

New Business Item 15-05

Introduced 9/11/2015

Approved 9/11/2015

TITLE: Adoption of Recommendations of the 2014-2015 Licensure Work Group

The Hawaii Teacher Standards Board (HTSB) adopts the following recommendations of the 2014-2015 Licensure Work Group which were included in the workgroup's report presented at the June 2015 meeting:

- Maintain current license levels (PK-K, PK-3, K-6, 6-8, 6-12, K-12, P-12);
- Add the following license fields after standards and criteria are recommended by the work groups and approved by the Board:
 - Science Technology Engineering Mathematics (STEM) K-6, 6-8, 6-12 and
 - Multiple Subject P-12 for teachers in remote/hard to fill schools;
- Encourage social studies and science teachers to add at least one specific field by their first license renewal date.

The Board also directs the Executive Director to convene work groups to recommend standards and criteria for the new STEM and Multiple Subject licenses. The groups should include a representative from each of the following:

For the multiple subject license:

- A licensed charter school teacher and Department of Education teacher from a school either in a remote or hard to fill school;
- Teacher Education Coordinating Committee (TECC);
- Hawaii Department of Education;
- Hawaii Charter School Commission;
- Hawaii State Teachers Association.

For the STEM license:

- A teacher licensed in the STEM fields;
- Teacher Education Coordinating Committee (TECC);
- Hawaii Department of Education;
- Hawaii Charter School Commission;
- Hawaii State Teachers Association.

Submitted by: Terry Lynn Holck

Referred to: Teacher Standards Committee

Hawaii Teacher Standards Board Licensure Work Group Report

Workgroup members:

- Teachers from the field with experience and an active license in special education, TESOL and elementary education:
 - Special Education: Michael Kline, Special Education Teacher, Kilauea Elementary School
 - TESOL: Shawn Ford, Program Coordinator, Second Language Teaching Program, Kapiolani Community College
 - Elementary Education: Pualani Akaka, Elementary Teacher, Kualapu`u Elementary Charter School
 - Science: Sara Medeiros, Science Teacher, West Hawaii Explorations Academy Public Charter School
 - Social Studies: Cristy Kessler, Associate Professor, College of Education, University of Hawaii-Manoa
- Hawaii Department of Education representative: Kim Miyamoto and Everett Urabe, Personnel Specialists, Hawaii DOE
- Hawaii State Public Charter School Commission representative: Beth Bulgeron, Academic Performance Manager, State Public Charter School Commission
- Teacher preparation faculty in special education, TESOL and elementary education:
 - Special Education: Amelia Jenkins, Chair, Department of Special Education, College of Education, University of Hawaii-Manoa
 - TESOL: Brook Chapman de Sousa, Assistant Professor, Multilingual Learners, University of Hawaii-Manoa
 - Elementary Education: Donna Grace, Director, Institute for Teacher Education, Elementary Division, University of Hawaii-Manoa
 - Hawaiian Licensure Areas: Kalehua Krug, Hawaiian Language Immersion Teacher Education, Curriculum Studies Department, College of Education, University of Hawaii-Manoa
 - STEM: Tara O'Neill, Science Education, Curriculum Studies Department, College of Education, University of Hawaii-Manoa
- Hawaii State Teachers Association representative: Dawn Raymond, Special Education Teacher, Waiakea High School

HTSB staff:

Lynn Hammonds, Executive Director
Carolyn Gyuran, Educational Specialist

Meeting dates:

January 14 and 28, 2015, 10:00 AM at Dole Cannery Meeting Room 158

Workgroup Charge:

New Business Item 14-11 approved formation of a work group to make recommendations for licensure, including special education, TESOL and elementary education licensure. The Executive Director will conduct two meetings of this group and report their recommendations back to the Board at the June 2015 meeting for possible action.

The work group shall be composed of the following representatives:

- Teachers from the field with experience and an active license in special education, TESOL and elementary education;
- Hawaii Department of Education;
- Hawaii State Public Charter School Commission;
- Teacher preparation faculty;
- Hawaii State Teachers Association.

The panel reviewed current licensure fields and levels and makes the following recommendations to the Hawaii Teacher Standards Board:**License Levels**

Currently, Hawaii offers licensure levels of PK-K, PK-3, K-6, 6-8, 6-12, K-12 and P-12.

Panelists were divided between having multiple levels and recognizing fewer levels. Special education representatives felt a wide array of levels was problematic because there cannot be a great deal of flexibility. Others felt that it was important to retain current levels so teachers have more options in placement by their employer. Preparation programs felt reducing the number of levels would create problems for their programs. Hawaiian preparation programs like the larger span as their teachers have more employment options. The Department of Education (DOE) felt multiple levels hinder placement, making a license more restrictive, but a wider span, such as K-12, gives the employer more leeway in placement.

One question in particular that the panel explored was whether K-12 is an appropriate level span. Currently, for a program to recommend a candidate for licensure in K-12 the individual must complete student teaching in both K-6 and 6-12, as well as have coursework specific to both levels. The group felt that the K-12 filled a need but that it can be challenging to prepare a candidate for both elementary and secondary teaching.

Teaching Fields

Dual Licensure

Dual licensure in the areas of special education, Teaching English to Speakers of Other Languages (TESOL), early childhood and Hawaii fields was discussed, centering around preparation and employment issues.

Special Education

In special education, preparation programs felt required dual licensure would decrease the number of candidates due to the length of the program and candidates might transfer out of special education to other areas which would not require a dual license. However, the program representatives felt a better option would be to require "X" number of content classes without requiring teachers to be licensed in the content field.

The DOE felt that dual licensure would be an advantage for those seeking employment and for federal tracking purposes and Highly Qualified status.

Teacher members were concerned that individuals with special education licenses are placed in any content field, whether the teacher is qualified in that content field or not.

The general consensus of the group was that dual licensure is desirable but should not be required because of cost, need of special education teachers, and the fact that it would be narrowing placement options for special education teachers.

Teaching English to Speakers of Other Languages

The field has shifted to content based language development. Content is necessary to teach language. TESOL teachers do not teach grammar rules but they teach history and acquire language through the content. Dual licensure is tempting because TESOL is a flexible field. Having a content area broadens the field. Candidates are encouraged to get content field. 13.5% of student population is TESOL. The DOE felt that teachers with a TESOL dual license would be highly employable. However, the group felt making the TESOL license mandatory as a dual license with another field would have an adverse effect on the number of individuals seeking this license, therefore having a negative impact on students.

The Hawaiian program representatives reminded the group that Hawaii has two official languages: Hawaiian and English. They felt strongly that in addition to

TESOL there should also be Teaching Hawaiian to Speakers of Other Languages (Hawaiian Language Learners). For example, all license fields should be identified as either English or Hawaiian: Mathematics 6-12 English or Mathematics 6-12-Hawaiian.

The group consensus was that TESOL should not be required as dual license and that the HTSB should consider specifying licenses for Hawaiian Language Learners in addition to English Language Learners.

Early Childhood Education

Preparation faculty felt dual licensure was not needed for early childhood teachers since these individuals are licensed in K-3, therefore eligible for a range of placements. The group agreed.

Science, Technology, Engineering and Mathematics (STEM)

Variations of STEM licenses were discussed:

STEM only

STEAM, adding art

STEM as a stand-alone license

STEM as an added field

The group supports the importance of the STEM field and UH-Manoa is interested in adding a teacher preparation program in STEM. The group felt that if STEM is added as a license field that it could be introduced as an added field only and expanded as programs appropriate for initial licensure are developed.

Multiple Subject Licenses

This license was of interest to charter school principals who report they are challenged to find licensed teachers for extremely small schools. The group investigated California's multiple subject credential as a model for this type of license. A teacher is allowed to teach core subjects to a self-contained classroom in grades twelve and below. The group supports this concept for situations where extremely small schools could benefit.

Eminence License

The group felt that those seeking a license based solely on their content knowledge would not necessarily be successful in teaching but would be better utilized as guest speakers or guest lecturers in the classroom of the teacher of record.

Hawaiian Cultural Practitioner

Preparation programs felt that while this might be a help to some Hawaiian focused schools to use individuals with expertise in Hawaiian tradition it would be detrimental to indigenous teacher preparation programs, and could even result in the closing of those programs. While the group felt this was a good idea the concern was how qualifications would be determined and individuals recommended on a consistent basis.

Focus Area for Elementary Education License

Panelists agreed that it would be beneficial for elementary education teachers to have expertise in an area of focus in the core subjects but did not feel that they should have to have an additional initial license field citing additional burden on the teacher candidates and programs due to additional cost and extended length of the preparation program. Preparation faculty felt some candidates would be disheartened and not seek licensure at all if more requirements were added to the already hefty elementary programs.

Another option, rather than making this an initial licensure requirement, was to consider having elementary education teachers add a core area at a specific renewal point, such as at the first or second license renewal.

Phasing Out Broad Social Studies and Science Fields

Panelists agreed that teachers licensed in the current broad fields may not be qualified to teach all subject specific fields in the discipline. However, employers felt that teachers would be limited in employment prospects if their license field is too narrow.

One option to consider is continuing to allow the broad license fields but requiring these teachers to add at least one specific field before the first renewal of their broad field license.

Recommendation to HTSB:

- Maintain current license levels;
- Add STEM as an added field in K-6, 6-8, 6-12;
- Add a multiple subject P-12 license for teachers in remote/hard to fill schools;
- Encourage social studies and science teachers to add at least one specific field by their first license renewal date.