



Hawai'i Teacher Standards Board

2012
Annual Report



HAWAI'I TEACHER
STANDARDS BOARD

2012 Annual Report

Hawai'i Teacher Standards Board

Table of Contents

MEMBERSHIP	2
INTRODUCTION	2
STANDARDS	6
EDUCATOR LICENSURE	7
TEACHER EDUCATOR PREPARATION PROGRAMS.....	13
TEACHER PROFESSIONAL DEVELOPMENT	20
DATA FROM DEPARTMENT OF EDUCATION	21
OPERATIONS	22
FINANCIAL REPORT	22
RESPONSES TO LEGISLATION AND ADMINISTRATIVE RULES	23
APPENDICES.....	23

MEMBERSHIP

By statute, the Governor appoints members of the Hawaii Teacher Standards Board (HTSB) from a list of qualified nominees submitted by departments, agencies, representative constituent organizations and current members of the Board. The fifteen-member Board is composed of not less than six licensed classroom teachers regularly engaged in teaching at the time of their appointment; three educational officers employed at the time of their appointment; the Chair of the Board of Education or his/her designee; the State Superintendent or his/her designee; the Dean of the University of Hawaii College of Education or his/her designee chosen from the Teacher Education Coordinating Committee; a representative of the independent schools; and two public representatives who must be nominated by the Hawaii Business Roundtable, Hawaii P-20 Council and Hawaii Workforce Development Council.

HTSB Membership:

Board Member	Representative Organization
1. Terry Lynn Holck, Chairperson	Teacher
2. Jonathan Kissida, Vice Chairperson	Teacher
3. Louise Cayetano	Teacher
4. Wray Jose	Teacher
5. Barry Wurst	Teacher
6. VACANT	Teacher
7. Alvin Parker	Principal
8. Ruth Silberstein	Principal
9. Justin Mew	Principal
10. Donald Horner (Arlene Lee-Williams, designee)	Board of Education
11. Kathryn Matayoshi (Kerry Tom, designee)	Superintendent of Education
12. Dr. Christine Sorensen	Dean, UH-Manoa College of Education
13. Leonardo Delgado	HAIS Representative
14. Noe Noe Tom	Public
15. Edward Patrick	Public

INTRODUCTION

Act 240 of the Eighteenth Legislature, State of Hawaii, established the Hawaii Teacher Standards Board in 1995. The Board originally consisted of nine members, including four licensed teachers, three educational officers, the chairperson of the Board of Education, and the Dean of the University of Hawaii College of Education. The purpose of Act 240 was to transfer the responsibility for setting public school teacher certification standards from the Department of Education to the Hawaii 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;
- ▶ Approval of teacher education programs;
- ▶ National Board for Professional Teaching Standards candidate support.

Vision and Mission

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

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

Executive Summary

The HTSB has full responsibility for establishing teacher, school counselor and school librarian licensing standards, and issuing licenses to education professionals who meet the criteria. The Board issues three tiers of licenses and two kinds of special permits. The Board approves Hawaii based state approved teacher, counselor and librarian education programs State Approved Education Programs (SATEP); reports to the federal government on licensing and teacher education programs; and approves, validates and adopts licensure tests. The Board also participates in efforts related to teacher quality, including support for National Board for Professional Teaching Standards (NBPTS) candidates. In addition, the Board establishes penalties for teacher misconduct that may result in the suspension or revocation of a license.

In the past year, the Board approved policies and procedures to support essential functions: standard setting; licensing; state approval of teacher education and professional development related to the Board's teacher performance and teacher preparation program standards. Accomplishments related to these essential functions are outlined below.

HTSB also 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.

2010-2011 Accomplishments

The HTSB continues to focus on ways to maintain rigor while streamlining the licensing process and to work effectively with state and national partners. Between October 1, 2010 and September 30, 2011, the Board adopted multiple policies which clarified procedures and supported teachers prepared both in-state and those coming from out of state in the licensing process. Highlights of new policies and procedures in 2010-2011 follow:

Standards

- ▶ Adopted the 2011 Updated Interstate Teacher Assessment and Support Model Core (InTASC) Teaching Standards as Hawaii's standards with one addition: inclusion of Hawaii history and culture;
- ▶ HTSB is currently reviewing revised standards for school counselors and school librarians.

Licensure Testing

- ▶ To comply with Title 2 reporting regulations, effective July 1, 2011, the Composite Score for PPST was eliminated for tests taken after July 1, 2011;
- ▶ Adopted updated versions of Special Education, Art and Technology Education content tests;
- ▶ Discontinued requiring the Praxis Principles of Learning and Teaching (PLT) as a licensure requirement since pedagogy is a component of the teacher preparation program;
- ▶ Discontinued the use of the Praxis Social Studies Content Test for Hawaiian Studies 7-12 licensure. However, candidates recommended for Hawaiian Studies 7-12 *and* Social Studies 7-12 will continue to need the Social Studies test;
- ▶ Required all teacher candidates to pass the content test prior to being recommended for licensure effective January 1, 2011. If there is no Praxis test they must demonstrate content expertise with *either* a major in the field *OR* thirty college credits in the field *OR* pass the American Council on the Teaching of Foreign Languages (ACTFL) World Language test if they are a native speaker in their World Language license field. Candidates admitted to a Hawaii SATEP on or after August 1, 2011 must pass the Praxis content test prior to being placed for student teaching ;
- ▶ Added new options for language teachers to use tests offered by ACTFL for licensure in addition to the existing Praxis tests;
- ▶ Participated in Educational Testing Service's ongoing Second Tier Licensure study for production of a performance based licensing test.

Licensing

- ▶ Issued initial licenses to over 1,300 individuals, added fields to over 170 existing licenses and renewed over 6,000 licenses between October 1, 2010 and September 30, 2011.
- ▶ Revised the issuance date of a license to the first day of the month in which it is issued and the expiration date to five years end June 30 to make issue and expiration dates more consistent;
- ▶ Approved an alternative route to licensure for a standard Career and Technical Education (CTE) license requiring the minimum of an associate's degree and multiple options for content expertise;
- ▶ Approved a continuing agreement with the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement that facilitates the movement of educator among the states and other jurisdictions and makes it possible for an educator who completed a teacher preparation program and/or who holds a teaching license in one jurisdiction to earn a license in another jurisdiction;
- ▶ Implemented the license renewal audit process for renewals beginning July 1, 2010;
- ▶ Provided Hawaii Department of Education (DOE) teachers alternative ways to verify teaching experience for renewal;
- ▶ As a result of a study commissioned by the Board in the previous year, provided out of state teachers new options for submitting license documentation to facilitate mobility;
- ▶ Accepted full state reciprocity for teachers licensed for the first time in other states within five years of Hawaii license application;
- ▶ Added new license fields in the World Languages;
- ▶ Recognized the Provisional License as a full state license, meaning it may be used as one of the requirements for teachers to attain the Highly Qualified status;
- ▶ Deployed the Standard License Application and a customer survey via the online licensing system;
- ▶ Provided for teachers to print a copy of their official online license, thereby eliminating a need for them to request replacement licenses;
- ▶ Transitioned to two payment options for license and renewal fees, either payment in full or a yearly fee for the life of the license until July 1, 2016.

State Approved Teacher Education Programs (SATEP)

- ▶ Revised the definition of alternative teacher preparation program and alternative route to licensure;
- ▶ Broadened national review of SATEP to include accreditation by both national teacher education accrediting bodies approved by the U.S. Department of Education: the National Council for Accreditation of Teacher Education (NCATE) and Teacher Education Accrediting Council (TEAC);
- ▶ Approved a State Agreement with TEAC;
- ▶ Approved a Letter of Intent from Leeward Community College to seek SATE Approval for a Career and Technical Education Program, which is currently undergoing provisional review;
- ▶ Approved a Letter of Intent from the University of Phoenix-Hawaii to seek SATE Approval of an Elementary Education Program, currently under provisional review;
- ▶ Approved a Letter of Intent from Teach for America-Hawaii to seek SATE Approval for Elementary Education and Secondary Core Subjects: Mathematics, English, Science, Social Studies, currently under provisional review.
- ▶ Approved a Letter of Intent from iTeachUS, a Texas based teacher preparation program, to seek Hawaii SATE Approval for programs in the Arts, Early Childhood Education, Elementary Education, English, Health, World Languages, Mathematics, Music, Physical Education, Reading, Science, Social Studies, Special Education and Speech.
- ▶ Approved a new route to licensure via performance assessment for experienced teachers who have not completed a teacher education program.

National Board for Professional Teaching Standards (NBPTS)

- ▶ Offered state-wide support sessions for 121 candidates;
- ▶ Recognized 44 new NBPTS certified teachers in 2010;
- ▶ Awarded over \$56,000 in fee subsidies from the national NBPTS organization to Hawaii candidates.

Communications

- ▶ Conducted Community Meetings on all islands to give teachers and the public an opportunity to provide feedback and suggestion in a face to face setting;
- ▶ Instituted a monthly eNewsletter, disseminated via the online licensing system and the HTSB website, to keep teachers informed of new policies and procedures;
- ▶ Contracted with Hawaii Information Consortium (HIC) to assist with Customer Service by serving as first line response to email and telephone inquiries;
- ▶ Posted adopted New Business Items and the Executive Director's report on the website following monthly meetings;
- ▶ Held meetings with leadership of other state organizations to facilitate communication and support for teachers.

Operations

- ▶ In light of the current economic situation, HTSB has taken the first steps to become fully self-sufficient on its special fund and not request General Funds beginning in FY2013 with the introduction of 2012 legislation to that effect;
- ▶ Revised the HTSB committee structure from 6 committees to 4 to give committees time to adequately address issues in their monthly meetings;
- ▶ With the assistance of Teleschool, produced new videos to guide teachers through the online system login, fee payment and submitting the Standard License application;
- ▶ Started scanning official documents for safety and preservation via a contract with Century Computers of Honolulu.

Legislative and Administrative Rules

- ▶ Worked with the Legislative Education Committees to revise language in Hawaii Revised Statute to make the Advanced License a ten year license and to clarify language regarding license penalties;
- ▶ Adopted revised Administrative Rules which were approved by the Governor in October 2011 and include the following new options for teachers:
 - New option to add a field to a license which allows teachers to add the field after one year of at least half time teaching experience in the new field, combined with either coursework or a licensure test in the new field;
 - Allows the Executive Director to approve licenses which meet standard criteria, rather than making the licensees wait for the next monthly Board meeting for approval.

Key Challenges

- ▶ Transition to a license renewal and transition from payroll deduction to a payment process which is solely the responsibility of the individual teacher has not been without challenges. HTSB has provided guidance, communication and support to teachers renewing their licenses and paying fees online. The Department of Education has been a cooperative partner in the process and has informed teachers that they must have a valid license to be eligible for employment in the 2012-2013 school year.
- ▶ Cooperation from the Department of Education's Budget Department has been both timely and supportive. The HTSB looks forward to continuing upgrades to the DOE accounting systems to give a full view of the financial picture, especially in light of our anticipated move to self-sufficiency.
- ▶ HTSB and the DOE continue to share data to facilitate teacher licensure. The HTSB is eager to participate in a statewide longitudinal data system which would link the DOE data with data from teacher preparation programs to be able to follow teacher candidates as they become licensed and become inservice teachers to gain data which will be used to improve licensure and preparation programs.
- ▶ The rapidity of changes at the national level which influence and impact teacher licensing and teacher preparation program approval.
- ▶ Maintaining necessary expertise among our staff is a continuing challenge. Our office would benefit from the services of a part time position focused on financial planning. With the deployment of more features of the online system, the licensing and data processing sections should also be evaluated for efficiency and effectiveness.

STANDARDS

The Board adopted the Interstate Teacher Assessment and Support Model Core (InTASC) Teaching Standards, which are endorsed by the Council of Chief State School Officers (CCSSO). These new standards are for all teachers and focus on the learner and learning, content knowledge, instructional practice and professional responsibility. They go beyond the original standards and outline what a teacher needs to be able to do to be an effective teacher and to improve student achievement. These new teaching standards align with the DOE Common Core State Standards for students, NBPTS standards and NCATE accreditation standards as well as including a provision in the standards for Hawaiian history and culture. The Board will be revisiting its Administrative Rules to incorporate the revised InTASC Standards.

HTSB is also currently reviewing new performance standards for school counselors and school librarians and will hold focus groups for input from both groups of school personnel.

Tables depicting the Updated InTASC Standards may be found in Appendix A.

EDUCATOR LICENSURE

Licensing Requirements

HTSB licensed over 1,300 new teachers and renewed over 6,000 existing licenses. The online license system was expanded to include the Standard License Application, an online customer satisfaction survey and new instructional videos. The Board began the audit of license renewals for those teachers who are required to renew their licenses. Drawing upon a random selection of teachers renewing statewide, teachers submit the documentation to substantiate that they met the Teacher Performance Standards and had satisfactory teaching experience within five years prior to renewal.

Requirements for licensing may be found in Appendix B.

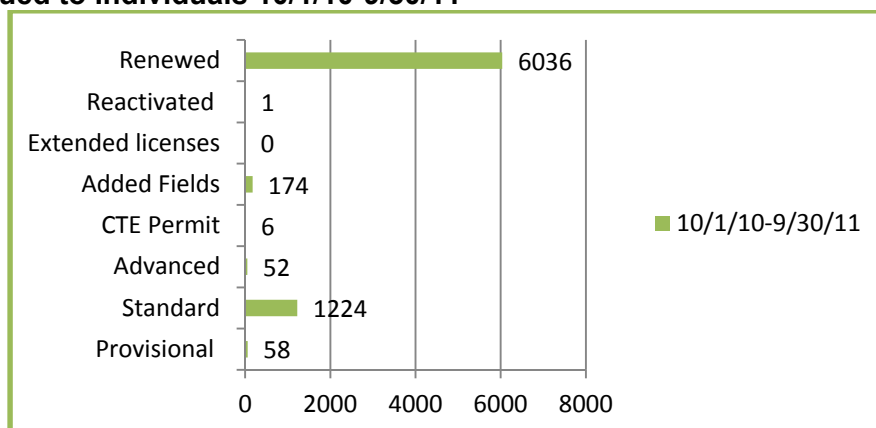
Initial Issuance:

Licenses issued to individuals in the past 5 years

Type of License	10/1/10-9/30/11	10/1/09-9/30/10	10/1/08-9/30/09	10/1/07-9/30/08	10/1/06-9/30/07
Provisional	58	21	1	NA*	NA
Standard	1224	1271	1165	975	1044
Advanced	52	23	6	NA	NA
CTE Permit	6	10	3	NA	NA
Added Fields	174	142	160	124	99
Extended licenses	0	1730	5683	1614	Not available
Reactivated	1	0	12	39	92
Renewed	6036	1076	NA	NA	NA
TOTALS	7551	4273	7030	2752	1235

*NA=not applicable

Licenses Issued to Individuals 10/1/10-9/30/11



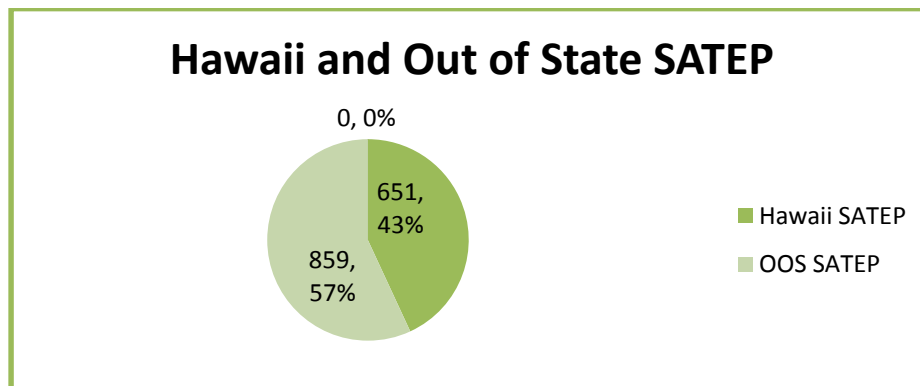
Standard Licenses Issued by Teaching Field 10/1/10-9/30/11

License Fields	P-3	K-6	5-9	7-12	K-12
Art				16	12
CTE- Arts and Communication				1	
CTE- Arts and Communication Vocational					
CTE-Business				7	
CTE-Business Vocational					
CTE- Industrial and Engineering Technology				10	
CTE- Industrial and Engineering Technology Vocational				1	
CTE- Natural Resources					
CTE- Natural Resources Vocational					
CTE- Public and Human Services				2	
CTE- Public and Human Services Vocational				2	
Drama/Theatre Arts				2	1
Early Childhood Education	93				
Elementary Education		693			
English			50	124	
Guidance					
Hawaiian Language				2	
Hawaiian Language Immersion	1	1		3	7
Hawaiian Studies				4	
Health		2		9	4
Languages - Chinese				1	
Languages - Filipino					
Languages - French				5	
Languages - German				2	
Languages - Japanese				2	
Languages - Korean					
Languages - Latin					
Languages - Russian				2	
Languages Spanish				17	1
Mathematics			47	98	
Music				11	14
Physical Education				10	22
Reading		7		3	9
Reading Specialist					10
School Counselor		2		3	48
School Librarian					9
Science			41	91	

Social Studies			43	113	
Special Education (SPED)	34	59	7	8	90
SPED – Blind/Visually Impaired P-3	1				1
SPED – Deaf/Hard of Hearing P-3	3				5
Special Education MM P-3	14	35	1	14	109
SPED - Orientation and Mobility P-3	3				1
SPED - Orthopedically Handicapped P-3	3				2
Special Education SP P-3	11	8	1	7	14
Speech					
TESOL P-3	6	14	4	8	18
TOTAL	169	821	194	578	377

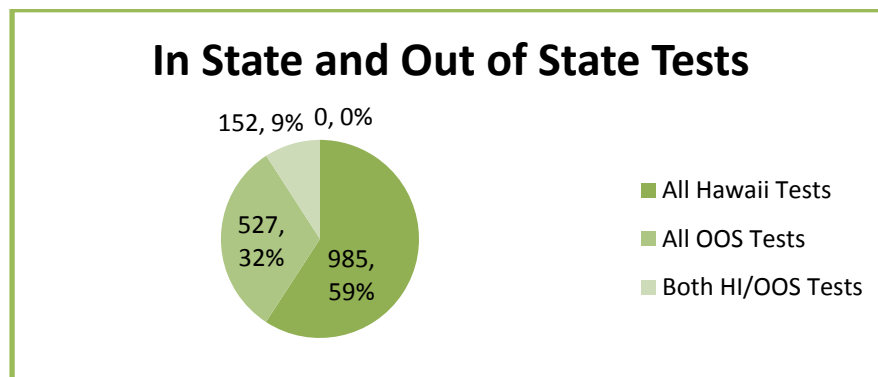
Comparison of Hawaii and Out of State (OOS) SATEP for Licenses 10/1/10-9/30/11

SATEP Information	
Hawaii SATEP	651
OOS SATEP	859



Comparison of Hawaii and Out of State Licensure Tests 10/1/10-9/30/11

TEST Information	
All Hawaii Tests	985
All OOS Tests	527
Both HI/OOS Tests	152



Renewed Licenses

From July 1, 2010, teachers were able to renew their license and pay their license fee using the Board's new online licensing system. Requirements to renew a teaching license are:

1. Have satisfactory teaching experience within the last five years;
2. Show evidence of meeting all ten Hawaii Teacher Performance Standards;
3. Professional Fitness clearance;
4. Pay the renewal fee.

For this reporting period, 5,254 teachers have renewed their license.

Added Fields

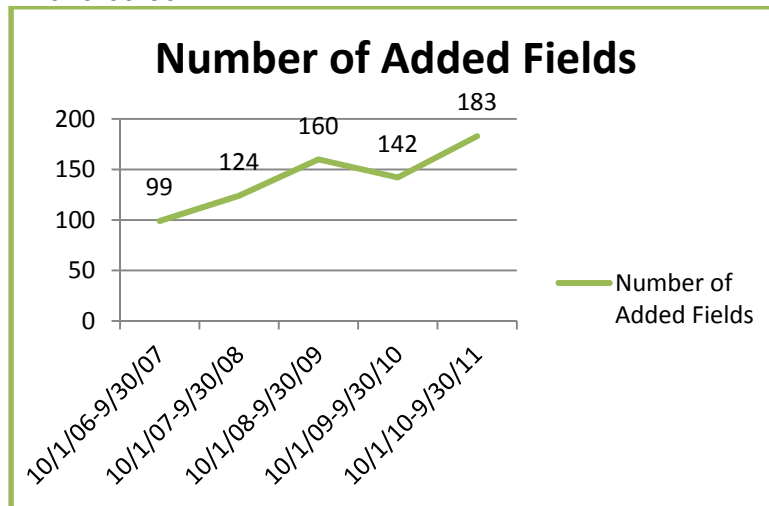
There are now five options for adding a field to an existing license pursuant to amendments to the Administrative Rules that were approved and adopted:

1. Complete a state-approved teacher education program that includes appropriate experiences in a P-12 setting in the new field;
OR
2. Demonstrate the equivalent of one year of satisfactory half time or more contracted P-12 teaching experience in the new field within the last five (5) years of application date;
and
Successfully complete 30 credit hours of course work required in a state-approved teacher education program or the equivalent of a subject major for the new field.
OR
3. Demonstrate the equivalent of one year of satisfactory half time or more contracted P-12 teaching experience in the new field within the last five (5) years of application date; and Submit passing PRAXIS II scores for the new teaching field.
OR
4. Possess a valid National Board Certification in the new field.
OR
5. Possess an Advanced License or National Board Certification in one field and have either the equivalent of a content major or have passed the Praxis content test in the new field.

Added fields issued in the past 5 years

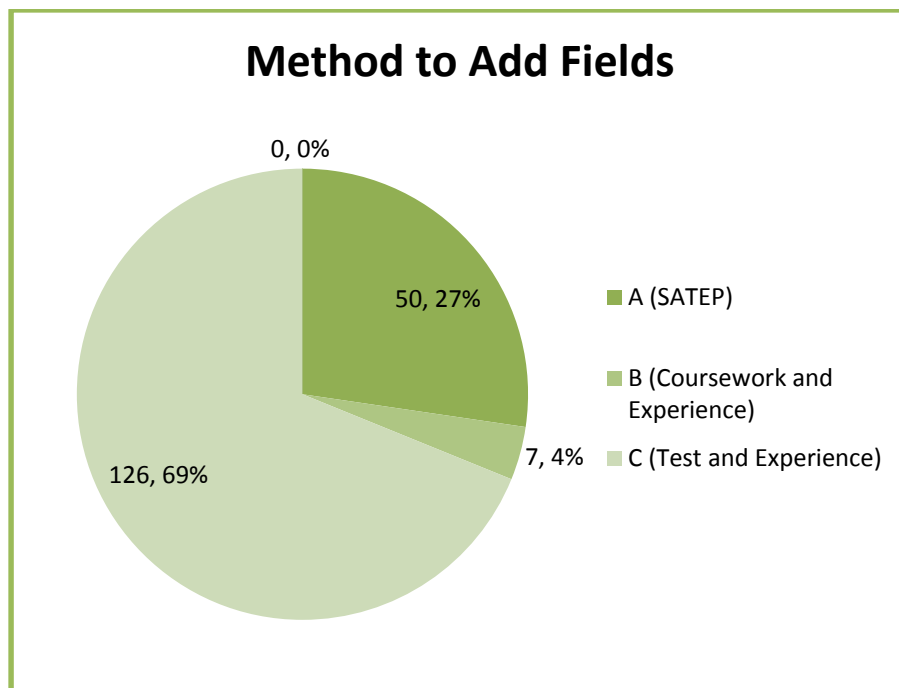
	10/1/10-9/30/11	10/1/09-9/30/10	10/1/08-9/30/09	10/1/07-9/30/08	10/1/06-9/30/07
Number of Added Fields	183	142	160	124	99

Added Fields 10/1/2010-09/30/11



Methods for Adding a Field to an Existing License

Method to Add Fields	
A (SATEP)	50
B (Coursework and Experience)	7
C (Test and Experience)	126

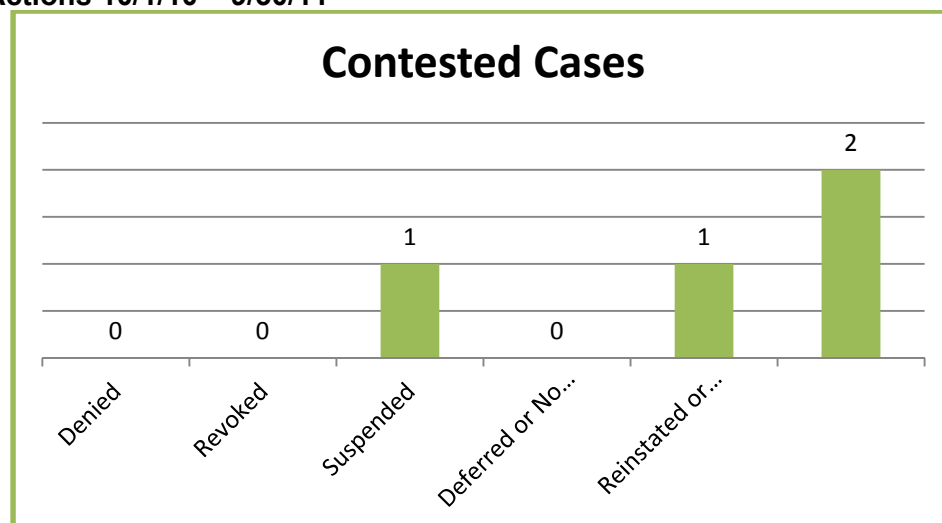


Contested Cases for License Denial and License Discipline 10/1/10 – 9/30/11

Year	Total Cases	Denied	Revoked	Suspended	Deferred or No Action	Reinstated or Approved	Reprimanded or Warned	Reason
10/1/10-9/30/11	4	0	0	1	0	1	2	
Case #1							X	Solicitation of a prostitute.
Case #2				X				Refusal to comply with license renewal audit.
Case #3						X		Report from another state that teacher viewed pornography on school computer.
Case #4							X	Refusal to comply with license renewal audit. Subsequently submitted documentation.
10/1/09-9/30/10	7	0	1	0	1	5		
10/1/08-9/30/09	4*	0	1	1	3	0		
10/1/07-9/30/08	9	2	5	0	2	0		
10/1/06-9/30/07	1	0	0	1	0	0		

*One individual's license was suspended then revoked.

License Actions 10/1/10 – 9/30/11



Appeals Heard by the Board 10/1/10 – 9/30/11

Appeal	Approved	Denied
Request to accept coursework that was not a SATEP.		X
Request to waive testing requirement.		X
Request to waive license renewal requirements. Case has been continued into next reporting period.		

TEACHER EDUCATOR PREPARATION PROGRAMS**Requirements**

The HTSB is responsible for the approval of teacher education programs based in Hawaii. Programs are required to attain accreditation from a body approved by the US Department of Education to be eligible for state approval. There are two such approved accrediting agencies: NCATE and TEAC. Currently, one program, the University of Hawaii (UH)-Manoa, is NCATE accredited and the University of Phoenix-Hawaii is TEAC accredited. All other programs are preparing for national review. HRS §302A-802 requires candidates to demonstrate competencies established by the Board.

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. Currently the HTSB standards for provisional unit review are modeled on the NCATE standards (see Appendix C).

Three alternative teacher preparation programs submitted requests to become Hawaii State Approved Teacher Education Programs (SATEP). Teach for America-Hawaii, Leeward Community College and iTEACHUS are currently going through the provisional approval process.

In other areas that affect Hawaii SATEP, the Board convened two Work Groups. The World Language Work Group was asked to make recommendations for revisions to license fields and requirements for World Language licenses. As a result, fifty-five new language license fields were added to the existing four World Languages, as well as new levels in K-6, 5-9 and K-12 added to the existing 7-12 level. The Clinical Experience Work Group was asked to examine clinical experience for teacher preparation programs. New provisions for experienced teachers who have not completed a teacher education program to become licensed via performance assessment were added as a new route to licensure.

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, NCATE, TEAC, ETS and Evaluation Systems by Pearson.

IHE Assistance

Date	Institution(s)	Training Focus
10/12/2010	HPU	Licensure presentation
10/14/2010	Chaminade	Licensure presentation
10/21/2010	UH-Manoa	Licensure presentation
11/17/2010	HPU	Licensure presentation
11/30/2010	UH-WO	Licensure presentation
1/12/2011	iTeach-USA	SATEP Information
1/26/2011	All SATEP	ETS Test Update
2/8/2011	Kahuawaiola	Accreditation consultation
4/4/2011	UH-Manoa	College of Education event
4/12/2011	All SATEP	TEAC Informational Session at TECC
4/20/2011	TFA	SATEP consultation
4/21/2011	UH-Manoa	UH-M College of Education Advisory Committee
4/25/2011	Chaminade	Licensure presentation
4/30/2011	All SATEP	Licensure/job fair for Hawaii teacher candidates
7/18/2011	DOE	Consultation on proposed alternative SATEP
8/18/2011	UH-Manoa	UH-M College of Education Advisory Committee
8/25/2011	Kahuawaiola	Courtesy visit
8/25/2011	UH-Hilo	Courtesy visit
9/7-8/11	All SATEP	TEAC Training

Status of Programs

Institution	Unit Approval Status and Conditions	Program Approval Status and Conditions	Number of completers reported 10/1/10–9/30/11	Number of candidates licensed 10/1/10–9/30/11
Brigham Young University- Hawaii	Full approval through June 2014	Traditional Programs Undergraduate and Post-baccalaureate Programs: <ul style="list-style-type: none"> <input type="checkbox"/> Elementary Ed (K-6). <input type="checkbox"/> Secondary Ed: Secondary (7-12): Business, English, Mathematics, Physical Science, Social Studies, Biology, Music (7-12), PE, Spanish, History, Art (7-12), TESOL (7-12), Math. 	41	33
Chaminade University of Honolulu	Full approval through December 2016	Traditional Programs Undergraduate, Post-baccalaureate and Master's Programs: <ul style="list-style-type: none"> <input type="checkbox"/> Elementary (K-6). 	105	90

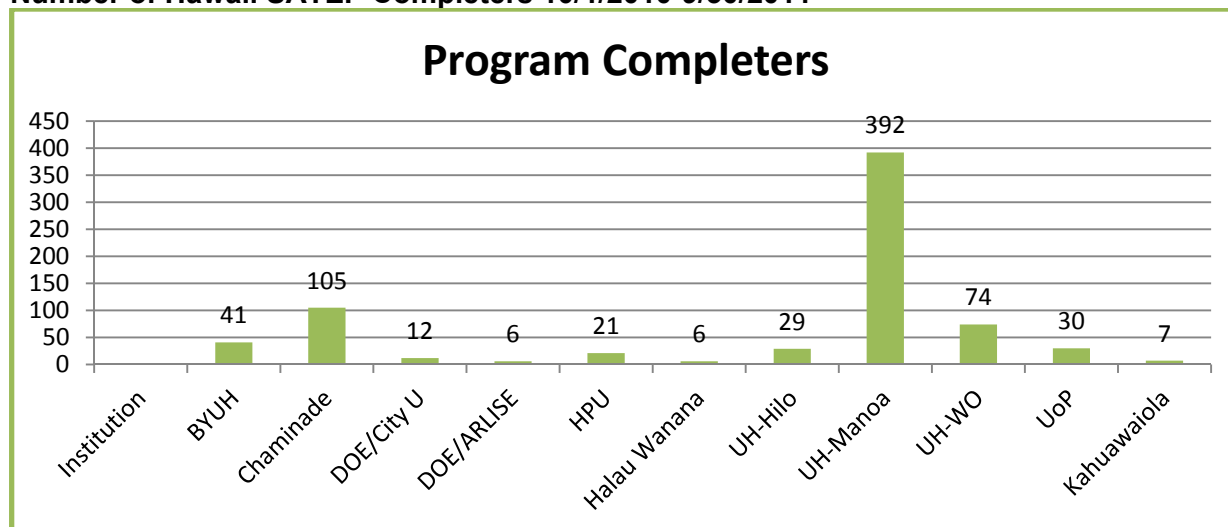
		<input type="checkbox"/> E l e m e n t a r y and Special Education Dual Licensure Program for Educational Assistants in the Hawaii DOE. <input type="checkbox"/> S e c o n d a r y (7-12) - English, Math, Science, Social Studies. Note: May also include candidates with degrees or content equivalencies determined by IHE in other HTSB teaching fields. <input type="checkbox"/> S p e c i a l Ed- Mild/Moderate (K-12). Master of Science in Counseling Psychology <input type="checkbox"/> M a s t e r of Science in Counseling Psychology/ School Counseling (K-12).		
City University of Seattle (BASE Program)	Approval with Conditions through June 2015	NOTE: City University is not accepting new candidates for BASE. Alternative Program Undergraduate Program: BA in Special Education (K-12) in conjunction with DOE Training and Certification Section.	12	6
Halau Wanana	Provisional approval through December 2013	Alternative Route Programs Post-Baccalaureate Programs: <input type="checkbox"/> E l e m e n t a r y Education K-6. <input type="checkbox"/> S e c o n d a r y Education for 7-12 content area(s) that relate to candidate's prior coursework, degree(s) and teaching experience.	6	3
Hawaii DOE-ARLISE	Approval with conditions through December 2015	NOTE: DOE is not accepting new candidates for ARLISE. Alternative Program Post-baccalaureate and Master's Programs: For individuals hired in contracted special education positions in DOE or charter schools. Specially designed SPED course work in partnership with Chaminade University of Honolulu. <ul style="list-style-type: none"> RISE ALTERNATIVE I for individuals who have already completed a State Approved Teacher Education Program in another subject area. RISE ALTERNATIVE II for individuals who have not completed a State Approved Teacher Education Program but have at least a bachelor's degree from an accredited university. 	1	8
Hawaii Pacific University	Approval with Conditions through December 2015	Traditional Programs Undergraduate, Post-baccalaureate and Master's Programs: <input type="checkbox"/> S e c o n d a r y (7-12): English, Mathematics, Science, Social Studies, and World Languages. <i>Note: May also include candidates with degrees or content equivalencies determined by IHE in other HTSB teaching fields.</i> <input type="checkbox"/> M a s t e r of Education in Secondary Education.	21	20

		<input type="checkbox"/> Elementary Education K-6. <input type="checkbox"/> Bachelor of Education in Elementary Education <input type="checkbox"/> Master of Education in Elementary Education.		
Kahuawaiola Indigenous Teacher Education Program at UH-Hilo Kahuawaiola Indigenous Teacher Education Program at UH-Hilo, cont.	Full approval through December 2016	Alternative Route Programs Graduate Programs: <input type="checkbox"/> Hawaiian Language Immersion (P-3, P-6 and K-12). <input type="checkbox"/> Hawaiian Language (7-12) with Kahuawaiola prerequisite. <input type="checkbox"/> Hawaiian Studies (7-12) with Kahuawaiola prerequisite. <input type="checkbox"/> Elementary (K-6). Secondary (7-12) for program completers with content area degrees and related student teaching.	7	4
UH-Hilo Education Department	Full approval through June 2014	Traditional Programs Post-baccalaureate Programs: <input type="checkbox"/> Secondary (7-12): English, Mathematics, Science, Social Studies, and World Languages. <input type="checkbox"/> Master of Education in Secondary Education. <input type="checkbox"/> Elementary Education K-6. <input type="checkbox"/> Bachelor of Education in Elementary Education. <input type="checkbox"/> Master of Education in Elementary Education	29	31
UH-Manoa	Full NCATE Approval with through June 2014	Undergraduate, Post-baccalaureate, and Master's Programs: Traditional Programs <input type="checkbox"/> BEd in Elementary Education, K-6.* <input type="checkbox"/> BEd in Elementary Education, K-6, and Early Childhood Education, PK-3 (Dual Preparation). <input type="checkbox"/> BEd in Elementary Education, K-6, and Special Education, K-6 (Dual Preparation). <input type="checkbox"/> BS in Kinesiology and Rehabilitation Science (KRS): Physical Education. <input type="checkbox"/> BEd in Secondary Education, 7-12: English, Foreign Language, Mathematics, Science, Social Studies. Alternative Route Programs <input type="checkbox"/> Post-baccalaureate Certificate in Secondary Education (PBCSE), 7-12.* <input type="checkbox"/> English, ESL, Fine Arts, Foreign Language, Mathematics, Physical Education, Science, Social Studies. <input type="checkbox"/> Post-baccalaureate Certificate in Special Education (PBCSPED): Mild/moderate or Severe/autism.* <input type="checkbox"/> Master of Education in Teaching (MEdT): Elementary Education K-6, English 7-12, Mathematics 7-12, Science 7-	392	348

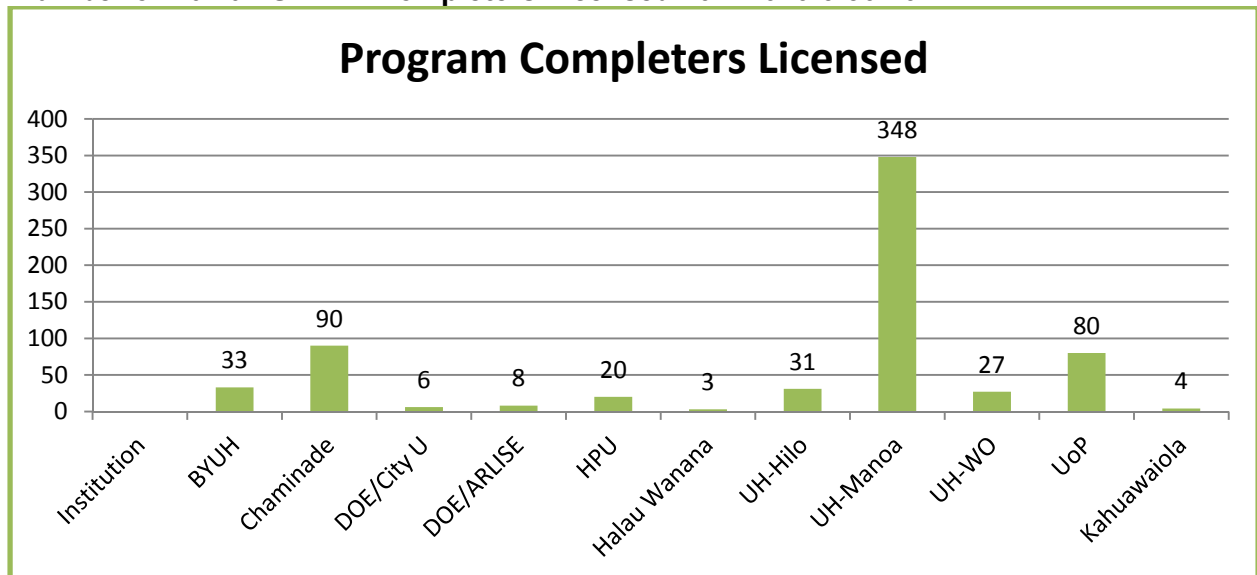
		12, Social Studies 7-12, Hawaiian Immersion K-12, Hawaiian Language 7-12. *Offered to neighbor islands through distance education.		
UH-West Oahu	Provisional approval through June 2014	Traditional Programs Baccalaureate Programs: <input type="checkbox"/> Bachelor's degree in Elementary Education for K-6 Elementary License. <input type="checkbox"/> Secondary Education in Mathematics 7-12, Science 7-12, Social Studies 7-12 and English 7-12. <input type="checkbox"/> Middle Level Education in Mathematics 5-9, Science 5-9, Social Studies 5-9 and English 5-9.	30	27
University of Phoenix- Hawaii Campus	Approval with Conditions through December 2013	Alternative Route Programs Master's Programs: <input type="checkbox"/> Master of Arts in Education with Specialization in Special Education (K-12). <input type="checkbox"/> Master of Arts in Education - Elementary Education (K-6). <input type="checkbox"/> Master of Arts in Education - Secondary Education (7-12). Content Fields consist of Math, English, Science, and Social Studies	74	80
		Total Hawaii program completers	718	650

Licensed candidates may include those who completed a program in previous years as well.

Number of Hawaii SATEP Completers 10/1/2010-9/30/2011



Number of Hawaii SATEP Completers Licensed 10/1/2010-9/30/2011



New Programs Currently in SATE Provisional Review Process

Unit	Proposed Programs	Approval Status
Teach for America	Elementary Education Secondary Education in social studies, English, mathematics, science	Has completed review and will be presented to Board in Nov./Dec.
Leeward Community College	Secondary CTE	Currently undergoing provisional review process.
University of Phoenix-Hawaii	Elementary Education	Currently undergoing provisional review process.
iTeach US	Art, Early Childhood Education, Elementary Education, English, Health, World Languages, Mathematics, Music, Physical Education, Reading, Science, Social Studies, Special Education and Speech.	Currently a candidate for NCATE accreditation and will be presented to Board upon approval from NCATE.

HTSB prepared teams and is currently conducting reviews for the following institutions:

- ▶ Teach for America, provisional review completed and awaiting Board action;
- ▶ Leeward Community College, provisional review in progress;
- ▶ University of Phoenix-Hawaii, provisional review of new program in progress;
- ▶ Halau Wanana, first onsite review pending.

Hawaiian Language Programs

The following table illustrates the number of licenses issued in Hawaiian Language and Hawaiian Language Immersion as well as the output of the three main Hawaiian language/culture-related units. The number of licenses issued does not match the number of program completers because all completers may not have applied for a license.

Licenses Issued in Hawaiian Fields

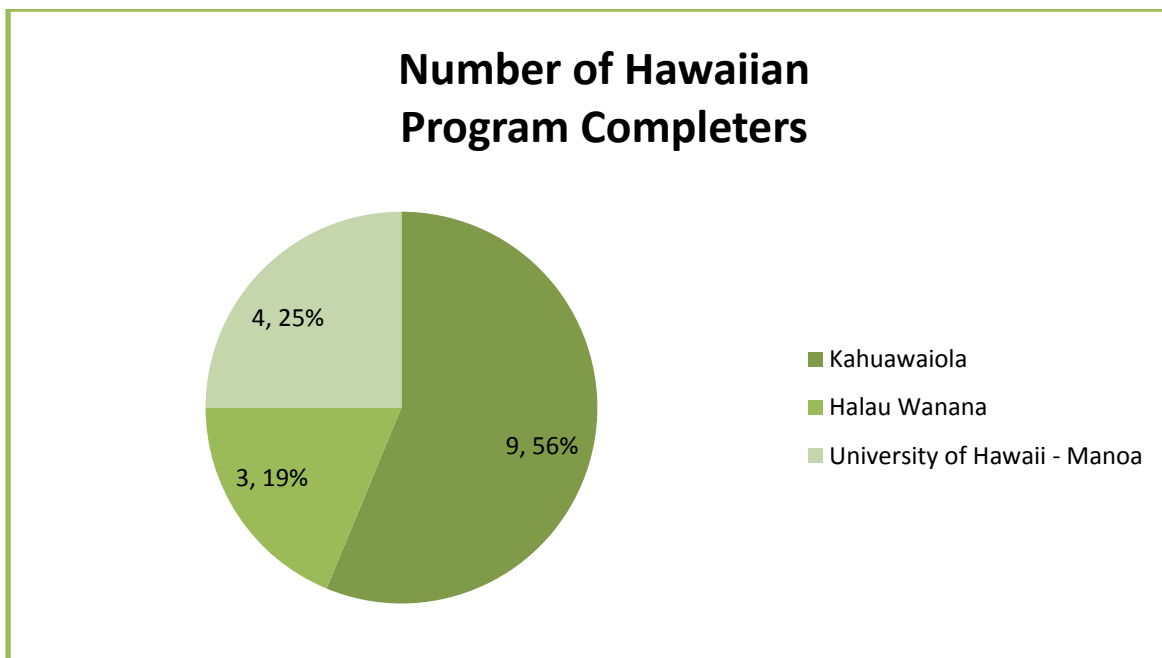
License Field	Licenses Issued 2010-2011
Hawaiian Language 7-12	5
Hawaiian Language Immersion PK-3	1
Hawaiian Language Immersion K-6	1
Hawaiian Language Immersion 7-12	0
Hawaiian Language Immersion K-12	6
Hawaiian Studies 7-12	4

Note: Some licenses issued to applicants who may have completed their program in previous years.

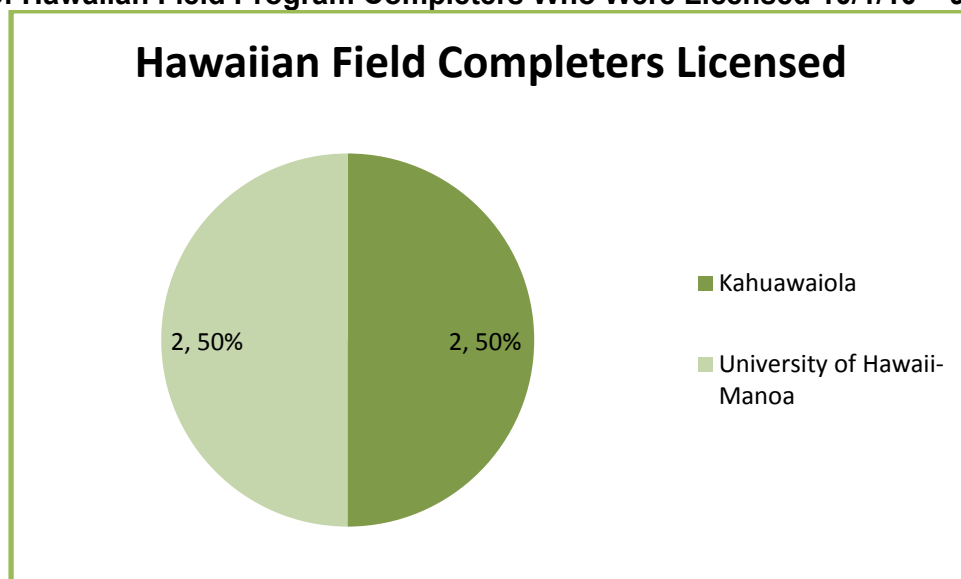
Candidates Prepared by Institution for Hawaiian Fields 10/1/10 – 9/30/11

Institution	Number of Program Completers 10/1/10-9/30/11	Number of Program Completers Licensed 10/1/10-9/30/11
Kahuawaiola	9	2
Halau Wanana	3	0
University of Hawaii - Manoa	4	2

Hawaiian Fields Program Completers 10/1/10 – 9/30/11



Number of Hawaiian Field Program Completers Who Were Licensed 10/1/10 – 9/30/11



TEACHER PROFESSIONAL DEVELOPMENT

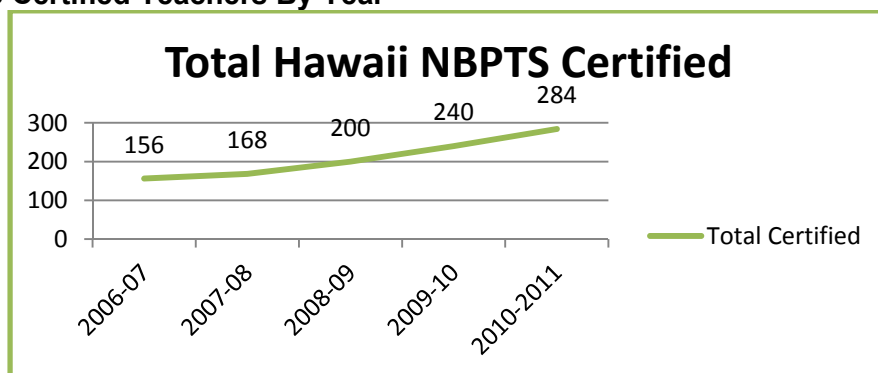
NBPTS Summary

HTSB offered informational and support sessions to teachers statewide and instituted online sessions for the first time. There were forty-four new NBPTS certified teachers in 2010, and HTSB awarded over \$56,000 in stipends to Hawaii candidates through a streamlined application process.

NBPTS Hawaii Data

Year	Newly Certified	Total Certified
2010-2011	44	284
2009-10	40	240
2008-09	42	200
2007-08	32	168
2006-07	12	156

Total NBPTS Certified Teachers By Year



DATA FROM DEPARTMENT OF EDUCATION

Emergency Hires

Date	Emergency Hires	No State Approved Teacher Education Program (Code 5)	State Approved Teacher Education Program Complete (Code W)	Teach for America (Code T) Included in 5's and W's	% State Approved Teacher Education Program Complete
September 2011	635	229	406	114	64%
September 2010	625	288	337	104	54%
September 2009	850	340	510	Not Available	60%

Typically, "Code W" Emergency Hires are licensure test incomplete.

Identified Shortage Areas

The Department of Education identified the following teaching fields as shortage areas for 2010-2011:

Special Education, mathematics, science, Vocational Education (Career and Technical Education).

HQT Status

For the 2009-2010 school year, the most current data available, the Department of Education reports the following data for Highly Qualified classes:

Teacher Data from DOE Superintendent's Report

Teachers	Total		Licensed	Classes Taught by Teachers Meeting NCLB
	FTE	Head Count		
School Year	#	#	%	%
2009-2010	10,887.5	10,967	93.4%	81%
2008-2009	10,884.5	11,094	90.3%	74%
2007-2008	10,963.0	11,151	87.5%	70%

Workforce Development Efforts

Two major developments in the area of Career and Technical Education occurred during this reporting period. The Board developed a new Standard CTE license for those with a minimum of an associate's degree, teaching pedagogy training and multiple ways to demonstrate content expertise. This license, which allows an individual to teach in the CTE area but not add additional fields, is groundbreaking. The second development is the proposed CTE preparation program at Leeward Community College, the first time a community college has submitted a program to become a SATEP.

OPERATIONS

Staffing

HTSB staff consists of the Executive Director, two specialists, a secretary, clerk typist, five licensing clerks and two temporary clerks. Currently, all positions are filled except for one licensing clerk and one temporary clerk. The position of student helper was relinquished during this reporting period due to challenges in filling the part time position and in the interest of the state budget.

Facilities

Thankfully, HTSB was able to begin scanning official licensing documents which dated back to 2002. This, combined with the two vacancies, allows the staff adequate work space. With the move toward self-sufficiency dependent upon HTSB's special funds, the Executive Director is investigating a more cost efficient space for future use.

Data Systems

New phases of the online licensing system are deployed quarterly. Currently, teachers may apply for a Standard License, renew a license and pay their fees online. They may also contact HTSB directly from their record and check when criteria are met if they have applied online. As a result of implementation of HTSB's online payment system, 13,923 teachers have linked to their license record, 7,747 teachers have renewed online and 4,064 online license fee payments have been submitted as of September 30, 2011. Upcoming deployments will include the Provisional, Advanced and Added Field Applications.

HTSB has continued its partnership with Hawaii Information Consortium (HIC), which developed both the teacher and administrative portions of the system. HIC also supports the licensing staff with first line response to direct calls and emails to the appropriate HTSB staff. During this reporting period, 4,019 inquiries were received by HTSB. Average response time to inquiries, whether by email or telephone, is now 2 days, although some inquiries which depend on other agencies or other states, may take longer.

FINANCIAL REPORT

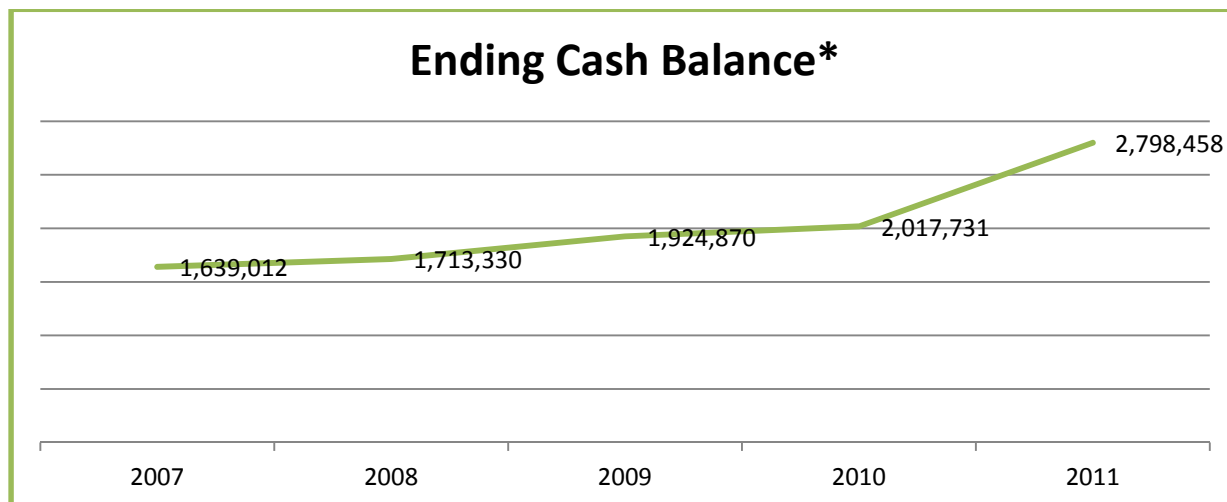
Expenditures and Revenues

Funding by Source and Year

Allotted Budget Ceiling	Special Fund ID 25323	General Fund ID 25321
2011	1,911,432	294,749
2010	1,841,692	287,017
2009	1,900,000	311,431
2008	1,600,000	334,605
2007	1,600,000	221,710

Year	Special Fund Revenues	Special Fund Personnel Costs	Special Fund Operating Costs	General Fund Personnel Costs	General Fund Operating Costs
2011	1,718,348	397,482	241,796	210,778	47,096
2010	709,831	247,467	257,369	130,149	46,426
2009	782,022	325,810	156,445	159,346	79,464
2008	767,282	297,402	340,020	138,759	121,452
2007	276,867	255,508	215,865	127,267	61,194

Payment of license fees is cyclical; teachers may pay the entire five year or ten year fee when their license is issued, or they may select a license fee payment plan.



*Cash balance is the reserve that is needed to fund HTSB over a period of 5 years at minimum, consistent with the cyclical 5 year licensure renewal period.

RESPONSES TO LEGISLATION AND ADMINISTRATIVE RULES

New HTSB statute provided for a ten year license for those who qualify for the Advanced License, and penalty language was clarified. The Board also approved and took to public hearing revised Administrative Rules which clarified the license renewal process; shortened the time a teacher must teach in a new field to add that field to an existing license; and allowed licenses to be officially approved by the Executive Director under standard licensing criteria instead of having to wait for the next monthly Board meeting.

APPENDICES

Appendix A:

Updated 2011 InTASC Model Core Teaching Standards

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.

Appendix B:

License Requirements

Provisional License: Non-renewable 3 year license

- 1) Complete a State Approved Teacher Education Program (SATEP)
- 2) Pass content area tests or possess a major or equivalent in the license field
- 3) Professional fitness clearance
- 4) Pay fees

Standard License: Renewable 5 year license

- 1) Complete a State Approved Teacher Education Program (Hawaii SATEP may assess experienced candidates using an approved performance assessment);
 - 2) Pass Praxis examinations in basic skills and content knowledge.
 - 3) Professional Fitness clearance
 - 4) Pay fees
- OR
- 1) Hold a valid, un-revoked out-of-state license
 - 2) 3 years out of the last 7 years teaching in license field
 - 3) Pass Hawaii Praxis examinations in basic skills, pedagogy and content knowledge
 - 4) Professional Fitness clearance
 - 5) Pay fees
- OR
- 1) Complete a State Approved Teacher Education Program
 - 2) Hold a current, valid un-revoked license in another state and pass licensing tests in that state in basic skills and subject assessments. If not, must pass Hawaii tests for any category lacking from the other state.
 - 3) Professional Fitness clearance
 - 4) Pay fees

Note:

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 Test in language fields for which no Praxis examination exists.

CTE Standard Limited License

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

- or
- Current valid National Industry Certification in content area;
- or
- Current valid industry license in content area;
- or
- 30 hours coursework in the license field; and
- 5. Meet Professional Fitness Requirement; and
- 6. Pass Basic Skills tests (PPST Reading, Writing and Mathematics); and
- 7. Pay fees.

Advanced License: Renewable 10 year license

- 1) Hold a current, valid un-revoked Standard License in Hawaii or another state
- 2) Hold Master's, Specialist or Doctoral degree that was not used to obtain the Standard License or hold a current valid National Board Certification in the license field
- 3) Satisfactory completion of 5 out of the last 8 years of full-time P-12 experience under the Standard License, either in Hawaii or another state
- 4) Professional Fitness clearance
- 5) Pay fees

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

- 1. Hawaii Department of Education 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
- 5. Pay fees

Ni'ihau Limited Duty Special Permit: Renewable up to August 31, 2015

- 1. Be contracted by the Hawaii Department of Education as of June 1, 2000, on Ni'ihau
- 2. Have a recommendation from Hawaii Department of Education for showing strong progress towards meeting the licensing requirements and thus, qualifying for the Ni'ihau Limited Duty Special Permit
- 3. Complete baccalaureate degree and Praxis PPST requirements by August 31, 2015
- 4. Satisfactory contracted HOE K-12 teaching experience may be accepted in lieu of student teaching
- 5. Professional Fitness clearance
- 6. Pay fees

Adding a Field to an Existing Hawaii License

A Hawaii licensed teacher may add a field to their existing license in three ways:

- 1. Complete a State Approved Teacher Education Program in the new field;
OR
- 2. Complete 30 hours from a State Approved Teacher Education Program in the new field and verify 1 year of experience out of the last 5 in the new field;
OR

3. Take the Praxis content test in the new field and verify 1 year of experience out of the last 5 in the new field;
OR
4. Attain NBPTS certification in the new field;
OR
5. 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 Performance Standards;
2. Possess evidence of satisfactory experience within the five years prior to license renewal;
3. Meet Professional Fitness requirements;
4. Pay license fee.

Appendix C

State Approval of Teacher Education Unit Standards

UNIT STANDARD	CRITERIA
CONCEPTUAL FRAMEWORK STANDARD	A conceptual framework establishes the shared vision for a unit's efforts to prepare educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework provides the bases that describe the unit's intellectual philosophy, which distinguishes program completers of one unit from those of another. The conceptual framework also provides a context for aligning professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.
UNIT STANDARD 1. CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS	<p>Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate content, pedagogical and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments show that candidates meet professional, state, and unit standards.</p> <p>The public expects that their children's teachers have sufficient knowledge of content to help all students meet standards for P-12 education. The guiding principle of the teaching profession is that student learning is the goal of teaching. Standard 1 reinforces the importance of this goal by requiring that teacher candidates know their content or subject matter, can teach, and can help all students learn. All professional school personnel are expected to carry out their work in ways that are supportive of student learning.</p>
UNIT STANDARD 2. ASSESSMENT SYSTEM AND UNIT	The unit has an assessment system that collects and analyzes data about applicant qualifications, candidate and program completer performance, and unit operations to evaluate and improve the unit and its programs. The unit

EVALUATION	<p>has a professional responsibility to ensure that its programs and program completers are of the highest quality. Meeting this responsibility requires using information technologies in the systematic gathering and evaluation of data and making use of that data to strengthen the unit and its programs.</p>
UNIT STANDARD 3. FIELD EXPERIENCE AND CLINICAL PRACTICE	<p>The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.</p> <p>Field experiences and clinical practice are integral program components for the initial preparation of teacher candidates and candidates for other school personnel roles. They provide the opportunity for candidates to apply their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Designed and sequenced well, they help candidates develop the competence necessary to begin or continue careers as teachers or other school professionals. Student teaching or an internship is the required culminating experience for teacher candidates at the baccalaureate, post baccalaureate, or master's level.</p> <p>Field experiences and clinical practice are characterized by collaboration, accountability, and an environment and practices associated with professional learning. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. Clinical practice includes student teaching and internships that provide candidates with experiences that allow for full immersion in the learning community so that candidates are able to demonstrate competence in the professional roles for which they are preparing. A minimum of ten weeks, full-time, is required for the student teaching or clinical practice component. Clinical practice also provides for candidates' use of information technology to support teaching, learning, and other professional responsibilities.</p> <p>The unit and school partners collaboratively design and implement field experiences and clinical practice, including the assessment of candidate performance. P-12 school and unit faculty share the responsibility for candidate learning. The partners share and integrate resources and expertise to create roles and structures that support and create opportunities for</p>

	<p>candidates to learn. The partners select and prepare clinical faculty to mentor and supervise teacher candidates.</p> <p>Candidates are expected to study and practice in a variety of settings that include diverse populations, students with exceptionalities, and students of different ages. They are placed in clinical settings at grade levels and in the subjects or school roles (e.g., school counselor, school librarian) for which they are seeking a license. Candidate learning is integrated into the clinical setting. Scheduling, use of time, and resources support clinical faculty and allow candidates to participate as teachers, professional educators, and learners in the school setting.</p>
UNIT STANDARD 4. DIVERSITY	<p>The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse unit and school faculty, diverse candidates, and diverse students in P-12 schools.</p> <p>One of the goals of this standard is the development of educators who can help all students learn and who can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds. Therefore, the unit provides opportunities for candidates to understand the role of diversity and equity in the teaching and learning process.</p> <p>Coursework, field experiences, and clinical practice are designed to help candidates understand the influence of culture on education and acquire the ability to develop meaningful learning experiences for all students. Candidates learn about exceptionalities and inclusion as well as gender differences and their impact on learning. Proficiencies, including those related to dispositions and diversity, are drawn from the standards of the profession, state, and unit; they are clear to candidates and are assessed as part of the unit's performance assessment system.</p>
UNIT STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT	<p>Faculty are qualified and model best professional practices in scholarship, service and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.</p>

	<p>Faculty in higher education and partner schools are critical to the development of high quality professional educators to staff Hawaii's and the nation's schools. They can introduce candidates to research and good practice that counter myths and misperceptions about teaching and learning. Through modeling of good teaching, they help candidates develop multiple teaching strategies to help all students learn. The intellectual vitality exhibited by faculty who are engaged in their work and student learning is important in setting the stage for continuous professional development by the candidates under their supervision.</p>
<p>UNIT STANDARD 6.</p> <p>UNIT GOVERNANCE AND RESOURCES</p>	<p>The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and unit standards.</p> <p>The unit performs the key leadership role in governance and management of curriculum, instruction, and resources for the preparation of professional educators. The unit is responsible for the quality of all school personnel prepared at the institution regardless of where the program is administratively located within the institution. Thus, units are expected to directly manage or coordinate all programs offered at the institution for the initial and continuing preparation of teachers and other professional school personnel. In this regard, they work with colleagues in arts and sciences and other units across campus as well as educators in P-12 schools.</p> <p>The unit has designed, established, and maintained a structural and governance system for planning, delivering, and evaluating programs that includes school practitioners as well as faculty and administrators in other units of the institution. A key element of that system is the development and implementation of an assessment system that includes the gathering and use of candidate performance data, as described under Standard 2, to ensure that candidates meet standards.</p>



HAWAI'I TEACHER
STANDARDS BOARD

650 Iwilei Road, Suite 201
Honolulu, HI 96817
808.586.2600

RS 12-0555