees, interval payments shall be made according to the payment plan agreement and if in non-compliance may be grounds for appropriate action.</p> <p>(b) If a licensee <u>license, permit, or certificate holder</u> fails to pay the <del>license or permit</del> fees, the license, <u>permit, or certificate shall be</u> automatically <u>become invalid</u> <del>forfeited</del> until the <del>licensee or permittee</del> <u>license, permit, or certificate holder</u> restores the license, <u>permit, or certificate</u> in a manner determined by the board.</p> <p>(c) Once a license, <del>or permit,</del> <u>or certificate</u> has been issued there shall be no refund of fees.</p>		<p><b>Addition of the word certificate</b></p>



<p>[Eff 10/30/14; am 9/5/19] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)</p>	<p>Adding a licensing field to an existing license, <del>per field \$25</del> no charge</p> <p><del>Non-DOE/Charter School</del> name change <del>\$25</del> no charge</p> <p>Late payment of license, permit or renewal fee \$25</p> <p><del>Restoration fee \$25</del></p> <p>SATEP Data Entry Correction Fee per error \$300</p> <p><del>Registration Fee for Out of State Education Preparation Providers operating in Hawaii</del> \$500</p> <p><u>State</u> Review fee for each license field \$500</p> <p>State Review fee for units \$1,000</p> <p>[Eff 10/30/14; am ] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)</p>		<p>Approved by board April 2021</p>
<p><b>§8-54-2.5 Approved payment plan.</b> (a) As allowed by the board, a licensee or permittee may elect to participate in various payment plans set forth by the board to pay license and renewal fees.</p> <p>(b) Failure to keep compliant with timely and complete payments shall be regarded as failure to pay required fees for license or renewal and shall be grounds for automatic forfeiture of the license or permit. A person with a forfeited license is prohibited from engaging in the teaching profession.</p>	<p><b>§8-54-2.5 Approved payment plan.</b> (a) As allowed by the board, a licensee or permittee may elect to participate in various payment plans set forth by the board to pay license and renewal fees.</p> <p>(b) Failure to keep compliant with timely and complete payments shall be regarded as failure to pay required fees for license or renewal and shall be grounds for automatic forfeiture of the license or permit. A person with a forfeited license is prohibited from engaging in the teaching profession.</p>		

<p>(c) The board may restore a forfeited license under these circumstances if the licensee becomes current with all payments. Failure to restore in a timely manner as determined by the board shall cause the forfeited license to be terminated. A person with a terminated license must apply for a new license or permit and meet current application requirements. [Eff 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)</p>	<p>(c) The board may restore a forfeited license under these circumstances if the licensee becomes current with all payments. Failure to restore in a timely manner as determined by the board shall cause the forfeited license to be terminated. A person with a terminated license must apply for a new license or permit and meet current application requirements. [Eff 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-2.6 Hawai'i teacher standards board special fund.</b> All fees collected shall be deposited in the Hawai'i teacher standards board special fund established within the state treasury. All other monies received by the board as appropriations, fines, grants or donations shall be deposited in the special fund. The fund shall be administered by the department and used to pay the expenses of the board, including but not limited to, the payment of all operational personnel costs and reimbursements of board members for travel expenses incurred. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; comp 10/27/11; am and ren §8-54-2.6 10/30/14] (Auth: HRS §302A-806) (Imp: HRS §§302A-801 to -808)</p>	<p><b>§8-54-2.6 Hawai'i teacher standards board special fund.</b> All fees collected shall be deposited in the Hawai'i teacher standards board <u>general or</u> special fund established within the state treasury. All other monies received by the board as appropriations, fines, grants or donations shall be deposited in the <u>general or</u> special fund. The fund shall be administered by the department and used to pay the expenses of the board, including but not limited to, the payment of all operational personnel costs and reimbursements of board members for travel expenses incurred. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; comp 10/27/11; am and ren §8-54-2.6 10/30/14] (Auth: HRS §302A-806) (Imp: HRS §§302A-801 to -808)</p>		<p><b>Approved by board April 2021</b></p>

<p><b>§8-54-3 Definitions.</b> As used in this chapter:</p> <p><b>"Accreditation" means</b> a process for assessing and enhancing academic and educational quality through peer review. National accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality. National accrediting bodies are approved by the US Department of Education to accredit teacher education programs.</p> <p>"Board" means the Hawaii teacher standards board. "Censure" means a formal or stern warning given by the board.</p> <p>"Charter schools" means public schools holding charters to operate as charter schools under chapter 302D, including start-up and conversion charter schools, that have the flexibility to implement alternative frameworks with regard to curriculum, facilities management, instructional approach, length of the school day, week, or year, and personnel management.</p> <p>"Charter School Administrator" means head of a local school board of a Charter School.</p>	<p><b>§8-54-3 Definitions.</b> As used in this chapter:</p> <p><b>"Accreditation (Programmatic)" means</b> a process for assessing and enhancing academic and educational quality through peer review. <del>National-a</del> Accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality. <del>National-a Accrediting</del> bodies <del>are will</del> be approved by the <del>US Department of Education board</del> to accredit teacher <del>education programs preparation providers.</del></p> <p><u>"Accreditation (Institutional)" means the degree granting institution is accredited by one of the accrediting agencies recognized by the Secretary of the U.S. Department of Education as reliable authorities concerning the quality of education or training offered by the institutions of higher education or higher education programs they accredit.</u></p> <p>"Board" means the Hawaii teacher standards board.</p> <p>"Censure" means a formal or stern warning given by the board.</p>		<p><b>Approved by board April 2021</b></p> <p><b>Updated to be consistent with the US DOE language</b></p>

<p>“Code of Ethics” means the contents of Appendix D, which describes the desired conduct of P-12 teachers as members of the teaching profession.</p> <p>“Condition” means a qualification, restriction, limitation, or requirement imposed on the licensee or permittee that must be true or done.</p> <p>“Criminal action against children” means any crime involving minors deemed by the Hawaii teacher standards board to have a direct bearing on an individual’s ability to serve as a teacher.</p> <p>“Cultural Growth and Development Plan” means a plan to develop the cultural and professional knowledge, skills and dispositions to effectively integrate Hawaiian ways of knowing, learning and teaching and increase instructional proficiency in the Hawaiian language, history and culture</p>	<p><b>“Certificate” means a document signifying recognition granted by the board to practice the profession of teaching in a Hawaii private school.</b></p> <p>“Charter schools” means public schools holding charters to operate as charter schools under chapter 302D, including start-up and conversion charter schools, that have the flexibility to implement alternative frameworks with regard to curriculum, facilities management, instructional approach, length of the school day, week, or year, and personnel management.</p> <p>“Charter School Administrator” means <b>principal, director or</b> head of a local school board of a Charter School.</p> <p>“Code of Ethics” means the contents of Appendix D, which describes the <b>desired-ethical</b> conduct of P-12 teachers as members of the teaching profession.</p> <p>“Condition” means a qualification, restriction, limitation, or requirement imposed on the licensee or permittee that must be true or done.</p> <p>“Criminal action against children” means any crime involving</p>		<p><b>Approved by board April 2021</b></p>
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<p>for an individual holding a special permit to teach in Kaia`ōlelo-Kaiapuni Hawai`i, Hawaiian Language Immersion, and Hawaiian Knowledge classrooms. The plan will be developed for the permittee in collaboration with the Office of Hawaiian Education and a Hawaiian Immersion educator preparation program.</p> <p>“Deny” means to withhold or refuse to grant a license or permit.</p> <p>“Department” means the department of education.</p> <p>“Educator Preparation Provider” means a teacher, school counselor or school librarian preparation program that meets the board’s state approval performance standards and has been reviewed and approved in an approval process specified by the board.</p> <p>“Emergency Hire” means an unlicensed employee of a public school paid under the salary schedule contained in the unit 05 collective bargaining agreement.</p> <p>“Employer” means any public, charter, independent or private school</p>	<p>minors deemed by the Hawaii teacher standards board to have a direct bearing on an individual’s ability to serve as a teacher.</p> <p><u>“Criminal conviction” means a conviction of a misdemeanor, petty misdemeanor, or other non-felony criminal offense which, as determined by the board, may adversely affect the ability of the license, permit, or certificate holder to engage in the activities of the teaching profession.</u></p> <p>“Cultural Growth and Development Plan” means a plan to develop the cultural and professional knowledge, skills and dispositions to effectively integrate Hawaiian ways of knowing, learning and teaching and increase instructional proficiency in the Hawaiian language, history and culture for an individual holding a special permit to teach in Kaia`ōlelo-Kaiapuni Hawai`i, Hawaiian Language Immersion, and Hawaiian Knowledge classrooms. The plan will be developed for the permittee in collaboration with the Office of Hawaiian Education and a Hawaiian Immersion educator preparation program.</p>		<p><b>Definition added for professional fitness clarification.</b></p>
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<p>which hires teachers, school counselors and school librarians.</p> <p>“Executive Director” means the executive officer of the Hawaii teacher standards board.</p> <p>“Experience” means contracted service in a P-12 school setting in the license field and/or level required to grant a Hawaii license or permit.</p> <p>“Fee” means any monetary amount assessed to process, issue, modify, correct, or approve a license or permit. Fee also means any monetary amount assessed to process, issue, modify, correct, or approve a teacher education program; or to an institution for the processing or correction of data or information.</p> <p>“Felony” is defined as those acts which are criminal acts defined as felonies by the Hawaii Revised Statutes or similar criminal acts which were committed in other jurisdictions.</p> <p>“Forfeit” or “forfeited” or “forfeiture” shall refer to and mean the status of a license or permit that has been automatically cancelled for failure to renew the license or permit, or for failure to comply with the provisions of section 8-54-2.4.</p> <p>“Internet crimes” means internet crimes as defined by Hawaii Revised Statutes.</p>	<p>“Deny” means to withhold or refuse to grant a license or ,permit, or certificate.</p> <p>“Department” means the Hawaii department of education.</p> <p>“Educator” means the same as “teacher”</p> <p>“Educator Preparation Provider” means a teacher, school counselor or school librarian preparation program that meets the board’s state approval performance standards and has been reviewed and approved in an approval process specified by the Hawaii teacher standards board.</p> <p>“Educator Standards” means standards adopted by the board that define what a teacher, school librarian, school counselor needs to know and be able to do to practice their profession.</p> <p>“Emergency Hire” means an unlicensed employee of a public school paid under the salary schedule contained in the unit 05 collective bargaining agreement.</p> <p>“Employer” means any public, charter, independent or private school which hires teachers, school counselors and school librarians.</p> <p>“Executive Director” means the executive officer of the Hawaii teacher standards board.</p>		<p>Approved by board April 2021</p> <p>Educator defined due to its use throughout this document</p> <p>Definition added for clarification</p>
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<p>“License” means the document signifying recognition granted by the board to practice the profession of teaching.</p> <p>“Licensee” means the holder of a valid Hawaii teaching license.</p> <p>“Meritorious New Teacher Candidate” means a designation awarded to teacher candidates in states approved by the board who meet rigorous criteria in areas that have been shown to correlate with student learning gains; strong verbal skills; a high level of mastery of their subject matter; in-depth student teaching; and excellence in their professional program.</p> <p>“Misdemeanor” for the purpose of these rules is defined as those misdemeanor convictions that pose a substantial risk of harm to the health, safety or welfare of students, minors or others.</p> <p>“National Board Certification” means the voluntary advanced certification developed and administered by the National Board for Professional Teaching Standards.</p> <p>“Payment plan” shall refer to and mean a binding agreement on the licensee or permittee to make required payments in a timely manner to comply with license, permit, or renewal requirements.</p>	<p>“Experience” means contracted <del>service employment</del> in a P-12 school setting <u>in Hawaii or another jurisdiction</u> in the license field and/or level required to grant a Hawaii license, <del>or permit</del>, <u>or certificate</u>.</p> <p><u>“Expire” or “expiration” shall mean the status of a license, permit, or certificate that is no longer valid for failure to renew the license, permit, or certificate within the applicable period of time or for failure to comply with the provisions of section 8-54-2.4.</u></p> <p>“Fee” means any monetary amount assessed to process, issue, modify, correct, or approve a license or permit. Fee also means any monetary amount assessed to process, issue, modify, correct, or approve a teacher education program; or to an institution for the processing or correction of data or information.</p> <p>“Felony” is defined as those acts which are criminal acts defined as felonies by the Hawaii Revised Statutes or similar criminal acts which were committed in other jurisdictions.</p> <p><del>“Forfeit” or “forfeited” or “forfeiture” shall refer to and mean the status of a license or permit that has been automatically cancelled for failure to renew the license or permit,</del></p>		<p>Experience clarification</p> <p>Expire and expiration defined to clarify a status of a license, permit or certificate</p> <p>Term no longer used</p>
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<p>“Permit” means a limited duty special permit as defined by §8-54-9.6.</p> <p>“PRAXIS” means the set of tests developed and administered by the Educational Testing Service.</p> <p>“Private Employer” for purposes of teacher licensure refers to non-public employers of teachers.</p> <p>“Program” means a planned sequence of courses and experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings. Programs may lead to a degree, a recommendation for a state license, both, or neither.</p> <p>“Public school” means an academic and non-college type school established and maintained by the department of education or a charter school chartered by the board of education in accordance with law.</p> <p>“Reinstate” or “reinstatement” shall refer to and mean a determination by the board to allow a person who has met requirements set by the board to engage in the practice of teaching following a license or permit suspension or disciplinary condition.</p> <p>“Renew” or “renewal” means a determination by the board, prior to expiration of a license or permit, to grant additional years of validity based on the number of years the</p>	<p><del>or for failure to comply with the provisions of section 8-54-2.4.</del></p> <p><b>“Full-time” employment means employment as defined by the employer.</b></p> <p>“Internet crimes” means internet crimes as defined by Hawaii Revised Statutes.</p> <p><b>“Jurisdiction” means the United States including its districts, territories, and Department of Defense Education Activity.</b></p> <p>“License” means the document signifying recognition granted by the board to practice the profession of teaching.</p> <p>“Licensee” means the holder of a valid Hawaii teaching license.</p> <p><del>“Meritorious New Teacher Candidate” means a designation awarded to teacher candidates in states approved by the board who meet rigorous criteria in areas that have been shown to correlate with student learning gains; strong verbal skills; a high level of mastery of their subject matter; in-depth student teaching; and excellence in their professional program.</del></p> <p>“Misdemeanor” for the purpose of these rules is defined as those misdemeanor convictions that pose a substantial risk of harm to the health, safety or welfare of students, minors or others.</p>		<p><b>Approved by board April 2021</b></p> <p><b>Jurisdiction is intended to still be within the Unites States of America</b></p> <p><b>Approved by board April 2021</b></p>
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<p>license or permit is eligible to be renewed.</p> <p>“Reprimand” shall have the same meaning as “Censure”.</p> <p>“Revocation” means loss of a teaching license or permit for not less than five years.</p> <p>“Sex offense” means sexual offenses as defined by Hawai'i Revised Statutes.</p> <p>“School Counselor” means a person whose duties are primarily promoting and enhancing the learning process within the context of academic development, career development and personal/social development and may also include the same definition as “teacher” for purposes of this chapter.</p> <p>“School Librarian” means a person whose duties are primarily administering the library media program at the individual school level and also includes the same definition as “teacher” for purposes of this chapter.</p> <p>“Specialized Professional Associations” or “SPAs” are national organizations that represent teachers, professional education faculty, and other school professionals who teach a specific subject matter, teach students at a specific developmental level, teach students with specific needs, or provide services to students.</p>	<p>“National Board Certification” means the voluntary advanced certification developed and administered by the National Board for Professional Teaching Standards.</p> <p><b>“P-12 School Setting” means a full-time public or private school responsible for compensatory-compulsory education.</b></p> <p>“Payment plan” shall refer to and mean a binding agreement on the licensee or permittee to make required payments in a timely manner to comply with license, permit, or renewal requirements.</p> <p>“Permit” means a limited duty special permit as defined by §8-54-9.6.</p> <p><b><del>“PRAXIS” means the set of tests developed and administered by the Educational Testing Service.</del></b></p> <p>“Private Employer” for purposes of teacher licensure refers to non-public employers of teachers.</p> <p><b>“Professional Fitness” means The screening process that ensures teachers are suitable to practice the profession of teaching.</b></p> <p>“Program” means a planned sequence of courses and <b>clinical</b> experiences for the purpose of preparing teachers <b>and other school professionals</b> to work in pre-kindergarten through twelfth grade settings. Programs may lead to a</p>		<p><b>Compensatory is supplemental and compulsory is required education</b></p> <p><b>PF language, needs a definition</b></p> <p><b>This definition defines HTSB’s process for screening teachers to practice their profession.</b></p>
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<p>“State-approved teacher education program” means a teacher preparation program that meets the board’s state approval performance standards and has been reviewed and approved by the board.</p> <p>“Superintendent” means the state superintendent of the department of education.</p> <p>“Suspension” means temporary loss of a teaching license/permit for not more than five (5) years due to a disciplinary action by the board.</p> <p>“Teacher” means a person whose duties in the public school system are primarily teaching or instruction of students or related activities centered primarily on students and who is in close and continuous contact with students, and shall include but not be limited to classroom teachers, school librarians, counselors, registrars, and special education teachers.</p> <p>“Teacher Leader” means an educator identified by his/her employer who assumes formally or informally one or more of a wide array of leadership roles to support teaching and learning.</p> <p>“Terminate” or “Terminated” or “Termination” shall refer to and mean the status of a license or permit that has been automatically cancelled for</p>	<p>degree, a recommendation for a state license, both, or neither.</p> <p>“Public school” means an academic and non-college type school established and maintained by the department of education or a charter school chartered by the board of education in accordance with law.</p> <p>“Reinstate” or “reinstatement” shall refer to and mean a determination by the board to allow a person who has met requirements set by the board to engage in the practice of teaching following a license or permit suspension or disciplinary condition.</p> <p>“Renew” or “renewal” means a determination by the board, prior to expiration of a license or permit, to grant additional years of validity based on the number of years the <u>license or permit, or certificate</u> is eligible to be renewed.</p> <p>“Reprimand” shall have the same meaning as “Censure”.</p> <p>“Revocation” means loss of a teaching license or permit for not less than five years.</p> <p><u>“Semester Hours” means semester credits from an institutionally accredited institute of higher education.</u></p>		<p><b>Semester hours is language that is used for content knowledge and should not be confused with actual clock hours, but rather credits or credit hours</b></p>
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<p>failure to timely restore a forfeited license or permit.</p> <p>“Unit” or “professional education unit” means the college, school, department, or other administrative body in colleges, universities, or other organizations with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution. The professional education unit must include in its accreditation review all programs offered by the institution for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings.</p> <p>“Valid license or valid permit” means a license or permit issued or renewed by the board after all criteria set by the board have been met and authorizes the licensee or permittee to engage in the teaching profession.</p> <p>“Warning” means an admonition relating to a violation of the Code of Ethics that the board deems not warranting a censure or other disciplinary action. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; am and comp 11/9/07; am and</p>	<p>“Sex offense” means sexual offenses as defined by Hawai'i Revised Statutes.</p> <p>“School Counselor” means a person whose duties are primarily promoting and enhancing the learning process within the context of academic development, career development and personal/social development and may also include the same definition as “teacher” for purposes of this chapter.</p> <p>“School Librarian” means a person whose duties are primarily administering the library media program at the individual school level and also includes the same definition as “teacher” for purposes of this chapter.</p> <p><del>“Specialized Professional Associations” or “SPAs” are national organizations that represent teachers, professional education faculty, and other school professionals who teach a specific subject matter, teach students at a specific developmental level, teach students with specific needs, or provide services to students.</del></p> <p>“State-approved teacher education program” <del>means a teacher preparation program that meets the board's state approval performance standards and has been reviewed and approved by the board</del> means has the same meaning as educator preparation provider.</p>		<p>SPAs are no longer used</p>
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<p>comp 10/27/11; am and comp 10/30/14; am ] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)</p>	<p>“Superintendent” means the <del>Hawaii</del> <u>state superintendent of the Hawaii department of education or a superintendent of a local school district in other jurisdictions.</u></p> <p>“Suspension” means temporary loss of a teaching <u>license, <del>permit, or</del> <del>certificate</del></u> for not more than five (5) years due to a disciplinary action by the board.</p> <p><u>“Teach-out plan” means a written agreement between accredited institutions that provides for the equitable treatment of students if one of these institutions stops offering an educational program before all students enrolled in that program complete the program.</u></p> <p>“Teacher” means a person whose duties <del>in the public school system in a P-12 school</del> are primarily teaching or instruction of students or related activities centered primarily on students and who is in close and continuous contact with students <u>either in person or through distance learning,</u> and shall include but not be limited to classroom teachers, school librarians, <u>school</u> counselors, registrars, and special education teachers.</p> <p>“Teacher Leader” means an educator <del>identified by his/her employer</del> who assumes formally or informally one or</p>		<p><b>Hawaii-specific</b></p> <p>Clarifies a process that an educator preparation provider can use if they are no longer operating in Hawaii</p> <p><b>Additional language for online teachers</b></p>
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	<p>more of a wide array of leadership roles to support teaching and learning.</p> <p><del>"Terminate" or "Terminated" or "Termination" shall refer to and mean the status of a license, or permit, or certificate that has been automatically cancelled for failure to timely restore a forfeited license or permit.</del></p> <p><del>—"Unit" or "professional education unit" means the college, school, department, or other administrative body in colleges, universities, or other organizations with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution. The professional education unit must include in its accreditation review all programs offered by the institution for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings.</del></p> <p>"Valid" <del>license or valid permit</del> means a license, <del>or</del> permit, <del>or</del> certificate issued or renewed by the board after all criteria set by the board have been met and authorizes the licensee or permittee to engage in the teaching profession, and has not been</p>		<p>Defining the overall term and the items it entails</p> <p>Terminate is no longer a term that is needed</p> <p>Clarifying the term valid</p>
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	<p>revoked, suspended, forfeited, surrendered, or expired.</p> <p>“Warning” means an admonition relating to a violation <del>of the Code of Ethics</del> that the board deems not warranting a censure or other disciplinary action.</p> <p>“Year” means a full academic school year as identified by the employer.</p> <p>[Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; am and comp 11/9/07; am and comp 10/27/11; am and comp 10/30/14; am] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)</p>		
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<p><b>§8-54-3.1 Penalties.</b> (a) Any person who engages in the profession of teaching as a classroom teacher, school librarian or school counselor in a public school without first being issued a license or permit shall be fined \$500 per school year.</p> <p>(b) Any employer who knowingly or intentionally violates this chapter by employing an individual as a public school classroom teacher, school librarian or school counselor who does not possess a valid license or permit may be fined \$500 per school year.</p> <p>(c) All fines collected shall be deposited into the Hawai'i teacher standards board special fund. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; comp 10/27/11; am and ren §8-54-3.1 10/30/14; am ] (Auth: HRS §302A-808) (Imp: HRS §§302A-801 to -808)</p>	<p><b>§8-54-3.1 Penalties.</b> (a) Any person who engages in the profession of teaching as a classroom teacher, school librarian or school counselor in a public school without first being issued a license or permit shall be fined \$500 per school year.</p> <p>(b) Any employer who knowingly or intentionally violates this chapter by employing an individual as a public school classroom teacher, school librarian or school counselor who does not possess a valid license or permit may be fined \$500 per school year.</p> <p>(c) All fines collected shall be deposited into the Hawai'i teacher standards board special <u>or general</u> fund. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; comp 10/27/11; am and ren §8-54-3.1 10/30/14; am] (Auth: HRS §302A-808) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-4</b> Repealed [R 10/30/14]</p>	<p><b>§8-54-4</b> Repealed [R 10/30/14]</p>		
<p><b>§8-54-5</b> Repealed [R 10/30/14]</p>	<p><b>§8-54-5</b> Repealed [R 10/30/14]</p>		
<p><b>§8-54-6</b> Repealed [R 10/30/14]</p>	<p><b>§8-54-6</b> Repealed [R 10/30/14]</p>		
<p><b>§8-54-7</b> Repealed [R 10/30/14]</p>	<p><b>§8-54-7</b> Repealed [R 10/30/14]</p>		
<p><b>§8-54-8</b> Repealed [R 10/30/14]</p>	<p><b>§8-54-8</b> Repealed [R 10/30/14]</p>		
<p><b>§8-54-9</b> Repealed [R 10/30/14]</p>	<p><b>§8-54-9</b> Repealed [R 10/30/14]</p>		

<p><b>§8-54-9.1 Provisional license.</b></p> <p>(a) A non-renewable provisional license may be granted to an applicant for three (3) years provided that the individual has met the following criteria:</p> <ul style="list-style-type: none"> <li>(1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;</li> <li>(2) Satisfactorily completed a State-approved teacher, librarian or counselor education program;</li> <li>(3) Demonstrated basic skills and subject area competency in a manner prescribed by the board;</li> <li>(4) Obtained clearance in the professional fitness check; and</li> <li>(5) Pays license fees as established by the board.[Eff 10/30/14] (Auth: HRS §302A-802) (Imp: HRS §§302A-801 to -808)</li> </ul> <p>(b) A non-renewable provisional license may be granted to an applicant for three (3) years provided that the individual has met the following criteria:</p> <ul style="list-style-type: none"> <li>(1) Possesses a baccalaureate degree from a regionally</li> </ul>	<p><b>§8-54-9.1 Provisional license.</b> (a) A <del>non</del>-renewable provisional license may be granted to an applicant for three (3) years provided that the individual has met the following criteria:</p> <ul style="list-style-type: none"> <li>(1) Possesses a baccalaureate degree from <del>a</del>-an regionally institutionally accredited institution or the equivalent from a non-U.S. institution;</li> <li>(2) <del>Satisfactorily e-Completed</del> a State-approved teacher, school librarian or school counselor education program with a recommendation for licensure;</li> <li>(3) Demonstrated basic skills and subject area competency in a manner prescribed by the board;</li> <li>(4) Obtained clearance in the professional fitness check; and</li> <li>(5) Pays license fees as established by the board.[Eff 10/30/14] (Auth: HRS §302A-802) (Imp: HRS §§302A-801 to -808)</li> </ul> <p>(b) A <del>non</del>-renewable provisional license may be granted to an applicant for three (3) years provided that the individual has met the following criteria:</p>		<p>Making it non-renewable would require that the applicant meets the current requirements set by the board.</p> <p>SATEPs can be completed without candidates meeting some of the state requirements for licensure</p>
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<p>accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Possesses a valid unrevoked provisional, or equivalent, teaching license from another state issued for the first time on or after July 1, 2006;</p> <p>(3) Obtained clearance in the professional fitness check; and</p> <p>(4) Pays license fees as established by the board. [Eff 9/5/19] (Auth: HRS §302A-802) (Imp: HRS §§302A-801 to -808)</p>	<p>(1) Possesses a baccalaureate degree from <del>a</del> <b>an</b> <b>regionally institutionally</b> accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Possesses a valid <b>unrevoked</b> provisional, or equivalent, teaching license from another <b>state-jurisdiction</b> issued for the first time on or after July 1, 2006;</p> <p>(3) Obtained clearance in the professional fitness check; and</p> <p>(4) Pays license fees as established by the board. [Eff 9/5/19] (Auth: HRS §302A-802) (Imp: HRS §§302A-801 to -808)</p>		<p><b>Updated language recognized by the US DOE</b></p> <p><b>Valid means unrevoked-redundant language</b></p>
<p><b>§8-54-9.2 Standard license.</b> (a) A renewable standard license may be granted to an applicant for five (5) years provided that the individual has met the following criteria:</p> <p>(1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Satisfactorily completed a State-approved teacher, librarian or counselor education program;</p>	<p><b>§8-54-9.2 Standard license.</b> (a) A renewable standard license may be granted to an applicant for five (5) years provided that the individual has met the following criteria:</p> <p>(1) Possesses a baccalaureate degree from <del>a</del> <b>an</b> <b>regionally institutionally</b> accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) <b>Satisfactorily e-Completed</b> a State-approved teacher, <b>school</b> librarian or <b>school</b></p>		

<p>(3) Demonstrated basic skills and subject area competency in a manner prescribed by the board;</p> <p>(4) Obtained clearance in the professional fitness check;</p> <p>(5) Pays license fees as established by the board; and</p> <p>(6) Submits verification of at least three (3) out of the last five (5) years of contracted full time teaching experience in a P-12 setting in Hawaii or another state.</p> <p>(b) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:</p> <p>(1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Possesses a valid National Board Certification in the field for which a license is sought and holds a valid license from a state that participates in the Interstate Agreement on Qualification of Personnel;</p>	<p>counselor education program with a recommendation for licensure;</p> <p>a. Completion of clinical experience using one of the following:</p> <p>i. A minimum of four hundred and fifty (450) hours of supervised clinical experience in student teaching, internship, or residency,</p> <p>ii. Demonstrate teaching proficiency through a combination of documented satisfactory work experience and observation by a State-approved educator preparation provider, or</p> <p>iii. Passing a board approved performance assessment normed for Hawaii.</p> <p>(3) Demonstrated basic skills and subject area competency in a manner prescribed by the board;</p> <p>(4) Obtained clearance in the professional fitness check;</p>		<p>Outlining the clinical experience and incorporating the performance assessment provision (previously "e")</p>
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<p>(3) Obtained clearance in the professional fitness check;</p> <p>(4) Pays license fees as established by the board; and</p> <p>(5) Submits verification of at least three (3) out of the last five (5) years of contracted full time teaching experience in a P-12 setting in Hawaii or another state.</p> <p>(c) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:</p> <p>(1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Has received the Meritorious New Teacher Candidate (MNTC) designation on their valid teaching license from a state that is a signatory to the MNTC program;</p> <p>(3) Obtained clearance in the professional fitness check;</p> <p>(4) Pays license fees as established by the board; and</p>	<p>(5) Pays license fees as established by the board; and</p> <p>(6) Submits verification of at least three (3) out of the last five (5) years of contracted full time teaching experience in a P-12 setting in Hawaii or another <del>state jurisdiction</del>.</p> <p>(b) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:</p> <p>(1) Possesses a baccalaureate degree from <del>a an regionally</del> <u>institutionally</u> accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Possesses a valid National Board Certification in the field for which a license is sought <del>and holds a valid license from a state that participates in the Interstate Agreement on Qualification of Personnel</del>;</p> <p>(3) Obtained clearance in the professional fitness check;</p> <p>(4) Pays license fees as established by the board; and</p>		<p>Approved by the board in April 2021</p>
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<p>(5) Submits verification of at least three (3) out of the last five (5) years of contracted full time teaching experience in a P-12 setting in Hawaii or another state.</p> <p>(d) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:</p> <p>(1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Possesses a valid unrevoked teaching license from another state issued for the first time on or after July 1, 2006;</p> <p>(3) Obtained clearance in the professional fitness check;</p> <p>(4) Pays license fees as established by the board; and</p> <p>(5) Submits verification of at least three (3) out of the last five (5) years of contracted full time teaching experience in a P-12 setting in Hawaii or another state.</p>	<p>(5) Submits verification of at least three (3) out of the last five (5) years of contracted full time teaching experience in a P-12 setting in Hawaii or another <del>state jurisdiction.</del></p> <p><del>(e) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:</del></p> <p><del>(1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;</del></p> <p><del>(2) Has received the Meritorious New Teacher Candidate (MNTC) designation on their valid teaching license from a state that is a signatory to the MNTC program;</del></p> <p><del>(3) Obtained clearance in the professional fitness check;</del></p> <p><del>(4) Pays license fees as established by the board; and</del></p> <p><del>(5) Submits verification of at least three (3) out of the last five (5) years of contracted full time teaching experience in a P-</del></p>		<p>Approved by the board in April 2021</p>
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<p>(e) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:</p> <p>(1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Possesses a valid unrevoked teaching license issued before July 1, 2006, from another state for at least three (3) out of the last five (5) years;</p> <p>(3) Passed all licensing tests required by the State which issued the valid license being used to apply under this section. If the other state did not test for subject area and basic skills competency the applicant must demonstrate basic skills and subject area competency in a manner prescribed by the board;</p> <p>(4) Obtained clearance in the professional fitness check;</p> <p>(5) Pays license fees as established by the board; and</p>	<p><del>12 setting in Hawaii or another state.</del></p> <p><del>(d)</del> (c) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:</p> <p>(1) Possesses a baccalaureate degree from <del>a regionally an</del> institutionally accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Possesses a valid unrevoked teaching license from another <del>state jurisdiction</del> issued for the first time on or after July 1, 2006;</p> <p>(3) Obtained clearance in the professional fitness check;</p> <p>(4) Pays license fees as established by the board; and</p> <p>(5) Submits verification of at least three (3) out of the last five (5) years of contracted full time teaching experience in a P-12 setting in Hawaii or another <del>state jurisdiction</del>.</p> <p><del>(e)</del> (d) A renewable standard license may also be granted to an applicant for five (5) years provided</p>		
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<p>(6) Submits verification of at least three (3) out of the last five (5) years of contracted full time teaching experience in a P-12 setting in Hawaii or another state.</p> <p>(f) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:</p> <p>(1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Pass a board approved performance assessment normed for Hawaii in combination with any other requirements determined by a Hawaii preparation program to be recommended for licensure by the program;</p> <p>(3) Demonstrated basic skills and subject area competency in a manner prescribed by the board;</p> <p>(4) Obtained clearance in the professional fitness check;</p> <p>(5) Pays license fees as established by the board; and</p>	<p>that the individual has met the following criteria:</p> <p>(1) Possesses a baccalaureate degree from a <del>regionally an</del> institutionally accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Possesses a valid <del>unrevoked</del> teaching license issued before July 1, 2006, from another <del>state-jurisdiction</del> for at least three (3) out of the last five (5) years;</p> <p>(3) Passed all licensing tests required by the <del>state</del> jurisdiction which issued the valid license being used to apply under this section. If the other <del>state</del> jurisdiction did not test for subject area and basic skills competency, the applicant must demonstrate basic skills and subject area competency in a manner prescribed by the board;</p> <p>(4) Obtained clearance in the professional fitness check;</p> <p>(5) Pays license fees as established by the board; and</p> <p>(6) Submits verification of at least three (3) out of the</p>		
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<p>(6) Submits verification of at least three (3) out of the last five (5) years of contracted full time teaching experience in a P-12 setting in Hawaii or another state.</p> <p>[Eff 10/30/14; am 9/5/19] (Auth: HRS §302A-802) (Imp: HRS §§302A-801 to - 808)</p>	<p>last five (5) years of contracted full time teaching experience in a P-12 setting in Hawaii or another <b>state jurisdiction.</b></p> <p><del>(f) (e) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:</del></p> <p><del>(1) Possesses a baccalaureate degree from a regionally an institutionally accredited institution or the equivalent from a non-U.S. institution;</del></p> <p><del>(2) Pass a board approved performance assessment normed for Hawaii in combination with any other requirements determined by a Hawaii State approved preparation program to be recommended for licensure by the program;</del></p> <p><del>(3) Demonstrated basic skills and subject area competency in a manner prescribed by the board;</del></p> <p><del>(4) Obtained clearance in the professional fitness check;</del></p>		<p>Renewable standard is clarified above</p>
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<p>the Interstate Agreement on Qualification of Personnel, chapter 315, Hawaii Revised Statutes;</p> <p>(4) Provides documentation of five (5) years within the last eight (8) years of contracted full-time teaching experience in a P-12 school setting under a current and valid Hawai'i Standard License or an equivalent license issued by another state;</p> <p>(5) Obtained clearance in the professional fitness check; and</p> <p>(6) Pays license fees as established by the board.</p> <p>(b) A renewable advanced license may also be granted to an applicant for ten (10) years provided that individual has met the following criteria:</p> <p>(1) Has been granted a master's, specialist or doctoral degree or has passed a minimum of thirty hours of graduate coursework from a regionally accredited institution either in an area relevant to the field for which a license is sought or which improves professional practice;</p>	<p><del>state-jurisdiction that participates in the Interstate Agreement on Qualification of Personnel, chapter 315, Hawaii Revised Statutes;</del></p> <p>(4) Provides documentation of five (5) years within the last eight (8) years of contracted full-time teaching experience in a P-12 school setting <u>in Hawaii or another jurisdiction</u> under a current and valid Hawai'i Standard License or an equivalent license issued by another <del>state</del> <u>jurisdiction</u>;</p> <p>(5) Obtained clearance in the professional fitness check; and</p> <p>(6) Pays license fees as established by the board.</p> <p>(b) A renewable advanced license may also be granted to an applicant for ten (10) years provided that individual has met the following criteria:</p> <p>(1) <del>Has been granted a master's, specialist or doctoral degree or has passed a minimum of thirty hours of graduate coursework from a regionally an</del> <u>institutionally</u> accredited</p>		<p><b>Clarifying language to ensure true reciprocity is in place</b></p> <p><b>Experience consistent with the standard license</b></p> <p><b>Language aligned with Standard license requirements</b></p>
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<p>(2) Holds a valid standard teaching license from Hawai'i or from a state that participates in the Interstate Agreement on Qualification of Personnel;</p> <p>(3) Provides documentation of five (5) years within the last eight (8) years of contracted full-time teaching experience in a P-12 school setting under a current and valid Hawai'i Standard License or an equivalent license issued by another state;</p> <p>(4) Obtained clearance in the professional fitness check; and</p> <p>(5) Pays license fees as established by the board.</p> <p>(c) A renewable advanced license may also be granted to an applicant for ten (10) years provided that individual has met the following criteria:</p> <p>(1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Is designated as a teacher leader or master teacher by the Hawaii Department of Education, Hawaii Charter</p>	<p>institution either in an area relevant to the field for which a license is sought or which improves professional practice. <b>This degree or coursework cannot be the same degree or coursework used for initial licensure;</b></p> <p>(2) Holds a <del>current and</del> valid standard teaching license from Hawai'i or <u>its equivalent</u> from <u>another state jurisdiction that participates in the Interstate Agreement on Qualification of Personnel;</u></p> <p>(3) Provides documentation of five (5) years within the last eight (8) years of contracted full-time teaching experience in a P-12 school setting <u>in Hawaii or another jurisdiction</u> under a current and valid Hawai'i Standard License or an equivalent license issued by another <b>state jurisdiction;</b></p> <p>(4) Obtained clearance in the professional fitness check; and</p> <p>(5) Pays license fees as established by the board.</p>		<p><b>Clarifying language to ensure true reciprocity is in place</b></p> <p><b>Language aligned with Standard license requirements</b></p>
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<p>School or a member school of the Hawaii Association of Independent Schools;</p> <p>(3) Holds a valid Hawaii standard teaching license or from a state that participates in the Interstate Agreement on Qualification of Personnel;</p> <p>(4) Provides documentation of five (5) years within the last eight (8) years of contracted full-time teaching experience in a P-12 school setting under a current and valid Hawai'i Standard License or an equivalent license issued by another state;</p> <p>(5) Obtained clearance in the professional fitness check; and</p> <p>(6) Pays license fees as established by the board. [Eff 10/30/14; am (Auth: HRS §302A-802) (Imp: HRS §§302A-801 to -808)]</p>	<p>(c) A renewable advanced license may also be granted to an applicant for ten (10) years provided that individual has met the following criteria:</p> <p>(1) Possesses a baccalaureate degree from <del>a regionally</del> <u>an institutionally</u> accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Is designated as a teacher leader or master teacher by the Hawaii Department of Education, <u>a</u> Hawaii Charter School or a member school of the Hawaii Association of Independent Schools;</p> <p>(3) Holds a <del>current and</del> valid Hawaii standard <u>teaching</u> license or <u>its equivalent</u> from <u>another state jurisdiction that participates in the Interstate Agreement on Qualification of Personnel</u>;</p> <p>(4) Provides documentation of five (5) years within the last eight (8) years of contracted full-time teaching experience in a P-12 school setting <u>in Hawaii or another jurisdiction</u> under a <del>current and</del> valid Hawai'i Standard License or</p>		<p>Clarifying language to ensure true reciprocity is in place</p> <p>Language in alignment with Standard license</p>
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	<p>an equivalent license issued by another state jurisdiction;</p> <p>(5) Obtained clearance in the professional fitness check; and</p> <p>(6) Pays license fees as established by the board.</p> <p>[Eff 10/30/14; am] (Auth: HRS §302A-802) (Imp: HRS §§302A-801 to -808)</p>		
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<p><b>§8-54-9.4 Emergency hires.</b> (a) An individual who is unable to meet the requirements for a license may be issued a special permit for eligibility to be considered for employment by a public school for a period not to exceed one (1) year at a time, renewable up to a total of three (3) years, provided that the person:</p> <p>(1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Submits an official transcript from the issuing institution;</p> <p>(3) Is actively pursuing appropriate licensing, through the following:</p> <p>(A) Is enrolled in a professional educator preparation program accepted for licensure by the board; or</p> <p>(B) A state approved teacher, librarian or counselor education program has been satisfactorily completed, takes the examinations or meets other options for verifying basic skills and subject area competency accepted for licensure by the board; and</p>	<p><b>§8-54-9.4 Emergency hires permit.</b> (a) An individual who is unable to meet the requirements for a license may be issued a special permit for eligibility to be considered for employment by a public school for a period not to exceed one (1) year at a time, renewable up to a total of three (3) years <b>of employment</b>, provided that the <b>person-individual has met the following criteria:</b></p> <p>(1) Possesses a baccalaureate degree from <b>a-regionally-an institutionally</b> accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) <b>Submits an official transcript from the issuing institution;</b></p> <p><del>(2)</del> (2) Is actively pursuing appropriate licensing, <b>through the following:</b></p> <p><del>(A)</del> <b>Is by being</b> enrolled in a <b>professional state-approved</b> educator preparation program <b>accepted for licensure by the board; or</b></p> <p><del>(B)</del> <b>A state approved teacher, librarian or counselor education program has been satisfactorily completed, takes the examinations or meets other options for verifying basic</b></p>		<p><b>Clarifying language</b></p>
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<p>(C) Has obtained clearance in the professional fitness check;</p> <p>(D) Applied for an Emergency Hire permit in a manner prescribed by the board; and</p> <p>(E) Pays the fees to practice the profession of teaching as specified in §8-54-2.4.</p> <p>(b) The public school may reemploy an emergency hire one (1) year at a time, up to a total of three (3) years, provided that emergency hire:</p> <p>(1) Is actively pursuing licensing; and</p> <p>(2) Submits evidence of satisfactory process towards obtaining a provisional or standard license. [Eff 10/27/11; am and ren §8-54-9.4 10/30/14; am 9/5/19] (Auth: HRS §302A-803-804) (Imp: HRS §§302A-801 to -808)</p>	<p><del>skills and subject area competency accepted for licensure by the board;</del> and</p> <p>(3) <del>Has</del> Obtained clearance in the professional fitness check;</p> <p>(4) Applied for an Emergency Hire <del>per</del>mit in a manner prescribed by the board; and</p> <p>(5) Pays the fees to practice the profession of teaching as specified in §8-54-2.4.</p> <p>(b) The public school may reemploy an emergency hire <del>one (1) year at a time,</del> up to a total of three (3) years <u>of employment,</u> provided that emergency hire <u>possesses a valid emergency hire permit and</u> is actively pursuing licens<u>ureing; and</u></p> <p>(1) <del>Submits evidence of satisfactory process towards obtaining a provisional or standard license.</del> [Eff 10/27/11; am and ren §8-54-9.4 10/30/14;am 9/5/19] (Auth: HRS §302A-803-804) (Imp: HRS §§302A-801 to -808)</p>		<p>Clarifying Emergency Hire requirements</p>
<p><b>§8-54-9.5 Adding a field to a license.</b></p> <p>(a) If a licensee wants to add additional teaching fields to their teaching license the person shall:</p>	<p><b>§8-54-9.5 Adding a field to a license.</b></p> <p>(a) <del>If a licensee wants to</del> <u>To</u> add additional teaching fields to a valid <del>their teaching</del> license, <del>the person</del> <u>individual</u> shall:</p>		

<p>(1) Complete a state-approved teacher education program that includes appropriate experiences in a P-12 setting in the new field; or</p> <p>(2) Submit documentation of meeting content knowledge verification for licensure in the new field using a method specified by the board and submit one of the following:</p> <p>(A) The equivalent of one (1) year of satisfactory half time or more contracted P-12 teaching experience in the new field within the last five (5) years of application date; or</p> <p>(B) Submit verification of three (3) or more years of contracted P-12 experience within the last five (5) years of application date in the same license grade level span under a Hawai'i Standard License or its equivalent in another state; or</p>	<p>(1) Complete a state-approved teacher education program that includes appropriate experiences in a P-12 setting in the new field; <del>or</del></p> <p>(2) <del>(a)</del> Possess a teaching license from another jurisdiction in the new field and grade level; <del>or</del></p> <p>(3) Submit documentation of meeting content knowledge verification for licensure in the new field using a method specified by the board, and submit one of the following for <u>pedagogical knowledge (a) and (b)</u>:</p> <p>(A) The equivalent of one (1) year of <u>satisfactory</u> half time or more contracted <del>P-12</del> teaching experience in the new field <u>in a P-12 school setting in Hawaii or another jurisdiction</u> within the last five (5) years of application date; <del>or</del></p> <p>(B) Submit verification of three (3) or more years of contracted <u>teaching P-12</u> experience <u>in a P-12</u></p>		<p>Aligns with current add a field requirements</p> <p>Language aligns with standard and advanced licenses</p>
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<p>(C) Submit passing scores on a pedagogy licensure examination approved by the board in the new grade level; or</p> <p>(D) Submit verification of previous completion of a state approved educator preparation program in the same license grade level as the new field; or</p> <p>(3) Possess an Advanced License in one field and submit one of the following:</p> <p>(A) The equivalent of a content major in the new field; or</p> <p>(B) Passing score for the subject area test in the new field; and</p> <p>(C) The grade level(s) of the new license field(s) must be the same as the existing license level(s) unless the applicant submits verification as outlined in 8-54-9.5 (2) A - D for the new level(s).</p> <p>(b) Adding school librarian, reading specialist, literacy</p>	<p><u>school setting in Hawaii or another jurisdiction</u> within the last five (5) years of application date in the same license grade level span under a <u>current and valid</u> Hawai'i Standard License or its equivalent in another <u>state jurisdiction</u>; <u>or</u></p> <p>(C) Submit passing scores on a pedagogy licensure examination approved by the board in the new grade level; or</p> <p>(D) Submit verification of previous completion of a state-approved educator preparation program in the same license grade level as the new field; or</p> <p><u>(4) Possess an Advanced License in one field and submit one of the following:</u></p> <p>(A) <u>The equivalent of a content major in the new field; or</u></p> <p>(B) <u>Passing score for the subject area test in</u></p>		<p>Clarifying language</p>
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<p>specialist, and early childhood education as a field shall be subject to the provisions of (a)(1) of this subsection.</p> <p>(c) Upon submittal of appropriate documentation of the method selected by the licensee and receipt of the required fees, and subject to meeting all requirements, the board will add the new field to the license. The licensee's license will include the new teaching field and be subject to the same expiration date for renewal of the current license. [Eff 7/1/01; am and comp 12/20/01; am and comp 8/13/04; am and comp 11/9/07; am and comp 10/27/11; am and ren §8-54-9.5 10/30/14; am 9/5/19] (Auth: HRS §302A-802-803) (Imp: HRS §§302A-801 to -808)</p>	<p><del>the new field; and</del></p> <p>submit documentation of meeting content knowledge verification for licensure in the new field using a method specified by the board</p> <p><del>(C)</del>-(B) The grade level(s) of the new license field(s) must be the same as the existing license level(s) unless the applicant submits verification as outlined in 8-54-9.5 (2) A - D for the new level(s); <u>or</u></p> <p>(b) Adding school librarian, reading specialist, literacy specialist, <del>and</del> early childhood education, <u>and school counselor</u> as a field shall be subject to the provisions of (a)(1) of this subsection.</p> <p>(c) Upon submittal of appropriate documentation of the method selected by the licensee and receipt of the required fees, and subject to meeting all requirements, the board will add the new field to the license. The licensee's license will include the new teaching field and be subject to the same expiration date for renewal of the current license. [Eff 7/1/01; am</p>		
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	and comp 12/20/01; am and comp 8/13/04; am and comp 11/9/07; am and comp 10/27/11; am and ren §8-54-9.5 10/30/14; am 9/5/19] (Auth: HRS §302A- 802-803) (Imp: HRS §§302A-801 to -808)		
<b>§8-54-9.6 Limited duty special permit.</b> (a) The board may grant a limited duty special permit to an individual employed by a public school where instruction is conducted primarily in the medium of Hawaiian or Hawaiian Knowledge based schools provided the individual submits the following documentation to the board:  (1) Holds the minimum of a high school diploma;  (2) Is assessed as proficient in the Hawaiian language by the Office of Hawaiian Education in collaboration with a Hawaiian Language Immersion educator preparation program;  (3) Completes thirty (30) hours of induction by the Office of Hawaiian Education in collaboration with a Hawaiian Language Immersion educator preparation program;  (4) Submits a cultural growth plan on how the	<b>§8-54-9.6 Limited duty special permit.</b> (a) The board may grant a limited duty special permit to an individual employed by a public school where instruction is conducted primarily in the medium of Hawaiian or Hawaiian Knowledge based schools provided the individual submits the following documentation to the board:  (1) Holds the minimum of a high school diploma;  (2) Is assessed as proficient in the Hawaiian language by the Office of Hawaiian Education in collaboration with a Hawaiian Language Immersion educator preparation program;  (3) Completes thirty (30) hours of induction by the Office of Hawaiian Education in collaboration with a Hawaiian Language Immersion educator preparation program;  (4) Submits a cultural growth plan on how the individual will obtain licensure, to be monitored annually by the Office of Hawaiian Education in		

<p>individual will obtain licensure, to be monitored annually by the Office of Hawaiian Education in collaboration with a Hawaiian Language Immersion educator preparation program;</p> <p>(5) Meets the Professional Fitness requirements;</p> <p>(6) Pays the fee to practice the profession of teaching.</p> <p>Limited duty special permits for Hawaiian education shall be issued one year at a time for a term of five years and shall be renewable once for an additional five (5) years, issued one year at a time, provided that the individual continues to meet the permit criteria.</p> <p>(b) The board may also grant a five-year limited duty special permit to an individual recommended by the Superintendent or charter school administrator to provide instruction in career and technical education provided that the individual submits the following documentation to the Board:</p> <p>(1) A valid industry license or certification,</p> <p>if one exists, in the field in which instruction will be offered; and</p>	<p>collaboration with a Hawaiian Language Immersion educator preparation program;</p> <p>(5) Meets the Professional Fitness requirements;</p> <p>(6) Pays the fee to practice the profession of teaching.</p> <p>Limited duty special permits for Hawaiian education shall be issued one year at a time for a term of five years and shall be renewable once for an additional five (5) years, issued one year at a time, provided that the individual continues to meet the permit criteria.</p> <p>(b) The board may also grant a five-year limited duty special permit to an individual recommended by the <b>Hawaii</b> Superintendent or charter school administrator to provide instruction in career and technical education <b>in Hawaii public schools,</b> provided that the individual submits the following documentation to the Board:</p> <p>(1) A valid industry license or certification,</p> <p>if one exists, in the field in which instruction will be offered; and</p> <p>(2) Three (3) years of <b>satisfactory</b> full-time experience in the field in which instruction will be offered; <b>and</b></p>		
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<p>(2) Three (3) years of satisfactory full-time experience in the field in which instruction will be offered. This provision shall remain in effect as long as:</p> <p>(A) The department's and charter schools' annual report to the board includes career and technical education as an official shortage area; and</p> <p>(B) The department and charter school suspend the requirement of a baccalaureate degree for career and</p> <p>(C) technical education emergency hires; and</p> <p>(D) Teacher preparation programs offer courses to prepare a permit-holder for classroom instruction and classroom responsibilities.</p> <p>Limited duty special permits for career and technical education shall be renewable once for an additional five (5) years provided that the instructor continues to meet the permit criteria.</p>	<p>(3) Meets the professional fitness requirements.</p> <p>(4) This provision shall remain in effect as long as:</p> <p>(A) The department's and charter schools' annual report to the board includes career and technical education as an official shortage area; and</p> <p>(B) The department and charter school suspend the requirement of a baccalaureate degree for career and technical education emergency hires; and</p> <p>(C) <del>Teacher-Educator</del> preparation <del>programs</del> providers offer courses to prepare a permit-holder for classroom instruction and classroom responsibilities.</p> <p>Limited duty special permits for career and technical education shall be renewable once for an additional five (5) years provided that the instructor continues to meet the permit criteria.</p> <p>(c) The board may also grant a one-year limited duty special permit to</p>		
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<p>(c) The board may also grant a one-year limited duty special permit to an individual recommended by a Hawaii state approved teacher education program to serve as a student teacher, provided that the individual submits the following documentation to the Board:</p> <p>(1) A completed Student Teaching Permit application in a form approved by the board; and</p> <p>(2) Meets the professional fitness requirements.</p> <p>This permit may be renewed as many times as the individual is recommended by the Hawaii preparation program.[Eff 11-9-07; am and comp 10/27/11; am and ren §8-54-9.6 10/30/14; am 9/5/19] (Auth: HRS §302A-803-804) (Imp: HRS §§302A-801 to -808)</p>	<p>an individual recommended by a Hawaii state approved teacher education program to serve as a student teacher, provided that the individual submits the following documentation to the Board:</p> <p>(1) A completed Student Teaching Permit application in a form approved by the board; and</p> <p>(2) Meets the professional fitness requirements.</p> <p>This permit may be renewed as many times as the individual is recommended by the Hawaii preparation program <u>and is required before beginning their clinical experience during student teaching, internship, or residency</u>. [Eff 11-9-07; am and comp 10/27/11; am and ren §8-54-9.6 10/30/14; am 9/5/19] (Auth: HRS §302A-803-804) (Imp: HRS §§302A-801 to -808)</p>		<p>Fixed the spelling of "during" at board meeting</p> <p>To ensure all student teachers are in the system, run through NASDTEC Clearing House, and have cleared all professional fitness issues before working with students.</p>
<p>(Renumbered)</p>	<p><u>§8-54-9.7 Private School Certificate.</u></p> <p><u>(a) Initial private school certificate.</u> (a1) A renewable initial private school may be granted to an applicant for three (3) years provided that the individual has met the following criteria:</p> <p>1. Possesses a baccalaureate degree from an <u>regionally institutionally</u></p>		<p>formatting</p>



	<p><u>accredited institution or the equivalent from a non-U.S. institution;</u></p> <p>2. <u>Is recommended for the certificate by a member school of <del>the National Association of Independent Schools,</del> the Hawaii Association of Independent Schools,</u> or a private school licensed <u>in accordance with the laws of in the State of Hawaii in a manner specified by the State;</u></p> <p>3. <u>Obtained clearance in the professional fitness check.</u></p> <p><u>(b) Continuing private school certificate. (a) A renewable private school certificate may be granted to an applicant for five (5) years provided that the individual has met the following criteria:</u></p> <p>1. <u>Possesses a baccalaureate degree from an <del>regionally</del> institutionally accredited institution or the equivalent from a non-U.S. institution;</u></p> <p>2. <u>Is recommended for the certificate by a member</u></p>		<p>To ensure we are licensing only Hawaii teachers in licensed private schools.</p> <p>Language update</p>
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	<p><u>school of <del>the National Association of Independent Schools,</del> the Hawaii Association of Independent Schools, or a private school licensed in accordance with the laws of <del>in</del> the State of Hawaii <del>in a manner specified by the State;</del></u></p> <p>3. <u>Obtained clearance in the professional fitness check; and</u></p> <p>4. <u>Submits verification of at least three (3) out of the last five (5) years of contracted full time teaching experience in a P-12 setting in Hawaii or another jurisdiction.</u></p> <p><u>(c) Advanced private school certificate. (a) A renewable advanced private school certificate may be granted to an applicant for ten (10) years provided that individual has met the following criteria:</u></p> <p>1. <u>Possesses a baccalaureate degree from an <del>regionally institutionally</del> accredited institution or the equivalent from a non-U.S. institution;</u></p>		<p>Term not needed</p> <p>Clarifying statement</p> <p>Updated term</p>
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	<div>2. <u>Is recommended for the certificate by a member school of <del>the National Association of Independent Schools,</del> the Hawaii Association of Independent Schools, or a private school licensed in accordance with the laws of <del>in the</del> State of Hawaii <del>in a manner specified by the State;</del></u></div> <div>3. <u>Possesses a valid <del>unrevoked</del> National Board Certification by the National Board for Professional Teaching Standards;</u></div> <div>4. <u>Provides documentation of five (5) years within the last eight (8) years of contracted full-time teaching experience in a P-12 school setting in <del>Hawaii</del> or another jurisdiction;</u></div> <div>5. <u>Obtained clearance in the professional fitness check.</u></div> <div><u>(b) A renewable advanced private school certificate may <del>also</del> be granted</u></div>		<div>Clarifying language</div> <div>Term "unrevoked" not needed</div>
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	<p><u>to an applicant for ten (10) years</u> <u>provided that individual has met the</u> <u>following criteria:</u></p> <ol style="list-style-type: none"><li><p><u>1. Possesses a baccalaureate</u> <u>degree from an regionally</u> <u>institutionally</u> <u>accredited institution or</u> <u>the equivalent from a</u> <u>non-U.S. institution;</u></p></li><li><p><u>2. Is recommended for the</u> <u>certificate by a member</u> <u>school of the National</u> <u>Association of</u> <u>Independent Schools, the</u> <u>Hawaii Association of</u> <u>Independent Schools, or a</u> <u>private school licensed</u> <u>in accordance with the</u> <u>laws of in the State of</u> <u>Hawaii in a manner</u> <u>specified by the State;</u></p></li><li><p><u>3. Has been granted a</u> <u>master's, specialist or</u> <u>doctoral degree or has</u> <u>passed a minimum of</u> <u>thirty hours of graduate</u> <u>coursework from a</u> <u>regionally an</u> <u>institutionally</u> <u>accredited institution</u> <u>either in an area</u></p></li></ol>		<p>Updated term</p> <p>Term not needed</p> <p>Updated term</p> <p>Update term</p>
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	<p><u>relevant to the field for which a license is sought or which improves professional practice.</u></p> <p><u>This degree cannot be the same degree used for the initial or continuing private school certificate;</u></p> <p>4. <u>Provides documentation of five (5) years within the last eight (8) years of contracted full-time teaching experience in a P-12 school setting in Hawai'i or another jurisdiction;</u></p> <p>5. <u>Obtained clearance in the professional fitness check.</u></p> <p><u>(c) A renewable advanced license may also be granted to an applicant for ten (10) years provided that individual has met the following criteria:</u></p> <p>1. <u>Possesses a baccalaureate degree from an regionally institutionally accredited institution or the equivalent from a non-U.S. institution;</u></p>		<p>Corrections</p> <p>Updated term</p>
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<p><b>§8-54-9.7 License and permit renewal criteria; term; forfeiture; restoration; termination.</b> (a) The board shall determine the criteria that shall be considered for renewal of a license or permit of which shall minimally include the performance standards contained in Appendix A, B, C, which are incorporated at the end of this chapter, link with the licensee's subject matter field and with teaching and pedagogy, incorporate multiple criteria, be professionally credible, and provide public accountability.</p> <p>(b) By or before the expiration date of the current licensure or permit period each licensee or permittee shall be responsible for timely renewing the license or permit and satisfying the renewal requirements provided by law and this chapter.</p> <p>(c) At the time of license renewal, each licensee shall submit a completed renewal application and all applicable fees, and shall comply with any other renewal requirements. Renewals may be completed through an online renewal system.</p>	<p><b>§8-54-9.7 9.8 License, and permit, and certificate renewal criteria; term; forfeiture; restoration; termination.</b> (a) The board shall determine the criteria that shall be considered for renewal of a <b>license, or permit, and certificate</b> of which shall <b>minimally</b> include the performance standards contained in Appendix A, B, C, <b>at minimum</b>, which are incorporated at the end of this chapter, <b>link with the licensee's subject matter field and with teaching and pedagogy</b>, <b>incorporate multiple criteria, be professionally credible, and provide public accountability.</b></p> <p>(b) By or before the expiration date of the current licensure <b>or permit, or certificate</b> period each <b>licensee or permittee the individual</b> shall be responsible for timely <b>renewing of</b> the license <b>or permit, or certificate</b> and satisfying the renewal requirements provided by law and this chapter.</p> <p>(c) At the time of <b>license renewal, each licensee individual</b> shall submit a completed renewal application and all applicable fees, and shall comply with any other renewal requirements <b>as prescribed by the</b></p>		<p><b>Consistent language</b></p> <p><b>Clarifying meaning</b></p> <p><b>Other renewal criteria is determined by the board via NBIs</b></p> <p><b>Wording correction</b></p> <p><b>Clarifying language</b></p>

<p>(d) The board may renew a teaching license provided the licensee meets renewal requirements.</p> <p>(e) A licensee holding a standard license must renew their license every five (5) years.</p> <p>(f) A licensee holding an advanced license must renew their license every ten (10) years. Licensees using NBPTS route to acquire the advanced license must also renew their National Board Certification to keep their advanced license.</p> <p>(g) Licensees holding the field of "Teacher Leader" on their Standard or Advanced License must verify continued experience as a Teacher Leader as defined by the board. Licensees unable to verify leadership experience will have this field removed from their renewed license.</p> <p>(h) The failure to timely renew a license or permit, the failure to pay all applicable renewal fees, the dishonoring of any check upon first deposit, or the failure to comply with any other renewal requirements provided by law or this chapter shall cause the automatic forfeiture of the license and permit, whether involuntarily or voluntarily and without any prior consultation or notice to the licensee. A person with a forfeited license or</p>	<p><del>board</del>. Renewals may be completed through an online renewal system.</p> <p>(d) The board may renew a <del>teaching license or permit, or certificate</del> provided the <del>licensee individual</del> meets renewal requirements.</p> <p>(e) <del>A licensee holding a provisional license holder must renew</del> <del>apply for their license every three (3) years.</del></p> <p>(f) <del>A licensee holding a</del> standard license <del>holder</del> must renew their <del>license</del> every five(5)years.</p> <p>(g) <del>A licensee holding</del> An advanced <del>license holder must renew their</del> license every ten (10) years. Licensees <del>holder</del> using <del>the</del> NBPTS route to acquire <del>an the</del> advanced license must also renew their National Board</p> <p>_____</p> <p>Certification to keep their <del>license</del> advanced license.</p> <p>(h) <del>Licensees holding Renewal of a license with the field of "Teacher Leader" field obtained through means other than completion of a board approved teacher leader program on their Standard or Advanced License</del> must verify continued experience as a Teacher Leader as defined by the board. Inability <del>Licensees unable</del> to verify <del>teacher</del> leadership experience <del>as required above</del> will <del>have cause the "Teacher Leader" this field to be removed from their</del> renewed license.</p>		<p>Revised at board meeting <del>"renew"</del>"apply"</p> <p>Updating language</p> <p>Recognizes that Ts who have completed a Teacher Leader program do not need to continuously document the TL experience to keep the field on their license and qualify for an Advanced License.</p>
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<p>permit is prohibited from engaging in the teaching profession.</p> <p>(i) A licensee or permittee shall have two (2) years to restore the license/permit after automatic forfeiture. Proof of compliance with the renewal requirements and payment of all assessed renewal and late fees will be required for restoration. A license or permit that is timely restored shall constitute a valid teaching license.</p> <p>(j) The failure to timely restore a forfeited license or permit shall cause the automatic termination of the license and permit, whether involuntarily or voluntarily and without any prior consultation or notice to the licensee. A person holding a terminated license or permit shall be required to apply for a new license or permit and meet current application requirements. [Eff 10/30/14; am 9/5/19] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)</p>	<p>(i) The failure to timely renew a license, <del>or permit, or certificate,</del> the failure to pay all applicable renewal fees, the dishonoring of any <del>payment check</del> upon first deposit, or the failure to comply with any other renewal requirements provided by law or this chapter shall cause the automatic <del>expiration forfeiture</del> of the license, <del>and permit, or certificate</del> whether involuntarily or voluntarily and without any prior consultation or notice to the licensee. A person with an <del>expired forfeited</del> license or permit is prohibited from teaching <del>in a public school in the State of Hawaii engaging in the teaching profession.</del></p> <p><del>(j) A licensee or permittee holder shall have two (2) years to restore the license/permit after automatic forfeiture. Proof of compliance with the renewal requirements and payment of all assessed renewal and late fees will be required for restoration. A license or permit that is timely restored shall constitute a valid teaching license.</del></p> <p><del>(k) The failure to timely restore a forfeited license or permit shall cause the automatic termination of the license and permit, whether involuntarily or voluntarily and without any prior consultation or notice to the licensee. A person</del></p>		<p>Currently not in practice due to the various ways in which an individual can renew their license.</p>
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	<p><del>holding a terminated license or permit shall be required to apply for a new license or permit and meet current application requirements.</del> [Eff 10/30/14; am 9/5/19] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-9.8 License renewal audit.</b> (a) The board shall conduct random audits of licensees who have renewed their license to ensure that renewals are in compliance with the criteria set by the board.</p> <p>(b) The board will collect a minimum of one hundred twenty (120) audit samples annually, but not to exceed one hundred eighty (180) annually, and conduct all reviews of renewal documentation, drawn randomly from those renewals occurring from July 1, 2010, and thereafter.</p> <p>(c) Licensees whose five-year or ten-year licenses expire on July 1, 2010, or later shall meet the audit guidelines set by the board. Acceptance of the licensee's audit documentation shall result in a license renewal, provided the licensee has paid the necessary fees specified by the board.</p> <p>(d) A licensee selected for audit shall be required to submit documentation for audit in a manner prescribed by the board. If a licensee</p>	<p><b>§8-54-9.8-9.9 License renewal audit.</b></p> <p>(a) The board shall conduct random audits of licensee holders who have renewed their a license to ensure that renewals are in compliance with the criteria set by the board.</p> <p>(b) The board will collect a minimum of one hundred twenty (120) audit samples annually, but not to exceed one hundred eighty (180) annually, and conduct all reviews of all renewal documentation, drawn randomly from those renewals occurring from July 1, 2010, and thereafter.</p> <p>(c) Licensee holders whose five-year or ten-year licenses expire on July 1, 2010, or later shall meet the audit guidelines set by the board. Acceptance of the licensee's audit documentation shall result in a license renewal, provided the licensee has paid the necessary fees specified by the board.</p> <p>(d) A Licensee holders selected for audit shall be required to submit documentation for audit in a manner prescribed by the board. If a licensee</p>		<p><b>Wording correction</b></p> <p><b>Wording correction for consistency</b></p>

<p>fails to respond to a request for audit the board may institute disciplinary action against the licensee for failure to demonstrate compliance with renewal requirements.</p> <p>(e) The board may contract with an independent, external organization to conduct the random audits and evaluate the renewals and their compliance with the criteria set forth by the board. The board may also commission the organization to review and evaluate the effectiveness of the renewal process. [Eff 10/30/14; Am 9/5/19] (Auth: HRS §302A-805) (Imp: HRS §§302A-801 to -808)</p>	<p><b>holder</b> fails to respond to a request for audit the board may institute disciplinary action against the licensee <b>holder</b> for failure to demonstrate compliance with renewal requirements.</p> <p>(e) The board may contract with an independent, external organization to conduct the random audits and evaluate the renewals and their compliance with the criteria set forth by the board. The board may also commission the organization to review and evaluate the effectiveness of the renewal process. [Eff 10/30/14; am 9/5/19] (Auth: HRS §302A-805) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-9.13 Disciplinary action; basis.</b></p> <p><b>(a)</b> The Code of Ethics contained in Appendix D sets forth expected professional behaviors of teachers and forms the basis for disciplinary action taken by the board against a licensee. The provisions of section 8-54-9.14 also constitute behaviors for which disciplinary action may be taken by the board against a licensee.</p> <p>(b) The board may impose disciplinary action upon a licensee's license after a hearing conducted in accordance with chapter 91. [Eff 10/30/14] (Auth: HRS §302A-803, §302A-807) (Imp: HRS §§302A-801 to -808)</p>	<p><b>§8-54-9.13 Disciplinary action; basis.</b></p> <p>(a) The <b>provisions of section 8-54-9.14 constitute behaviors for which disciplinary action may be taken by the board against a licensee-license, permit, or certificate. The Code of Ethics contained in Appendix D also sets forth expected professional behaviors of teachers and forms the basis for disciplinary action which may be taken by the board against a licensee, permit or a certificate. The provisions of section 8-54-9.14 also constitute behaviors for which disciplinary action may be taken by the</b></p>		<p><b>Outlines how the Code of Ethics can be used to set expectations for professional behavior</b></p>

	<p><del>board against a licensee license, permit, or certificate.</del></p> <p>(b) The board may impose disciplinary action upon a licensee's <b>license, permit, or certificate</b> after a hearing conducted in accordance with chapter 91. [Eff 10/30/14] (Auth: HRS §302A-803, §302A-807) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-9.14 Grounds for refusal to renew, reinstate, or restore, and for revocation, suspension, denial, or condition of a license or permit.</b> In addition to any other acts or conditions provided by law, the board may refuse to renew, reinstate or restore, or may deny, revoke, suspend, or condition in any manner, any license for any one or more of the following acts or conditions on the part of the licensee, permittee or the applicant thereof:</p> <p>(7) A felony conviction;</p> <p>(8) Misdemeanor convictions as defined in this chapter;</p> <p>(9) Conviction of crimes against children and sexual offenses;</p> <p>(10) Having sexual contact with a minor or student;</p> <p>(11) Possessing, producing, or distributing illegal images</p>	<p><b>§8-54-9.14 Grounds for refusal to renew, reinstate, or restore, and for revocation, suspension, denial, or condition of a <b>license, permit, or certificate</b>.</b> In addition to any other acts or conditions provided by law, the board may refuse to renew, reinstate or restore, or may deny, revoke, suspend, or condition in any manner, any <b>license, permit, or certificate</b> for any one or more of the following acts or conditions <del>on the part of the licensee, permittee or the applicant thereof:</del></p> <p>(1) A felony conviction;</p> <p>(2) <del>Misdemeanor</del> <b>Criminal</b> convictions as defined in this chapter;</p> <p>(3) Conviction of crimes against children and sexual offenses;</p> <p>(4) Having sexual contact with a minor or student;</p>		<p><b>Aligns with the definitions and what constitutes Criminal Convictions</b></p>

<p>or images of minors or students;</p> <p>(12) Committing a crime on school premises or while fulfilling the duties of a teacher;</p> <p>(1) Practicing the profession of teaching while possessing, using, distributing or being under the influence of illegal drugs;</p> <p>(2) Practicing the profession of teaching in a manner contrary to the recognized standards of ethics adopted by the Hawai'i Teacher Standards Board in its Code of Ethics;</p> <p>(3) Practicing the profession of teaching with a fraudulent teaching license;</p> <p>(4) Making and/or submitting false, inaccurate or misleading statements and/or documents in applying for a license, permit, license or permit update, or renewal;</p>	<p>(5) Possessing, producing, <del>or distributing, or</del> <b>showing</b> illegal, <del>images, sexually explicit, or other age inappropriate images</del> <b>or media; minors or students;</b></p> <p>(6) Committing a crime on school premises or while fulfilling the duties of a teacher;</p> <p>(7) Practicing the profession of teaching while <b>under the influence of an intoxicant or</b> possessing, using, distributing or being under the influence of illegal <b>drugs substances;</b></p> <p>(8) <b>Practicing the profession of teaching in a manner contrary to the recognized standards of ethics adopted by the Hawaii Teacher Standards Board in its Code of Ethics;</b></p> <p><del>(1)</del> <b>(92)</b> Practicing the profession of teaching with a fraudulent <b>Hawaii</b> teaching license, <b>certificate, permit, or equivalent from another jurisdiction;</b></p> <p><b>(4)</b> <del>(103)</del> Making and/or submitting false, inaccurate or misleading statements,</p>		<p><b>Specifies the types of images and media that constitute misconduct</b></p> <p><b>Keeping the code of ethics as a tool to set expectations for professional behavior</b></p> <p><b>Clarifying language</b></p>
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<div><div>(5) Having a license or permit denied, revoked, not renewed or suspended by another jurisdiction;</div><div>(6) Violation of any condition or limitation on a licensee's license;</div><div>(7) Misrepresents or falsifies information on their application;</div><div>(8) Provides falsified or fraudulent documents with an application;</div><div>(9) Does not meet the board's licensing or renewal requirements;</div><div>(10) Does not meet the professional fitness portion of the application; or</div><div>(11) Does not pay the required license or permit fees. [Eff 10/30/14] (Auth: HRS §302A-803, §302A-807) (Imp: HRS §§302A-801 to -808)</div></div>	<div><div>information and/or documents in when applying for a license, permit, or certificate or renewal;</div><div>(5) (114) Having a license, permit, certificate or equivalent denied, revoked, not renewed or suspended by another jurisdiction;</div><div>(6) (125) Violation of any condition or limitation on a licensee's license, permit, or certificate;</div><div><del>(7) Misrepresents or falsifies information on their application;</del></div><div><del>(8) Provides falsified or fraudulent documents with an application;</del></div><div><del>(9) (136) Does not meet the board's licensing or renewal requirements.</del></div><div>(10) (147) Does not meet the criteria established by the board portion of the application; or</div><div><del>(11) (158) Does not pay the required license, permit, or certificate fees. [Eff 10/30/14] (Auth: HRS §302A-803, §302A-807) (Imp: HRS §§302A-801 to -808)</del></div></div>		<div><div>Green-formatting correction</div><div>It gives the board the flexibility to create criteria</div></div>
<div>§8-54-9.15 Forms of disciplinary sanctions. Notwithstanding any other</div>	<div>§8-54-9.15 Forms of disciplinary sanctions. Notwithstanding any other</div>		

<p>powers of the board to discipline a license the board may impose the following:</p> <p>(1) The revocation of a license or permit the duration of which shall be set by the board but may not be less than five (5) years; provided that conviction of crimes against children and sexual offenses may result in the lifetime revocation of a license;</p> <p>(2) The suspension of a license or permit the duration of which shall be set by the board but may not exceed five (5) years;</p> <p>(3) Place conditions on the licensee or permit holder for a specified amount of time, which may include, but are not limited to, activities directed toward improving a teacher's performance in the area of the violation;</p> <p>(4) Censure or warn the licensee or permit holder if the board determines that a violation has occurred that does not necessitate a more severe action to be taken</p>	<p>powers of the board to discipline a license, permit, or certificate the board may impose the following:</p> <p>(1) <del>The</del> Revocation of a license, permit, or certificate. <del>The</del> duration of the revocation which shall be set by the board for no but may not be less than five (5) years; <del>provided that</del> <del>C</del>onviction of crimes against children and sexual offenses may result in the lifetime revocation of a license, permit, or certificate;</p> <p>(2) <del>The</del> Suspension of a license, permit, or certificate. <del>The</del> duration of a suspension which shall be set by the board for no more than but may not exceed five (5) years;</p> <p>(3) <del>Place</del> Conditions on the license, permit, or certificate. <del>Conditions may be placed on a license, permit, or certificate</del> holder for a specified amount of time, which may include, but are not limited to, activities directed toward improving a teacher's</p>		<p>Clarifying language</p> <p>Clarifying language</p>
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<p>(5) on a licensee or permit holder. A copy of the censure or warning will be placed in the board's file of the licensee or permit holder. A copy will be sent to the licensee or permit holder and he/she will have thirty (30) calendar days to file a written response. The response will be placed in the board's file of the licensee or permit holder; and</p> <p>(6) Monetary penalties. [Eff 10/30/14] (Auth: HRS §302A-803, §302A-807) (Imp: HRS §§302A-801 to -808)</p>	<p>performance in the area of the violation;</p> <p>(4) Censure or warning on a license, permit, or certificate. A censure or warning may be given to a license, permit or certificate holder if the board determines that a violation has occurred that does not necessitate a more severe action to be taken on a license, permit, or certificate holder. A copy of the censure or warning will be placed in the board's file of the license, permit, or certificate holder. A copy will be sent to the license, permit, or certificate holder and the individual he/she will have thirty (30) calendar days to file a written response. The response will be placed in the board's file of the license, permit, or certificate holder; and</p> <p>(5) Monetary penalties. [Eff 10/30/14] (Auth: HRS §302A-803, §302A-807) (Imp: HRS §§302A-801 to -808)</p>		
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<p>(1) Been terminated or not rehired for cause;</p> <p>(2) Resigned under threat of termination or non-employment for cause; and</p> <p>(3) Been convicted of a felony or misdemeanor as defined in this chapter.</p> <p>(d) Signators of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Contract shall report actions taken by them to deny a license to an individual or to revoke, suspend or refuse to renew licenses of licensees in their state within thirty (30) calendar days from when they are made aware that the individual is applying for a license, renewal of a license or permit.</p> <p>(e) The board shall report actions taken to deny, suspend or revoke a license or permit to the superintendent, charter school administrator, headmaster or president of any Hawai'i school, district, or system and to the NASDTEC Clearinghouse. [Eff 10/30/14] (Auth: HRS §302A-803, §302A-807) (Imp: HRS §§302A-801 to -808)</p>	<p>by the board, within thirty (30) calendar days of the event, the following:</p> <p>(1) Been <b>suspended,</b> terminated, or not rehired for cause;</p> <p>(2) Resigned <b>or retired</b> under threat of termination or non-employment for cause; and</p> <p>(3) Been convicted of a felony or <b>criminal conviction misdemeanor</b> as defined in this chapter.</p> <p>(d) Signators of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate <b>Agreement Contract</b> shall report actions taken by them to deny, <b>revoke, suspend or refuse to renew a license, permit, certificate or equivalent to an individual or to revoke, suspend or refuse to renew licenses of licensees</b> in their <b>state jurisdiction within thirty (30) calendar days from when they are made aware that the individual is applying for a license, renewal of a license or permit.</b></p> <p>(e) The board shall report actions taken to deny, suspend or revoke a <b>license, permit, or certificate</b> to the <b>Hawaii State superintendent,</b> charter school administrator, headmaster or president</p>		<p>Match definition</p>
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	<p>of any Hawai<del>i</del> school, district, or system and to the NASDTEC Clearinghouse. [Eff 10/30/14] (Auth: HRS §302A-803, §302A-807) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-9.17 Board action on reports of violations.</b></p> <p>(a) The board may initiate action based on a written, signed report submitted by one or more of the following:</p> <ol style="list-style-type: none"> <li>(1) Any school, district, or system administrator or educator;</li> <li>(2) Self-report received from any licensed educator, permit holder or emergency hire;</li> <li>(3) Report of license or permit revocation, suspension, refusal to renew or denial by another state;</li> <li>(4) Report submitted by individuals who witness a violation.</li> </ol> <p>(b) The board may initiate an investigation whereby minimally the following actions shall be taken:</p> <ol style="list-style-type: none"> <li>(1) The executive director will verify the complaint;</li> <li>(2) The applicant, permit holder or licensee will be notified</li> </ol>	<p><b>§8-54-9.17 Board action on reports of violations.</b></p> <p>(a) The board may initiate action based on a written, signed report submitted by one or more of the following:</p> <ol style="list-style-type: none"> <li>(1) Any school, district, or system administrator or educator;</li> <li>(2) Self-report received from any <del>licensed educator,</del> <del>permit holder or emergency hire license, permit, or certificate holder;</del></li> <li>(3) Report of <del>license, permit, or certificate</del> revocation, suspension, refusal to renew or denial by another <del>state jurisdiction;</del></li> <li>(4) Report submitted by individuals who witness a violation.</li> </ol> <p>(b) The board may initiate <del>an action investigation after whereby minimally</del> the following <del>measures actions have been are shall be</del> taken:</p> <ol style="list-style-type: none"> <li>(1) The executive director <del>or designee shall will</del> verify <del>that</del> the</li> </ol>		

<p>in writing posted by restricted certified and regular mail of the complaint. A copy of the notification will be placed in the board's file of the applicant, permit holder or licensee;</p> <p>(3) The applicant, permit holder or licensee will have thirty (30) calendar days to file</p> <p>(4) a written response, which will be placed in the board's file of the applicant, permit holder or licensee;</p> <p>(5) The board may contract with another state agency or private agency to investigate the complaint and determine if a hearing is warranted.</p> <p>(c) Following an investigation the board may dismiss the complaint if the alleged violations are not substantiated and the complaint form will be removed from the applicant or licensee's file. If the complaint is substantiated the board may request the assistance and services of the Office of the Attorney General or contract with another state agency or a private agency for attorney(s) to prepare and</p>	<p>written report of violation was signed and submitted in accordance with 8-54-9.17(a) complaint;</p> <p>(2) The executive director or designee shall confirm that the alleged violation(s) are within the scope of the board's regulatory authority</p> <p>(3) The applicant or license, permit, or certificate holder who is the subject of the report will be notified in writing of the alleged violation(s) and provided a copy of the signed report by means of restricted certified and regular mail. A copy of the notification report will be placed in the board's file of the applicant or license, permit, or certificate holder;</p> <p>(4) The applicant or license, permit, or certificate holder will have thirty (30) calendar days to file</p> <p>(4) a written response, which will be placed in the board's file</p>		<p>Clarifying process when HTSB receives reports of allege violations</p>
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<p>represent the board at a hearing. If a hearing is not warranted, the applicant or licensee will be notified and a copy of the notification will be placed in the board's file of the applicant or licensee.</p> <p>(d) The board may impose a fee against an applicant or licensee as reimbursement for all or part of the costs of investigations, hearings, or appeals that result in disciplinary action against the licensee. [Eff 10/30/14] (Auth: HRS §302A-803, §302A-807) (Imp: HRS §§302A-801 to -808)</p>	<p>of the individual applicant <del>or permit holder or licensee license, permit, or certificate holder;</del></p> <p>(5) The board may delegate the executive director or designee to investigate the complaint allegations or may contract with another state agency or private agency to investigate the complaint allegations and advise whether determine if a hearing is warranted.</p> <p>(e6) Following an investigation and in consideration of the investigation based recommendation, the board will determine whether a hearing will be held.</p> <p>(7) If the Board determines a hearing is warranted, proceedings will be held in accordance with §8-54-10.5. may dismiss the complaint if the alleged violation(s) are not substantiated and the complaint form will be removed from the applicant or license, permit, or certificate holder's file. If the complaint is substantiated, tThe board may request the assistance and services of the Office of the Attorney General or contract with another state</p>		<p>Clarifying process when HTSB receives reports of allege violations</p>
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	<p>agency or a private agency for attorney(s) to prepare and represent the board at a hearing.</p> <p>(8) <b>If the board determines</b> a hearing is not warranted, <b>no further action will be taken and</b> the applicant or <del>licensee</del> <b>license, permit, or certificate holder</b> will be notified <b>in writing</b> and a copy of the notification will be placed in the board's file of the <del>individual applicant or licensee</del> <b>license, permit, or certificate holder</b>.</p> <p>(<del>a</del>C) The board may impose a fee against an applicant <del>or</del> <b>or licensee license, permit, or certificate holder</b> as reimbursement for all or part of the costs of investigations, hearings, or appeals that result in disciplinary action against the <del>individual applicant or licensee</del> <b>license, permit, or certificate holder</b>. [Eff 10/30/14] (Auth: HRS §302A-803, §302A-807) (Imp: HRS §§302A-801 to -808)</p>		<p><b>Clarifying process when HTSB receives reports of allege violations</b></p>
<p><b>§8-54-10</b> Repealed [R 10/30/14]</p>	<p><b>§8-54-10</b> Repealed [R 10/30/14]</p>		
<p><b>§8-54-10.1 Applicability.</b> The general procedures specified in this subchapter shall, in part, effectuate and carry out the purposes of chapter 91, HRS and shall apply to all contested cases that may come before the board relating to the denial of an application for a license or permit or to discipline a licensee or permittee. [Eff</p>	<p><b>§8-54-10.1 Applicability.</b> The general procedures specified in this subchapter shall, in part, effectuate and carry out the purposes of chapter 91, HRS and shall apply to all contested cases that may come before the board relating to the denial of an application for a <b>license or permit license, permit, or certificate</b> or to discipline an</p>		<p><b>Using consistent language</b></p>

10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)	<del>applicant or licensee or permittee</del> <del>license, permit, or certificate holder.</del> [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)		
<p><b>§8-54-10.2 Notification of denial of application or proposed disciplinary action against a licensee or permittee.</b></p> <p>In the event an application for a license or permit is denied, or the board intends to discipline a licensee or permittee, written notification shall be provided to the denied applicant, or to the licensee of the intended action. The notification shall include a concise statement of the reasons therefore and a statement informing the applicant or licensee or permittee of the right to a hearing if the applicant or licensee or permittee so desires. The notification shall further provide the time frame that a demand for hearing shall be filed. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)</p>	<p><b>§8-54-10.2 Notification of denial of application or proposed disciplinary action against a <del>licensee or permittee</del></b> <b><del>license, permit, or certificate holder.</del></b></p> <p><b>(1) The executive director or designee shall advise applicants who have not yet met all the requirements for a license, permit, or certificate to reapply when all the requirements are met.</b></p> <p><b>(2) In the event an <del>application</del> applicant for a <del>license or permit</del> license, permit, or certificate seeks a formal decision from the board <del>actions i,</del> or the board intends to discipline a <del>licensee or permittee</del> license, permit, or certificate holder, written notification shall be provided to the <del>denied</del> applicant <del>or, or to the</del> <del>licensee</del> license, permit, or certificate holder of the intended action.</b></p> <p><b>(A) The notification shall include a concise statement of the reasons therefore and a statement informing the applicant or <del>license, permit, or</del> certificate holder of the right to a hearing if the applicant or <del>licensee or permittee</del> license,</b></p>		<p><b>Adding a clarifying step for applicants who do not meet HTSB's licensure requirements</b></p>

	<p><del>permit, or certificate holder</del> so desires.</p> <p>(B)The notification shall further provide the time frame that a demand for hearing shall be filed. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-10.3 Demand for a hearing.</b> Any person whose application is denied, or a licensee or permittee who is to be disciplined by the board, shall be entitled to a hearing if a demand for hearing is filed with the board's office within sixty(60)days of the date of the letter informing the applicant of the denial or the licensee or permittee of the intent to discipline, respectively. The demand for hearing shall contain concise statements of: (1) the legal authority under which the hearing is to be held; (2) the denial or matter that is being contested by the petitioner; (3) the basic facts and issues raised; and (4) the relief to which the petitioner deems itself entitled. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)</p>	<p><b>§8-54-10.3 Demand for a hearing.</b> Any person whose application is denied, or a <del>licensee or permittee license,</del> <del>permit, or certificate holder</del> who is to be disciplined by the board, shall be entitled to a hearing if a demand for hearing is filed with the board's office within sixty(60) <u>calendar</u> days of the date of the letter informing the applicant, <u>license, permit, or certificate holder</u> of the denial or the <del>licensee or permittee license, permit,</del> <u>or certificate holder</u> of the intent to discipline, respectively. The demand for hearing shall contain concise statements of: (1) the legal authority under which the hearing is to be held; (2) the denial or matter that is being contested by the petitioner; (3) the basic facts and issues raised; and (4) the relief to which the petitioner deems itself entitled. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-10.4 Action by the board; notification of hearing.</b> If a demand</p>	<p><b>§8-54-10.4 Action by the board; notification of hearing.</b> If a demand</p>		



<p>for hearing is filed within sixty (60) <u>calendar</u> days of the date of the letter of denial or intent to discipline, the board, or a panel of the board, or a hearing officer approved by the board shall be designated as the hearings officer to conduct the hearing, and make recommendations in writing to the board. The hearings officer shall commence the hearing process and proceed to schedule a hearing and provide all parties written notice of the hearing by registered or certified mail with return receipt requested at least fifteen (15) <u>calendar</u> days before the hearing. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to - 808)</p>	<p>for hearing is filed within sixty (60) <u>calendar</u> days of the date of the letter of denial or intent to discipline, the board, or a panel of the board, or a hearing officer approved by the board shall be designated as the hearings officer to conduct the hearing, and make recommendations in writing to the board. The hearings officer shall commence the hearing process and proceed to schedule a hearing and provide all parties written notice of the hearing by registered or certified mail with return receipt requested at least fifteen (15) <u>calendar</u> days before the hearing. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to - 808)</p>		
<p><b>§8-54-10.5 Notice of hearing.</b> The hearing notice shall include:</p> <ul style="list-style-type: none"><li>(C) The date, time, place, and nature of the hearing;</li><li>(D) The legal authority under which the hearing is held;</li><li>(E) The particular sections of the statutes and rules involved; and</li><li>(F) A short and concise statement of the issues involved and the facts giving rise to the petition.</li></ul>	<p><b>§8-54-10.5 Notice of hearing.</b> The hearing notice shall include:</p> <ul style="list-style-type: none"><li>(A) The date, time, place, and nature of the hearing;</li><li>(B) The legal authority under which the hearing is held;</li><li>(C) The particular sections of the statutes and rules involved; and</li><li>(D) A short and concise statement of the issues involved and the facts giving rise to the petition.</li></ul>		

The notice shall further apprise each party of their right to retain legal counsel if so desired. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)	The notice shall further apprise each party of their right to retain legal counsel if so desired. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)		
<p><b>§8-54-10.6 Hearing.</b> (a) All hearings shall be conducted pursuant to chapter 91, HRS and this subchapter. All hearings shall be held before a hearings officer duly designated by the board. All parties shall be afforded full opportunity to present evidence and argument on all issues involved. The hearing shall be at the time and place set forth in the notice of hearing, but at that time and place may be continued from day to day or adjourned thereof at the hearing.</p> <p>(b) The presiding hearings officer shall have the power to give notice of the hearing, arrange for the administration of oaths and affirmations, subpoena and examine witnesses, issue subpoenas, certify to official acts, rule on offers of proof, receive relevant evidence and exclude evidence which is irrelevant, immaterial, repetitious, cumulative, or merely scandalous and accordingly may restrict lines of questioning, regulate the course and conduct of the hearing, regulate the manner of any examination so as to prevent the</p>	<p><b>§8-54-10.6 Hearing.</b> (a) All hearings shall be conducted pursuant to chapter 91, HRS and this subchapter. All hearings shall be held before a hearings officer duly designated by the board. All parties shall be afforded full opportunity to present evidence and argument on all issues involved. The hearing shall be at the time and place set forth in the notice of hearing, but at that time and place may be continued from day to day or adjourned thereof at the hearing.</p> <p>(b) The presiding hearings officer shall have the power to give notice of the hearing, arrange for the administration of oaths and affirmations, subpoena and examine witnesses, issue subpoenas, certify to official acts, rule on offers of proof, receive relevant evidence and exclude evidence which is irrelevant, immaterial, repetitious, cumulative, or merely scandalous and accordingly may restrict lines of questioning, regulate the course and conduct of the hearing, regulate the manner of any examination so as to prevent the</p>		

<p>needless and unreasonable harassment, intimidation, or embarrassment of any witness or party at the hearing, remove disruptive individuals including any party, legal counsel, witness, or observer, hold conferences including prehearing conferences, before or during the hearing, for the settlement or simplification of issues, rule on motions and to dispose of procedural matters, dispose of any other matters that normally and properly arise in the course of the proceedings, and take any action authorized by this subchapter or chapter 91, HRS, and perform such other duties necessary for the proper conduct of hearings.</p> <p>(c) In a hearing where the issue for determination is whether the board properly denied an application for a license or permit, the record shall consist of only the information presented to the board's office for consideration in reviewing the application. No other information regarding qualification for approval of the license or permit shall be admitted unless agreed upon by all parties.</p> <p>(d) The hearings officer shall submit in writing any report or recommended decision together with the findings of facts and conclusions of law and a recommended order to the</p>	<p>needless and unreasonable harassment, intimidation, or embarrassment of any witness or party at the hearing, remove disruptive individuals including any party, legal counsel, witness, or observer, hold conferences including prehearing conferences, before or during the hearing, for the settlement or simplification of issues, rule on motions and to dispose of procedural matters, dispose of any other matters that normally and properly arise in the course of the proceedings, and take any action authorized by this subchapter or chapter 91, HRS, and perform such other duties necessary for the proper conduct of hearings.</p> <p>(c) In a hearing where the issue for determination is whether the board properly denied an application for a <del>license or permit</del> license, permit, or certificate, the record shall consist of only the information presented to the board's office for consideration in reviewing the application. No other information regarding qualification for approval of the <del>license or permit</del> license, permit, or certificate shall be admitted unless agreed upon by all parties.</p> <p>(d) The hearings officer shall submit in writing any report or recommended decision together with the findings of facts and conclusions of</p>		
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<p>board for its consideration and final disposition.</p> <p>(e) The record of the hearing shall be in conformance with section 91-9, HRS.</p> <p>(f) The hearings officer may engage the services of a stenographer, or someone similarly skilled, to take a verbatim record of the evidence presented at the hearing. If a verbatim record is taken, any party may request a certified transcript of the proceedings. The party making the request shall be responsible for the fees for the transcript. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)</p>	<p>law and a recommended order to the board for its consideration and final disposition.</p> <p>(e) The record of the hearing shall be in conformance with section 91-9, HRS.</p> <p>(f) The hearings officer may engage the services of a stenographer, or someone similarly skilled, to take a verbatim record of the evidence presented at the hearing. If a verbatim record is taken, any party may request a certified transcript of the proceedings. The party making the request shall be responsible for the fees for the transcript. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)</p>		
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<p><b>§8-54-10.7 Recommended decision.</b> (a) As expeditiously as possible after the close of the hearing, the hearings officer shall file with the board a recommended decision together with separate findings of fact, conclusions of law, and a recommended order. The decision, findings of fact, conclusions of law, and any order recommended by the hearings officer shall be based upon the whole record and supported by the reliable probative and substantial evidence, including facts of which the hearings officer properly took judicial notice.</p> <p>(b) The hearings officer shall cause a copy of the recommended decision, including therein findings of fact, conclusions of law, and any recommended order, to be served upon each party by registered or certified mail, return receipt requested. Service of the recommended decision shall be deemed complete upon its mailing to the party's last known address.</p> <p>(c) Any party adversely affected by the hearings officer's recommended decision within fifteen (15) <u>calendar</u> days after receipt of a copy of the decision, may file with the hearings officer written exceptions to the whole or any part of the recommended decision and request review by the board. Each</p>	<p><b>§8-54-10.7 Recommended decision.</b> (a) As expeditiously as possible after the close of the hearing, the hearings officer shall file with the board a recommended decision together with separate findings of fact, conclusions of law, and a recommended order. The decision, findings of fact, conclusions of law, and any order recommended by the hearings officer shall be based upon the whole record and supported by the reliable probative and substantial evidence, including facts of which the hearings officer properly took judicial notice.</p> <p>(b) The hearings officer shall cause a copy of the recommended decision, including therein findings of fact, conclusions of law, and any recommended order, to be served upon each party by registered or certified mail, return receipt requested. Service of the recommended decision shall be deemed complete upon its mailing to the party's last known address.</p> <p>(c) Any party adversely affected by the hearings officer's recommended decision within fifteen (15) <b>calendar</b> days after receipt of a copy of the decision, may file with the hearings officer written exceptions to the whole or any part of the recommended decision and request review by the board. Each</p>		
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<p>written exception shall specify the portions of the record and authorities relied upon to sustain each point. A copy of the written exceptions shall be served by the party so excepting upon each party to the proceeding. Unless the time has been extended, no written exceptions shall be filed or accepted for filing after the time specified.</p> <p>(d) Any party may file with the hearings officer and serve upon all other parties a statement in support of the recommended decision within fifteen (15) <u>calendar</u> days after receipt of a copy of the written exceptions filed pursuant to subsection (c).</p> <p>(e) The hearings officer shall transmit to the board the entire record together with the recommended decision, any timely filed exceptions, and any timely filed statement in support. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)</p>	<p>written exception shall specify the portions of the record and authorities relied upon to sustain each point. A copy of the written exceptions shall be served by the party so excepting upon each party to the proceeding. Unless the time has been extended, no written exceptions shall be filed or accepted for filing after the time specified.</p> <p>(d) Any party may file with the hearings officer and serve upon all other parties a statement in support of the recommended decision within fifteen (15) <u>calendar</u> days after receipt of a copy of the written exceptions filed pursuant to subsection (c).</p> <p>(e) The hearings officer shall transmit to the board the entire record together with the recommended decision, any timely filed exceptions, and any timely filed statement in support. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-10.8 Argument of written exceptions; no written exceptions; issuance of final decision and order.</b></p> <p>(a) Whenever written exceptions have been timely filed and a party has requested the opportunity to present oral argument, all parties to the proceedings shall be afforded the opportunity to present oral argument to the board concerning the recommended</p>	<p><b>§8-54-10.8 Argument of written exceptions; no written exceptions; issuance of final decision and order.</b></p> <p>(a) Whenever written exceptions have been timely filed and a party has requested the opportunity to present oral argument, all parties to the proceedings shall be afforded the opportunity to present oral argument to the board concerning the recommended</p>		

<p>decision. The board shall personally consider the whole record or portion of the record as may have been cited by the parties either in support of or in opposition to the recommended decision. All parties shall be served with notice of the time and place of argument at least five (5) <u>calendar</u> days prior to the time for argument. Within a reasonable time after argument has been heard, the board shall issue a written final decision and order.</p> <p>(b) When no written exceptions have been filed, the board, within a reasonable time after the hearings officer's recommended decision has been filed, shall issue a written final decision and order.</p> <p>[Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)</p>	<p>decision. The board shall personally consider the whole record or portion of the record as may have been cited by the parties either in support of or in opposition to the recommended decision. All parties shall be served with notice of the time and place of argument at least five (5) <u>calendar</u> days prior to the time for argument. Within a reasonable time after argument has been heard, the board shall issue a written final decision and order.</p> <p>(b) When no written exceptions have been filed, the board, within a reasonable time after the hearings officer's recommended decision has been filed, shall issue a written final decision and order.</p> <p>[Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-10.9 Final decision and order.</b></p> <p>(a) The board's final decision and order shall either adopt, modify, or reverse, in whole or in part, the hearings officer's recommended decision. The board shall state with specificity in the final decision the reasons for any modification or reversal, in whole or in part, of the hearings officer's recommended decision.</p> <p>(b) The board shall cause a copy of the final decision and order to be</p>	<p><b>§8-54-10.9 Final decision and order.</b></p> <p>(a) The board's final decision and order shall either adopt, modify, or reverse, in whole or in part, the hearings officer's <u>or Executive Director's</u> recommended decision. The board shall state with specificity in the final decision the reasons for any modification or reversal, in whole or in part, of the <u>hearings officer's</u> recommended decision.</p> <p>(b) The board shall cause a copy of the final decision and order to be</p>		

served upon each party by personal service or by registered or certified mail, return receipt requested. Service of the final decision and order shall be deemed complete upon its mailing to the party's last known address. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)	served upon each party by personal service or by registered or certified mail, return receipt requested. Service of the final decision and order shall be deemed complete upon its mailing to the party's last known address <b>in the HTSB online record system</b> . [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)		
<b>§8-54-10.10 Judicial review of contested cases.</b> Any party aggrieved by a final decision of the board is entitled to judicial review in conformance with section 91-14, HRS. Any party requesting judicial review shall serve a copy of the request upon the board and all other parties to the proceeding in accordance with the Hawaii Rules of Civil Procedure. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)	<b>§8-54-10.10 Judicial review of contested cases.</b> Any party aggrieved by a final decision of the board is entitled to judicial review in conformance with section 91-14, HRS. Any party requesting judicial review shall serve a copy of the request upon the board and all other parties to the proceeding in accordance with the Hawaii Rules of Civil Procedure. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to -808)	-	-
<b>§8-54-11</b> Repealed [R 10/30/14]	<b>§8-54-11</b> Repealed [R 10/30/14]		
<b>§8-54-12</b> Repealed [R 10/30/14]	<b>§8-54-12</b> Repealed [R 10/30/14]		
<b>§8-54-13</b> Repealed [R 10/30/14]	<b>§8-54-13</b> Repealed [R 10/30/14]		
<b>§8-54-14</b> Repealed [R 10/30/14]	<b>§8-54-14</b> Repealed [R 10/30/14]		
<b>§8-54-15</b> Repealed [R 10/30/14]	<b>§8-54-15</b> Repealed [R 10/30/14]		
<b>§8-54-16 Suspension of the rules.</b> (a) If the board determines that extenuating circumstances exist to justify suspending its rules, the board may, at a scheduled board meeting, vote to temporarily suspend any of its administrative rules, or any portion	<b>§8-54-16 Suspension of the rules.</b> (a) If the board determines that extenuating circumstances exist to justify suspending its rules, the board may, at a scheduled board meeting, vote to temporarily suspend any of its administrative rules, or any portion		



<p>thereof, by a majority vote. In doing so the board shall also determine the length of time for which the suspension shall remain in effect. The following are extenuating circumstances that may require the suspension of rules:</p> <p>(5) An emergency condition, including natural disaster, exists that prevents compliance with the rules;</p> <p>(6) Extenuating circumstances or compelling reasons exist that are caused by medical need, life-threatening condition, or personal tragedy;</p> <p>(7) Active military duty impinges on compliance with the board's rules; or</p> <p>(8) An unforeseen event beyond the control of the board or teacher prevents or delays the ability to comply with the rules.</p> <p>(b) The following describes the procedure for suspending rules:</p> <p>(1) Any person or agency directly impacted by the rules may submit a signed written request to the board, citing the rule or portion thereof to be suspended, with at least thirty (30) calendar days' notice prior to the next</p>	<p>thereof, by a majority vote. In doing so the board shall also determine the length of time for which the suspension shall remain in effect. The following are extenuating circumstances that may require the suspension of rules:</p> <p>(1) An emergency condition, including natural disaster, exists that prevents compliance with the rules;</p> <p>(2) Extenuating circumstances or compelling reasons exist that are caused by medical need, life-threatening condition, or personal tragedy;</p> <p>(3) Active military duty impinges on compliance with the board's rules; or</p> <p>(4) An unforeseen event beyond the control of the board or teacher prevents or delays the ability to comply with the rules.</p> <p>(b) The following describes the procedure for suspending rules:</p> <p>(1) Any person or agency directly impacted by the rules may submit a signed written request to the board, citing the rule or portion thereof to be suspended, with at least thirty (30) calendar days'</p>		
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<p>regularly scheduled board meeting unless extenuating circumstances prevent the individual or agency from meeting this timeframe. The request shall also contain the name of the individual(s) or agency impacted by the rule and the reason and rationale for the request;</p> <p>(2) A majority vote of board members is required to suspend the rules or any portion thereof;</p> <p>(3) Robert’s Rules of Order pertaining to suspension of the rules will be followed;</p> <p>(4) In considering the motion to suspend, the board may also determine if another resolution to the request exists and act accordingly;</p> <p>(5) If a motion to suspend the rules or any portion thereof fails, a future request may be heard again if new, relevant information is obtained relating to the request.[Eff 10/27/11; comp 10/27/11; am and comp 10/30/14] (Auth: HRS §302A-803) (Imp HRS §§302A-801-808)</p>	<p>notice prior to the next regularly scheduled board meeting unless extenuating circumstances prevent the individual or agency from meeting this timeframe. The request shall also contain the name of the individual(s) or agency impacted by the rule and the reason and rationale for the request;</p> <p>(2) A majority vote of board members is required to suspend the rules or any portion thereof;</p> <p>(3) Robert’s Rules of Order pertaining to suspension of the rules will be followed;</p> <p>(4) In considering the motion to suspend, the board may also determine if another resolution to the request exists and act accordingly;</p> <p>(5) If a motion to suspend the rules or any portion thereof fails, a future request may be heard again if new, relevant information is obtained relating to the request. [Eff 10/27/11; comp 10/27/11; am and comp 10/30/14] (Auth: HRS §302A-803) (Imp HRS §§302A-801 to</p>		
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<b>§8-54-17</b> Repealed [R 10/30/14]	<b>§8-54-17</b> Repealed [R 10/30/14]		
<b>§8-54-18 Purpose.</b> Educator preparation programs represent public and private colleges and universities, agencies, associations, organizations, centers, and commercial companies dedicated to the preparation of teachers and other school personnel. Preparation programs are governed by the preparation standards and review procedures adopted by the board. [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)	<b>§8-54-18 Purpose.</b> Educator preparation <del>programs</del> providers represent public and private colleges and universities, agencies, associations, organizations, centers, and commercial companies dedicated to the preparation of teachers and other school personnel. Preparation <del>programs</del> providers are governed by the preparation standards and review procedures adopted by the board. [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)		
<b>§8-54-19 Approval of educator preparation programs.</b> When applying for approval of an educator preparation program the following requirements shall be met:  (5) The unit must provide evidence that their candidates meet the performance standards as applicable, that are contained in Appendix A, B, C, and incorporated at the end of this chapter;  (6) The unit must provide evidence that their candidates exhibit professional and ethical dispositions necessary to help all students learn as	<b>§8-54-19 Approval of educator preparation <del>programs</del> providers.</b> When <del>applying for approval of an educator preparation program</del> the following requirements shall be met:  (1) The <del>unit</del> provider must provide evidence that <del>their</del> <u>its candidates will</u> meet the performance standards as applicable, that are contained in Appendix A, B, C, and incorporated at the end of this chapter;  (2) The <del>unit</del> provider must provide evidence that <del>their</del> <u>its candidates will</u> exhibit professional and ethical dispositions necessary to help all students learn as		

<p>outlined in the board’s Code of Ethics;</p> <p>(7) The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:</p> <p>(A) The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching;</p> <p>(B) Student standards adopted by the department;</p> <p>(E) Teaching of reading including working with students of reading difficulties;</p> <p>(F) Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;</p> <p>(G) Working effectively with students who are limited English proficient;</p> <p>(H) Working with gifted and talented students; and integrating technology</p>	<p>outlined in the board’s Code of Ethics;</p> <p>(3) The <del>unit provider must</del> <b>provide evidence that their</b> <del>its</del> candidates <del>are will be</del> prepared to incorporate the following areas into their practice:</p> <p>(A) The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching;</p> <p>(B) Student standards adopted by the department;</p> <p>(C) Teaching of reading including working with students <del>of with</del> reading difficulties;</p> <p>(D) Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;</p> <p>(E) Working effectively with students who are limited <del>in</del> English proficiency;</p>		<p>Grammar corrections</p>
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<p>effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.</p> <p>(8) Each program must provide evidence that their candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.</p> <p>(5) Clinical experience must meet one of the following requirements:</p> <p>(A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or</p>	<p>(F) Working with <u>students who are gifted and talented students;</u> and</p> <p>(G) Integrating technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.</p> <p>(4) Each <u>program provider</u> must provide evidence that <u>their-its candidates will meet the board approved content area standards from created by a national specialty professional association (SPA) organization approved by the board</u> for the license fields offered <u>in the program</u> or, for license fields without national standards, the standards approved <u>by the board</u> for the field.</p>		<p>Clarification on the board approved content area standards are created by the national associations</p>
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<p>(B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or</p> <p>(C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP. [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to - 808)</p>	<p>(5) Clinical experience must meet one of the following requirements:</p> <p>(A) A minimum of four hundred fifty (450) hours of supervised, <b>Hawaii-based</b>, clinical experience in student teaching, internship or residency <b>while holding an appropriate valid permit; or</b></p> <p>(B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the <b>provider-EPP</b>; or</p> <p>(C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the <b>provider EPP</b>.</p> <p>(6) <b>Verification of online or face to face training in cardiopulmonary resuscitation (CPR) that covers child and adult skills.</b> [Eff 10/30/14]</p>		<p><b>To emphasize that clinical experiences should be gained in Hawaii while holding a student teaching permit</b></p> <p><b>To clarify the acronym</b></p>
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<p><b>§8-54-20 Procedure for first-time provisional unit or program review.</b></p> <p>(a) When applying for approval of a first-time provisional unit or program review the following requirements shall be met:</p> <p>(1) The letter of intent and preconditions must be submitted for consideration no less than one (1) year prior to the date of proposed program implementation; and</p> <p>(2) Within two (2) years of acceptance of the letter of intent and preconditions, the unit must submit one (1) unit report and a program report for each program that will prepare educators for initial licensure.</p> <p>(b) The board staff will convene a review team and conduct a virtual provisional review of the unit and</p>	<p><b>§8-54-20 Procedure for first-time provisional <del>unit or program</del> review.</b> <del>(a)</del> When applying for approval of a first-time provisional <del>unit or program</del> review the following requirements shall be met:</p> <p><del>(1a)</del> The letter of intent and preconditions must be submitted for consideration no less than one (1) year prior to the date of proposed program implementation; and</p> <p><del>(2)</del> within two (2) years of the board's acceptance of the letter of intent and preconditions, the unit provider must submit one (1) unit report providing assurance that each of its programs is making progress towards meeting the requirements outlined in §8-54.19.-19detailing the</p>		83
	<p>(Auth: HRS §302A-805.5)</p> <p>(Imp: HRS §§302A-801 to -808)</p>		

<p>programs within three (3) months of acceptance of the unit and program reports after staff review and board approval.</p> <p>(c) The board will review the review team's recommendation and issue a decision upon recommendation of the board's Teacher Education Committee.</p> <p>(d) A unit must receive board approval before advertising programs for initial licensure, implementing programs and accepting candidates into any educator preparation program. [Eff 10/30/14; am 9/5/19] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)</p>	<p><del>progress towards meeting requirements and. The report must — and a program report that includes for assurance that each of its programs meet that will prepares educators for initial licensure in Hawaii.</del></p> <p>(b) The board staff will convene a review team and conduct a virtual provisional review of the <del>unit and programs report</del> within three (3) months of acceptance of the <del>unit and program reports after staff review and board approval.</del></p> <p>(c) The board will review the review team's recommendation and issue a decision upon recommendation of the board's Teacher Education Committee.</p> <p>(d) A <del>unit provider</del> must receive board approval before advertising programs for <del>initial</del> licensure, implementing programs and accepting candidates into any educator preparation program. [Eff 10/30/14; am 9/5/19] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-21 Procedure for continuing unit review.</b> When applying for continuing unit review one (1) of the following requirements shall be met:</p>	<p><del>§8-54-21 Procedure for continuing state unit review approval. When applying for continuing unit review state approval, one (1) of the all of</del></p>		



<p>(1) Obtain accreditation from a national accrediting body prior to the expiration of their provisional approval to be eligible for continued state approval. The accrediting body must be approved in advance by the HTSB for use in continuing state approval. The HTSB Executive Director or designee will serve as an observer during the accreditation visit. It is the unit's responsibility to apply for renewal of state approval and submit all documentation required for the board's review at least six (6) months in advance of the expiration of provisional approval; or Indigenous and culturally focused units may obtain accreditation from a national or international Indigenous focused accrediting body prior to the expiration of their provisional approval to be eligible for continued state approval. The accrediting body must be approved in advance by the HTSB for use in continuing state approval. The HTSB Executive Director or designee will serve as an observer</p>	<p>the following requirements shall be met:</p> <p>(1) Obtain accreditation from a national-an accrediting body prior to the expiration of their-current provisional approval to be eligible for continued-continuing state approval.</p> <p>a. The accrediting body must be approved in advance by the HTSB-board for use in continuing-state approval.</p> <p>b. The HTSB-board's Executive Director or designee will serve as an observer during the accreditation visit.</p> <p>c. It is the unit's provider's responsibility to apply for renewal of continuing state approval and</p> <p>(2) submit all documentation required for the board's review at least six (6) months in advance of the expiration of provisional-prior approval and</p> <p>(3) The board will review the documentations submitted, and issue a decision upon recommendation of the board's Teacher Education Committee</p>		<p>To clarify the name of the continuing approval-continuing state approval</p> <p>Reorganization of this section to make the steps clearer</p>
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<p>during the accreditation visit. It is the unit's responsibility to apply for renewal of state approval and submit all documentation required for the board's review at least six (6) months in advance of the expiration of provisional approval; or</p> <p>(2) All program completers recommended for licensure by the unit shall submit official scores from a nationally normed performance assessment adopted by the HTSB. The unit will be reviewed by a State Team composed of:</p> <p>a. One out of state professional educator, selected based on compatible experience with the type and size unit; and</p> <p>b. One out of state practitioner licensed in the field of the program, preferably a National Board for Professional Teaching Standards (NBPTS) certified teacher or one with the Teacher Leader designation on their license; and</p>	<p><del>(4) Indigenous and culturally focused units may obtain accreditation from a national or international Indigenous focused accrediting body prior to the expiration of their provisional approval to be eligible for continued state approval. The accrediting body must be approved in advance by the HTSB for use in continuing state approval. The HTSB Executive Director or designee will serve as an observer during the accreditation visit. It is the unit's responsibility to apply for renewal of state approval and submit all documentation required for the board's review at least six (6) months in advance of the expiration of provisional approval; or</del></p> <p><del>(5) All program completers recommended for licensure by the unit shall submit official scores from a nationally normed performance assessment adopted by the HTSB. The unit will be reviewed by a State Team composed of:</del></p> <p><del>a. One out of state professional educator, selected based on</del></p>		
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<p>c. HTSB Executive Director or designee; and</p> <p>d. It is the unit's responsibility to submit a Continuing Unit Review Report one (1) year in advance of the expiration of their existing approval period; or</p> <p>(3) All program completers recommended for licensure by the unit are evaluated using unit-wide assessments. The unit will be reviewed by a State review by a team composed of:</p> <p>a. Two or more out of state professional educators, selected based on compatible experience with the type and size unit; and</p> <p>b. One or more out of state practitioners licensed in the field of the program, preferably a National Board for Professional Teaching Standards (NBPTS) certified teacher or a teacher with the Teacher Leader designation on their license; and</p>	<p><del>compatible experience with the type and size unit; and</del></p> <p><del>b. One out of state practitioner licensed in the field of the program, preferably a National Board for Professional Teaching Standards (NBPTS) certified teacher or one with the Teacher Leader designation on their license; and</del></p> <p><del>c. HTSB Executive Director or designee; and</del></p> <p><del>d. It is the unit's responsibility to submit a Continuing Unit Review Report one (1) year in advance of the expiration of their existing approval period; or</del></p> <p><del>(6) All program completers recommended for licensure by the unit are evaluated using unit-wide assessments. The unit will be reviewed by a State review by a team composed of:</del></p> <p><del>a. Two or more out of state professional educators, selected based on compatible experience</del></p>		
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<p>c. The number of program completers and number of separate licensure programs within the unit will determine the number of State Team reviewers; and</p> <p>d. HTSB Executive Director or designee; and</p> <p>e. It is the unit's responsibility to submit a Continuing Unit Review Report one (1) year in advance of the expiration of their existing approval period. [Eff 10/30/14; am ] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)</p>	<p><del>with the type and size unit; and</del></p> <p><del>b. One or more out of state practitioners licensed in the field of the program, preferably a National Board for Professional Teaching Standards (NBPTS) certified teacher or a teacher with the Teacher Leader designation on their license; and</del></p> <p><del>c. The number of program completers and number of separate licensure programs within the unit will determine the number of State Team reviewers; and</del></p> <p><del>d. HTSB Executive Director or designee; and</del></p> <p><del>e. It is the unit's responsibility to submit a Continuing Unit Review Report one (1) year in advance of the expiration of their existing approval period. [Eff 10/30/14; am 9/5/19] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)</del></p>		
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<p><b>§8-54-22 Procedure for continuing program review.</b> (a) Programs may elect national review by the appropriate SPA. The program must receive national recognition or national recognition with conditions.</p> <p>(b) Programs not seeking national recognition shall:</p> <ol style="list-style-type: none"> <li>(1) Be reviewed as part of the unit report; and</li> <li>(2) Submit an audit to the board as an appendix to their annual report. [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)</li> </ol>	<p><del>§8-54-22 Procedure for continuing program review.</del> (a) <del>Programs may elect national review by the appropriate SPA.</del> The program must receive national recognition or national recognition with conditions.</p> <p><del>(b) Programs not seeking national recognition shall:</del></p> <ol style="list-style-type: none"> <li><del>(1) Be reviewed as part of the unit report; and</del></li> <li><del>(2) Submit an audit to the board as an appendix to their annual report. [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)</del></li> </ol>		
<p><b>§8-54-23 Recommendations for approval.</b> (a) Provisional review teams may make the following recommendations to the board:</p> <ol style="list-style-type: none"> <li>(1) Provisional approval;</li> <li>(2) Provisional approval with unit conditions and/or program areas for improvement; or</li> <li>(3) Deny approval.</li> </ol> <p>(b) Unit and program reports from continuing reviews conducted by national accrediting bodies will be submitted by the unit and programs and considered by the board for continuing seven (7) year state approval or for</p>	<p><del>§8-54-22</del><sup>3</sup> <b>Recommendations for provisional approval.</b> (a) <u>Provisional review teams may make the following recommendations to the board. The board may take the following actions for provisional approval :</u></p> <ol style="list-style-type: none"> <li>(1) Provisional approval <u>for up to three years;</u></li> <li>(2) Provisional approval <u>for up to three years with unit conditions and/or program areas for improvement; or</u></li> <li>(3) Deny approval. <u>The unit provider may appeal under the process detailed in §8-54-30.</u></li> </ol>		<p>To give the board the authority to review a provider/program during the mid-accreditation cycle in the event that the provider/program's performance raised any concerns</p>

<p>continuing state approval for the full term of their accreditation by an external accrediting body recognized by the Hawaii teacher standards board. [Eff 10/30/14; am 9/5/19] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to - 808)</p>	<p>(4) <u>During the provisional approval period, in the event of any violation of law or any other activity that will have a materially adverse effect on the provider's ability to fulfill its obligations to its students and/or the board, the board may take action on the provider's approval status, including but not limited to revocation of approval, suspension, and imposition of conditions. The <del>unit</del> provider may appeal an adverse decision under the process detailed in §8-54-30.</u></p> <p><u>(b) Unit and program Reports from continuing reviews conducted by national accrediting bodies will be submitted by the unit and programs provider and considered by the board for :</u></p> <p>(1) <u>continuing seven (7) year state approval, or</u></p> <p>(2) <u>continuing state approval for the full term of their accreditation by an external accrediting body recognized by the <del>Hawaii teacher standards board.</del></u> [Eff</p>		
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	10/30/14; am] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)		
<p><b>§8-54-24 Procedure for added field program.</b> (a) A unit or other organization may be approved to prepare licensed educators to add a field to an existing license.</p> <p>(b) The program will be initially reviewed under the provisional program review process.</p> <p>(c) If the review is part of a unit, subsequent reviews will be conducted at the time of continuing unit review.</p> <p>(d) If the program is not part of an educator preparation unit but is an organization whose main purpose is to train educators in the specialty area, the program will be reviewed by a state review team. This program may not be used for initial licensure. [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)</p>	<p><b>§8-54-24 Procedure for added field program.</b> (a) A <del>unit or other organization provider</del> may be approved to prepare licensed educators to add a field to an existing license.</p> <p>(b) The program will be initially reviewed under the provisional <del>program approval</del> review process.</p> <p>(c) If the <del>review program is part of a unit an approved provider</del>, subsequent reviews will be conducted at the time of continuing <del>unit state approval</del> review.</p> <p>(d) If the program is not part of an educator preparation <del>unit provider</del> but is an organization whose main purpose is to train educators in the specialty area, the program will be reviewed by a <del>state review team an organization approved by the board</del>.</p> <p>This program may not be used for initial licensure. [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-25 Board action following review.</b></p> <p>(a) The board may take the following actions for provisional unit and program review:</p>	<p><b>§8-54-2523 Board action following continuing state approval review.</b> (a) <del>The board may take the following actions for provisional unit and program review:</del></p>		Renumbering the sections so board actions are clustered together

<p>(1) Provisional approval for three (3) years or until the unit's next national or state review;</p> <p>(2) Provisional approval with unit conditions and/or program areas for improvement for up to three (3) years; or</p> <p>(3) Deny approval. The unit may appeal or reapply for approval under the process determined by the board.</p> <p>(b) The board may take the following actions for continued review:</p> <p>(1) Full approval for seven (7) years;</p> <p>(2) Approval with unit conditions and/or program areas for improvement for up to seven (7) years;</p> <p>(3) Probationary approval and designation as "at-risk" for up to two (2) years. The unit and programs must correct the conditions and areas for improvement within two (2) years. The unit may appeal under the process determined by the board;</p> <p>(4) Denied and designation as "low performing". The unit may appeal under the process determined by the board; or</p>	<p><del>(1) Provisional approval for three (3) years or until the unit's provider's next national or state review;</del></p> <p><del>(2) Provisional approval with unit conditions and/or program areas for improvement for up to three (3) years; or</del></p> <p><del>(3) Deny approval. The unit may appeal or reapply for approval under the process determined by the board.</del></p> <p><del>(b) The board may take the following actions for continued review</del> <u>continuing state approval:</u></p> <p>(1) Full approval for <u>up to</u> seven (7) years <u>or for the full term of accreditation granted by a board approved accrediting body;</u></p> <p>(2) Approval with <u>unit</u> <u>conditions and/or program</u> areas for improvement for up to seven (7) years <u>or for the full term of accreditation granted by a board approved accrediting body;</u></p> <p>(3) Probationary approval and designation as "at-risk" <u>based on criteria outlined in §8.54.28.</u> for up to two (2) years. The <u>unit and programs provider</u> must correct the conditions and areas for improvement within the</p>		<p>To clarify length of accreditation that are available for the board to grant in conjunction to the national accreditation timeframe</p> <p>To connect this rule with 8.54.28</p>
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<p>(5) Revoke approval. The unit may appeal under the process determined by the board. [Eff 10/30/14; am 9/5/19] (Auth: HRS §302A-805.5) (Imp: HRS §302A-801 to -808)</p>	<p><del>probationary period two (2) years.</del> The <del>unit provider</del> may appeal under the process <del>determined by the board</del> <u>detailed in §8-54-30;</u></p> <p>(4) Denied <del>and due to</del> designation as "low performing" <u>based on criteria outlined in §8.54.29.</u> The <del>unit provider</del> may appeal under the process <del>determined by the board</del> <u>detailed in §8-54-30;</u> or</p> <p>(5) <del>Revoke approval. The unit provider may appeal under the process determined by the board</del> <u>During the continuing state approval period, in the event of any violation of law or any other activity that will have a materially adverse effect on the provider's ability to fulfill its obligations to its students and/or the board, the board may take action on the provider's approval status, including but not limited to revocation of approval, suspension, and imposition of conditions. The unit provider may appeal an adverse decision under the process detailed in §8-54-30.</u></p> <p>[Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §302A-801 to -808)</p>		<p>To be consistent with term and to avoid limiting possible actions the board can take</p>
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<p><b>§8-54-26 Annual reporting by educator preparation programs.</b> (a) Educator preparation programs will submit an annual report on a specified form to include at a minimum the following:</p> <ul style="list-style-type: none"><li>(1) Current contact information for the unit;</li><li>(2) A list of all current traditional and alternative licensure programs offered by the unit;</li><li>(3) Substantive changes within the reporting year;</li><li>(4) Progress toward addressing any conditions or areas for improvement on their current approval; and</li><li>(5) Progress toward obtaining or continuing national accreditation.</li></ul> <p>(b) Hawaii educator preparation programs must submit a recommendation for licensure for program completers within six (6) weeks of program completion on a form specified by the board. Out of state preparation programs which work primarily with active military and military spouses may also report program completers on this form. [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)</p>	<p><b>§8-54-26 Annual reporting by educator preparation <del>programs</del> providers.</b> (a) Educator preparation <del>programs</del> providers will submit an annual report on a specified form to include at a minimum the following:</p> <ul style="list-style-type: none"><li>(1) Current contact information for the <del>unit</del> provider;</li><li>(2) A list of all current traditional and alternative licensure programs offered by the <del>unit</del> provider;</li><li>(3) Substantive changes within the reporting year; <del>as outlined in §8-54-27;</del></li><li>(4) Progress toward addressing any conditions or areas for improvement on their current approval; and</li><li>(5) Progress toward obtaining or continuing <del>national external</del> accreditation.</li></ul> <p>(b) Hawaii educator preparation <del>programs</del> providers must submit a recommendation for licensure for program completers within six (6) weeks of program completion on a form specified by the board. <del>Out of state preparation programs which work primarily with active military and military spouses may also report program completers on this form.</del></p>		<p><b>To relate to later section of progress modifications</b></p> <p><b>To give the board the authority to conduct annual audits of EPPs which is already in practice</b></p>
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	<p>(c) The providers shall be audited annually as directed by the board.</p> <p>[Eff 10/30/14] (Auth: HRS §302A-805.5)</p> <p>(Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-27 Modification of programs.</b></p> <p>(a) For minor modifications, the unit will describe the modifications in the annual report and include evidence that program quality is not affected.</p> <p>(b) For major modifications, the unit will submit a request to the board for implementation, including a description of the changes and evidence that standards will continue to be met.</p> <p>(c) For program elimination, the unit will submit information to the board in writing stating when the program will end, reasons for elimination, and assurances that current candidates will be able to complete the program. [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)</p>	<p><b>§8-54-27 Modification of programs.</b></p> <p>(a) For minor modifications, the <b>unit provider</b> will describe the modifications in the annual report and include evidence that program quality is not affected.</p> <p>(b) <b>For major modifications, which may include but are not limited to:</b></p> <p>(1) <b>Any change in the established mission or objectives of the program or provider;</b></p> <p>(2) <b>Any change in legal status, form of control, or ownership of the program or provider;</b></p> <p>(3) <b>Significant programmatic changes in content or method of delivery from the last accreditation review, including changes in degree or credential level;</b></p> <p>(4) <b>Closing a program or removal or discontinuation of a program;</b></p>		<p><b>To define what should be reported as substantive changes</b></p>

	<div><div>(5) <u>Entering into a collaborative academic arrangement that includes the initiation of a dual or joint academic program with another institution;</u></div><div>(6) <u>Acquiring, adding, merging with, or consolidating operations with another program; or</u></div><div>(7) <u>Adding an off-campus instructional site at which the program is conducting a teach-out for student of another institution.</u></div><div><del>t</del>The <u>unit-provider</u> will submit a request to the board <del>for</del> <u>prior to</u> implementation, including a description of the changes and evidence that standards will continue to be met.</div><div><u>(c)The board may act on the request(s) in accordance with criteria set in §§8.54.23-24.</u></div><div><del>(de)</del> For program elimination, the <del>unit-provider</del> will submit, <u>in writing the following, information</u> to the board <del>in writing</del> stating:<div><div>(1) <u>when the program will end;</u></div><div>(2) <u>reasons for elimination;</u></div><div>(3) <u>Submit a list to the board of all candidates remaining in the affected programs and the expected dates of completion; and</u></div></div></div></div> <div></div> <div><div>To confirm this rule with 8.54.23-24</div><div>To detail what information is needed when program closure in order to protect candidates in the program</div></div>
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	<p>(4) <u>assurances that there is a</u>  <u>teach-out plan in place with</u>  <u>respect to current</u>  <u>candidates to teach-out</u>  <u>through a State-approved</u>  <u>program.</u> [Eff  10/30/14] (Auth: HRS §302A-  805.5) (Imp: HRS §§302A-801  to -808)</p>		
<p><b>§8-54-28 At-risk educator preparation programs.</b> (a) A unit will be designated "at-risk" under the following conditions:</p> <p>(1) The unit receives continuing accreditation/approval for less than five (5) years based on their national/state review; or</p> <p>(2) The unit's summary pass rate on content examinations falls below eighty per cent (80%).</p> <p>(b) A program will be designated "at-risk" under the following conditions:</p> <p>(1) The program fails to correct conditions of its SPA approval within the timeline specified by the SPA;</p> <p>(2) The program receives an approval decision of "Recognition with Probation" on its SPA report;</p>	<p><b>§8-54-28 At-risk educator preparation <u>provider or</u> programs.</b> (a) A <u>unit provider or program</u> will be designated "at-risk" under the following conditions:</p> <p>(1) The <u>unit provider or program</u> receives continuing accreditation/approval for less than five (5) years based on their national/state review; or</p> <p>(2) The <u>unit provider's or program's</u> summary pass rate on content examinations falls below eighty per cent (80%).</p> <p>(3) <u>During a State-approval period, in the event of any violation of law or any other activity that will have a materially adverse effect on the provider's ability to fulfill its obligations to its students and/or the board, the board may take action on the provider's approval status and</u></p>		<p>To add "programs" back into the rules since at times a program might be at risk while the provider is doing okay overall</p> <p>To further define what at-risk is in addition to licensure test passing rate</p>

<p>(3) The program is given areas for improvement on its board approval and fails to correct the areas within the timeline specified by the board; or</p> <p>(4) The program's summary pass rate on content examinations falls below eighty per cent (80%) for a three (3) year average, if applicable.</p> <p>(c) Once a unit or program is designated as being "at-risk", the board will conduct periodic monitoring throughout the conditional period. [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)</p>	<p>designate the provider as "at-risk."</p> <p><del>(b) A program will be designated "at-risk" under the following conditions:</del></p> <p><del>(1) The program fails to correct conditions of its SPA approval within the timeline specified by the SPA;</del></p> <p><del>(2) The program receives an approval decision of "Recognition with Probation" on its SPA report;</del></p> <p><del>(3) The program is given areas for improvement on its board approval and fails to correct the areas within the timeline specified by the board; or</del></p> <p><del>(4) The program's summary pass rate on content examinations falls below eighty per cent (80%) for a three (3) year average, if applicable.</del></p> <p>(c) Once a unit-provider or program is designated as being "at-risk", the board will conduct periodic monitoring throughout the conditional period and may take action on the provider's or program's approval status as outlined in §8-54-24. [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)</p>		
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<p><b>§8-54-29 Low performing programs.</b> (a) A unit is designated "low performing" under the following conditions:</p> <p>(1) It receives continuing accreditation/approval for less than five (5) years based on their national/state review and fails to correct deficiencies and gain full approval within three (3) years;</p> <p>(2) It receives a national accreditation/state approval decision of "Denied" or "Revoked"; or</p> <p>(3) The unit's summary pass rate on content examinations falls below seventy per cent (70%).</p> <p>(b) A program is designated "low performing" under the following conditions:</p> <p>(1) It receives a continuing review decision of Not Nationally Recognized on its SPA review;</p> <p>(2) The program receives a status of Denied Approval on its HTSB review; or</p> <p>(3) The program's summary pass rate on content examinations falls below seventy per cent (70%) for a three (3) year average where applicable.</p>	<p><b>§8-54-29 Low performing providers or programs.</b> (a) A unit provider or program is designated "low performing" under the following conditions:</p> <p>(1) It <del>does not</del> receives full <del>continuing</del> accreditation/approval <del>for less than five (5) years</del> based on their national/state review and fails to correct deficiencies and gain full accreditation/approval within <del>three (3) years</del> the time frame <del>given by the board</del>;</p> <p>(2) It receives a national accreditation/state approval decision of "Denied" or "Revoked"; or</p> <p>(3) The <del>unit provider's or program's</del> summary pass rate on content examinations falls below seventy per cent (70%).</p> <p><b>(4) <u>During a State-approval period, in the event of any violation of law or any other activity that will have a materially adverse effect on the provider's ability to fulfill its obligations to its students and/or the board, the board may take action on the provider's approval status and</u></b></p>		<p>To add "programs" back into the rules since at times a program might be low performing while the provider is doing okay overall</p> <p>To clarify where the information should be posted.</p> <p>To further define what low performing is in addition to licensure test passing rate</p>

<p>(c) Once a unit or program is designated as being "low performing", the unit must:</p> <p>(1) Post its status on a website accessible to the public;</p> <p>(2) Not accept candidates seeking licensure into the unit/program affected;</p> <p>(3) Submit a list to the board of all candidates remaining in the affected unit/program and the expected dates of completion;</p> <p>(4) Counsel all affected candidates about choices for program completion both in the unit and transferring to other preparation programs; and</p> <p>(5) Submit evidence of progress toward meeting these conditions in their annual report to the board. [Eff 10/30/14] (Auth: HRS §302A 805.5) (Imp: HRS §§302A-801 to -808)</p>	<p>designate the provider as "low performing."</p> <p><del>(b) A program is designated "low performing" under the following conditions:</del></p> <p><del>(5) It receives a continuing review decision of Not Nationally Recognized on its SPA review;</del></p> <p><del>(6) The program receives a status of Denied Approval on its HTSB review; or</del></p> <p><del>(7) The program's summary pass rate on content examinations falls below seventy per cent (70%) for a three (3) year average where applicable.</del></p> <p><del>(e)</del> (b) Once a unit/provider or program is designated as being "low performing", the unit/provider must:</p> <p>(1) Post its status on <del>a the</del> program's webpage site accessible to the public;</p> <p>(2) Not accept candidates seeking licensure into the unit/programs affected;</p> <p>(3) Submit a list to the board of all candidates remaining in the affected unit/programs and the expected dates of completion;</p> <p>(4) Counsel all affected candidates about choices for</p>		<p>To clarify where the information should be posted</p>
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	<p>program completion <del>both in the</del> <del>unit</del> and transferring to other preparation programs; and (5) Submit evidence of progress toward meeting <del>these the</del> <del>forgoing</del> conditions in their annual report to the board. [Eff 10/30/14] (Auth: HRS §302A 805.5) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-30 Appeals.</b> (a) Any Hawaii educator preparation program that receives an adverse decision may appeal that decision. An adverse decision includes:</p> <p>(1) The denial of an application for state approval of a unit or program;</p> <p>(2) The conditional approval of a unit or program;</p> <p>(3) The designation of "at-risk" or "low performing" status; or</p> <p>(4) The denial or revocation of approval of a unit or program.</p> <p>(5) (b) An appeal must be based on the following grounds:</p> <p>(1) National or state standards were disregarded;</p> <p>(2) Stated procedures were not followed;</p> <p>(3) Evidence favorable to the unit or program provided to the</p>	<p><b>§8-54-30 Appeals.</b> (a) Any Hawaii educator preparation <del>program provider</del> that receives an adverse decision may appeal that decision. An adverse decision includes:</p> <p>(1) The denial of <del>a letter of</del> <del>application intent or</del> <del>subsequent report</del> for state approval of a <del>unit or program</del> <del>provider or program;</del></p> <p>(2) The conditional approval of a <del>unit or program provider</del> <del>or program;</del></p> <p>(3) The designation of "at-risk" or "low performing" status; or</p> <p>(4) The denial or revocation of approval of a <del>unit or program</del> <del>provider or program.</del></p> <p>(b) An appeal must be based on the following grounds:</p> <p>(1) National or state standards were disregarded;</p>		

<p>review team was not considered; or</p> <p>(4) Evidence favorable to the unit or program provided to the board was not considered.</p> <p>(c) An appeal will be heard by an administrative hearing officer who will make a recommendation to the board to either:</p> <p>(1) Uphold the approval decision;</p> <p>(2) Conduct a second board review of the original team findings; or</p> <p>(3) Assign a new review team to review the unit or program to make another recommendation to the board. [Eff 10/30/14] (Auth: HRS §302A- 805.5) (Imp: HRS §§302A-801 to -808)</p>	<p>(2) Stated procedures were not followed;</p> <p>(3) Evidence favorable to the <del>unit or program provider or</del> <del>program provided</del> submitted to the review team was not considered; or</p> <p>(4) Evidence favorable to the <del>unit or program provider or</del> <del>program provided</del> submitted to the board was not considered.</p> <p>(c) An appeal will be heard by an administrative hearing officer who will make a recommendation to the board to either:</p> <p>(1) <del>Uphold the approval</del> <del>Affirm</del> <del>the board's original</del> decision;</p> <p>(2) Conduct a second board review of the original team findings; or</p> <p>(3) Assign a new review team to review the <del>unit-provider</del> or program to make another recommendation to the board. [Eff 10/30/14] (Auth: HRS §302A- 805.5) (Imp: HRS §§302A-801 to -808)</p>		
<p><b>§8-54-31 Reference materials for units and programs.</b> The board shall maintain an electronic repository of guidance materials for prospective and approved units. Reports from unit and program reviews and board approval will be</p>	<p><b>§8-54-31 Reference materials for units and programs.</b> The board shall maintain an electronic repository of guidance materials for prospective and approved units. Reports from <del>unit and program</del> <del>provider</del> reviews and board approval</p>		

posted electronically on the board's website. [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)	will be posted electronically on the board's website. [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)		
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**TITLE: State Approval of Teach Away's Educator Preparation Unit and Programs**

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The Hawaii Teacher Standards Board grants continuing state approval for Teach Away's Educator Preparation Program unit and programs effective October 8, 2021-December 31, 2028. This approval is based on Teach Away's accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP). The Decision Letter and Action Report are attached.

Candidates may be recommended for licensure in the following fields:

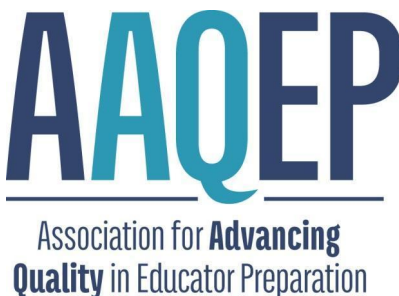
Non-degree Programs Leading to a Hawaii Teaching License	
•	Secondary English (6-12)
•	Secondary Math (6-12)
•	Secondary Science (6-12)
•	TESOL (K-12)

The unit must submit an annual report to the HTSB.

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

**Submitted by:** Branden Kawazoe

**Referred to:** Teacher Education Committee



October 27, 2021

Rene Frey, President  
Teach Away

Dear President Frey:

This letter serves as formal notification of action taken regarding the Teach Away Teacher Certification Program in Hawaii by the Accreditation Commission of the Association for Advancing Quality in Educator Preparation at its meeting on October 8, 2021.

**Action:** Based on examination of the case record, including the Quality Assurance Report and the Quality Review Team Report, the AAQEP Accreditation Commission awards **accreditation for a full term of 7 years** to the Teach Away Teacher Certification Program in Hawaii.

This action is effective immediately and remains **in effect through December 31, 2028**, or until Teach Away ceases to be a member in good standing of AAQEP, whichever is earlier. Annual Reports are due by December 31 of each year, with the first report being due December 31, 2022. In addition, please refer to our [substantive change policy](#) for guidance on program changes that must be reported.

Congratulations!

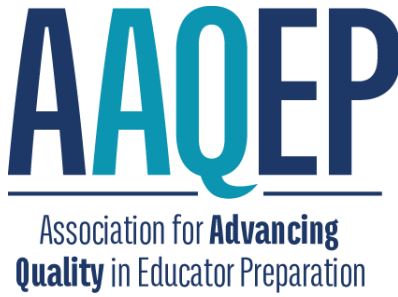
A handwritten signature in black ink, reading "Mark LaCelle-Peterson".

Mark LaCelle-Peterson, Ed.D.  
President and CEO

cc: Irma Berardi, Senior Manager  
Autumn Talebi, Teacher Preparation Coordinator Hawai'i  
Nikki Wishard, Online Mentor  
Katie Smith, Learning Experience Design Manager  
Felicia Villalobos, Hawaii Teacher Standards Board

***AAQEP – Always improving together***

P.O. Box 7511  
Fairfax Station, VA 22039-9998



## ACCREDITATION ACTION REPORT

*An official record of actions taken by the AAQEP Accreditation Commission*

**Teach Away**  
**Honolulu, HI**  
**October 2021**

### ACTION

Based on examination of the case record, including the Quality Assurance Report and the Quality Review Team Report, the AAQEP Accreditation Commission makes the following determination regarding the Teach Away Teacher Certification Program in Hawaii:

X	<b>ACCREDIT</b> - The Accreditation Commission finds that the provider/program meets all AAQEP standards and is accredited for a full term of seven years.
	<b>ACCREDIT WITH NOTE</b> - The Accreditation Commission finds that the AAQEP standards are met to accredit with the concerns and/or conditions specified below.
	<b>PROBATIONARY ACCREDITATION</b> - The Accreditation Commission finds that the AAQEP standards are met but that, for reasons specified below, risk failing to be met.
	<b>DO NOT ACCREDIT</b> - The Accreditation Commission finds that the provider/program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.

### PROGRAM SPECIFICATION

Four alternative licensure programs authorized by the Hawaii Teacher Standards Board are included in this accreditation action:

Non-degree Programs Leading to a Hawaii Teaching License
<ul style="list-style-type: none"><li>• Secondary English (6-12)</li><li>• Secondary Math (6-12)</li><li>• Secondary Science (6-12)</li><li>• TESOL (K-12)</li></ul>

## TERM

The accreditation term takes effect immediately and lasts through **December 31, 2028**, or until Teach Away ceases to be a member in good standing of AAQEP, whichever is earlier. Annual Reports are due by December 31 of each year, with the first report being due December 31, 2022. In addition, please refer to AAQEP's [substantive change policy](#) for guidance on program changes that must be reported.

## RATIONALE

The Commission evaluated the program's evidence for each AAQEP standard and determined that all four standards are met. Completers of the program are prepared to work effectively as professional educators and are able to adapt to different contexts and to grow professionally. The program has the capacity to analyze and provide evidence for sustained actions and revisions on behalf of candidates, and it engages with stakeholders and partners to strengthen the P-20 education system in Hawaii.

The program has systems and processes in place that demonstrate engagement across stakeholder groups. Program practices that address teacher shortages in the state of Hawaii have a solid foundation that will allow the program to scale up as more candidates enter and complete the program.

## STANDARDS REPORT

Standard	Met	Not Met
<b>1. Candidate/Completer Performance</b> - Program completers perform as professional educators with the capacity to support success for all students.	X	
<b>2. Completer Professional Competence and Growth</b> - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
<b>3. Quality Program Practices</b> - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
<b>4. Program Engagement in System Improvement</b> - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	X	

## CONCERNS AND CONDITIONS

*Concerns* are minor problems or shortcomings related to one or more aspects of a standard and must be addressed in the provider's next annual report(s). *Conditions* are more significant problems that undermine one or more of the standards and may result in a shorter accreditation term or require resolution before accreditation takes effect.

Standard	Concern or condition	Remedy and timeline
	None	

*NOTE: Accreditation actions are based on examination of the case record, including the provider's Quality Assurance Report (self-study) and the Quality Review Team Report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.*



**TITLE: Consideration of The University of Hawaii at Manoa's Letter of Intent to Plan an Online Learning and Teaching Added Field Program**

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The Hawaii Teacher Standards Board accepts the Letter of Intent from The University of Hawaii at Manoa College of Education to plan a new program in Online Learning and Teaching.

The program's plan will address an added field only program for licensure in the following field:

- Online Teaching K-12

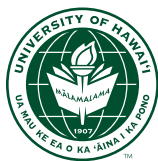
UH Manoa's letter of Intent, College of Education Organizational Chart, and Program Organization and Justification are attached.

The HTSB Executive Director or designee will work with the program to complete a review. A report for the review must be submitted within two (2) years of acceptance of the Letter of Intent, and the review must be conducted within three (3) months of submission of the report to HTSB staff.

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

**Submitted by**      Branden Kawazoe

**Referred to:**      Teacher Education Committee



UNIVERSITY  
of HAWAI'I®  
MĀNOA

October 13, 2021

Felicia Villalobos  
Hawai'i Teachers Standards 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 Teachers Standards Board approve the Letter of Intent to plan a program to add the field of Online Teaching to an existing teacher license – a graduate Certificate in Online Learning & Teaching (COLT).

Should you have any questions, please contact Amelia Jenkins, Interim Associate Dean for Academic Affairs, at 956-4278/7704 or by email at [amelia@hawaii.edu](mailto:amelia@hawaii.edu).

Sincerely,

A handwritten signature in black ink that reads "Amelia Jenkins". The script is cursive and fluid.

Amelia Jenkins  
Interim Associate Dean for Academic Affairs

Attachments:

1. COLT Letter of Intent
2. COE Organizational Chart
3. 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	1776 University Ave., Everly Hall, Deans Office
URL	<a href="https://coe.hawaii.edu/">https://coe.hawaii.edu/</a>

EPP administrator

Name	Nathan Murata
Title	Dean
Email address	<a href="mailto:nmurata@hawaii.edu">nmurata@hawaii.edu</a>
Telephone number	808-956-7704
National Accreditation Body and Dates of Accreditation (If Applicable)	Type text here

SATEP Administrator, if different from EPP Administrator

Name	Amelia Jenkins
Title	Associate Dean
Email address	<a href="mailto:amelia@hawaii.edu">amelia@hawaii.edu</a>
Telephone number	808-956-7704

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

Name of Program	License Field(s)	License Level(s)	Projected Implementation Date
Certificate in Online Learning and Teaching	Online Teaching	K-12	1/1/2022

Ex. Master's of Education                      STEM                      6-12, 6-8                      7/1/2018




## 2. PROGRAM ORGANIZATION AND JUSTIFICATION

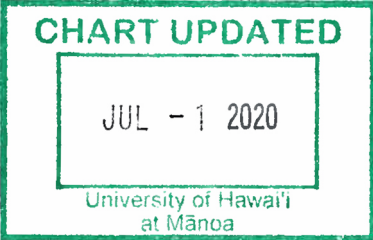
If this is a new program, attach an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.

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

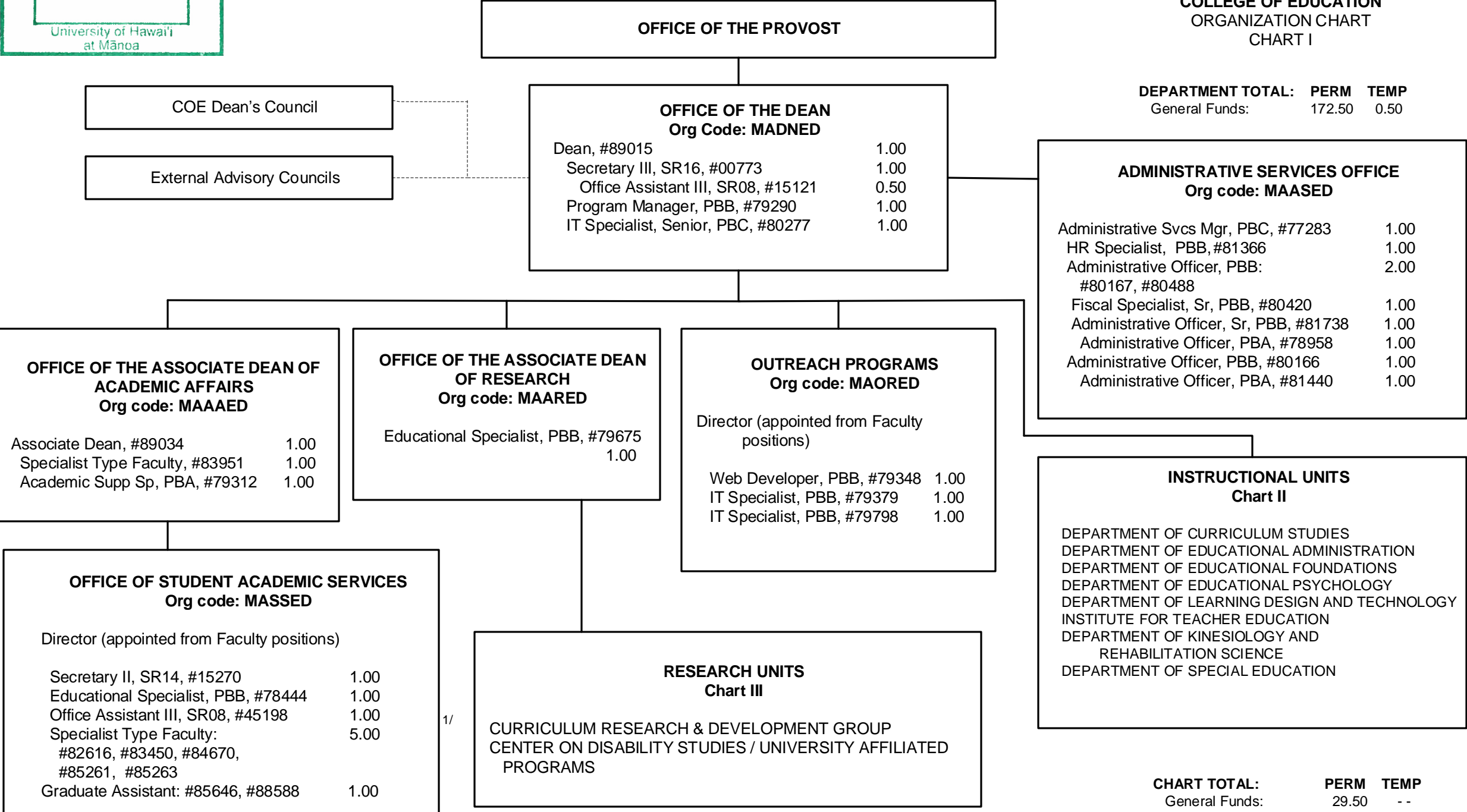
See attached

## 3. SIGNATURES

Administrators	Enter Title and Typed Name	Signature	Date
EPP Head	Nathan Murata, Dean		10-13-2021
Program Head	Michael Menchaca, Chair		10/6/21
Program Contact	Grace Lin, Associate Professor		10/6/21



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

STATE OF HAWAI'I  
UNIVERSITY OF HAWAI'I  
UNIVERSITY OF HAWAI'I AT MANOA  
OFFICE OF THE PROVOST  
**COLLEGE OF EDUCATION**  
  
FUNCTIONAL STATEMENT

**OFFICE OF THE DEAN – Org Code: MADNED**

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

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

Advisory Groups to the Dean:

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

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

**ADMINISTRATIVE SERVICES OFFICE – Org code: MAASED**

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

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

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

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

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

**Office of Student Academic Services – Org code: MASSED**

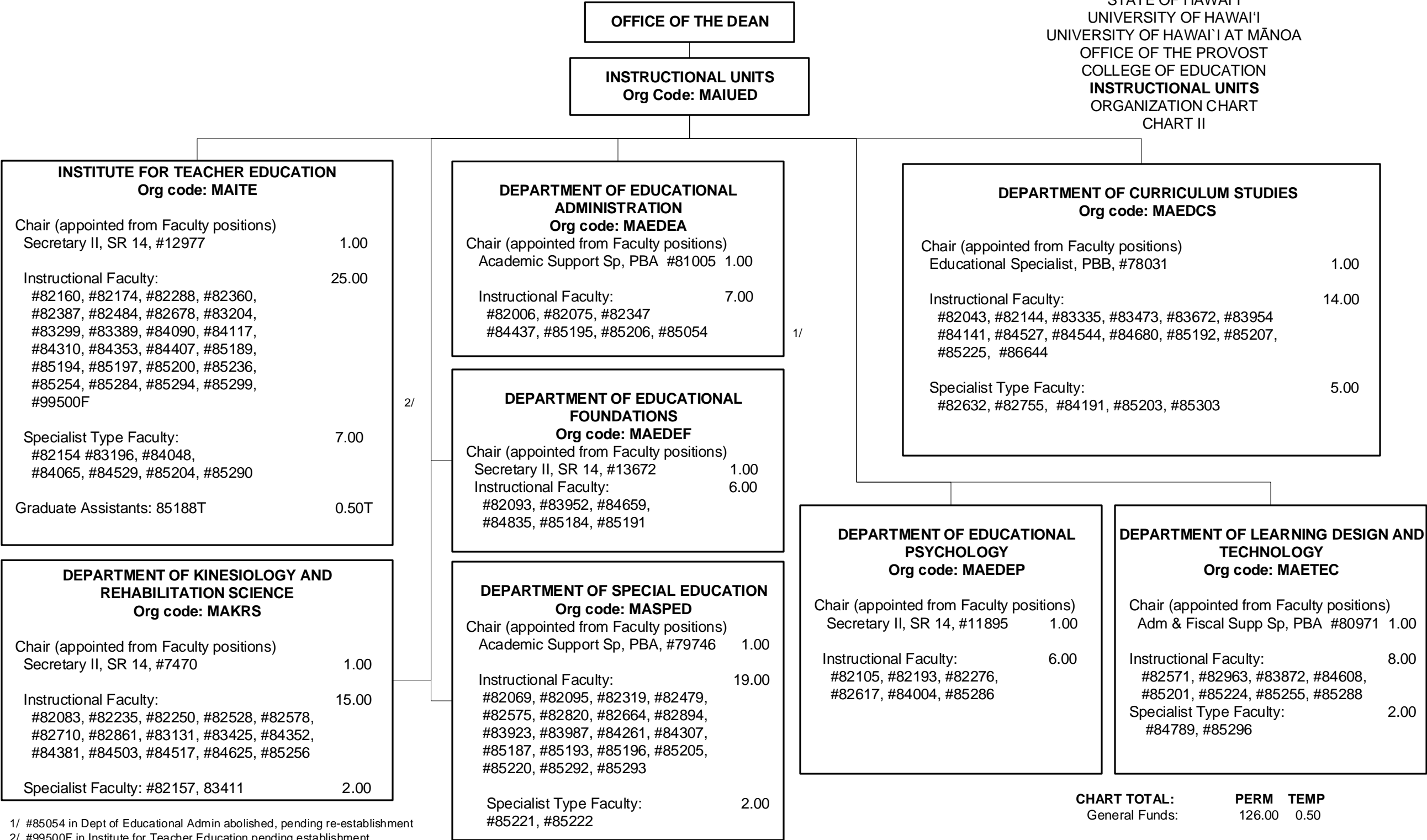
Under the guidelines of the Associate Dean for Academic Affairs:

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

**OUTREACH PROGRAMS – Org code: MAORED**

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

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





STATE OF 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.

**Institute for 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**

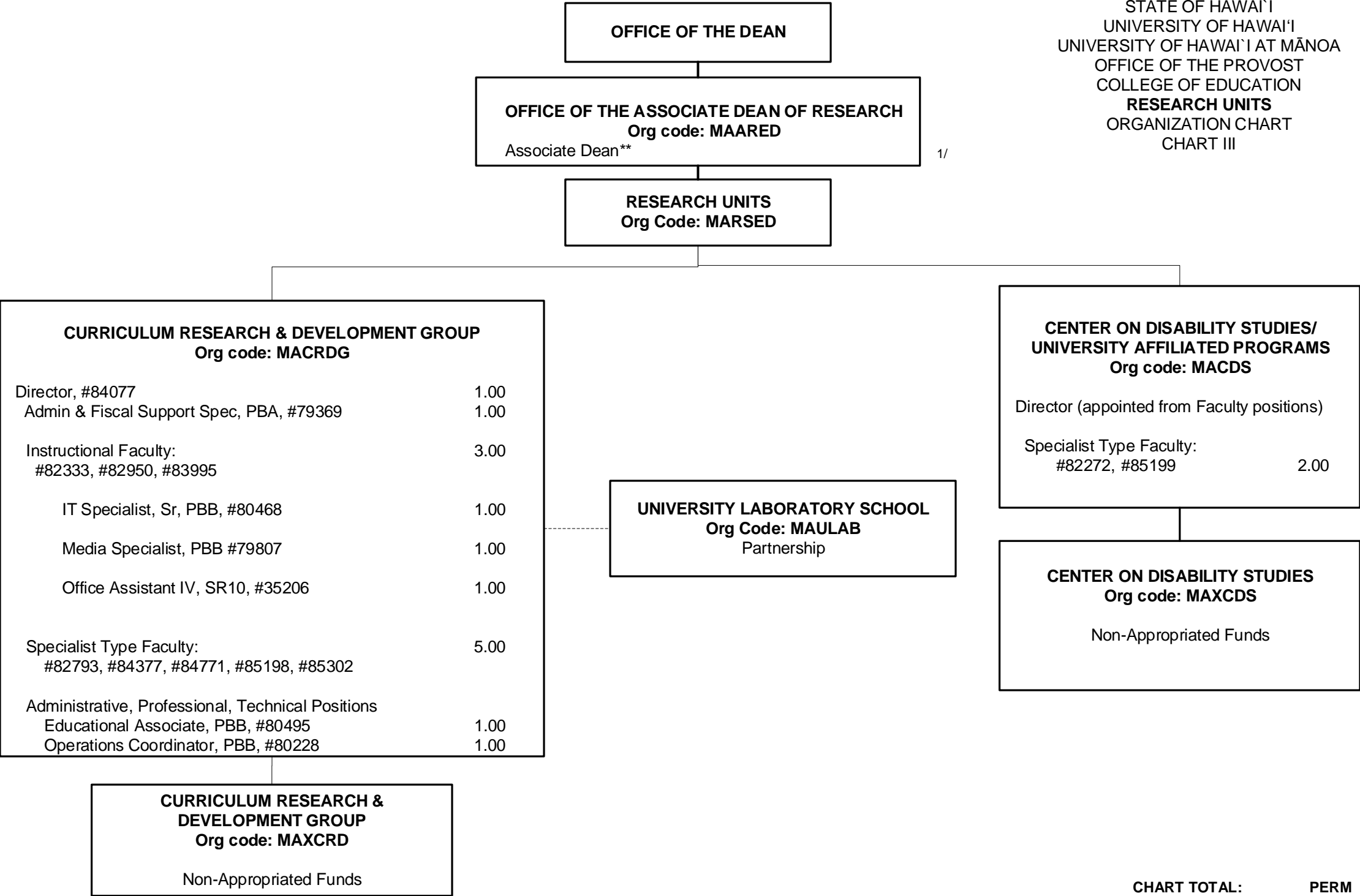
Provides undergraduate- and graduate-level programs to provide identification, assessment, and intervention strategies for persons with disabilities as follows:

- 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.



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  
**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.

# 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.*

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

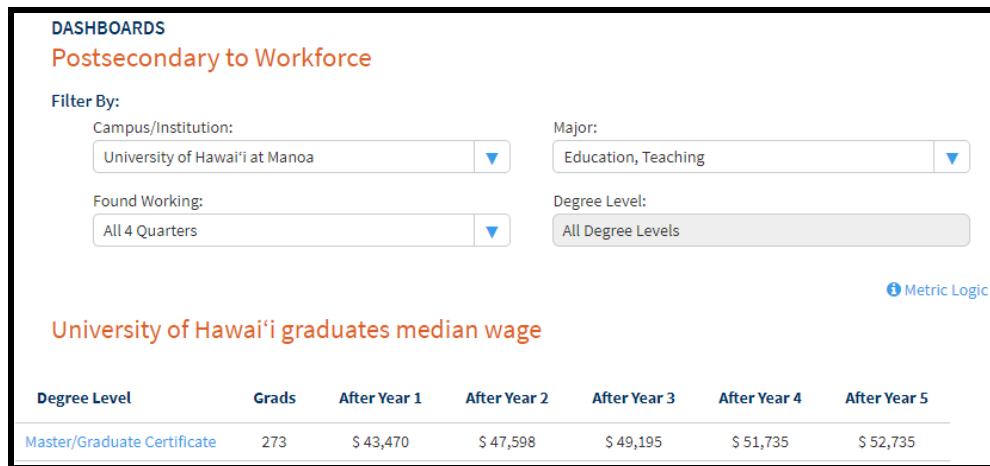
Online teaching, unlike other certifications, is not a distinct subject area and is not tracked by [DOE employment reports](#), making market assessment difficult. However, the Hawaii Department of Education (HIDOE) routinely offers “standards-based, online classes for Hawaii’s students enrolled in any HIDOE public school through [E-School](#). Instructor qualifications require completion of the Online Teaching Level 1 ([PDE3 #CT186400](#)) or Connect! (PDE3 #CT178661) course **AND** the Online Teaching Level 2 ([PDE3 #PD186458](#)) course. These HIDOE Professional Development courses “can be used to apply for the Online Teacher certification with the Hawaii Teacher Standards Board”. However, we are unaware of a Hawai‘i SATEP offering a program of study for adding the Online Teaching field. As such, we believe that this program will fill an unmet need - an avenue to add this field through credit-bearing coursework, potentially as part of an advanced degree program.

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

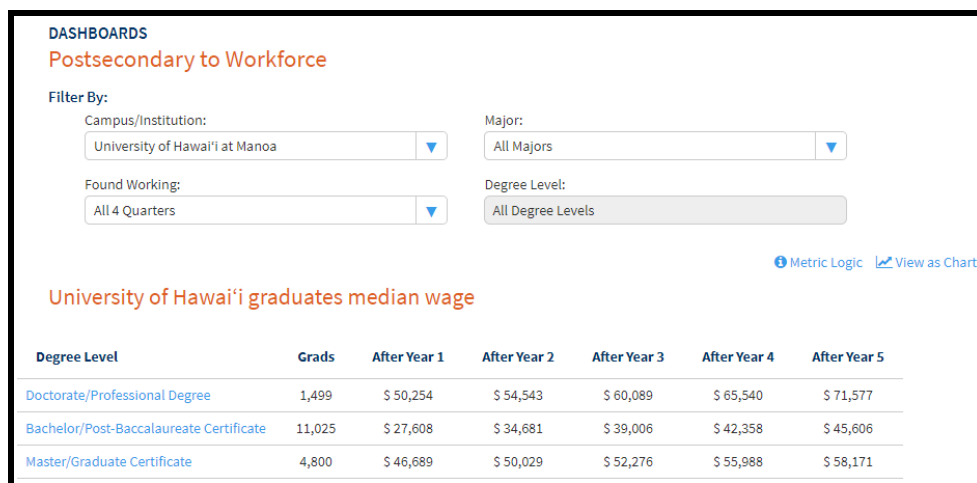
HIDOE [2021-2022 Guidelines for Reclassification of Teachers](#) state that “All academic credits earned through a university/college shall be applicable toward reclassification”. Fifteen academic credits, as approved by a teacher’s principal, could be used toward reclassification and any associated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

Hawai‘i Data Exchange Partnership’s [Postsecondary to Workforce dashboard](#) seems to support the likelihood of increased wages for graduates of the proposed program. Of existing programs, the Master of Education in Teaching is a close match, in that graduates are licensed and hold

additional credits for reclassification. The data below shows that such graduates earn higher wages than bachelors or post-baccalaureate certificate holders.



Median wages, filtered to M.EdT graduates



Median wages, all majors, by degree type

**TITLE: Consideration of Teach Away's Hawaii Teacher Education Program  
Letter of Intent to Plan New Programs in Special Education Mild/Moderate,  
Early Childhood Education, and Elementary Education**

---

The Hawaii Teacher Standards Board accepts the Letter of Intent from Teach Away's Hawaii Teacher Preparation Program to plan new programs in Special Education Mild/Moderate, Elementary Education, and Early Childhood Education.

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

- Special Education Mild/Moderate K-12
- Elementary Education K-6
- Early Childhood Education PK-3

Teach Away's Letter of Intent is attached

The HTSB Executive Director or designee will work with the program to complete a review. A report for the review must be submitted within two (2) years of acceptance of the Letter of Intent and the review must be conducted within three (3) 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





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	Teach Away Inc.
Address	2927 Lakeshore Blvd West Suite #343 Toronto ON M8V 1J3 Canada
URL	<a href="https://www.teachaway.com/courses/hawaii-teacher-certification">https://www.teachaway.com/courses/hawaii-teacher-certification</a>

#### EPP administrator

Name	Rene Frey
Title	President
Email address	rene@teachaway.com
Telephone number	(647) 244-5829
National Accreditation Body and Dates of Accreditation (If Applicable)	AAQEP 7-year accreditation granted on 10/8/2021

#### SATEP Administrator, if different from EPP Administrator

Name	Irma Berardi
Title	Senior Manager, TCP

Email address	irma@teachaway.com
Telephone number	(808)439-6727

REV 4/14/2021

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

Name of Program	License Field(s)	License Level(s)	Projected Implementation Date
Teach AwayTeacher Certification Program (TCP)	SPED Mild/Moderate	K-12	
	Early Childhood Education	PreK-3	
	Elementary	K-6	

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 complete employment outlook and any other contexts that shape the program.

Teach Away's Teacher Certification Program (TCP) was developed with a programmatic goal - to prepare globally competent teachers for a world they're needed in. TCP is a flexible learning experience that includes an online core pedagogical curriculum with content-specific modules, a required Hawaiian History, Culture, and Language module, tailored field experiences, and an intensive clinical placement.

Teach Away has proven our ability to both drive interest in teaching in Hawai'i and in building a network of stakeholders and schools in the state to facilitate collaborative long-term partnerships. Our current partnership with the Hawaii State Department of Education to provide state-wide recruitment services was recently renewed for another year to December 2022 and so far we have successfully hired and placed over 70 teachers in Hawai'i in 2019. This will continue to assist the current hiring challenges faced by Hawai'i with our network of licensed teachers willing to meaningfully impact shortages.

Thus far, we have been able to provide teacher licensure pathways in the shortage areas of Secondary English, Secondary Math, Secondary Science and K-12 TESOL. To date, our Teacher Certification Program has licensed 32 teachers with another 60 currently enrolled and looking to become licensed in the state of Hawai'i. In order to ensure certified educators have the opportunity to continue their lifelong learning, Teach Away has developed a pathway to a Master's of Education program with Chaminade University, which will allow them to complete 12 credits towards their Master's by successfully being certified by our program. On October 8, Teach Away was granted a 7-year accreditation from AAQEP, providing additional support for the quality of our program and our candidates. This was largely based on the positive outcomes, commitment to improvement and innovative model of our program in Hawai'i.

Since launching our program, we have generated great interest in the certification areas of Elementary (K-6), Early Childhood Education (P-3) and Special Education (K-12), and once approved, we will be able to fill the gap accordingly by enrolling and licensing teachers in these essential and high-need areas.

The state is experiencing teacher shortages in rural communities for which it is harder to recruit and retain talent. Teach Away attracts passionate educators who are relocation-ready and adventure seeking. These traits, paired with the invaluable experience teaching ESL that many of our educators have, creates a funnel of potential teacher candidates who are set for success in remote and isolated regions in the state.

### **Early Childhood**

The 2019 legislative session approved support that enabled 10 more Pre-Kindergarten classrooms to open in fall 2020. Though this original goal was impacted by budget cuts related to the pandemic, 7 additional positions (to support 7 new classrooms) were created, with ambitious goals to continue increasing access for students. As the state of Hawai'i continues to expand the support of the Pre-K-3 system there is an increased need for highly capable educators to support students. Teach Away is engaged in training educators in key areas of need in Hawai'i. Teach Away's continued work in Hawai'i aims to support the P-20 system to support the needs for highly qualified educators in early childhood.

The State plan for early learning has identified a well-prepared, well-supported workforce as a key strategic pillar with a key strategy of accessible career entry and advancement pathways. Teach Away hopes to support a well-prepared workforce through a high quality Early Childhood Education program. Teach Away has significant reach into educators that are interested in ECE teaching positions. Our program provides an alternative and accessible pathway for committed educators looking to become more highly qualified.

### **Elementary**

The state of Hawai'i has many rural and hard-to-staff locations. Expanding the Teach Away offering in the state to Elementary will deepen the pool of qualified teacher


candidates, many of whom already have experience teaching in hard-to-staff locations. Teach Away's Elementary program will provide an additional avenue for prospective and experienced teachers to enter the teacher workforce in Hawai'i. We are confident that with our track record of selecting highly competitive, highly qualified teachers in Secondary that we can help to enhance the pool of Elementary teachers as well. Teach Away already operates a successful Elementary program in the state of Arizona, and has a track record with that program of graduating committed and experienced completers.

### **Special Education**

As an active participant in the P-20 education system in Hawaii, we hope to support in an area of high need through Special Education licensure. The Hawai'i State Teacher Association labels the lack of special educators a "crisis" in Hawai'i and Hawaii has introduced additional benefits to teachers due to the shortage. With our pipeline of interested teachers, Teach Away has the opportunity to contribute a cadre of highly qualified special education teachers in Hawai'i.

The 2017-8 Superintendent's Special Education task force declared the intention to "expand partnerships to support licensing and certification of special education teachers" as a key lever to sustain improvement in statewide special education. Teach Away has significant reach into educators that are interested in special education teaching positions. As an alternative route, we hope to bring new educators to Special Education in Hawai'i, as well as, provide new affordable pathways to those looking to become prepared as a Special Education educator.

### **3. SIGNATURES**

	Enter Title and Typed Name	Signature	Date
EPP Head	Rene Frey, President		Oct 25, 2021
Program Head	Irma Berardi, Senior Manager	<i>Irma A. Berardi</i>	Oct 25, 2021
Program Contact	Rene and Irma 647-244-5829	<a href="mailto:rene@teachaway.com">rene@teachaway.com</a> <a href="mailto:irma@teachaway.com">irma@teachaway.com</a>	Oct 25, 2021

**TITLE: Consideration of Recommendations from HTSB's 2021 Annual Educator Preparation Provider Completer Audit**

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The Hawaii Teacher Standards Board licensing staff conducted the 2021 annual Educator Preparation Provider (EPP) program completer audit between October 1 and October 21, 2021. The following are the audit results for each EPP.

At each audit, the following was reviewed from a random sample of Hawaii program completers reported between July 1, 2020 – June 30, 2021:

- Basic skills verification completed prior to program entry
- Content knowledge verification completed before student teaching or in accordance with NBI 19-42 Rev
- 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
- Teach for America
- University of Hawaii at Hilo
- University of Hawaii at Manoa
- University of Hawaii at West Oahu
- University of Phoenix

**The following Hawaii Educator Preparation Provider did not meet all audit criteria:**

- Moreland University (TEACH-NOW) Hawaii:
  - Violation of New Business Item 09-30, adopted December 17, 2009, and reaffirmed on 3/2/2012, which states that candidates must pass the content test(s) required by the state for licensure prior to being recommended by their SATEP to HTSB for licensure.

- Moreland did not verify that two of the audited completers, holding a license, passed the appropriate Praxis exam(s)
- Violation of New Business Item 12-29, adopted March 15, 2013, revised on January 15, 2016, which identifies the options for verifying content knowledge.
- Moreland did not use the available options to verify content knowledge for two of their audited completers

The Moreland's (TEACH NOW) in-state Hawaii Educator Preparation Program audit found the following:

- Moreland's (TEACH NOW) in-state Hawaii Educator Preparation Program had two audited completers that did not complete their content knowledge requirements prior to being recommended for licensure.
- Moreland's (TEACH NOW) in-state Hawaii Educator Preparation Program was unable to provide documentation to HTSB verifying how these two completers met any of the options for HTSB content knowledge requirements.
- Two Moreland completers were issued a teaching license from HTSB based on Moreland's (TEACH NOW) in-state Hawaii Educator Preparation Program's recommendation.

**The HTSB affirms the following recommendation based on the audit:**

1. Hawaii Educator Preparation Providers meeting all audit requirements are commended.
2. HTSB will audit all Moreland (TEACH-NOW) Hawaii program completers since their provisional approval on November 15, 2019. This audit will be conducted to verify that each recommended completer was recommended for licensure meeting all HTSB requirements.
3. An update on HTSB's comprehensive audit on Moreland's (TEACH NOW) in-state Hawaii Educator Preparation Program recommended completers will be reported to the board at its next board meeting

It is to be noted that Moreland (TEACH NOW) sent a letter to HTSB on October 19, 2021, eliminating their in-state Hawaii Educator Preparation Program, effective immediately.

**Submitted by** Branden Kawazoe

**Referred to** Teacher Education Committee

**TITLE: Recommendations for Additional Clinical Experience Options**

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The Hawaii Teacher Standards Board approves the following recommendations for clinical experience based on the Clinical Experience Work Group convened by the Board in 2011-2012:

- A Hawai'i State Approved Teacher Education Program (SATEP) may implement policies to provide candidates with multiple ways to demonstrate proficiency in clinical experience prior to program completion and recommendation for licensure, following one of the options below.
- The below options are specific to meeting student teaching, internship, or residency requirements and not to satisfy the coursework/content requirements of a SATEP.
- The SATEP will be responsible for reporting all other SATEP completer requirements as defined by board policy and Hawaii Administrative Rules (HAR).
- The SATEP would determine the options it wishes to provide, monitor the process, and maintain records related to the assessment of performance.
- These options may be used in either traditional or alternative SATEP.
- The SATEP is responsible for ensuring that any options implemented meet accrediting standards.

The options for demonstrating proficiency in clinical experience include:

Option A. A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship, or residency. This option is already in use by SATEP.

Option B. Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the SATEP. Work experience is defined as contracted employment as the teacher of record in a public or private P-12 school setting in Hawaii or another U.S. state, in the license field and level required to grant a Hawaii license or permit. This option may be implemented by the SATEP effective immediately.

Option C. Passing an HTSB approved performance assessment

normed for Hawaii in combination with any other requirements determined by the SATEP. The SATEP may require some teaching experience with this option if they so desire.

**Submitted by:** Branden Kawazoe

**Referred to:** Teacher Education Committee



**New Business Item 12-27Rev**

Introduced March 15, 2013

Approved March 15, 2013

Reintroduced November 19, 2021

Approved November 19, 2021

**TITLE: Regarding Student Teaching Policy in Hawaii P-12 Teacher Education Programs**

---

The Hawaii Teacher Standards Board approves the following requirements for all teacher candidates enrolled in Hawai'i State Approved Teacher Education Programs (SATEP):

Candidates shall complete supervised clinical experience in student teaching, internship, or residency in a Hawaii public, charter, or private school at the appropriate grade level(s) and in the subjects or school roles (e.g., school counselor, school librarian) for which they are seeking a license.

Candidates who enter a program which leads to a K-12 or P-12 license must have separate student teaching experience at every level for which they will be recommended for licensure, including:

- Early Childhood PK-3;
- Elementary K-6;
- Secondary 6-12.

This NBI will not impact or take the place of NBI 20-16 regarding active military spouses, or registered domestic partners.

**Submitted by:** Branden Kawazoe

**Referred to:** Teacher Education Committee

**New Business Item 12-29Rev**

Introduced March 15, 2013

Approved March 15, 2013

Revised January 15, 2016

Approved January 15, 2016

Reintroduced April 7, 2017

Approved April 7, 2017

Reintroduced November 19, 2021

Approved November 19, 2021

**TITLE: Hawaii Educator Preparation Programs Verification of Basic Skills and Content Knowledge for Licensure**

---

Effective immediately, the Hawaii Teacher Standards Board approves the following options for all in-state Hawaii Educator Preparation Programs (EPPs) to verify basic skills and content knowledge for licensure:

**Basic skills**

Basic Skills may be verified by one **or more** of the following options:

- Bachelor's degree awarded by an accredited institution of higher education;
- Passing scores on basic skills licensure test adopted by the Board in Reading, Writing, and Mathematics; or
- Qualifying scores on SAT or ACT Reading, Writing, and Mathematics sections:

<b>SAT</b>		<b>SAT Section Score on Test Taken Prior to March 2016</b>	<b>SAT Section Score/Test Score on Test Taken March 2016 or After</b>
	Mathematics	560	580
	Reading	530	
	Writing	NA	520
	Evidence-Based Reading and Writing	NA	540

<b>ACT</b>		<b>Current ACT Scores</b>	<b>New Score for Writing</b>
	Mathematics	19	
	Reading	18	
	Writing	NA	6
	OR, Reading/Writing	NA	22

## **Content Knowledge:**

Content knowledge may be verified by one **or more** of the following options:

Passing score on licensure test adopted by the Board in the content field; or

- National Board for Professional Teaching Standards certification in the content field; or
- Content major consisting of a minimum of thirty (30) semester hours in the content field for a bachelor's degree awarded by an accredited institution of higher education; or
- A minimum of thirty (30) semester hours in the content field from an accredited institution of higher education, at least fifteen (15) of which must be upper-division level; or
- A master's, specialist, or doctoral degree in the license field awarded by an accredited institution of higher education;
- For Elementary Education K-6 licensure, a total of thirty-six (36) semester hours, including nine (9) semester hours **in each** of the following four core content areas:
  - language arts,
  - mathematics,
  - science, and
  - social studies.

At least three (3) semester hours **in each** of the core content areas must be upper-division level.

Hawaii teacher, school counselor, and school librarian programs may use all of these options for entry and student teaching requirements.

All Hawaii EPPs are required to verify that their candidates meet basic skills and content knowledge requirements prior to being recommended for licensure.

**Submitted by:** Branden Kawazoe

**Referred to:** Teacher Standards Committee

**New Business Item 08-58**

Approved March 16, 2009

Rescind November 19, 2021

Approved November 19, 2021

**TITLE: The HTSB Rescinds: NBI 08-58 Content Requirements for State  
Approved Teacher Education Secondary Programs**

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The Hawaii Teacher Standards Board rescinds NBI 08-58 Content Requirements for State Approved Education Secondary Programs approved on March 16, 2009 (see attached).

The rescinded NBI will not impact teacher candidates currently enrolled in a SATEP using this option. SATEPs with teacher candidates currently using this option will notify HTSB by the end of December 2021 with the following information:

- Name of teacher candidate(s),
- SATEP start date and projected completion date, and
- License field(s) and level(s) for which they will be recommended

Once this NBI has been rescinded by the board, SATEPs will no longer be allowed to use this option to recommend teacher candidates for licensure in Hawaii.

**Submitted by:** Branden Kawazoe

**Referred to:** Teacher Standards Committee

**New Business Item 08-58**

Approved March 16, 2009

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~~The Hawaii Teacher Standards Board approves the following content area criteria for State Approved Teacher Education (SATE) Secondary Programs to recommend a teacher candidate for licensure in fields other than the specific approved license areas in their Secondary Program(s):~~

~~-~~  
~~The candidate must satisfactorily complete student teaching or validation of student teaching in the license field;~~

~~**—AND**~~

~~The candidate must meet one of the following conditions:~~

~~Pass the Praxis II subject area examination(s) validated for Hawaii in the license field(s) being pursued; **or**~~

~~Possess a major in the license field, documented by an official transcript from a regionally accredited institution; **or**~~

~~Earn thirty credit hours in the license field, including twenty hours in upper division or graduate level courses, documented by an official transcript from a regionally accredited institution: **or**~~

~~Possess an advanced degree in the field, documented by an official transcript from a regionally accredited institution.~~

~~**Submitted by:** — Jonathan Gillentine~~

~~**Referred to:** — Teacher Standards Committee~~

October 19, 2021

Hawaii Teacher Standards Board  
Attn: Ms. Felicia Villalobos, Interim Executive Director  
650 Iwilei Road, Suite 268  
Honolulu, HI 96817

RE: Program Elimination

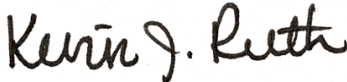
Dear Ms. Villalobos and Members of the Hawaii Teacher Standards Board:

Pursuant to Hawaii Administrative Rule §8-54-27 (c), Moreland University is exercising its right to eliminate its teacher preparation program in Hawaii, effective immediately. Recent changes to requirements have made it untenable to continue our work in Hawaii.

We have eliminated Hawaii from our advertising and candidate literature, and we will stop any and all advertisements for choosing to teach in Hawaii.

With respect to our currently enrolled candidates located in Hawaii, we will work with them to complete our teacher preparation program, including doing their clinical placement in schools in Hawaii, and have them apply to the HTSB as completers of an out-of-state program.

Respectfully submitted,



Kevin J. Ruth, Ph.D.  
President

**New Business Item 21-22**  
Introduced November 19, 2021  
Approved November 19, 2021

**TITLE: Approval of HTSB's 2022 Annual Report**

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The Hawaii Teacher Standard Board approves the attached Annual Report 2022 and directs the Executive Director to submit to the Governor, President of the Senate, and Speaker of the House prior to the 2022 Opening Day of the Hawaii Legislature

**Submitted by:** Branden Kawazoe

**Referred to:** Legislative Committee



## ANNUAL REPORT 2022



# 2022 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 Hawaii 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. Glen Miyasato	Principal, elementary school, Oahu
8. The Honorable Catherine Payne	Chairperson, Board of Education
9. Keith T. Hayashi (Sean Bacon, designee)	Interim Superintendent, Department of Education
10. Dr. Nathan Murata (Dr. Amelia Jenkins, designee)	Dean, UH-Manoa College of Education
11. Tracie Ku‘uipo Losch (Elena Farden, designee)	Chair, Native Hawaiian Education Council
12. M. ‘Ekekela Aiona	UH System Teacher Candidate, Kahuawaiola, Maui
13. Les Murashige	Public member, Oahu
14. Dr. Jonathan Gillentine	Public member, Oahu
15. Vacant	Teacher member
16. Vacant	Teacher member
17. Vacant	HAIS Representative

## INTRODUCTION

Act 240 of the Eighteenth Legislature, State of Hawaii, 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 Hawaii 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 of teachers in 2002. In addition to establishing standards for the issuance of licenses and credentials, the Board's powers also include:

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

### **Vision and Mission**

The HTSB envisions a highly esteemed Hawaii 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 Hawaii 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 Hawaii 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 Hawaii's teachers and, ultimately, Hawaii's students, families, and communities.

## **2020-2021 Highlights**

Between July 1, 2020, and June 30, 2021, the Board adopted the following new policies and procedures:

### **Novel Coronavirus COVID-19 Pandemic:**

In response to the COVID-19 Pandemic and in compliance with Governor David Ige's Emergency Proclamations, HTSB immediately implemented measures to protect its board members, staff and the public while continuing to meet the needs of applicants, licensees, and permit holders. Measures included social distancing, office partitions, remote work, virtual meetings, and the purchase of masks, sanitizers, gloves, and thermometer.

- HTSB's online licensing system has been able to support all licensure needs. Virtual meetings with HTSB staff have proven successful and has expanded accessibility for applicants requiring staff assistance.
- The Board's meetings were held virtually.
- The Board diligently worked to adopt New Business Items (NBI) that would minimize any negative impact on teacher licensure in Hawaii.
- Throughout the pandemic, HTSB staff continued to participate in virtual workshops, meetings, and national conferences.

### **Teacher Standards:**

- Due to COVID-19, the board adopted an extension of Temporary Suspension for supervised clinical experience in student teaching, internship, or residency. EPPs also utilized a variety of ways to observe their teacher candidates to meet required competencies.

- HTSB offered statewide teacher training courses for the Model Code of Ethics for Educators (MCEE), including virtual micro-credential classes to develop an awareness and understanding of ethics and ethical dilemmas in the daily practice of teaching.
- HTSB offered statewide teacher training for National Board certification, including virtual classes to guide teachers toward National Board certification.
- Recognized teachers who attained National Board certification with a statewide virtual celebration of new and renewed certified teachers.
- Acknowledgment of Accrediting Bodies for Institutions of Higher Education.
- Affirmation of HTSB's Professional Fitness Manual.

### **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:
  - Brigham Young University-Hawaii
  - University of Hawaii at West Oahu
  - iTeach-Hawaii
- For the University of Hawaii at Manoa:
  - Approved the University of Hawaii at Manoa's Request to Reinstate the Health Licensure track in Their Bachelor of Science in Kinesiology and Rehabilitation Science and Post-Baccalaureate Program in Secondary Education
  - Approved Provisional Approval of the University of Hawaii at Manoa's College of Education Added Field Licensure STEM Program
  - Approved the University of Hawaii at Manoa's Request to Plan Initial and Added Field Programs in the TESOL Field
  - Approved the University of Hawaii at Manoa's Request to Plan Initial and Added Field Programs in a Bachelor of Education Degree in Special Education
  - Approved the University of Hawaii at Manoa's Request to Plan Initial and Added Field Programs in a Master of Education Degree in School Counseling
  - Approved the affirmation of the University of Hawaii's Course Hawaiian 490 as a Content Knowledge Assessment for Initial and Added Field Licensure
  - Approved the University of Hawaii at Manoa Letter of Intent to Plan a New Added Field Program in Special Education
  - Approved Provisional Approval of the University of Hawaii at Manoa's College of Education Added Field Program in Special Education Mild/Moderate and Special Education Severe/Profound
- Approved Temporary Suspension of the 450 Hour Requirement for Supervised Clinical Experience in Student Teaching, Internship, or Residency of Teacher Candidates in Hawaii State Approved Teacher Education Programs Due to the Novel Coronavirus COVID-19 Pandemic.
- Approved the extension of Hawaii Pacific University's Educator Preparation Program's State Approval.
- Approved the extension of Leeward Community College's Educator Preparation Program's State Approval.

- Approved the Hawaii Educator Preparation Programs to Allow Virtual Student Teaching for Teacher Candidates in the Military, Military Spouses, and Candidates Training in Department of Defense Schools.
- Approved a New PK-3 Level in Chaminade University of Honolulu's Existing Initial Bachelor's Degree Special Education Program.
- Approved Council for Accreditation of Educator Preparation (CAEP) Membership.
- Adopted an Updated Content Standards for Licensure and Hawaii Educator Preparation Program Verification of Content Knowledge of Teacher Candidates.

#### **Licensure:**

- Updated Educational Testing Service (ETS) Revised Licensure Tests Passing Scores.
- Added the new licensure field of Geometry and added new grade levels of K-12 to the STEM license and P-12 to the Special Education Blind/Visually Impaired field.

#### **Operational:**

- Moved the HTSB office to a smaller space that is one quarter of its original office size in Dole Cannery in a cost reduction effort.

## **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 Hawaii 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**

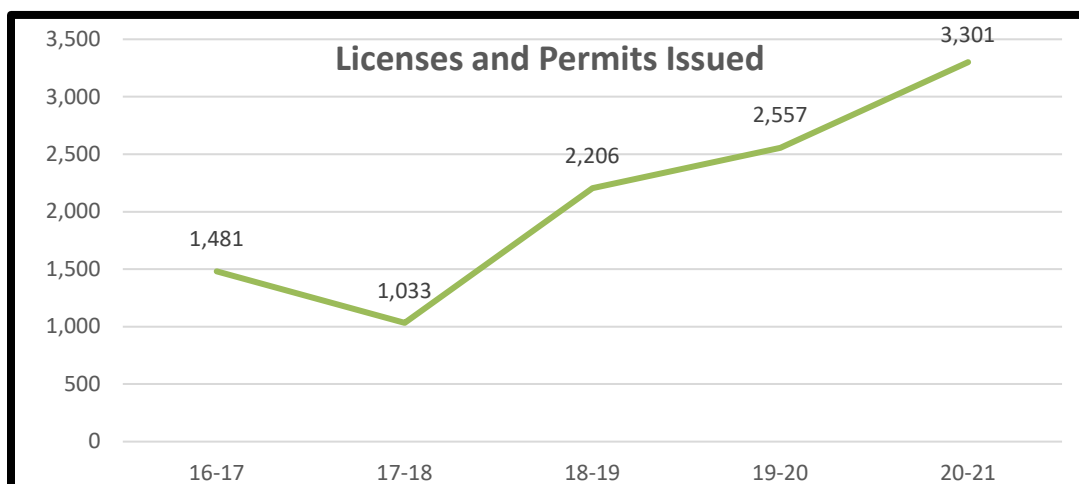
### **Licensing Requirements**

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	7/1/2016-6/30/2017	7/1/2017-6/30/2018	7/1/2018-6/30/2019	7/1/2019-6/30/2020	7/1/2020-6/30/2021
<b>Provisional</b>	1,065	446	1,077	1,422	1,481
<b>Standard</b>	298	499	1,002	1,016	1,311
<b>Advanced</b>	115	85	120	94	157
<b>CTE Permit</b>	3	3	3	3	7
<b>Hawaiian Permit</b>	NA	NA	4	4	5
<b>Student Teacher Permit</b>	NA	NA	NA	18	340
<b>TOTALS</b>	<b>1,481</b>	<b>1,033</b>	<b>2,206</b>	<b>2,557</b>	<b>3,301</b>



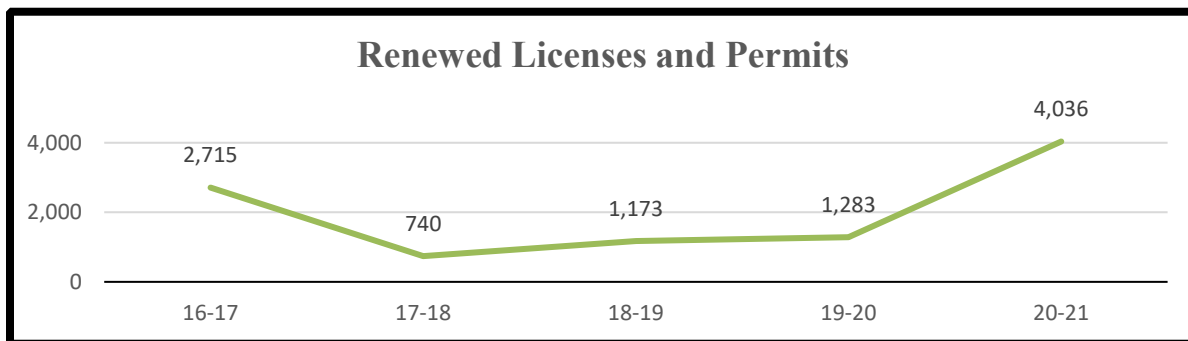


## Renewed Licenses

Teachers have used the HTSB online licensing system since July 1, 2010, to renew their license. Requirements to renew a teaching license may be found in Appendix C. For this reporting period, over 1,200 teachers renewed their license. The majority of teachers used their employment evaluation as evidence of meeting the performance standards. HTSB continues to work with the DOE to ensure educators meet the performance standards using a combination of their new evaluations and professional growth plans. The Educator Effectiveness System, combined with an individual's professional development plan, validates that a person meets all ten performance standards over a five year period.

### Renewed licenses in the last 5 years

School Year	Licenses Renewed by Year
16-17	2,715
17-18	740
18-19	1,173
19-20	1,283
20-21	4,036

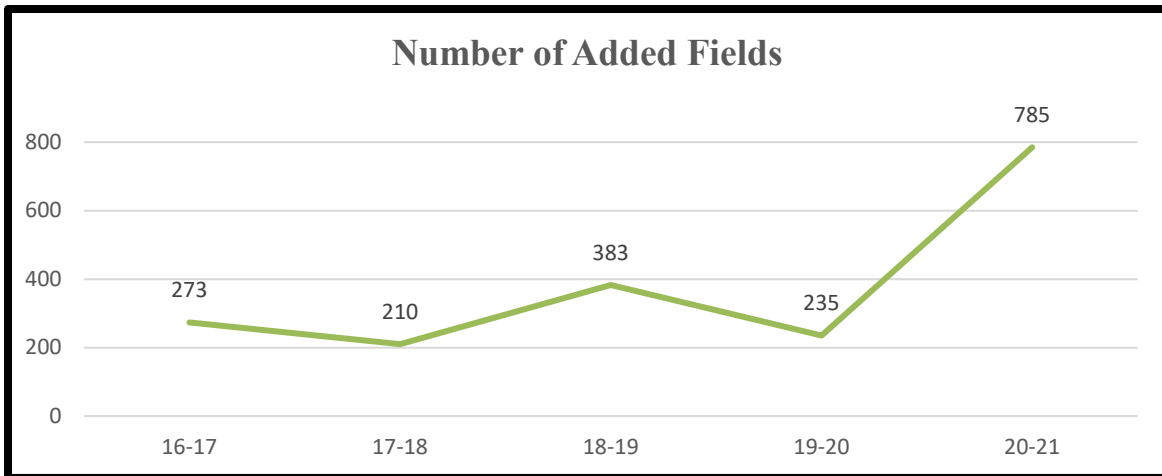


## Added Fields

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	16-17	17-18	18-19	19-20	20-21
Number of Added Fields	273	210	383	235	785

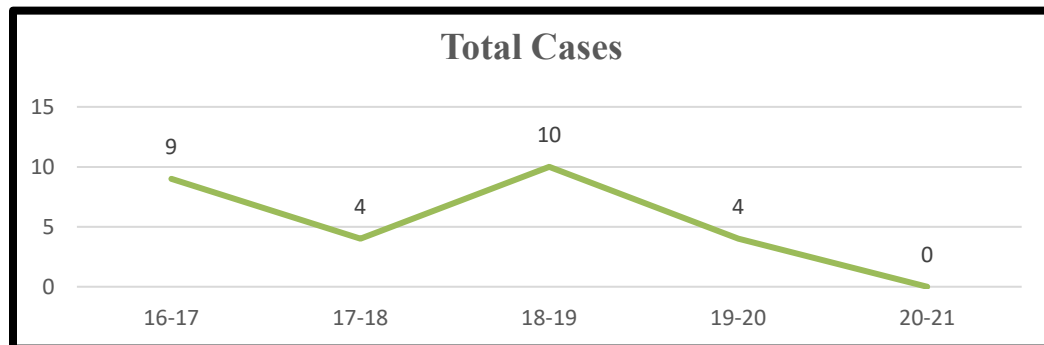


### Cases for License Discipline and Appeals

Due to COVID, the Board did not hear disciplinary cases. Cases will be heard in 2021-2022. Currently, there are two pending cases.

### Cases 2016-2021

Year	Denied	Revoked	Suspended	Deferred or No Action	Reinstated or Approved	Reprimanded or Warned	Conditioned	Total Cases
16-17	1	3	0	0	3	0	2	9
17-18	1	2	0	0	1	0	0	4
18-19	4	2	1	2	1	0	0	10
19-20	1	1	1	1	0	0	0	4
20-21	0	0	0	0	0	0	0	0



## EDUCATOR PREPARATION PROGRAMS

The HTSB is responsible for the state approval of teacher education (SATE) programs based in Hawaii. 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 Hawaii 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 Hawaii 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 fourteen (614) individuals were recommended for licensure by Hawaii’s fifteen preparation programs.

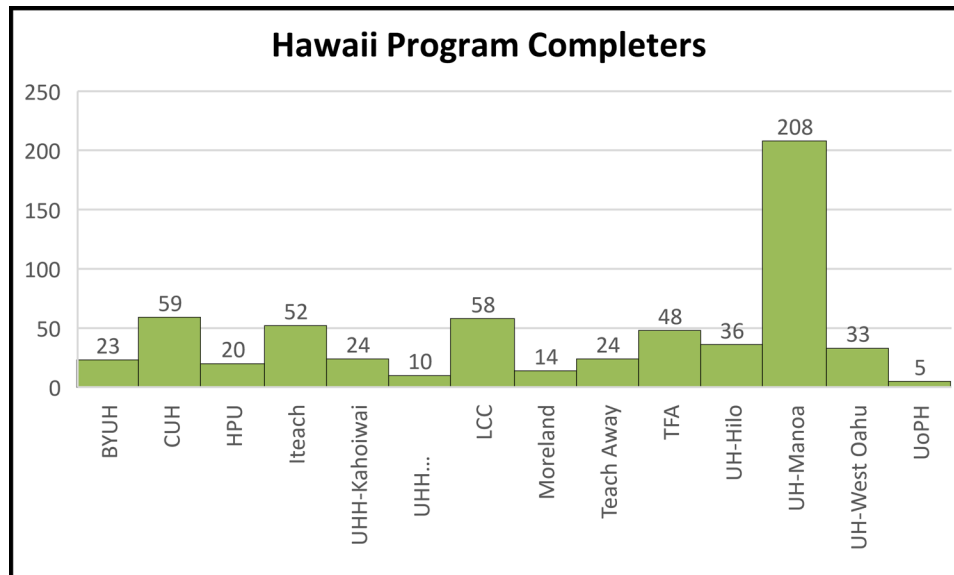
## Hawaii Educator Preparation Programs

Program	Licensure Fields Offered	Number of completers 7/1/2019- 6/30/2020
<b>Brigham Young University-Hawaii</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• English (6-12)</li> <li>• CTE-Business (6-12)</li> <li>• CTE Arts and Communication (6-12)</li> <li>• Mathematics (6-12)</li> <li>• Science (6-12)</li> <li>• Social Studies (6-12)</li> <li>• Music (6-12)</li> <li>• Physical Education (6-12)</li> <li>• Spanish (6-12)</li> <li>• Art (6-12)</li> <li>• TESOL (6-12)</li> </ul>	23

	<ul style="list-style-type: none"> <li>• SPED Mild/Moderate (K-6)</li> <li>• SPED Mild/Moderate (6-12)</li> <li>• SPED Mild/Moderate (K-12)</li> </ul>	
<b>Chaminade University of Honolulu</b>	<ul style="list-style-type: none"> <li>• English (6-12)</li> <li>• Mathematics (6-12)</li> <li>• Science (6-12)</li> <li>• Social Studies (6-12)</li> <li>• SPED Mild/Moderate (K-12)</li> <li>• Elementary (K-6)</li> <li>• Elementary (K-6)/Special Education Mild/Moderate (K-12) Dual Licensure Program</li> <li>• Early Childhood Education (PK-3)</li> <li>• Early Childhood Education (PK-K)</li> <li>• School Counselor (K-12)</li> <li>• Teacher Leader</li> </ul>	59
<b>Hawaii Pacific University</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• English (6-12)</li> <li>• Mathematics (6-12)</li> <li>• Science (6-12)</li> <li>• Social Studies (6-12)</li> <li>• World Languages (6-12)</li> </ul>	20
<b>iTEACH-Hawaii</b>	<ul style="list-style-type: none"> <li>• English (6-12)</li> <li>• Mathematics (6-12)</li> <li>• Science (6-12)</li> <li>• World Languages (6-12)</li> <li>• Physical Education (K-6)</li> <li>• Physical Education (6-12)</li> <li>• Physical Education (K-12)</li> <li>• Health (K-6)</li> <li>• Health (6-12))</li> <li>• Health (K-12)</li> <li>• Special Education (P-3, K-6, 6-8, 6-12, K-12, P-12)</li> <li>• TESOL (P-3, K-6, 6-8, 6-12, K-12)</li> <li>• Elementary Education K-6</li> </ul>	52
<b>Kaho'iwai</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• Mathematics (6-12)</li> <li>• Science (6-12)</li> <li>• Hawaiian Studies (6-12)</li> <li>• Social Studies (6-12)</li> <li>English (6-12)</li> </ul>	24
<b>Kahuawaiola Indigenous Teacher Education Program at UH-Hilo</b>	<ul style="list-style-type: none"> <li>• Kaia'ōlelo-Kaiapuni Hawaii (P-12)</li> <li>• Kaia'ōlelo-Kaiapuni Hawaii (K-6)</li> <li>• Kaia'ōlelo-Kaiapuni Hawaii (P-3)</li> <li>• Hawaiian Language (6-12)</li> <li>• Hawaiian Studies (6-12)</li> <li>• Elementary Education (K-6)</li> </ul>	10
<b>Leeward Community College</b>	<ul style="list-style-type: none"> <li>• CTE Arts and Communications (6-12)</li> <li>• CTE Business (6-12)</li> <li>• CTE Industrial and Engineering Technology (6-12)</li> <li>• CTE Natural Resources (6-12)</li> <li>• CTE Public and Human Services (6-12)</li> <li>• CTE Health Services (6-12)</li> </ul>	58

	<ul style="list-style-type: none"> <li>• Special Education (K-6, 6-12, K-12)</li> </ul>	
<b>Moreland University (Teach-Now) Hawaii</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• Special Education (PK-3, K-6, 6-8, 6-12, P-12, K-12)</li> <li>• TESOL (PK-3, K-6, 6-8, 6-12, P-12, K-12)</li> <li>• Science (6-12, 6-8)</li> <li>• English (6-12, 6-8)</li> <li>• Mathematics (6-12, 6-8)</li> <li>• Government/Political Science (6-12)</li> <li>• Economics (6-12)</li> <li>• Drama/Theater Arts (K-6, 6-12, K-12)</li> <li>• Career and Technical Education-Business (K-6, 6-12, K-12)</li> <li>• Japanese (K-6, 6-8, 6-12, K-12)</li> <li>• Korean (K-6, 6-8, 6-12, K-12)</li> </ul>	14
<b>Teach Away</b>	<ul style="list-style-type: none"> <li>• English (6-12)</li> <li>• Mathematics (6-12)</li> <li>• Science (6-12)</li> <li>• TESOL K-12</li> </ul>	24
<b>Teach for America</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• Science (6-12)</li> <li>• Social Studies (6-12)</li> <li>• Mathematics (6-12)</li> <li>• English (6-12)</li> <li>• World Languages (6-12)</li> </ul>	48
<b>UH-Hilo Education Department</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• Art (6-12)</li> <li>• CTE-Business (6-12)</li> <li>• English (6-12)</li> <li>• World Languages (6-12)</li> <li>• Music (6-12)</li> <li>• Mathematics (6-12)</li> <li>• Physical Education (6-12)</li> <li>• Science (6-12)</li> <li>• Social Studies (6-12)</li> </ul>	36
<b>UH-Manoa</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• Elementary Education (K-6) and Early Childhood Education (PK-3) (Dual Preparation)</li> <li>• Elementary Education (K-6) and Special Education (K-6) (Dual Preparation)</li> <li>• Special Education (PK-3) and Early Childhood Education (PK-3) (Dual Preparation)</li> <li>• Elementary (K-6) and Hawaiian Language Immersion (K-6) (Dual Preparation)</li> <li>• English (6-12)</li> <li>• Mathematics (6-12)</li> <li>• Physical Education (K-6, 6-12, and K-12)</li> <li>• Health (K-6, 6-12, and K-12)</li> <li>• Science (6-12)</li> <li>• Social Studies (6-12)</li> <li>• World Language (6-12)</li> </ul>	208

	<ul style="list-style-type: none"> <li>• TESOL(6-12)</li> <li>• Art (6-12)</li> <li>• Dance (6-12)</li> <li>• Drama/Theater Arts (6-12)</li> <li>• SPED Mild/Moderate (PK-3, K-6, and 6-12)</li> <li>• SPED Severe/Profound (PK-3, K-6, and 6-12)</li> <li>• Secondary Content Field (6-12) and Special Education (6-12) Dual Preparation</li> <li>• Ethnomathematics (K-6, 6-12, K-12)</li> <li>• Kaia‘ōlelo-Kaiapuni Hawai‘i (K-12)</li> <li>• Hawaiian Immersion (K-12)</li> <li>• Hawaiian Language (6-12)</li> <li>• School Librarian (K-12)</li> <li>• Teacher Leader</li> <li>• Literacy Specialist</li> </ul>	
<b>UH-West Oahu</b>	<ul style="list-style-type: none"> <li>• Elementary Education for (K-6)</li> <li>• Social Studies (6-8 and 6-12)</li> <li>• English (6-8, 6-12)</li> <li>• Mathematics (6-8 and 6-12)</li> <li>• Science (6-8 and 6-12)</li> <li>• Biology (6-12)</li> </ul>	<b>33</b>
<b>University of Phoenix-Hawaii Campus</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• Mathematics (6-12)</li> <li>• English (6-12)</li> <li>• Science (6-12)</li> <li>• Social Studies (6-12)</li> <li>• Special Education (K-6, 6-12, and K-12)</li> </ul>	<b>5</b>
<b>Total Hawaii program completers</b>		<b>614</b>



## Hawaiian Fields Preparation Program Information

Institution	Number of Hawaiian Fields Recommended by Program 7/1/2020-6/30/2021
Kahuawaiola	10
Kaho`iwai	4

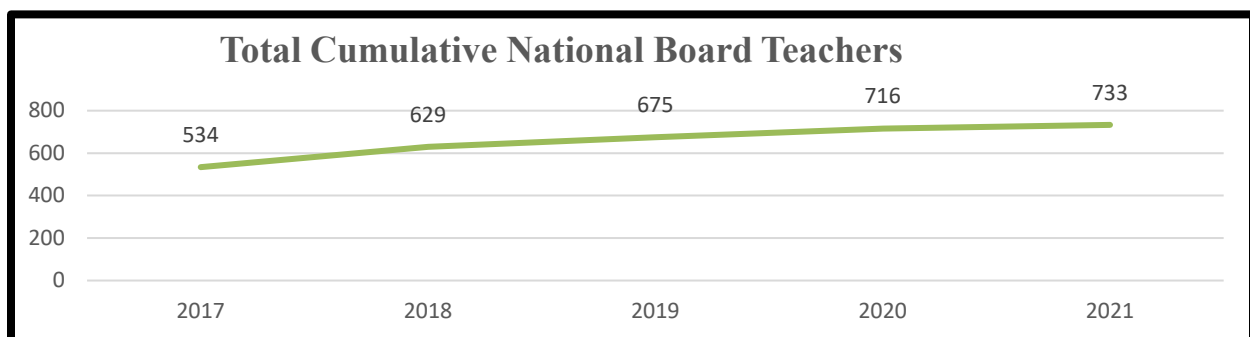
## EDUCATOR PROFESSIONAL DEVELOPMENT

### NBPTS Summary

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

### NBPTS Hawaii Data

Year	Cumulative Total
2017	534
2018	629
2019	675
2020	716
2021	733



## 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)
2015-2016	415	357	58
2016-2017	430	327	103
2017-2018	526	463	63
2018-2019	251	141	110
2019-2020	454	325	129

\* Source: [DOE Employment Report 2019-2020](#)

## Identified Shortage Areas

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

## Workforce Development Efforts

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



## OPERATIONS

### Staffing

HTSB has the funding for an Executive Director, four specialists, secretary, and two licensing clerks. Currently, due to the Executive Director retiring, and a licensing specialist taking the Interim Director position, HTSB does not have a full staff. HTSB has two licensing specialist positions open due to an internal movement and a licensing specialist resigning. HTSB staff continues to strive to fully cover all areas of HTSB work in educator preparation, licensure, professional development, and professional fitness. HTSB anticipates being fully staffed July 1, 2022.

### Facilities

HTSB currently occupies a small suite in Dole Cannery and provides virtual access for Neighbor Island and worldwide license applicants and inquiries. HTSB is working to expand office space to allow for additional meeting space.

## 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 which honors 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
2017	465,073	654,540	571,203	1,225,743	NA	NA	NA
2018	1,034,594	389,141	618,190	1,007,331	NA	NA	NA
2019	639,101	329,256	746,679	1,075,935	189,335	NA	NA
2020	NA	NA	NA	NA	450,791	325,527	776,318
2021	NA	NA	NA	NA	687,933	464,734	1,152,667

## Appendix A: Teacher, Counselor and Librarian Standards

### *Hawaii Teacher Performance Standards, Aligned with Interstate Teacher Assessment and Support Consortium (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.

***Hawaii 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.

***Hawaii 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 (Hawaii 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. Hawaii 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 Hawaii licensed teacher may add a field to their existing license in five ways:
  - a) Complete a State Approved Teacher Education Program in the new field;
  - Or

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

### **License Renewal Requirements**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

status, family status, sexual orientation, religion, age, disability, race, ethnicity, 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.