

**HAWAII TEACHER STANDARDS BOARD
GENERAL BUSINESS MEETING**

**Friday, March 5, 2021
Meeting Conducted by Remote Technology via Zoom**

MINUTES

PRESENT:

Dr. Lisa DeLong	Kristi Miyamae
Elena Farden	Les Murashige
Lokelani Han	Catherine Payne
Dr. Amelia Jenkins for Dr. Nathan Murata	Dawn Raymond
Brandie Kasaoka	Kim Sanders
Branden Kawazoe	Brad Shimizu
Justin Mew	Kerry Tom for Dr. Christina Kishimoto

ABSENT:

Kariane Park Toyama

STAFF:

Dr. Lynn Hammonds, Executive Director	Raymond Rodriguez, Licensing Specialist
Sungti Hsu, Licensing Specialist	Felicia Villalobos, Licensing Specialist
Tracey Idica, Licensing Specialist	Elaine Hutchinson, Secretary

CALL TO ORDER:

Chairperson Kawazoe called the meeting to order at 11:01 a.m.

ROLL CALL TO ESTABLISH QUORUM:

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

AMENDMENT OF AGENDA: None.

ANNOUNCEMENTS: None.

APPROVAL OF MINUTES:

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

EXECUTIVE DIRECTOR'S REPORT:

Executive Director Hammonds submitted her report to the board as written
with no additions

TESTIMONY, PETITIONS FROM THE PUBLIC: None

TOPIC: Teacher Education Committee

DISCUSSION/Action:

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

- **NBI 20-25:** Education Testing Service (ETS) Licensure Test Update
- **NBI 20-26:** Adoption of Updated Content Standards for Licensure and Hawaii Educator Preparation Program Verification of Content Knowledge of Teacher Candidates
- **NBI 20-27:** Extension of Temporary Suspension of the 450 Hour Requirement for Supervised Clinical Experience in Student Teaching, Internship, or Residency of Teacher Candidates in Hawaii State Approved Teacher Education Programs Due to the Novel Coronavirus COVID-19 Pandemic
- **NBI 20-28:** Council for Accreditation of Educator Preparation Membership
- **NBI 20-29:** Consideration of a New PK-3 Level in Their Existing Initial Bachelor's Degree Special Education Program at Chaminade University of Honolulu

TOPIC: Budget, Personnel and Strategic Planning Committee

DISCUSSION/Action:

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

- **NBI 20-30:** Hawaii Teacher Standards Board Meeting Schedule for 2021-2022
- **NBI 20-31:** Hawaii Teacher Standards Board Officers for 2021-2022
- **NBI 20-32:** Hawaii Teacher Standards Board Budget for 2021-2022

MOTION TO RISE INTO EXECUTIVE SESSION AT 12:10 P.M. (Mew/Murashige)

CALL BACK TO ORDER BY CHAIRPERSON KAWAZOE AT 12:35 P.M.

TOPIC: Report out of Executive Session

DISCUSSION:

Chairperson Kawazoe reported out:

- The minutes from the January 22, 2021, Executive Session were approved as written. (Payne/Mew)
- Approval of NBI 20-33: License Affirmation (Jenkins/DeLong) (See Attachment)
- Licensing Update
- Personnel Update
- Financial Update

- Consultation with Deputy Attorney General on legal and procedural matters

TOPIC: Upcoming Meeting

DISCUSSION:

Chairperson Kawazoe reported that members discussed:

- Plan for April 16, 2021, Meeting

ADJOURNMENT:

Chairperson Kawazoe adjourned the meeting at 12:39 p.m.

Recorder: *Elaine Hutchinson* Date: March 5, 2021
Elaine Hutchinson

New Business Item 20-25

Introduced March 5, 2021

Approved March 5, 2021

TITLE: Educational Testing Services (ETS) Licensure Test Update

The Hawaii Teacher Standards Board (HTSB) affirms the following new tests and passing scores to be used for initial licensure and adding a field to an existing license. This information will be posted on the HTSB website and Hawaii Educator Preparation Programs, the Hawaii Department of Education and Charter Schools will be informed that these tests are approved.

For tests which do not yet have a passing score, the recommended score from the ETS Multi-state Standard Setting Study Panel will be adopted upon publication of the study.

Passing scores for the discontinued tests will be accepted for these tests taken and passed up to and including August 31, 2022.

Tests to be discontinued and replacement tests:

License Field	Test to be Discontinued	New Test Name and Code	Passing Score
Mathematics 6-12	Mathematics: Content Knowledge (5161)	Mathematics (5165) ^a	TBD
Mathematics 6-8	Middle School Mathematics (5169)	Middle School Mathematics (5164) ^b	TBD
Reading Specialist, all levels	Reading Specialist (5301)	Reading Specialist (5302)	165

New tests adopted:

License Field	New Test Name and Code	Passing Score
Elementary Education K-6	Elementary Education: Reading and Language Arts & Social Studies (5007) Elementary Education: Mathematics and Science (5008)	160 158
Japanese Language, all levels	Japanese: World Language (5661)	TBD
Music, all levels	Music: Instrumental and General Knowledge (5115) Music: Vocal and General Knowledge (5116)	TBD
Science 6-12	Physical Science (5485)	TBD
To be used for added fields experience component, all fields except for those requiring completion of a preparation program	Principles of Learning and Teaching: PreK-12 (5625)	157

Submitted by: Branden Kawazoe

Referred to: Teacher Standards Committee

New Business Item 20-26

Introduced March 5, 2021

Approved March 5, 2021

TITLE: Adoption of Updated Content Standards for Licensure and Hawaii Educator Preparation Program Verification of Content Knowledge of Teacher Candidates

The Hawaii Teacher Standards Board (HTSB) adopts the following updated content area standards, which have been revised by the national specialty professional associations.

Hawaii Educator Preparation Programs (EPP) may continue to use standards officially adopted prior to March 5, 2021, for candidates currently enrolled in their programs. The following standards should be implemented by EPP no later than July 1, 2023 for new candidates admitted into their programs by that date.

The HTSB Executive Director will work with staff to inform Hawaii EPP and publish the new standards for use in licensure and preparation programs on the HTSB website.

License Field	Issuing Organization	Revision Summary	Link to the Standards
Career and Technical Education <ul style="list-style-type: none">Arts and CommunicationBusinessHealth ServicesIndustry and Engineering Technology	National Board for Professional Teaching Standards	<p>The structure and organization of this second edition of the Career and Technical Education Standards are substantially revised from its 1997, first, edition. There are some significant changes in comparison to the previous releases.</p> <p>The updates include:</p> <ul style="list-style-type: none">In several instances, the content of two or more standards from the first edition has been addressed within a single standard in the second edition.The content of each standard underwent significant revision.The word vocational was replaced to provide fuller descriptions of the academic, technical, and interpersonal knowledge conveyed by accomplished CTE teachers.Pedagogical practices are never discussed in isolation within the standards and feature prominently in this set of standards.The standards committee thus wrote this standard to demonstrate how an accomplished teacher might recognize the importance of aligning curricula with standards while using curricular resources to their utmost	https://www.nbpts.org/newsroom/national-board-publishes-new-standards-for-cte/

		<p>value.</p> <p>The standards were written to reflect recent advances in research and practice and address the increasing focus on preparing all students for postsecondary success</p>	
Career and Technical Education-Health Services	The American Association for Health Education	<p>See the Career and Technical Education section above.</p> <p>1) AAHE was one of six national associations in the American Alliance for Health, Physical Education, recreation, and Dance (AAHPERD) which became SHAPE America. The AAHEPERD standards address health education instead of health services areas indicated by the Hawaii Department of Education.</p>	
Career and Technical Education Natural Resources	The American Association for Agricultural Education	<p>The standards are significantly revised in content and organization. The updated standards now include:</p> <p>The updates include:</p> <ul style="list-style-type: none"> • The standards and descriptions of the standards are provided so it is clear as to what candidates should know and be able to do. • Knowledge and performance indicators for each standard are provided to bring the standards up-to-date and to support candidates who are completing an agriculture education teacher preparation program. 	http://aaaeonline.org/Standards-for-Teacher-Preparation
Elementary Education	Council for the Accreditation of Educator Preparation K-6 Elementary Teacher Preparation Standards	<p>This is a brand new set of standards for elementary education.</p> <p>The five standards for the K-6 Elementary Teacher Preparation are comprised of 23 components. The standards are written for K-6 Elementary teacher preparation programs and represent competence expected of candidates who have completed their initial teacher licensure program and are prepared to begin professional practice as K-6 Elementary teachers.</p>	http://caepnet.org/~media/Files/caep/standards/2018-caep-k-6-elementary-teacher-prepara.pdf?la=en
Health	The Society of Health and Physical Educators (SHAPE America) : The American Association for Health Education was one of six national associations in the	<p>A concerted effort was made to capture the knowledge and skills that are unique to newly prepared health education teacher preparation candidates. The updated National Standards for Initial Health Education Teacher Education is firmly supported by the common roles and responsibilities of professional practices in Health Education.</p>	https://www.shapeamerica.org/accreditation/heteacherprep.aspx

	American Alliance for Health, Physical Education, recreation, and Dance (AAHPERD) which became SHAPE America.	<p>The updates include:</p> <ul style="list-style-type: none"> • The number of standards is reduced from eight standards and 35 key elements to five standards with 24 components. • A detailed description of each standard and component are provided to capture the desired outcome. 	
Literacy Specialist	International Literacy Association	<p>The 2017 standards have maintained a focus on preparing highly qualified professionals by establishing high-level expectations, with explicit suggestions that programs developers can use in developing, implementing, and evaluating programs. Standards 2017 is intended to strengthen the field by providing a well-organized, comprehensive, and specific set of performance criteria to guide literacy and iterative process that involved thoughtful intertwining of research evidence and professional judgment.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • A standard focusing on practicum and clinical experience was added to the list of standards to emphasize the importance of clinical experience. 	https://www.literacyworldwide.org/get-resources/standards/standards-2017
Literacy Specialist, Option 2	International Dyslexia Association	<p>The Knowledge and Practice Standards for Teachers of Reading explicitly sets forth the knowledge and skills that all teachers of reading are expected to possess to advance students' reading and writing profiles from a Structured Literacy approach in classroom, remedial, and clinical settings. These standards reflect the current state of the scientific research base and are the result of a rigorous development and vetting process that included the input of a wide range of stakeholders, including researchers, educators, higher education faculty, clinical specialists, parents, and advocates.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • Standards are reorganized into five standards with seven sub-standards under standard four structured literacy instruction. • Examples of coursework expectations are explicitly provided. • Practicum or fieldwork expectations are explicitly provided. 	https://dyslexiada.org/knowledge-and-practices/
Mathematics	National Council of Teachers of Mathematics	<p>This revision reflects current conversations in the mathematics community regarding not just standards of content but also the deepening urgency to address the nature of effective mathematics teaching and learning for each student in middle school (NCTM 2020).</p>	https://www.nctm.org/Standards-and-Positions/CAEP-Standards/

		<p>The updates include:</p> <ul style="list-style-type: none"> • These standards attend to current proposals for the preparation of teachers. • These standards reflect the increasing calls for reform of the middle and high school mathematics curricula. • They take into account the need to prepare teachers to engage students with practices, processes, and content included in college- and career-ready standards. • Supporting explanations and selecting evidence sections with a matrix for each standard are provided to ensure the understanding of the standards. • Substantially reorganized the standards and increased the content of each standard. 	
Online Teaching	National Standards for Quality Online Teaching	<p>This edition of the National Standards for Quality Online Teaching has some significant changes in comparison to the previous releases.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • Titles have been assigned to each of the Standard Areas. • Criteria previously listed under each standard as either “Teacher Knowledge and Understanding,” and “Teacher Abilities,” have been reworked and presented as measurable “indicators.” • Indicators under each standard have been labeled to make them more easily identified. • Each indicator has associated “Explanations” and “Examples” for further clarification. 	https://www.nsqol.org/wp-content/uploads/2019/03/NSQTeaching_ChangeDocument2019.pdf
Physical Education	The Society of Health and Physical Educators (SHAPE America)	<p>The SHAPE America standards and Components were designed to develop pre-service candidates into competent and capable future professionals, and provide a performance-based assessment structure requiring candidates to demonstrate content and foundational knowledge, skillfulness and health-related fitness, planning and implementation, instructional delivery and management, assessment of student learning, and professional responsibility.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • Reorganized standards to include additional components the organization deemed important. 	https://www.shapeamerica.org/accreditation/peteacherprep.aspx
School Counselor	American School Counselor	The ASCA School Counselor Preparation Program Standards are a unified set of	https://www.schoolcounselor.org/asca/med

	Association	<p>principles guiding school counselor preparation programs in training effective future school counselors in areas of professional practice and ethical behavior.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • No longer the standards are organized into two categories (mindset and behavior). The standards are comprised of 22 components and are organized into 7 standards. • Instead of grouping into three groups (professional foundation, direct and indirect student services, and planning and assessment), the standards are grouped into 4 groups (learner and learning, content, instructional practices, and professional responsibility). 	ia/asca/Standards/ASCA-Standards-for-School-Counselor-Preparation-Programs.pdf
School Librarian	American Library Association/American Association of School Librarians	<p>The standards are written for School Librarian preparation programs and represent competence expected of candidates who have completed a school librarian licensure program and are prepared to begin professional practice as School Librarians.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • There are five School Librarian Preparation Standards comprised of 23 components. • The standards are organized by standard title, standard statement, and component statement. • Supporting explanations for each component is provided to ensure understanding. 	http://www.ala.org/ala/sites/ala.org.aasl/files/content/aasleducation/ALA_AASL_CAE_P_School_Librarian_Preparation_Standards_2019_Final.pdf
Science	National Science Teacher Association	<p>The NSTA/ASTE 2020 Science Standards for Teacher Preparation are intended to be used by science teacher preparation programs in preparing for accreditation or program design. These standards can also serve as a guide for state agencies developing licensure standards for science teacher preparation.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • Some reorganization of the standard and sub-standard language. • Minimal changes are made to the standards. 	https://static.nsta.org/pdfs/2020NSTAStandards.pdf
Social Studies	National Council for the Social Studies	<p>The National Standards for the Preparation of Social Studies Teachers describe and explain the national standards for social studies teacher education created by the National Council for the Social Studies (NCSS). These standards were approved by the NCSS Board of Directors in March 2016. This document consists of two sections: (1) an</p>	https://www.socialstudies.org/standards/national-standards-preparation-social-studies-teachers

		<p>introduction, which contains, in addition to this overview, information about the background and contexts in which the standards were developed, a description of the audiences to which the standards are addressed, and the general framework that guided the construction of the standards; and (2) the standards themselves with a supporting rationale. The standards outline the social studies content, pedagogical knowledge, skills, and dispositions needed in order to prepare ambitious social studies teachers.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • Standards are greatly reorganized to reflect current thinking. • For each standard, additional description of the standards, evidence, performance requirements, and rubric sections are added to enhance understanding and application of the standards. 	
Special Education	Council for Exceptional Children	<p>With updated standard and component statements, this 2020 revision of the 2012 Initial K-12 Standards includes a narrowed focus on preparing educators who will be working with students in kindergarten through 12th grade.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • Combined standards for initial and advanced programs. • It is reorganized into 7 standards with 23 components. • To emphasize the importance of engagement in professional learning and practice within ethical guidelines, the organization devoted a standard to describe it. 	https://exceptionalchildren.org/standards/initial-practice-based-professional-preparation-standards-special-educators
Teaching English to Speakers of Other Languages	TESOL International Association	<p>The 2018 Standards succeed and replace the 2010 TESOL Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher. These standards are designed to be used by teacher education programs that prepare candidates for their first TESOL credential, where that is initial licensure, an endorsement, or an add-on license. Programs preparing teachers to teach English as a Second or Other Language to Pre-K-12 students in the United States are available across the country although the credential and licensing requirements vary greatly by state.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • Reconstruct the entire standards set from the group up. • The Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs outline the unique content, 	https://www.tesol.org/docs/default-source/books/2018-tesol-teacher-prep-standards-final.pdf?sfvrsn=23f3fdc_6

		<p>pedagogical knowledge, and skills necessary to prepare effective Pre-K–12 TESOL educators in the United States.</p> <ul style="list-style-type: none">• Standards are more streamlined with 4–5 components for each standard instead of the range of 3–8 performance indicators per domain or sub-domain in the previous version.• The standards focus on candidates' knowledge of and use of individualized strategies for students and their families.• The new version of the standards reflects growing recognition in the field that language acquisition is not the result of adding together the structures and components of a given language, but instead a communicative and academic process arising from a multitude of interpersonal interactions.	
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Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

New Business Item 20-27

Introduced March 5, 2021

Approved March 5, 2021

TITLE: Extension of Temporary Suspension of the 450 Hour Requirement for Supervised Clinical Experience in Student Teaching, Internship, or Residency of Teacher Candidates in Hawaii State Approved Teacher Education Programs Due to the Novel Coronavirus COVID-19 Pandemic

The Hawaii Teacher Standards Board extends the following exception to its Hawaii Administrative Rules (HAR) 450-hour clinical experience requirement described in 8-54-19 (5) (A) to allow current student teachers, interns, and residents enrolled in Hawaii State Approved Teacher Education Programs who meet all other requirements to be recommended for licensure.

Under HAR 8-54-16, the HTSB may suspend its rules if extenuating circumstances exist that may prevent a teacher from complying with the rules. Hawaii student teachers, interns, and residents affected by the Novel Coronavirus COVID-19 Pandemic, who meet all other requirements but may be prevented by circumstances outside of their control, from completing the full 450 hours of student teaching, may be recommended to HTSB for state licensure.

If the emergency situation prevents a teacher candidate from meeting the content knowledge requirement set by the educator preparation program prior to the start of student teaching in the 2020-2021 or 2021-2022 school year, or any year in which a statewide emergency proclamation has been declared by the Governor, the candidate may begin their student teaching without meeting the content knowledge requirement, but must meet this requirement prior to being recommended for licensure.

EPP may utilize face-to-face, virtual, or a combination of observation formats for observation of teacher candidates to verify they meet required competencies.

EPP must be prepared to provide documentation at their annual audit conducted by HTSB staff on how they verified that these candidates met all Hawaii Teacher Performance Standards prior to recommendation for licensure.

This rule suspension shall remain in effect for the duration of Governor David Ige's Supplemental Emergency Proclamation, or until the end of the school year immediately following the termination of any extension of this or a future emergency proclamation related to the COVID-19 Pandemic that could prevent the completion of the 450 hours of student teaching in a Hawaii State Approved Teacher Education Program.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

New Business Item 20-28

Introduced March 5, 2021

Approved March 5, 2021

TITLE: Council for Accreditation of Educator Preparation Membership

The Hawaii Teacher Standards Board (HTSB) renews its Council for Accreditation of Educator Preparation (CAEP) membership immediately and to continue for the fiscal year July 1, 2021 – June 30, 2022. It makes this decision to support current Hawaii Educator Preparation Providers (EPP) currently accredited by CAEP to be able to fully support them as they prepare and seek reaccreditation.

The Executive Director shall oversee completion of the attached HTSB-CAEP agreement. The Executive Director, or her designee, shall also participate in CAEP training sessions to become familiar with the current review process to advise and support Hawaii EPP.

Hawaii EPP may elect to participate in CAEP reviews to qualify for consideration for state approval by HTSB.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

**Hawaii Teacher Standards Board
and
The Council for the Accreditation of Educator Preparation (CAEP)
Partnership Agreement**

Whereas, CAEP is a nongovernmental, voluntary membership organization committed to the effective preparation of teachers and other P-12 professional educators; and

Whereas, CAEP, through an autonomous Accreditation Council, accredits educator preparation providers (EPPs) and advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning; and

Whereas, CAEP is a nationally recognized accreditor, having earned recognition by the Council for Higher Education Accreditation (CHEA), and is seeking recognition by the United States Secretary of Education, and, therefore, develops policy and procedures aligned with all applicable requirements of CHEA and, to the extent practicable, the U.S. Department of Education; and

Whereas, the Hawaii Teacher Standards Board (HTSB), herein referred to as the State, supports continuous improvement in educator preparation, shall be.

CAEP, and the State hereby enter into this agreement detailing the State's preferences with regard to program review options and review team composition for accreditation Site Reviews conducted by CAEP of EPPs operating within the State and establishing the primary responsibilities each party has in supporting CAEP's accreditation activities involving all such EPPs.

1. CAEP Standards and Scope of Accreditation

The Parties understand and agree that:

1.1. The CAEP Board of Directors (CAEP Board or Board) has adopted standards (CAEP Standards or Standards) that serve as the basis for all accreditation reviews undertaken by CAEP. The CAEP Standards reflect the voice of the education field – on what makes a quality educator. The Standards and their components flow from two principles:

1.1.1. There must be solid evidence that the EPP's graduates (completers) are competent and caring educators, and

1.1.2. There must be solid evidence that the EPP's educator staff have the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer.

1.2. As a result of the ongoing critical self-review that CAEP undertakes to maintain and improve the quality of CAEP accreditation, the CAEP Board will undertake a comprehensive review and revision of the CAEP Standards on a schedule set by the

Board and may, as needed, make interim amendments to the Standards. In making any such changes, CAEP will seek stakeholder and public input, including input from the State and its EPPs.

- 1.3. It is the responsibility of the State and any EPPs seeking or continuing CAEP accreditation to stay informed of any changes made to the CAEP Standards and the timeline(s) set by the Board for the implementation of or transition to new or revised Standards.
- 1.4. The CAEP scope of accreditation, defined in policy, distinguishes between two levels of educator preparation:
 - 1.4.1.1. Initial-Licensure Preparation is provided through programs at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers. All Initial-Licensure Preparation programs within the Scope of Accreditation will be reviewed under CAEP Standards for Initial-Licensure.
 - 1.4.1.2. Advanced-Level Preparation is provided through programs at the post-baccalaureate or graduate level leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts. All Advanced-Level programs within the Scope of Accreditation will be reviewed under CAEP Standards for Advanced-Level Preparation.

2. CAEP's Responsibility for Education Preparation Provider (EPP) Accreditation

The Parties understand and agree that:

- 2.1. CAEP, through the Accreditation Council, has sole responsibility for granting CAEP accreditation to an EPP, and for supporting and overseeing NCATE- and TEAC-accredited EPPs through continuous accreditation and the CAEP eligibility processes described in CAEP policy.
- 2.2. The process required for accreditation by CAEP is outlined in policies and procedures. Policies and procedures may be revised from time to time. It is the responsibility of the State and any EPP seeking CAEP accreditation to stay informed of any such changes as they may impact the CAEP accreditation process from the time of their adoption or publication.

3. State's Responsibility for Program Approval

The Parties understand and agree that:

- 3.1. The State has responsibility for program approval. In granting program approval, the State will utilize information generated from CAEP's review(s) of an EPP, including but not limited to an Accreditation Council decision on CAEP accreditation and the assignment of any Areas for Improvement (AFIs) and Stipulations, as described in CAEP policy. Although the State may elect to have state-specific standards and/or

requirements incorporated into the CAEP review, consistent with the program review options outlined below, only information gathered on an EPPs compliance with CAEP Standards and requirements will be used by the Accreditation Council to make a decision.

- 3.2. The State will periodically review its program review requirements against the CAEP Standards and policies and will, in a timely manner, make CAEP aware of any conflicts or potential inconsistencies so that all parties to this agreement are aware of any such issues and can work constructively together to minimize any challenges that may arise from them.

4. Transition from NCATE and TEAC Accreditation to CAEP Accreditation

- 4.1. Beginning January 1, 2017, CAEP ceased operation of the NCATE and TEAC Commissions.
- 4.2. Unless the State requires CAEP accreditation as a condition of State approval, EPPs holding NCATE or TEAC accreditation and meeting CAEP's requirements for continuous accreditation will not be required to meet CAEP Standards until the expiration of their current term of accreditation. All such EPPs are subject to the transition provisions described in Section 4.2.1, below, and further defined in CAEP policy.

4.2.1. **Annual Reports and Fees.** Like other EPPs, all NCATE- and TEAC-accredited EPPs are required to submit annual reports demonstrating continuous improvement and pay annual fees through the duration of their current term.

4.2.2. **Good Standing.** An NCATE- or TEAC-accredited EPP in good standing is considered to be continuously accredited. Upon expiration of the EPP's NCATE or TEAC term of accreditation, the EPP's next accreditation review must be based on CAEP Standards, and policy. Any such EPP is not required to complete the CAEP application process so long as continuous accreditation is maintained.

5. CAEP Accreditation Cycle

The Parties understand and agree that:

- 5.1. The CAEP accreditation cycle involves an EPP in continuous improvement and requires an EPP to demonstrate that it meets CAEP's high standards of quality required to improve P-12 student learning.
- 5.2. To merit full accreditation by CAEP, an EPP must meet all CAEP Standards on the basis of sufficient and accurate evidence.
- 5.3. A review, carried out by an Evaluation Team (which may also be referred to as a review team or site review team), is an essential part of the accreditation process. Members of the assigned team investigate the quality of an EPP's evidence, including

the accuracy and consistency of the evidence provided in relation to CAEP Standards. In accordance with CAEP policy, CAEP may utilize a virtual site review or may have one or more Evaluation Team members participating using electronic means.

- 5.4. The State elects that CAEP's reviews of EPPs in the State will be carried out using Evaluation Teams composed as follows:
 - 5.4.1. **CAEP Only Team.** The Evaluation Teams is appointed by CAEP using volunteers trained to carry out Evaluation Team duties. Prior to assignment to any Evaluation Teams, an individual must have successfully completed CAEP training for Evaluation Team members (or Evaluation Team leaders, if applicable) and must acknowledge understanding of, and agreement to, adhere to CAEP's code of conduct, including with regard to confidentiality and conflicts of interest.
- 5.5. Prior to assignment to any CAEP Evaluation Team team, an individual must have successfully completed CAEP training for review team members and must acknowledge understanding of, and agreement to, adhere to CAEP's code of conduct, including with regard to confidentiality and conflicts of interest.
- 5.6. Each Evaluation Team shall include a P-12 practitioner, when possible. The State will make recommendations for P-12 practitioners through the CAEP accreditation platform.
- 5.7. All Site Review activities undertaken by a CAEP Evaluation Team will be conducted in accordance with CAEP policies and procedures.
- 5.8. CAEP is not responsible for Site Review expenses for state-assigned personnel.
- 5.9. An EPP that is subject to the jurisdiction of the State may choose from among any of the following program review options for CAEP accreditation:
 - 5.9.1. **Specialty Program Review with National Recognition.** The goal of the specialized professional association (SPA) Program Review with National Recognition is to align specialty licensure area data with national standards developed by SPAs in order to receive national recognition at the program level. The Evaluation Team will consider the National Recognition decision available in SPA program level reports as evidence to meet the sufficiency criteria related to CAEP Standard 1.
 - 5.9.2. **CAEP Evidence Review of Standard 1.** Evidence for the CAEP Evidence Review of Standard 1 process is developed through the analysis of an EPP's outcome assessment data aligned to those standards delineated in CAEP Standard 1.3. CAEP's Evidence Review of Standard 1 provides information to the State on both the alignment of evidence with state standards and the disaggregated results. The State will decide how to use this review of evidence in its decision making.
- 5.10. The specific timeline established for the review of an EPP, as well CAEP's consideration of any request for an extension, will be decided by CAEP or the

Accreditation Council, as appropriate, on a case by case basis and in accordance with CAEP policies.

- 5.11. Once granted full accreditation by CAEP, an EPP's term of accreditation shall be seven (7) years. Shorter terms are granted with a decision of Accreditation with Stipulations or Probationary Accreditation. Throughout its term, to maintain accreditation, an EPP must comply with CAEP policies, including policies regarding payment of annual dues and the submission of annual reports.
- 5.12. An EPP for which the Accreditation Council issues a decision to deny or revoke accreditation may have a right to petition for an appeal subject to CAEP's policy on appeals.
- 5.13. The State will provide to CAEP its policy leading to a "Change in State Status." The State will notify CAEP within thirty (30) days of action taken when a CAEP-accredited EPP has had a "Change in State Status" as a result of a decision on specialized professional association (SPA) program status by the State.
- 5.14. Accreditation-specific terminology and definitions used by CAEP as part of its EPP review and accreditation processes may vary from similar terms and definitions used by the State. Any definitions of key terms and glossaries created by CAEP are available on the CAEP website [<http://caepnet.org/glossary>]. The State should inquire with CAEP about the definition of any term if there is uncertainty regarding its meaning in the CAEP accreditation context.

6. Opportunities for State Input

The Parties understand and agree that:

- 6.1. CAEP will afford the State multiple opportunities to provide CAEP, the Evaluation Team, and members of the Accreditation Council with any information or data the State deems relevant to the accreditation of an EPP, as follows:
- 6.2. At least sixteen (16) weeks prior to any scheduled Site Review, CAEP will give the State notice of the upcoming Site Review. At any time, up to six (6) weeks before the scheduled Site Review, the State may provide CAEP with comments and information on the EPP for consideration by the Evaluation Team. EPPs will be given an opportunity to respond to any such comments prior to the Site Review.
- 6.3. At any time, the State may file a complaint regarding an EPP with the Accreditation Council for investigation and consideration as part of the EPP's ongoing cycle of CAEP accreditation. In accordance with CAEP policy, adverse action may result from any such investigation.
- 6.4. In the event an EPP within the State petitions for the appeal of an adverse action of the Accreditation Council, CAEP will notify the State that such petition has been received. Any notification of a decision made by an ad-hoc appeal panel will be made in accordance with Section 7, below, and the detailed notification provisions included in CAEP policy.

7. Decisions of the Accreditation Council and an Ad-Hoc Appeals Council

The Parties understand and agree that:

- 7.1. The Accreditation Council makes decisions regarding the accreditation of EPPs at meetings held not less than two (2) times each year.
- 7.2. Following any decision of the Accreditation Council to deny or revoke the accreditation of an EPP, the EPP is promptly informed of its option to file a petition for an appeal and appeal requirements. Appeals criteria and process information are included in CAEP's policies on appeals.
- 7.3. CAEP provides written notice of each decision of the Accreditation Council and an Ad-hoc Appeal Panel in accordance with CAEP policies.
- 7.4. The written notice CAEP provides regarding its accrediting decisions, includes notice to the appropriate State licensing or authorizing agency which may be a party to this agreement. CAEP's policies regarding notices specify the parties to which notice must be provided and the respective timelines for each.

8. Data Sharing

The Parties understand and agree that:

- 8.1. The CAEP Standards and process for CAEP Accreditation require an EPP to collect and share data. To the extent that the State maintains data necessary for CAEP's review of an EPP, subject to any data sharing agreement that may exist between an EPP and the State, CAEP expects that the State will make the relevant data available to EPPs at no cost, in a timely manner, with all personally identifiable information removed or redacted, and with all appropriate permissions to use the data for CAEP accreditation activities.
- 8.2. In order to facilitate the reviews necessary for CAEP accreditation, CAEP will provide the State and each dues paying EPP in the State with access to the CAEP accreditation platform, CAEP's data and information management system. Should the State or any EPP fail to pay annual dues to CAEP in a timely manner, CAEP reserves the right to suspend access to the CAEP accreditation platform until any outstanding dues are paid.
- 8.3. CAEP policies and the CAEP accreditation platform include information on the confidential nature of information maintained within the CAEP accreditation platform. All CAEP accreditation platform users must acknowledge CAEP's confidentiality policy and agree to adhere to it.

9. Partnership Dues, State Benefits, and Fees for Additional Services

The Parties understand and agree that:

- 10.** The State will be responsible for payment of annual State Partnership dues (See Appendix A). Dues may be reviewed and updated annually by CAEP. Should the amount of the State's annual State Partnership dues be changed during the term of this agreement, CAEP will notify the State of the new dues amount and the effective date.
- 10.1. CAEP will provide up to three (3) individuals employed by the State with access to the CAEP accreditation platform.
- 10.2. During each year covered by this agreement, CAEP will waive the CAEP Conference registration fee for one (1) designated State representative; however, the State or State representative must assume other expenses associated with conference participation.
- 10.3. During each year covered by this agreement, CAEP will assume all expenses for one (1) designated State representative to participate in the annual CAEP Clinic. A registration fee will be assessed for any additional State staff and they must assume other expenses associated with participation in the clinic.
- 10.4. CAEP offers states access to CAEP National Training for up to five (5) site reviewers a year, including training and travel (additional participants may be added based on need and on a cost-recovery basis). CAEP may also offer supplemental training opportunities for state reviewers. Supplemental training events that are arranged, including events in the State, will be provided by CAEP on a cost-recovery basis and with specific arrangements negotiated according to CAEP's policies regarding fees and expenses for training.
- 10.5. The State will work with associations that represent P-12 educators (NEA, AFT, NBPTS), EPPs, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the State's P-12 educators' professional contributions to the work of CAEP as site review team members

11. State and CAEP Contacts

The Parties understand and agree that:

- 11.1. The State will designate a liaison to serve as the primary contact for CAEP throughout the term of this agreement.
- 11.2. CAEP will designate a liaison to serve as the primary contact for the State through the term of this agreement.

12. Agreement Term and Amendments

The Parties understand and agree that:

- 12.1. CAEP and the State enter into this partnership agreement for the five (5)-year period beginning March 5, 2021 and ending on February 28, 2026.
- 12.2. The Parties will review this agreement at least annually and, as necessary, propose any amendment deemed appropriate and which may be adopted upon the agreement

of the Parties.

12.3. Should any provision of this agreement be determined to be in conflict with CAEP policy, CAEP policy will be the prevailing authority and this agreement will be required to be amended to resolve the conflict.

12.4. Notwithstanding the annual review described above, this agreement may be modified by consent of the Parties at any point.

Christopher Koch, President
Council for the Accreditation of Educator Preparation

DATE

By signing this agreement, the undersigned agrees to be bound by the terms outlined above and affirms that he or she has the authority to enter into this agreement on behalf of the State.

Lynn Hammonds, Executive Director
Hawaii Teacher Standards Board

DATE

Appendix A: State Dues Structure

Beginning in FY18 (July 1, 2017), a new State Partnerships dues structure* takes effect. The new structure more fairly aligns and delineates (1) the collective resources required to service state partners in conjunction with their respective EPPs (fixed and proportional amounts), and (2) the variable resources required to administer the CAEP-State joint reviews for States that choose to participate in the joint CAEP Accreditation processes (variable amount).

Annual costs for supporting activities associated with State Partnerships have both fixed and proportional components which include costs associated with the CAEP Clinic, fall and spring CAEP Conferences, staff time, technology costs for maintaining workspaces within CAEP's accreditation platform, and other indirect expenses.

For the fixed and proportional amounts, states would be assessed \$3,000 annually to cover expenses for the spring convening and conference registration plus a portion of indirect expenses which are based on the actual percentage of CAEP member EPPs within each state.

For example:

State A has 20 CAEP member EPPs, or 2.2% of total CAEP EPPs. The proportional amount will be set at 2.2% of \$315,000 (current total), or \$6,900. Therefore, the total fees for State A will be: \$3,000 (fixed) + \$6,900 (variable) = \$9,900.

* This represents the dues structure in effect at the time this agreement is entered into by the Parties. CAEP reviews the dues structure annually and reserves the right to adjust the State's annual dues as needed to ensure that all costs of CAEP's accreditation activities are adequately covered. CAEP will notify the State upon the adoption of any changes to this structure and the data on which any new dues structure will take effect.

New Business Item 20-29

Introduced March 5, 2021

Approved March 5, 2021

TITLE: Consideration of a New PK-3 Level in Their Existing Initial Bachelor's Degree Special Education Program at Chaminade University of Honolulu

The Hawaii Teacher Standards Board approves Chaminade University of Honolulu's request to provide a new PK-3 level to teacher candidates to prepare them for initial licensure within their existing special education bachelor's degree which currently offers the levels of special education K-12, K-6, and 6-12. This track will be offered to meet the critical shortage of early childhood special educators in Hawaii's early learning classrooms.

Chaminade's request which outlines how they will address coursework and clinical experiences for the new level is attached.

Teacher candidates may be recommended for the following fields after completion of this preparation program:

- Special Education Mild/Moderate K-12
- Special Education Mild/Moderate K-6
- Special Education Mild/Moderate 6-12
- Special Education Mild/Moderate PK-3

The Executive Director will notify Chaminade of this decision and have information on the HTSB website updated to reflect this new level.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee



STATE OF HAWAII
HAWAII TEACHER STANDARDS BOARD
650 IWILEI ROAD, SUITE 201
HONOLULU, HAWAII 96817

LETTER OF INTENT TO DEVELOP HAWAII EDUCATOR PREPARATION PROGRAM

Date	1/10/2021
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1. Unit name and address

Name	Chaminade University
Address	3140 Waialae Avenue, Honolulu, HI 96816

2. Unit administrator

Name	Dale Fryxell
Title	Dean of the School of Education and Behavioral Sciences
Email address	dfryxell@chaminade.edu
Telephone number	808-739-4678

3. Program Administrator, if different from Unit Administrator

Name	
Title	
Email address	
Telephone number	

4. Name of new program or field(s) to be added to existing program.

Name of Program	License Field(s)	License Level(s)	Projected Implementation Date
Bachelor's of Science in Special Education	Special Education, Mild/Moderate (PK-3)	PK-3	7/6/2021

Ex. Master's of Education

STEM

6-12, 6-8

7/1/2018

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

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

This request is to add a PK-3 option to our existing K-12, K-6, 6-12 approved SPED programs at the Bachelor's degree level.

As recently as January 2020, the National Education Association (NEA) published an article on the severe shortage of qualified teachers in the state of Hawaii. " According to the Department of Education, Hawaii's school system experienced a shortfall of 1,029 qualified teachers for the 2018-2019 school year, 352 of which were in the area of special education. Overall, more than 60,000 students are not taught by a qualified teacher each year. "

Chaminade University, in partnership with Leeward Community College, has collaborated to fill this need for qualified, licensed (SATEP approved) Special Education Teachers in the 3+1 bachelor's degree in K-12 Special Education Teacher Preparation Program. Now in it's 3rd year of operation, we would like to add a Special Education PK-3 licensure track to our existing program.

A PK-3 Special Education/ Early childhood track will provide a flexible, accessible and affordable pathway for Hawaii state residents to earn special education teacher licensure. With our state's focus on expanding preschool and prekindergarten programs across the state as described in Hawai'i Early Childhood State Plan, 2019-2024 Our Keiki Our Future the need for qualified PK-3 Special Education Teachers is expected to increase.

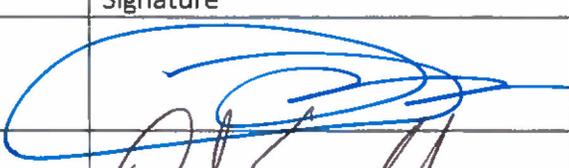
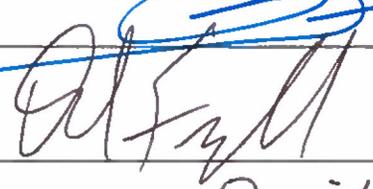
In addition, According to the U.S. Bureau of Labor Statistics:

Overall employment of special education teachers is projected to grow 3 percent from 2019 to 2029...Demand for special education services and teachers should rise as disabilities are being identified earlier and as children with disabilities are enrolled into special education programs.

Hence, Chaminade University requests that the HTSB approve an additional level to their B.S. Special Education K-12 program and include a SPED PK-3 licensure track.

(See additional information on attached document)

7. Signatures

Administrators	Enter Title and Typed Name	Signature	Date
Campus	Lance Askildson, Provost		FEB 11 2021
Unit	Dale Fryxell, Dean		2/10/2021
Program	Mary Smith, Program Lead	Mary Smith	2/12/2021



MEMORANDUM

February 10, 2021

TO: Lynn Hammonds, Director, HTSB

FROM: Dale Fryxell, Dean, School of Education and Behavioral Sciences

A handwritten signature in black ink, appearing to read "Dale Fryxell", is written over the "FROM:" line.

SUBJECT: Request to Add PK-3 to B.S. Special Education K-6, 6-12, K-12 Special Education Grade Level Options

The School of Education and Behavioral Science at Chaminade University of Honolulu requests that the Hawai'i Teacher Standards Board approve an additional PK-3 Special Education undergraduate track to its existing B.S. Special Education K-12 Teacher Preparation Program for initial teacher licensure. This PK-3 track will be an option for teacher candidates who are students in the B.S. Special Education 3+1 program, a partnership between Leeward Community College and Chaminade University.

RECOMMENDED EFFECTIVE DATE:

July, 2021

PURPOSE:

The purpose in adding a PK-3 Special Education, Mild/Moderate grade level option is to provide an undergraduate teacher preparation program that leads to licensure in PK-3 Special Education Mild/Moderate for students interested in both Special Education and Early Childhood Education.

BACKGROUND:

Chaminade University has a long record of producing trained and qualified Special Teacher teachers in Hawaii. We currently have HTSB approval for both undergraduate and graduate level Special Education teacher preparation programs which are also accredited by CAEP. In fact, in years' past, Chaminade has partnered with Hawai'i Department of Education with the RISE/ARLISE programs to provide opportunities for Educational Assistants to complete education coursework through the E.A. program leading to a B.S. in Special Education. In addition, Chaminade has a long history of preparing early childhood education teachers with our existing programs including the Bachelor of Science in Early Childhood Education with Montessori Credential and PK-K licensure. Combined, our expertise in both early childhood education and special education, have equipped

us to provide a quality educational experience for students who are interested in a PK-3 Special Education option.

Currently, Chaminade University has developed a partnership with Leeward Community College. In 2018, Hawai'i Teachers Standards Board gave Chaminade approval for this undergraduate 3+1 Special Education K-12 Teacher Preparation Program. Students complete Leeward CC's Associate in Science in Teaching (AST) in three years. They then transition to Chaminade for their year which includes student teaching practicum and seminar. This is a cohorted program and has been in operation for 2 years.

ACTION RECOMMENDED:

Chaminade University requests that the HTSB approve the PK-3 Special Education grade level option to our existing K-12, K-6, 6-12 Special Education Mild/Moderate Teacher Preparation Program leading to a B.S. Special Education. This proposal, supported by Chaminade's School of Education and Behavioral Sciences faculty and Dean, is an expansion of an existing program.

Attachment:

1. Letter of Intent to Develop Hawai'i Educator Preparation Program
2. Proposal

Program Proposal
Request to Add the PK-3 Level Option to Chaminade University’s Existing
Bachelor in Special Education, Mild/Moderate Program
February 2021

Introduction:

Chaminade University’s School of Education and Behavioral Sciences is requesting to ‘add a grad level option’ to their B.S. in Special Education Mild/Moderate K-12, K-6, 6-12 Teacher Preparation program. The existing B.S.Special Education Mild/Moderate K-12 program is a unique partnership with Leeward Community College, through our 3+1 program. This program began in 2018.

The creation of an Early Childhood/ PK-3 Special Education program is in response to students who, having begun their schooling in Special Education at Leeward, expressed interest in working with PK-3 children. Students who complete all courses and field-based requirements including student teaching in a PK-3 classroom setting will be recommended to HTSB for licensure pending approval of the requested grade level change to our current program.

Need for the Program:

In a letter sent to Hawaii BOE on December 5, 2019, Superintendent Christina M. Kishimoto wrote:

There is currently a nationwide shortage of Special Education teachers. Providing all students with disabilities access to a qualified, prepared special educator continues to be a challenge in every state. Hawaii is no different, and it has been experiencing shortfalls in Special Education teachers for over the past decade. The data table below shows the data taken over the last three school years. The statistics reveal an increasing number of special education teacher positions, a lack of special education teachers with a state-approved teacher education program (SATEP) willing to fill those positions, the increasing number of non-SATEP teachers assigned to these positions; and the number of vacancies within the Department.

School	Total SpED Position Count	SATEP	Non-SATEP	Overall fill rate	Vacant
SY 2016-2017	2,108	1818 (88%)	144 (7%)	93%	146 (7%)
SY 2017-2018	2,151	1840 (86%)	163 (7%)	93%	148 (7%)

SY 2018-2019	2,212	1860 (84%)	198 (9%)	93%	154 (7%)
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As this table shows, there remains a 7% vacancy rate of Special Education teachers. The increase in the 2018-2019 of Non-SATEP Special Education teachers is particularly troublesome. Students with disabilities have specific learning needs that are best served by a qualified, licensed teacher knowledgeable in evidence-based teaching methods.

[According to the U.S. Bureau of Labor Statistics: the need](#) for Special Education Teachers will increase in coming years.

Overall employment of special education teachers is projected to grow 3 percent from 2019 to 2029...Demand for special education services and teachers should rise as disabilities are being identified earlier and as children with disabilities are enrolled into special education programs.

In addition, Gov. David Ige and legislative leaders set a goal of providing childcare or preschool options for all 3- and 4-year-olds in Hawaii by 2030. In Gov. Ige’s Early Childhood State Plan 2019-2024 titled *Our Keiki Our Future* five essential building blocks are outlined. Under Foundations of Early Learning, the report details the plan to expand the number of available prekindergarten programs for Hawai’i’s keiki.

Expanding publicly funded prekindergarten programs – whether State-funded or federally funded – is one essential component of achieving universal access to early learning opportunities in Hawai’i. The most recent data show that more than 40% of Hawai’i’s preschool-age children are not enrolled in any programs. In collaboration with the Hawai’i Department of Education (DOE), EOEL has enabled the opening of 26 EOEL Public Prekindergarten Program classrooms on DOE campuses across the state. The State Public Charter School Commission has opened 18 prekindergarten classrooms in charter schools statewide. Moreover, the DOE currently administers federally funded special education and Title I prekindergarten classrooms, as well as State-funded prekindergarten classrooms using Weighted Student Formula funds. It is part of the DOE’s Strategic Plan and current 2017—2020 implementation plan to empower school Principals and Complex Area Superintendents to include prekindergarten programs in their School Design efforts.

There are now 34 pre-kindergarten classrooms on HIDOE school campuses statewide and with the expected increase in ECE classrooms, the need for ECE/SPED teachers will most likely increase as more classrooms become available.

Program Model and Courses

The 3+1 bachelor’s degree model offers a seamless pathway to complete a state-approved teacher education program (SATEP) after 3 years, or approximately 90cr. at Leeward CC with 118 hours of field work who then transfer to Chaminade University for their last year. The program is only open to transfer students from Leeward Community College.

Courses offered in Leeward CC’s Associate in Science in Teaching (AST) serve as the first two years of liberal arts coursework and core education courses, while the last two years focus on special education content knowledge and application. During their first 90 credits at Leeward CC, students customize their academic plans by enrolling in as few or as many courses as their personal/family/work schedule permits. They can elect face-to-face, on-line, or hybrid course delivery, and have access to highly comprehensive [student support services](#) and [academic assistance](#) available on-line and at either of our main Pearl City campus or Wai’anae Moku campus.

After completion of degree specific coursework and transfer requirements (i.e., letter of recommendation, minimum GPA of 3.0) candidates transfer to Chaminade to complete the additional specialized coursework. In this 4th year, students take 33 additional credits at Chaminade. This includes additional field work and the student teaching component of the SATEP.

Curriculum at Chaminade during 4th Year:

9 courses (33 credits – student teaching is 9 credits of this)

SUMMER SEMESTER	Credits
ED 401 SPED: Early Childhood Assessment and Instruction PK-12 (10 hrs. O&P in PK-K)	3
ED 402: SPED Language and Communication Disabilities	3
ED 465: Mild/Moderate Disabilities	3
Upper Division Elective	3
Total Credits	12

FALL SEMESTER	Credits
ED 403: SPED Early Childhood Education for Children with Disabilities PK-12	3
ED 405: SPED Math	3
Upper Division Elective	3
Total Credits	9

WINTER/SPRING SEMESTER	Credits
ED 490: Student Teaching Seminar	3

ED 468C: Student Teaching SPED	9
	12

In adding the Special Education PK-3 field to our existing Special Education K-12, K-6, and K-12 Undergraduate Teacher Education Preparation Program, Chaminade has differentiated two existing courses and included components and assignments that focus on the developmental needs and research-based instructional methods of PK-3 Special Education students.

ED 405 SPED: Math P-12 (3 cr.) will include the developmental and cognitive needs of the preschool aged child. Course assignments will be differentiated to accommodate the different Sped levels, P-3, K-6, 6-12 and students will create learning plans to address IEP goals and objectives.

ED 465 SPED: Mild/Moderate P-12 (3 cr.) covers evidence-based strategies to address students with a range of disabilities. Research methods, best practices are examined and include the following disability areas: Early Childhood Special Education (ECSE) methods, High Incidence Disabilities, ELL/SPED, Language Disorders, Autism Spectrum Disorders, Physical Disabilities, Sensory Disabilities, Students who are transitioning to adulthood.

In addition, Chaminade has created the following three (3) new courses that students interested in PK-3 Special Education licensure track can take.

ED 402 SPED: Language and Communication Disabilities P-12 (3cr.) In this course students will study the development of language and language disabilities in special education students from preschool to 12th grade. Effective interventions, remedial strategies, assistive technologies will be researched. Students will review the connection between language and literacy and consider ways to assist older special education students with language-based difficulties in spoken and written language.

ED 403 SPED: Early Childhood Education for Children with Disabilities P-12 (3cr.) Developmentally Appropriate Practices in Early Childhood Education (ECE), preschool to 3rd grade, will be reviewed. Students will learn to address the learning needs of special education students in both inclusive classrooms and self-contained special education settings. Curriculum models, effective best practices in ECE and research into early intervention methods including Activity-Based Interventions (ABI) and Milieu Teaching will be conducted.

ED 401 SPED: Early Childhood Assessment and Instruction P-12 (3cr.) This course will focus on assessing the needs of young children in early childhood special education and the best practices for effective assessment-based instruction. Foundation of assessment in early childhood special education, assessment approaches and considerations, and developmental domains will be covered

Policies

A grade of C or above will be considered a passing grade; anything lower will require a retake for major-specific courses. The students' GPA must be 3.0 or better for the major courses, students would need to retake courses needed to raise their GPA to an acceptable average.

Program Objectives and Outcomes

Teacher candidates' progress through the program will be determined by students' course grades and GPA, completion rate, and time-to-completion data. Upon completion of the 3+1 SPED PK-3 Program, teacher candidates will be prepared to teach students needing Special Education services in both PK-K and K-3 school settings.

Teacher candidates in the B.S. Special Education PK-3 program will meet Chaminade University's Program Learning Outcomes (PLO) below:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for PK-3 Special Education students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for PK-3 Special Education students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for PK-3 Special Education students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes (CLO) for all PK-3 Special Education courses are aligned with Chaminade's Program Learning Outcomes (PLO). Furthermore, these PLOs are aligned with the ten (10) Interstate New Teacher Assessment and Support Consortium (INTASC) standards. In the capstone Student Teaching seminar course, students provide evidence for meeting the ten (10) INTASC standards. This mirrors the observation instrument used by University Supervisors during a students' student teaching placement. University Supervisors do numerous observations of student teachers during student teaching to ensure students are meeting the INTASC standards and Chaminade's PLOs.

While taking courses at Chaminade, students regularly evaluate courses and instructor effectiveness; results are reviewed and this information is used for continuous course improvement.

Students are surveyed in their final semester on their perception of readiness. This is followed up with another survey, one year after graduation for students to reflect upon their experiences and teacher effectiveness.

Scheduling:

After completion of Leeward Community College's specific coursework totaling 90 credits and transfer requirements (i.e., letter of recommendation, minimum GPA of 3.0) candidates transfer

to Chaminade to begin their final year. Cohorts take courses in the summer and fall semesters. In January, students engage in student teaching and the student teaching seminar spanning the full Department of Education spring semester.

Recruitment and Tuition Support

Leeward Community College and Chaminade University actively advertise this program to prospective teacher candidates through a variety of mediums. It is available on both school's websites, shared at career job fairs and at the 'It's Great to be a Teacher' event, as well as informally through our supportive partners such as the Institute for Native Pacific Education and Culture (INPEACE)

Tuition help is provided by the UH-HIDOE 3+1 Bachelor of Science in SPED Tuition Stipends to Teacher Candidates.

Effective April 23, 2019, the University of Hawai'i- Leeward CC and the Hawai'i Department of Education (HIDOE) agreed to issue stipends to students enrolled in the 3+1 Bachelor of Science in Special Education K-12. The stipend covers 15cr. of 300-level ED coursework at Leeward CC and 33cr. in 4th and final year of the BS in SPED through Chaminade University's on-line Undergraduate PACE program. This tuition stipend is being awarded as part of an effort on the part of the University of Hawai'i and HIDOE to address the shortage of qualified special education teachers in Hawaii. Therefore, upon completion of all program requirements, the recipient is expected to actively pursue licensure as a special education teacher and commit to teach special education for three years in any HIDOE school.

Personnel Resources

The Special Education PK-3 option will be offered as part of the B.S. in Special Education Teacher Preparation Program. Dr. Mary Smith, Coordinator of Special Education program has credentials and experiences in both ECE and Special Education. Dr. Smith provides program oversight and will assign faculty to the new PK-3 track. The program will be offered through the Undergraduate AUP Online Program, in the same manner as the SPED K-12, K-6, and 6-12 program options.

Chaminade's Special Education program utilizes a number of experienced special education adjuncts who work closely with the coordinator. Adjuncts are selected not only for their educational backgrounds and degrees but for their experiences working with K-12 students as Special Education teachers and resource personnel.

Relationship to College and Departmental Goals

The Special Education Program is housed within the Education Division in the School of Education and Behavioral Sciences.

The School of Education and Behavioral Sciences reflects many aspects of Chaminade University's mission, most pertinent to the Education Division are to:

- offer its students an education in a collaborative learning environment that prepares them for life, service and successful careers.
- encourage the development of moral character, personal competencies, and a commitment to build a just and peaceful society
- graduate students who are recognized for their liberal arts learning, preparation for professional careers, facility in the use of information and communication technologies, interest in life-long learning, appreciation of diversity, sense of ethical responsibility, and commitment to leadership through service to affect positively individual lives and the common good
- be a community that looks beyond itself and engages in public service, that enriches the life of the wider community
- foster an excellent multicultural learning environment drawing on our unique Pacific Island location.

New Business Item 20-30
Introduced March 5, 2021
Approved March 5, 2021

TITLE: Hawaii Teacher Standards Board Meeting Schedule 2021-2022

The Hawaii Teacher Standards Board approves the following meeting schedule for 2021-2022:

Date	Meeting
September 17, 2021	September Board Meeting
October 22, 2021	October Board Meeting
November 19, 2021	November Board Meeting
January 21, 2022	January Board Meeting
February 2022	Board Members attend HSTA Institute Days on their home islands
March 4, 2022	March Board Meeting
April 29, 2022	April Board Meeting

Submitted by: Branden Kawazoe

Referred to: Budget Personnel and Strategic Planning Committee

New Business Item 20-31
Introduced March 5, 2021
Approved March 5, 2021

TITLE: Election of HTSB Officers for 2021-2022

The Hawaii Teacher Standards Board approves the following appointments for 2021-2022. Additional members will be added upon confirmation or appointment.

Chairperson: Branden Kawazoe
Vice Chairperson: Kariane Park Toyama

Legislative Committee:

Chairperson: Lokelani Han
Vice-Chairperson: Dawn Raymond
Committee Members:
Elena Farden, Catherine Payne, Kristi Miyamae
Ex-officio: Kawazoe, Park Toyama

Budget, Personnel and Strategic Planning Committee:

Chairperson: Les Murashige
Vice Chairperson: Cynthia Covell
Committee Members:
Catherine Payne, Brad Shimizu, Lisa DeLong
Ex-officio: Kawazoe, Park Toyama

Teacher Standards Committee:

Chairperson: Kim Sanders
Vice-Chairperson: Elena Farden
Committee Members:
Lisa DeLong, Dawn Raymond, Kristi Miyamae
Ex-officio: Kawazoe, Park Toyama

Teacher Education Committee:

Chairperson: Amelia Jenkins
Vice-Chairperson: Brad Shimizu
Committee Members:
Cynthia Covell, Catherine Payne, Lisa DeLong, (Teacher Candidate Member)
Ex-officio: Kawazoe, Park Toyama

Submitted by: Branden Kawazoe

Referred to: Budget, Personnel & Strategic Planning Committee

New Business Item 20-32
 Introduced March 5, 2021
 Approved March 5, 2021

TITLE: Budget for 2021-2022

Pending general funding by the Hawaii Legislature, the Hawaii Teacher Standards Board adopts the attached budget for the 2021-2022 school year. The budget line item amounts shall be determined by the final state budget approved by the Governor. Should the Legislature and Governor impose a 20% or 25% budget reduction, the following will be utilized.

Hawaii Teacher Standards Board	Regular Cycle
Personnel	
Executive Director 73645 Licensing Specialists 74675, 69987, 603889, 603890 Secretary 52758 Office Assistants 57914, 57915	607,672
Substitute teachers for HTSB members and participants attendance at meetings, workgroups, presentations	5,200
Total Personnel Costs	612,872

Operations	Pre-COVID budget	Budget with 20% reduction	Budget with 25% reduction
HTSB online system for teacher license applications, license renewal, storage of licensing data and documents: Licensing system maintenance, security, build-out for additional licenses/permits, support, and reporting modules, improved user interface: supports remote access for teachers and HTSB staff to maintain licensing process. Because of HTSB's licensing system, teachers have been able to be efficiently licensed through the pandemic with no delays. HTSB does not propose a decrease to this budget item because it directly affects teachers' ability to obtain their license.	300,000	300,000	300,000
HTSB Website: Each year, HTSB strives for an improved user interface with teachers based on feedback from customer support surveys and other direct input. This supports clear and efficient user experience for teachers to find information on teacher preparation and licensure. HTSB does not propose a decrease to this budget item because teachers need to find licensure information in an efficient manner.	48,000	48,000	48,000
Web hosting for online system and website: This budget item maintains capacity for storage of online records. HTSB does not propose a decrease to this budget item because all data must be maintained and as years pass, more data and documents must be stored.	25,000	25,000	25,000
Office lease and CAM, Dole Cannery: HTSB leases a small office in Dole Cannery and the lease is approved by the DOE and the State Comptroller. Previous inquiries regarding available state office building availability have not resulted in finding space.	60,000	60,000	60,000
Office operations:	75,000	58,280	45,000

Standard office support, including office supplies, equipment, maintenance not covered under the Dole Cannery lease.			
Statewide Preparation and Professional Development for Teachers: maintains training and professional development for licensure renewal			
Statewide licensure and teacher education support	30,000	30,000	25,000
Statewide Model Code of Ethics training for teachers	55,000	55,000	50,000
Scholarships for MCEE professional development courses	60,100	25,000	20,000
Statewide NBPTS candidate support	55,000	40,000	35,000
Meetings and Training for Members, Staff			
Board business meetings, Neighbor Island meetings, hearings: As long as HTSB meetings are conducted via remote technology, this expense can be greatly reduced because there is no travel. It includes expenses for maintaining remote technology and a meeting space for the Chairperson to conduct the meetings.	36,000	10,000	10,000
Training for HTSB members and staff on licensing, professional practices, ethics, NBPTS, teacher education, alternative routes, legislation: As there is only one office in each U. S. jurisdiction that handles teacher licensing, there is no training available locally for HTSB staff and board members. Since travel has been cancelled for education offices, this eliminates all travel and only remote participation in conferences on these topics.	95,000	20,000	11,325
Total Operational Costs	839,100	671,280	629,325
TOTAL HTSB Current Budget / Overall Proposed Reductions	1,474,488	1,306,668	1,264,713

Should the 2021 State Legislature not fund the HTSB, license fees must be reinstated. In this event, the HTSB directs the Executive Director to collaborate with the Department of Education and Hawaii Charter Schools to re-institute payroll deduction for license and permit fees. Fees assessed on individuals not employed at a Hawaii public school shall be paid by the online collection feature in the HTSB licensing system.

Submitted by: Branden Kawazoe

Referred to: Budget, Personnel and Strategic Planning Committee

TITLE: License Affirmation

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

Submitted by: Branden Kawazoe

Referred to:

**INITIAL LICENSES:
ADVANCED**

	Last Name	First Name	License Field	Effective Date	Expiration Date
AL	Johnson	Bejay	Elementary Education (K-6)	1/1/2021	6/30/2031
AL	Kelley	Sara	Elementary Education (K-6)	1/1/2021	6/30/2031
AL	Makrinos	Michelle	Biology (6-12)	1/1/2021	6/30/2031
AL	Pilolla	Stephanie	Special Education (P-12)	1/1/2021	6/30/2031
AL	Pruess	Jonathan	Earth and Space Sciences (6-12)	1/1/2021	6/30/2031
AL	Pruess	Jonathan	Physics (6-12)	1/1/2021	6/30/2031
AL	Pruess	Jonathan	Science, Technology, Engineering and Math (STEM) (6-12)	1/1/2021	6/30/2031
AL	Rousek	Matthew	Science (6-8)	1/1/2021	6/30/2031
AL	Rousek	Matthew	Social Studies (6-8)	1/1/2021	6/30/2031
AL	Shaw	Kalie	Elementary Education (K-6)	1/1/2021	6/30/2031
AL	Shaw	Kalie	Teaching English to Speakers of Other Languages (TESOL) (P-12)	1/1/2021	6/30/2031

**INITIAL LICENSES:
STANDARD**

	Last Name	First Name	License Field	Effective Date	Expiration Date
SL	Abal	Jimena	CTE - Business (K-12)	1/1/2021	6/30/2026
SL	Adams	Kapuhealani	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Agudelo	Carolina	Spanish (K-12)	1/1/2021	6/30/2026
SL	Andrada	Candace	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Anis	Beenish	Early Childhood Education (P-3)	1/1/2021	6/30/2026
SL	Ashby	Kendra	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Barrett-Tau	Noel	Hawaiian Knowledge (K-12)	1/1/2021	6/30/2026
SL	Barrett-Tau	Noel	Social Studies (6-12)	1/1/2021	6/30/2026
SL	Bukhari	Farah I	Early Childhood Education (P-3)	1/1/2021	6/30/2026
SL	Calcagni	Tifin	Science (6-8)	1/1/2021	6/30/2026
SL	Camarillo	Julie Ann	English (6-12)	1/1/2021	6/30/2026
SL	Castillo	Gemmalyn	Special Education (K-6)	1/1/2021	6/30/2026
SL	Chagnon	Bradley	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Chen	Min	Economics (6-12)	1/1/2021	6/30/2026
SL	Cline	Katelyn	Physical Education (K-12)	1/1/2021	6/30/2026
SL	Connolly	George	Computer Science (6-12)	1/1/2021	6/30/2026
SL	Conover	Jennifer	Early Childhood Education (P-3)	1/1/2021	6/30/2026
SL	Cook	Brian	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Coughlin	Daniel	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Cox	James	Government/Political Science (6-12)	1/1/2021	6/30/2026
SL	Cox	James	History (6-12)	1/1/2021	6/30/2026
SL	Cox	James	Social Studies (6-12)	1/1/2021	6/30/2026
SL	Darrow	Laura	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Denyer	Meaghann	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Denyer	Meaghann	Special Education - Mild/Moderate (K-12)	1/1/2021	6/30/2026
SL	Dietz	Joanne	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Fiorello	Ramsey	Elementary Education (K-6)	1/1/2021	6/30/2026

SL	Fiorello	Ramsey	Science, Technology, Engineering and Math (STEM) (6-12)	1/1/2021	6/30/2026
SL	Fiorello	Ramsey	Special Education (K-6)	1/1/2021	6/30/2026
SL	Freeman	Joel	Early Childhood Education (P-3)	1/1/2021	6/30/2026
SL	Fritz	Shelley	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Gaviola	Molly	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Gaviola	Molly	Teaching English to Speakers of Other Languages (TESOL) (K-12)	1/1/2021	6/30/2026
SL	Hendryx	Carrie	CTE - Arts and Communication (6-12)	1/1/2021	6/30/2026
SL	Hrinko	Kayla	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Hrinko	Kayla	Special Education (K-12)	1/1/2021	6/30/2026
SL	Hwang	Daniel	Drama/Theater Arts (K-12)	1/1/2021	6/30/2026
SL	Kanekoa	Kau'i	Limited CTE - Public and Human Services (6-12)	1/1/2021	6/30/2026
SL	Kealoha	Antoinette	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Kealoha	Antoinette	Hawaiian Language Immersion (K-12)	1/1/2021	6/30/2026
SL	Khaheshi	Navid	Mathematics (6-12)	1/1/2021	6/30/2026
SL	Kim	Hongja	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Koo	Kane	English (6-12)	1/1/2021	6/30/2026
SL	Kraus	Lindsey	Special Education (K-6)	1/1/2021	6/30/2026
SL	Lane	Samantha	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Lee	Elizabeth	English (6-12)	1/1/2021	6/30/2026
SL	Lu	Weiwei	Chinese (K-12)	1/1/2021	6/30/2026
SL	Macaulay	Shawn	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Mailo	Victoria	Science (6-12)	1/1/2021	6/30/2026
SL	Markowski	Christina	English (6-12)	1/1/2021	6/30/2026
SL	Massey	Kristian	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Massey	Kristian	Special Education (K-12)	1/1/2021	6/30/2026
SL	Medendorp	Joshua	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Muneno	James	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Nickle	Kathleen	English (6-12)	1/1/2021	6/30/2026
SL	Noll	Daniel	CTE - Industrial and Engineering Technology (6-12)	1/1/2021	6/30/2026
SL	Noll	Daniel	Earth and Space Sciences (6-12)	1/1/2021	6/30/2026
SL	Noll	Daniel	Science (6-8)	1/1/2021	6/30/2026
SL	Noll	Daniel	Special Education (K-12)	1/1/2021	6/30/2026
SL	Norman	Todd	Art (K-12)	1/1/2021	6/30/2026
SL	Norman	Todd	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	O'Bryant	Eric	Biology (6-12)	1/1/2021	6/30/2026
SL	Osigwe	Peace	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Panglao	Malia	Biology (6-12)	1/1/2021	6/30/2026
SL	Parker	Kamakalehuake alohamaikalani	CTE - Arts and Communication (6-12)	1/1/2021	6/30/2026
SL	Pay	Edward	English (6-12)	1/1/2021	6/30/2026
SL	Rangoonwala	Aaron	Social Studies (6-12)	1/1/2021	6/30/2026
SL	Rogers	Teddi Jo	Early Childhood Education (P-3)	1/1/2021	6/30/2026
SL	Rosario	Tiana	Special Education - Mild/Moderate (K-6)	1/1/2021	6/30/2026
SL	Rozo Osuna	Juan Camilo	Spanish (K-12)	1/1/2021	6/30/2026

SL	Rozo Osuna	Juan Camilo	Teaching English to Speakers of Other Languages (TESOL) (K-12)	1/1/2021	6/30/2026
SL	Satovich	George	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Satovich	George	Mathematics (6-8)	1/1/2021	6/30/2026
SL	Smith	Jordan	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Smith	Jordan	English (6-12)	1/1/2021	6/30/2026
SL	Smith	Jordan	Teaching English to Speakers of Other Languages (TESOL) (K-12)	1/1/2021	6/30/2026
SL	Taggart	Hannah	Limited CTE - Industrial and Engineering Technology (6-12)	1/1/2021	6/30/2026
SL	Taggart	Hannah	Mathematics (6-12)	1/1/2021	6/30/2026
SL	Teh	Shu Wei	Early Childhood Education (P-K)	1/1/2021	6/30/2026
SL	Tian	Tian	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Tolzmann	Teresa	Special Education - Deaf/Hard of Hearing (P-12)	1/1/2021	6/30/2026
SL	Valerio	Jacqueline	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Vert	Suzanne	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Vosloo	Chett	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Wadsworth	Westley	Science (6-12)	1/1/2021	6/30/2026
SL	Waldvogel	Peter	English (6-12)	1/1/2021	6/30/2026
SL	Wang	William	Teaching English to Speakers of Other Languages (TESOL) (K-6)	1/1/2021	6/30/2026
SL	Wetzel	Andrew	Special Education (P-12)	1/1/2021	6/30/2026
SL	Wild	David	Mathematics (6-12)	1/1/2021	6/30/2026
SL	Winter	Mary	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Wojcik	Nicole	English (6-12)	1/1/2021	6/30/2026
SL	Wright	Karen	Elementary Education (K-6)	1/1/2021	6/30/2026
SL	Wright	Karen	Science (6-8)	1/1/2021	6/30/2026
SL	Xu	Jingwen	Teaching English to Speakers of Other Languages (TESOL) (K-12)	1/1/2021	6/30/2026
SL	Zimmer	Derek	Teaching English to Speakers of Other Languages (TESOL) (K-12)	1/1/2021	6/30/2026

**INITIAL LICENSES:
PROVISIONAL**

	Last Name	First Name	License Field	Effective Date	Expiration Date
PL	Almadova	Bashalei	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Armstrong	Charlie	Early Childhood Education (P-3)	1/1/2021	6/30/2024
PL	Artienda	Kameki	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Atkins	Sophie	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Bailey	Kammi	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Bass	Byron	Mathematics (6-12)	1/1/2021	6/30/2024
PL	Bautista	Silvana Mae	English (6-12)	1/1/2021	6/30/2024
PL	Bhatta	Emily	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Bordallo	Matthew	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Brady	Rebecca	School Librarian (K-12)	1/1/2021	6/30/2024
PL	Burrola	Nicolas	Teaching English to Speakers of Other Languages (TESOL) (K-12)	1/1/2021	6/30/2024
PL	Cabrera	Gabriela	Early Childhood Education (P-3)	1/1/2021	6/30/2024

PL	Campese	April	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Campese	April	Teaching English to Speakers of Other Languages (TESOL) (K-6)	1/1/2021	6/30/2024
PL	Carr	Mackenzie	Teaching English to Speakers of Other Languages (TESOL) (K-12)	1/1/2021	6/30/2024
PL	Charles	Irene	Teaching English to Speakers of Other Languages (TESOL) (K-12)	1/1/2021	6/30/2024
PL	Chillingworth	Jessica	CTE - Arts and Communication (6-12)	1/1/2021	6/30/2024
PL	Coleman	Kelsey	Science (6-12)	1/1/2021	6/30/2024
PL	Collins	Candace	English (6-12)	1/1/2021	6/30/2024
PL	Cordova	Candelaira	Art (K-12)	1/1/2021	6/30/2024
PL	Cronister	Lauren	English (6-12)	1/1/2021	6/30/2024
PL	Cypher	Sheila	Social Studies (6-12)	1/1/2021	6/30/2024
PL	Detwiler	Michiko-Hiilani	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Dods	Stewart Richard	Science (6-12)	1/1/2021	6/30/2024
PL	Dougherty	Shayla	Special Education (P-3)	1/1/2021	6/30/2024
PL	Dulatre	Karen	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Eddy	Marissa	Early Childhood Education (P-3)	1/1/2021	6/30/2024
PL	Ezell	Ashley	Mathematics (6-8)	1/1/2021	6/30/2024
PL	Fallejo	Romnick	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Figueira	Misty	English (6-12)	1/1/2021	6/30/2024
PL	Folkman	Amber	Special Education - Mild/Moderate (K-12)	1/1/2021	6/30/2024
PL	Forslund	Eamon	Science (6-12)	1/1/2021	6/30/2024
PL	Fox	Ashlee	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Franklin	Kiarra	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Friedheim	Natanya	English (6-12)	1/1/2021	6/30/2024
PL	Frolik	Christina	English (6-12)	1/1/2021	6/30/2024
PL	Furukawa	Pablo	Music (K-12)	1/1/2021	6/30/2024
PL	Gabriel	Michelle	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Garofalo	Maria	Early Childhood Education (P-3)	1/1/2021	6/30/2024
PL	Garofalo	Maria	Special Education (P-3)	1/1/2021	6/30/2024
PL	Garza	Justin	Teaching English to Speakers of Other Languages (TESOL) (K-12)	1/1/2021	6/30/2024
PL	Gasmen	Geraldine	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Gatcho	Al Ryanne	English (6-12)	1/1/2021	6/30/2024
PL	Goodwin	Charli	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Grady	Kimberly	Teaching English to Speakers of Other Languages (TESOL) (K-12)	1/1/2021	6/30/2024
PL	Gray	Corinna	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Gray	Teresita	Special Education - Mild/Moderate (K-12)	1/1/2021	6/30/2024
PL	Greenberg	David	School Counselor (K-12)	1/1/2021	6/30/2024
PL	Halton	Liane	Music (K-12)	1/1/2021	6/30/2024
PL	Hamilton	Martin	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Harris	Frondda	Physical Education (K-12)	1/1/2021	6/30/2024
PL	Hashizume	Evan	Science (6-12)	1/1/2021	6/30/2024
PL	Helbling	Misa	Elementary Education (K-6)	1/1/2021	6/30/2024

PL	Hensley	Katie	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Hernandez	Gabriela	Early Childhood Education (P-3)	1/1/2021	6/30/2024
PL	Hirano	Julia	Science (6-12)	1/1/2021	6/30/2024
PL	Hoadley	Nancy	English (6-12)	1/1/2021	6/30/2024
PL	Ichiki	Jordan	Hawaiian Language (6-12)	1/1/2021	6/30/2024
PL	Jang	Yoojin	Mathematics (6-12)	1/1/2021	6/30/2024
PL	Jones	Gina	Early Childhood Education (P-3)	1/1/2021	6/30/2024
PL	Juranek	Matthew	Physical Education (K-12)	1/1/2021	6/30/2024
PL	Kahale	Nichol	English (6-12)	1/1/2021	6/30/2024
PL	Kaku	Malia	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Kalb	Chad	Mathematics (6-8)	1/1/2021	6/30/2024
PL	Kalb	Chad	Science (6-8)	1/1/2021	6/30/2024
PL	Kaniaupio-Crozier	Kaleialoha	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Kaohelaulii	Nicole	Early Childhood Education (P-3)	1/1/2021	6/30/2024
PL	Kaohelaulii	Nicole	Special Education - Mild/Moderate (P-3)	1/1/2021	6/30/2024
PL	Karlin	Lily	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Kearns	Jack	Earth and Space Sciences (6-12)	1/1/2021	6/30/2024
PL	Kivisto	Emily	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Kotzian	Julia	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Laa	Danielle	Art (6-12)	1/1/2021	6/30/2024
PL	Lau	Yan Yan	Teaching English to Speakers of Other Languages (TESOL) (K-6)	1/1/2021	6/30/2024
PL	Lee	Jessee	Social Studies (6-12)	1/1/2021	6/30/2024
PL	Li	Xueyu	Teaching English to Speakers of Other Languages (TESOL) (K-12)	1/1/2021	6/30/2024
PL	Liggett	Jamie	Spanish (K-12)	1/1/2021	6/30/2024
PL	Lyons	Brandon	Physical Education (K-12)	1/1/2021	6/30/2024
PL	Mackey	Victoria	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Mahomed	Faheem	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Mahuna-Kukahiko	Sandra	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Makekau	Kealakekua	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Manglallan	John Michael	Art (6-12)	1/1/2021	6/30/2024
PL	Manuia	Jaysen	Special Education (K-6)	1/1/2021	6/30/2024
PL	Marler	Rachel	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Maxwell	Karie	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Mcroberts	Tierra-Leigh	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Meyer	Aloha	Teaching English to Speakers of Other Languages (TESOL) (6-12)	1/1/2021	6/30/2024
PL	Mitrakos	Natalie	Teaching English to Speakers of Other Languages (TESOL) (K-12)	1/1/2021	6/30/2024
PL	Nagahisa	Kimi	Special Education (K-6)	1/1/2021	6/30/2024
PL	Namnama	Brice	Mathematics (6-12)	1/1/2021	6/30/2024
PL	Nham	Sharon	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Nie	Xiaowa	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Nishimura	Stacie	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Nofer	Steven	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	O'Connell	Catherine	English (6-12)	1/1/2021	6/30/2024

PL	O'Connell	Catherine	Special Education - Mild/Moderate (6-12)	1/1/2021	6/30/2024
PL	Oh	Courtney	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Olson	Michelle	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Oulahan	Carmen	Spanish (K-12)	1/1/2021	6/30/2024
PL	Pacheco	Hali	Hawaiian Language Immersion (K-12)	1/1/2021	6/30/2024
PL	Pacupac	Colby	French (6-12)	1/1/2021	6/30/2024
PL	Padello	Kellie Ann	Special Education - Mild/Moderate (K-6)	1/1/2021	6/30/2024
PL	Pang	Cayla	Science (6-12)	1/1/2021	6/30/2024
PL	Paul	Leah	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Petriccione	Kiera	Early Childhood Education (P-K)	1/1/2021	6/30/2024
PL	Petriccione	Kiera	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Petriccione	Kiera	Special Education - Mild/Moderate (K-6)	1/1/2021	6/30/2024
PL	Pires	Caira	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Price	Catherine	English (6-12)	1/1/2021	6/30/2024
PL	Proctor	Adam	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Ramelb	Nikela	Early Childhood Education (P-3)	1/1/2021	6/30/2024
PL	Ramelb	Nikela	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Ramelb	Nikela	Special Education (P-3)	1/1/2021	6/30/2024
PL	Ramos	Melody-Anne	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Rector-Luna	Linda	English (6-12)	1/1/2021	6/30/2024
PL	Red	Brycen	Social Studies (6-12)	1/1/2021	6/30/2024
PL	Reese	Makenna	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Reynolds	Krystal	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Riffo	Bastian	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Rivers	Yolanda	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Roeber	Eric	English (6-12)	1/1/2021	6/30/2024
PL	Rogers	Malia	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Roney	Deirdre	English (6-12)	1/1/2021	6/30/2024
PL	Ruiz	Adam	English (6-12)	1/1/2021	6/30/2024
PL	Saenz	Miranda	Music (K-12)	1/1/2021	6/30/2024
PL	Sakamoto	Robyn	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Sato	Alice	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Sato	Alice	Teaching English to Speakers of Other Languages (TESOL) (K-6)	1/1/2021	6/30/2024
PL	Sawma	Jeremiah	Science (6-12)	1/1/2021	6/30/2024
PL	Schleigh	Sharon	Science (6-12)	1/1/2021	6/30/2024
PL	Schulz	Frederick	Music (K-12)	1/1/2021	6/30/2024
PL	Sethulingam	Brindha	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Sethulingam	Brindha	Mathematics (6-8)	1/1/2021	6/30/2024
PL	Shaan	Ariana	Teaching English to Speakers of Other Languages (TESOL) (K-12)	1/1/2021	6/30/2024
PL	Silva	Jaqlyn	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Simmers	Jessica	Mathematics (6-12)	1/1/2021	6/30/2024
PL	Simón Lázaro	Carlos	Spanish (6-12)	1/1/2021	6/30/2024
PL	Simons-Wilson	Adrian	Elementary Education (K-6)	1/1/2021	6/30/2024

PL	Smith-Gibbons	Ashley	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Sokei	Logan	Social Studies (6-12)	1/1/2021	6/30/2024
PL	Soriano	Anjanette	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Stewart	Michelle	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Stewart	Michelle	Special Education (6-8)	1/1/2021	6/30/2024
PL	Stewart	Michelle	Special Education (K-6)	1/1/2021	6/30/2024
PL	Stewart	Michelle	Special Education (P-3)	1/1/2021	6/30/2024
PL	Stola	Alexa	Early Childhood Education (P-K)	1/1/2021	6/30/2024
PL	Stola	Alexa	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Stola	Alexa	Special Education (K-6)	1/1/2021	6/30/2024
PL	Supanich	Jessica	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Supnet	Samantha	English (6-12)	1/1/2021	6/30/2024
PL	Tatunay	Rheza May	Mathematics (6-8)	1/1/2021	6/30/2024
PL	Taylor	Mollie	Early Childhood Education (P-K)	1/1/2021	6/30/2024
PL	Turner	Nasia	School Counselor (K-12)	1/1/2021	6/30/2024
PL	Uehara	Bliss	Mathematics (6-12)	1/1/2021	6/30/2024
PL	Uejo	Alyssa	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Uejo	Alyssa	Teaching English to Speakers of Other Languages (TESOL) (K-6)	1/1/2021	6/30/2024
PL	Valenzuela	Mason	Special Education - Mild/Moderate (6-12)	1/1/2021	6/30/2024
PL	Vancuren	Alex	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Wang	Jielin	Chinese (K-12)	1/1/2021	6/30/2024
PL	Wang	Jing	Teaching English to Speakers of Other Languages (TESOL) (K-12)	1/1/2021	6/30/2024
PL	Watson	Aisha	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Watson	Chante	Social Studies (6-12)	1/1/2021	6/30/2024
PL	Weiss	Karen	Science (6-12)	1/1/2021	6/30/2024
PL	Whitaker	Jordan	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Whitman	Tiffany	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Williams	Dayna	Special Education - Severe/Profound (K-6)	1/1/2021	6/30/2024
PL	Wilson	Angel	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Wilson	Patricia	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Wilson	Patricia	Spanish (K-12)	1/1/2021	6/30/2024
PL	Wilson	Patricia	Teaching English to Speakers of Other Languages (TESOL) (P-12)	1/1/2021	6/30/2024
PL	Wu	Winnie	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Yoshihara	Kellie	Science (6-12)	1/1/2021	6/30/2024
PL	Young	Christopher	Elementary Education (K-6)	1/1/2021	6/30/2024
PL	Zysk	Gregory	CTE - Business (6-12)	1/1/2021	6/30/2024
PL	Zysk	Gregory	Economics (6-12)	1/1/2021	6/30/2024

**ADDED FIELDS:
ADVANCED**

	Last Name	First Name	License Field	Effective Date	Expiration Date
AFA	Door Sandic	Alvaro	Biology (6-12)	1/1/2021	6/30/2031
AFA	Door Sandic	Alvaro	Chemistry (6-12)	1/1/2021	6/30/2031
AFA	Door Sandic	Alvaro	Science (6-12)	1/1/2021	6/30/2031
AFA	Door Sandic	Alvaro	Spanish (6-12)	1/1/2021	6/30/2031
AFA	Mcnair	Darcell	English (6-12)	1/1/2021	6/30/2031
AFA	Riel	Amber	Special Education - Mild/Moderate (6-12)	1/1/2021	6/30/2030

**ADDED FIELDS:
STANDARD**

	Last Name	First Name	License Field	Effective Date	Expiration Date
AFS	Abraham	Kori	Mathematics (6-8)	1/1/2021	6/30/2021
AFS	Berg	Vadim	Teaching English to Speakers of Other Languages (TESOL) (6-12)	1/1/2021	6/30/2026
AFS	Beutler	Yuko	Mathematics (6-8)	1/1/2021	6/30/2021
AFS	Birmingham	Matthew	Teacher Leader	1/1/2021	6/30/2022
AFS	Blacksmith	Kristal	Special Education (6-12)	1/1/2021	6/30/2021
AFS	Burch	Kathleen	Teacher Leader	1/1/2021	6/30/2021
AFS	Kaaihue	Blair	Psychology (6-12)	1/1/2021	6/30/2023
AFS	Kang	Ken	Teacher Leader	1/1/2021	6/30/2021
AFS	Kusumoto	Edita	Teacher Leader	1/1/2021	6/30/2021
AFS	Lee	Jeffery	School Librarian (K-12)	1/1/2021	6/30/2021
AFS	Markpol	Lehua	Teaching English to Speakers of Other Languages (TESOL) (K-6)	1/1/2021	6/30/2023
AFS	Murphioka	Marybeth	School Counselor (6-12)	1/1/2021	6/30/2021
AFS	Poole	David	School Counselor (K-12)	1/1/2021	6/30/2023
AFS	Pukahi-Viernes	Lucianne	Special Education (K-12)	1/1/2021	6/30/2026
AFS	Quon	Donna Lee	Teaching English to Speakers of Other Languages (TESOL) (6-12)	1/1/2021	6/30/2021
AFS	Rawlins	Catherine	Teacher Leader	1/1/2021	6/30/2021
AFS	Revilla	Cassandra	School Counselor (K-12)	1/1/2021	6/30/2026
AFS	Revilla	Cassandra	Special Education (K-6)	1/1/2021	6/30/2026
AFS	Saizon	Angel	Special Education - Mild/Moderate (P-3)	1/1/2021	6/30/2021
AFS	Schaefer	Jerilynn	Teacher Leader	1/1/2021	6/30/2021
AFS	Smith	Detina	Special Education (P-3)	1/1/2021	6/30/2022
AFS	Sonomura	Prudence	School Counselor (K-6)	1/1/2021	6/30/2023
AFS	Timbal	Elizabeth	Online Teaching (K-12)	1/1/2021	6/30/2023
AFS	Yoshioka	Deanne	Teacher Leader	1/1/2021	6/30/2021

**ADDED FIELDS:
PROVISIONAL**

	Last Name	First Name	License Field	Effective Date	Expiration Date
AFP	Arata	Nicole	Mathematics (6-12)	1/1/2021	6/30/2022
AFP	Assiff	Spencer	Economics (6-12)	1/1/2021	6/30/2024
AFP	Assiff	Spencer	Mathematics (6-12)	1/1/2021	6/30/2024
AFP	Bueno	Kasey	CTE - Public and Human Services (6-12)	1/1/2021	6/30/2023
AFP	Goldsmith	Elena	Elementary Education (K-6)	1/1/2021	6/30/2021
AFP	Guan	Yuanyuan	Chinese (K-12)	1/1/2021	6/30/2024
AFP	Guan	Yuanyuan	Environmental Science (6-12)	1/1/2021	6/30/2024
AFP	Hauptmann	Lisa	Social Studies (6-8)	1/1/2021	6/30/2024
AFP	Hendryx	Carrie	CTE - Arts and Communication (6-12)	1/1/2021	6/30/2021
AFP	Kacouris	James	Elementary Education (K-6)	1/1/2021	6/30/2024
AFP	Kacouris	James	Science (6-8)	1/1/2021	6/30/2024
AFP	Kacouris	James	Social Studies (6-8)	1/1/2021	6/30/2024
AFP	Kacouris	James	Teaching English to Speakers of Other Languages (TESOL) (6-8)	1/1/2021	6/30/2024
AFP	Kim	Ivy	Teaching English to Speakers of Other Languages (TESOL) (6-12)	1/1/2021	6/30/2022
AFP	Paige	Randee	Science (6-8)	1/1/2021	6/30/2023
AFP	Powers	Rhonda	English (6-12)	1/1/2021	6/30/2022
AFP	Powers	Rhonda	Special Education (K-12)	1/1/2021	6/30/2022
AFP	Spruell	Anna	Special Education (6-12)	1/1/2021	6/30/2023
AFP	Swart	Sherman	Special Education (6-12)	1/1/2021	6/30/2023
AFP	Sweeney	Kara	Special Education - Mild/Moderate (K-12)	1/1/2021	6/30/2024
AFP	Takebayashi	Rachel	Special Education (6-12)	1/1/2021	6/30/2023
AFP	Wong	Robin	Social Studies (6-12)	1/1/2021	6/30/2022

**LICENSE RENEWALS: None
Advanced**

**LICENSE RENEWALS: None
Standard**

**PERMITS: None
CAREER AND TECHNICAL EDUCATION**

HAWAIIAN: None

EMERGENCY HIRE

	Last Name	First Name	License Field	Effective Date	Expiration Date
EH	Abshire	Marylin	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Abshire	Troy	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Aguero	Brandy	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Aina	Keana	Emergency Hire (P-12)	1/1/2021	6/30/2021

EH	Anderson	Tyler	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Balding Iii	Peter	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Bariman	Nathalie	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Benbow	Samantha	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Brown	Tyler	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Bunag	Alden	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Burgos	Calista	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Crocker	John	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Denuna	Mabelle	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Donios	Leinamoani	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Dozier	Kamilah	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Eskaran	Jessie	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Evangelista	Shawnalyn	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Furumo	Samuel	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Gaspar	Danielle	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Gaspar	Mailani	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Gaylord	Shauna	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Gnouilaphi	Sikhota	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Gregorius	Giselle	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Halahingano	Sadie	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Hirsch	Ember	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Ing	Tiffany	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Ito	Hazel	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	La Grassa	Josephine	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Lamberti	Dean	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Magsayo	Kayla	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Marshman Catillo	Ellie	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Mcclelland	Joseph	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Meeks	Christopher	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Mendoza	Mark	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Miller	Jadda	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Nishihara	Andrew	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Nolan	Shamus	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Pacheco	Erin Keala	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Panoke	Sarah	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Patton	Kerry	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Porter	Jodi	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Red	Brycen	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Rose	Cynthia	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Sakaguchi	Dwayne	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Sampson	Amber	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Sato	Hirota	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Shen	Lautaamutafea	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Speed	Sarah	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Takahashi	Ann	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Takaki	Aimee	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Taum	Monique	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Terrell	Renard	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Tong	Rianne	Emergency Hire (P-12)	1/1/2021	6/30/2021

EH	Uluave	Caroline	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Vargas	Aleena	Emergency Hire (P-12)	1/1/2021	6/30/2021
EH	Watarai	Jessica	Emergency Hire (P-12)	1/1/2021	6/30/2021

STUDENT TEACHER

	Last Name	First Name	License Field	Effective Date	Expiration Date
ST	Borge	John	Student Teacher (P-12)	1/1/2021	6/30/2021
ST	Burdine	Michael	Student Teacher (P-12)	1/1/2021	6/30/2021
ST	Cerra	Jordan	Student Teacher (P-12)	1/1/2021	6/30/2021
ST	Deponte	Chanel	Student Teacher (P-12)	1/1/2021	6/30/2021
ST	Fullmer	Trey	Student Teacher (P-12)	1/1/2021	6/30/2021
ST	Moncur	Tessa	Student Teacher (P-12)	1/1/2021	6/30/2021
ST	Schurr	Jenna	Student Teacher (P-12)	1/1/2021	6/30/2021
ST	Schwartz	Shelby	Student Teacher (P-12)	1/1/2021	6/30/2021
ST	Vincent	Alissa	Student Teacher (P-12)	1/1/2021	6/30/2021