HAWAI`I TEACHER STANDARDS BOARD
GENERAL BUSINESS MEETING

Friday, April 29, 2022

Meeting Conducted by Remote Technology via Zoom
and
Physical Location at 650 Iwilei Road, Suite 158, Honolulu, HI   96817

MINUTES

PRESENT:

Sean Bacon for Keith Hayashi	Glen Miyasato
Dr. Jonathan Gillentine	Les Murashige
Dr. Amelia Jenkins for Dr. Nathan Murata	Catherine Payne
Branden Kawazoe	Dawn Raymond
Tracie Ku`uipo Losch	Kim Sanders
Kristi Miyamae	Dr. Katina Soares
Lokelani Han (Arrived at 12:28 pm)	

ABSENT:
M. `Ekekela Aiona

STAFF:

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

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

OPENING REMARKS:
Chairperson Kawazoe shared information regarding procedures for virtual committee meetings:
- The following board members, in addition to the Chairperson, are participating in today's virtual board meeting and have established audio and video connection.
- Board members shall be visible and audible to other members and the public during meetings.
- The board meeting will be recorded.

ROLL CALL TO ESTABLISH QUORUM:
Chairperson Kawazoe called the roll and established quorum.
At roll call, twelve members were present, two were absent.
One of the two absent members arrived at 12:28 p.m.

DISCLOSURE FROM BOARD MEMBERS AT PRIVATE LOCATIONS:
Chairperson Kawazoe shared information regarding private location disclosure:
- Board members shall be considered present at the meeting for the purpose of determining compliance with the quorum and voting requirements of the board. Board members who are participating remotely from their homes or other private locations must announce who is at the private location with them.

Chairperson Kawazoe asked board members if they have anyone present with them at their non-public site that they need to disclose.
- Miyamae disclosed that she is in an enclosed room by herself but there were three individuals in other parts of the private location. They are unable to hear her speak nor her participation in the meeting.

ADDITIONAL PROCEDURAL INFORMATION:
Chairperson Kawazoe shared additional information regarding meeting protocols and procedures:
- All board members wishing to speak should raise their hand and the chairperson will be notified to call on the person. The speaker must state their name prior to making their remarks.
- Votes will be conducted by roll call so that it is clear how each board member voted.
- Members of the public who have signed up to testify or would like to testify online must be logged in to Zoom using the same name they used to sign up for testimony. Please use the chat box to provide your name and agenda item(s) you are testifying on. Testifiers today will have two (2) minutes to testify.
- Testifying online can be challenging due to technical issues. The chat box is being monitored by HTSB staff, and the Chairperson will be notified that you would like to testify, and you will be called on to give your testimony at the appropriate time in the agenda.
- Written testimony received more than twenty-four (24) hours in advance of the meeting has been uploaded to the online meeting agenda for members to review.
- A meeting held by interactive conference technology shall be recessed for up to thirty (30) minutes when audio communication cannot be maintained with a quorum of members, provided that the meeting may reconvene when only audio communication is reestablished.

ANNOUNCEMENTS:
- Chairperson Kawazoe recognized the departing board members and thanked them for their service and hard work.
- Chairperson Kawazoe congratulated the reappointed board members and thanked them for their continued service.
- Chairperson Kawazoe welcomed a board member whose term begins in the next school year on July 1, 2022.

APPROVAL OF MINUTES:
The minutes of the March 4, 2022, meeting were approved as written.
(Jenkins/Murashige)

INTERIM EXECUTIVE DIRECTOR'S REPORT AND LEGISLATIVE UPDATE:
- Interim Executive Director Villalobos submitted her report to the board as written.

- Legislative Update:
  - House Bill 2284 Hawaiian Immersion bill is no longer alive.
    Teacher preparation programs at UH Hilo and UH Manoa will receive "Grow Your Own" funding for Hawaiian Medium and Immersion Teacher Candidates which will satisfy this bill's intention so there is no need for that bill at this time.

  - On March 17, 2022, Villalobos and Legislative Committee Chairperson Dawn Raymond went to the Capitol to hear the following three (3) bills:
    - SB 2819 Addresses Salary Compression, Schedules
    - SB 2820 Regarding Differentials
    - SB 3209 Regarding the Twenty-one (21) Hours

    Villalobos had submitted testimony on behalf of the board for these three bills which correlate with HTSB's 2022 Legislative Priorities, Mission and Vision.

    All three bills passed the Senate committee hearings and must go on to conferencing. Today is the deadline and as of right now, SB 2819 has passed conference. We will see on the other two bills by today's deadline.

  - The board members whose terms begin on July 1, 2022 were confirmed by Governor's Message (GM) bills.

LICENSING UPDATE:
Licensing Specialist Rodriguez reported that:
- After having thousands of applications and notifications, HTSB brought it to zero. The response time to applications and notifications is currently between 24 to 48 hours.

- HTSB has been able to contact teachers who might be teaching without a license or permit through collaboration with department administrators and their staff. It was through this collaboration and support that we were able to remedy this right away.

FINANCIAL UPDATE:

Murashige reported that:
- As of March 31, 2022, we are three-quarters of the way through our fiscal year.
- He reviewed the HTSB budget in comparison to the year-to-date expenditures for each expense category.
- As of the third quarter of SY2022, the personnel and operational expenses are under the budgeted amounts.

TESTIMONY, PETITIONS FROM THE PUBLIC: None

PRESENTATION:

Educational Testing Service (ETS) Annual Update:
- Mr. Jason Dietrich, ETS Senior Client Relationship Manager, ETS Professional Educator Programs
  - ETS Overview & Background
  - Recent Program Developments
  - Test Development, Administration, Regeneration: Hawaii Specific
  - Supporting Clients, Higher Education and Candidates
  - Stay In Touch!
  - Questions and Comments?

TOPIC: TEACHER STANDARDS COMMITTEE:
DISCUSSION/Action:

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

- **NBI 21-45 Revised:** License Affirmation

- **NBI 21-46:** License Affirmation

DISCUSSION/UPDATE:

Committee Chairperson Sanders reported that Interim Executive Director Villalobos provided a License Renewal Audit Update to the committee.
- Interim Executive Director Villalobos reviewed the License Renewal Audit for the full board.

- The License Renewal Audit is done annually per Hawaii Administrative Rules (HAR) §8-54-9.8.
- The audit started in December 2021 and was completed in February 2022.
- One hundred eighty (180) teachers were audited.
- The audit followed NBI 10-65 Revision 2: Procedures for License Renewal Audit, which was approved on 8/26/2011.
- The next audit will follow NBI 10-65 Revision 3: Procedures for License Renewal Audit, which was approved on 3/04/2022. This third revision was done to better align the process.
- HTSB used revised renewal documents to assist with renewal verification.
- Six (6) teachers had to surrender and apply for a Provisional License because they could not meet HTSB's license renewal requirements.
  - A Provisional License is a full license in the State of Hawaii. There is no pay difference currently between a Provisional, Standard and Advanced license.
  - Once they have or meet the renewal or other requirements, they can apply for a Standard license.
- A chart of the number of license renewals done over the years from 2017 to 2021 is included at the bottom of the audit report.

TOPIC: BUDGET, PERSONNEL, AND STRATEGIC PLANNING COMMITTEE:
DISCUSSION/Action:
Committee Chairperson Murashige reported that the committee reviewed and recommended for approval, the following New Business Items that were adopted by the HTSB. (See Attachments)

- **NBI 21-47:** 2022-2023 Election of HTSB Officers and Committee Assignments, as amended. (Language was amended in committee.)

- **NBI 21-48:** 2022-2023 Hawaii Teacher Standards Board Meeting Schedule

- **NBI 21-49:** HTSB's Executive Director Recommendation to the Board of Education, as amended. (Language was amended in committee.)
  - Catherine Payne, Budget, Personnel, and Strategic Planning Committee Member, HTSB board member and Board of Education Chairperson, abstained from voting.

TOPIC: TEACHER EDUCATION COMMITTEE:
DISCUSSION/Action:
Committee Chairperson Jenkins reported that the committee reviewed and recommended for approval the following New Business Items that were adopted by the HTSB. (See Attachments)

- **NBI 21-50:** Leeward Community College Program Modification of State Approval

to Include a Second Option to Meet Content Knowledge Requirements for an Advanced Professional Certificate in Special Education.

- **NBI 21-51:** Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Added Field Licensure TESOL Program, as amended. (Language amended in Committee)

- **NBI 21-52:** Consideration of Hawaii Pacific University's Request to Add Secondary (6-12) TESOL Content Field to their Existing Licensure Program.

- **NBI 21-53:** Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Bachelor of Education in Special Education Mild/Moderate 6-12 and Severe Disabilities/Autism PK-3, K-6, 6-12, K-12, as amended. (Language amended in committee.)

- **NBI 21-54:** Clinical Experience Exception for the University of Hawaii at Manoa American Samoa Teacher Candidates.

- **NBI 21-55:** Adoption of Computer Science Standards for Licensure and Hawaii Educator Preparation Program Verification of Content Knowledge of Teacher Candidates.

- **NBI 21-24Rev:** Social Security Number Requirement for all Applications.

EXECUTIVE SESSION PROCEDURAL INFORMATION:
Chairperson Kawazoe shared information regarding procedures for virtual Executive Session:
- Executive Session will be conducted in this virtual meeting room and all other attendees will be transferred to a waiting room without access to the general room.
- You may not re-enter until the waiting room is closed. If you leave the waiting room, you must log back into the general meeting and be admitted after the Executive Session is adjourned.
- The Executive Session will be accessible only to HTSB members and required staff.
- During executive session meetings, board members shall be audible to other authorized participants but are not required to be visible. They should also ensure that are no other individuals are able to see or hear the executive session meeting.

MOTION TO RISE INTO EXECUTIVE SESSION (Raymond/Payne)
This portion of the meeting is a closed meeting under Section 92-4 and Section 92-5(a)(1)(2) and (4), Hawaii Revised Statutes.

BOARD MEMBERS VOTED TO ENTER EXECUTIVE SESSION AT 1:02 P.M.

CALL BACK TO ORDER BY CHAIRPERSON KAWAZOE AT 3:12 P.M.

TOPIC: Report out of Executive Session
DISCUSSION:
> Chairperson Kawazoe reported out:
> - The minutes from the March 4, 2022, Executive Session were approved as written. (Gillentine/Raymond)
>
> - Personnel Update: Villalobos
>
> - Consultation with Deputy Attorney General on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities.
>
> - Approval of the following New Business Items that were adopted by the HTSB. (See Attachments)
>   - **NBI 21-56:** Case 21-13
>   - **NBI 21-57:** Case 21-14
>   - **NBI 21-58:** Case 21-15
>   - **NBI 21-59:** Case 21-16
>   - **NBI 21-60:** Case 21-17
>   - **NBI 21-61:** Case 21-18
>   - **NBI 21-62:** Case 21-19
>   - **NBI 21-63:** Case 21-20
>   - **NBI 21-64:** Case 21-21
>   - **NBI 21-65:** Case 21-22
>   - **NBI 21-66:** Case 21-23
>   - **NBI 21-67:** Case 21-24
>   - **NBI 21-68:** Case 21-25
>   - **NBI 21-69:** Case 21-26
>   - **NBI 21-70:** Case 21-27
>   - **NBI 21-71:** Case 21-28
>   - **NBI 21-72:** Case 21-29
>   - **NBI 21-73:** Case 21-30
>   - **NBI 21-74:** Case 21-31
>   - **NBI 21-75:** Case 21-32
>   - **NBI 21-76:** Case 21-33
>   - **NBI 21-77:** Case 21-34
>   - **NBI 21-78:** Case 21-35
>   - **NBI 21-79:** Case 21-36
>   - **NBI 21-80:** Case 21-37
>   - **NBI 21-81:** Case 21-38
>   - **NBI 21-82:** Case 21-39

TOPIC: Next HTSB Meeting: September 9, 2022
DISCUSSION:
> Chairperson Kawazoe and board members discussed:
> - Plan for September 9, 2022, meeting
> - Possible August 2022, meeting.

ADJOURNMENT:
> Chairperson Kawazoe adjourned the meeting at 3:13 p.m.

Recorder: *Elaine Hutchinson*   Date: April 29, 2022
> Elaine Hutchinson

TITLE: License Affirmation

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

Submitted by: Branden Kawazoe

Referred to: Teacher Standards Committee

INITIAL LICENSES:
ADVANCED

		Last Name	First Name	License Field	Effective Date	Expiration Date
Adv	New	Akana	Nicole	Science (6-12)	1/1/2022	6/30/2032
Adv	New	Bringhurst	Mary	Reading Specialist (K-12)	12/1/2021	6/30/2032
Adv	New	Bringhurst	Mary	Social Studies (6-12)	12/1/2021	6/30/2032
Adv	New	Cheung	Suk Han	Mathematics (6-12)	11/1/2021	6/30/2032
Adv	New	Ching-Teruya	Diana	Mathematics (6-12)	11/1/2021	6/30/2032
Adv	New	Holomalia	Lauren	Elementary Education (K-6)	1/1/2022	6/30/2032
Adv	New	Kanemoto	Justin	Science (6-12)	11/1/2021	6/30/2032
Adv	New	Karratti	Denise	Elementary Education (K-6)	1/1/2022	6/30/2032
Adv	New	Lopez	Whitney	English (6-12)	12/1/2021	6/30/2032
Adv	New	Lupski	Becky	Early Childhood Education (P-3)	1/1/2022	6/30/2032
Adv	New	Lupski	Becky	Elementary Education (K-6)	1/1/2022	6/30/2032
Adv	New	Magadia	Alvin	Mathematics (6-12)	12/1/2021	6/30/2032
Adv	New	Nash	Peter	CTE - Industrial and Engineering Technology (6-12)	1/1/2022	6/30/2032
Adv	New	Nash	Peter	Mathematics (6-12)	1/1/2022	6/30/2032
Adv	New	Nash	Peter	Psychology (6-12)	1/1/2022	6/30/2032
Adv	New	Nash	Peter	School Counselor (6-12)	1/1/2022	6/30/2032
Adv	New	Nash	Peter	Science (6-12)	1/1/2022	6/30/2032
Adv	New	Nash	Peter	Science Technology Engineering Mathematics (STEM) (6-12)	1/1/2022	6/30/2032
Adv	New	Nash	Peter	Teacher Leader	1/1/2022	6/30/2032
Adv	New	Ramos	Benjamin	Social Studies (6-12)	12/1/2021	6/30/2032
Adv	New	Woods	Maika	Hawaiian Language (6-12)	1/1/2022	6/30/2032
Adv	New	Woods	Maika	Hawaiian Language Immersion (K-12)	1/1/2022	6/30/2032
Adv	New	Woods	Maika	Hawaiian Studies (6-12)	1/1/2022	6/30/2032
Adv	New	Woods	Maika	Physical Education (K-12)	1/1/2022	6/30/2032

INITIAL LICENSES:
STANDARD

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	New	Abe	Justin	Early Childhood Education (P-3)	1/1/2022	6/30/2027
Stan	New	Abe	Justin	Early Childhood Education (P-K)	1/1/2022	6/30/2027
Stan	New	Ala	Aitulagi	Special Education (6-12)	1/1/2022	6/30/2027
Stan	New	Aranaydo	Javen-Reith	Special Education (K-6)	1/1/2022	6/30/2027
Stan	New	Asaeli	Falepouliuli	Elementary Education (K-6)	1/1/2022	6/30/2027
Stan	New	Averill	Barb	Special Education (K-12)	12/1/2021	6/30/2027
Stan	New	Averill	Barb	Elementary Education (K-6)	12/1/2021	6/30/2027
Stan	New	Bagayas	Tara	School Counselor (K-12)	12/1/2021	6/30/2027
Stan	New	Bies	Gretchen	Mathematics (6-12)	1/1/2022	6/30/2027
Stan	New	Bies	Gretchen	Special Education (6-12)	1/1/2022	6/30/2027
Stan	New	Bies	Gretchen	Special Education (P-3)	1/1/2022	6/30/2027
Stan	New	Boccara	Isabelle	French (K-12)	12/1/2021	6/30/2027
Stan	New	Bowers	James	Social Studies (6-12)	11/1/2021	6/30/2027

Stan	New	Bowman	Kristin	Sped Severe/Profound (P-3)	1/1/2022	6/30/2027
Stan	New	Brady	Leslie	School Counselor (K-12)	12/1/2021	6/30/2027
Stan	New	Carbone	Marie	Mathematics (6-12)	1/1/2022	6/30/2027
Stan	New	Chock	Chelsea	Elementary Education (K-6)	12/1/2021	6/30/2027
Stan	New	Choe	Isabel	Elementary Education (K-6)	1/1/2022	6/30/2027
Stan	New	Choe	Isabel	Sped Mild/Moderate (K-6)	1/1/2022	6/30/2027
Stan	New	Chung	Amanda	Elementary Education (K-6)	1/1/2022	6/30/2027
Stan	New	Coleman	Kahreemah	Elementary Education (K-6)	11/1/2021	6/30/2027
Stan	New	Coleman	Kahreemah	Special Education (P-3)	11/1/2021	6/30/2027
Stan	New	Cordova	Megan	English (6-12)	11/1/2021	6/30/2027
Stan	New	Cunningham	Christina	Special Education (6-12)	1/1/2022	6/30/2027
Stan	New	David	Cristi	Social Studies (6-12)	11/1/2021	6/30/2027
Stan	New	Deuchler	David	Social Studies (6-12)	12/1/2021	6/30/2027
Stan	New	Dobson	Claire	School Counselor (K-12)	1/1/2022	6/30/2027
Stan	New	Drozd	Adrian	Special Education (K-6)	1/1/2022	6/30/2027
Stan	New	Endicott	Alexis	Sped Mild/Moderate (K-12)	1/1/2022	6/30/2027
Stan	New	Foley	Makala	Elementary Education (K-6)	1/1/2022	6/30/2027
Stan	New	Foley	Makala	Sped Mild/Moderate (K-6)	1/1/2022	6/30/2027
Stan	New	Fugate	Rachel	Elementary Education (K-6)	1/1/2022	6/30/2027
Stan	New	Fujimoto	Christina	Elementary Education (K-6)	1/1/2022	6/30/2027
Stan	New	Gabaylo	Teresa	CTE - Industrial and Engineering Technology (6-12)	1/1/2022	6/30/2027
Stan	New	Gay	Sophia	Elementary Education (K-6)	1/1/2022	6/30/2027
Stan	New	Gima	Michelle	CTE - Business (6-12)	1/1/2022	6/30/2027
Stan	New	Goodrich	Laura	English (6-12)	1/1/2022	6/30/2027
Stan	New	Goodrich	Laura	Sped Mild/Moderate (6-12)	1/1/2022	6/30/2027
Stan	New	Green	Brittany	Elementary Education (K-6)	11/1/2021	6/30/2027
Stan	New	Green	Brittany	Special Education (K-12)	11/1/2021	6/30/2027
Stan	New	Gutierrez	Kari-Lyn	Algebra I (6-12)	1/1/2022	6/30/2027
Stan	New	Guy	Delaine	Special Education (6-12)	1/1/2022	6/30/2027
Stan	New	Harrison	Courtney	Elementary Education (K-6)	1/1/2022	6/30/2027
Stan	New	Hemmerling	Hailey	Early Childhood Education (P-3)	1/1/2022	6/30/2027
Stan	New	Hernandez-Hama	Naomi	Elementary Education (K-6)	1/1/2022	6/30/2027
Stan	New	Hunt	Tiffany	English (6-12)	1/1/2022	6/30/2027
Stan	New	Hunt	Tiffany	Social Studies (6-12)	1/1/2022	6/30/2027
Stan	New	Kruger	Matt	Social Studies (6-12)	12/1/2021	6/30/2027
Stan	New	Magadia	Alvin	Mathematics (6-12)	12/1/2021	6/30/2027
Stan	New	Mascoto	Tiffany	Elementary Education (K-6)	1/1/2022	6/30/2027
Stan	New	Murray	Clarence	English (6-8)	12/1/2021	6/30/2027
Stan	New	Nakamura	Michelle	School Counselor (K-12)	11/1/2021	6/30/2027
Stan	New	Nasser	Brooke	English (6-12)	1/1/2022	6/30/2027
Stan	New	Nguyen	Kim	Social Studies (6-12)	11/1/2021	6/30/2027
Stan	New	Otto	Jena	Elementary Education (K-6)	1/1/2022	6/30/2027
Stan	New	Oyadomari	Naomi	Elementary Education (K-6)	12/1/2021	6/30/2027
Stan	New	Porter	Joel	Elementary Education (K-6)	12/1/2021	6/30/2027
Stan	New	San Nicolas	Allison	Early Childhood Education (P-3)	1/1/2022	6/30/2027
Stan	New	San Nicolas	Allison	Elementary Education (K-6)	1/1/2022	6/30/2027
Stan	New	Schorling	Dawn	Elementary Education (K-6)	1/1/2022	6/30/2027
Stan	New	Schorling	Dawn	Mathematics (6-8)	1/1/2022	6/30/2027
Stan	New	Tafao	Melodie	Elementary Education (K-6)	1/1/2022	6/30/2027
Stan	New	Thaxton	David	Mathematics (6-12)	12/1/2021	6/30/2027

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	New	Westnedge	Jamie	Elementary Education (K-6)	12/1/2021	6/30/2027
Stan	New	Wheeler	Kim	Elementary Education (K-6)	11/1/2021	6/30/2027
Stan	New	Wheeler	Kim	Special Education (K-6)	11/1/2021	6/30/2027
Stan	New	Wilson	Todd	School Counselor (6-12)	11/1/2021	6/30/2027
Stan	New	Wilson	Todd	Sped Mild/Moderate (6-12)	11/1/2021	6/30/2027
Stan	New	Winchester	Hayden	Social Studies (6-12)	1/1/2022	6/30/2027
Stan	New	Wright	Brian	Elementary Education (K-6)	12/1/2021	6/30/2027

INITIAL LICENSES:
PROVISIONAL

		Last Name	First Name	License Field	Effective Date	Expiration Date
Prov	New	Acoba	Diane	Early Childhood Education (P-K)	1/1/2022	6/30/2025
Prov	New	Adkins	Wesley	Mathematics (6-12)	11/1/2021	6/30/2025
Prov	New	Aguilar	Kayla	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Alford	Hulali	Science (6-12)	1/1/2022	6/30/2025
Prov	New	Alquisa	Scott	Art (6-12)	1/1/2022	6/30/2025
Prov	New	Asuncion	Claresa Lynn M.	Sped Mild/Moderate (K-12)	1/1/2022	6/30/2025
Prov	New	Awada	Ahmad	Social Studies (6-12)	1/1/2022	6/30/2025
Prov	New	Barkley	Kenedi	Elementary Education (K-6)	11/1/2021	6/30/2025
Prov	New	Barry	Matthew	Mathematics (6-12)	12/1/2021	6/30/2025
Prov	New	Barth	Katlin	Special Education Mild/Moderate (K-12)	12/1/2021	6/30/2025
Prov	New	Bluemke	Kylie	Special Education (K-6)	1/1/2022	6/30/2025
Prov	New	Bogen	Leif	Biology (6-12)	11/1/2021	6/30/2025
Prov	New	Bookatz	Lauren	Social Studies (6-12)	1/1/2022	6/30/2025
Prov	New	Butindaro	Lesego	Social Studies (6-12)	1/1/2022	6/30/2025
Prov	New	Cabudol	Rhenessa Lynne	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Calaro	Jasmine	Physical Education (K-6)	1/1/2022	6/30/2025
Prov	New	Cambra	Kainoa	English (6-12)	1/1/2022	6/30/2025
Prov	New	Choe	Steven	English (6-12)	1/1/2022	6/30/2025
Prov	New	Chun-Lola	Misty Leinani	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Coffey	Erin	Special Education (6-12)	12/1/2021	6/30/2025
Prov	New	Comini	Jared	Social Studies (6-12)	1/1/2022	6/30/2025
Prov	New	Conley	Kriss	English (6-8)	11/1/2021	6/30/2025
Prov	New	Conley	Kriss	School Counselor (K-12)	11/1/2021	6/30/2025
Prov	New	Curran	James	Social Studies (6-12)	12/1/2021	6/30/2025
Prov	New	Curtis	George	Social Studies (6-12)	12/1/2021	6/30/2025
Prov	New	Decambra	Kaylee	School Counselor (K-12)	1/1/2022	6/30/2025
Prov	New	Diaz	Keani	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	DiLorenzo	Marie	Art (K-12)	12/1/2021	6/30/2025
Prov	New	Distel	Dawn	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Do	Julie	English (6-12)	11/1/2021	6/30/2025
Prov	New	Duren	Robert	CTE - Arts and Communication (6-12)	1/1/2022	6/30/2025
Prov	New	Eslick	Jacob	English (6-12)	1/1/2022	6/30/2025
Prov	New	Fernandez	Makena	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Frey	Julie	Elementary Education (K-6)	12/1/2021	6/30/2025
Prov	New	Frey	Julie	Art (K-12)	12/1/2021	6/30/2025
Prov	New	Fujioka	Sarah	Social Studies (6-12)	1/1/2022	6/30/2025
Prov	New	Gabriel	Michelle	Elementary Education (K-6)	1/1/2022	6/30/2025

Prov	New	Gagliano	Amanda	Social Studies (6-12)	1/1/2022	6/30/2025
Prov	New	Gallano	Johanah Micah	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Garcia	Jarek	Science (6-12)	1/1/2022	6/30/2025
Prov	New	Gaw	MaiLing	Early Childhood Education (P-3)	1/1/2022	6/30/2025
Prov	New	Gaw	MaiLing	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Goethie	David	Teaching English to Speakers of Other Languages (K-12)	1/1/2022	6/30/2025
Prov	New	Gonga	Cavelle	School Counselor (K-12)	1/1/2022	6/30/2025
Prov	New	Govier	Brian	Physics (6-12)	11/1/2021	6/30/2025
Prov	New	Grace	Shelton	Mathematics (6-12)	12/1/2021	6/30/2025
Prov	New	Hall	Timothy	Science (6-8)	11/1/2021	6/30/2025
Prov	New	Harada	Rana	Music (K-12)	1/1/2022	6/30/2025
Prov	New	Hayashi	Lisa	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Haycock	Taryn Makenna	Elementary Education (K-6)	12/1/2021	6/30/2025
Prov	New	Hebert	Christina	Elementary Education (K-6)	12/1/2021	6/30/2025
Prov	New	Hecking	Leigh	English (6-12)	1/1/2022	6/30/2025
Prov	New	Hidaka	Doreen Michie	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Hirayama	Stefanie	Special Education (6-12)	12/1/2021	6/30/2025
Prov	New	Holaday	Mary	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Hulama	Catherine-Cherae	Sped Mild/Moderate (6-12)	1/1/2022	6/30/2025
Prov	New	Ierome	Amber-Salamasina	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Ikramuliah	Mushtaq	Special Education (K-12)	1/1/2022	6/30/2025
Prov	New	Ito	Hazel	CTE - Arts and Communication (6-12)	12/1/2021	6/30/2025
Prov	New	Iwamasa	Coryn	Social Studies (6-12)	1/1/2022	6/30/2025
Prov	New	Jeong	Chan Ung	Science (6-12)	1/1/2022	6/30/2025
Prov	New	Kaapana	Melissa	Mathematics (6-12)	1/1/2022	6/30/2025
Prov	New	Kamoku	Richard	CTE - Industrial and Engineering Technology (6-12)	1/1/2022	6/30/2025
Prov	New	Kasaoka	Olena	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Kawaguchi-Ailetcher	Micah	Art (K-12)	1/1/2022	6/30/2025
Prov	New	Kawakami	Kirsten	Science (6-12)	1/1/2022	6/30/2025
Prov	New	Kayes	Wan	Mathematics (6-12)	1/1/2022	6/30/2025
Prov	New	Keliinoi	Shanna-Leigh	English (6-12)	1/1/2022	6/30/2025
Prov	New	Kerr	Eric	Elementary Education (K-6)	12/1/2021	6/30/2025
Prov	New	Kieffer	Christie	Elementary Education (K-6)	11/1/2021	6/30/2025
Prov	New	King	Tau'mee	Special Education (6-12)	1/1/2022	6/30/2025
Prov	New	Kojima	Amy	Special Education (K-6)	12/1/2021	6/30/2025
Prov	New	La Grassa	Josephine	Special Education (K-6)	11/1/2021	6/30/2025
Prov	New	Lai	Breanna	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Leslie	Megan	Elementary Education (K-6)	12/1/2021	6/30/2025
Prov	New	Love	Sammye	Elementary Education (K-6)	11/1/2021	6/30/2025
Prov	New	Love	Sammye	Sped Mild/Moderate (K-12)	11/1/2021	6/30/2025
Prov	New	Luong	Jennifer	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Lyons-Teter	Lucinda	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Lyons-Teter	Lucinda	Teaching English to Speakers of Other Languages (K-6)	1/1/2022	6/30/2025
Prov	New	Manoi-Hyde	Hiilei	Social Studies (6-12)	1/1/2022	6/30/2025
Prov	New	Marino	Mark	Mathematics (6-12)	1/1/2022	6/30/2025
Prov	New	Martinez	Mitchell	English (6-12)	1/1/2022	6/30/2025
Prov	New	Mateo	Desiree Joi	Mathematics (6-12)	1/1/2022	6/30/2025

Prov	New	Mauldin	William	CTE - Natural Resources (6-12)	1/1/2022	6/30/2025
Prov	New	McNeal	Jason	Teaching English to Speakers of Other Languages (K-12)	1/1/2022	6/30/2025
Prov	New	Mendoza	Monica	Teaching English to Speakers of Other Languages (K-12)	1/1/2022	6/30/2025
Prov	New	Meyer	Landis	English (6-12)	12/1/2021	6/30/2025
Prov	New	Mintz	Jessica	Sped Mild/Moderate (K-12)	1/1/2022	6/30/2025
Prov	New	Nakasone	Devin Jaedi	Science (6-12)	1/1/2022	6/30/2025
Prov	New	Nakazato	Jacie	Elementary Education (K-6)	12/1/2021	6/30/2025
Prov	New	Noclain-Spencer-Nobriga	Khevani	Hawaiian Language (P-12)	12/1/2021	6/30/2025
Prov	New	Noclain-Spencer-Nobriga	Khevani	Kaiaolelo-Kaiapuni Hawaii (P-12)	12/1/2021	6/30/2025
Prov	New	Noclain-Spencer-Nobriga	Khevani	Hawaiian Knowledge (P-12)	12/1/2021	6/30/2025
Prov	New	Noga	David	Elementary Education (K-6)	11/1/2021	6/30/2025
Prov	New	Nunokawa	Kari	School Counselor (K-12)	12/1/2021	6/30/2025
Prov	New	Obren	Casondra	Elementary Education (K-6)	11/1/2021	6/30/2025
Prov	New	Obren	Casondra	Special Education (K-12)	11/1/2021	6/30/2025
Prov	New	Oliveros	Melvin	CTE - Industrial and Engineering Technology (6-12)	1/1/2022	6/30/2025
Prov	New	Onofrio	Michael	Art (6-12)	1/1/2022	6/30/2025
Prov	New	Parker	Alex	Social Studies (6-12)	12/1/2021	6/30/2025
Prov	New	Parry	Sydney	English (6-12)	11/1/2021	6/30/2025
Prov	New	Plunkett	Patricia	Mathematics (6-12)	1/1/2022	6/30/2025
Prov	New	Redding	Tracy	Teaching English to Speakers of Other Languages (K-12)	1/1/2022	6/30/2025
Prov	New	Redo	Agnieszka	Special Education (K-6)	1/1/2022	6/30/2025
Prov	New	Ryan	William	School Counselor (K-12)	11/1/2021	6/30/2025
Prov	New	Saffar	Jennifer	English (6-12)	1/1/2022	6/30/2025
Prov	New	Saroff	Hahnah	Physical Education (K-12)	12/1/2021	6/30/2025
Prov	New	Saroff	Hahnah	Health (K-12)	12/1/2021	6/30/2025
Prov	New	Saunders	Ryanne	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Schumacher	Kathryn	Teaching English to Speakers of Other Languages (K-12)	1/1/2022	6/30/2025
Prov	New	Seefeldt	Aaron	English (6-12)	1/1/2022	6/30/2025
Prov	New	Sellner	Diana	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Serowik	Justyna	Elementary Education (K-6)	11/1/2021	6/30/2025
Prov	New	Sheedy	Ansley	Music (K-12)	12/1/2021	6/30/2025
Prov	New	Sheedy	Ansley	English (6-12)	12/1/2021	6/30/2025
Prov	New	Shiraki	Jonathan	Science (6-12)	1/1/2022	6/30/2025
Prov	New	Solomon	Aulii	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Strickland	James	Mathematics (6-12)	12/1/2021	6/30/2025
Prov	New	Sullivan	Margaret	Algebra I (6-12)	1/1/2022	6/30/2025
Prov	New	Taira	John	CTE - Business (6-12)	12/1/2021	6/30/2025
Prov	New	Tamang	Mayan	Social Studies (6-8)	11/1/2021	6/30/2025
Prov	New	Tatro	William	Social Studies (6-12)	1/1/2022	6/30/2025
Prov	New	Thomas	Madelynn	Mathematics (6-12)	1/1/2022	6/30/2025
Prov	New	Thomas	Nicole	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Totoki	Jennifer	English (6-12)	1/1/2022	6/30/2025
Prov	New	Tran	Konomi	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Vargas	Aleena	Science (6-8)	1/1/2022	6/30/2025
Prov	New	Vargas	Melyssa	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Ward	Mary	Social Studies (6-12)	1/1/2022	6/30/2025

Prov	New	Watkins	Candace	English (6-12)	11/1/2021	6/30/2025
Prov	New	Watson	Mercy	Algebra I (6-12)	1/1/2022	6/30/2025
Prov	New	Weiner	Kimberly	Elementary Education (K-6)	12/1/2021	6/30/2025
Prov	New	Weiner	Kimberly	TESOL (K-12)	12/1/2021	6/30/2025
Prov	New	White	Michelle	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Wiederspohn	Bryan	Elementary Education (K-6)	11/1/2021	6/30/2025
Prov	New	Williams	Tameika	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	New	Wilson	Colleen	Mathematics (6-12)	12/1/2021	6/30/2025
Prov	New	Yang	Ashley	Social Studies (6-12)	1/1/2022	6/30/2025
Prov	New	Yang	Cindy	Elementary Education (K-6)	12/1/2021	6/30/2025
Prov	New	Yang	Cindy	TESOL (K-6)	12/1/2021	6/30/2025
Prov	New	Young	Sydney	Elementary Education (K-6)	1/1/2022	6/30/2025

ADDED FIELDS:
ADVANCED

		Last Name	First Name	License Field	Effective Date	Expiration Date
Adv	Add	Bowlin	Jeremy	TESOL (K-12)	12/1/2021	6/30/2032
Adv	Add	Brooks	Chayanee	Literacy Specialist (6-12)	12/1/2021	6/30/2032
Adv	Add	Kanemoto	Justin	Science Technology Engineering Mathematics (STEM) (6-12)	1/1/2022	6/30/2032
Adv	Add	Mccully	Faye	Teaching English to Speakers of Other Languages (K-6)	11/1/2021	6/30/2030
Adv	Add	Pistone	Cynthia	Elementary Education (K-6)	12/1/2021	6/30/2031
Adv	Add	Sanchez	Brianna	Health (6-12)	1/1/2022	6/30/2026
Adv	Add	Terry Rummel	Megan	Social Studies (6-12)	12/1/2021	6/30/2032
Adv	Add	Terry Rummel	Megan	Teaching English to Speakers of Other Languages (6-12)	1/1/2022	6/30/2032

ADDED FIELDS:
STANDARD

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	Add	Albritton	Shane	CTE - Natural Resources (6-12)	12/1/2021	6/30/2024
Stan	Add	Anderson	Donald	Physics (6-12)	11/1/2021	6/30/2025
Stan	Add	Atay	Jennifer	Special Education (6-12)	1/1/2022	6/30/2026
Stan	Add	Bascon	Monette	Special Education (K-12)	1/1/2022	6/30/2026
Stan	Add	Deardorff	Joshua	Special Education (K-12)	12/1/2021	6/30/2024
Stan	Add	Evans	Nena	Art (K-12)	12/1/2021	6/30/2025
Stan	Add	Fong	Jodi	CTE - Business (6-12)	1/1/2022	6/30/2026
Stan	Add	Fukushima	Raenaa	English (6-12)	12/1/2021	6/30/2025
Stan	Add	Hamilton	Alicia	Teacher Leader	12/1/2021	6/30/2026
Stan	Add	Holwegner	Summer	Literacy Specialist (K-12)	12/1/2021	6/30/2022
Stan	Add	Horton	Jenna	Teacher Leader	11/1/2021	6/30/2023
Stan	Add	Kaiwi	Jasmyn	Kaia'olelo-Kaiapuni Hawai'i (K-6)	11/1/2021	6/30/2022
Stan	Add	Kalawe	Sarah	Teaching English to Speakers of Other Languages (6-12)	1/1/2022	6/30/2025
Stan	Add	Kamau	Mary	Special Education (6-12)	11/1/2021	6/30/2026
Stan	Add	Kelly	Christin	Special Education (K-6)	12/1/2021	6/30/2026
Stan	Add	Keogh	Ryan	CTE - Business (6-12)	11/1/2021	6/30/2022
Stan	Add	Kleinberger	Melissa	Science (6-8)	12/1/2021	6/30/2026

Stan	Add	Mcdonough	Kathleen	Social Studies (6-12)	11/1/2021	6/30/2026
Stan	Add	Milianta-Laffin	Sarah	Government/Political Science (6-12)	12/1/2021	6/30/2022
Stan	Add	Miller	Tammie	English (6-12)	11/1/2021	6/30/2026
Stan	Add	Nakata-Nagao	Torie	School Counselor (K-12)	11/1/2021	6/30/2023
Stan	Add	Otsu	Julie	TESOL (K-12)	12/1/2021	6/30/2026
Stan	Add	Reyes-Rodriguez	Stalina	Hawaiian Language (K-12)	11/1/2021	6/30/2026
Stan	Add	Sabas	Clyde	Teaching English to Speakers of Other Languages (K-6)	11/1/2021	6/30/2022
Stan	Add	Shinsato	Kimberly	Teacher Leader	11/1/2021	6/30/2022
Stan	Add	Viquez	Tatiana	Special Education (P-3)	12/1/2021	6/30/2026
Stan	Add	Wall	Lisa	Elementary Education (K-6)	11/1/2021	6/30/2027
Stan	Add	Wichman	Juliana	Special Education (P-12)	12/1/2021	6/30/2024
Stan	Add	Yi	Jia	Elementary Education (K-6)	11/1/2021	6/30/2026

ADDED FIELDS:
PROVISIONAL

		Last Name	**First Name**	**License Field**	**Effective Date**	**Expiration Date**
Prov	Add	Alcover	Aj Clifforde	Special Education (6-12)	12/1/2021	6/30/2024
Prov	Add	Arata	Nicole	Health (6-12)	12/1/2021	6/30/2022
Prov	Add	Calhoun	Kelli	Special Education (K-6)	1/1/2022	6/30/2024
Prov	Add	Chappelle	Jerome	Physical Education (6-12)	1/1/2022	6/30/2025
Prov	Add	Chase	Brenda	Special Education (6-8)	11/1/2021	6/30/2022
Prov	Add	Curtis	Sylvia	Sped Mild/Moderate (K-12)	11/1/2021	6/30/2022
Prov	Add	Dawson	Richard	Science (6-12)	12/1/2021	6/30/2023
Prov	Add	Dawson	Richard	Psychology (6-12)	12/1/2021	6/30/2023
Prov	Add	De Magalhaes Castro	Marianna	Special Education (K-6)	11/1/2021	6/30/2025
Prov	Add	Dimon	Joseph	English (6-12)	1/1/2022	6/30/2025
Prov	Add	Hutzler	Bryanna	Special Education (K-6)	12/1/2021	6/30/2024
Prov	Add	Kaniaupio-Crozier	Kaleialoha	Hawaiian Language Immersion (K-6)	11/1/2021	6/30/2024
Prov	Add	Kao	Rena	Mathematics (6-8)	12/1/2021	6/30/2023
Prov	Add	Khang	Boon	Mathematics (6-12)	11/1/2021	6/30/2024
Prov	Add	Koch	Dieter	Elementary Education (K-6)	11/1/2021	6/30/2025
Prov	Add	Nakamura	Kyllie	TESOL (K-12)	12/1/2021	6/30/2022
Prov	Add	Oliphant	Brit	Special Education (K-6)	11/1/2021	6/30/2022
Prov	Add	Parker	Alex	Sped Mild/Moderate (6-12)	1/1/2022	6/30/2025
Prov	Add	Pierce	Nathan	Psychology (6-12)	11/1/2021	6/30/2024
Prov	Add	Rivera	Tomi	Special Education (K-6)	12/1/2021	6/30/2025
Prov	Add	Rivera	Tomi	Elementary Education (K-6)	1/1/2022	6/30/2025
Prov	Add	Samulski	David	Teaching English to Speakers of Other Languages (K-12)	11/1/2021	6/30/2022
Prov	Add	Saputra	Johan	Social Studies (6-8)	1/1/2022	6/30/2023
Prov	Add	Shim	Sesame	Mathematics (6-12)	12/1/2021	6/30/2023
Prov	Add	Sniffen	Caroldyne	Special Education (P-3)	12/1/2021	6/30/2024
Prov	Add	Street Scott	Hilary	Mathematics (6-8)	11/1/2021	6/30/2023
Prov	Add	Teague	Nicole	Special Education (K-6)	11/1/2021	6/30/2025
Prov	Add	Visitacion	Laryce	Special Education (P-3)	1/1/2022	6/30/2023
Prov	Add	Yeomans	Brooke	Special Education (P-3)	11/1/2021	6/30/2024

LICENSE RENEWALS:
Advanced

		Last Name	First Name	License Field	Effective Date	Expiration Date
Adv	Renew	Albright	Trina	Mathematics (6-12)	7/1/2022	6/30/2032
Adv	Renew	Albright	Trina	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2032
Adv	Renew	Choi	Esther	SPED Deaf/ Hard of Hearing (K-12)	7/1/2022	6/30/2032
Adv	Renew	Duggan	Edward	English (6-12)	7/1/2022	6/30/2032
Adv	Renew	Hasha	Cristina	Early Childhood Education (P-3)	7/1/2022	6/30/2032
Adv	Renew	Hasha	Cristina	Elementary Education (K-6)	7/1/2022	6/30/2032
Adv	Renew	Hasha	Cristina	Special Education (P-3)	7/1/2022	6/30/2032
Adv	Renew	Mew	Daniel S H	Music (K-12)	7/1/2022	6/30/2032
Adv	Renew	Ramos	Grace	Elementary Education (K-6)	7/1/2022	6/30/2032
Adv	Renew	Ramos	Grace	Reading (K-12)	7/1/2022	6/30/2032

LICENSE RENEWALS:
Standard

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	Renew	Ababa	Wina	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Abe	Appi	Early Childhood Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Abe	Appi	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ada	Malamalama	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Afuso-Fernandez	Sandra	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Agena	Doreen	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Agtarap	Kevin Michael	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Aguinaldo	Maryann	Mathematics (6-8)	7/1/2022	6/30/2027
Stan	Renew	Aguinaldo	Maryann	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Aguirre	Maria Magdalena	Spanish (6-12)	7/1/2022	6/30/2027
Stan	Renew	Ah Lee Sam	Dancette	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Akasaki	Rei	Physical Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Akasaki	Rei	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Akuna	Jessica	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Alano	Rociomarie	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Alano	Rociomarie	Spanish (6-12)	7/1/2022	6/30/2027
Stan	Renew	Alejandro	Crystal	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Alejandro	Joan	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Amby-Ginoza	Nicole	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ancheta	Amy	Korean (6-12)	7/1/2022	6/30/2027
Stan	Renew	Ancheta	Amy	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Anderson	Christine	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Anderson	Christine	Mathematics (6-8)	7/1/2022	6/30/2027
Stan	Renew	Andrade	Julie	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Andrews	Shelly	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Andrews	Shelly	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Appleton	Sondra	CTE - Business Vocational (6-12)	7/1/2022	6/30/2027
Stan	Renew	Arakaki	Diane	Early Childhood Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Arakaki	Diane	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Arakawa	Alan	CTE - Business (6-12)	7/1/2022	6/30/2027

Stan	Renew	Arakawa	Alan	CTE - Public and Human Services (6-12)	7/1/2022	6/30/2027
Stan	Renew	Arakawa	Alan	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Arendale	Beate	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Arihood	Nicole	Art (K-12)	7/1/2022	6/30/2027
Stan	Renew	Arihood	Nicole	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Arihood	Nicole	Teaching English to Speakers of Other Languages (K-12)	7/1/2022	6/30/2027
Stan	Renew	Asato	Brett	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Asato	Kelly	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Atebara	Walter	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Austria	Christina	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Avasthi	Sonia	English (6-8)	7/1/2022	6/30/2027
Stan	Renew	Avasthi	Sonia	Mathematics (6-8)	7/1/2022	6/30/2027
Stan	Renew	Avasthi	Sonia	Science (6-8)	7/1/2022	6/30/2027
Stan	Renew	Avasthi	Sonia	Social Studies (6-8)	7/1/2022	6/30/2027
Stan	Renew	Avasthi	Sonia	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Avasthi	Sonia	Special Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Aylward	Henri	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ayresman	Loren	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Bagaoisan	Michelle	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Bagley	Cynthia	Art (K-12)	7/1/2022	6/30/2027
Stan	Renew	Bagley	Cynthia	CTE - Business (6-12)	7/1/2022	6/30/2027
Stan	Renew	Bagley	Cynthia	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Bajo	Kristin	Art (6-12)	7/1/2022	6/30/2027
Stan	Renew	Bajo	Kristin	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Bajo	Kristin	English (6-8)	7/1/2022	6/30/2027
Stan	Renew	Bajo	Kristin	Physical Education (6-12)	7/1/2022	6/30/2027
Stan	Renew	Bajo	Kristin	School Counselor (6-8)	7/1/2022	6/30/2027
Stan	Renew	Baker	Carolyn	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Baker	Kim	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ballard	Kenneth	Early Childhood Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Ballard	Kenneth	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ballesteros	Elainerachel	School Counselor (6-12)	7/1/2022	6/30/2027
Stan	Renew	Bandsma	Christine	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Barayuga	Lisa	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Barnett	William	Physical Education (6-12)	7/1/2022	6/30/2027
Stan	Renew	Barnett	William	SPED Mild/Moderate (6-12)	7/1/2022	6/30/2027
Stan	Renew	Barry	Nicholas	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Barry	Nicholas	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Barry	Nicholas	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Barsetti	Jacqueline	Early Childhood Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Barsetti	Jacqueline	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Baxa	Erin	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Beach	Kimberly	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Beam	Jeffrey	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Bearden	Liat	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Beauchan	Sharon	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Beauchan	Sharon	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Belgard	Sena	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Belgard	Sena	SPED Mild/Moderate (K-6)	7/1/2022	6/30/2027

Stan	Renew	Belveal	Lyn	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Belveal	Lyn	Hawaiian Language (6-12)	7/1/2022	6/30/2027
Stan	Renew	Belveal	Lyn	Hawaiian Language Immersion (K-12)	7/1/2022	6/30/2027
Stan	Renew	Belveal	Lyn	Hawaiian Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Bennett	Lorraine	CTE - Public and Human Services (6-12)	7/1/2022	6/30/2027
Stan	Renew	Bennett	Lorraine	SPED Mild/Moderate (K-6)	7/1/2022	6/30/2027
Stan	Renew	Berrios	Lori	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Berrios	Lori	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Biete	Corinne	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Birmingham	Matthew	Health (6-12)	7/1/2022	6/30/2027
Stan	Renew	Birmingham	Matthew	Physical Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Birmingham	Matthew	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Birmingham	Matthew	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Bischoff	Dawn	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Blair	Jessica	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Blair	Jessica	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Blakemore	Bennett	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Blas	Georgia Nina	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Blas	Georgia Nina	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Bonet-Salawich	Michelle	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Braun	Cathryn	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Brennan	Erin	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Bright	James	Drama/Theatre Arts (6-12)	7/1/2022	6/30/2027
Stan	Renew	Bright	James	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Bright	Sylvie	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Bright	Sylvie	English (6-8)	7/1/2022	6/30/2027
Stan	Renew	Bright	Sylvie	French (6-12)	7/1/2022	6/30/2027
Stan	Renew	Brown	Darrah	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Bruhn	Jacklynn	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Buenafe	Charlie	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Bukoski	Rynee	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Bulicz	Kevin	Art (K-12)	7/1/2022	6/30/2027
Stan	Renew	Bulicz	Kevin	School Counselor (6-12)	7/1/2022	6/30/2027
Stan	Renew	Burgess	Randall	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Burgess	Sheila	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Burgess	Sheila	Social Studies (6-8)	7/1/2022	6/30/2027
Stan	Renew	Burgess	Sheila	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Bushor	Jodi	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Cabang	Evangeline	English (6-8)	7/1/2022	6/30/2027
Stan	Renew	Cabang	Evangeline	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Cabang	Evangeline	Teaching English to Speakers of Other Languages (6-12)	7/1/2022	6/30/2027
Stan	Renew	Cacho	Chantale	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Callahan	Benjamin	SPED Severe/Profound (K-6)	7/1/2022	6/30/2027
Stan	Renew	Callahan	Michael	History (6-12)	7/1/2022	6/30/2027
Stan	Renew	Callahan	Michael	Mathematics (6-8)	7/1/2022	6/30/2027
Stan	Renew	Callahan	Michael	Science (6-8)	7/1/2022	6/30/2027
Stan	Renew	Camarillo	Cecelia Rose	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Canada	Clarissa Anne	Elementary Education (K-6)	7/1/2022	6/30/2027

Stan	Renew	Carvalho	Sandy	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Castro	Conors	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Castro	Lauryn Jey	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Castro	Lauryn Jey	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Cazimero	Michelle Lee	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Chang	Cynthia	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Chapman	Chad	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Char	Jason	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Char	Rowena	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Charton	Lynn	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Cheek	Julia	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Cheek	Julia	English (6-8)	7/1/2022	6/30/2027
Stan	Renew	Cheek	Julia	Reading (6-12)	7/1/2022	6/30/2027
Stan	Renew	Cheek	Julia	Reading (K-6)	7/1/2022	6/30/2027
Stan	Renew	Cheek	Julia	Science (6-8)	7/1/2022	6/30/2027
Stan	Renew	Cheek	Julia	Social Studies (6-8)	7/1/2022	6/30/2027
Stan	Renew	Chew	Annette	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Chinen	Tiffany	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Chong	Roxann	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Christe	Christine	Health (K-12)	7/1/2022	6/30/2027
Stan	Renew	Christe	Christine	Physical Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Chun	Cynthia	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Chun	Lola	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Chun	Miriam	Art (K-12)	7/1/2022	6/30/2027
Stan	Renew	Chung	Brandi	SPED Mild/Moderate (K-6)	7/1/2022	6/30/2027
Stan	Renew	Chung	Brandi	SPED Severe/Profound (P-3)	7/1/2022	6/30/2027
Stan	Renew	Church	Nalani	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Coelho	Lynelle	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Colbert	Heather	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Connelley	Layla	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Corpuz	Sommer	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Corpuz	Sommer	English (6-8)	7/1/2022	6/30/2027
Stan	Renew	Corrales	Amber	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Corrales	Amber	English (6-8)	7/1/2022	6/30/2027
Stan	Renew	Corrales	Amber	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Corrales	Amber	Social Studies (6-8)	7/1/2022	6/30/2027
Stan	Renew	Corrales	Amber	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Corrales	Amber	Teaching English to Speakers of Other Languages (K-12)	7/1/2022	6/30/2027
Stan	Renew	Cravalho	Jaime	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Crawford	Ann	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Crawford	Ann	French (6-12)	7/1/2022	6/30/2027
Stan	Renew	Crawford	Ann	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Cremer	Desiree	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Crowe	Jamie	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Crowe	Jamie	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Cruz	Angelina	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Cruz	Angelina	Science (6-8)	7/1/2022	6/30/2027
Stan	Renew	Cubilo	Christina	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Cummings	Suzanne	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Cunningham	Leisha	English (6-12)	7/1/2022	6/30/2027

Stan	Renew	Curry	Heather	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Curry	Heather	SPED Severe/Profound (K-6)	7/1/2022	6/30/2027
Stan	Renew	Dagdag	Lovella	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Damazo	Susana	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Dana	Yolanda	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Danao	Jerry	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Danao	Jerry	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Davenport	Scott	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Davenport	Scott	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Davidson	Erika	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Davis	Evan	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Davis	Jackie	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Davis	Kristie	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Davis	Nellie	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Davison	Julia	Early Childhood Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Davison	Julia	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Davison	Julia	Special Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Davison	Julia	Special Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	De Los Reyes	Lauren	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	De Los Reyes	Lauren	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Deblin	Sara	Early Childhood Education (P-K)	7/1/2022	6/30/2027
Stan	Renew	Deblin	Sara	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Deblin	Sara	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Decoito	Jeannine	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Del Rosario	Christopher	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Denis	Lawrence	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Domingo	Grace	Teaching English to Speakers of Other Languages (K-12)	7/1/2022	6/30/2027
Stan	Renew	Doucette	Lisja	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Dougherty	Susan	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Downard	Amy	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Downard	Amy	SPED Blind/Visually Impaired (K-12)	7/1/2022	6/30/2027
Stan	Renew	Downard	Amy	SPED Orientation and Mobility (K-12)	7/1/2022	6/30/2027
Stan	Renew	Downard	Amy	SPED Orientation and Mobility (P-3)	7/1/2022	6/30/2027
Stan	Renew	Draper	Malia	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ducote	Maria	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Dumapit	Milanie	Art (6-12)	7/1/2022	6/30/2027
Stan	Renew	Dunham	Christine	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Dunham	Christine	Science (6-8)	7/1/2022	6/30/2027
Stan	Renew	Dunham	Christine	Teaching English to Speakers of Other Languages (6-12)	7/1/2022	6/30/2027
Stan	Renew	Dunham	Christine	Teaching English to Speakers of Other Languages (6-8)	7/1/2022	6/30/2027
Stan	Renew	Dunn	Leanne	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Englar	Ceanne	Hawaiian Language (6-12)	7/1/2022	6/30/2027
Stan	Renew	Enos	Ceslee	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Enrique	Jodine	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Esaki	Jean	Japanese (6-12)	7/1/2022	6/30/2027

Stan	Renew	Eugenio	Philip	Biology (6-12)	7/1/2022	6/30/2027
Stan	Renew	Eugenio	Philip	Earth and Space Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fagaragan	Wayne	Physical Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Faildo-Lee	Sherrie	SPED Severe/Profound (K-12)	7/1/2022	6/30/2027
Stan	Renew	Falzarano	William	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fassett	Lindsay	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Fassett	Lindsay	Health (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fassett	Lindsay	Sociology (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fatu	Monica	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fernandez	Lana Marie	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Finch	Flordelisa	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Finch	Flordelisa	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Firestone	Tasha	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Firestone	Tasha	Health (K-12)	7/1/2022	6/30/2027
Stan	Renew	Flynn	Caroline	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ford	Jessica	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Foumai	Ashley	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Fox	Robin	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Franco	Johnalyn	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Franco	Johnalyn	Hawaiian Language (6-12)	7/1/2022	6/30/2027
Stan	Renew	Franco	Johnalyn	Hawaiian Language Immersion (K-12)	7/1/2022	6/30/2027
Stan	Renew	Franco	Johnalyn	Hawaiian Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Franco	Johnalyn	Kaia'olelo-Kaiapuni Hawai'i (K-12)	7/1/2022	6/30/2027
Stan	Renew	Frash	Justin	SPED Mild/Moderate (6-12)	7/1/2022	6/30/2027
Stan	Renew	Freeman-Koepke	Fredeelyn	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	French	Andrea	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Fuertes	Tiana	SPED Mild/Moderate (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fuertes	Tiana	SPED Mild/Moderate (K-6)	7/1/2022	6/30/2027
Stan	Renew	Fujihara	Gerianne	Japanese (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fujihara	Gerianne	Mathematics (6-8)	7/1/2022	6/30/2027
Stan	Renew	Fujihara	Gerianne	Special Education (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fujihara	Gerianne	Teaching English to Speakers of Other Languages (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fujii	Danielle	School Librarian (K-12)	7/1/2022	6/30/2027
Stan	Renew	Fujii	Danielle	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fujimoto	Jeffrey	Art (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fujimoto	Jessica	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Fujimoto	Jessica	Special Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Fujimoto	Layne	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fujita	Brandon	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Fukumori	Shirlene	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Fukumori	Shirlene	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Fukushima	Leslie	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Fukushima	Leslie	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fukushima	Leslie	School Librarian (K-12)	7/1/2022	6/30/2027
Stan	Renew	Fukushima	Tracey	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Funai	Michelle	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Funai	Michelle	Mathematics (6-8)	7/1/2022	6/30/2027
Stan	Renew	Fung	Rose Ann	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Fyrileiv	Olav	Elementary Education (K-6)	7/1/2022	6/30/2027

Stan	Renew	Fyrileiv	Olav	English (6-8)	7/1/2022	6/30/2027
Stan	Renew	Fyrileiv	Olav	Social Studies (6-8)	7/1/2022	6/30/2027
Stan	Renew	Gaedeke	Adrienne	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Gaedeke	Adrienne	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Gallego	Kelly	Drama/Theatre Arts (6-12)	7/1/2022	6/30/2027
Stan	Renew	Gallego	Kelly	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Ganotisi	Nannette	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Garcia	Lenore	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Garcia	Lenore	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Garcia	Lenore	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Garvin	Geoffrey	Physical Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Geddes	Vanessa	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Geddes	Vanessa	School Counselor (6-8)	7/1/2022	6/30/2027
Stan	Renew	Gentry-Heath	Natasha	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Germano	Josette	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Goeas	Rolene	Early Childhood Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Goeas	Rolene	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Gonzalez	Jennifer	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Goo	Alton	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Goo	Gay Lynn	CTE - Business (6-12)	7/1/2022	6/30/2027
Stan	Renew	Goo	Gay Lynn	SPED Mild/Moderate (P-3)	7/1/2022	6/30/2027
Stan	Renew	Goo	Natalie	Physical Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Gose	Jane	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Gregg	Laura	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Gregg	Laura	School Counselor (K-6)	7/1/2022	6/30/2027
Stan	Renew	Grondin	Kathleen	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Gumm	Angelia	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Gumm	Angelia	Special Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Gushiken	Dax	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Haase	Joyce	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Haase	Joyce	English (6-8)	7/1/2022	6/30/2027
Stan	Renew	Haase	Joyce	Social Studies (6-8)	7/1/2022	6/30/2027
Stan	Renew	Haase	Joyce	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Haili	Joseph	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Halsted	Mari	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Halsted	Mari	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Hamamoto	Paul	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hamamoto	Paul	English (6-8)	7/1/2022	6/30/2027
Stan	Renew	Hamamoto	Paul	Mathematics (6-8)	7/1/2022	6/30/2027
Stan	Renew	Hamamoto	Paul	Science (6-8)	7/1/2022	6/30/2027
Stan	Renew	Hamamoto	Paul	Social Studies (6-8)	7/1/2022	6/30/2027
Stan	Renew	Hamamoto	Paul	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Hamilton	Roger	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hanagami	Brandon	CTE - Public and Human Services (6-12)	7/1/2022	6/30/2027
Stan	Renew	Hanagami	Brandon	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Hangai	Melissa	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Hanlon	Donna-Lynne	Biology (6-12)	7/1/2022	6/30/2027
Stan	Renew	Hanlon	Donna-Lynne	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Harvey-Waddell	Jo Anne	Reading (K-12)	7/1/2022	6/30/2027
Stan	Renew	Harvey-Waddell	Jo Anne	SPED Mild/Moderate (K-6)	7/1/2022	6/30/2027

Stan	Renew	Hasebe	Dyani	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hashimoto	Shan	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Hayashi	Lisa	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Hayashi	Terilyn	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hayashi	Terilyn	Special Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hayashibara	Kammie	CTE - Business (6-12)	7/1/2022	6/30/2027
Stan	Renew	Heaney	Lynne	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hector	Maria	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hernandez	Jaime	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Higa	Carole Ann	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Higa	Derrek	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Higa	Laurie	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Higa	Laurie	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Higgins	Kelly	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Higgins	Kelly	Special Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hikiji	Candice	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Hinokawa	Judy	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hirota	Christine	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Hirota	Christine	Teaching English to Speakers of Other Languages (6-12)	7/1/2022	6/30/2027
Stan	Renew	Ho	Guy	Physical Education (6-12)	7/1/2022	6/30/2027
Stan	Renew	Ho	Jenna	Early Childhood Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Ho	Jenna	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ho	Jessica	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ho	Kathryn	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Hoag	Kevin	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Hofmann	Tracy	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hofmann	Tracy	Special Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Holder	Verona	Early Childhood Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Holder	Verona	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Holder	Verona	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Holokai	Joanne	CTE - Business (6-12)	7/1/2022	6/30/2027
Stan	Renew	Holwegner	Paul	CTE - Arts and Communication (K-12)	7/1/2022	6/30/2027
Stan	Renew	Holwegner	Paul	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Holwegner	Paul	Science (6-8)	7/1/2022	6/30/2027
Stan	Renew	Holwegner	Paul	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Holwegner	Summer	Literacy Specialist (K-12)	7/1/2022	6/30/2027
Stan	Renew	Holwegner	Summer	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hookano	Kauilani	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Ho'okano	Kaiihilei	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hopoi	Andrew	Physical Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Hori	Susan	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Hudson	Jennifer	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hull	Lori	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hussey	Dina	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hussey	Dina	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Huynh	Christopher	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Ichiki	Lhaneza	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ideta	Ryan	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ideta	Ryan	Physical Education (K-12)	7/1/2022	6/30/2027

Stan	Renew	Ilae	Nicole	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Imamura	Erin	Early Childhood Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Imamura	Erin	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Inouye	April	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Inouye	Jacqueline	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Ito	Lola	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ito	Lola	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Ito	Lola	Special Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Iwasaki	Eric	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Jacobson	Alicia	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Javar	Janice	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Javar	Janice	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Kaaa	Shannon	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Kaaikala	Jennifer	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Kaaikala	Jennifer	School Counselor (K-6)	7/1/2022	6/30/2027
Stan	Renew	Kaaikala	Jennifer	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Kaaikala	Jennifer	Science (6-8)	7/1/2022	6/30/2027
Stan	Renew	Kaaikala	Jennifer	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Kaeo	William	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Kahoohanohano	Jillene	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Kam	Reyna	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Kamalani	Lisa	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Kamiya	Patricia	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Kaneshiro	Carilyn	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Kaneshiro	Carilyn	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Kaohi	Jolleena	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Katsuda	Ian	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Kauwe	Clarisse	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Kawachi	Kimi	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Kawachi	Kimi	SPED Deaf/ Hard of Hearing (K-12)	7/1/2022	6/30/2027
Stan	Renew	Kealalio	Jhaneen	CTE - Public and Human Services (6-12)	7/1/2022	6/30/2027
Stan	Renew	Kealalio	Jhaneen	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Keliiaa	Tyffiny	SPED Mild/Moderate (K-6)	7/1/2022	6/30/2027
Stan	Renew	Kikuta	Lani	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Kikuta	Lani	Special Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Kikuta	Lani	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Kim	Chong Sun	Art (6-12)	7/1/2022	6/30/2027
Stan	Renew	Kim	Gina	Korean (6-12)	7/1/2022	6/30/2027
Stan	Renew	Kim	Gina	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Kishida	Ryan	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Ko	Kasey	Health (6-12)	7/1/2022	6/30/2027
Stan	Renew	Ko	Kasey	Physical Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Ko	Kasey	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Kobayashi	Kathy	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Kobayashi	Kathy	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Kobayashi	Kathy	SPED Mild/Moderate (P-3)	7/1/2022	6/30/2027
Stan	Renew	Kohlhepp	Allison	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Kohlhepp	Allison	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Kondo	Aaron	Social Studies (6-12)	7/1/2022	6/30/2027

Stan	Renew	Kozuma	Ken	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Kuroda	Sheryl	CTE - Industrial and Engineering Technology (6-12)	7/1/2022	6/30/2027
Stan	Renew	Langlais	Caroline	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Lau	Janet	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Lau	Janet	Japanese (6-12)	7/1/2022	6/30/2027
Stan	Renew	Lau	Joanne	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Lau	Melinda	CTE - Public and Human Services (6-12)	7/1/2022	6/30/2027
Stan	Renew	Lau	Wan	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Lawrence	Matthew	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Lefcourt	Yvonne	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Legaspi	Angel	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Lema	Christine	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Lema	Christine	Teaching English to Speakers of Other Languages (K-12)	7/1/2022	6/30/2027
Stan	Renew	Leong	Sheila	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Levine	Adam	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Li	Paula	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Loo	Shanelle	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Lorenzo	Cori-Ann	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Lorenzo	Cori-Ann	Hawaiian Language (6-12)	7/1/2022	6/30/2027
Stan	Renew	Lorenzo	Cori-Ann	Hawaiian Language Immersion (K-12)	7/1/2022	6/30/2027
Stan	Renew	Lorenzo	Cori-Ann	Hawaiian Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Lorenzo	Cori-Ann	Mathematics (6-8)	7/1/2022	6/30/2027
Stan	Renew	Low	Lynette	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Lum	Jon	Physical Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Lundgren	Ray	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Makua	Raymond	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Malo	Janell	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Manoske	Cynthia	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Manoske	Cynthia	English (6-8)	7/1/2022	6/30/2027
Stan	Renew	Marquez	Jiena	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Marquez	Jiena	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Marquez	Jiena	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Martin	Christopher	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Martin	Christopher	English (6-8)	7/1/2022	6/30/2027
Stan	Renew	Masaoka	Christy	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Mateu - Cox	Zulainny	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Mateu - Cox	Zulainny	Spanish (K-12)	7/1/2022	6/30/2027
Stan	Renew	Matsumoto	Keevan	SPED Mild/Moderate (6-12)	7/1/2022	6/30/2027
Stan	Renew	Mccarty	Larry	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Medeiros	Jane	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Membrere	Julie	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Messer	Hari	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Mikasa	Janine	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Mikasa	Janine	School Librarian (K-12)	7/1/2022	6/30/2027
Stan	Renew	Miller	Nancy	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Mitchell	Kelly	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Mitchell	Kelly	Special Education (K-6)	7/1/2022	6/30/2027

Stan	Renew	Mitsuda	Melissa	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Miyamoto	Mindy	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Mochizuki	Alicia	SPED Mild/Moderate (K-6)	7/1/2022	6/30/2027
Stan	Renew	Momohara	Kerry	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Morey	Wilene	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Mulroy	John	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Mulroy	John	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Mulroy	John	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Nacapuy	Jessica	Early Childhood Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Nacapuy	Jessica	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Nakaguma	Steve	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Nakamichi	Kyle	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Nakamitsu	Alicia	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Nakamitsu	Alicia	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Nakasato	Ryan	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Nakashima	Lori	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Nakasone	Jay	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Natividad	Rebecca	SPED Mild/Moderate (K-6)	7/1/2022	6/30/2027
Stan	Renew	Negaard	David	Drama/Theatre Arts (6-12)	7/1/2022	6/30/2027
Stan	Renew	Negaard	David	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Nekoba	Heather	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ngo	Halina	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ngo	Halina	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Nguyen	Kahanu	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Nguyen	Kahanu	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Nishiki	Cheryl	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Nishimoto	Clayton	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Nishimoto	Clayton	SPED Mild/Moderate (6-12)	7/1/2022	6/30/2027
Stan	Renew	Nishimoto	Clayton	SPED Mild/Moderate (K-6)	7/1/2022	6/30/2027
Stan	Renew	No	Priscilla	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Noblado	Jennifer	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Oasay	Tyrha Joy	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	O'Brien	Scott	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	O'Brien	Scott	Special Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ogata	Tammy	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Oka	Brandon	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Okimoto	Andrew	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Okimoto	Andrew	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Okimoto	Andrew	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Okimoto	Cody	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Oneill	Meagan	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Otani	Kimberlee	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Otani	Kimberlee	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Otsu	Michelle	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ouye	Stacey	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Owen	Jodie	Health (6-12)	7/1/2022	6/30/2027
Stan	Renew	Owen	Jodie	Physical Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Ozaki	Dondra	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ozaki	Dondra	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Pacada	Susan	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Paguyo	Heather	Elementary Education (K-6)	7/1/2022	6/30/2027

Stan	Renew	Paguyo	Heather	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Palafox	Michelle	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Palafox	Michelle	SPED Mild/Moderate (P-3)	7/1/2022	6/30/2027
Stan	Renew	Palafox	Michelle	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Palmerston	Dawn	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Park	Amanda	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Park	Helen	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Park	Michael	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Patton	Ileta	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Pelayo	Ian	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Petersen	Tiffany	CTE - Public and Human Services (6-12)	7/1/2022	6/30/2027
Stan	Renew	Pieper	Kayleen	Early Childhood Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Pieper	Kayleen	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Pregitzer	Micah	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Price	Rebecca	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Price	Rebecca	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Przygodzinski	Jillian	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Raguindin	Erin	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Ramiro	Heather	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Raras	Kristi	Early Childhood Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Raras	Kristi	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Richard	May	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Rickerby	Lori	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Rikert	Jennifer	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Rouleau	Justin	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Sabado	Randy	CTE - Industrial and Engineering Technology (6-12)	7/1/2022	6/30/2027
Stan	Renew	Sato	Jennifer	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Schultz	Daniel	Art (6-12)	7/1/2022	6/30/2027
Stan	Renew	Shikiya	Duane	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Shikiya	Duane	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Skedeleski	Angela	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Spencer-Yuen	Tiffanie	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Tanaka	Kara	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Taylor	Anthony	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Tomas	Tori	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Tomokiyo	Christine	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Tomokiyo	Christine	SPED Mild/Moderate (K-6)	7/1/2022	6/30/2027
Stan	Renew	Tui	Osa	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Udarbe	Colleen	Early Childhood Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Udarbe	Colleen	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Udarbe	Colleen	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Wakabayashi	Diane	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Wasano	Kerry	Music (K-12)	7/1/2022	6/30/2027
Stan	Renew	Weeks	Maha	Art (6-12)	7/1/2022	6/30/2027
Stan	Renew	Weeks	Maha	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Wong	Alena	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Yerxa	Paige	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Yoshizawa	Ryan	School Librarian (K-12)	7/1/2022	6/30/2027
Stan	Renew	Yoshizawa	Ryan	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027

LICENSE RENEWALS: NONE
CAREER AND TECHNICAL EDUCATION

PERMITS: NONE
CAREER AND TECHNICAL EDUCATION

PERMITS: NONE
HAWAIIAN

PERMIT RENEWALS: NONE
HAWAIIAN

EMERGENCY HIRE

		Last Name	First Name	License Field	Effective Date	Expiration Date
EH	New	Alves	Olivia	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Amodo	Jesand	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Arakaki	Kailee	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Bartley	Charles	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Beauvais	Joy	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Bernaldes	Jacqueline	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Berry	Michael	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Betancourt	Raul	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Bossola	Crystal	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Bronson	Aaron	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Comfort	Caitlin	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Coontz	Amber	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Dahl	Alayna	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Day	Lauren	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Diaz	Jaime	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Dickens	Crystal	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Ding	Guoming	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	d'Paxxe	Maria	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Edwards	Karen	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Eugenio	Gmei Anne	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Evans	Keenan	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Fovargue	Brett	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Ganiko	Travis	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Gonga	Cavelle	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Grace	Samantha	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Hamada	Dan	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Hanohano	Bobbie Ann	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Honda	Ashley	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Hottendorf	Stella	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Hynes	Anthony	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Ili	Sarah	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Ito	Lorrie	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Kaji	Kayla	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Kang	Jiajun	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Kuehu	Shawna-Lei	Emergency Hire (P-12)	12/1/2021	6/30/2022

		Last Name	First Name	License Field	Effective Date	Expiration Date
EH	New	Kusumoto	Kimi	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Lanier	Kaitlynn	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Lawson	Kimberly	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Lind	Carla	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Lindo	Shirley	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Lloyd	Susan	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Lopez	Chaney	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Luczon	Natalie	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Macdonald	Zachery	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	McKelvain	Dennis	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Mitchell	Natalie	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Miyashita	Tani	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Moefu	Kawehiokekai	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Montes	Vanessa	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Muromoto	Kelsey	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Natera	Ricardo	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Nuese	Erin	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Parker	Nathan	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Pharaon	Rainbow Lea	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Piano	Jordan	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Pimentel	Luciane	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Porcella	Pietro	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Proctor	Stacie	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Ramirez Rodriguez	Maria	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Ramos	Jareza Eva	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Randall	Deborah	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Rawlins	Mahealani	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Ritter	Courtney	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Romero	Karen	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Sablan	Madonna	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Salaga	Terry Joan	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Scarlino	Derek	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Strozenberg	Rachel	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Summers	Samuel	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Taii	Maoputasi	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Threat	Calvin	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Toa	Iupeli	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Tsue	Kelsey	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Vargas	Hannah	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Vidal	Gabriela	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Vo	Paris	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Washington	Tabrechai	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Weber	Patrick	Emergency Hire (P-12)	12/1/2021	6/30/2022
EH	New	Williams	Teresa	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Wong	Tiana	Emergency Hire (P-12)	11/1/2021	6/30/2022
EH	New	Yasuhara	Thad	Emergency Hire (P-12)	1/1/2022	6/30/2022
EH	New	Zweber	Ryan	Emergency Hire (P-12)	11/1/2021	6/30/2022

STUDENT TEACHER

		Last Name	First Name	License Field	Effective Date	Expiration Date

ST	New	Adversalo	Charlynn	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Ahern	Katie	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Aiu	Faith	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Akasaki	Travis	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Akina	Haunani	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Allen	Kaliko	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Alves	Olivia	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Andres	Cailee	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Angelia	Rommel	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Arcalas	Symantha	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Asato	Cassidy	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Ashmore	Dorian	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Avilla	Destiny	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Bae	Emma	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Bailey	John	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Banazek	Laurann	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Banggo	Tiffany	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Barnes	Christopher	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Barton	Megan	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Beams	Lisa	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Berrios	Tusieana	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Bingo	Kuupuamaeole	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Bolton	Kainani	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Boswell	Abigail	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Bredin	Wesley	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Bringas	Sage	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Brown	Hannah	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Burke	Darcie	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Busekrus	Annalise	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Cabrera	Giselle	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Cabreros	Brayley	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Cadiz	Jennifer	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Cambra	Lora Anna	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Carmichael	Sarah	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Carroll	Leanna	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Castillo	Dominique	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Chadli	Yasmine	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Chapman	Maria Esperanza	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Chen	Shumei	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Chen	Yinghui	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Cheng	Taylor	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Ching	Denin	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Ching	Jordynne	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Claerbout	Martin	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Clemens	Cassandra	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Cochran	Leslie	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Coloma	Stacey Ann	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Columbres	Ella Rae	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Costales	Geneva	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Crocker	John	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Cunningham	Paul	Student Teacher (P-12)	12/1/2021	6/30/2022

ST	New	Daguio	Axl Reitz	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Daquep	Annique	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Davis	Priscilla	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Dement	Ronelle	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	DiLeo	Grace	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Dirige	Felicia	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Duffy	Kimberly	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Dutro	Ciera	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Espaniola-Basa	Taija-Rae	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Eugenio	Gmei Anne	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Fernandez	Leisandra Hokulani	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Fiesta	Jenevie Gail	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Fine	Ahokava	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Fish	Trent	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Frankel	Hannah	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Fukamizu	Helle	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Funakoshi	Leighan	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Geoghegan	Jennifer	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Giza	Emily	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Gonzales	Caitlin-Carla	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Gonzalez	Emily Inn	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Grayless	Ashley	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Grothmann	Kendra	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Gum	Loryn	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Guzman	Hikialani	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Halcro	Sydnee	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Harper	Jessica	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Harrison	Danielle	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Hastings	Shelby	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Hayashi	Kira-Ann	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Hebert	Evan	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Heintze	Kaitlyn	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Higa	Kelly	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Higaki	Justin	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Higgins	Patrick	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Ho	Brooke	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Ho	Elizabeth	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Ho	Mara	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Holbrook	Makayla	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Hopper	Haruka	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Hsu	Priscilla	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Hu	Weixue	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Idouchi	Kyla	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Ikeuchi	Donna	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Infante	Tyrah Mae	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Inouye	Curren	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Ishikawa	Chelsey	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Isono	Keilee	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Jackson	Ashley	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Jackson	Eric	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Jiang	Xinye	Student Teacher (P-12)	1/1/2022	6/30/2022

ST	New	Johnson	Jessica	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Jones	Kulamanu	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Joseph	Shelby	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Jumalon	Justine	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Kaahanui	Milagros Jocelyn	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Kaahanui	Shannon	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Kahana	Natasha	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Kahawai	Alana-Lorial	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Kamaka-Ramos	Deja	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Kaneshiro	Alyssa	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Karkanen	Emily	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Kaspi	Maxim	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Kimura	Noah	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Knalson	Kylie	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Kodama	Nicholas	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Koyanagi	Roseville	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Kuroda	Jeffrey	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Lave	Jasmyn	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Ledesma	Helen-Bailey	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Leopoldo	Kamaile	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Lono	Malisa Ann	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Lorenz	Bella	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Lucido	Jalen Marc	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Mackowiak	Taylor	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Major	Corey	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Makaneole	Kamryn	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Malabey	Maryann	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Maneja-Andres	Annabelle	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Mangine	Samantha	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Mangum	Hailey	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Marquart	Zachary	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Marquez	Giselle	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Marshall	Naomi	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Martinez	Ydalia	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	McKee	Amber	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Mclean	Scott	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Meister	Scott	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Mercado	Cindy	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Mercado	Mia	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Millamena	Jenna	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Mitchell	Christopher	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Mitchell	Toby	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Miura	Keane	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Miyamoto	Kelly	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Murakami	Arianne	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Nagai	Akemi	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Naki	Lahela	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Nguyen	Victoria	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Nihipali	Natashya	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Nishibayashi-Rincon	Kai	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Nishimura	Dane	Student Teacher (P-12)	12/1/2021	6/30/2022

ST	New	Noguchi	Ryden	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Okamura	Ana	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Okamura	Reyn	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Omai	Courtney	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Ornellas	Sandy	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Orr	Kalani	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Otsubo	Alyssa	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Padilla	Angelika Mae	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Palakiko	Hi'ialoakahekili	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Panui	Ashlee	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Pascua	Austin-John	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Payanal	Alyssa	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Peters	Zabrina	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Pham	Cathy	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Pimentel	Luciane	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Pollard	Nora	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Ponce	Kristen	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Popa	Raycine	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Porter	David	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Quiamas	Daniel John	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Rabang	Janna Mae	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Rasmussen	Siera	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Reder	Yoshie	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Reese	Brett	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Rentner	Michaela	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Reyes	Patrick	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Richter	Brianne	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Rodriguez	Ashleigh	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Rosa Ching	Jerian	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Sack	Mai	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Sagario	Charmaine	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Sagayaga	Kaci	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Sagucio	Daniel	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Sain-Thomason	Paige	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Salinthone	Janvimala	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Salvador	Mark Lester	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Sanchez	Alyssa	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Santos	Czeara Rae	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Sato	Chloe	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Schaefer	Jacquelyn	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Schiff	Deanna	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Serate Maldonado	Ines	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Serrao	Selina	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Shaw	Christopher	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Shin	Joseph	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Shinjo	Sherrie	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Shoffner	Regina	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Silva	Coryssa	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Smith	Olivia	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Sonneborn	Cristalgale	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Sunn	Joy	Student Teacher (P-12)	12/1/2021	6/30/2022

ST	New	Suzuki	Sydney	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Tacadena	Ramona	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Tammetta	Alice	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Tanada	Junka	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Tapeni	Tracie	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Thammas	Kattie	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Thomerson	Jordan	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Tomizawa	Nancy	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Tran	Genice	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Tseu	Matthew	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Uemura	Kaitlenn	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Vaughn	Katelyn	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Wakatake	Jayna-Lei	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Watada	Kayli	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Watanabe	Jennifer	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Wells	Kellee Anela	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Whang	Ashley	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Whiting	Shannen	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Williams	Victoria	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Wilson	Ashley	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Wilson	Iese	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Woltjer	Laura	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Wong	Winnie	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Worchel	Jessica	Student Teacher (P-12)	1/1/2022	6/30/2022
ST	New	Yamamotoya	Kaeley	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Yeung	Thomas	Student Teacher (P-12)	11/1/2021	6/30/2022
ST	New	Yogi	Tori-Jaye	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Zarazua	Kaitlyn	Student Teacher (P-12)	12/1/2021	6/30/2022
ST	New	Zazueta	Nicole	Student Teacher (P-12)	1/1/2022	6/30/2022

TITLE: License Affirmation

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

Submitted by: Branden Kawazoe

Referred to: Teacher Standards Committee

INITIAL LICENSES: ADVANCED

		Last Name	First Name	License Field	Effective Date	Expiration Date
Adv	New	Amaral	Janina	Elementary Education (K-6)	2/1/2022	6/30/2032
Adv	New	Bagnol	Vanessa	Biology (6-12)	2/1/2022	6/30/2032
Adv	New	Barnhill	Lee	Elementary Education (K-6)	3/1/2022	6/30/2032
Adv	New	Barnhill	Lee	Special Education (K-12)	3/1/2022	6/30/2032
Adv	New	Birmingham	Matthew	Health (6-12)	2/1/2022	6/30/2032
Adv	New	Birmingham	Matthew	Physical Education (K-12)	2/1/2022	6/30/2032
Adv	New	Birmingham	Matthew	SPED Mild/Moderate (K-12)	2/1/2022	6/30/2032
Adv	New	Birmingham	Matthew	Teacher Leader	2/1/2022	6/30/2032
Adv	New	Bonilla	Julie	Elementary Education (K-6)	3/1/2022	6/30/2032
Adv	New	Bonilla	Julie	Special Education (K-12)	3/1/2022	6/30/2032
Adv	New	Bourke	Stephen	School Counselor (K-12)	3/1/2022	6/30/2032
Adv	New	Dent	Angela	Elementary Education (K-6)	2/1/2022	6/30/2032
Adv	New	Galway	Laurel	Art (6-12)	3/1/2022	6/30/2032
Adv	New	Galway	Laurel	English (6-12)	3/1/2022	6/30/2032
Adv	New	Galway	Laurel	Mathematics (6-12)	3/1/2022	6/30/2032
Adv	New	Galway	Laurel	Science (6-12)	3/1/2022	6/30/2032
Adv	New	Galway	Laurel	Science Technology Engineering Mathematics (STEM) (6-12)	3/1/2022	6/30/2032
Adv	New	Galway	Laurel	Special Education (6-12)	3/1/2022	6/30/2032
Adv	New	Galway	Laurel	Teacher Leader	3/1/2022	6/30/2032
Adv	New	Ilaban	Jennifer	Early Childhood Education (P-3)	3/1/2022	6/30/2032
Adv	New	Jenkins	Michelle	Physical Education (K-12)	3/1/2022	6/30/2032
Adv	New	Kitamura	Dayna	School Counselor (K-12)	3/1/2022	6/30/2032
Adv	New	Kubo Luna	Jacqueline	Elementary Education (K-6)	3/1/2022	6/30/2032
Adv	New	Lim	Kelli	Elementary Education (K-6)	2/1/2022	6/30/2032
Adv	New	Look	Brian Michael	Japanese (6-12)	2/1/2022	6/30/2032
Adv	New	Low-Liu	Denise	Elementary Education (K-6)	3/1/2022	6/30/2032
Adv	New	Matsumoto	Keevan	SPED Mild/Moderate (6-12)	2/1/2022	6/30/2032
Adv	New	Molina	Jessica	Elementary Education (K-6)	2/1/2022	6/30/2032
Adv	New	Molina	Jessica	Teaching English to Speakers of Other Languages (K-12)	2/1/2022	6/30/2032
Adv	New	Mullins	Ashana	Elementary Education (K-6)	2/1/2022	6/30/2032
Adv	New	Mullins	Ashana	School Counselor (K-12)	2/1/2022	6/30/2032
Adv	New	Nakamoto	Brian	American Sign Language (6-12)	2/1/2022	6/30/2032
Adv	New	Nakamoto	Brian	Mathematics (6-12)	2/1/2022	6/30/2032
Adv	New	Nakamoto	Brian	SPED Deaf/ Hard of Hearing (K-12)	2/1/2022	6/30/2032
Adv	New	Peterson	Laura	English (6-12)	3/1/2022	6/30/2032
Adv	New	Peterson	Laura	Special Education (6-12)	3/1/2022	6/30/2032
Adv	New	Peterson	Laura	Teacher Leader	3/1/2022	6/30/2032
Adv	New	Romerdahl	Renee	Elementary Education (K-6)	2/1/2022	6/30/2032
Adv	New	Russo	Brigitte	Science (6-12)	2/1/2022	6/30/2032
Adv	New	Silvey	Kristen	Elementary Education (K-6)	2/1/2022	6/30/2032

INITIAL LICENSES: STANDARD

		Last Name	First Name	License Field	Effective Date	Expiration Date

Stan	New	Akinaka	Elizabeth	English (6-8)	2/1/2022	6/30/2027
Stan	New	Amano	Nicole	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Asato	Marissa	Teaching English to Speakers of Other Languages (6-12)	2/1/2022	6/30/2027
Stan	New	Auyong	Kristi	Art (6-12)	2/1/2022	6/30/2027
Stan	New	Bagwell	Susan	Mathematics (6-12)	2/1/2022	6/30/2027
Stan	New	Bagwell	Susan	Spanish (6-12)	2/1/2022	6/30/2027
Stan	New	Beltran-Routzahn	Elizabeth	Early Childhood Education (P-3)	2/1/2022	6/30/2027
Stan	New	Broden	Audrey	SPED Mild/Moderate (K-6)	2/1/2022	6/30/2027
Stan	New	Burnham	Jonathan	SPED Mild/Moderate (K-12)	2/1/2022	6/30/2027
Stan	New	Burnham	Jonathan	SPED Severe/Profound (K-12)	2/1/2022	6/30/2027
Stan	New	Cabatbat	Carrie	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Calhoon	Tricia	Biology (6-12)	2/1/2022	6/30/2027
Stan	New	Calhoon	Tricia	Science (6-8)	2/1/2022	6/30/2027
Stan	New	Caliva	Mavis	Algebra I (6-12)	2/1/2022	6/30/2027
Stan	New	Caliva	Mavis	Computer Science (6-12)	2/1/2022	6/30/2027
Stan	New	Canja	Asuncion	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Canja	Asuncion	Special Education (K-12)	2/1/2022	6/30/2027
Stan	New	Carroll	Megan	Social Studies (6-8)	3/1/2022	6/30/2027
Stan	New	Chari	Sindhuja	Teaching English to Speakers of Other Languages (K-12)	2/1/2022	6/30/2027
Stan	New	Charuk	Andrea	Art (6-12)	3/1/2022	6/30/2027
Stan	New	Chemnick	William	English (6-12)	2/1/2022	6/30/2027
Stan	New	Chemnick	William	Mathematics (6-8)	2/1/2022	6/30/2027
Stan	New	Chemnick	William	Social Studies (6-12)	2/1/2022	6/30/2027
Stan	New	Chemnick	William	Special Education (6-12)	2/1/2022	6/30/2027
Stan	New	Chew	Lauren	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Cochran	Valerie	Special Education (K-12)	3/1/2022	6/30/2027
Stan	New	Constantine	Hailey	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Courson	Tara	Mathematics (6-12)	3/1/2022	6/30/2027
Stan	New	Courson	Tara	Social Studies (6-12)	3/1/2022	6/30/2027
Stan	New	Curtis	Sylvia	SPED Mild/Moderate (6-12)	2/1/2022	6/30/2027
Stan	New	Curtis	Sylvia	SPED Mild/Moderate (K-12)	2/1/2022	6/30/2027
Stan	New	Day	Kathleen	Science (6-12)	3/1/2022	6/30/2027
Stan	New	Dempsey	Kim	CTE - Business (6-12)	2/1/2022	6/30/2027
Stan	New	Densley	James	Music (K-12)	3/1/2022	6/30/2027
Stan	New	Doster	Katherine	Early Childhood Education (P-3)	3/1/2022	6/30/2027
Stan	New	Ebanez	Kaiea	English (6-12)	2/1/2022	6/30/2027
Stan	New	English	Rhea	Social Studies (6-12)	2/1/2022	6/30/2027
Stan	New	Eriksson	Jeanne	Special Education (K-6)	2/1/2022	6/30/2027
Stan	New	Escasa	Lheny	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Fermin	Aileen	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Fermin	Aileen	Spanish (K-12)	2/1/2022	6/30/2027
Stan	New	Fermin	Aileen	Teaching English to Speakers of Other Languages (K-12)	2/1/2022	6/30/2027
Stan	New	Fetterman	Brian	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Fetterman	Brian	German (K-12)	2/1/2022	6/30/2027
Stan	New	Fetterman	Brian	SPED Mild/Moderate (K-12)	2/1/2022	6/30/2027
Stan	New	Fetterman	Brian	Teaching English to Speakers of Other Languages (K-12)	2/1/2022	6/30/2027
Stan	New	Fischer	Kylie	Elementary Education (K-6)	2/1/2022	6/30/2027

Stan	New	Foster	Sarah	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Fryer III	Robert	Mathematics (6-8)	3/1/2022	6/30/2027
Stan	New	Fu	Jana Lynn	CTE - Public and Human Services (6-12)	3/1/2022	6/30/2027
Stan	New	Galario	Hanna Grace	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Gardner	Nicole	Early Childhood Education (P-3)	2/1/2022	6/30/2027
Stan	New	Gardner	Nicole	Special Education (6-12)	2/1/2022	6/30/2027
Stan	New	Gardner	Nicole	Special Education (K-6)	2/1/2022	6/30/2027
Stan	New	Goochey	Giglia	Science (6-12)	2/1/2022	6/30/2027
Stan	New	Gostage	Heather	Social Studies (6-12)	2/1/2022	6/30/2027
Stan	New	Hakala	Lissa	SPED Mild/Moderate (K-12)	3/1/2022	6/30/2027
Stan	New	Halter	Matthew	English (6-12)	3/1/2022	6/30/2027
Stan	New	Halter	Matthew	Special Education (K-12)	3/1/2022	6/30/2027
Stan	New	Hamilton	Brittney	Spanish (6-12)	2/1/2022	6/30/2027
Stan	New	Hanes	Suzanne	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Hannan	Jessica	German (K-12)	3/1/2022	6/30/2027
Stan	New	Hanohano	Kawehiokaiulani	English (6-12)	3/1/2022	6/30/2027
Stan	New	Harreveld-Choy	Laura-Dawn	English (6-12)	3/1/2022	6/30/2027
Stan	New	Heinen	Katherine	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Hennemann	Francine	SPED Mild/Moderate (K-6)	2/1/2022	6/30/2027
Stan	New	Higashi	Mitchell	Biology (6-12)	2/1/2022	6/30/2027
Stan	New	Houlihan	Noah	English (6-12)	2/1/2022	6/30/2027
Stan	New	Hutt	Steven	Social Studies (6-12)	3/1/2022	6/30/2027
Stan	New	Hutt	Steven	Special Education (K-12)	3/1/2022	6/30/2027
Stan	New	Hyun	Gina	Mathematics (6-12)	2/1/2022	6/30/2027
Stan	New	Inafuku	Kimberly	Early Childhood Education (P-3)	2/1/2022	6/30/2027
Stan	New	Jacobson	Michelle	SPED Mild/Moderate (6-12)	2/1/2022	6/30/2027
Stan	New	Johnston	Joli	Special Education (P-3)	2/1/2022	6/30/2027
Stan	New	Junkins	Lauren	Science (6-12)	2/1/2022	6/30/2027
Stan	New	Kalama	Ropiha	Biology (6-12)	3/1/2022	6/30/2027
Stan	New	Kawabata	Maile	Mathematics (6-12)	3/1/2022	6/30/2027
Stan	New	Kelly	Emily	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Kelly	Emily	English (6-8)	3/1/2022	6/30/2027
Stan	New	Kelly	Emily	History (6-12)	3/1/2022	6/30/2027
Stan	New	Kelly	Emily	SPED Mild/Moderate (K-12)	3/1/2022	6/30/2027
Stan	New	Kentner	Jennifer	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Koehler	Malie	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Kohara	Darin	Science (6-12)	3/1/2022	6/30/2027
Stan	New	Lawrence	Dan	Science (6-12)	3/1/2022	6/30/2027
Stan	New	Lee	Cassie	Early Childhood Education (P-K)	2/1/2022	6/30/2027
Stan	New	Lee	Cassie	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Lee	Cassie	Special Education (K-12)	2/1/2022	6/30/2027
Stan	New	Lee	Cassie	Special Education (P-3)	2/1/2022	6/30/2027
Stan	New	Lundin	Patricia	Biology (6-12)	2/1/2022	6/30/2027
Stan	New	Lundin	Patricia	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Lundin	Patricia	Science (6-8)	2/1/2022	6/30/2027
Stan	New	Machabee	Loriana	Special Education (K-12)	2/1/2022	6/30/2027
Stan	New	Madrid	Caitlyn	CTE - Natural Resources (6-12)	2/1/2022	6/30/2027
Stan	New	Matsuura	Dari	SPED Mild/Moderate (K-6)	3/1/2022	6/30/2027
Stan	New	May	Ernest	Special Education (P-12)	3/1/2022	6/30/2027
Stan	New	May	Ernest	SPED Severe/Profound (K-12)	3/1/2022	6/30/2027

Stan	New	Meyer	John	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Mikasobe-Magno Iii	Moses	Psychology (6-12)	2/1/2022	6/30/2027
Stan	New	Mikasobe-Magno Iii	Moses	Special Education (6-12)	2/1/2022	6/30/2027
Stan	New	Mills	Madison	Mathematics (6-12)	2/1/2022	6/30/2027
Stan	New	Milum	Amberlyn	Early Childhood Education (P-K)	2/1/2022	6/30/2027
Stan	New	Milum	Amberlyn	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Milum	Amberlyn	Special Education (P-12)	2/1/2022	6/30/2027
Stan	New	Mitchell	Madison	School Counselor (6-12)	2/1/2022	6/30/2027
Stan	New	Mitchell	Madison	Social Studies (6-12)	2/1/2022	6/30/2027
Stan	New	Moore	Donna	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Morrell	Angeline	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Mudrick	Sarah	English (6-12)	2/1/2022	6/30/2027
Stan	New	Nactor	Joleen	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Nactor	Joleen	Special Education (K-6)	2/1/2022	6/30/2027
Stan	New	Nahakuelua	Jonathan	Science (6-12)	2/1/2022	6/30/2027
Stan	New	Nakahara	Kathryn	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Nakata	Linda	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Nakayama	Gayle	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Namba	Kelcie	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Negus	Kemuel	Special Education (K-6)	3/1/2022	6/30/2027
Stan	New	Nepshinsky	Megan	Biology (6-12)	2/1/2022	6/30/2027
Stan	New	Nepshinsky	Megan	Mathematics (6-8)	2/1/2022	6/30/2027
Stan	New	Nepshinsky	Megan	Science (6-12)	2/1/2022	6/30/2027
Stan	New	Nepshinsky	Megan	Special Education (6-12)	2/1/2022	6/30/2027
Stan	New	Nguyen-Tran	San	Biology (6-12)	2/1/2022	6/30/2027
Stan	New	Nguyen-Tran	San	Science (6-12)	2/1/2022	6/30/2027
Stan	New	Nip	Connie	Chinese (6-12)	3/1/2022	6/30/2027
Stan	New	Nip	Connie	English (6-12)	3/1/2022	6/30/2027
Stan	New	Ohara	Aaron	School Counselor (K-12)	2/1/2022	6/30/2027
Stan	New	Okura	Kristi	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Packer	Damien	Physical Education (6-12)	3/1/2022	6/30/2027
Stan	New	Packer	Damien	Social Studies (6-12)	3/1/2022	6/30/2027
Stan	New	Palasigue	Jasmin	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Palasigue	Jasmin	Special Education (K-6)	2/1/2022	6/30/2027
Stan	New	Park	Brian	Mathematics (6-12)	2/1/2022	6/30/2027
Stan	New	Pereira	Hayley	English (6-12)	3/1/2022	6/30/2027
Stan	New	Perez	Raymond	School Counselor (K-12)	3/1/2022	6/30/2027
Stan	New	Perez	Raymond	Spanish (K-12)	3/1/2022	6/30/2027
Stan	New	Rillamas	Kanoelani	Early Childhood Education (P-3)	3/1/2022	6/30/2027
Stan	New	Rillamas	Kanoelani	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Rinard	Caleb	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Rinard	Caleb	History (6-12)	2/1/2022	6/30/2027
Stan	New	Rinard	Caleb	Science (6-12)	2/1/2022	6/30/2027
Stan	New	Rinard	Caleb	Teaching English to Speakers of Other Languages (6-12)	2/1/2022	6/30/2027
Stan	New	Romero	Juan	Spanish (6-12)	2/1/2022	6/30/2027
Stan	New	Rostad	Shelby	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Sack	Maria	SPED Mild/Moderate (K-6)	2/1/2022	6/30/2027
Stan	New	Schiller	Xiomara	Spanish (6-12)	2/1/2022	6/30/2027
Stan	New	Sky	Brian	English (6-12)	3/1/2022	6/30/2027
Stan	New	Stange	Richard	English (6-12)	2/1/2022	6/30/2027

Stan	New	Starr	Sarah	SPED Mild/Moderate (P-3)	2/1/2022	6/30/2027
Stan	New	Stockglausner	Joseph	School Counselor (K-12)	2/1/2022	6/30/2027
Stan	New	Stroud	Amie	SPED Mild/Moderate (K-12)	3/1/2022	6/30/2027
Stan	New	Su	Jonathan	English (6-12)	3/1/2022	6/30/2027
Stan	New	Su	Jonathan	Mathematics (6-12)	3/1/2022	6/30/2027
Stan	New	Su	Jonathan	Spanish (6-12)	3/1/2022	6/30/2027
Stan	New	Switzer	Terrilee	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Tabuso	Dorothy Anne	SPED Mild/Moderate (K-6)	3/1/2022	6/30/2027
Stan	New	Tachera	Naomi	Special Education (6-12)	2/1/2022	6/30/2027
Stan	New	Taketa	Dayna	Mathematics (6-12)	2/1/2022	6/30/2027
Stan	New	Teruya	Misha	SPED Mild/Moderate (K-6)	3/1/2022	6/30/2027
Stan	New	Terwilliger	Krista	Art (K-12)	3/1/2022	6/30/2027
Stan	New	Tilford	Cheyenne	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Tomori	Sugiko	Japanese (6-12)	2/1/2022	6/30/2027
Stan	New	Tomori	Sugiko	Mathematics (6-12)	2/1/2022	6/30/2027
Stan	New	Tomori	Sugiko	Science (6-12)	2/1/2022	6/30/2027
Stan	New	Tomori	Sugiko	Special Education (6-12)	2/1/2022	6/30/2027
Stan	New	Tran	Casey	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Tupuola	Salemalama	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Tupuola	Salemalama	Special Education (K-6)	2/1/2022	6/30/2027
Stan	New	Uyehara	Minerva	CTE - Business (6-12)	2/1/2022	6/30/2027
Stan	New	Vacchelli	Emily	Art (K-12)	3/1/2022	6/30/2027
Stan	New	Vaught	Madison	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Wakefield	Paige	Mathematics (6-12)	3/1/2022	6/30/2027
Stan	New	Weathersbee	Tonantzin	Special Education (6-12)	3/1/2022	6/30/2027
Stan	New	Weathersbee	Tonantzin	Special Education (K-6)	3/1/2022	6/30/2027
Stan	New	Wendehorst	Virginia	SPED Severe/Profound (K-12)	2/1/2022	6/30/2027
Stan	New	Williams	Maureen	Early Childhood Education (P-K)	2/1/2022	6/30/2027
Stan	New	Williams	Maureen	Special Education (P-3)	2/1/2022	6/30/2027
Stan	New	Willis	Chantel	Elementary Education (K-6)	3/1/2022	6/30/2027
Stan	New	Wilson	Kate	Art (6-12)	2/1/2022	6/30/2027
Stan	New	Wilson	Kate	English (6-12)	2/1/2022	6/30/2027
Stan	New	Wong	Allen	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Wood	Katherine	Elementary Education (K-6)	2/1/2022	6/30/2027
Stan	New	Yamamoto	Eri	Japanese (6-12)	2/1/2022	6/30/2027
Stan	New	Yonemoto	Jaimie	English (6-12)	2/1/2022	6/30/2027

INITIAL LICENSES:
PROVISIONAL

		Last Name	First Name	License Field	Effective Date	Expiration Date
Prov	New	Adams	Kapua	Hawaiian Language (6-12)	2/1/2022	6/30/2025
Prov	New	Aiwohi	Maile	Elementary Education (K-6)	2/1/2022	6/30/2025
Prov	New	Alexander	Spencer	Science (6-12)	2/1/2022	6/30/2025
Prov	New	Alvarado	Amber	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Anguiano	Joseph	English (6-12)	2/1/2022	6/30/2025
Prov	New	Baez	Jessica	Science (6-12)	2/1/2022	6/30/2025
Prov	New	Baker	Alan	School Counselor (K-12)	2/1/2022	6/30/2025
Prov	New	Bartlett-Konrade	Makena	Elementary Education (K-6)	2/1/2022	6/30/2025
Prov	New	Bernhard	Drew	Elementary Education (K-6)	2/1/2022	6/30/2025
Prov	New	Bicoy	Jessi	Elementary Education (K-6)	2/1/2022	6/30/2025

Prov	New	Brown	Susannah	Music (K-12)	3/1/2022	6/30/2025
Prov	New	Bruecher	Natalie	Elementary Education (K-6)	2/1/2022	6/30/2025
Prov	New	Camacho	Amparo	School Counselor (K-12)	3/1/2022	6/30/2025
Prov	New	Carleton	Sarah	School Counselor (K-12)	2/1/2022	6/30/2025
Prov	New	Christensen	Kaitlin	Teaching English to Speakers of Other Languages (6-12)	2/1/2022	6/30/2025
Prov	New	Clark	Veronica	Music (K-12)	2/1/2022	6/30/2025
Prov	New	Cranston	Miranda	Elementary Education (K-6)	2/1/2022	6/30/2025
Prov	New	Crouch	Melissa	Social Studies (6-12)	2/1/2022	6/30/2025
Prov	New	Dahlen	Desa	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Dahlen	Desa	Literacy Specialist (K-12)	3/1/2022	6/30/2025
Prov	New	Daniels	Taryn	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Daugherty	Deanna	English (6-12)	3/1/2022	6/30/2025
Prov	New	Doratt	Tamara	Social Studies (6-12)	2/1/2022	6/30/2025
Prov	New	Dumm	Gisela	Chemistry (6-12)	3/1/2022	6/30/2025
Prov	New	Elkhalawy	Fady	Mathematics (6-8)	3/1/2022	6/30/2025
Prov	New	Engbretsen	Andrea	Special Education (K-12)	2/1/2022	6/30/2025
Prov	New	Erickson	Oakley	Early Childhood Education (P-3)	2/1/2022	6/30/2025
Prov	New	Evans	Dana	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Farina	Emily	Early Childhood Education (P-3)	2/1/2022	6/30/2025
Prov	New	Farina	Emily	Special Education (P-12)	2/1/2022	6/30/2025
Prov	New	Files	Summer	Early Childhood Education (P-3)	3/1/2022	6/30/2025
Prov	New	Fisher-Dykman	Sierra	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Fisher-Dykman	Sierra	Special Education (P-12)	3/1/2022	6/30/2025
Prov	New	Fowler	Marina	Early Childhood Education (P-K)	3/1/2022	6/30/2025
Prov	New	Fowler	Marina	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Fowler	Marina	Special Education (K-6)	3/1/2022	6/30/2025
Prov	New	Fowler	Marina	Special Education (P-3)	3/1/2022	6/30/2025
Prov	New	Frato-Hildebrant	Karen	Biology (6-12)	3/1/2022	6/30/2025
Prov	New	French	Kelly	Elementary Education (K-6)	2/1/2022	6/30/2025
Prov	New	Garcia	Jessica	Health (6-12)	2/1/2022	6/30/2025
Prov	New	Garcia	Jessica	Physical Education (6-12)	2/1/2022	6/30/2025
Prov	New	Garcia-Gibson	Tasha	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Gelacio	Stacy Mae	Elementary Education (K-6)	2/1/2022	6/30/2025
Prov	New	Gormley	Anna	Drama/Theatre Arts (K-12)	3/1/2022	6/30/2025
Prov	New	Grace	Samantha	Elementary Education (K-6)	2/1/2022	6/30/2025
Prov	New	Grosso	Melanie	Mathematics (6-8)	3/1/2022	6/30/2025
Prov	New	Hahn	Emily	Physical Education (K-12)	2/1/2022	6/30/2025
Prov	New	Hakikawa	Chaylen	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Horan	Dana	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Horan	Dana	Special Education (K-12)	3/1/2022	6/30/2025
Prov	New	Hull	Rachel	Elementary Education (K-6)	2/1/2022	6/30/2025
Prov	New	Iaea	Kealalani	CTE - Business (6-12)	2/1/2022	6/30/2025
Prov	New	January	Tarryn Lee	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Kaleimamahu	Whiston	Special Education (K-12)	2/1/2022	6/30/2025
Prov	New	Kamoto	Kenn	Art (6-12)	2/1/2022	6/30/2025
Prov	New	Kenkel	Anna	Social Studies (6-12)	2/1/2022	6/30/2025
Prov	New	Kishaba	Riley	Special Education (K-6)	2/1/2022	6/30/2025
Prov	New	Koyanagi	Roseville	CTE - Natural Resources (6-12)	2/1/2022	6/30/2025
Prov	New	Kubas	Carmen	CTE - Public and Human Services (6-12)	2/1/2022	6/30/2025

Prov	New	Kubas	Carmen	Social Studies (6-12)	2/1/2022	6/30/2025
Prov	New	Lambert	Austin	English (6-12)	2/1/2022	6/30/2025
Prov	New	Len	Jolynn	CTE - Public and Human Services (6-12)	2/1/2022	6/30/2025
Prov	New	Limtiaco	Matthew	Elementary Education (K-6)	2/1/2022	6/30/2025
Prov	New	Lindell	Heather	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Martin	Valoe	Elementary Education (K-6)	2/1/2022	6/30/2025
Prov	New	Martin	Valoe	Special Education (K-6)	2/1/2022	6/30/2025
Prov	New	Miyagawa	Celia	Elementary Education (K-6)	2/1/2022	6/30/2025
Prov	New	Munafo	Koran	English (6-12)	2/1/2022	6/30/2025
Prov	New	Murphy	Amandine	Science (6-12)	2/1/2022	6/30/2025
Prov	New	Murtha	Beth	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Nagasako	Martina	Science (6-12)	2/1/2022	6/30/2025
Prov	New	Panoke	Sarah	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Parada	Amy	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Peterson	Waiolu	Hawaiian Knowledge (P-12)	2/1/2022	6/30/2025
Prov	New	Peterson	Waiolu	Kaia'olelo-Kaiapuni Hawai'i (P-3)	2/1/2022	6/30/2025
Prov	New	Pharaon	Rainbow Lea	Elementary Education (K-6)	2/1/2022	6/30/2025
Prov	New	Rafanan	Colton	Music (6-12)	2/1/2022	6/30/2025
Prov	New	Randall	Deborah	Elementary Education (K-6)	2/1/2022	6/30/2025
Prov	New	Ryan	Brent	Science (6-12)	2/1/2022	6/30/2025
Prov	New	Saladino	Tehani	Social Studies (6-12)	3/1/2022	6/30/2025
Prov	New	Sanders	Marshauna	Social Studies (6-8)	3/1/2022	6/30/2025
Prov	New	Shiroma	Jenny	Music (K-12)	3/1/2022	6/30/2025
Prov	New	Showalter	Cody	Social Studies (6-12)	2/1/2022	6/30/2025
Prov	New	Summers	Samuel	Social Studies (6-12)	2/1/2022	6/30/2025
Prov	New	Tashima	Pauli	Mandarin (6-12)	2/1/2022	6/30/2025
Prov	New	Tungol	Malia	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Uehara	Adam	Health (6-12)	2/1/2022	6/30/2025
Prov	New	Uehara	Adam	Physical Education (6-12)	2/1/2022	6/30/2025
Prov	New	Usyak	Christine	English (6-12)	2/1/2022	6/30/2025
Prov	New	Uto-uko	Idorenyin	Special Education (6-12)	3/1/2022	6/30/2025
Prov	New	Weber	Patrick	Social Studies (6-12)	2/1/2022	6/30/2025
Prov	New	Weston	Nathan	Elementary Education (K-6)	3/1/2022	6/30/2025
Prov	New	Yonamine	Kaitlyn	Early Childhood Education (P-3)	3/1/2022	6/30/2025
Prov	New	Yonamine	Kaitlyn	Elementary Education (K-6)	3/1/2022	6/30/2025

ADDED FIELDS:
ADVANCED

		Last Name	First Name	License Field	Effective Date	Expiration Date
Adv	Add	Bishop	Derek	SPED Severe/Profound (P-3)	3/1/2022	6/30/2029
Adv	Add	Ford	Jaclyn	English (6-8)	2/1/2022	6/30/2031
Adv	Add	Kimoto	Charmaine	Science Technology Engineering Mathematics (STEM) (6-12)	3/1/2022	6/30/2032
Adv	Add	Kurazumi	Satomi	Mathematics (6-8)	2/1/2022	6/30/2031
Adv	Add	Mathis Wisseh	Ruth	Teacher Leader	3/1/2022	6/30/2029
Adv	Add	Matsumoto	Keevan	CTE - Business (6-12)	3/1/2022	6/30/2032
Adv	Add	Olson	Ashley	Teaching English to Speakers of Other Languages (6-12)	3/1/2022	6/30/2028
Adv	Add	Pederson	Christine	Special Education (K-12)	3/1/2022	6/30/2024

		Last Name	First Name	License Field	Effective Date	Expiration Date
Adv	Add	Wong	Sara	Special Education (K-6)	2/1/2022	6/30/2030

ADDED FIELDS:
STANDARD

		Last Name	**First Name**	**License Field**	**Effective Date**	**Expiration Date**
Stan	Add	Aguilar	Pablo	Physical Education (K-12)	3/1/2022	6/30/2025
Stan	Add	Bachmann	Jenna	Teaching English to Speakers of Other Languages (K-6)	3/1/2022	6/30/2027
Stan	Add	Baraka	Heather	Special Education (6-8)	2/1/2022	6/30/2024
Stan	Add	Baraka	Heather	Teaching English to Speakers of Other Languages (6-8)	3/1/2022	6/30/2024
Stan	Add	Broyles	Benson	SPED Mild/Moderate (K-12)	2/1/2022	6/30/2026
Stan	Add	Cabral	Tammy	Psychology (6-12)	2/1/2022	6/30/2027
Stan	Add	Carey	Britney	Teaching English to Speakers of Other Languages (6-12)	3/1/2022	6/30/2024
Stan	Add	Cootey	Nichole	Teacher Leader	2/1/2022	6/30/2022
Stan	Add	Dewitt	Erica	Special Education (6-12)	2/1/2022	6/30/2026
Stan	Add	Dolins	Jessica	Special Education (K-6)	3/1/2022	6/30/2027
Stan	Add	Dudoit	Mary	English (6-8)	3/1/2022	6/30/2027
Stan	Add	Enos	Ceslee	Mathematics (6-8)	2/1/2022	6/30/2022
Stan	Add	Fraser	Dawn	Teacher Leader	3/1/2022	6/30/2026
Stan	Add	Fukumoto	Duane	SPED Mild/Moderate (K-12)	2/1/2022	6/30/2027
Stan	Add	Gillette	Jennifer	Literacy Specialist (K-12)	2/1/2022	6/30/2023
Stan	Add	Gonzalez	Cesar	CTE - Business (6-12)	3/1/2022	6/30/2025
Stan	Add	Horrell	Jessica	Special Education (K-6)	2/1/2022	6/30/2025
Stan	Add	Huihui	Katheryne	Teaching English to Speakers of Other Languages (6-12)	2/1/2022	6/30/2025
Stan	Add	Hunter	Janet	Teacher Leader	2/1/2022	6/30/2023
Stan	Add	Ichiki	Lhaneza	Teacher Leader	2/1/2022	6/30/2022
Stan	Add	Johanos	Eva	Art (6-12)	3/1/2022	6/30/2022
Stan	Add	Johnson	Melissa	Teacher Leader	2/1/2022	6/30/2026
Stan	Add	Keahi	Lynn-Therese	English (6-12)	3/1/2022	6/30/2025
Stan	Add	Kealalio	Jhaneen	Teacher Leader	2/1/2022	6/30/2022
Stan	Add	Kubo	Miki	Literacy Specialist (K-6)	3/1/2022	6/30/2026
Stan	Add	Laws	Denice	English (6-12)	3/1/2022	6/30/2027
Stan	Add	Levy	Jillian	Special Education (K-12)	3/1/2022	6/30/2025
Stan	Add	Li	Paula	Online Teaching (6-12)	2/1/2022	6/30/2022
Stan	Add	Maddock	Elizabeth	SPED Mild/Moderate (K-12)	2/1/2022	6/30/2027
Stan	Add	Mangieri	Lara	Teacher Leader	2/1/2022	6/30/2023
Stan	Add	Mcdonnell	Paul	Physical Education (6-12)	2/1/2022	6/30/2025
Stan	Add	Miller	Nicholas	Physical Education (6-12)	2/1/2022	6/30/2026
Stan	Add	Muranaka-Ng	Tracy	Teacher Leader	2/1/2022	6/30/2026
Stan	Add	Murray	Clarence	English (6-12)	3/1/2022	6/30/2027
Stan	Add	Pacheco	Mark	Special Education (K-12)	3/1/2022	6/30/2025
Stan	Add	Prock	Abigale	Special Education (K-6)	3/1/2022	6/30/2025
Stan	Add	Rene	Erin	SPED Mild/Moderate (K-6)	2/1/2022	6/30/2027
Stan	Add	Rene	Erin	SPED Severe/Profound (P-3)	3/1/2022	6/30/2027
Stan	Add	Ryan	Mary	Elementary Education (K-6)	2/1/2022	6/30/2025
Stan	Add	Sanders	Christy Ann	Teaching English to Speakers of Other Languages (K-6)	2/1/2022	6/30/2022

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	Add	Sankofa	Mallory	Special Education (6-12)	3/1/2022	6/30/2026
Stan	Add	Shirota	Dawn	Special Education (K-12)	2/1/2022	6/30/2026
Stan	Add	Smith	Elizabeth	Mathematics (6-12)	2/1/2022	6/30/2023
Stan	Add	Solis	Lorie	Teaching English to Speakers of Other Languages (K-6)	3/1/2022	6/30/2024
Stan	Add	Switzer	Terrilee	Teacher Leader	3/1/2022	6/30/2027
Stan	Add	Tate	Jenna	Teaching English to Speakers of Other Languages (6-12)	3/1/2022	6/30/2026
Stan	Add	Uyeda	Kelli	SPED Mild/Moderate (K-12)	2/1/2022	6/30/2022
Stan	Add	Wai'oli	Sophie	Special Education (P-12)	3/1/2022	6/30/2026
Stan	Add	Wendehorst	Virginia	SPED Mild/Moderate (K-12)	3/1/2022	6/30/2027
Stan	Add	Williams	Khrista	Teaching English to Speakers of Other Languages (6-12)	3/1/2022	6/30/2023
Stan	Add	Yamamura	Nadine	SPED Mild/Moderate (6-8)	3/1/2022	6/30/2022

ADDED FIELDS:
PROVISIONAL

		Last Name	First Name	License Field	Effective Date	Expiration Date
Prov	Add	Blaha	Joshua	SPED Mild/Moderate (K-6)	2/1/2022	6/30/2023
Prov	Add	Dawson	Richard	Teaching English to Speakers of Other Languages (6-12)	3/1/2022	6/30/2023
Prov	Add	Eldred	Joshua	Physical Education (K-12)	2/1/2022	6/30/2022
Prov	Add	Gagliano	Amanda	Physical Education (6-12)	2/1/2022	6/30/2025
Prov	Add	Gilmour	Ryan	Special Education (6-12)	3/1/2022	6/30/2024
Prov	Add	Havran	Thomas	Music (K-6)	3/1/2022	6/30/2025
Prov	Add	Helman	Cash William	Music (6-12)	3/1/2022	6/30/2024
Prov	Add	Herman	Matthew	Physical Education (K-12)	2/1/2022	6/30/2024
Prov	Add	Kramer	Stephanie	Special Education (6-12)	2/1/2022	6/30/2025
Prov	Add	Kryss	Caitlin	Marine Science (6-12)	3/1/2022	6/30/2024
Prov	Add	Layzer	Julie	English (6-12)	3/1/2022	6/30/2024
Prov	Add	Munafo	Koran	Social Studies (6-12)	3/1/2022	6/30/2025
Prov	Add	Nagahisa	Kimi	Special Education (6-12)	2/1/2022	6/30/2024
Prov	Add	Onek	Hannah	Special Education (K-6)	3/1/2022	6/30/2025
Prov	Add	Prietto	Kiane	SPED Mild/Moderate (6-12)	2/1/2022	6/30/2023
Prov	Add	Quam	Carson	Science (6-8)	3/1/2022	6/30/2024
Prov	Add	Sellers	Colleen	CTE - Business (K-12)	2/1/2022	6/30/2025
Prov	Add	Snider	Michelle	Music (K-12)	2/1/2022	6/30/2025
Prov	Add	Wong	Jacob	Health (K-12)	2/1/2022	6/30/2022

LICENSE RENEWALS:
Advanced

		Last Name	First Name	License Field	Effective Date	Expiration Date
Adv	Renew	Houchens	Misty	Special Education (K-12)	7/1/2022	6/30/2032
Adv	Renew	Pang	Dianne	Elementary Education (K-6)	7/1/2022	6/30/2032
Adv	Renew	Pang	Dianne	School Librarian (K-12)	7/1/2022	6/30/2032
Adv	Renew	St. Germain	Lauren	Early Childhood Education (P-3)	7/1/2022	6/30/2032
Adv	Renew	St. Germain	Lauren	Elementary Education (K-6)	7/1/2022	6/30/2032

LICENSE RENEWALS:
Standard

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	Renew	Acob	Sheri-Lynne	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Afaga	Aysha	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Al-Misky	Eman	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Al-Misky	Eman	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Altergott	James	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Altergott	James	Special Education (6-12)	7/1/2022	6/30/2027
Stan	Renew	Altergott	James	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Altergott	James	SPED Severe/Profound (6-12)	7/1/2022	6/30/2027
Stan	Renew	Altergott	James	SPED Severe/Profound (K-12)	7/1/2022	6/30/2027
Stan	Renew	Arakaki	Deborah	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Arinaga	Althea	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Arzate	Sarah	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Awa	Robin	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Baron	Robert	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Barroga	Claire	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Bonner	Shu-Ying	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Bonner	Shu-Ying	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Bowler	Hanlan	Health (K-12)	7/1/2022	6/30/2027
Stan	Renew	Bowler	Hanlan	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Bowler	Hanlan	Science (6-8)	7/1/2022	6/30/2027
Stan	Renew	Bradshaw	Laurie	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Bradshaw	Laurie	Special Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Bradshaw	Laurie	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Bunger	Glenn	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Burgess	Dawn	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Cabalce-Yamakawa	Arlene	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Cabalce-Yamakawa	Arlene	Mathematics (6-8)	7/1/2022	6/30/2027
Stan	Renew	Chao	Chih-Ling	Chinese (6-12)	7/1/2022	6/30/2027
Stan	Renew	Cleaver	Maralie	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Cleaver	Maralie	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Cluney	Jerene	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Crowl	Janice	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Dalton	John	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Daproza	Marirose	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Daproza	Marirose	Teaching English to Speakers of Other Languages (6-12)	7/1/2022	6/30/2027
Stan	Renew	Dasher	Dawn	Science (6-12)	7/1/2022	6/30/2027

Stan	Renew	De Costa	Bill	CTE - Industrial and Engineering Technology (6-12)	7/1/2022	6/30/2027
Stan	Renew	De Costa	Bill	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Dunn	Keoni	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Dunn	Keoni	English (6-8)	7/1/2022	6/30/2027
Stan	Renew	Dunn	Keoni	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Elder	Douglas	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Endo	Celeste	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ezell	John	Hawaiian Language (6-12)	7/1/2022	6/30/2027
Stan	Renew	Ezell	John	Hawaiian Language Immersion (K-12)	7/1/2022	6/30/2027
Stan	Renew	Ezell	John	Hawaiian Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Ezell	John	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fisher	Steven	Physical Education (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fisher	Steven	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Fong	Cynthia	CTE - Industrial and Engineering Technology (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fong	Cynthia	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fong	Cynthia	Science (6-8)	7/1/2022	6/30/2027
Stan	Renew	Fong	Cynthia	Science Technology Engineering Mathematics (STEM) (6-12)	7/1/2022	6/30/2027
Stan	Renew	Franco	Audrey	Reading (6-12)	7/1/2022	6/30/2027
Stan	Renew	Franco	Audrey	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Franco	Audrey	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Friedl	Carl	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Fujiyama	Jenny	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Fujiyama	Jenny	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Fukuhara	Lance	Mathematics (6-8)	7/1/2022	6/30/2027
Stan	Renew	Fukuhara	Lance	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Gonzales	David	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Haiola	Emmanette	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Hayashi	Cynthia	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Higa	David	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Hirakami	Rebecca	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ho	Kawika	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ho	Kawika	Special Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ho	Wai Kong	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Horita	Selene	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Horiuchi	Shawn	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Hughey	Justin	Special Education (K-12)	7/1/2022	6/30/2027
Stan	Renew	Hung	Rachel	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Inouye	Lorinda	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Ishida	Jennifer	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Ito	Michelle	Elementary Education (K-6)	7/1/2022	6/30/2027

Stan	Renew	Johanos	Eva	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Kong	Helen	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Lee	Jaime	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Leiato	Catrina	Algebra I (6-12)	7/1/2022	6/30/2027
Stan	Renew	Leiato	Catrina	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Lin	Teri Ann	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Lum	Cindy	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Maeda	Ariel	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Mashima	Dawn	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Matsuda	Jennie	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Matsumoto	Courtney	CTE - Public and Human Services Vocational (6-12)	7/1/2022	6/30/2027
Stan	Renew	Matsumura	Cherise	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Miyasato	Karin	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Miyashiro	Todd	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Nathansen	Joel	Online Teaching (6-12)	7/1/2022	6/30/2027
Stan	Renew	Nathansen	Joel	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Nathansen	Joel	Teacher Leader	7/1/2022	6/30/2027
Stan	Renew	Nishikawa	Lanelle	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Nishimoto	Lauren	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Nyland-Wilson	Helen	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Oato	Trina	Special Education (P-3)	7/1/2022	6/30/2027
Stan	Renew	Oato	Trina	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Okano	Edlyn	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Olivas	George	Teaching English to Speakers of Other Languages (6-12)	7/1/2022	6/30/2027
Stan	Renew	Oshiro	Jaryd	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Pascual	Michelle	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Phillips	Jaclynn	Mathematics (6-12)	7/1/2022	6/30/2027
Stan	Renew	Pisacano	Stephen	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Plunkett	Mahinalani	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Realin	Manford	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Reyes Oda	Nathan	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Reyes Oda	Nathan	Special Education (6-12)	7/1/2022	6/30/2027
Stan	Renew	Sheff	Maria Karen	CTE - Public and Human Services (6-12)	7/1/2022	6/30/2027
Stan	Renew	Sheff	Maria Karen	CTE - Public and Human Services Vocational (6-12)	7/1/2022	6/30/2027
Stan	Renew	Shigeta	Raena	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Shikuma	Cori Lyn	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027
Stan	Renew	Sitachitta	Namthip	Science (6-12)	7/1/2022	6/30/2027
Stan	Renew	Strait	Heather	Social Studies (6-12)	7/1/2022	6/30/2027
Stan	Renew	Suehiro	Nancy	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Suehiro	Nancy	SPED Mild/Moderate (K-12)	7/1/2022	6/30/2027

		Last Name	First Name	License Field	Effective Date	Expiration Date
Stan	Renew	Tanigawa	Dana	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Tanigawa	Dana	Literacy Specialist (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ueyama	Jamie	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Ventura	Marce	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Watanabe	Judy	School Counselor (K-12)	7/1/2022	6/30/2027
Stan	Renew	Wong	Michele	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Yasuda	Monica	English (6-12)	7/1/2022	6/30/2027
Stan	Renew	Yordi	Amelia	Elementary Education (K-6)	7/1/2022	6/30/2027
Stan	Renew	Zukeran	Melanie	Elementary Education (K-6)	7/1/2022	6/30/2027

LICENSE RENEWALS: NONE
CAREER AND TECHNICAL EDUCATION

PERMITS: NONE
CAREER AND TECHNICAL EDUCATION

PERMITS: NONE
HAWAIIAN

PERMIT RENEWALS: NONE
HAWAIIAN

EMERGENCY HIRE

		Last Name	**First Name**	**License Field**	**Effective Date**	**Expiration Date**
EH	New	Benjamin	Kathryn	Emergency Hire (P-12)	3/1/2022	6/30/2022
EH	New	Bertovich	Jocelyn	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	Cabatic	Christen Kid	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	Carvalho	Shayne M K	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	Cristofaro	Brian	Emergency Hire (P-12)	3/1/2022	6/30/2022
EH	New	De Castro Giacometto	Emilia	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	DeFazio	Sarah	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	Finley	Kelsi	Emergency Hire (P-12)	3/1/2022	6/30/2022
EH	New	Heck	Nicole	Emergency Hire (P-12)	3/1/2022	6/30/2022
EH	New	Jones	Jeffrey	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	Kaeo	AnGelle	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	Kalawaia	Britney	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	Kang	Priscilla	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	Kau	Ella	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	Kazana	Rebecca	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	King	Vina	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	Layne	Alison	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	magsayo	jalene	Emergency Hire (P-12)	3/1/2022	6/30/2022
EH	New	Maunakea	Marcus	Emergency Hire (P-12)	3/1/2022	6/30/2022
EH	New	Nathe	Lynae	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	Palakiko	Jaime	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	Rajalingam	Balamanohari	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	Rajan	Bianca	Emergency Hire (P-12)	3/1/2022	6/30/2022
EH	New	Rodriguez	Ashleigh	Emergency Hire (P-12)	3/1/2022	6/30/2022
EH	New	Savage	Richard	Emergency Hire (P-12)	2/1/2022	6/30/2022

EH	New	Vincent	Jennifer	Emergency Hire (P-12)	3/1/2022	6/30/2022
EH	New	Walton	Stacey	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	White	Susan	Emergency Hire (P-12)	2/1/2022	6/30/2022
EH	New	Yannell	Sean	Emergency Hire (P-12)	2/1/2022	6/30/2022

STUDENT TEACHER

		Last Name	First Name	License Field	Effective Date	Expiration Date
ST	New	Hume	Samantha	Student Teacher (P-12)	2/1/2022	6/30/2022
ST	New	Julian	Noemi	Student Teacher (P-12)	3/1/2022	6/30/2022
ST	New	Reynolds	Molly	Student Teacher (P-12)	3/1/2022	6/30/2022
ST	New	Rosas	Maribel	Student Teacher (P-12)	2/1/2022	6/30/2022
ST	New	Winkler	Heidi	Student Teacher (P-12)	3/1/2022	6/30/2022
ST	New	Wong	Lawrence	Student Teacher (P-12)	2/1/2022	6/30/2022

TITLE: 2022-2023 Election of HTSB Officers and Committee Assignments

The Hawaii Teacher Standards Board approves the following appointments for 2022-2023. Additional members will be added upon confirmation or appointment.

HTSB Chairperson: Branden Kawazoe
HSB Vice Chairperson: Lokelani Han

Legislative Committee:
- Prepare and recommend bills to be introduced in the Legislature
- Monitor amendments to bills and recommend alternate language or action to the board

Chairperson: Kristi Miyamae
Vice-Chairperson: Dawn Raymond
Committee Members: Tracie Losch, (BOE Chair/Designee), Katina Soares
Ex-officio: Kawazoe, Han

Budget, Personnel, and Strategic Planning Committee:
- Develop and recommend an annual Board budget
- Recommend amendments to the budget
- Identify support staff needed by the Board and develop position descriptions
- Evaluate HTSB Executive Director annually
- Provide research pertinent to the Board's duties
- Recommend organizational direction
- Provide for the collection of data to ensure progress toward goals and priorities set by the Board

Chairperson: Justin Mew
Vice Chairperson: Jonathan Gillentine
Committee Members: (BOE Chair/Designee), (HIDOE Sup/Designee), Tracie Losch
Ex-officio: Kawazoe, Han

Teacher Standards Committee:
- Recommend and maintain teacher, school counselor, and school librarian standards
- Consider and recommend Board action on matters pertaining to teacher quality, including standards, licensing requirements, testing, etc.

Chairperson: Kim Sanders
Vice-Chairperson: Tracie Losch
Committee Members: Dawn Raymond, Katina Soares, Justin Mew
Ex-officio: Kawazoe, Han

Teacher Education Committee:
- Recommend and maintain standards for State Approval of Teacher Education
- Consider and recommend Board action on matters pertaining to teacher education

Chairperson: (UH Manoa Designee)
Vice-Chairperson: (HIDOE Sup/Designee)
Committee Members: (BOE Chair/Designee), Jonathan Gillentine, Dawn Raymond,
                                   (Teacher Candidate Member)
Ex-officio: Kawazoe, Han

Submitted by: Branden Kawazoe
Referred to: Budget, Personnel, and Strategic Planning Committee

TITLE: 2022-2023 Hawaii Teacher Standards Board Meeting Schedule

The Hawaii Teacher Standards Board approves the following meeting schedule for 2022-2023:

Date	Meeting
September 9, 2022	September Board Meeting
October 14, 2022	October Board Meeting
November 18, 2022	November Board Meeting
January 13, 2023	January Board Meeting
February 10, 2023	February Board Meeting
March 24, 2023	March Board Meeting
April 28, 2023	April Board Meeting

Submitted by: Branden Kawazoe

 Referred to: Budget, Personnel, and Strategic Planning Committee

**TITLE: HTSB's Executive Director Recommendation to the Board of
     Education**

The Hawaii Teacher Standards Board approves the recommendation to appoint
Felicia Villalobos for a four-year term, with annual reviews, as provided in HRS
§302A-801 (f), as HTSB Executive Director of HTSB, effective July 1, 2022, through
June 30, 2026. The HTSB Chairperson, or their designee, shall present the Board's
selection to the Board of Education (BOE) for approval at their June 16, 2022, Board
meeting.

The HTSB approves the following compensation for the Executive Director:

Effective July 1, 2022, the Executive Director will receive an annual salary as agreed
upon by the Board in executive session. The salary range will be in alignment with
the Hawaii Department of Education's 12-month Educational Officers Annual Salary
Schedule.

The salary range will be: From EO10 Step 3 to EO Step 6.

The exact salary will be part of the contract negotiations once the appointee is
approved by the BOE.

If the recommended nominee is approved by the BOE, the work per "NBI 21-04:
Permitted Interaction Group Relating to the Search of HTSB's Executive Director"
will be completed.

Pursuant to Hawaii Revised Statutes (HRS) §302A-801(f):

*"The Board may employ an executive director for a term of up to four years, who shall be
appointed by the Board of education without regard to chapters 76 and 89; provided that the
Board shall submit a nominee to the Board of education for approval or disapproval;
provided further that if the nominee is disapproved, the Board shall submit another nominee
to the Board of education for approval or disapproval.*

*The Board may terminate the executive director's contract for cause; provided that the Board
shall submit the recommendation for termination to the Board of education for approval or
disapproval."*

Submitted by: Branden Kawazoe

 Referred to: Budget, Personal, and Strategic Planning Committee

TITLE: Leeward Community College Program Modification of State Approval to Include a Second Option to Meet Content Knowledge Requirements for an Advanced Professional Certificate in Special Education

The Hawaii Teacher Standards Board approves the request of Leeward Community College to add a second option to meet Content Knowledge requirements for an Advanced Professional Certificate in Special Education.

This option would include thirty (30) semester hours of Special Education content from an accredited institution of higher education, at least fifteen (15) of which must be upper-division level.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

To: Felicia Villalobos, Interim Executive Director, Hawai'i Teachers Standards Board
From: Christina Keaulana, SPED Coordinator, Leeward CC
Date: December 20, 2021
Re: Content Knowledge Verification for Licensure for Advanced Professional Certificate in SPED

Leeward CC requests to offer our Advanced Professional Certificate in Special Education K-12 teacher candidates two options to meet the HTSB's Hawai'i Educator Preparation Programs Verification of Content Knowledge for Licensure (NBI-12-29):

- Thirty (30) semester hours in the content field from an accredited institution of higher education, at least fifteen (15) of which must be upper-division level; **OR**

- Passing score on licensure test adopted by the Board in the content field—151 or higher on Praxis 5354- Special Education: Core Knowledge and Applications

The proposed Academic Plan to complete the APC in SPED via the two pathways are outlined below:

OPTION 1: APC in SPED +30cr Content Area Coursework Sample Academic Plan

(15cr. upper division credits are required courses)

Fall	Course Description
(3cr) ED 282: Collaboration and Teaming **ED 282: Faculty** **Dale Castro, EdD**	This course is designed to provide students with knowledge of collaborative and co-teaching models of instruction and to prepare them to implement these models in their schools and classrooms. While co -teaching can be a rewarding experience for students and professionals, understanding its elements and foundations is critical in creating a positive learning environment for students. Co -teaching requires not only pedagogical skill on the part of the participating teachers, but also a willingness to share and collaborate in the teaching of all students in special education and inclusion classrooms. This course is consistent with state and local educational goals including the focus on activities that participants will apply to real - world settings.
(3cr) ED 283: Partnerships with Culturally and Linguistically Diverse Families	This course focuses on the skills necessary for working effectively with families of diverse students including those with disabilities. Instruction will include family systems theory,

	characteristics/functions of families, Individuals with Disabilities Act (IDEA) and requirements for communication and collaboration with diverse families.
ED 283: Faculty **Saint-Marie Gough, MEd**	
(3cr) ED 330: SPED Law and IEP Development	This course will give students the opportunity to review special education law, with an emphasis upon Hawaii Administrative Rules, Chapter 60 and the 2004 Reauthorization of IDEA. Heavy emphasis will be on Individual Education Program (IEP) development through examination of required elements of IEPs and simulated IEP team scenarios. Students will be introduced to state and federal special education rules and regulations, practical application of the law, ethical codes and related professional standards. The course will also discuss Section 504 and the impact of key laws upon students with disabilities.
(3cr) ED 331: SPED Assessment	This course focuses on assessing the exceptional child, including an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/ program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Emphasis will be on using assessment information to determine strengths and needs to design instruction related to Individualized Education Program (IEP) goals and state standards, and to evaluate the effectiveness of that instruction using progress-monitoring techniques. This course will introduce students to commonly used tests and evaluation systems used in public school special education programs.

Spring	**Course Description**
(3cr) ED 284: Foundations of Inclusion in Teaching **ED 284: Faculty** **Lilian Rebamonte-Smith, MEd**	This course explores historical and contemporary educational contexts, laws, policies and practices that support special student populations. Curriculum is focused on the demonstration and application of supportive and age appropriate instructional goals, experiences and assessments. Special populations in need of an inclusive setting include all students, but this course is specifically focused on Native Hawaiians, students from low-income communities, and all students with an

	Individualized Education Program (IEP) and special needs.
(3cr) ED 332: ELA Instruction & Interventions	This course introduces the developmental continuum for literacy. Prepares students to assess students' abilities; to select appropriate instructional strategies and to design effective instructional programs leading to increased listening, speaking, reading and writing competencies for all children; and assessment strategies to evaluate student progress.
(3cr) ED 334: Participating in a Professional Community	This course explores the organizational, personal, and interpersonal aspects of working as a teacher in schools. Preparation for membership and leadership in a professional learning community and for continuing professional growth.

Summer	**Course Description**
(3cr) ED 285: Intro to Classroom Management **ED 285: Faculty** **Michael Cawdery, PhD**	An introductory course which offers the student exposure to the various issues of classroom management. The professional role of the teacher, development of positive and inclusive classroom culture, planning for effective instruction, and proactive approaches to supporting student behaviors and community relationships will be addressed. Learning will focus on the development of values oriented and organized learning environments. Students will learn how to develop classroom discipline and individualized behavior plans. Behavioral assessment, strategies and interventions will be introduced. Learning styles, theory, instructional assessment, planning and delivery will be explored.
(3cr) ED 289: Educational Psychology **ED 289: Faculty** **Jeff Judd, PhD**	This course introduces students to major concepts and principles in the field of Educational Psychology that form the foundations of learning and instruction. Students will examine various development domains and learning theories and translate this knowledge into effective teaching practices for motivating learners with diverse needs. While traditionally educational psychology focuses on the teaching profession, this course is open for all students interested in developing a deeper understanding on how humans learn.
(3cr) ED 335: Educational Technology for the Inclusive Classroom	This course presents an overview of the variety of instructional technology options and considers how these are effective across the curriculum. Educational technology includes the many tools

Fall	Course Description
(3cr) ED 336: Student Teaching Portfolio	This course guides students through the process of providing documented evidence of teaching proficiencies aligned with initial preparation standards from Hawai'i Teachers Standards Board, the Council for Exceptional Children, and the Interstate Teacher Assessment and Support Consortium (InTASC). The portfolio will be assessed as part of recommendation for licensure in SPED K-12 in the state of Hawai'i.
(1cr) ED 393S: Field Practicum II (Student Teaching)	Practicum II is the supervised practicum where knowledge of content and strategies for best teaching practices will be integrated and polished. Through extensive mentoring and performance evaluations completed by program faculty, teacher candidates will be well prepared to meet the high standards for licensure and practice. Practicum II will provide formal supervision for the teacher candidate as they intern in a classroom. Formal observations will be completed by an Education faculty member.

OPTION 2: APC in SPED + Content Field Licensure Test Sample Academic Plan

Fall	Course Description
(3cr) ED 330: SPED Law and IEP Development	This course will give students the opportunity to review special education law, with an emphasis upon Hawaii Administrative Rules, Chapter 60 and the 2004 Reauthorization of IDEA. Heavy emphasis will be on Individual Education Program development through examination of required elements of IEPs and simulated IEP team scenarios. Students will be introduced to state and

	and methods in which technology is used within an educational setting. Students will learn about current trends in education that are directly related to technology. Emphasis is placed on reaching different types of learners, considerations of integration, and assessing effectiveness of technology use for students with special needs.

	federal special education rules and regulations, practical application of the law, ethical codes and related professional standards. The course will also discuss Section 504 and the impact of key laws upon students with disabilities.
(3cr) ED 331: SPED Assessment	This course focuses on assessing the exceptional child, including an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/ program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Emphasis will be on using assessment information to determine strengths and needs to design instruction related to Individualized Education Program (IEP) goals and state standards, and to evaluate the effectiveness of that instruction using progress-monitoring techniques. This course will introduce students to commonly used tests and evaluation systems used in public school special education programs.
(3cr) ED 334: Participating in a Professional Community	This course explores the organizational, personal, and interpersonal aspects of working as a teacher in schools. Preparation for membership and leadership in a professional learning community and for continuing professional growth.

Spring	**Course Description**
(3cr) ED 332: ELA Instruction & Interventions	This course introduces the developmental continuum for literacy. Prepares students to assess students' abilities; to select appropriate instructional strategies and to design effective instructional programs leading to increased listening, speaking, reading and writing competencies for all children; and assessment strategies to evaluate student progress.
(3cr) ED 335: Educational Technology for the Inclusive Classroom	This course presents an overview of the variety of instructional technology options and considers how these are effective across the curriculum. Educational technology includes the many tools and methods in which technology is used within an educational setting. Students will learn about current trends in education that are directly related to technology. Emphasis is placed on reaching different types of learners, considerations of integration, and assessing

	effectiveness of technology use for students with special needs.
PASS Praxis 5354 with 151 or higher	

Summer or Fall	**Course Description**
(3cr) ED 336: Student Teaching Portfolio	This course guides students through the process of providing documented evidence of teaching proficiencies aligned with initial preparation standards from Hawai'i Teachers Standards Board, the Council for Exceptional Children, and the Interstate Teacher Assessment and Support Consortium (InTASC). The portfolio will be assessed as part of recommendation for licensure in SPED K-12 in the state of Hawai'i.
(1cr) ED 393S: Field Practicum II (Student Teaching)	Practicum II is the supervised practicum where knowledge of content and strategies for best teaching practices will be integrated and polished. Through extensive mentoring and performance evaluations completed by program faculty, teacher candidates will be well prepared to meet the high standards for licensure and practice. Practicum II will provide formal supervision for the teacher candidate as they intern in a classroom. Formal observations will be completed by an Education faculty member.

TITLE: Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Added Field Licensure TESOL Program

The Hawaii Teacher Standards Board accepts HTSB Review Team recommendation to grant provisional state approval to the University of Hawaii at Manoa's College of Education in Curriculum Studies Multilingual Multicultural Professional Practice (MMPP) Graduate Certificate to be a TESOL added field to an existing Hawaii license.

The state approved teacher education (SATE) review team recommends provisional approval for the license fields of TESOL K-6, 6-12 and K-12 added field program.

Program Strengths
- The coursework is appropriate and valuable to teachers who are adding the field of TESOL (K-6, 6-12 and K-12).
- The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.
- All faculty listed are suitable for this field of study.

Any Weakness or Recommendation for Improvement
- None

The program may recommend completers for added field licensure for the following license fields:

- TESOL K-6, 6-12 and K-12

The program may also recommend previous program completers if they meet the same criteria required by the current program approved for licensure.

This program shall be included in the provider's 2028 accreditation review.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

HAWAII TEACHER STANDARDS BOARD REVIEW TEAM REPORT OF THE UNIVERSITY OF HAWAII AT MANOA'S COLLEGE OF EDUCATION PROPOSAL FOR AN ADDED FIELD PREPARATION PROGRAM IN MULTILINGUAL MULTICULTURAL PROFESSIONAL PRACTICE (MMPP) GRADUATE CERTIFICATE IN TESOL TO ADD THE FIELDS OF TESOL K-6, 6-12, and K-12

SATE REVIEW TEAM RECOMMENDATIONS

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for the Multilingual Multicultural Professional Practice (MMPP) Graduate Certificate to be a TESOL licensure add-a-field program K-6, 6-12, and K-12.

RATIONALE
Program of Study: The coursework is appropriate and valuable to teachers who are adding the field of TESOL K-6, 6-12, and K-12.

Standards & Assessments: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.

Faculty: All faculty listed are suitable for this field of study.

REVIEW TEAM MEMBERS

- Carolyn Gyuran, Education Consultant
- Sungti Hsu, Education Consultant
- Felicia Villalobos, HTSB Interim Executive Director

TABLE OF CONTENTS

PROVIDER INFORMATION

Name of Provider: Nathan Murata
Provider Contact: nmurata@hawaii.edu

PROGRAM CONTACT

College of Education

1776 University Avenue, 128 Everly
Hall University of Hawaii at Manoa
Honolulu, HI 96822

PROGRAM INFORMATION

Program Director: Amelia Jenkins

Name of program: Multilingual Multicultural Professional Practice (MMPP)
Graduate Certificate

License Field(s) and Level(s) to be offered: TESOL K-6, 6-12, K-12 as an added

Field Projected Implementation Date: Fall 2022

PROGRAM JUSTIFICATION:

The MMPP will serve the growing demand for professionals who interact with multilingual populations. Specifically, it would benefit educators, who are administrators, general education teachers, counselors, English Learner (EL) specialists, bilingual or dual language teachers, language immersion teachers, and world language teachers to have the specific knowledge and skills required to work effectively with multilingual populations.

DESCRIPTION OF COURSEWORK AND CLINICAL EXPERIENCES

Course/Seminar/Experience	Description

SLS 680U Topics in Second Language Studies: Use-Introduction to Multilingualism Multiculturalism (3 credits) [TESOL Standards 1, 2 and 5]	*Variable topics in special areas of second language studies: (E) second language learning; (N) second language analysis; (P) second language pedagogy; (R) second language research methodology; (U) second language use.* This course will be taken during the first semester because it will address essential knowledge about language, the sociocultural context, and professionalism, as well as Hawaiian Language, culture, and historical aspects that shape our current multilingual and multicultural context (framed in accordance with multilingual and multicultural perspectives).
	This course will be the introduction for the remaining courses in the MMPP. This course will use the shared linguistic and cultural context of Hawaiʻi and address the certificate objectives of identifying problems and needs across disciplines, professions, and orientations, and developing solutions and programs building. SLS 680U Syllabus (link) and Course Schedule/ Assignments (link)
DCS/SLS 644 Multilingual/ EL Pedagogy (3 credits) [TESOL Standards 1, 2, 3 and 5]	*Examines practices, theories, research, and perspectives on multilingual/ EL teaching approaches. Topics include culturally and linguistically responsive approaches, collaboration, lesson planning, and adapting materials to promote the growth and development of multilingual/ EL learners.* This cross-listed course will be required for students interested in coursework for K-12 TESOL Licensure/Add-a-Field because it will provide graduates with essential knowledge about language, the sociocultural context for language learning in schools, and effective ways to plan and implement instruction for multilingual and multicultural learners. EDCS/SLS 644 Syllabus (link), Case Study: Inquiry and Lesson Development Rubric (link), Course Schedule (link)

EDCS 647C Classroom & School Literacy Assessment: Multilingual (3 credits) [TESOL Standards 2, 3 & 4]	*Advanced use of formative and summative assessments to monitor/lead classroom and school literacy programs. Focuses on diversity, leadership, state/national initiatives, and practical applications in schools or other educational contexts.* This course is focused on assessment in multilingual contexts. It will provide students with knowledge about the important role of assessment and evaluation in multilingual and multicultural contexts. Participants will learn
	practical skills on how to effectively assess and evaluate students who are multilingual and be able to critique institutional assessment and evaluation procedures. EDCS 647C Syllabus (link), MLL Case Study: Observation and Assessment Rubric (link)
Students will pick one of the following elective courses that includes language learners in sociocultural Context (3 credits) [TESOL Standard 2]	***EDCS 645** Multicultural Literacy* Interdisciplinary examination of research and issues in the teaching and learning of literacy in diverse multicultural settings. *or*
	***EDCS 630** Cultural Diversity in Education* Examines issues, theories, perspectives and practices in multicultural education and promotes awareness, encourages knowledgeable reflection and develops skills necessary for multicultural practitioners.
	or
	***EDCS 440** Curriculum Implications for Multicultural Education* Examination of trends, issues, school practices, and programs in multicultural education and its related area of study– bilingual-bicultural education.
	or

	EDCS 670 *Indigenous and Post-colonial perspectives in Education* Examination of historical Impacts or U.S. and European imperialism on Indigenous educational communities across the globe. Introduction to contemporary Indigenous efforts towards cultural reclamation and educational sovereignty.
	or

	EDCS 671 *Contemporary Native Hawaiian Education* Explores the landscapes, purposes, successes and challenges of contemporary Native Hawaiian education. Emphasizes educational kīpuka, resurgence, liberation and educational sovereignty. Topics include Hawaiian immersion education, Hawaiian-focused charter schools, ʻāina and community education, and virtual learning. **SLS 618** *Language Learning & Technologies* A wide range of emerging technologies for language learning and research will be explored. Online/face to-face discussions and hands-on experiential learning are integrated with learners' goals, best practices, and theoretical foundations. *or* **SLS 630** *Second Language Program Development* Designing, implementing, and evaluating language programs; systems-based approach to program and curriculum development. *or* **SLS 660** *Sociolinguistics and Second Languages* Theoretical and applied aspects of language, culture, and society, and research methods in sociolinguistics, as they relate to second and foreign language issues. or **LAW 548** *Immigration Law* A brief overview of historical development of immigration law; analysis of exclusion and deportation grounds and remedies, as well as the study of the legal immigration system of both immigrant and nonimmigrant visa applications and petitions. The course also

	covers the current law on asylum and refugee applications and US citizenship and naturalization requirements. or *LWPA 587 Comparative Law* Introduction to the civil law tradition, particularly as exemplified by the legal systems of East and Southeast Asia. After a brief review of comparative law study and the historical development of the civil law, the course will examine the structure and role of the courts, judicial process, the legal profession and constitutional law and administrative law in Western Europe & in Asian civil law countries. or *LAW 590R Workshop and Clinics: Child Welfare Clinic* Focuses on the issues pertaining to at-risk children and their families. Intended to be multidisciplinary in scope, applying the analytical lenses of the disciplines of law, social work, nursing, and education. Clinical in approach, with students working to make a positive impact on the lives of youth through on-site experiences at selected community programs.
EDCS 696 Graduate Certificate Capstone (3 credits) [TESOL Standards 2, 3 and 5]	*Independent study and/or seminar for students working on a capstone for a graduate certificate.* This course will be taken by all of the students in the MMPP. In particular, this course will serve as the capstone class for the graduate certificate during the final semester. Hawaiian language and culture will be foundational as well as a focus on multiple languages. This course will provide an opportunity for classroom teachers to experience, plan and apply solutions to multilingual multicultural issues within their professional contexts.
	EDCS 696 Syllabus (link)

As an Add-A-Field licensure, the MMPP TESOL courses are geared towards K-12 in-service teachers who will be working in their own classrooms. Teachers will have the opportunity to practice applying the knowledge and skills taught in the MMPP with K-12 MLL/EL students in the specific assignments below. If a teacher is not working with an MLL/EL student, arrangements will be made to provide opportunities to practice applying the knowledge and skills. Further accommodations are made below in the assignments.

Course	Opportunity to Practice Knowledge and Skills with K-12 MLL/EL Students
EDCS 644	**MLL Case Study Inquiry and Lesson Development Project (five step project)** *EDCS/SLS 644 will be delivered in the summer to provide in-service teachers more opportunities to participate in the course. Teachers participating in this course will conduct the following observations and create lesson plans relevant to their K-12 teaching context. Many teachers still have access to K-12 students during the summer school to do the The MLL Case Study Inquiry and Lesson Development Project.* *If teachers do not have access to K-12 MLL/EL students to conduct their observations, we have videos of K-12 MLL students in educational context or can pair them with an opportunity for practice.* This project is an opportunity for teachers to work with MLL/EL students from a language/culture relevant to their professional context (or intended future context). The following five steps are designed to give teachers an understanding of, and experiences with MLL/EL learners in K-12 settings, and apply strategies that best support MLL/EL's learning. Please see the 644 syllabus for a detailed description of the following five steps. *Step 1: Setting and language/cultural background of students in their K-12 MLL/EL teaching context*

	Step 2: Observation(s) of K-12 MLL/EL relevant to teacher's context Step 3: Lesson planning and materials development for K-12 MLL/EL relevant to teacher's context Step 4: Microteaching from unit in step 3 Step 5: Reflection on microteaching *Although the microteaching will be delivered to peers, the materials and lesson will target K-12 MLL/ELs relevant to the teacher's context. Microteaching will provide the teacher an opportunity to receive targeted and specific feedback regarding the MLL/EL strategies implemented. It will also provide peers opportunities to identify use of MLL/EL strategies throughout the various lessons. Instructors will be able to assess the teacher's application of appropriate materials and pedagogy by evaluating the lesson plans and observing the microteaching. The intent is for the teachers to use the unit during the school year; however, this will take place after the course is completed so the participating teachers' application of knowledge and skills will be observed and assessed through the lesson plans and microteaching with peers in the role of K-12 MLL/EL students.*
EDCS 647C	**MLL Case Study: Assessment and Observation** The major course project involves application of the readings and resources in the form of a case study. Students will choose a focal P-12 MLL/EL student they work with and engage in data collection through observation and assessment and iterative analysis and implementation based on your findings. *If students do not have access to a MLL/EL student to complete this project, the instructor will help pair the teachers with teachers who have a high concentration of K-12 MLL/EL students.*

ASSESSMENTS, SUPPORTING COURSEWORK, AND ASSESSMENT DESCRIPTION

1. List when assessments are administered and describe each assessment. Attach template and grading rubric for each assessment.

An overview of how the core assessments for the MMPP Add-A-Field Graduate Certificate are linked to the TESOL Standards can be found on the following matrix (link).

In addition, each course syllabi presents Student Learning Objectives (SLOs) for this program and capstone course with the corresponding Teachers of English to Speakers

of Other Languages (TESOL) teacher education standards, the University of Hawaiʻiʻs graduate programs Institutional Learning Objectives (ILOs), and student performance assessments. In order to address inter-rater reliability of assessments, core faculty in the MMPP program will calibrate core assignments' rubrics based on its criteria and determine the distinction between the target levels. As a graduate course, faculty and students will also work together to co-construct and describe the performance indicators and behaviors for each benchmark level.

Finally, participants will take the TESOL Praxis as a final measure of their knowledge and skills.

Name of Assessment	Courses supporting completion of assessments	Description
		The Capstone Project assignment is directly covered in the two core courses, SLS 680U (first semester) and EDCS 696 (last semester) below. The content required for completion of this project is integrated across all program course work.
Capstone Project [TESOL Standards 1, 2, 3 and 5]	**SLS 680U** Topics in Second Language Studies: Use-Introduction to Multilingualism Multiculturalism	Students will write a **Final Paper** that reflects on their identity, the concepts, theories, policies and practices of multilingual language use (spoken and written) and address cultural and linguistic needs in their professional contexts. The paper will conclude with a summary of how these ideas will influence their capstone project.
		Assignment Guide & Assessment Rubric
	EDCS 696 Graduate Certificate Capstone	Students will complete their **Capstone Project** to exemplify their multilingual multicultural awareness and understanding in their professional practices, and in collaboration with professionals from

		other disciplines to promote social justice, equity, and community sustainability. Students will:
		1. Envision their role as individuals and as leaders who embody and advocate for multilingual multicultural practice in their professional domain.
		2. Work independently or in a group to share their capstone
		3. Design and/or implement a capstone such as a project, curriculum, presentation, portfolio and/or field experience that displays their culminating understanding of course content and assignments.
		[Assignment and Assessment Rubric](#)
Case Study, Inquiry and Lesson Development Project [TESOL Standards 1, 2, 3 and 5]	**EDCS/SLS 644** Multilingual/ EL Pedagogy	Students will conduct a **case study, create a lesson plan, teach, receive feedback, and reflect on their work**. The case study will develop students' awareness of the sociocultural learning context for MLLs and knowledge about language. The information gathered in the case study will be applied to the lesson plan and teaching to demonstrate use of culturally and linguistically responsive teaching. Finally students will receive feedback, self-assess, and reflect on their planning and teaching.

		[Assignment](#) and [Assessment Rubric](#)
[TESOL Standards 2, 3 and 4]	**EDCS 647C** Classroom & School Literacy Assessment: Multilingual	This project involves application of the readings and resources in the form of a case study. Teachers will choose a focal MLL student to work with throughout the semester and engage in data collection through observation, assessment, iterative analysis and implementation based on your findings. If teachers do not have access to a MLL/EL student to complete this project, the instructor will help pair the student with a K-12 MLL/EL student. [Assignment](#) and [Assessment Rubric](#)

PROGRAM FACULTY

Faculty Member Name	Highest Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program
Dr. Patricia Halagao	PhD, Curriculum & Instruction	Program Coordinator, Program Development, Instructor of EDCS 630, EDCS 440 EDCS 696	Professor & Chair, Department of Curriculum Studies, COE, University of Hawaiʻi at Mānoa. ● Scholarship focuses on multicultural education, specifically Filipinos in K-12 education. ● Received Board of Regents Medal for

			Excellence in Teaching (2012). ● Served on the Hawaiʻi State Board of Education (2013-2016), championing equity and cultural & linguistic policies on multilingualism and the Seal of Biliteracy. ● Sheltered English elementary teacher in Oakland, CA
Dr. Brook Chapman de Sousa	PhD, MLL/EL teacher preparation	Co-Coordinator Program Development, Instructor of EDCS/ SLS 644	Associate Professor, Institute for Teacher Education-Elementary, COE, University of Hawaiʻi at Mānoa. ● Developed K-6 TESOL/ Elementary Education Dual Licensure Undergraduate program. ● Seven years teaching undergraduate and graduate-level courses on multilingual learners/ English learners.
Dr. Graham Crookes	PhD, Second Language Studies	Program Development, Instructor of SLS Courses and SLS 680U	Professor, Second Language Studies Department, CALL, University of Hawaiʻi at Mānoa ● Specialties include the methodology of

			second language teaching and teacher development ● Teaches graduate, undergraduate courses, and workshops for teachers especially on teaching methodology, action research, and critical pedagogy, in a variety of settings around the world, including Colombia, Denmark, Korea, Kyrgyzstan, Singapore, and Vietnam. ● Research interests are critical language pedagogy and language teachers developing philosophies of teaching.
Dr. Elizabeth Gilliland	PhD, Second Language Studies	Instructor of SLS Courses and EDCS/SLS 644 Instructor	Associate Professor, Second Language Studies Department, CALL, University of Hawaiʻi at Mānoa ● Specializes in multilingual adolescents' academic language and writing development. ● Research analyzes the ways that

			teachers' oral response to high school students' writing is reflected in the students' understandings of academic language and subsequent written texts. ● Examines state and federal education policy on curriculum and teacher preparation around secondary school second language writing.
Dr. Dina Yoshimi	PhD, East Asian Languages & Literatures	Program Development, Instructor of SLS 680U	Associate Professor, ie Department of East Asian Languages & Literatures (EALL), CALL, University of Hawaiʻi, Mānoa and Director of the Hawaiʻi Language Roadmap Initiative ● Research interests include the pragmatics of everyday language use and language use in the state's multilingual workforce. ● Directs a series of national teacher training workshops for teachers on language use and workforce development.

Dr. ʻAlohilani Okamura	EdD, World Languages, MLL/EL teacher preparation	Instructor of EDCS/SLS 644	Instructor, Institute for Teacher Education-Secondary, COE, University of Hawaiʻi, Mānoa • Taught both in public and charter schools in the Hawaiʻi Department of Education for 25 years supporting Hawaiian language and culture initiatives. • Advocate for culture-based education • Research agenda focuses on the advancement of the Native Hawaiian language and culture and its role in promoting student achievement for all students in Hawaiʻi. • Committed to assisting teachers with discovering cultural practices and knowledge that will strengthen their connections to the land and people of Hawaiʻi.
Dr. Monica Gonzalez Smith	PhD	Instructor of EDCS/SLS 644	Assistant Professor, Institute for Teacher Education -Elementary, COE, University of Hawaiʻi at Mānoa.

			- Taught in Title one public schools to majority Spanish-speaking primary and secondary student populations. - Research focuses on video reflection for second language teacher education, the sheltered instruction observation protocol (SIOP), culturally responsive instruction (lesson planning and lesson enactment), and intercultural communicative competency.
Dr. Pōhai Shultz	PhD, Curriculum Studies Language Assessments	Instructor of EDCS 647C	Associate Specialist, Office of Student Academic Services, COE, University of Hawaiʻi at Mānoa. Principal Investigator of the Hawaiʻi State Department of Education's assessments for Hawaiian language immersion schools for state and federal accountability (KĀʻEO), the only native language assessments used

			for this purpose in the US. ● Established grant project, Puʻuhonua: Hale for Native Hawaiian Student Support ● Outstanding New Advisor Award, NACAD, Global Community for Academic Advising
Dr. Brooke Taira	PhD, Curriculum & Instruction, Literacy Studies	Instructor of EDCS 645, EDCS 647C	Assistant Professor, Department of Curriculum Studies, COE, University of Hawaiʻi at Mānoa. ● Secondary English teacher ● Research focuses on literacy and migration, specifically the experiences and literacy practices of newcomer and refugee students in secondary English classrooms. ● Work explores the potential of asset-based and culturally responsive teaching approaches to create inclusive and engaging literacy classrooms. ● Former Institutional Analyst, Office of Hawaiian Education, HIDOE

Dr. Keith Cross, Jr	PhD, Race, Inequality and Language in Education (PhD Minor: Linguistics)	Instructor of EDCS 630, EDCS 440	Assistant Professor, Department of Curriculum Studies, COE, University of Hawai'i at Mānoa. - Veteran Hip-Hop artist, singer-songwriter, educator and scholar. - Taught Hip-Hop lyricism (i.e., rap) to youth and the elderly, as a tool for enhancing mental and social well-being. - Research investigates cognitive function, language learning, and cultural and environmental sustainability in relation to oral traditions. - Secondary math teacher.
Dr. Julie Kaomea	PhD, Curriculum & Instruction	Instructor of EDCS 670, EDCS 671	Professor, Department of Curriculum Studies, COE, University of Hawai'i at Mānoa. Research specializes in curriculum and instruction with an emphasis on educational issues concerning Native Hawaiians and other underrepresented Indigenous groups and finding ways to help Native Hawaiian

			and other Indigenous students achieve academically. ● Published scholar and editorial board member of prestigious educational journals ● Conducts professional development seminars for Kamehameha Schools
Justin D. Levinson	JD	Instructor of Law courses, LWPA 587	Professor of Law Director, Culture and Jury Project Deputy Director, Institute of Asian-Pacific Business Law William S. Richardson School of Law, University of Hawai'i at Mānoa. ● Leader in the field of implicit bias and the law and an expert in psychological decision-making in the legal system. ● Founded the Culture and Jury Project, an interdisciplinary and international research collaboration devoted to facilitating the study of human decision-making in the law. ● Currently collaborating with scholars in China, Japan, and Korea, as

			well as domestically in the United States. ● Lectured, taught courses, and trained audiences globally, including in Eastern and Western Europe, East and Southeast Asia, Australia, and the Middle East.
Liam Skilling	JD, PhD	Instructor of LAW 590R	Director of the Evening Part Time Program and Academic Success Associate Faculty Specialist, William S. Richardson School of Law, University of Hawaiʻi at Mānoa. ● Scholarship includes education law and policy, civic education, child welfare law, and law school pedagogy and curriculum reform ● Spearheads the Law School's civic education efforts in the community and founded the Richardson Law & Justice Summer Program, a summer immersion program for public high school students interested in law, justice, and legally-related careers ● Taught K-12 education in New

			York, California, and Hawaiʻi

SUPPORTING INFORMATION

- MMPP Add-A-Field Core Assessments and TESOL Standards Matrix (link)
  Core Course Syllabi
- SLS 680U Syllabus (link) and Course Schedule/Assignments (link) EDCS 696 Syllabus
  (link)
- EDCS/SLS 644 (link) EDCS 647C
  (link)
- University of Hawaiʻi College of Education Multilingual Multicultural (MMPP) Graduate Certificate
  Website (link)
- Letters of Support (link)
- HiDOE Memo Regarding TESOL Qualification Requirements (link)
- MMPP InTasc Alignment (link)
- Organization of MMPP Courses (link)

REVIEW TEAM RECOMMENDATION TO HTSB

The state approved teacher education (SATE) review team recommends provisional approval for the license fields of TESOL K-6, 6-12, and K-12 added field program.

Program Strengths
- The coursework is appropriate and valuable to teachers who are adding the field of TESOL (K-6, 6-12 and K-12).
- The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.
- All faculty listed are suitable for this field of study.

Any Weakness or Recommendation for Improvement
- None

Follow-up Questions from the Review Team
- Questions asked and answered during Review Process
   - Clarification and link between the SLO below and TESOL standards
   - Clarification on course rubrics

TITLE: Consideration of Hawaii Pacific University's Request to Add Secondary (6-12) TESOL Content Field to their Existing Licensure Program

The Hawaii Teacher Standards Board approves the Hawaii Pacific University request to add TESOL 6-12 licensure to their existing approved Master of Education in Secondary Education program.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

HAWAII TEACHER STANDARDS BOARD
EDUCATOR PREPARATION ADDED OR NEW FIELD(S)
PROGRAM REVIEW TEMPLATE

Table of Contents

CONTACT AND CONTEXT INFORMATION

1. Unit name and address

Name	
Address	

2. Unit administrator

Name	
Title	
Email address	
Telephone number	

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

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.

ADDING A NEW PROGRAM, ADDED FIELD PROGRAM, OR NEW FIELDS TO EXISTING PROGRAM

To add a new license field or program during a continuing state approval term, Hawaii approved units are required to submit information regarding coursework, faculty, and assessments/rubrics that are in addition to or different from unit criteria approved at the most recent unit review.

Coursework Specific to New Program: List courses in table and describe or attach course syllabi.

Course/Seminar/Experience	Description

Assessments/rubrics Specific to New Program: List when assessments are administered and describe each assessment. Attach template and grading rubric for each assessment.

Name Of Assessment	When the Assessment is Administered	Description
Assessment of content knowledge		
Assessment of candidate ability to plan instruction		
Assessment of student teaching		
Assessment of candidate effect on student learning		
Assessment on candidate dispositions		

Faculty Specific to New Program: List faculty names and either complete table or attach roster that includes this information.

Faculty Member Name	Highest Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program

Additional Information Helpful to the Review Team

Master of Education

Secondary Education with Concentration in TESOL

Fall Semester (16 weeks)
ED 6000 The Professional Educator
ED 6100 Educational Psychology
ED 6300 Introduction to Teaching
ED 6700 The Exceptional Learner

Spring Semester (16 weeks)
AL 6961 Practicum in TESOL I For other concentrations: ED 64XX Secondary Content Curriculum & Instruction (English, Math, Science, Social Studies, or World Languages)
ED 6480 Integrated Curriculum: Literacy and Content
ED 6521 Secondary Clinical Practice I
ED 6522 Secondary Clinical Practice II

Summer Semester	
Term A (8 weeks)	Term B (8 weeks)
ED 6430 English Language Learner	ED 6310 Culturally Responsive Education in Hawaii
ED 6200 Introduction to Educational Research	ED 6660 Diversity and Social Change

Program Highlights

- Hawaii State Approved Teacher Education Program (SATEP)
- Teaching License authorized through Hawaii Teacher Standards Board
- Programs are completed in 12 months – Fall, Spring, Summer Semesters
- 12 credits per semester – 36 credits total
- Content Knowledge Requirement: 30 credit hours in concentration area or Praxis Content Exams required prior to student teaching
- Full-Time student teaching (450 hours) during Spring Semester (Clinical Practice)

AL 6961 Core Course Components

In a traditional course, you and your classmates attend classes, read assignments, and take exams on the same schedule. AL 6961 is not a traditional course; it is a *practicum* course focused on professional development of individual pre- and in-service professionals. It is designed to help every student develop the attitudes, skills, and knowledge needed to succeed as a student teacher and to prepare for "MA/MEd required" positions after graduation, particularly in language teaching.

	MA TESOL Details omitted as NA for MEd	Proposed for MEd TESOL Candidates
50% of course grade	Broadening your ESL/EFL experience • Observations • Professional Service Project • (Optional) Alternative Experiences	**MEd TESOL Seminar in Applied Linguistics and SLA** **This component enhances subject area knowledge contributing to InTasc Standard 4.** You will study, discuss, and reflect on your teaching practice in response to an introductory AL & SLA text and supplemental readings provided by the course instructor in weekly seminars with the AL 6961 instructor and MEd peers in World Languages. Assessment of content knowledge is measured with mini papers (245-300 words) or mini conferences (2-3 min) simulating responses to job interview questions on language acquisition, learning, and teaching. The rubric appears on the next page.
30 percent of course grade	Action Research Project Proposal	**Annotated/Revised Unit Plan** Since MEd TESOL meet their requirement for action research in ED 6XXX. In AL 6961, they demonstrate mastery of InTasc **Standard #5: Innovative Applications of Content:** "The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues." They do this by revising and/or annotating three lessons from their ED 6522 unit plan to show how and where they demonstrate each of the highlighted phrases above. In a follow up conference, student and instructor discuss tasks that may need further modification for ELs, if necessary. The rubric used to assess this standard appears below.
20 percent	**Recordkeeping, Personal Conferences, & Documentation (20 percent of course grade)** Recordkeeping is an important course requirement because it is the mechanism by which your professional activities are translated into credit. Attendance is assumed, not rewarded. Once you are familiar with the rhythm of the course, record keeping will take only a few minutes each week.	

Rubric for MEd TESOL Seminar

This rubric is worded for written assignments but can be adapted for oral discussions as well. Your score is adjusted to reflect the weighted value of the particular course component.

- synthesis of course readings and discussions as well as your personal experience
- awareness that language learning and teaching are complex, multi-faceted processes
- clear, thoughtful writing with specific examples to support your ideas
- transparent organization with clearly stated thesis, well-organized paragraphs, and helpful phrases and sentences of transition.

10 You have addressed the issue in the question and answered it in a clear, well-organized, thoughtful manner. It shows that you understand the vocabulary of our course and the complexity of the issues that we have been reading and talking about in class. Furthermore, you can discuss how you might apply these principles in language teaching situations. In its current form, this paper would be a good artifact for the MATESL portfolio showing evidence of your learning and thinking. It would also be a good (partial) response to a comprehensive examination (CE) question.

9 You have addressed the issue in the question. Your response is generally clear, thoughtful, and well written. It shows that you are thinking about the issues that we have been reading and talking about and, for the most part, understand them. There may be some inconsistencies, confusion in words or ideas, inadequacies in content or expression, or perhaps even an error in fact, but these do not distract significantly from the overall strength of this response. With minimal surface revision, this paper would be a good artifact for the MATESL portfolio or (partial) response to a CE question showing evidence of your learning and thinking.

8.5 Your response is generally clear and understandable. Overall, you seem to understand the principles of the course, but there is a clear weakness in content, clarity, or accuracy of your information. For example, you may have stated a clear general principle but failed to provide examples. With some editing, this paper could be a good artifact for the MATESL portfolio or a (partial) response to a CE question showing evidence of your learning and thinking.

8 This response is borderline but minimally acceptable in content and expression. Perhaps you did not fully address the question. Perhaps you are confused about the issue. Perhaps your response is incomplete, vague, or difficult to read. You should not be very satisfied with this paper. While it is okay, this paper would require considerable revision in order to be a good artifact for the MATESL portfolio or acceptable for a CE response.

7 This response is unacceptable in content or organization, **OR** a reader must struggle to understand what you are saying. It is not suitable for a portfolio and probably would not pass a CE reading.

0-6 This response is incomplete, confusing, late, or error-filled.

-10 These words may be very nice, but they are not yours.

Rubric for Assessing InTasc Standard 5

With respect to the components of **InTasc Standard 5 Innovative Applications of Conten**t, the student's revision and/or adaptation of their unit plan demonstrates that they the degree to which they meet program expectations. The 4-point scale can be thought of as a 4-point, graduate student rating where a B (3.0) represents minimal, but passing performance for graduate student in good standing.

	Submitted but does not meet… 1	Approaches… 2	Meets… 3	Exceeds… 4
Connecting concepts				
Use different perspectives				
Engage learners in critical/engaging learning				
Engage learners in collaborative problem solving				
Related to local & global issues				
Realistic for ELs at various levels of proficiency[1]				

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[1] For conference with AL professor only. This criteria does not affect MEd outcomes or student grade in the course.

AL 6961 Syllabus Supplement

Thank you for this opportunity to examine and clarify how AL 6961 will address both content knowledge and InTask Std. 5 for the MEd TESOL. This table summarizes key factors related to the MA TESOL and MEd programs and the role of AL 6961 plays in both.

Factor	MA TESOL	MEdSecondary TESOL
Background experience & education	Varies widely but ranges from BA degree (in anything) with no teaching experience to experienced EFL teacher with no prior coursework in TESOL	Likely to vary widely
Content area knowledge base	Eight 3-cr 6000-level courses in applied linguistics and language teaching pedagogy. See here.	Two 3-cr courses: ED 6430 and AL 6961. ED 6430 focuses on awareness of ELs, their needs, and inclusive practices for working with them in 6-12 classes. AL 6961 fulfills a need for SLA content knowledge and EL pedagogy.
Supervised student teaching (ST) experience	AL 7099—a modest, 40-hour supervised ST experience. Often, however, MA TESOL candidates complete this experience on the job where they are already successfully employed and, of course, earning many more hours of experience.	Rigorous ED 6521+ED 6522 experience, taken concurrently with AL 6961, far surpasses MA TESOL expectations.
Role of AL 6961 in program.	Informally called pre-practicum. Goal is to (a) broaden candidate awareness of the ESOL field—locally & globally—in various learning environments, not necessarily 6-12 and (b) deepen candidate's experience working with ELs as individuals and/or in classes.	Provide essential content area background knowledge on first & second language acquisition (SLA), applied linguistics, EL pedagogy, and research in all three.
How AL 6961 meets student needs	Students & instructor co-create individual plans to meet the needs described above with four primary but flexible components.	AL 6961 instructor plans a weekly seminar for MEd WL and MEd TESOL majors to address the content area needs described above.

In sum, while it may seem ironic to claim that AL 6961 can fulfill the vastly different needs of MA TESOL and MEd TESOL students, the ability to do so lies in the flexible course design of AL 6961 and the expertise of the AL faculty in tailoring an individualized course for the enrolled pre- and/or in-service language teachers. As a result, the particular components of the course are differentiated for AL and MEd students.

Assessment Name	**Interdisciplinary Unit Plan** *(InTASC Embedded Assessment #6 & 7)*

Description	This assignment is composed of two parts:
	
	1. Design for Instruction
	2. Assessment of Student Learning
	
	The first part, Design for Instruction, consists of the following items to be included in the official unit plan template:
	
	• **Learning Outcomes.** Learning outcomes that define what students are expected to know and be able to do at the end of the unit.
	• **Assessment Plan.** Assessment plan that monitors student progress toward achievement of each of the learning outcomes.
	• **Design for Instruction.** A description of the unit of instruction and how it relates to the learning context and outcomes, as well as detailed lesson plans for four or five lessons within the unit.
	
	The unit plan template is available here:
	
	• Link to Unit Plan Template
	
	Instructions for using the template are available in the Unit Plan Supplement:
	
	• Link to Unit Plan Supplement
	
	The second part, Assessment of Student Learning, is a narrative document addressing the following prompts:
	• **Instructional Decision Making.** A description of students' learning or responses that led to a revision of the unit plan.
	• **Analysis of Student Learning**. Analysis of assessment data, including pre/post assessments and formative assessments, to determine students' progress related to the unit learning outcomes.
	• **Reflection and Self-Evaluation.** Reflection and self-evaluation of the teacher candidate's performance with regard to student learning result and decisions made during instruction.
	
	The following are details about each prompt:
	
	1. **Instructional Decision-Making**
	   a. **Description of Learning**
	      Directions: Describe a time during your unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence of the student's

learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).

    b. **Description of Instructional Modifications for Student #1**
Directions: Describe the modifications that you made in response to this student and explain why you thought this would improve student progress toward the learning outcome. Describe how these modifications were congruent with learning outcomes and were informed by your analysis of student learning/performance, best practice, or contextual factors.

2. **Analysis of Student Learning**
    a. **Description of the Overall Performance and Progress of the Whole Class**
Directions: Provide a narrative to report qualitative (descriptive) information about the general performance of the whole class and its progress toward achieving learning outcomes. Provide a meaningful interpretation and draw appropriate conclusions from the graphic representation that you have presented below. Your qualitative analysis should include a description of your impact on student learning in terms of number of students who achieved and made progress toward each learning outcome

    b. **Graphic Representation of the Overall Performance and Progress of the Whole Class**
Directions: To report quantitative (numerical) data about the progress of the whole class toward the learning outcomes, create a table that shows pre- and post-assessment data on every student for every learning outcome. Then, create a graphic summary (chart or graph) that shows the extent to which your students made progress (from pre- to post-) toward achieving the criteria that you identified for each learning outcome in the Assessment Plan section.

    c. **Description of the Overall Performance and Progress of a Subgroup**
Directions: Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of <u>one</u> learning outcome. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers).

Provide a narrative to report qualitative (descriptive) information about the general performance of these subgroups and their progress toward achieving learning outcomes. Provide a meaningful interpretation and draw appropriate conclusions from the graphic representation that you have presented below. Your qualitative analysis should include a description of your impact on student learning in terms of number of students in each subgroup who achieved and made progress toward this learning outcome.

    d. **Graphic Representation of the Overall Performance and Progress of a Subgroup**
Directions: To report quantitative (numerical) data about the progress of the subgroup toward the achievement of a single learning outcome, create a table that shows pre- and post-assessment data on every student in each subgroup for this

	learning outcome. Then, create a graphic summary (chart or graph) that compares pre- and post-assessment results for the subgroups on this learning outcome to summarize what this data shows about student learning.
	e. **Description of the Overall Performance and Progress of Individuals** *Select two students who demonstrated different levels of performance. Provide a rationale for why it is important to understand the learning of these particular students. Use pre-, formative, and post- assessment data with examples of the students' work to draw conclusions about the extent to which these two students attained the learning outcomes.* *Provide a narrative to report qualitative (descriptive) information about the general performance of these subgroups and their progress toward achieving learning outcomes. Graphic representations are not necessary for this subsection.*
	3. **Reflection and Self-Evaluation** a. **Successes** *Directions: Select the learning outcome where your students were most successful. Provide two or more possible reasons for this success. Consider your outcomes, instruction, and assessment along with student characteristics and other contextual factors under your control.* b. **Challenges** *Directions: Select the learning outcome where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your outcomes, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.* c. **Reflections of Possibilities for Professional Development** *Directions: Describe at least two professional learning outcomes (i.e. InTASC Standards) that emerged from your insights and experiences with this assignment. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.*
Evaluation	Rubrics used to evaluate the two parts of this assignment can be found below.

Design for Instruction (Unit Plan) Rubric

	Well Below Expectations	Below Expectations	Approaching Expectations	Meets Expectations	Exceed Expectations
Unit Outcomes	0 - 29 The response provides no evidence of the teacher candidate's ability to articulate unit outcomes, including enduring understanding(s), essential question(s), general learner outcome(s), common core standards, and learner outcomes.	30 - 49 The response provides minimal or ineffective evidence of the teacher candidate's ability to articulate unit outcomes, including enduring understanding(s), essential question(s), general learner outcome(s), common core standards, and learner outcomes.	50 - 69 The response provides limited, partial and/or vague evidence of the teacher candidate's ability to articulate unit outcomes, including enduring understanding(s), essential question(s), general learner outcome(s), common core standards, and learner outcomes.	70 - 89 The response provides appropriate and effective evidence of the teacher candidate's ability to articulate unit outcomes, including enduring understanding(s), essential question(s), general learner outcome(s), common core standards, and learner outcomes.	90 - 100 The response provides consistent, highly effective, and insightful evidence of the teacher candidate's ability to articulate unit outcomes, including enduring understanding(s), essential question(s), general learner outcome(s), common core standards, and learner outcomes.
Assessment Plan	0 - 29 The response provides no evidence of the teacher candidate's ability to articulate an assessment plan, including learning outcomes, assessment tasks, point of implementation, assessment criteria, and individual adaptations.	30 - 49 The response provides minimal or ineffective evidence of the teacher candidate's ability to articulate an assessment plan, including learning outcomes, assessment tasks, point of implementation, assessment criteria, and individual adaptations.	50 - 69 The response provides limited, partial and/or vague evidence of the teacher candidate's ability to articulate an assessment plan, including learning outcomes, assessment tasks, point of implementation, assessment criteria, and individual adaptations.	70 - 89 The response provides appropriate and effective evidence of the teacher candidate's ability to articulate an assessment plan, including learning outcomes, assessment tasks, point of implementation, assessment criteria, and individual adaptations.	90 - 100 The response provides consistent, highly effective, and insightful evidence of the teacher candidate's ability to articulate an assessment plan, including learning outcomes, assessment tasks, point of implementation, assessment criteria, and individual adaptations.

	0 - 29	30 - 49	50 - 69	70 - 89	90 - 100
Preparation Details	The response provides no evidence of the teacher candidate's understanding of preparation details, including a timeline, materials and technology, resources, and a universal design for learning.	The response provides minimal or ineffective evidence of the teacher candidate's understanding of preparation details, including a timeline, materials and technology, resources, and a universal design for learning.	The response provides limited, partial and/or vague evidence of the teacher candidate's understanding of preparation details, including a timeline, materials and technology, resources, and a universal design for learning.	The response provides appropriate and effective evidence of the teacher candidate's understanding of preparation details, including a timeline, materials and technology, resources, and a universal design for learning.	The response provides consistent, highly effective, and insightful evidence of the teacher candidate's understanding of preparation details, including a timeline, materials and technology, resources, and a universal design for learning.
Learning Activities	The response provides no evidence of the teacher candidate's ability to articulate a plan for learning activities, including opening activities, learning activities, and closing activities.	The response provides minimal or ineffective evidence of the teacher candidate's ability to articulate a plan for learning activities, including opening activities, learning activities, and closing activities.	The response provides minimal or ineffective evidence of the teacher candidate's ability to articulate a plan for learning activities, including opening activities, learning activities, and closing activities.	The response provides appropriate and effective evidence of the teacher candidate's ability to articulate a plan for learning activities, including opening activities, learning activities, and closing activities.	The response provides consistent, highly effective, and insightful evidence of the teacher candidate's ability to articulate a plan for learning activities, including opening activities, learning activities, and closing activities.

Analysis of Student Learning Rubric

	Well Below Expectations	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Instructional Decision Making	The teacher candidate provides no description of a time during the unit when two students' learning or response caused a modification of the original design for instruction, no description of these modifications, and no explanation for why they would improve the students' progress toward the learning outcome, no suggestions for improvement.	The teacher candidate provides a very limited description of a time during the unit when two students' learning or response caused a modification of the original design for instruction, a very limited description of these modifications, and a very limited explanation for why they would improve the students' progress toward the learning outcome.	The teacher candidate provides a partial description of a time during the unit when two students' learning or response caused a modification of the original design for instruction, a partial description of these modifications, and a partial explanation for why they would improve the students' progress toward the learning outcome.	The teacher candidate provides a complete description of a time during the unit when two students' learning or response caused a modification of the original design for instruction, a complete description of these modifications, and a complete explanation for why they would improve the students' progress toward the learning outcome.	The teacher candidate provides an in-depth description of a time during the unit when two students' learning or response caused a modification of the original design for instruction, an in-depth description of these modifications, and an in-depth explanation for why they would improve the students' progress toward the learning outcome.
Analysis of Student Learning	The teacher candidate provides no analysis of student learning, including a description and graphic representation of the overall performance and progress of the whole class, a subgroup, and individuals.	The teacher candidate provides a very limited analysis of student learning, including a description and graphic representation of the overall performance and progress of the whole class, a subgroup, and individuals.	The teacher candidate provides a partial analysis of student learning, including a description and graphic representation of the overall performance and progress of the whole class, a subgroup, and individuals.	The teacher candidate provides a complete analysis of student learning, including a description and graphic representation of the overall performance and progress of the whole class, a subgroup, and individuals.	The teacher candidate provides an in-depth analysis of student learning, including a description and graphic representation of the overall performance and progress of the whole class, a subgroup, and individuals.
Reflection and Self-Evaluation	The teacher candidate provides no description of when the students were most and least successful, no explanation of reasons for these successes and challenges, and no discussion of learning outcomes and possibilities for professional development.	The teacher candidate provides a very limited description of when the students were most and least successful, very limited explanation of reasons for these successes and challenges, and a very limited discussion of learning outcomes and possibilities for professional development.	The teacher candidate provides a partial description of when the students were most and least successful, a partial explanation of reasons for these successes and challenges, and a partial discussion of learning outcomes and possibilities for professional development.	The teacher candidate provides a complete description of when the students were most and least successful, a complete explanation of reasons for these successes and challenges, and a complete discussion of learning outcomes and possibilities for professional development.	The teacher candidate provides an in-depth description of when the students were most and least successful, an in-depth explanation of reasons for these successes and challenges, and an in-depth discussion of learning outcomes and possibilities for professional development.

Assessment Name	**Clinical Observations and Evaluations** (*InTASC Standard Embedded Assessment # 8*)
Description	Observations will be evaluated using the Charlotte Danielson Framework This is a multi-part assignment that will be considered complete only when all of the following are completed satisfactorily:

First Formal Observation by Mentor Teacher		Checkmark
	Item	**Checkmark**
1a	Schedule a formal observation by your mentor teacher.	☐
1b	Have your mentor teacher observe you engage in instruction. It must be a full lesson.	☐
1c	Your mentor teacher will evaluate your instruction using the Charlotte Danielson Rubric. Make sure that the form is completely filled out. In particular, the cover page must be completely filled out. No credit will be given to this item until a completed form is uploaded to Blackboard.	☐
1d	Write a reflection based on the formal observation. Upload your reflection to Blackboard by the end of the day on Saturday of the week that you were observed.	☐

First Formal Observation by University Instructor		
	Item	**Checkmark**
2a	Schedule a formal observation by the university instructor.	☒
2b	Have the university instructor observe you engage in instruction. It must be a full lesson.	☐
2c	The university instructor will evaluate your instruction using the Charlotte Danielson Rubric. Make sure that the form is completely filled out. In particular, the cover page must be completely filled out. No credit will be given to this item until a completed form is uploaded to Blackboard.	☐
2d	Write a reflection based on the formal observation. Upload your reflection to Blackboard by the end of the day on Saturday of the week that you were observed.	☐

Second Formal Observation by Mentor Teacher

		Item	Checkmark
	3a	Schedule a formal observation by your mentor teacher.	☐
	3b	Have your mentor teacher observe you engage in instruction. It must be a full lesson.	☐
	3c	Your mentor teacher will evaluate your instruction using the Charlotte Danielson Rubric. Make sure that the form is completely filled out. In particular, the cover page must be completely filled out. No credit will be given to this item until a completed form is uploaded to Blackboard.	☐
	3d	Write a reflection based on the formal observation. Upload your reflection to Blackboard by the end of the day on Saturday of the week that you were observed.	☐

Second Formal Observation by University Instructor			
		Item	Checkmark
	4a	Schedule a formal observation by the university instructor.	☐
	4b	Have the university instructor observe you engage in instruction. It must be a full lesson.	☐
	4c	The university instructor will evaluate your instruction using the Charlotte Danielson Rubric. Make sure that the form is completely filled out. In particular, the cover page must be completely filled out. No credit will be given to this item until a completed form is uploaded to Blackboard.	☐
	4d	Write a reflection based on the formal observation. Upload your reflection to Blackboard by the end of the day on Saturday of the week that you were observed.	☐

Evaluation	This assignment will be evaluated on the basis of the checkmarks in the table above. The full score (200 points) will be rewarded on completion of all the checkmarks.

Assessment Name	Professional Dispositions Evaluation
Description	HPU's School of Education is highly committed to developing a community of learners through the cultivation of professional dispositions. These dispositions, identified as Professional Dispositions, encompass attitudes, values, and beliefs, which are exhibited through both verbal and non-verbal behaviors. As educators, it is through interaction with students, families, colleagues and communities that these positive behaviors support student learning and development as well as the professional's own growth. As future educators, it is important that our students uphold and model these Professional Dispositions. The dispositions are listed below.
Evaluation	Reflective self-evaluation based on the prompts below.

Professional Dispositions Checklist	
Personal Qualities	o Commits to ethical practices (maintains confidentiality, legal mandates) o Is highly motivated o Displays persistence and perseverance o Exhibits self-control and responsible risk taking o Is punctual and reliable o Presents a professional appearance and demeanor o Takes initiative o Be intentionally inviting o Uses sound, informed judgment o Demonstrates warmth and advocacy for others o Takes personal responsibility for elevating the teaching profession as an important and valuable part of our society
Communication	o Responds to written communication and request in a timely manner o Communicates academic and personal needs to improve their learning o Demonstrates a high level of academic competence in both written and oral communication o Engages in positive verbal and non-verbal communication
Collaboration	o Establishes rapport with others by communicating respectfully o Values teamwork and demonstrates a commitment to achieving team goals by being a flexible thinker o Assumes appropriate roles in the collaborative process (listener, contributor) o Demonstrates a respectful appreciation for diverse perspectives
Commitment to Professional Growth	o Is a self-directed learner o Responds positively to constructive feedback and suggestions o Uses suggestions to improve skills and understanding o Strives to achieve competence and integrity o Reflects on/evaluates strengths and areas for improvement o Values life-long learning
Active Engagement	o Displays interest and curiosity in the learning process o Engages in all activities with intent to learn

Commitment to Diversity	o Demonstrates cultural respect and understanding o Displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals o Advocates high and appropriate expectations for *all* students o Creates an inclusive community for all learners

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Reflective Self-Evaluation Worksheet (Sample)

Instruction:

Use the checklist above to reflect on your growth as a professional teacher in the following areas:

1. Personal Qualities
2. Communication
3. Collaboration
4. Commitment to Professional Growth
5. Active Engagement
6. Commitment to Diversity

For each of the above areas, assign a letter grade based on the following criteria:

"A" Criteria	"B" Criteria	"C" Criteria	"D" Criteria
I can give **specific** examples of how I have achieved or demonstrated growth in this area.	I can give **specific** examples of how I have made intentional effort to improve in this area, even though the results were uneven.	I can give **general** examples of how I have put in effort to improve in this area.	I cannot give any examples of how I have tried to improve in this area.

Area of Professional Dispositions		Grade *What grade would you assign yourself based on the criteria above?*	Evidence *Provide narrative evidence below to justify the grade you assigned yourself.*
1	Personal Qualities		
2	Communication		
3	Collaboration		
4	Commitment to Professional Growth		
5	Active Engagement		
6	Commitment to Diversity		

HPU Master of Education in Secondary Education

Standards and Assessments

Relevant HPU Standards, Learning Outcomes, and Assessments of Candidate Learning

InTASC Standards	Assessment of Candidate Learning
The Learner and Learning	
Standard #1: Learner Development The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**Learner Development Reflections** (ED 6100 Educational Psychology)
Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**Culture-Based Sail Plan** (ED 6310 Culturally Responsive Education in Hawaii)
Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.	**Classroom Community Plan** (ED 6521 Secondary Clinical Practice I)
Content	
Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.	**Content Knowledge Requirement** PRAXIS content knowledge exam or 30 credits in content area
Standard #5: Innovative Applications of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.	**Curriculum Course GPA** ED 6420 (English), ED 6440 (Math), ED 6450 (Science), ED 6460 (Social Studies), ED 6470

	(World Languages), **or** AL 6961 (TESOL); **and** ED 6480 Integrated Curriculum
Instructional Practice	
Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Interdisciplinary/Intradisciplinary Unit Plan: Multiple Assessments** (ED 6522 Secondary Clinical Practice II)
Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Interdisciplinary/Intradisciplinary Unit Plan: Instruction** (ED 6522 Secondary Clinical Practice II)
Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Clinical Practice Evaluation** (ED 6522 Secondary Clinical Practice II)
Professional Responsibility	
Standard #9: Reflection and Continuous Growth The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.	**Educational Research Project** (ED 6200 Introduction to Educational Research)
Standard #10: Collaboration The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.	**Collaboration Portfolio** (ED 6522 Secondary Clinical Practice II)

HPU School of Education Guiding Values and Principles

The core values and principles HPU's School of Education are embedded in its vision and mission statements and provide the foundation for the school's knowledge base and standards. For a full list of the HPU School of Education Guiding Values, Principles, and Knowledge Base, refer to the School of Education Handbook.

Values	Guiding Principles	Standards
Hoʻihi – respect. The value of *hoʻihi* teaches us to honor the dignity of others and to conduct ourselves with integrity. As professional educators, we honor the dignity and diversity of our students by fostering a positive learning environment and providing them with a variety of learning activities tailored to their unique needs.	**Professional educators are respectful.** They employ a repertoire of best practices for diverse learners and foster a positive learning community.	**The Learner and Learning** Standard #1: Learner Development Standard #2: Learning Differences Standard #3: Learning Environments
Imi Naʻauao – to seek knowledge. The value of *ʻimi naʻauao* promotes the ideal of life-long learning; it urges us to know our students well.	**Professional educators are knowledgeable.** They are subject matter experts who focus on the needs of the individual learner.	**Content Knowledge** Standard #4: Content Knowledge Standard #5: Application of Content
Mālama – to care for *Mālama* is the benevolent value of stewardship; it calls on us to serve our students as care takers and as stewards of their learning. *Mālama* encourages us to exercise care in the conduct of our teaching through careful planning and assessment of student learning.	**Professional educators are caring.** They plan, teach, and assess student learning in a variety of ways.	**Instructional Practice** Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies

Laulima – to work cooperatively. The value of *laulima* encourages collaboration and cooperation. As educators, we achieve harmony when we adopt a reflective stance in our teaching, and we foster good relationships with others in support of student learning.	**Professional educators work collaboratively.** Professional Educators reflect upon their practice and engage in partnerships that support student learning.	**Professional Responsibility** Standard #9: Professional Learning and Ethical Practice Standard #10: Leadership and Collaboration

Professional Disposition: Expectations

HPU's School of Education is highly committed to developing a community of learners through the cultivation of professional dispositions. These dispositions, identified as Professional Dispositions, encompass attitudes, values, and beliefs, which are exhibited through both verbal and non-verbal behaviors. As educators, it is through interaction with students, families, colleagues and communities that these positive behaviors support student learning and development as well as the professional's own growth. As future educators, it is important that our students uphold and model these Professional Dispositions.

Personal Qualities	- Commits to ethical practices (maintains confidentiality, legal mandates) - Is highly motivated - Displays persistence and perseverance - Exhibits self-control and responsible risk taking - Is punctual and reliable - Presents a professional appearance and demeanor - Takes initiative - Be intentionally inviting - Uses sound, informed judgment - Demonstrates warmth and advocacy for others - Takes personal responsibility for elevating the teaching profession as an important and valuable part of our society
Communication	- Responds to written communication and request in a timely manner - Communicates academic and personal needs to improve their learning - Demonstrates a high level of academic competence in both written and oral communication - Engages in positive verbal and non-verbal communication
Collaboration	- Establishes rapport with others by communicating respectfully - Values teamwork and demonstrates a commitment to achieving team goals by being a flexible thinker - Assumes appropriate roles in the collaborative process (listener, contributor) - Demonstrates a respectful appreciation for diverse perspectives
Commitment to Professional Growth	- Is a self-directed learner - Responds positively to constructive feedback and suggestions - Uses suggestions to improve skills and understanding - Strives to achieve competence and integrity - Reflects on/evaluates strengths and areas for improvement - Values life-long learning
Active Engagement	- Displays interest and curiosity in the learning process - Engages in all activities with intent to learn

Commitment to Diversity	o Demonstrates cultural respect and understanding
	o Displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals
	o Advocates high and appropriate expectations for *all* students
	o Creates an inclusive community for all learners

Professional Disposition Rubric: Academic

Candidates are expected to conduct themselves as professionals at all times: attending all seminars, meeting all field requirements, arriving on time, interacting with respect for the perspectives of others, communicating in an open and reflective manner, and collaborating responsibly. We are all responsible for our own learning and for building a safe and nurturing community of learners. We need to be role models now to cultivate appropriate attitudes and behaviors we will expect from our students later.

Accordingly, engaging in personal emails, instant messaging, games and web surfing are not appropriate activities during class time. Please turn off your interrupting devices.

*NOTE: Excessive violation of HPU's School of Education's expectations for professionalism will result in a Plan for Continuous Improvement to guide and support observable changes in the candidate's behavior.

	Excellent	Acceptable	Approaching
Punctuality	3 Consistently:	2 Frequently:	1 Occasionally:
	- arrives on time to class - returns on time after breaks - stays for the entire class		
Engagement	3 Consistently:	2 Frequently:	1 Occasionally:
	- engages in all class activities and discussions - listens attentively and respectfully to all speakers - communicates clearly and thoughtfully		
Preparedness	3 Consistently:	2 Frequently Prepared:	1 Occasionally Prepared:
	- comes to class fully prepared with assignments and materials - hands in all assignments on time		

Collaboration	3	2	1
	Consistently:	Frequently:	Occasionally:
	• works well with others during group projects gives thoughtful feedback, and responds well to feedback		
Communication	3	2	0
	Consistently:	Frequently:	Occasionally:
	• responds to emails in a timely manner. • gives thoughtful written feedback, and responds well to feedback.		

TITLE: Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Bachelor of Education in Special Education Mild/Moderate 6-12 and Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

The Hawaii Teacher Standards Board accepts HTSB Review Team recommendation to grant provisional state approval to the University of Hawaii at Manoa's College of Education Bachelor of Education in the following fields and grade levels:

- Special Education Mild/Moderate 6-12
  and
- Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

The State Approved Teacher Education (SATE) Review Team recommends approval of the University of Hawaii at Manoa's College of Education Bachelor of Education in Special Education Mild/Moderate 6-12 and Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

Program Strengths
It is evident that:
- HTSB Performance Standards (InTASC) and Content (CEC) standards are addressed.
- HTSB Licensure Requirements are addressed.
- comprehensive training needed for teacher effectiveness is provided
- COE is investing resources in the programs.
- COE is responding quickly to the needs of its school partner.
- candidates will be assessed throughout the program to ensure their meeting the requirements.
- this unique undergraduate program, which produces SPED teachers, will help address Hawaii's teacher shortage.
- the programs are comprised of a comprehensive list of courses in SPED.
- the courses are taught by qualified instructors.

Any Weakness or Recommendation for Improvement
- It is recommended that the program explore ways in which the HIDOE Sheltered Instruction requirement may be included in any future programs.
- The programs are recommended to stay up to date on HIDOE requirements so that future educators are not subject to additional professional development immediately after graduation.

The program may recommend completers for initial licensure for the following license fields:

- Special Education Mild/Moderate 6-12
  and
- Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

This program shall be included in the provider's 2028 accreditation review.

Submitted by: Branden Kawazoe
 Referred to: Teacher Education Committee

**HAWAII TEACHER STANDARDS BOARD REVIEW TEAM REPORT OF
THE UNIVERSITY OF HAWAII AT MANOA'S COLLEGE OF EDUCATION
PROPOSAL
FOR A BACHELOR OF EDUCATION IN SPECIAL EDUCATION IN
TWO TRACKS: MILD-MODERATE 6-12 AND SEVERE
DISABILITIES/AUTISM PK-3, K-6, 6-12, AND K12.**

SATE REVIEW TEAM RECOMMENDATIONS

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for a Bachelor of Education in Special Education (BEd SPED). The BEd SPED will offer two tracks: (1) mild/moderate 6-12, and (2) severe disabilities/autism PK-3, K-6, 6-12, K-12

RATIONALE
Program of Study: The coursework is appropriate and valuable to teachers who are seeking a Bachelor's of Education in Special Education (BEd SPED). The BEd SPED will offer two tracks: (1) mild/moderate 6-12, and (2) severe disabilities/autism PK-3, K-6, 6-12, K-12

Standards & Assessments: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.

Faculty: All faculty listed are suitable for this field of study.

REVIEW TEAM MEMBERS

- Sungti Hsu, Education Consultant
- Joan Lewis, Education Consultant
- Maria Guardino, NBCT and Education Consultant
- Felicia Villalobos, HTSB Interim Executive Director

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PROVIDER INFORMATION

Name of Provider: Nathan Murata
Provider Contact: nmurata@hawaii.edu

PROGRAM CONTACT

College of Education

1776 University Avenue, 128 Everly Hall
University of Hawaii at Manoa

Honolulu, HI 96822

PROGRAM INFORMATION

Program Director: Amelia Jenkins

Name of program: Bachelors of Education in Special Education

License Field(s) and Level(s) to be offered:

- SPED Mild/Moderate 6-12
- SPED Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

Field Projected Implementation Date: Fall 2022

PROGRAM JUSTIFICATION:
The need for licensed special education teachers in Hawaii is significant and persistent. In November 2019, the Hawaii DOE reported that there were more than 2200 special education teacher positions in the state, and about 500 were filled with unlicensed special education teachers. Given the serious and persistent teacher shortage in Hawaii as well as the prior Felix Consent Decree, the Hawaii DOE has contracted with the UHM Department of Special Education to prepare special education teachers for the state. The contract has been ongoing since 1998 with the current contract of $1.5M per year to fund student stipends and faculty positions to provide the necessary teacher training. The new BEd in Special Education is now included in this contract and students will be eligible for DOE stipends to cover their tuition costs in return for a three year payback teaching special education in Hawaii once they are licensed.

The BEd in Special Education will fill the current gap in undergraduate special education teacher education licensure options at the University of Hawaii, College of Education by giving prospective students statewide the choice of teacher licensure programs across the range of disabilities (mild/moderate and severe/autism) and grade levels (PreK-3, K-6, and 6-12) at the undergraduate level. Currently, licensure in these areas is only at the Post-Baccalaureate or MEd levels. The current undergraduate special education licensure programs are all dual general education and special education programs for mild/moderate disabilities at the PreK-3 and K-6 levels. Expanding special education licensure options at the bachelor's degree level is especially important on the neighbor islands and rural areas of Oahu where prospective students have less access to higher education and are thus less likely to already hold a bachelor's degree (as required for obtaining special education licensure through a Post-Baccalaureate program).

DESCRIPTION OF COURSEWORK AND CLINICAL EXPERIENCES

BEd in SPED Program Requirements (Years 3 and 4 of BEd Degree Program)
Licensure Tracks Prerequisite:

- SPED 304   Foundations of Inclusive Education (3 cr)

CORE Courses (24 credits):
- SPED 425   Partnerships with Families and Professionals (3 cr)
- SPED 480   Instructional and Assistive Technology (3 cr)
- SPED 485   Classroom Organization and Management (3 cr)
- ITE 320   Instructional and Assessment Methods for Multilingual Learners (3 cr)
- SPED 306   Special Education Law and Policy (3 cr)
- SPED 310   Introduction to Special Education Assessment (3 cr)
- SPED 311   Introduction to Specialized Instruction (3 cr)
- SPED 489   Intensive Behavioral Interventions (3 cr)

FIELD Courses (21 credits)
- SPED 400   Field Training in Special Education (3 semesters @ 3 cr each)
- SPED 390   Student Teaching in Special Education (10 cr)
- SPED 391   Seminar in Student Teaching in Special Education (2 cr)

Secondary Special Education – Mild/Moderate Disabilities Track (18 credits):
- SPED 421(e) Strategies for Reading Difficulties – Mild/Moderate Disabilities (3 cr)
- SPED 422   Literacy (Writing) for Secondary Students – Mild/Moderate Disabilities (3 cr)
- SPED 461(e) Assessment, Planning, and Instruction for Students with Mild/Moderate Disabilities (3 cr)
- SPED 463   Inclusive Practices Across the Curriculum - Mild/Moderate Disabilities (3 cr)
- SPED 455   Secondary Transition – Mild/Moderate Disabilities (3 cr)
- SPED 487   Characteristics/Strategies for Teaching At-Risk Students (3 cr)

Severe Disabilities/Autism Track (18 credits)
- SPED 332   Children with Communication Needs (3 cr)
- SPED 412   Individuals with Severe Disabilities/Autism (3 cr)
- SPED 453   Physical and Medical Needs – Severe Disabilities/Autism (3 cr)
- SPED 454   Serving Non-School-Age Individuals with Severe Disabilities/Autism (3 cr)
- SPED 460   Introduction to Assessment and Instruction – Severe Disabilities/Autism (3 cr)
- SPED 462   Assessment and Instruction – Severe Disabilities/Autism (3 cr)

Program Credits
- **CORE   24**
- **Track   18**
- **Field   21**

Total   *63

*Total major credits = 6 ; includes SPED 304 pre-requisite

ASSESSMENTS, SUPPORTING COURSEWORK, AND ASSESSMENT DESCRIPTION

Hawaii Teacher Performance Standard (HTPS) and Council for Exceptional Children (CEC) Standards Aligned to Course Products CORE Products for all BEd in SPED

Hawaii Teacher Performance Standards (HTPS)	CEC Standards	Courses and Assignments Aligned	Rubrics
Standard 1: Learner Development	**Standard 2** Understanding & addressing each individual's development & learning needs	*SPED 400c[1]* Formal Lesson Plans and Observations	Assessment A
Standard 2: Learning Differences		*SPED 390[2] - Final Student Teaching Evaluation*	Assessment B
		SPED 304 Foundations of Inclusive Schooling	Disability Tool Kit Assignment
Standard 3: Learning Environment	**Standard 6:** Supporting social, emotional, and behavioral growth	*SPED 390[2] Unit of Instruction - Effect on Student Learning*	Assessment C
		SPED 390[2] - Final Student Teaching Evaluation	Assessment B
Standard 4: Content Knowledge	**Standard 3** Demonstrating subject matter content and specialized curricular knowledge	*SPED 400c[1]* Formal Lesson Plans and Observations	Assessment A
Standard 5: Application of Content		SPED 390[2] Unit of Instruction - Effect on Student Learning	Assessment C

		SPED 390[2] - Final Student Teaching Evaluation	Assessment B
Standard 6: Assessment	**Standard 4**: Using assessment to understand the learning and the learning environment for data-based decision making	SPED 390[2] Unit of Instruction - Effect on Student Learning *SPED 390[2] - Final Student Teaching Evaluation*	Assessment C Assessment B
Standard 7: Planning for Instruction	**Standard 5**: Supporting learning using effective instruction	SPED 400c[1] Formal Lesson Plans and Observations	Assessment A
Standard 8: Instructional Strategies		SPED 390[2] Unit of Instruction - Effect on Student Learning *SPED 390[2] - Final Student Teaching Evaluation*	Assessment C Assessment B
Standard 9: Professional Learning and Ethical Practice	**Standard 1**: Engaging in professional learning and practice within ethical guidelines	SPED 400 a, b, c,[1] and SPED 390[2] Dispositions	Assessment D
		SPED 306 *Special Education Law and Policy*	Law Resource Project
Standard 10: Leadership and Collaboration	**Standard 7**: Collaborating with team members	SPED 400 a, b, c,[1] and SPED 390[2] Dispositions	Assessment D
		SPED 390[2] - Final Student Teaching Evaluation	Assessment B
		SPED 306 *Special	Law Resource Project

		Education Law and Policy	

1 SPED 400 Field Training in Special Education
2 SPED 390 Student Teaching in Special Education

Assessment Products Specific to BEd Tracks
Secondary Special Education-Mild/Moderate Disabilities Track

[Hawaii Teacher Performance Standards (HTPS)](#)	[CEC Standards](#)	**Courses and Assignments Aligned**	Rubrics
Standard 1: Learner Development		SPED 463 I*nclusive Practices Across the Curriculum - Mild/Moderate Disabilities*	[Research-based Practice Paper](#)
Standard 4: Content Knowledge	**Standard 3: Demonstrating subject matter content and specialized curricular knowledge**	SPED 421 (e) *Strategies for Reading Difficulties – Mild/Moderate Disabilities* SPED 463 I*nclusive Practices Across the Curriculum - Mild/Moderate Disabilities*	[Reading Intervention Project](#) [Research-based Practice Paper](#)
Standard 5: Application of Content		SPED 463 I*nclusive Practices Across the Curriculum - Mild/Moderate*	[Research-based Practice Paper](#)

		Disabilities	
Standard 8: Instructional Strategies	**Standard 5: Supporting learning using effective instruction**	SPED 421 (e) *Strategies for Reading Difficulties – Mild/Moderate Disabilities* SPED 463 I*nclusive Practices Across the Curriculum - Mild/Moderate Disabilities*	Reading Intervention Project Research-based Practice Paper

Severe Disabilities/Autism Track

Hawaii Teacher Performance Standards (HTPS)	CEC Standards	**Courses and Assignments Aligned**	Rubrics
Standard 2: Learning Differences.	**CEC Standard 2: Understanding and addressing each individual's development and learning needs**	SPED 332 *Children with Communication Needs*	Communication Intervention Plan
Standard 6: Assessment	**Standard 4: Using assessment to understand the learning and the learning environment for data-based decision making**	SPED 460 *Introduction to Assessment and Instruction – Severe Disabilities/ Autism*	Case Study/Instructional Project

Standard 7: Planning for Instruction	**Standard 5: Supporting learning using effective instruction**	SPED 460 *Introduction to Assessment and Instruction – Severe Disabilities/ Autism*	[Case Study/Instructional Project](#)
Standard 7: Planning for Instruction	**Standard 5: Supporting learning using effective instruction**	SPED 332 *Children with Communication Needs*	[Communication Intervention Plan](#)
HTSB specific requirements The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching;		SPED 332 *Children with Communication Needs*	[Communication Intervention Plan](#)

PROGRAM FACULTY

Faculty Member Name	Highest Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program
Mild/Moderate Disabilities Track			
Black, Rhonda	EdD, Vocational Special Education	Instructor, Field Supervisor	Taught special education 9 years; Teaching special education in higher education since 1996.
Brennan, Kimberly	PhD, Special Education	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2010.
Cook, Sara	PhD, Mild/Moderate Disabilities	Instructor, Field Supervisor	Special education teacher & consultant 8 years; Teaching special education in higher education since 2014.
Dazzeo, Robin	MET, Special Education	Instructor, Field Supervisor	Taught special education 6 years; Teaching special education in higher education since 2020.
Knox, Rockey	EdD, Special Education	Instructor, Field Supervisor	Taught special education 4 years; Teaching special education in higher education 2010-2015, 2018-present.
Meng, Paul	PhD, Special Education	Instructor, Field Supervisor	Behavior interventionist and special education teacher 6 years; Teaching special education in higher education since 2019.
Nozari, Maryam	PhD, Special Education	Instructor, Field Supervisor	Child psychologist and psychometrist 2 years; preschool teacher 3 years; Teaching special education in higher education since 2020.

Ornelles, Cecily	PhD, Special Education	Instructor, Field Supervisor	Taught special education 3 years & general education/preschool education 3 years; Teaching special education in higher education since 1997.
Ortogero, Shawna	PhD, Exceptionalities	Field Coordinator, Instructor, Field Supervisor	Special education teacher and administrator 16 years; Teaching special education in higher education since 2007.
Oshita, Linda	PhD, Education	Instructor, Field Supervisor	Taught special education 4 years; Teaching/advising/coordinating special education in higher education since 2002.
Rao, Kavita	PhD, Special Education & Technology	Instructor, Field Supervisor	Educational technology specialist 13 years; Teaching special education in higher education since 2009.
Reed, Rachelle	PhD, Education	Instructor, Field Supervisor	Elementary education, special education, and reading teacher 4 years; Teaching special education in higher education since 2001.
Rogers-Rodrigues, Heather	MEd, Mild/Moderate Special Needs	Instructor, Field Supervisor	Taught special education 17 years; Teaching special education in higher education since
Wilkins, Kevin	MS, Educational Administration	Instructor, Field Supervisor	Special education teacher and administrator 18 years; Teaching special education in higher education since 2018.
Severe/Profound Disabilities Track			

Awana, Chantelle	MEd, Special Education	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2015.
Chandler, Laura	MEd, Severe Disabilities	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2018.
Conradi, Lyndsey	PhD, Special Education Severe	Instructor, Field Supervisor	Taught special education 6 years; Teaching special education in higher education since 2020.
Heine, Rumi	PhD, Special Education	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2016.
Huntington, Rachelle	PhD, Special Education & Applied Behavior Analysis	Instructor, Field Supervisor	Taught special education 1 year; Behavior analyst 3 years; Teaching special education in higher education since 2015.
Ninci, Jennifer	PhD, Educational Psychology, Special Education	Instructor, Field Supervisor	Substitute and student teacher in special education 2 years; Behavior analyst 3 years; Teaching special education in higher education since 2016.
Taylor, Gregory	PhD, Special Education	Instructor, Field Supervisor	Taught special education 7 years; Family teacher 3 years; Teaching special education in higher education since 2012.
Wells, Jenny	PhD, Exceptionalities	Instructor, Field Supervisor	Special education teacher and administrator 16 years; Teaching special education in higher education since 2005.

SUPPORTING INFORMATION
- **HTPS and CEC aligned with Rubrics (link)**
- **HTSB Hawaii Specific Requirements (link)**

REVIEW TEAM RECOMMENDATION TO HTSB

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for a Bachelor of Education in Special Education (BEd SPED). The BEd SPED will offer two tracks: (1) mild/moderate 6-12, and (2) severe disabilities/autism PK-3, K-6, 6-12, K-12

Program Strengths
It is evident that:
- HTSB Performance Standards (InTASC) and Content (CEC) standards are addressed.
- HTSB Licensure Requirements are addressed.
- comprehensive training needed for teacher effectiveness is provided
- COE is investing resources in the programs.
- COE is responding quickly to the needs of its school partner.
- candidates will be assessed throughout the program to ensure their meeting the requirements.
- this unique undergraduate program, which produces SPED teachers, will help address Hawaii's teacher shortage.
- the programs are comprised of a comprehensive list of courses in SPED.
- the courses are taught by qualified instructors.

Any Weakness or Recommendation for Improvement
- It is recommended that the program explore ways in which the HIDOE Sheltered Instruction requirement may be included in any future programs.
- The programs are recommended to stay up to date on HIDOE requirements so that future educators are not subject to additional professional development immediately after graduation.

Questions Asked and Answered During the Review Process:

The programs provided clarification on the following questions/request:

- link between the SLO and TESOL standards
- on course rubrics
- assurance that future programs include 6 credits of English Language Learner content (Sheltered Instruction) that satisfy the DOE mandate
- all assessment rubrics to include the standards being assessed
- all assessment rubrics follow a standard format for ease of student use
- update all course materials including syllabi before submission

TITLE: Clinical Experience Exception for the University of Hawaii at Manoa American Samoa Teacher Candidates

The Hawaii Teacher Standards Board approves the following clinical experience exception for UH Manoa American Samoa teacher candidates:

UH Manoa American Samoa teacher candidates shall complete supervised clinical experience in student teaching, internship, or residency in an American Samoa school at the appropriate grade level(s) and the in the subjects or school roles (e.g., school counselor, school librarian) for which they are seeking a license.

All other clinical experience requirements outlined in NBI 12-27 revised shall be adhered to.

Background:

For over four decades the University of Hawaii has worked in collaboration with the American Samoa (AS) Department of Education (ASDOE) to provide education, professional development and/or teacher preparation programs for AS elementary teachers. In 1981 the Territorial Teacher Training Assistance Project (TTTAP) was created to upgrade the skills and abilities of in-service teachers in AS, provided through federal funds until 1995, and then through ASODE funding since then. Since 1997 the cohort model for the BEd in Elementary teacher preparation program adopted at Manoa has been delivered to teacher candidates in AS. The UHM/American Samoa cohort program follows the same sequence of courses as the elementary cohort program in Hawaii. Specializations in special education or early childhood education are also offered. These specializations offered at the UH Manoa campus are provided at the request of ASDOE to meet the needs of their teachers in these areas. The American Samoa cohort program embraces the conceptual framework of the College of Education at the University of Hawaii in preparing teachers who are knowledgeable, effective, and caring. At present, the Chair of the Elementary program at UHM COE has oversight of the AS program teacher preparation programs, in collaboration with the Chair of the Department of Special Education. Course and field syllabi are approved by the UHM chairs, as well as the faculty who teach the courses. The programs follow the Manoa requirements with the exception of student teaching in a Hawaii school. AS candidates are predominantly teachers of hire and complete student teaching in their own classrooms, under the supervision of UHM faculty.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

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

The Hawaii Teacher Standards Board (HTSB) adopts the following 2020 Computer Science Teachers Association (CSTA) Standards for Computer Science Teachers.

These Computer Science Standards were designed for both novice and experienced Computer Science teachers. These standards are intended to provide guidance regarding the effective and equitable delivery of Computer Science instruction for K-12 students.

2020 Computer Science Teachers Association (CSTA) Standards for Computer Science Teachers attached.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

These Standards are aspirational and dependent on sustained professional development (PD) and learning. We intend to provide a level of specificity that both offers sufficient guidance to novice CS teachers while allowing experienced CS teachers space for professional growth. This is critical because CS teachers enter the field from many different areas of specialization, and their preparation varies significantly. Each indicator is not an expectation of current knowledge, but instead a roadmap to help teachers from multiple entry points identify strengths and areas of need. We hope teachers use this information to seek out targeted professional development opportunities to increase their mastery.

Audience

These Standards are designed for both novice and experienced teachers who primarily teach computer science. While we anticipate that many in the CS education community will find value in these Standards, we designed them for a few specific audiences:

- **Schools of education** will use these Standards to develop new or refine existing *pre-service* programs.

- **PD providers** will use these Standards to develop new or refine existing *in-service* professional learning programs.

- **State, district, and site leaders** will use these Standards to develop pathways for certification and support their CS teachers in setting and meeting professional learning goals.

- **K-12 CS teachers** will use these Standards to reflect on their own strengths and areas of growth, set professional goals, and identify targeted PD opportunities to meet these goals.

Development

The *CSTA Standards for CS Teachers* are written and maintained by teacher members of the Computer Science Teachers Association (CSTA), a nonprofit organization dedicated to empowering, engaging, and advocating for K-12 CS teachers worldwide. These Standards were first created and published by the International Society for Technology in Education (ISTE) in 2003 as the *Standards for CS Educators*, last updated in 2011, and rewritten in 2019 in partnership with ISTE, for release in 2020.

2020 CSTA Standards for Computer Science Teachers

The field of computer science (CS) education has rapidly accelerated over the past two decades. Throughout this movement, we have learned a great deal about effective K-12 CS instruction. By publishing this new version of *Standards for CS Teachers*, we aim to complement the universal outcomes for student learning delineated in the *K-12 CS Framework* and *CSTA K-12 CS Standards*. The *Standards for CS Teachers* establish robust benchmarks for the teachers who prepare their students to meet these learning outcomes.

Purpose

These Standards are designed to provide clear guidance around effective and equitable CS instruction in support of rigorous CS education for all K-12 students. The purpose is to:

- explain what CS teachers should know and be able to do in the classroom,

- provide aspirational goals to guide teachers' professional learning and to continuously develop their teaching practice from novice to master CS teacher, and

- establish benchmarks for professional development (PD) providers as they craft CS PD experiences.

Effective K-12 CS Teachers

- Demonstrate thorough CS knowledge and skills.
- Implement evidence-based practices as responsive classroom practitioners.
- Design learning experiences using pedagogical content knowledge.
- Continuously develop knowledge, practice, and professional identity.
- Advocate for equity and inclusion in the CS classroom.

Vision

Effective CS teachers must have thorough content knowledge and skills in computer science and understand the student learning progression.* They must also continuously refine their pedagogical content knowledge (PCK) and skills to support all students in meeting learning outcomes.

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* These Standards do not attempt to define all content knowledge and skills that CS teachers should have. Rather, they reference the *K-12 CS Framework* and *CSTA K-12 CS Standards*, which provide curricular guidance on CS learning objectives and outline the foundation for a complete CS curriculum and its implementation at the K-12 level.

A full version of these Standards, with supplementary information and resources, is available online at **http://csteachers.org/teacherstandards**

CSTA Standards for Computer Science Teachers

Standard 1. CS Knowledge & Skills

Effective CS teachers demonstrate and continuously develop thorough knowledge of CS content. They demonstrate proficiency with the CS concepts of the grade bands they teach, and they integrate these concepts with CS practices, including computational thinking. They also understand the progression of content before and after the grade bands they teach.

1a. Apply CS practices

Apply CS and computational thinking practices in flexible and appropriate ways. Practices include: Fostering an Inclusive Computing Culture, Collaborating Around Computing, Communicating About Computing, Recognizing and Defining Computational Problems, Developing and Using Abstractions, Creating Computational Artifacts, and Testing and Refining Computational Artifacts.

1b. Apply knowledge of computing systems

Apply knowledge of how hardware and software function to input, process, store, and output information within computing systems by analyzing interactions, designing projects, and troubleshooting problems.

1c. Model networks and the Internet

Model how computing devices connect via networks and the Internet to facilitate communication, and explain tradeoffs between usability and security.

1d. Use and analyze data

Collect, store, transform, and analyze digital data to better understand the world and make more accurate predictions.

1e. Develop programs and interpret algorithms

Design, implement, debug, and review programs in an iterative process using appropriate CS tools and technologies. Interpret algorithms, and explain tradeoffs associated with different algorithms.

1f. Analyze impacts of computing

Analyze how people influence computing through their behaviors, cultural norms, and social interactions, as well as how computing impacts society in both positive and negative ways.

Standard 2. Equity and Inclusion

Effective CS teachers proactively advocate for equity and inclusion in the CS classroom. They work towards an intentional, equity-focused vision to improve access, engagement, and achievement for all of their students in CS.

2a. Examine issues of equity in CS

Examine how structural barriers and social and psychological factors contribute to inequitable access, engagement, and achievement in CS among marginalized groups. Reflect on how issues of equity manifest in their own CS teaching context.

2b. Minimize threats to inclusion

Develop purposeful strategies to proactively challenge unconscious bias and minimize stereotype threat in CS.

2c. Represent diverse perspectives

Incorporate diverse perspectives and experiences of individuals from marginalized groups in curricular materials and instruction.

2d. Use data for decision-making to improve equity

Create and implement a plan to improve access, engagement, and full participation in CS using classroom data to inform decision-making.

2e. Use accessible instructional materials

Evaluate tools and curricula and leverage resources to improve accessibility for all students.

Standard 3. Professional Growth and Identity

Effective CS teachers continuously develop their knowledge, practice, and professional identity to keep pace with the rapidly evolving discipline. They participate in the larger CS education community and collaborate with others to develop the skills that enable all students to succeed in their classes.

3a. Pursue targeted professional development

Develop and implement a plan for targeted professional development to continuously deepen their CS content and pedagogical knowledge and skills.

3b. Model continuous learning

Model willingness to learn from others and to continuously develop new skills. Demonstrate comfort in problem solving and perseverance when encountering new or challenging content.

3c. Examine and counteract personal bias

Examine how their personal perspective, privilege, and power impact student success and classroom culture, and continuously work to counteract biases.

3d. Commit to the mission of CS for all students

Develop a personal teaching philosophy reflecting that all students can and should learn CS.

3e. Leverage community resources

Identify and connect resources in the local community and broader CS ecosystem to support student learning in CS.

3f. Participate in CS professional learning communities

Participate in CS professional learning communities (PLCs) to collaborate with peers, celebrate successes, share lessons learned, and address challenges.

Standard 4. Instructional Design

Effective CS teachers design learning experiences that engage students in problem solving and creative expression through CS, using pedagogical content knowledge (PCK). They plan to meet the varied learning, cultural, linguistic, and motivational needs of individual students in order to build student self-efficacy and capacity in CS.

4a. Analyze CS curricula

Analyze CS curricula for implementation in their classrooms in terms of CS standards alignment, accuracy, completeness of content, cultural relevance, and accessibility.

4b. Develop standards-aligned learning experiences

Design and adapt learning experiences that align to comprehensive K-12 computer science standards.

4c. Design inclusive learning experiences

Use Universal Design for Learning (UDL), Culturally Relevant Pedagogy (CRP), and other techniques to support all students in successfully accessing and engaging with content.

4d. Build connections between CS and other disciplines

Design learning experiences that make connections to other disciplines and real-world contexts.

4e. Plan projects that have personal meaning to students

Plan opportunities for students to create and share open-ended and personally meaningful projects.

4f. Plan instruction to foster student understanding

Plan activities that use evidence-based, CS-specific teaching strategies to develop students' conceptual understanding and proactively address student misconceptions in CS.

4g. Inform instruction through assessment

Develop multiple forms and modalities of assessment to provide feedback and support. Use resulting data for instructional decision-making and differentiation.

Standard 5. Classroom Practice

Effective CS teachers are responsive classroom practitioners who implement evidence-based pedagogy to facilitate meaningful experiences and produce empowered learners of CS.

5a. Use inquiry to facilitate student learning

Use inquiry-based learning to enhance student understanding of CS content.

5b. Cultivate a positive classroom climate

Cultivate a positive classroom climate that values and amplifies varied perspectives, abilities, approaches, and solutions.

5c. Promote student self-efficacy

Promote student self-efficacy by facilitating student creativity, choice in product and process, and self-directed learning.

5d. Support student collaboration

Provide structured opportunities for students to collaborate in CS. Develop students' ability to provide, receive, and respond to constructive feedback in the design, implementation, and review of computational artifacts.

5e. Encourage student communication

Create and scaffold meaningful opportunities for students to discuss, read, and write about CS concepts and how they integrate CS practices.

5f. Guide students' use of feedback

Use formative assessments to provide timely, specific, and actionable feedback to students and to adjust instruction. Develop students' ability to interpret and use feedback from computers, teachers, peers, and community.

TITLE: Social Security Number Requirement for all Applications

Effective April 1, 2022, and in accordance with state and federal laws, HTSB will require each applicant to disclose their Social Security Number and submit a readable copy of their Social Security card prior to the issuance or renewal of a license, permit, or certificate.

Each applicant, license, permit, or certificate holder must provide HTSB with a valid Social Security number, or their application will be deemed incomplete and will not be processed further.

Applicants will be informed that in addition to verification of identity, HTSB will use an applicant's social security number to check the clearinghouse maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC) for license revocation, cancellation, suspension, denial, and reinstatement in other states/jurisdictions. HTSB will also be required to release the social security number to the NASDTEC clearinghouse in the event of license revocation, cancellation, suspension, denial, and reinstatement.

This item does not apply to in-state teacher candidates from an HTSB approved Educator Preparation Program, previously employed and current Hawaii Department of Education and Hawaii State Public Charter School teachers who have already provided the required information.

Submitted by: Branden Kawazoe

 Referred to: Teacher Education Committee

TITLE: Case 21-13

The Hawaii Teacher Standards Board adopts the recommendation of the Executive Director in Consideration of Case 21-13.

Submitted by: Branden Kawazoe

Referred to:

TITLE: **Case 21-14**

The Hawaii Teacher Standards Board adopts the recommendation of the Executive Director in Consideration of Case 21-14.

Submitted by: Branden Kawazoe

Referred to:

TITLE: Case 21-15

The Hawaii Teacher Standards Board adopts the recommendation of the Executive Director in Consideration of Case 21-15.

Submitted by: Branden Kawazoe

Referred to:

TITLE: Case 21-16

The Hawaii Teacher Standards Board adopts the recommendation of the Executive Director in Consideration of Case 21-16.

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TITLE: **Case 21-17**

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TITLE: Case 21-18

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TITLE: Case 21-19

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TITLE: Case 21-20

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TITLE: Case 21-21

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TITLE: Case 21-22

The Hawaii Teacher Standards Board adopts the recommendation of the Executive
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Submitted by: Branden Kawazoe

Referred to:

TITLE: Case 21-23

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Submitted by: Branden Kawazoe

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TITLE: Case 21-24

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TITLE: **Case 21-25**

The Hawaii Teacher Standards Board adopts the recommendation of the Executive Director in Consideration of Case 21-25.

Submitted by: Branden Kawazoe

Referred to:

TITLE: Case 21-26

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Submitted by: Branden Kawazoe

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TITLE: Case 21-27

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TITLE: **Case 21-36**

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Submitted by: Branden Kawazoe

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TITLE: Case 21-37

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