



ANNUAL REPORT 2025

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INTRODUCTION

In 1995, Act 240 of the Eighteenth Legislature of the State of Hawai‘i established the Hawai‘i Teacher Standards Board (HTSB). Initially, the Board was composed of nine members, including four licensed teachers, three educational officers, the chairperson of the Board of Education, and the Dean of the University of Hawai‘i at Mānoa’s College of Education. The primary aim of Act 240 was to transfer the responsibility for determining public school teacher licensure standards and requirements from the Hawai‘i Department of Education (HIDOE) to the Hawai‘i Teacher Standards Board. The HTSB officially took over the licensing of teachers in 2002.

Along with setting the standards for issuing teaching licenses and credentials, the Board’s authority also extends to:

- Managing its own budget and financial affairs.
- Adopting, amending, repealing, or suspending Board policies, standards, or rules in accordance with Chapter 91.
- Receiving grants and donations from private foundations to support its work.
- Submitting an annual report to the Governor and Legislature detailing the Board’s activities and operations.
- Conducting regular reviews of teacher standards and recommending improvements.
- Setting licensing and credentialing fees, in line with Chapter 91.
- Establishing penalties related to licensure in accordance with Chapter 91.
- Issuing, renewing, forfeiting, restoring, conditioning, revoking, suspending, and reinstating teaching licenses as appropriate.
- Developing criteria for a Career and Technical Education (CTE) license, allowing qualified individuals with industry experience, content expertise, and a background in pedagogy to teach in CTE assignments.
- Reviewing emergency hire reports submitted by the Department of Education for individuals hired without licensure.
- Applying licensing standards on a case-by-case basis and conducting evaluations to ensure qualifications are met.
- Preparing and distributing teacher licensing information to schools and staff.
- Approving teacher preparation programs to ensure alignment with Board standards.
- Establishing policies for alternative pathways to teaching, including approval of non-traditional licensure programs.
- Administering reciprocity agreements with other states to recognize out-of-state licensure.
- Conducting research on teacher licensure systems, beginning teacher programs, and assessments of teaching skills.
- Engaging in initiatives related to teacher quality, professional development, and the promotion of high standards in education.
- Adopting rules and procedures necessary to carry out its responsibilities.

VISION AND MISSION

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

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

HTSB MEMBERSHIP

By statute, the Governor appoints members to the Hawai‘i Teacher Standards Board from a pool of qualified nominees recommended by various departments, agencies, representative organizations, and current Board members. The Board consists of seventeen members, including:

- at least six licensed classroom teachers who are actively teaching at the time of their appointment,
- three educational officers currently employed by the Hawai‘i Department of Education,
- the Chairperson of the Board of Education, or their designee.
- the Superintendent of the Hawai‘i Department of Education, or their designee,
- the Dean of the University of Hawai‘i at Mānoa College of Education, or a designee from the Teacher Education Coordinating Committee,
- a representative from the Hawai‘i Association of Independent Schools, and
- two public members.

Changes to the statute in 2014 required that one of the teacher representatives be from a Hawai‘i State Public Charter School. In 2018, further revisions expanded the Board’s composition to include the Chairperson of the Native Hawaiian Education Council (or their designee) and a non-voting teacher candidate representative selected on a rotating basis from the educator preparation programs across the University of Hawai‘i System.

The HTSB is grateful to the Governor and the Senate Education Committee for their role in nominating and confirming these members to serve on the Board.

	Board Member	Representative Organization
1.	Kristi Miyamae, Chairperson	School Counselor, O‘ahu
2.	Lokelani Han, Vice Chairperson	Charter School Teacher, Moloka‘i
3.	Dawn Raymond	Teacher, Hawai‘i Island
4.	Kim Sanders	Principal, middle school, O‘ahu
5.	Dr. Katina Soares	Principal, high school, Moloka‘i
6.	Justin Mew	Principal, high school, O‘ahu
7.	The Honorable Roy Takumi (Kahele Dukelow, Designee)	Chairperson, Board of Education
8.	Keith T. Hayashi (Sean Bacon, Designee)	Superintendent, Hawai‘i Department of Education
9.	Dr. Nathan Murata (Dr. Cecily Ornelles, Designee)	Dean, University of Hawai‘i at Mānoa College of Education
10.	Keahi Makaimoku (Elena Farden, Designee)	Chair, Native Hawaiian Education Council
11.	Dr. Jonathan Gillentine	Public member, O‘ahu
12.	Vacant	Public member
13.	Dale Matsuura	Teacher member, O‘ahu
14.	Dondra Ozaki	Teacher member, O‘ahu
15.	Vacant	Teacher member
16.	Dr. Philip Bossert	Hawai‘i Association of Independent Schools representative
17.	Vacant (non-voting)	University of Hawai‘i system teacher candidate

Table 1. HTSB Board Members.

EXECUTIVE SUMMARY

The Hawai‘i Teacher Standards Board (HTSB) is fully responsible for setting licensing standards for teachers, school counselors, and school librarians, as well as issuing licenses to education professionals who meet the established criteria. The Board issues three levels of licenses: Provisional, Standard, and Advanced, along with the following special permits: CTE, Hawaiian, Student Teacher, and Emergency Hire.

In addition to its licensing duties, the Board approves state-based educator preparation programs (EPP) for teachers, school counselors, and school librarians in Hawai‘i. HTSB also submits reports to the federal government on teacher licensing and EPP under Title II of the Higher Education Act, and it approves, validates, and adopts licensure tests.

The Board plays an active role in advancing teacher quality, including providing support to candidates pursuing National Board Certification through the National Board for Professional Teaching Standards.

Furthermore, HTSB has the authority to establish penalties for teacher misconduct, which may include the suspension or revocation of a teaching license.

HTSB extends its gratitude to the Governor and the Legislature for their ongoing support and looks forward to continuing its work in collaboration with these partners to serve Hawai‘i’s educators, students, families, and communities.

FINANCIAL REPORT

Thanks to the support of the Governor and the Legislature, HTSB was able to secure full general funding for its personnel and operations, which allowed for the discontinuation of all application, license, and permit fees in 2019. This decision reflects a deep commitment to honoring the dedicated teachers who serve Hawai‘i’s students, families, and communities. It also provides much-needed funding for important work in educator professional development and the advancement of alternative routes to licensure.

Year	General Fund Personnel Costs	General Fund Operating Costs	General Fund Expense Total
2019-2020	450,791	325,527	776,318
2020-2021	687,933	464,734	1,152,667
2021-2022	663,762	464,573	1,128,335
2022-2023	648,762	839,100	1,487,862
2023-2024	648,762	839,100	1,487,862

Table 2. HTSB Funding.

HTSB remains profoundly grateful to the Legislature for its continued support in funding personnel and operations through the general fund. Educators have expressed their relief and

appreciation for this gesture, recognizing it as a significant acknowledgment of their preparation and professional licensure.

Staffing

The HTSB is supported by a dedicated team of twelve professionals responsible for implementing the Board's mission and ensuring the smooth operation of its various functions related to teacher licensure, professional development, and quality in Hawai'i.

The Executive Director oversees the day-to-day operations of the HTSB and manages the staff. This role involves working closely with the Board to implement its policies and initiatives, as well as representing HTSB in meetings with stakeholders such as the HODOE, EPP, and the public.

The Licensing Specialists are responsible for processing applications for teacher licenses, renewals, and special permits (e.g., CTE permits, Emergency Hire permits). They ensure all applicants meet the necessary criteria set by HTSB for licensure and handle the associated documentation and tracking. Licensing staff also handle the processing of teacher misconduct cases and related penalties (e.g., suspension or revocation of licenses).

In addition to their licensing responsibilities, the Specialists also handle a range of additional tasks:

- **Standards and Policy**
Specialists also focus on developing, reviewing, and updating the professional standards for teachers, school counselors, and school librarians. They collaborate with stakeholders to ensure that HTSB's standards align with current educational needs and national trends. They also support the development of policies around alternative pathways to licensure, professional development, and quality.
- **Research and Data Analysis Team**
HTSB often conducts research to improve the educator licensure system and EPP. Specialists collect data on licensure trends, teacher quality, and the effectiveness of EPP, providing valuable insights that influence policy decisions. They also assist in preparing reports for the Governor, Legislature, and federal entities regarding teacher licensure data.
- **Public Engagement and Outreach**
Specialists are responsible for communicating with educators, the public, and educational organizations about licensure requirements, updates to standards, and available resources. They manage HTSB's website, social media presence, and outreach efforts to ensure that teachers and the public are well-informed about HTSB's work and initiatives.
- **Policy and Legislative Liaison**
This role involves monitoring legislative developments that may impact HTSB's work and advocating for the Board's interests at the state level. They work closely with the

Governor's office, the Legislature, and other agencies to ensure that HTSB's initiatives and needs are supported.

- **Administrative Secretary** provides essential support to the Board and staff, including scheduling meetings, managing communications, handling records and documentation, and assisting with logistics for HTSB-related events and trainings.
- **Licensing Clerks** assist the Board members in preparing for meetings, taking minutes, and ensuring that the Board's actions are documented and communicated to the relevant stakeholders. They also handle logistics for Board meetings, working with external partners and ensuring compliance with state procedures.

Facility

As HTSB expands its staff to support its growing initiatives, the need for additional office space has become essential. With support from the HDOE, the HTSB is actively seeking new office space to accommodate its increasing workforce and initiatives.

HIGHLIGHTS 2023 -2024

Teacher Standards Committee

- Requirements for Adding Hawaiian Licensure Fields to an Existing Hawai'i License
- Adoption of the Online Teaching Workgroup Recommendations
- Adoption of the 2023-2024 Hawaiian Focus Workgroup Recommendations (Part 3)
- Adoption of the Online Teaching Workgroup Recommendations
- Formation of the Early Childhood Education Teacher Licensing Workgroup

Teacher Education Committee

- Adoption of the Model Code of Ethics for Educators Second Edition
- Continuing State Approval for Teach For America's Educator Preparation Unit and Programs
- Consideration of Provisional Approval of the University of Hawai'i at Mānoa's College of Education Added Field Program in Special Education Mild/Moderate and Special Education Severe/Autism
- Approval of Substantive Modifications to the University of Hawai'i at Mānoa's Post Baccalaureate in Special Education Certificate Program
- One-Time Approval of a Program Exception for the University of Hawai'i at Mānoa's 2022-2024 Bachelor's in Early Childhood Education/Early Childhood Special Education Mild/Moderate Dual Licensure Program
- Adoption of the Council for Exceptional Children's Early Interventionist/Early Childhood Special Educator Standards
- The Granting of a Posthumous HTSB License
- Approval of Substantive Modifications to the University of Hawai'i at Mānoa's Master of Education in Curriculum Studies (PK-3) Added Field Program
- Teacher Candidates Clinical Experience Criteria for Initial Licensure in Teaching English to Speakers of Other Languages

- Approval of Modifications to the University of Hawai‘i at Mānoa’s Bachelor of Education in Blended Early Childhood Education and Early Childhood Special Education PK-3 Dual Licensure Program

HTSB Workgroups

HTSB forms workgroups to assess the knowledge and skills required for teachers to be effective licensed professionals. These workgroups include a diverse group of content experts from key stakeholders, such as the HODOE or the Hawai‘i Public Charter Schools (HIPCS), the Hawai‘i State Teachers Association, Institutes of Higher Education, classroom teachers, and community organizations. Based on their findings, the workgroups make licensure recommendations to the HTSB Board, focusing on specific teaching fields and grade levels.

The CTE Workgroup is committed to enhancing the quality and impact of Career and Technical Education in Hawai‘i. Among its recent efforts, the workgroup has recommended changes to the Hawaii Revised Statutes to allow individuals with industry experience to teach in Hawai‘i public schools, broadening access to skilled professionals in the classroom.

The Early Childhood Education (ECE) Workgroup recommended updates to the ECE requirements outlined in the Hawaii Administrative Rules.

The Hawaiian Workgroup updated the Hawaiian Program Standards for EPP and made recommendations, including issuing teacher licenses in both English and Hawaiian and developing opportunities for teachers prepared outside of Hawai‘i to learn about Hawaiian culture, language, and knowledge.

The Online Workgroup updated the requirements for the Online Teaching license field, aligning them with the latest National Standards for Quality Online Learning and current research practices.

LICENSE AND PERMIT DATA

LICENSES

Provisional License

A Provisional License may be issued to individuals who have completed a state-approved teacher education program (SATEP) in Hawai‘i or another U.S. state and have less than three years of full-time teaching experience within the last five years. A Provisional License is valid for three years.

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
1,705	1,853	1,200	1,162	1,146

Table 3. Approved Provisional License by school year.

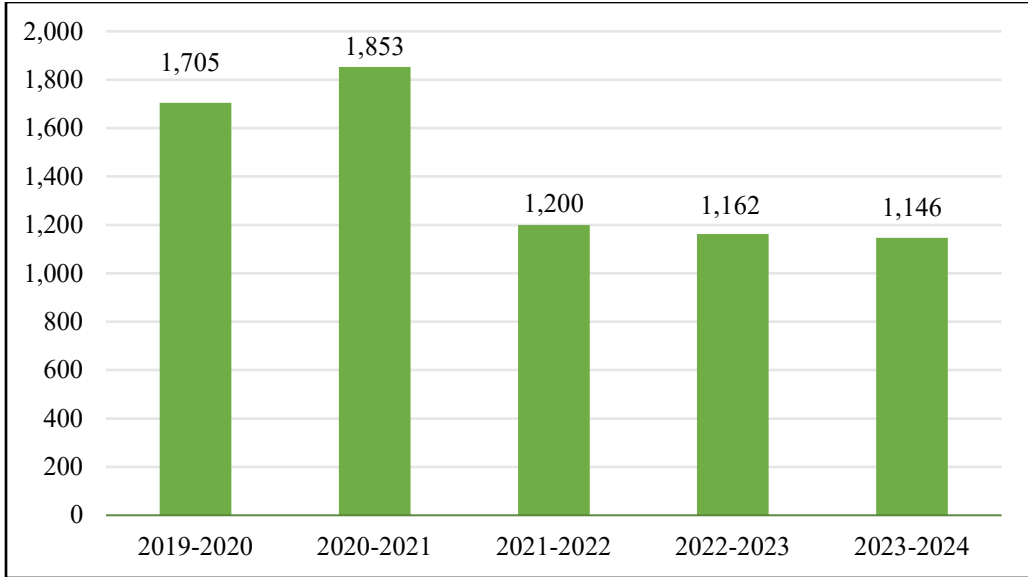


Figure 1. Approved Provisional License by school year.

Standard License

A Standard License may be issued to teachers with three or more years of full-time teaching experience within the last five years in a P-12 contracted position from a school in Hawai‘i or another U.S. state. A Standard License is valid for five years.

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
1,161	1,739	985	1,135	1,093

Table 4. Approved Standard License by school year.

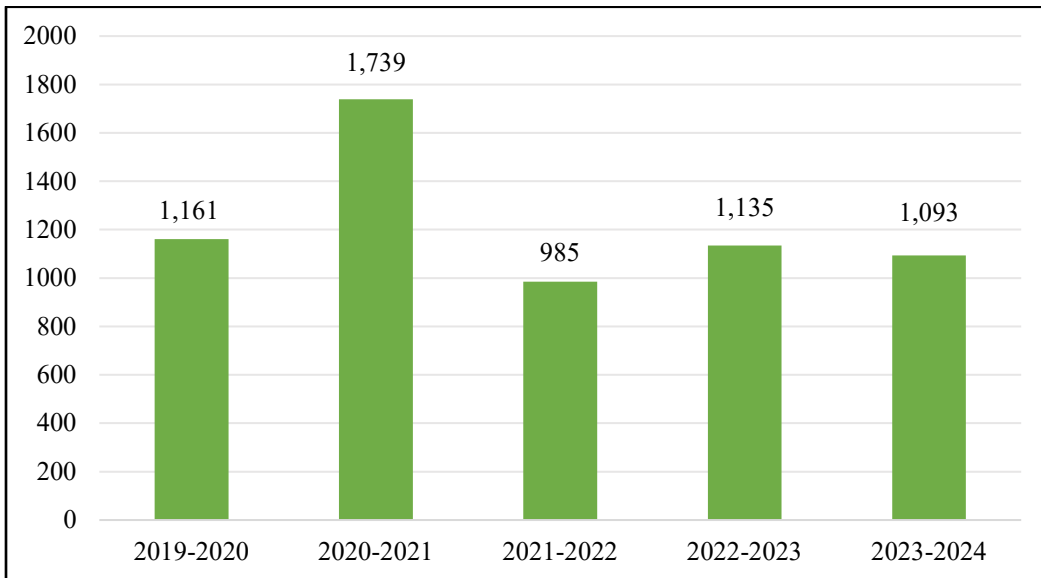


Figure 2. Approved Standard License by school year.

Advanced License

An HTSB Advanced License is a higher-level teaching license intended for experienced educators who meet certain qualifications beyond the Standard License. The Advanced License recognizes teachers who have demonstrated a higher level of expertise, experience, and leadership in the field of education. An Advanced License is valid for ten years.

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
149	260	121	102	100

Table 5. Approved Advanced License by school year.

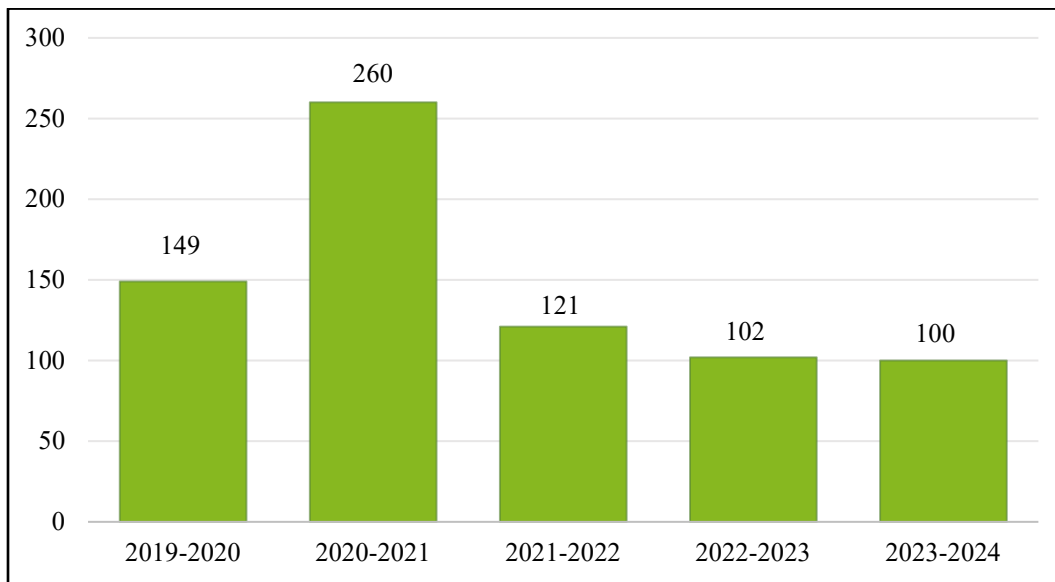


Figure 3. Approved Advanced License by school year.

Add a Teaching Field

To add a teaching field to an existing Hawai‘i teacher, school counselor, or school librarian license, applicants are required to verify both experience and content knowledge in the new license field and grade level.

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
235	785	584	414	496

Table 6. Approved Adding a Teaching Field by school year.

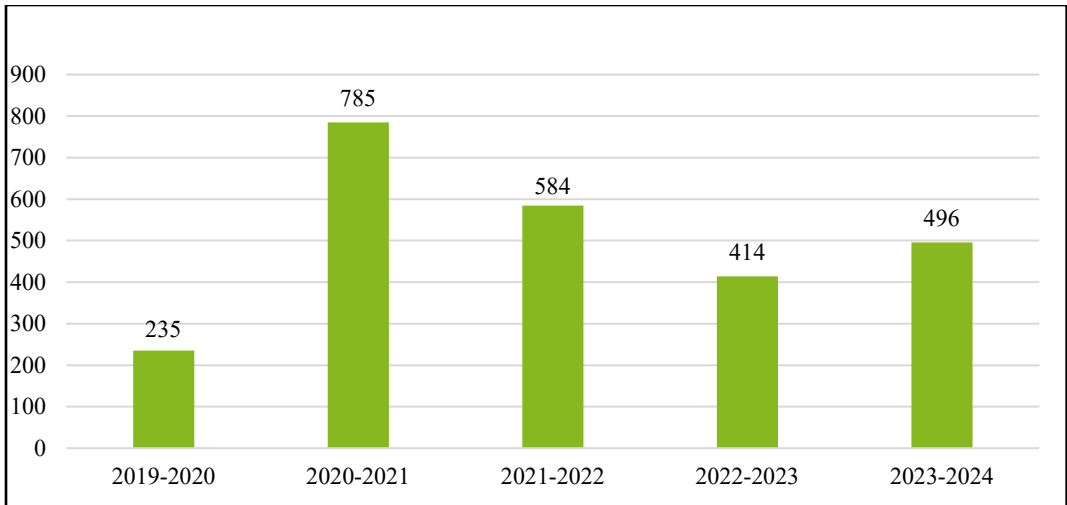


Figure 4. Approved Add a Teaching Field by school year.

License Renewals

Teachers in Hawai‘i renewing their license are required to verify both experience and demonstration of the HTSB approved performance standards.

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
1,283	4,036	1,559	1,719	1,327

Table 7. Number of license renewals by school year.

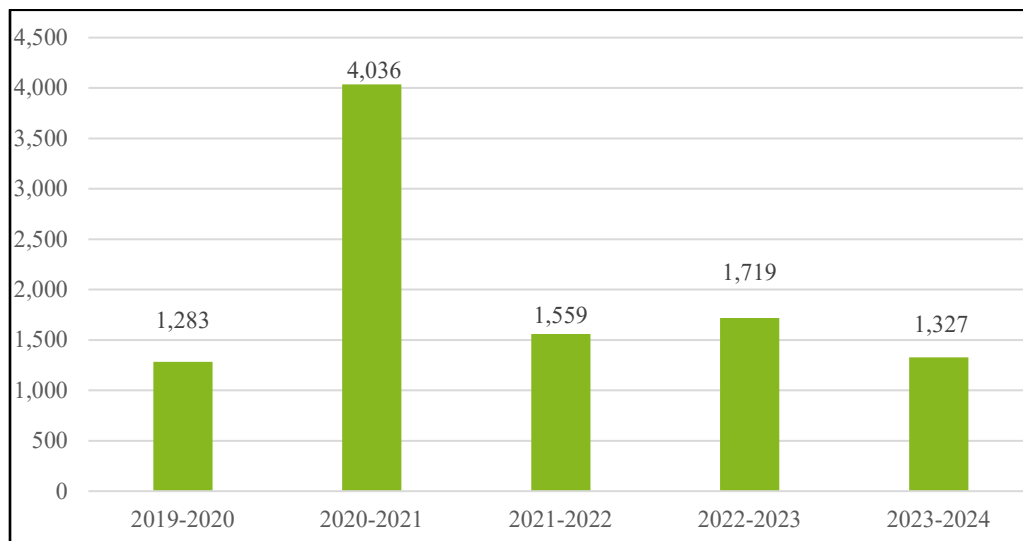


Figure 5. License renewal by school year.

PERMITS

The HTSB grants specific permits to individuals who are working toward fulfilling the requirements for teacher licensure.

Career and Technical Education Permit

A CTE Permit may be issued to an unlicensed individual employed by a HIDOE or HIPCS in a CTE classroom when no licensed teacher is available.

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
7	11	7	4	3

Table 8. Approved CTE Permit by school year.

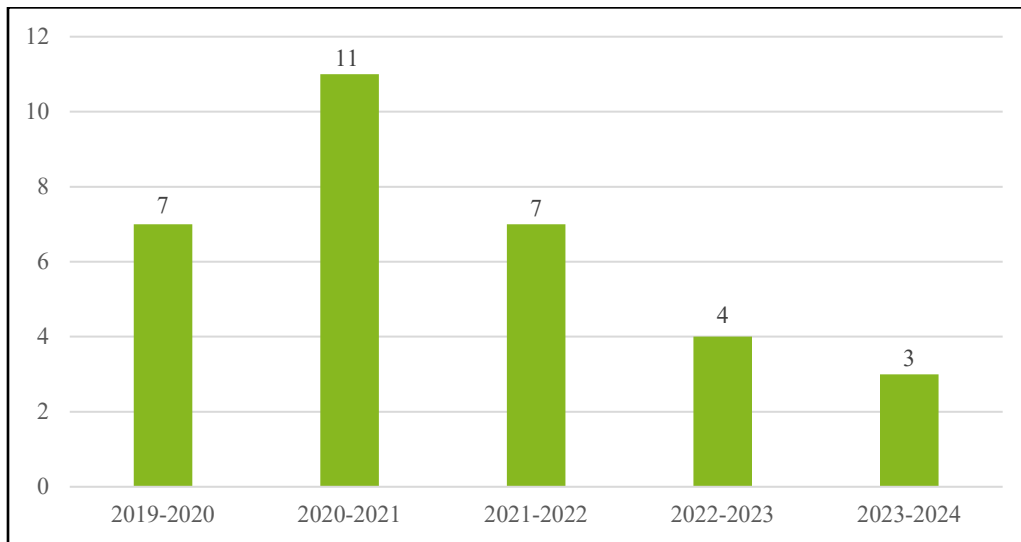


Figure 6. Approved CTE Permit by school year.

Emergency Hire Permit

An Emergency Hire Permit may be issued to an unlicensed individual who wishes to teach in a HIDOE or HIPCS in a shortage area or hard-to-fill position when no licensed teacher is available.

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
726	642	673	838	1178

Table 9. Approved Emergency Hire Permits by school year.

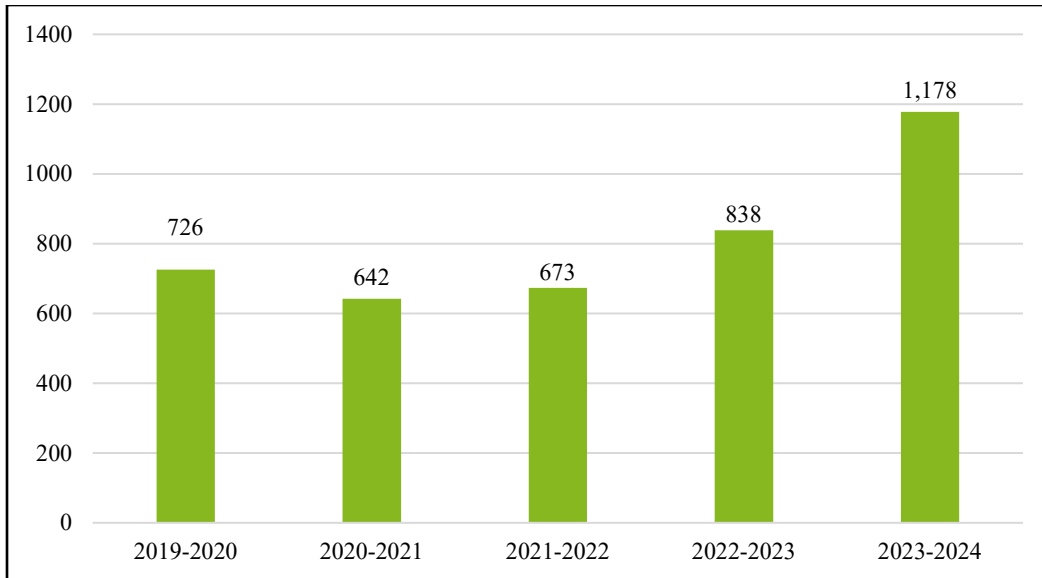


Figure 7. Approved Emergency Hire Permit by school year.

Hawaiian Permit

A Hawaiian Permit may be issued to an unlicensed individual employed by a HODOE or HIPCS in Kaia‘ōlelo-Kaiapuni Hawai‘i, Hawaiian Language Immersion, or Hawaiian Knowledge classrooms when no licensed teacher is available. The Office of Hawaiian Education must recommend applicants for this permit.

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
8	6	7	20	29

Table 10. Approved Hawaiian Permits by school year.

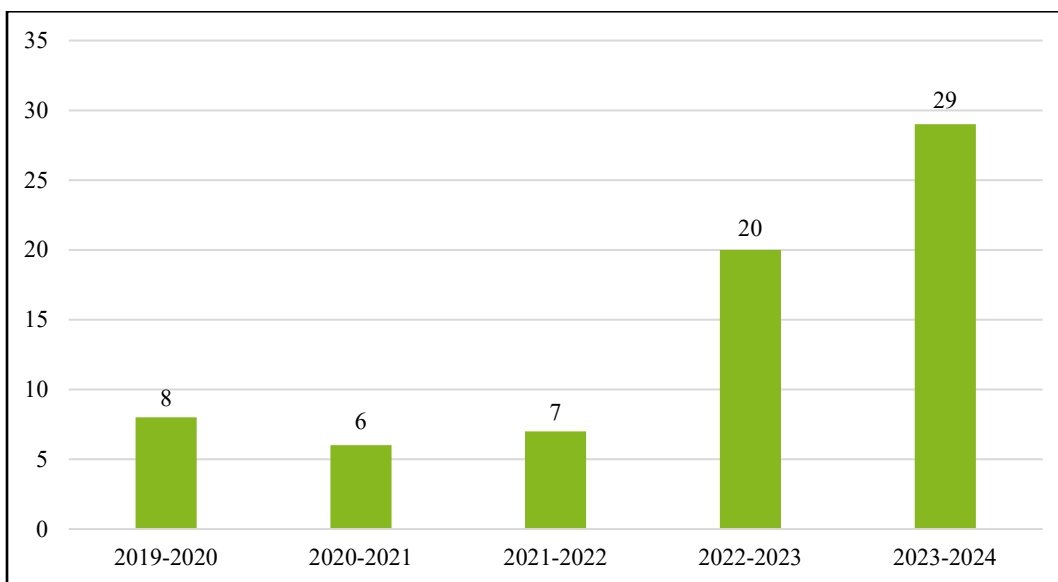


Figure 8. Approved Hawaiian Permits by school year.

Student Teacher Permit

A Student Teacher Permit may be issued to an unlicensed individual recommended by a Hawai‘i SATEP to serve as a student teacher for their clinical experience/student teaching semester.

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
26	356	445	400	393

Table 11. Approved Student Teacher Permits by school year.

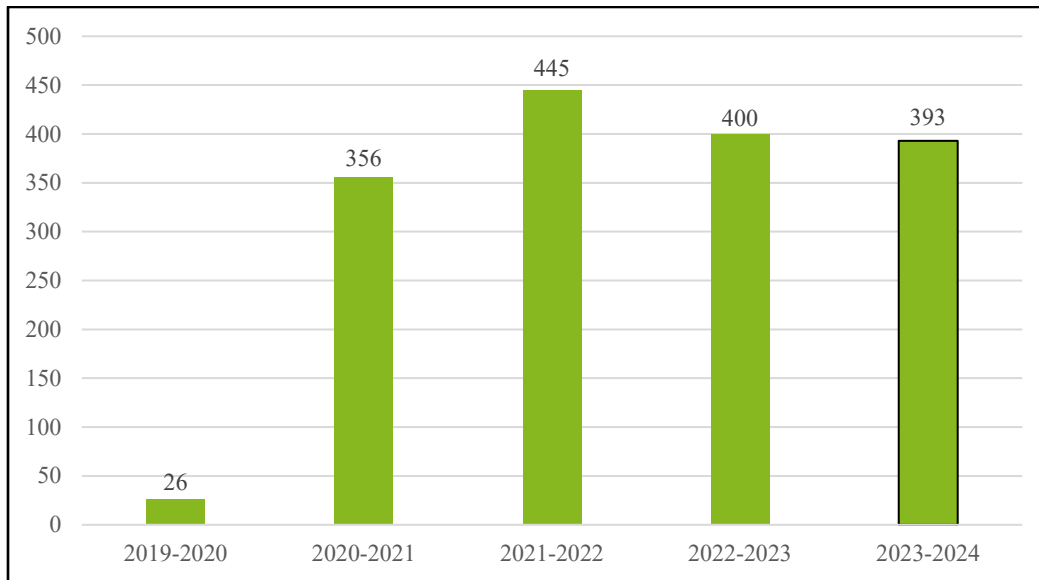


Figure 9. Approved Student Teacher Permits by school year.

TEACHER SHORTAGE DATA

As the teacher shortage persists, HTSB collaborates with public school employers, Hawai‘i EPP, and other key stakeholders to help recruit and retain teachers. HTSB identifies staffing needs in public schools by tracking the number of Emergency Hire Permits issued and the specific positions filled each year. An Emergency Hire Permit allows an unlicensed individual to teach in a HIDEOE or HIPCS in a shortage area or other hard-to-fill position when no licensed teacher is available. These permits are valid for one year, expiring on June 30th, and may be reissued twice for up to three years as the individual works toward obtaining full licensure.

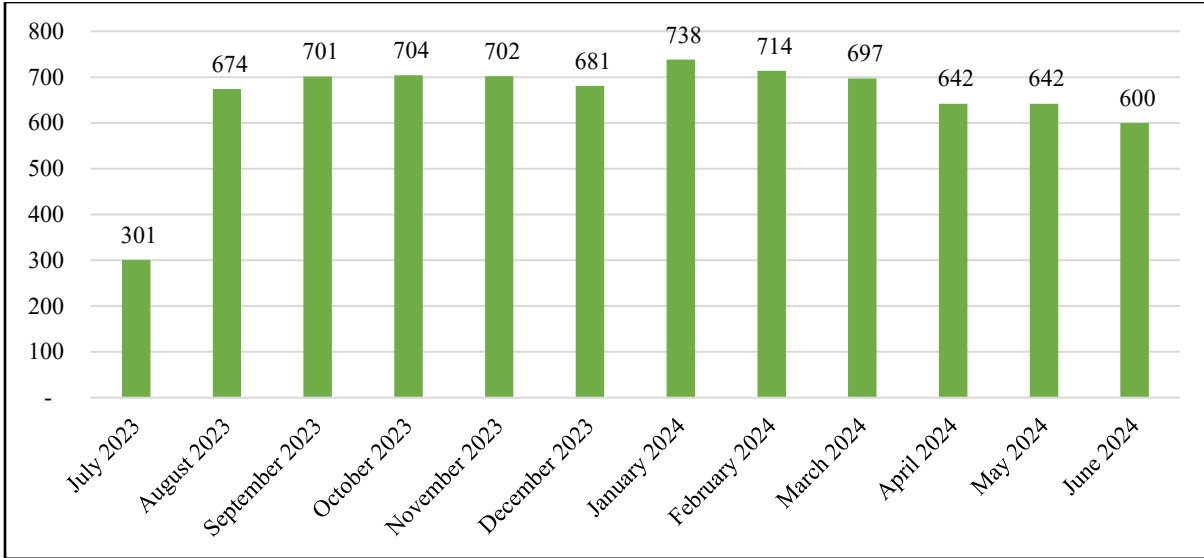


Figure 10. Existing Emergency Hire Permits for HIDEO Teachers during 2023-2024.

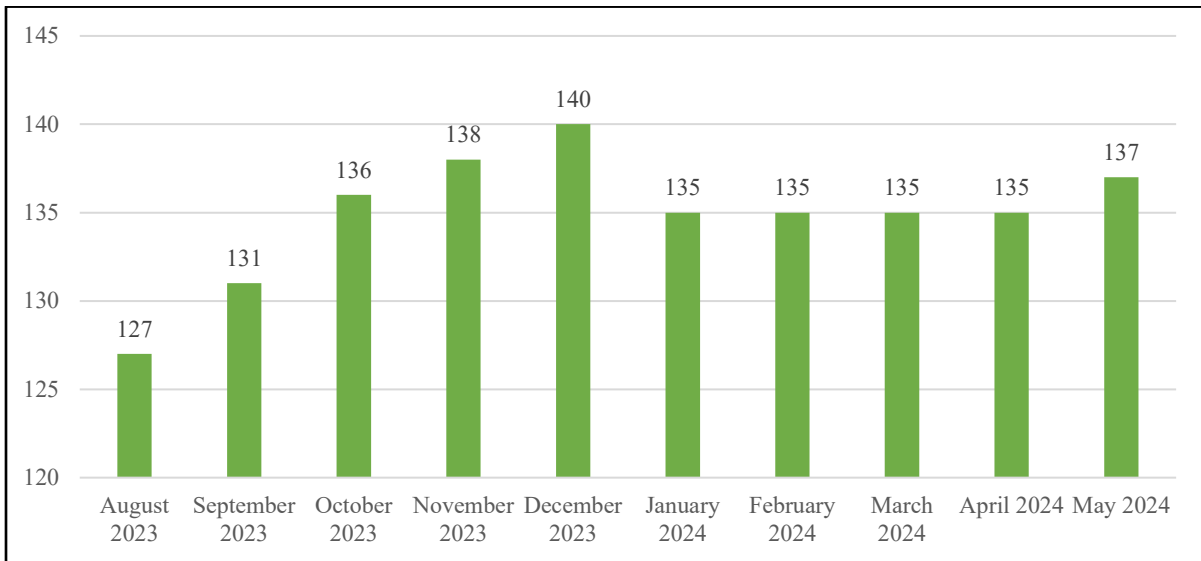


Figure 11. Existing Emergency Hire Permits for HIPCS Teachers during 2023-2024.

HIDOE EMERGENCY HIRE 2023-2024			
Teaching Assignment: Content Areas	April 2024	May 2024	June 2024
Agriculture	0	0	0
Art	13	13	13
Behavior Analysis	1	1	1
Business Education	3	3	3
Computer	6	6	6
Counselor	50	50	49
Career and Technical Education (CTE)	15	15	14
Curriculum Coordinator	0	0	0
Drama	3	3	3
Early Childhood Education	5	5	5
Elementary	172	172	163
English	67	67	63
German	1	1	1
Hawaiian Immersion	0	0	0
Hawaiian Language	3	3	3
Health	6	6	5
Home Economics	1	1	1
Japanese	2	2	2
Librarian	0	0	0
Math	59	59	55
Multidisciplinary	2	2	2
Music	3	3	3
Physical Education	12	12	11
Science	51	51	50
Social Studies	21	21	20
Spanish	4	4	4
Special Motivation	1	1	1
Special Education	137	137	119
Student Services Coordinator (SSC)	1	1	1
Teaching English to Speakers of Other Languages (TESOL)	2	2	1
World Language Complex Area Teacher	1	1	1
TOTAL EMERGENCY HIRES	642	642	600

Table 12. Emergency Hire Teaching Positions from April – June 2024.

WORKFORCE DEVELOPMENT

TEACHER APPRENTICESHIP

The Hawai‘i Registered Teacher Apprenticeship provides aspiring educators with a unique opportunity to gain hands-on classroom experience while fulfilling the requirements for full teacher licensure. In this program, apprentices are paired with experienced mentors in the classroom, where they receive guidance and training in teaching practices, classroom management, and curriculum development. Apprentices work as Educational Assistants (EAs) or Teacher Assistants (TAs) while completing required coursework and other licensure components on their path to becoming fully licensed teachers.

The apprenticeship model is part of HTSB’s effort to address the teacher shortage by providing a supportive and structured pathway to licensure for individuals who may have non-traditional backgrounds or who are seeking to transition into education from other careers. The program also helps to recruit and retain high-quality teachers in underserved areas and shortage fields.

LICENSE DISCIPLINE AND APPEALS

The HTSB is responsible for the licensure and regulation of educators in Hawai‘i, including overseeing disciplinary actions and appeals related to teacher licensure.

HTSB’s licensing and disciplinary processes are designed to protect the integrity of the teaching profession while ensuring that educators who are licensed in Hawai‘i meet the highest standards of professionalism and competency.

Discipline Cases 2019-2024								
Year	Denied	Revoked	Suspended	Deferred or No Action	Reinstated or Approved	Reprimanded or Warned	Conditioned	Total Cases
2019-2020	1	1	1	1	0	0	0	4
2020-2021	0	0	0	0	0	0	0	0
2021-2022	0	12	0	0	0	0	0	12
2022-2023	0	33	0	0	0	0	0	33
2023-2024	0	7	0	0	0	0	0	7

Table 13. Discipline cases from school years 2019-2024.

The Model Code of Ethics for Educators (MCEE) is a set of ethical guidelines and principles designed to provide a framework for the professional conduct of educators across the United States. Adopted by the HTSB in 2018, the MCEE serves as a critical tool for guiding educator behavior and ensuring the highest standards of professionalism, integrity, and accountability.

Implemented through Hawai‘i SATEP, the MCEE is integral to promoting ethical conduct among educators in Hawai‘i. By establishing clear ethical expectations, it provides a unified approach to professional behavior that informs how educators interact with students, parents, colleagues, and the community.

EDUCATOR PROFESSIONAL DEVELOPMENT

EDUCATOR STANDARDS

In the 2011-2012 school year, the Board introduced new performance standards for teachers, school counselors, and school librarians. In the following year (2012-2013), HTSB collaborated with these educator groups to create informational videos and resource materials to help them understand and integrate the new standards into their practices. These videos were distributed on DVD to all Hawai‘i public schools and made available on HTSB's website.

In 2013-2014, new standards were introduced to Hawai‘i SATEP. The year 2015-2016 saw the adoption of new standards for Hawaiian Language, Hawaiian Studies, and Hawaiian Language Immersion. Then, in 2016-2017, HTSB reviewed content standards for potential revisions based on updates from national specialty content organizations. In 2017-2018, HTSB adopted new standards for the review of EPPs.

Subsequently, the National Specialty Professional Associations updated their content area standards, which were reviewed by the Board. HTSB formally adopted these updated standards on March 5, 2021, with implementation for Hawai‘i SATEP starting on July 1, 2023.

A list of approved educator Content Area Standards is located on the HTSB website.

<https://hawaiiteacherstandardsboard.org/content/content-area-standards/>

See Appendix A for the Teacher Performance Standards and Appendix B for the Educator Preparation Program Standards.

HAWAIIAN STANDARDS

In 2024, the Hawaiian Workgroup revised the Hawaiian Program Standards for Hawai‘i SATEP. The Hawaiian Program Standards should be implemented no later than July 1, 2024.

https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/Rev_NBI-24-06-Adoption-of-Rev_Hawaiian-Program-Standards.pdf

NATIONAL BOARD FOR PROFESSIONAL TEACHING

HTSB remains committed to providing ongoing informational and support sessions for Hawai‘i’s educators. One of the key offerings is the National Board Pre-Candidacy professional development course, which helps Hawai‘i teachers build a solid foundation for pursuing National

Board Certification. HTSB is also awaiting the release of newly certified teachers from the National Board organization on December 7, 2024.

HTSB continues its strong partnership with the Institute for Native Pacific Education and Culture (INPEACE) to address the need for highly skilled teachers on the Leeward Coast of Oahu. Additionally, the Hawai‘i National Board Collective, sponsored by HTSB, serves as a platform for National Board-Certified Teachers (NBCTs) from across the state to collaborate. This group plays a critical role in outreach and support for teachers pursuing National Board certification and offers opportunities for NBCTs to become more engaged in education initiatives statewide.

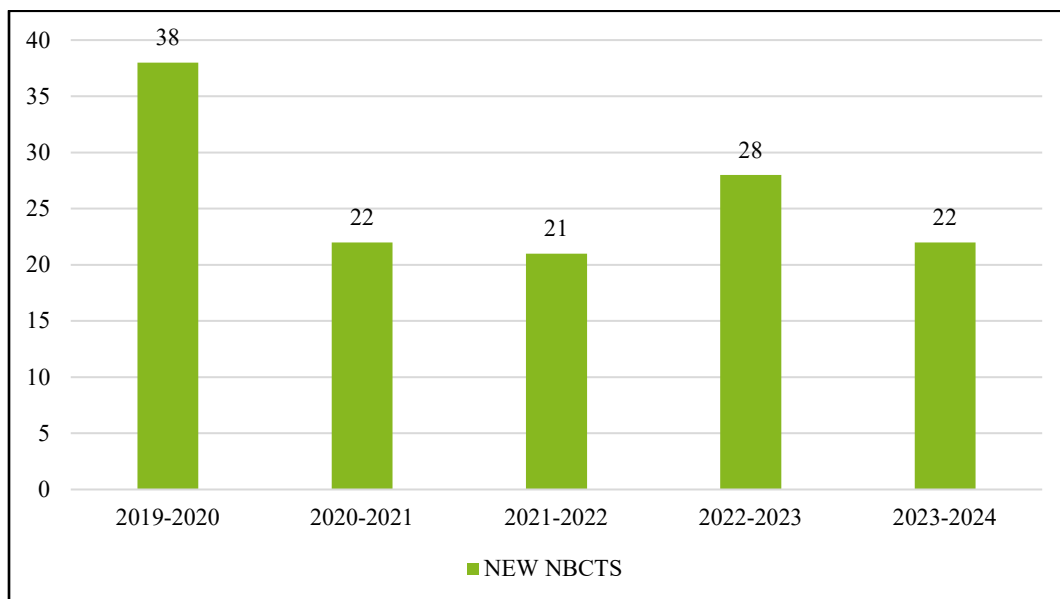


Figure 12. National Board Certified Teachers by school years.

HAWAI‘I STATE APPROVED TEACHER EDUCATION PROGRAMS

The HTSB is responsible for overseeing and ensuring the quality of teacher preparation programs within the state. This includes the management and oversight of the fourteen SATEPs. These programs, which are designed to prepare and educate teacher candidates, must meet the standards set forth by the HTSB.

HTSB continues to review, approve, and monitor Board approved teacher education providers' licensure programs. HTSB closely examines approved EPPs that prepare teachers in their content areas, provide a quality clinical experience, and continually follow federal and state-level policies as outlined in HAR.

HTSB also adopted the latest revision of the national Model Code of Ethics for Educators (MCEE) for use by Hawai‘i SATEP to help prepare teacher candidates for challenging issues they may face in their careers. HTSB staff continues to offer training in the MCEE.

THE ROLE OF HTSB IN TEACHER PREPARATION

Under Hawaii Revised Statutes (HRS) §302A-802, teacher candidates are required to demonstrate competencies that are established by the HTSB as part of the licensure process. This statute grants the HTSB the authority to set the criteria and competencies that teacher candidates must meet in order to be eligible for licensure in the state of Hawai‘i.

Currently, all Hawai‘i SATEP’s are accredited by national or international accreditation bodies, ensuring that these programs meet rigorous standards for quality and effectiveness. These accrediting organizations include:

- The Association for Advancing Quality in Educator Preparation (AAQEP)
- The Council for the Accreditation of Educator Preparation (CAEP)
- The World Indigenous Nations Higher Education Consortium (WINHEC)

These accrediting bodies play a critical role in evaluating and ensuring that teacher education programs meet high standards for preparing educators who are capable of addressing the diverse needs of students in Hawai‘i.

ACCREDITATION

AAQEP and CAEP are well-established national accreditation bodies that assess EPPs based on a range of factors, including program quality, outcomes, and the preparedness of graduates to teach effectively. These accreditations ensure that Hawai‘i’s teacher preparation programs align with national standards and are capable of preparing teachers who can meet the evolving needs of students in the classroom.

WINHEC focuses on ensuring that teacher preparation programs for Indigenous communities are culturally appropriate and effective. WINHEC’s accreditation process is unique in that it emphasizes Indigenous perspectives, knowledge, and practices, which are crucial for providing culturally responsive and community-centered education.

Hawai‘i is proud to offer Indigenous-focused teacher preparation programs. These programs are designed to honor and integrate Indigenous cultural values and knowledge into the teaching profession. These programs were among the first to undergo the WINHEC review process, which provides an accreditation process specifically tailored to Indigenous educational needs. This collaboration between HTSB and Indigenous programs in Hawai‘i is a direct response to the importance of ensuring that teacher education is culturally appropriate and reflects the rich cultural heritage of Native Hawaiians and other indigenous groups in the state.

These partnerships with WINHEC ensures that these programs provide high-quality training for educators who are not only skilled in pedagogy but also grounded in the cultural and spiritual values of Indigenous communities, offering a unique and deeply relevant form of teacher preparation.

This direct collaboration between the Indigenous programs has allowed for the development of a culturally appropriate review process that incorporates Indigenous knowledge systems, traditions, and worldviews into the preparation of future educators. This ensures that the

programs not only meet general educational standards but also honor the cultural heritage and educational practices that are crucial for teaching Native Hawaiian and Indigenous students.

PROFESSIONAL LEARNING AND TRAINING

During the 2023-2024 school year, the HTSB offered a range of professional development opportunities for educators, EPP, and education professionals across the state. These sessions aimed to provide essential knowledge and skills to enhance the effectiveness of Hawai‘i’s educator workforce. Many of these professional development opportunities were delivered through in-person or online training, and some were offered in partnership with external organizations to ensure a comprehensive and well-rounded learning experience. Below are the key sessions provided during this period.

ETS Praxis Presentation

Partner: Educational Testing Service (ETS)

This session focused on the Praxis exams, which are a series of standardized tests used to measure the content knowledge and teaching skills of teacher candidates. The presentation helped participants better understand the Praxis assessments, including preparation strategies, registration processes, and insights on how to succeed on the exams.

Hawaiian Language, History, and Culture Networking

Partner: Bishop Museum

This session provided educators with the opportunity to connect and learn more about Hawaiian language, history, and culture. Led in collaboration with the Bishop Museum, the session highlighted the importance of incorporating Indigenous knowledge and cultural relevance into teaching practices, particularly in Hawai‘i’s unique educational environment. It was designed to help educators understand the rich cultural context of the state and improve cultural competency in the classroom.

HTSB Licensing Presentations

Partner: HTSB Staff

These presentations offered comprehensive guidance on the teacher licensure process in Hawai‘i. Topics covered included the different types of licenses (e.g., Provisional, Standard, Advanced), requirements for each, and steps for applying for and renewing licensure. These sessions were designed to clarify the licensure process for teacher candidates and educators, ensuring they had the information needed to successfully navigate licensure requirements.

Model Code of Educator Ethics

Partner: Dr. Troy Hutchins

Dr. Troy Hutchins led this professional development session focused on the Model Code of Educator Ethics (MCEE). This training emphasized the ethical standards and principles that guide the professional conduct of educators. It covered key topics such as teacher-student relationships, professional responsibilities, and how to handle ethical dilemmas in education. The

session aimed to prepare educators to uphold high standards of professionalism, integrity, and accountability in their teaching practice.

ProEthica Ethics Training

Partner: ETS and HTSB Staff

The ProEthica Ethics Training session, provided in partnership with ETS, offered teachers and teacher candidates a structured framework for understanding professional ethics. ProEthica is an online platform designed to support educators in making sound, ethical decisions in the classroom. The session introduced participants to real-world scenarios and ethical challenges, helping them apply ethical principles in their daily practice. The training was intended to support the development of strong ethical foundations for educators across Hawai‘i.

HAWAI‘I SATEP INFORMATION

Each Hawai‘i SATEP is responsible for implementing approved EPP that offer pathways for teacher candidates to obtain either an academic degree and teacher license or just a teacher license in specific teaching fields and grade-level spans. These programs are designed to ensure that teacher candidates meet the necessary standards for licensure as outlined by the HTSB.

Hawai‘i SATEP and Educator Preparation Programs

EPPs offer different pathways for teacher candidates.

Academic Degree and License. Some EPPs offer programs that provide an academic degree and a teacher license. These programs prepare teacher candidates in both their content area and pedagogical skills, ensuring they meet all licensure requirements, and university degree requirements.

License Only. Other EPPs offer pathways focusing on obtaining a teacher license in certain subject areas and grade spans. These programs are particularly beneficial for candidates who already hold a minimum of a bachelor’s degree in a specific field but need to complete the necessary licensure requirements.

Program Completion and Licensing. Upon successfully completing an EPP, teacher candidates are recommended for licensure by HTSB. The Board reviews the program completion to ensure the candidate has met the standards and competencies required for teaching in Hawai‘i.

This includes assessment of academic performance and field experience (i.e., clinical placements), as well as successful completion of any licensure examinations or other requirements as determined by HTSB.

Annual Progress Report. Each Hawai‘i SATEP is required to submit an annual progress report to HTSB. The report includes updates, outcomes, licensure recommendations, and compliance with HTSB standards.

Accrediting Body Report. These reports are also submitted to the program’s accreditor (i.e., AAQEP, CAEP, or WINHEC) to maintain accreditation status and ensure that programs continue to meet national and international standards.

Federal Title II Higher Education Act. As part of the Federal Title II reporting process, Hawai‘i SATEPs must provide data on program completers, admission and exit requirements, information on the number of graduates, licensure status, and the effectiveness of the program in preparing educators for the classroom.

The following section is a summary of each Hawai‘i SATEP program completer information.

Brigham Young University Hawai‘i

Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)

Duration: June 1, 2021 – June 30, 2028

New Business Item 20-03: <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-20-03.pdf>

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
Art (6-12)	1	2	1
Biology (6-12)	0	1	0
CTE: Arts and Communication (6-12)	1	0	0
CTE: Business (6-12)	0	0	1
Elementary Education (K-6)	12	9	11
English (6-12)	0	0	0
Health (6-12)	0	0	0
Mathematics (6-12)	1	1	0
Mandarin (6-12)	1	0	0
Music (6-12)	1	0	0
Physical Education (6-12)	0	0	0
Science (6-12)	2	1	1
Social Studies (6-12)	3	4	5
Spanish (6-12)	0	0	0
Special Education, Mild/Moderate (K-6)	0	1	0
Special Education, Mild/Moderate (6-12)	1	1	0
Special Education, Mild/Moderate (K-12)	0	0	0
Teaching English to Speakers of Other Languages (6-12)	3	6	3
TOTAL COMPLETERS	26	26	22

Table 14. Brigham Young University Hawai‘i Program Completers.

Chaminade University – Teacher Education

Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)

Duration: March 4, 2024 – December 31, 2030

New Business Item 23-36: <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-23-36-Continuing-State-Approval-for-Chaminade-University-of-Honolulu-Educator-Preparation-Unit-and-Programs-1.pdf>

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
Early Childhood Education (P-K)	2	2	4
Early Childhood Education (P-3)	4	2	5
Earth and Space Science (6-12)	0	1	0
Elementary Education (K-6)	27	22	13
English (6-12)	4	2	4
Mathematics (6-12)	1	2	0
Science (6-12)	4	0	2
Social Studies (6-12)	5	7	2
Special Education, Mild/Moderate (P-3)	3	2	0
Special Education, Mild/Moderate (K-6)	6	6	0
Special Education, Mild/Moderate (K-12)	0	0	9
Special Education, Mild/Moderate (6-12)	5	2	6
TOTAL COMPLETERS	61	48	45

Table 15. Chaminade University Teacher Education Program Completers.

Chaminade University – School Counseling

Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)

Duration: March 4, 2024 – December 31, 2030

New Business Item 23-37: <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-23-37-Continuing-State-Approval-for-Chaminade-University-of-Honolulu-School-Counseling-Educator-Preparation-Program-1.pdf>

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
School Counseling (K-12)	7	21	6
TOTAL COMPLETERS	7	21	6

Table 16. Chaminade University School Counseling Program Completers.

Hawai'i Pacific University

Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)

Duration: July 1, 2021 – June 30, 2027

New Business Item 21-08: <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/Approved-NBI-21-08-Hawaii-Pacific-University-State-Approval.pdf>

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
Algebra I (6-12)	0	0	1
Elementary Education (K-6)	22	13	20
English (6-12)	4	3	5
Japanese (6-12)	1	1	0
Mathematics (6-12)	2	0	1
Science (6-12)	0	2	0
Social Studies (6-12)	2	1	2
Spanish (6-12)	0	0	1
Teaching English to Speakers of Other Languages (TESOL) (6-12)	1	1	1
TOTAL COMPLETERS	32	21	31

Table 17. Hawai'i Pacific University Program Completers.

iTeach

Accreditation Status: Council for the Educator Preparation (CAEP)

Duration: July 1, 2020 – June 30, 2027

New Business Item 20-05: <https://hawaiiiteacherstandardsboard.org/content/wp-content/uploads/NBI-20-05-iTEACH-Continuing-SATE-Approval-1-1.pdf>

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
Algebra I (6-8)	0	1	0
Algebra I (6-12)	0	2	0
Art (6-12)	3	0	0
Biology (6-12)	1	0	1
Computer Science (K-12)	0	1	0
Elementary Education (K-6)	9	15	10
English (6-8)	1	2	0
English (6-12)	5	3	5
Japanese (6-8)	0	0	1
Japanese (6-12)	0	1	0
Mathematics (6-8)	1	2	1
Mathematics (6-12)	3	2	5
Physical Education (6-12)	0	2	2
Physical Education (K-12)	1	0	0
Physics (6-12)	1	0	0
Science (6-8)	3	1	0
Science (6-12)	3	2	3
Social Studies (6-8)	1	0	0
Social Studies (6-12)	2	1	0
Spanish (6-12)	1	2	1
Special Education (P-3)	0	1	0
Special Education (K-6)	0	4	4
Special Education (6-8)	1	1	5
Special Education (6-12)	2	6	4
Special Education Mild/Moderate (P-3)	0	0	0
Special Education Mild/Moderate (K-6)	3	0	0
Special Education Mild/Moderate (6-12)	1	0	0
Teaching English to Speakers of Other Languages (TESOL) (PK-3)	0	0	0
Teaching English to Speakers of Other Languages (TESOL) (6-8)	0	1	0
Teaching English to Speakers of Other Languages (TESOL) (6-12)	1	0	1
TOTAL COMPLETERS	43	50	43

Table 18. iTeach Program Completers.

Kaho‘iwai Center for Adult Teaching and Learning

Accreditation Status: World Indigenous Nations Higher Education Consortium (WINHEC)

Duration: September 2019 – December 31, 2028

New Business Item 19-27: <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-19-27-Kahoiwai-SATE-Extension-1-1.pdf>

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
Art (6-12)	2	0	0
Elementary Education (K-6)	6	0	3
English (6-12)	0	3	4
Hawaiian Studies (6-12)	2	2	2
Mathematics (6-12)	0	1	0
Science (6-12)	1	2	4
Social Studies (6-12)	9	6	4
TOTAL COMPLETERS	20	14	17

Table 19. Kaho‘iwai Program Completers.

Kahuawaiola Indigenous Teacher Education at the University of Hawai‘i at Hilo

Accreditation Status: World Indigenous Nations Higher Education Consortium (WINHEC)

Duration: September 2019 – December 31, 2028

New Business Item 19-26: <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-19-26-Kahuawaiola-SATE-Extension-1-1.pdf>

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
Elementary Education (K-6)	0	0	0
Hawaiian Knowledge (P-3)	2	2	2
Hawaiian Knowledge (P-12)	3	0	0
Hawaiian Knowledge (K-6)	0	2	3
Hawaiian Knowledge (6-12)	0	0	1
Hawaiian Studies (6-12)	0	0	0
Kaiapuni Hawai‘i / Hawaiian Language Immersion (P-3)	2	1	2
Kaiapuni Hawai‘i / Hawaiian Language Immersion (P-12)	2	0	0
Kaiapuni Hawai‘i / Hawaiian Language Immersion (K-6)	1	1	2
Kaiapuni Hawai‘i / Hawaiian Language Immersion (6-12)	0	0	1
‘Ōlelo Hawai‘i / Hawaiian Language (6-12)	0	0	0
TOTAL COMPLETERS	10	6	11

Table 20. Kahuawaiola Program Completers.

Leeward Community College – Career and Technical Education

Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)

Duration: July 1, 2021 – June 30, 2028

New Business Item 21-05 Revised: <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-21-05Rev-LCC-AAQEP-State-Approval-Final-1.pdf>

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
CTE – Arts and Communications (6-12)	2	2	1
CTE – Business (6-12)	5	2	4
CTE – Health Services (6-12)	0	2	0
CTE – Industrial and Engineering Technology (6-12)	3	1	1
CTE – Natural Resources (6-12)	3	1	0
CTE – Public and Human Services (6-12)	1	2	2
Limited CTE – Arts and Communications (6-12)	0	0	0
Limited CTE – Business (6-12)	0	0	0
Limited CTE – Health Services (6-12)	0	0	0
Limited CTE – Industrial and Engineering Technology (6-12)	2	1	1
Limited CTE – Natural Resources (6-12)	0	0	0
Limited CTE – Public and Human Services (6-12)	1	0	2
TOTAL COMPLETERS	17	11	11

Table 21. Leeward Community College CTE Program Completers.

Leeward Community College – Special Education

Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)

Duration: July 1, 2021 – June 30, 2028

New Business Item New Business Item 21-05 Revised:

<https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-21-05Rev-LCC-AAQEP-State-Approval-Final-1.pdf>

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
Special Education (PK-3)	1	1	1
Special Education (K-6)	18	10	10
Special Education (6-12)	13	15	13
TOTAL COMPLETERS	32	26	24

Table 22. Leeward Community College Special Education Program Completers.

Teach Away

Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)

Duration: October 8, 2021-December 31, 2028

New Business Item 21-17: <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-21-17-Consideration-of-Teach-Aways-Continuing-State-Approval-2.pdf>

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
Algebra (6-12)	0	0	1
English (6-12)	12	8	4
Mathematics (6-8)	1	1	0
Mathematics (6-12)	1	0	1
Science (6-8)	3	0	0
Science (6-12)	4	0	1
Teaching English as a Second Language (TESOL) (K-6)	0	4	4
Teaching English to Speakers of Other Languages (TESOL) (K-12)	10	2	3
Teaching English to Speakers of Other Languages (TESOL) (6-12)	0	3	4
TOTAL COMPLETERS	31	18	18

Table 23. Teach Away Program Completers.

Teach For America

Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)
Duration: October 27, 2023 – June 30, 2030 (with unit conditions and program areas for improvement)

New Business Item 23-13: <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-23-13-Continuing-State-Approval-for-Teach-For-America-Educator-Preparation-Program-1.pdf>

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
Algebra I (6-12)	6	0	0
Elementary Education (K-6)	8	18	10
English (6-12)	14	14	17
Mathematics (6-8)	4	0	0
Mathematics (6-12)	13	9	9
Science (6-12)	9	4	2
Social Studies (6-8)	1	0	0
Social Studies (6-12)	4	6	4
World Languages (6-12)	0	0	0
TOTAL COMPLETERS	59	51	42

Table 24. Teach for America Program Completers.

University of Hawai'i at Hilo – School of Education

Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)

Duration: January 1, 2022 – June 30, 2028

New Business Item 21-06: <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/Approved-NBI-21-06-University-of-Hawaii-at-Hilo-State-Approval.pdf>

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
Art (6-12)	0	0	0
CTE: Business (6-12)	0	0	0
CTE: Natural Resources (6-12)	0	0	0
Computer Science (6-12)	0	0	0
Elementary Education (K-6)	8	8	8
English (6-12)	0	0	0
Health (6-12)	0	0	0
Japanese (6-12)	0	0	0
Mathematics (6-12)	0	0	0
Music (6-12)	1	0	0
Physical Education (6-12)	3	2	2
Science (6-12)	2	2	2
Science, Technology, Education, and Mathematics (STEM) (6-12)	0	0	0
Social Studies (6-12)	1	2	2
Spanish (6-12)	0	0	0
Teacher Leader (non-grade level)	0	0	0
TOTAL COMPLETERS	15	14	14

Table 25. University of Hawai'i at Hilo School of Education Program Completers.

University of Hawai'i at Mānoa – College of Education

Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)

Duration: January 1, 2022 – June 30, 2028

New Business Item 21-07: <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/Approved-NBI-21-07-University-of-Hawaii-at-Manoa-State-Approval.pdf>

Accreditation Status: National Association of Schools of Music

Duration: November 2022 – November 2032

New Business Item 22-85: https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-22-85_State-Approval-of-University-of-Hawaii-at-Manoa-Music_Program-1.pdf

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
Art (6-12)	5	5	1
Chinese (6-12)	1	0	2
Dance (6-12)	0	0	0
Drama/Theater Arts (6-12)	1	0	1
Early Childhood Education (P-3)	40	11	34
Elementary Education (K-6)	98	103	94
English (6-12)	17	9	14
Ethnomathematics (K-6)	0	2	0
Ethnomathematics (K-12)	0	0	0
Ethnomathematics (6-12)	1	0	0
French (6-12)	0	0	0
German (6-12)	0	0	0
Kaipuni Hawai'i/Hawaiian Language Immersion (K-6)	0	2	0
Kaipuni Hawai'i/Hawaiian Language Immersion (K-12)	0	2	2
Health (K-6)	3	2	0
Health (K-12)	4	2	2
Health (6-12)	2	4	5
Ilocano (6-12)	0	0	0
Japanese (6-12)	0	1	5
Korean (6-12)	1	0	1
Latin (6-12)	0	0	0
Literacy Specialist	0	0	0
Mandarin (6-12)	0	0	0
Mathematics (6-8)	0	0	1
Mathematics (6-12)	13	2	6

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
Music (K-12)	3	10	12
‘Ōlelo Hawai‘i / Hawaiian Language (6-12)	1	2	4
Online Teaching (K-6)	0	0	0
Online Teaching (K-12)	0	0	0
Online Teaching (6-12)	0	0	0
Physical Education (K-6)	3	1	0
Physical Education (K-12)	4	2	2
Physical Education (6-12)	4	6	7
Russian (6-12)	0	0	0
Samoan (6-12)	0	0	0
Science (6-12)	11	9	9
Science, Technology, Education, and Mathematics (STEM) (K-6)	0	1	0
Science, Technology, Education, and Mathematics (STEM) (6-12)	0	0	0
Social Studies (6-12)	22	32	13
Spanish (6-12)	0	0	2
Special Education Mild/Moderate (P-3)	33	4	32
Special Education Mild/Moderate (K-6)	25	2	29
Special Education Mild/Moderate (6-12)	13	17	15
Special Education Severe Disabilities/Autism (P-3)	0	4	3
Special Education Severe Disabilities/Autism (K-6)	0	7	8
Special Education Severe Disabilities/Autism (6-12)	0	5	8
Special Education Severe Disabilities/Profound (P-3)	7	0	0
Special Education Severe Disabilities/Profound (K-6)	8	0	0
Special Education Severe Disabilities/Profound (6-12)	4	0	0
Tagalog (6-12)	0	0	0
Teacher Leader (Curriculum Studies, non-grade level)	0	12	0
Teaching English as a Second Language (TESOL) (K-6)	18	16	7
Teaching English as a Second Language (TESOL) (6-12)	3	1	2
TOTAL COMPLETERS	345	276	321

Table 26. University of Hawai‘i at Mānoa College of Education Program Completers.

University of Hawai‘i at Mānoa – Library and Information Science Program

Accreditation Status: American Library Association

Duration: February 6, 2024 – February 6, 2031

New Business Item 23-35: <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-23-35-Continuing-State-Approval-of-UH-Manoas-LIS-Program-1.pdf>

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
School Librarian (K-6)	2	0	2
School Librarian (6-12)	1	3	0
TOTAL COMPLETERS	3	3	2

Table 27. University of Hawai‘i at Mānoa Library and Information Science Program Completers.

University of Hawai‘i at West O‘ahu

Accreditation Status: Council for the Educator Preparation (CAEP)

Duration: January 1, 2021 – June 30, 2027

New Business Item 20-04: <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-20-04-UH-WO-SATE-Approval-1.pdf>

Teaching Field and Grade Level	2021-2022	2022-2023	2023-2024
Biology (6-12)	0	0	2
Elementary Education (K-6)	19	32	18
English (6-8)	0	0	0
English (6-12)	2	4	6
Mathematics (6-8)	0	0	0
Mathematics (6-12)	4	1	4
Science (6-8)	0	0	0
Science (6-12)	0	0	0
Social Studies (6-8)	0	0	0
Social Studies (6-12)	7	5	6
Special Education (K-6)	3	6	0
Special Education (6-8)	0	0	0
Special Education (6-12)	2	2	0
TOTAL COMPLETERS	37	50	36

Table 28. University of Hawai‘i at West O‘ahu Program Completers.

APPENDICES

APPENDIX A. APPROVED PERFORMANCE STANDARDS

Teacher

Council of Chief State School Officers. *Interstate Teacher Assessment and Support Consortium (InTASC)*

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

School Counselor

American School Counselor Association (ASCA). *ASCA Standards for School Counselor Preparation Programs*

<https://www.schoolcounselor.org/getmedia/573d7c2c-1622-4d25-a5ac-ac74d2e614ca/ASCA-Standards-for-School-Counselor-Preparation-Programs.pdf>

School Librarian

American Association of School Librarians (AASL). *American Association of School Librarians Standards.*

<https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>

APPENDIX B. APPROVED EDUCATOR PREPARATION PROGRAM STANDARDS

The Hawai'i Teacher Standards Board approved the EPP Standards to support the additional options for Hawai'i EPP to select state or national review for their units and programs on June 4, 2018

New Business Item 17-39: <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/NBI-17-39-Update-of-EPP-Standards-1.pdf>

State Approved Teacher Educator Program Unit Standards

Standard 1: Candidate Content Knowledge, Pedagogical Knowledge, and Dispositions

Candidates demonstrate strong subject matter knowledge, culturally relevant pedagogical knowledge, pedagogical content knowledge, and professional dispositions in instruction and in other interactions with all P-12 learners.

Standard 2: Clinical Practice and Partnerships

The educator preparation program and its associated partners have shared responsibility for the design, implementation, and evaluation of diverse clinical experiences that provide the candidate the opportunity to have a positive impact on the growth and development of learners.

Standard 3: Assessment and Evaluation

Educator preparation programs have criteria for and monitor candidate progression from admissions to student teaching, through completion and recommendation for licensure. They gather, analyze, and interpret data for continuous improvement of the program.

Through their work with P-12 students, the candidate understands and uses multiple methods of assessment to monitor learner progress and to inform their practice. Candidates can demonstrate positive impact on P-12 learners' growth and development.

Standard 4: Governance and Resources

The educator preparation program has sufficient faculty, financial, physical, and technological resources and capacity to support and sustain the quality of its educational program.

Standard 5: Hawai'i Specific Requirements

The educator preparation program ensures it meets all requirements in Hawaii Administrative Rules governing the approval of Educator Preparation Programs (HAR) §8-54-19, Appendix A.