

New Business Item 23-02 Revised

Introduced September 15, 2023

Approved September 15, 2023

Reintroduced February 9, 2024

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TITLE: Adoption of the Online Teaching Workgroup Recommendations

The Hawai'i Teacher Standards Board (HTSB) adopts the following recommendations from the Online Teaching Workgroup: (1) revision of the criteria to Add a Teaching Field in Online Teaching on an existing Hawai'i license, and (2) dissemination plan of the revised Online Teaching licensure criteria.

1. To Add a Teaching Field

In accordance with Hawai'i Administrative Rules §8-54-9.5, applicants must demonstrate teaching experience and content knowledge. The Online Workgroup recommends the following criteria for the Online Teaching licensure field.

Content Knowledge (each applicant shall select one option)

- **Option A.** Successful completion of a certificate or degree program in online learning and teaching at the post-baccalaureate, master's, or doctoral level at a regionally accredited institution of higher education.
- **Option B.** Completed a minimum of nine (9) professional development credits in online teaching courses that utilized nationally recognized online teaching standards for grades P-12 and approved by the Hawai'i Department of Education's PDE3 program.
- **Option C.** Completed a minimum of nine (9) professional development credits in online teaching courses that utilized nationally recognized online teaching standards for grades P-12 and approved by a U.S. accredited private/non-profit organization or U.S. school district.
- **Option D.** License/certificate from another U.S. state and meet the experience requirement as a P-12 online teacher.

Teaching Experience (all applicants must meet all criteria)

- Hold a current and valid Standard or Advanced Hawai'i Teaching License (original criterion).
- Have at least three (3) years of successful full-time teaching experience in a P-12 setting at the federal/state Department of Education or Hawai'i Public Charter Schools.
- Have at least two (2) years of full-time online teaching experience in a recognized program in a P-12 setting at the federal/state Department of Education or Hawai'i Public Charter Schools.

2. Dissemination Plan

The OTWG recommends the dissemination plan includes sharing information about the Online Teaching license with the Hawai'i State Teachers Association, Hawai'i Department of Education (HIDOE) administrators, the Hawai'i Education Association, the Hawaiian Workgroups, and the Hawai'i State Public Charter School Commission meeting (HSPCSC). They would like to see the HSPCSC create a hui to support online teaching.

In addition, they recommended sharing information with the Institutes of Higher Education since the University of Hawai'i at Manoa is the only Hawai'i approved program to recommend Online Teaching.

In regard to documenting verification, the OTWG would like the National Standards for Quality Online Teaching to be incorporated into the form.

The OTWG also recommended that administrators be informed of the Standard and Advanced License criteria and the online teaching experience criteria, so administrators do not simply sign the approval form.

Rationale/Background:

On September 16, 2022, the Board passed [NBI 22-24](#) which approved the Online Teaching Workgroup (OTWG). This workgroup met on March 28, 2023, May 9, 2023, May 16, 2023, and May 18, 2023. The OTWG consisted of eight members representing the following stakeholder groups:

Role Group	Member
Hawai'i Department of Education representative(s)	Mr. Charles Souza
	Mr. Chad Nacapuy
Hawai'i State Public Charter School Commission representative recommended by the Chairperson of the HSPCSC	Dr. Makalapua Alencastre
A State Approved Teacher Education Preparation (SATEP) Faculty	Dr. Kavita Rao
Licensed teacher(s) from the field that are online certified or have job-embedded online teaching experience	Mrs. Dondra Ozaki (Elementary)
	Ms. Marybeth Baldwin (Secondary)
A HIDOE or Hawai'i Charter School principal/director that has an online program	Mr. Matt Zitello
HTSB Staff	Dr. Jennifer Padua
	Ms. Felicia Villalobos

The OTWG discussed the current purpose of this group and the outcomes from the previous OTWG ([NBI 13-33](#)).

Since the pandemic, the definitions of online teacher and online instruction have evolved. For example, the online teacher needs the skills of online design or being able to modify an existing online curriculum program to meet students' needs. The HIDOE shared their Distance Learning definitions (see Appendix A), and all members agreed these terms addressed how online teaching and learning can be implemented and moved throughout the different delivery modes or environments.

Online teaching standards were discussed briefly. The group reviewed the [International Association for K–12 Online Learning \(iNACOL\) National Standards for Quality Online Teaching](#), which the previous OTWG adopted. The HIDOE shared their use of [National Standards for Quality Online Teaching](#). The HTSB explained how national standards are used to approve teacher preparation programs with online learning programs for licensure. In addition, they shared how teachers can Add a Teaching field using professional development credits from the HIDOE. The HIDOE explained that some PDE3 courses may not use online teaching standards.

The OTWG felt that some standards at a glance seemed ambiguous and perhaps some teachers may need more concrete statements. Next, they reviewed the online teaching standards and discussed which standards their colleagues/institutions may be using.

The group also discussed potential motivating factors to obtain an online teaching degree, such as wanting to move outside the traditional classroom setting or increasing salary through reclassification. Another question posed was the availability of online classrooms. HIDOE has Distance Learning Teaching (DLT) programs, but the DLT programs are not designated as a school.

There were concerns about access to obtaining content knowledge verification. Currently, PDE3 has nine credits available through three courses at the Hawai'i Virtual Learning Network (HVLN). But these courses may not be offered each session. A workgroup member informed everyone that individuals could submit a PDE3 course on online teaching, which reviewers will vet the quality and content of the course before approving. The DLT teachers complete the HVLN course, but a workgroup member would like these teachers to have Online Teaching on their license.

A different concern about the online teaching status for this group was the availability of courses for public charter school (PCS) teachers. Although PCS teachers can take PDE3 courses, most of their professional development courses are led by individual schools. Hawai'i Technology Academy (HTA) delivers professional development to its teachers. But smaller PCS or Kaiapuni schools do not have similar access to technology training. HTA can reclassify their teachers based on the school's professional development courses, but these courses may not count if the PCS teacher moves to a HIDOE position.

Each member provided suggestions for the Online Teaching criteria for teaching experience and content knowledge during the online meetings. To finalize the criteria, a survey was conducted, and all members were in agreement.

Cost: Dissemination Plan

Costs are included in the current staff job duties/responsibilities.

Submitted by: Branden Kawazoe

Referred to: Teacher Standards Committee

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3. To Add a Teaching Field

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Content Knowledge (each applicant shall select one option)

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- **Option B.** Completed a minimum of nine (9) professional development credits in online teaching courses that utilized nationally recognized online teaching standards for grades P-12 and approved by the Hawai'i Department of Education's PDE3 program.
- **Option C.** Completed a minimum of nine (9) professional development credits approved by an accredited private/non-profit organization or U.S. school district and utilized nationally recognized standards for online teaching in grades P-12 in online teaching courses that utilized nationally recognized online teaching standards for grades P-12 and approved by a U.S. accredited private/non-profit organization or U.S. school district.
- **Option D.** License/certificate from another U.S. state and meet the experience requirement as a P-12 online teacher.

Teaching Experience (all applicants must meet all criteria)

- Hold a current, **and** valid Standard or Advanced Hawai'i Teaching License (original criterion).
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- **Requires Have at least** two (2) years of **full-time** online teaching experience in a recognized program in a P-12 setting at the federal/state Department of Education or Hawai'i Public Charter Schools.

4. Dissemination Plan

The OTWG recommends the dissemination plan includes sharing information about the Online Teaching license with the Hawai'i State Teachers Association, Hawai'i Department of Education (HIDOE) administrators, the Hawai'i Education Association, the Hawaiian Workgroups, and the Hawai'i State Public Charter School Commission meeting (HSPCSC). They would like to see the HSPCSC create a hui to support online teaching.

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In regard to documenting verification, the OTWG would like the National Standards for Quality Online Teaching to be incorporated into the form.

The OTWG also recommended that administrators be informed of the ~~criteria for the Standard and Advanced Licenses, so they (administrators) are informed of teaching experience criteria and not simply signing off on the approval form.~~ **Standard and Advanced License criteria and the online teaching experience criteria, so administrators do not simply sign the approval form.**

Rationale/Background:

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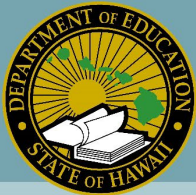
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Submitted by: Branden Kawazoe

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DISTANCE LEARNING DEFINITIONS

Distance Learning

Involves teachers working with students from different physical locations. Instruction may be synchronous or asynchronous based on students' needs. You'll likely rely on digital forms of communication such as messaging apps, video calls, and discussion boards. Distance learning may include the use of digital and/or printed materials.

Online/Virtual Learning

Includes content that is delivered and accessed online. This may involve recorded videos, ebooks, etc.

Face-to-Face Learning

Involves delivering content in-person. If technology is used, it would be purposefully integrated with educational technology and digital lessons.

Hybrid/Blended Learning

Involves using a variety of instructional resources and teaching methods in order to deliver content in-person and via distance learning.

Asynchronous Learning

Asynchronous learning occurs through online collaboration tools without real-time interaction such as discussion boards, and blogs. There is no real-time interaction.

Synchronous Learning

Synchronous learning occurs through online collaboration tools that happen in real-time such as a Google Meet or Cisco Webex. Synchronous learning refers to a learning event in which a group of participants is engaged in learning at the same time.



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