

DEPARTMENT OF EDUCATION  
Amendment and Compilation of Chapter 8-54

"HAWAII ADMINISTRATIVE RULES"

TITLE 8

DEPARTMENT OF EDUCATION

SUBTITLE 2

EDUCATION

PART I

PUBLIC SCHOOLS

CHAPTER 54

TEACHER LICENSING STANDARDS

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SUBCHAPTER 1

GENERAL PROVISIONS

**§8-54-1 Statement of purpose.** (a) All of Hawaii's public school children deserve to be taught by teachers who are qualified to practice the profession of teaching. The provision of quality education for all public school children is a critical function of state government. The highest standards must be applied to the training of teachers, the screening of applicants for employment and the continued employment of teachers. Teacher standards strengthen the school system's accountability to the public by ensuring that qualified teachers are employed in the public school system.

(b) The purpose of this chapter is to set the standards by which public school teachers shall be licensed and relicensed. These standards shall be established by the Hawaii teacher standards board. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; am and comp 10/27/11; am and comp 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)

**§8-54-1.1 Authority.** The Hawaii teacher standards board shall administer the licensing and relicensing process in accordance with applicable provisions in chapter 302A, Hawai'i Revised Statutes, and the standards provided in this chapter. No person paid under the salary schedule contained in the unit 05 collective bargaining agreement shall serve as a teacher in the department or a charter school without first having obtained a license or permit from the board in such form as the board determines. The superintendent of the department of education and charter school administrator shall administer the emergency hire process in accordance with applicable provisions in sections 302A-801-808, Hawai'i Revised Statutes and the standards provided in this chapter. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; am and comp 10/27/11; am and ren §8-54-1.1

42 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to  
43 -808)

44  
45 **§8-54-2 Repealed [R 10/30/14]**

46  
47 **§8-54-2.1 Applicability.** Any action relating to  
48 the screening and hiring of teacher applicants by the  
49 department or charter schools shall be in accordance  
50 with the standards provided in this chapter. All  
51 licenses and permits issued by the board shall be  
52 renewable provided the licensee or permittee continues  
53 to satisfy the board's standards and the renewal  
54 requirements. [Eff 6/13/97; comp 7/18/98; comp  
55 12/20/01; am and comp 8/13/04; am and comp 10/27/11;  
56 am and ren §8-54-2.1 10/30/14] (Auth: HRS §302A-805)  
57 (Imp: HRS §§302A-801 to -808)

58  
59 **§8-54-2.2 Delegation of Powers.** (a) The board  
60 delegates authority to the Executive Director to  
61 complete the actions set forth in subsections (b) and  
62 (c). All delegated actions will be presented to the  
63 board at their next regularly scheduled meeting.

64 (b) The Executive Director is authorized to  
65 grant initial licenses, added fields and permits when  
66 the following criteria have been met:

67 (1) All forms, tests and documentation for  
68 meeting licensing and permit requirements  
69 have been submitted by the applicant and  
70 received by the board's office;

71 (2) Forms and documentation are complete;

72 (3) There are no professional fitness issues;  
73 and

74 (4) All fees have been paid.

75 (c) The Executive Director is further authorized  
76 to grant license and permit renewals when the  
77 following criteria have been met:

78 (1) All forms and documentation for meeting  
79 renewal requirements have been submitted by  
80 the applicant and received by the board's  
81 office;

82 (2) Forms and documentation are complete;

- 83 (3) There are no professional fitness issues;  
84 and  
85 (4) All fees have been paid. [Eff 10/27/11; am  
86 and ren §8.54-2.2 10/30/14] (Auth: HRS  
87 §302A-803) (Imp: HRS §§302A-801 to -808)  
88

89 **§8-54-2.3 Electronic capture of documents.**  
90 Electronic records of the board as may be certified by  
91 the custodian of records, shall constitute the  
92 official business records of the board.[Eff 8/13/04;  
93 comp 8/13/04; am and comp 10/27/11; am and ren §8-54-  
94 2.1 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-  
95 801 to -808)  
96

97 **§8-54-2.4 License and permit fees.** (a) The  
98 payment of fees is a requirement for issuance of the  
99 license or permit. In the case of an approved payment  
100 plan for payment of license or renewal fees, interval  
101 payments shall be made according to the payment plan  
102 agreement and if in non-compliance may be grounds for  
103 appropriate action.

104 (b) If a licensee fails to pay the license or  
105 permit fees, the license or permit may be  
106 automatically forfeited until the licensee or  
107 permittee restores the license in a manner determined  
108 by the board.

109 (c) Once a license or permit has been issued  
110 there shall be no refund of fees.

111 (d) When the board is fiscally able to apply a  
112 discount for online applications and renewals, it may  
113 decrease the amount charged to the applicant, licensee  
114 or permittee for fee payments made using the online  
115 licensing system. The board shall specify the length  
116 of time the discount will be in effect at a regularly  
117 scheduled meeting. Nothing shall require the  
118 continuance of an online discount when the board  
119 determines it cannot fiscally do so.

120 (e) The following fees shall be applicable when  
121 applying for a license or permit:  
122 Provisional license fee per year not more than \$54\$64  
123 Standard license fee per year not more than \$54\$64  
124 Advanced license fee per year not more than \$54\$64

|     |                                                                               |                               |
|-----|-------------------------------------------------------------------------------|-------------------------------|
| 125 | <del>Emergency Hire fee per year</del>                                        | <del>not more than \$54</del> |
| 126 | <del>CTE special permit fee per year</del>                                    | <del>not more than \$54</del> |
| 127 | <del>Niihau special permit fee per year</del>                                 | <del>not more than \$54</del> |
| 128 | Permit fee per year not more than                                             | \$64                          |
| 129 | <del>Initial License application fee using paper form</del>                   | <del>\$25</del>               |
| 130 | Student Teaching Permit                                                       | no charge                     |
| 131 | Adding a licensing field to an existing license, per                          |                               |
| 132 | field                                                                         | \$25                          |
| 133 | <del>Name change using paper form</del>                                       | <del>\$25</del>               |
| 134 | Non DOE/Charter School name change                                            | \$25                          |
| 135 | Late payment of license, <u>permit</u> or renewal fee                         | \$25                          |
| 136 | Restoration fee                                                               | \$25                          |
| 137 | SATEP Data Entry Correction Fee per error                                     | \$300                         |
| 138 | Registration Fee for Out of State Education                                   |                               |
| 139 | Preparation Providers operating in Hawaii                                     | \$500                         |
| 140 | <del>Provisional</del> State Review fee for each <del>new</del> license field |                               |
| 141 |                                                                               | \$500                         |
| 142 | <del>Provisional</del> State Review fee for new units                         | \$1,000                       |
| 143 | [Eff 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-                        |                               |
| 144 | 801 to -808)                                                                  |                               |

145

146       **§8-54-2.5 Approved payment plan.** (a) As allowed  
 147 by the board, a licensee or permittee may elect to  
 148 participate in various payment plans set forth by the  
 149 board to pay license and renewal fees.

150       (b) Failure to keep compliant with timely and  
 151 complete payments shall be regarded as failure to pay  
 152 required fees for license or renewal and shall be  
 153 grounds for automatic forfeiture of the license or  
 154 permit. A person with a forfeited license is  
 155 prohibited from engaging in the teaching profession.

156       (c) The board may restore a forfeited license  
 157 under these circumstances if the licensee becomes  
 158 current with all payments. Failure to restore in a  
 159 timely manner as determined by the board shall cause  
 160 the forfeited license to be terminated. A person with  
 161 a terminated license must apply for a new license or  
 162 permit and meet current application requirements.

163 [Eff 10/30/14] (Auth: HRS §302A-803) (Imp: HRS §§302A-  
 164 801 to -808)

165

166       **§8-54-2.6 Hawai'i teacher standards board special**  
167 **fund.** All fees collected shall be deposited in the  
168 Hawai'i teacher standards board special fund  
169 established within the state treasury. All other  
170 monies received by the board as appropriations, fines,  
171 grants or donations shall be deposited in the special  
172 fund. The fund shall be administered by the  
173 department and used to pay the expenses of the board,  
174 including but not limited to, the payment of all  
175 operational personnel costs and reimbursements of  
176 board members for travel expenses incurred.  
177 [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp  
178 8/13/04; comp 10/27/11; am and ren §8-54-2.6 10/30/14]  
179 (Auth: HRS §302A-806) (Imp: HRS §§302A-801 to -808)

181       **§8-54-3 Definitions.** As used in this chapter:  
182       "Accreditation" means a process for assessing and  
183 enhancing academic and educational quality through  
184 peer review. National accreditation informs the public  
185 that an institution has a professional education unit  
186 that has met state, professional, and institutional  
187 standards of educational quality. National accrediting  
188 bodies are approved by the US Department of Education  
189 to accredit teacher education programs.

190       "Board" means the Hawaii teacher standards board.

191       "Censure" means a formal or stern warning given  
192 by the board.

193       "Charter schools" means public schools holding  
194 charters to operate as charter schools under chapter  
195 302D, including start-up and conversion charter  
196 schools, that have the flexibility to implement  
197 alternative frameworks with regard to curriculum,  
198 facilities management, instructional approach, length  
199 of the school day, week, or year, and personnel  
200 management.

201       "Charter School Administrator" means head of a  
202 local school board of a Charter School.

203       "Code of Ethics" means the contents of Appendix  
204 D, which describes the desired conduct of P-12  
205 teachers as members of the teaching profession.



206       "Condition" means a qualification, restriction,  
207 limitation, or requirement imposed on the licensee or  
208 permittee that must be true or done.

209       "Criminal action against children" means any  
210 crime involving minors deemed by the Hawaii teacher  
211 standards board to have a direct bearing on an  
212 individual's ability to serve as a teacher.

213       "Cultural Growth and Development Plan" means a  
214 plan to develop the cultural and professional  
215 knowledge, skills and dispositions to effectively  
216 integrate Hawaiian ways of knowing, learning and  
217 teaching and increase instructional proficiency in the  
218 Hawaiian language, history and culture for an  
219 individual holding a special permit to teach in  
220 Kaia`ōlelo-Kaiapuni Hawai`i, Hawaiian Language  
221 Immersion, and Hawaiian Knowledge classrooms. The  
222 plan will be developed for the permittee in  
223 collaboration with the Office of Hawaiian Education  
224 and a Hawaiian Immersion educator preparation program.

225       "Deny" means to withhold or refuse to grant a  
226 license or permit.

227       "Department" means the department of education.

228       "Educator Preparation Provider" means a teacher,  
229 school counselor or school librarian preparation  
230 program that meets the board's state approval  
231 performance standards and has been reviewed and  
232 approved in an approval process specified by the  
233 board.

234       "Emergency Hire" means an unlicensed employee of  
235 a public school paid under the salary schedule  
236 contained in the unit 05 collective bargaining  
237 agreement.

238       "Employer" means any public, charter, independent  
239 or private school which hires teachers, school  
240 counselors and school librarians.

241       "Executive Director" means the executive officer  
242 of the Hawaii teacher standards board.

243       "Experience" means contracted service in a P-12  
244 school setting in the license field and/or level  
245 required to grant a Hawaii license or permit.

246       "Fee" means any monetary amount assessed to  
247 process, issue, modify, correct, or approve a license  
248 or permit. Fee also means any monetary amount  
249 assessed to process, issue, modify, correct, or  
250 approve a teacher education program; or to an  
251 institution for the processing or correction of data  
252 or information.

253       "Felony" is defined as those acts which are  
254 criminal acts defined as felonies by the Hawaii  
255 Revised Statutes or similar criminal acts which were  
256 committed in other jurisdictions.

257       "Forfeit" or "forfeited" or "forfeiture" shall  
258 refer to and mean the status of a license or permit  
259 that has been automatically cancelled for failure to  
260 renew the license or permit, or for failure to comply  
261 with the provisions of section 8-54-2.4.

262       "Internet crimes" means internet crimes as  
263 defined by Hawaii Revised Statutes.

264       "License" means the document signifying  
265 recognition granted by the board to practice the  
266 profession of teaching.

267       "Licensee" means the holder of a valid Hawaii  
268 teaching license.

269       "Meritorious New Teacher Candidate" means a  
270 designation awarded to teacher candidates in states  
271 approved by the board who meet rigorous criteria in  
272 areas that have been shown to correlate with student  
273 learning gains; strong verbal skills; a high level of  
274 mastery of their subject matter; in-depth student  
275 teaching; and excellence in their professional  
276 program.

277       "Misdemeanor" for the purpose of these rules is  
278 defined as those misdemeanor convictions that pose a  
279 substantial risk of harm to the health, safety or  
280 welfare of students, minors or others.

281       "National Board Certification" means the  
282 voluntary advanced certification developed and  
283 administered by the National Board for Professional  
284 Teaching Standards.

285       "Payment plan" shall refer to and mean a binding  
286 agreement on the licensee or permittee to make

287 required payments in a timely manner to comply with  
288 license, permit, or renewal requirements.

289 "Permit" means a limited duty special permit as  
290 defined by §8-54-9.6.

291 "PRAXIS" means the set of tests developed and  
292 administered by the Educational Testing Service.

293 "Private Employer" for purposes of teacher  
294 licensure refers to non-public employers of teachers.

295 "Program" means a planned sequence of courses and  
296 experiences for the purpose of preparing teachers and  
297 other school professionals to work in pre-kindergarten  
298 through twelfth grade settings. Programs may lead to a  
299 degree, a recommendation for a state license, both, or  
300 neither.

301 "Public school" means an academic and non-college  
302 type school established and maintained by the  
303 department of education or a charter school chartered  
304 by the board of education in accordance with law.

305 "Reinstate" or "reinstatement" shall refer to and  
306 mean a determination by the board to allow a person  
307 who has met requirements set by the board to engage in  
308 the practice of teaching following a license or permit  
309 suspension or disciplinary condition.

310 "Renew" or "renewal" means a determination by  
311 the board, prior to expiration of a license or permit,  
312 to grant additional years of validity based on the  
313 number of years the license or permit is eligible to  
314 be renewed.

315 "Reprimand" shall have the same meaning as  
316 "Censure".

317 "Revocation" means loss of a teaching license or  
318 permit for not less than five years.

319 "Sex offense" means sexual offenses as defined by  
320 Hawai'i Revised Statutes.

321 "School Counselor" means a person whose duties  
322 are primarily promoting and enhancing the learning  
323 process within the context of academic development,  
324 career development and personal/social development and  
325 may also include the same definition as "teacher" for  
326 purposes of this chapter.

327           "School Librarian" means a person whose duties  
328 are primarily administering the library media program  
329 at the individual school level and also includes the  
330 same definition as "teacher" for purposes of this  
331 chapter.

332           "Specialized Professional Associations" or "SPAs"  
333 are national organizations that represent teachers,  
334 professional education faculty, and other school  
335 professionals who teach a specific subject matter,  
336 teach students at a specific developmental level,  
337 teach students with specific needs, or provide  
338 services to students.

339           "State-approved teacher education program" means  
340 a teacher preparation program that meets the board's  
341 state approval performance standards and has been  
342 reviewed and approved by the board.

343           "Superintendent" means the state superintendent  
344 of the department of education.

345           "Suspension" means temporary loss of a teaching  
346 license/permit for not more than five (5) years due to  
347 a disciplinary action by the board.

348           "Teacher" means a person whose duties in the  
349 public school system are primarily teaching or  
350 instruction of students or related activities centered  
351 primarily on students and who is in close and  
352 continuous contact with students, and shall include  
353 but not be limited to classroom teachers, school  
354 librarians, counselors, registrars, and special  
355 education teachers.

356           "Teacher Leader" means an educator identified by  
357 his/her employer who assumes formally or informally  
358 one or more of a wide array of leadership roles to  
359 support teaching and learning.

360           "Terminate" or "Terminated" or "Termination"  
361 shall refer to and mean the status of a license or  
362 permit that has been automatically cancelled for  
363 failure to timely restore a forfeited license or  
364 permit.

365 "Unit" or "professional education unit" means the  
366 college, school, department, or other administrative  
367 body in colleges, universities, or other organizations  
368 with the responsibility for managing or coordinating  
369 all programs offered for the initial and advanced  
370 preparation of teachers and other school  
371 professionals, regardless of where these programs are  
372 administratively housed in an institution. The  
373 professional education unit must include in its  
374 accreditation review all programs offered by the  
375 institution for the purpose of preparing teachers and  
376 other school professionals to work in pre-kindergarten  
377 through twelfth grade settings.

378 "Valid license or valid permit" means a license  
379 or permit issued or renewed by the board after all  
380 criteria set by the board have been met and authorizes  
381 the licensee or permittee to engage in the teaching  
382 profession.

383 "Warning" means an admonition relating to a  
384 violation of the Code of Ethics that the board deems  
385 not warranting a censure or other disciplinary action.  
386 [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp  
387 8/13/04; am and comp 11/9/07; am and comp 10/27/11; am  
388 and comp 10/30/14] (Auth: HRS §302A-803) (Imp: HRS  
389 §§302A-801 to -808)

390

391 **§8-54-3.1 Penalties.** (a) Any person who engages  
392 in the profession of teaching as a classroom teacher,  
393 school librarian or school counselor in a public  
394 school without first being issued a license or permit  
395 shall be fined \$500 per school year.

396 (b) Any employer who knowingly or intentionally  
397 violates this chapter by employing an individual as a  
398 public school classroom teacher, school librarian or  
399 school counselor who does not possess a valid license  
400 or permit may be fined \$500 per school year.

401 (c) All fines collected shall be deposited into  
402 the Hawai'i teacher standards board special fund.

403 ~~(d) The \$500 fine is not applicable for emergency~~  
404 ~~hires. The board shall adopt such rules as~~

405 ~~may be necessary in carrying out this section.~~  
406 [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp  
407 8/13/04; comp 10/27/11; am and ren §8-54-3.1 10/30/14]  
408 (Auth: HRS §302A-808) (Imp: HRS §§302A-801 to -808)

409  
410       **§8-54-4** Repealed [R 10/30/14]

411  
412       **§8-54-5** Repealed [R 10/30/14]

413  
414       **§8-54-6** Repealed [R 10/30/14]

415  
416       **§8-54-7** Repealed [R 10/30/14]

417  
418       **§8-54-8** Repealed [R 10/30/14]

419  
420       **§8-54-9** Repealed [R 10/30/14]

421

422

423

## SUBCHAPTER 2

424

425

### LICENSE AND PERMITS; RENEWALS

426

427       **§8-54-9.1 Provisional license.** (a) A non-  
428 renewable provisional license may be granted to an  
429 applicant for three (3) years provided that the  
430 individual has met the following criteria:

- 431       (1) Possesses a baccalaureate degree from a  
432       regionally accredited institution or the  
433       equivalent from a non-U.S. institution;  
434       (2) Satisfactorily completed a State-approved  
435       teacher, librarian or counselor education  
436       program;  
437       (3) Demonstrated basic skills and subject area  
438       competency in a manner prescribed by the  
439       board;  
440       (4) Obtained clearance in the professional  
441       fitness check; and  
442       (5) Pays license fees as established by the  
443       board. [Eff 10/30/14] (Auth: HRS §302A-802)  
444       (Imp: HRS §§302A-801 to -808)

(b) A non-renewable provisional license may be granted to an applicant for three (3) years provided that the individual has met the following criteria:

- (1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;
- (2) Possesses a valid unrevoked provisional, or equivalent, teaching license from another state issued for the first time on or after July 1, 2006;
- (3) Obtained clearance in the professional fitness check; and
- (4) Pays license fees as established by the board.

**§8-54-9.2 Standard license.** (a) A renewable standard license may be granted to an applicant for five (5) years provided that the individual has met the following criteria:

- (1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;
- (2) Satisfactorily completed a State-approved teacher, librarian or counselor education program;
- (3) Demonstrated basic skills and subject area competency in a manner prescribed by the board;
- (4) Obtained clearance in the professional fitness check;
- (5) Pays license fees as established by the board; and
- (6) ~~Effective July 1, 2015, submits~~ Submits verification of at least three (3) out of the last five (5) years of ~~satisfactory~~ contracted full time teaching experience in a P-12 setting in Hawaii or another state.

(b) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:

485 (1) Possesses a baccalaureate degree from a  
486 regionally accredited institution or the  
487 equivalent from a non-U.S. institution;  
488 (2) Possesses a valid National Board  
489 Certification in the field for which a  
490 license is sought and holds a valid license  
491 from a state that participates in the  
492 Interstate Agreement on Qualification of  
493 Personnel;  
494 (3) Obtained clearance in the professional  
495 fitness check;  
496 (4) Pays license fees as established by the  
497 board; and  
498 (5) ~~Effective July 1, 2015, submits~~ Submits  
499 verification of at least three (3) out of  
500 the last five (5) years of ~~satisfactory~~  
501 contracted full time teaching experience in  
502 a P-12 setting in Hawaii or another state.  
503 (c) A renewable standard license may also be  
504 granted to an applicant for five (5) years provided  
505 that the individual has met the following criteria:  
506 (1) Possesses a baccalaureate degree from a  
507 regionally accredited institution or the  
508 equivalent from a non-U.S. institution;  
509 (2) Has received the Meritorious New Teacher  
510 Candidate (MNTC) designation on their valid  
511 teaching license from a state that is a  
512 signatory to the MNTC program;  
513 (3) Obtained clearance in the professional  
514 fitness check;  
515 (4) Pays license fees as established by the  
516 board; and  
517 (5) ~~Effective July 1, 2015, submits~~ Submits  
518 verification of at least three (3) out of  
519 the last five (5) years of ~~satisfactory~~  
520 contracted full time teaching experience in  
521 a P-12 setting in Hawaii or another state.  
522 (d) A renewable standard license may also be  
523 granted to an applicant for five (5) years provided  
524 that the individual has met the following criteria:



525 (1) Possesses a baccalaureate degree from a  
526 regionally accredited institution or the  
527 equivalent from a non-U.S. institution;  
528 (2) Possesses a valid unrevoked teaching license  
529 from another state issued for the first time  
530 on or after July 1, 2006;  
531 (3) Obtained clearance in the professional  
532 fitness check;  
533 (4) Pays license fees as established by the  
534 board; and  
535 (5) ~~Effective July 1, 2015, submits~~ Submits  
536 verification of at least three (3) out of  
537 the last five (5) years of ~~satisfactory~~  
538 contracted full time teaching experience in  
539 a P-12 setting in Hawaii or another state.  
540 (e) A renewable standard license may also be  
541 granted to an applicant for five (5) years provided  
542 that the individual has met the following criteria:  
543 (1) Possesses a baccalaureate degree from a  
544 regionally accredited institution or the  
545 equivalent from a non-U.S. institution;  
546 (2) Possesses a valid unrevoked teaching license  
547 issued before July 1, 2006, from another  
548 state for at least three (3) out of the last  
549 five (5) years;  
550 (3) Passed all licensing tests required by the  
551 State which issued the valid license being  
552 used to apply under this section. If the  
553 other state did not test for subject area  
554 and basic skills competency the applicant  
555 must demonstrate basic skills and subject  
556 area competency in a manner prescribed by  
557 the board;  
558 (4) Obtained clearance in the professional  
559 fitness check;  
560 (5) Pays license fees as established by the  
561 board; and  
562 (6) ~~Effective July 1, 2015, submits~~ Submits  
563 verification of at least three (3) out of

564 the last five (5) years of ~~satisfactory~~  
565 contracted full time teaching experience in  
566 a P-12 setting in Hawaii or another state.

567 (f) A renewable standard license may also be  
568 granted to an applicant for five (5) years provided  
569 that the individual has met the following criteria:

- 570 (1) Possesses a baccalaureate degree from a  
571 regionally accredited institution or the  
572 equivalent from a non-U.S. institution;  
573 (2) Pass a board approved performance assessment  
574 normed for Hawaii in combination with any  
575 other requirements determined by a Hawaii  
576 preparation program to be recommended for  
577 licensure by the program;  
578 (3) Demonstrated basic skills and subject area  
579 competency in a manner prescribed by the  
580 board;  
581 (4) Obtained clearance in the professional  
582 fitness check;  
583 (5) Pays license fees as established by the  
584 board; and  
585 (6) ~~Effective July 1, 2015, submits~~ Submits  
586 verification of at least three (3) out of  
587 the last five (5) years of ~~satisfactory~~  
588 contracted full time teaching experience in  
589 a P-12 setting in Hawaii or another state.  
590 [Eff 10/30/14] (Auth: HRS §302A-802) (Imp:  
591 HRS §§302A-801 to -808)

592  
593 **§8-54-9.3 Advanced license.** (a) A renewable  
594 advanced license may be granted to an applicant for  
595 ten (10) years provided that individual has met the  
596 following criteria:

- 597 (1) Possesses a baccalaureate degree from a  
598 regionally accredited institution or the  
599 equivalent from a non-U.S. institution;  
600 (2) Possesses a valid unrevoked National Board  
601 Certification by the National Board for

602 Professional Teaching Standards in the field  
603 for which a license is sought;  
604 (3) Holds a valid teaching license from Hawai'i  
605 or a state that participates in the  
606 Interstate Agreement on Qualification of  
607 Personnel, chapter 315, Hawaii Revised  
608 Statutes;  
609 (4) Provides documentation of five (5) years  
610 within the last eight (8) years of  
611 ~~satisfactory~~ contracted full-time teaching  
612 experience in a P-12 school setting under a  
613 current and valid Hawai'i Standard License  
614 or an equivalent license issued by another  
615 state;  
616 (5) Obtained clearance in the professional  
617 fitness check; and  
618 (6) Pays license fees as established by the  
619 board.  
620 (b) A renewable advanced license may also be  
621 granted to an applicant for ten (10) years provided  
622 that individual has met the following criteria:  
623 (1) Has been granted a master's, specialist or  
624 doctoral degree or has passed a minimum of  
625 thirty hours of graduate coursework from a  
626 regionally accredited institution either in  
627 an area relevant to the field for which a  
628 license is sought or which improves  
629 professional practice;  
630 (2) Holds a valid standard teaching license from  
631 Hawai'i or from a state that participates in  
632 the Interstate Agreement on Qualification of  
633 Personnel;  
634 (3) Provides documentation of five (5) years  
635 within the last eight (8) years of  
636 ~~satisfactory~~ contracted full-time teaching  
637 experience in a P-12 school setting under a  
638 current and valid Hawai'i Standard License  
639 or an equivalent license issued by another  
640 state;  
641 (4) Obtained clearance in the professional  
642 fitness check; and

643 (5) Pays license fees as established by the  
644 board.  
645 (c) A renewable advanced license may also be  
646 granted to an applicant for ten (10) years provided  
647 that individual has met the following criteria:  
648 (1) Possesses a baccalaureate degree from a  
649 regionally accredited institution or the  
650 equivalent from a non-U.S. institution;  
651 (2) Is designated as a teacher leader or master  
652 teacher by the Hawaii Department of  
653 Education, Hawaii Charter School or a member  
654 school of the Hawaii Association of  
655 Independent Schools;  
656 (3) Holds a valid Hawaii standard teaching  
657 license or from a state that participates in  
658 the Interstate Agreement on Qualification of  
659 Personnel;  
660 (4) Provides documentation of five (5) years  
661 within the last eight (8) years of  
662 ~~satisfactory~~ contracted full-time teaching  
663 experience in a P-12 school setting under a  
664 current and valid Hawai'i Standard License  
665 or an equivalent license issued by another  
666 state;  
667 (5) Obtained clearance in the professional  
668 fitness check; and  
669 (6) Pays license fees as established by the  
670 board. [Eff 10/30/14] (Auth: HRS §302A-802)  
671 (Imp: HRS §§302A-801 to -808)  
672

673 **§8-54-9.4 Emergency hires.** (a) An ~~applicant~~  
674 individual who is unable to meet the requirements for  
675 a license may be issued a special permit for  
676 eligibility to be considered for employment ~~employed~~  
677 by a public school for a period not to exceed one (1)  
678 year at a time, renewable up to a ~~maximum~~ total of  
679 three (3) years, provided that the person:  
680 (1) Possesses a baccalaureate degree from a  
681 regionally accredited institution or the  
682 equivalent from a non-U.S. institution;

683 (2) Submits an official transcript from the  
684 issuing institution ~~to the department or~~  
685 ~~charter school~~;

686 (3) Is actively pursuing appropriate licensing,  
687 through the following:

688 (A) Is enrolled in a professional educator  
689 preparation program accepted for licensure  
690 by the board; or

691 (B) A state approved teacher, librarian or  
692 counselor education program has been  
693 satisfactorily completed, takes the  
694 examinations or meets other options for  
695 verifying basic skills and subject area  
696 competency accepted for licensure by the  
697 board; and

698 (C) Has obtained clearance in the ~~employee~~  
699 ~~suitability background check~~ professional  
700 fitness check;

701 (D) Applied for an Emergency Hire permit in a  
702 manner prescribed by the board; and

703 (E) Pays the fees to practice the profession of  
704 teaching as specified in §8-54-2.4.

705 (b) The public school may reemploy an emergency  
706 hire one (1) year at a time, up to a ~~maximum~~ total of  
707 three (3) years, provided that emergency hire:

708 (1) Is actively pursuing licensing; and

709 (2) Submits evidence of satisfactory process  
710 towards obtaining a provisional or standard  
711 license. [Eff 10/27/11; am and ren §8-54-9.4  
712 10/30/14] (Auth: HRS §302A-803-804) (Imp: HRS  
713 §§302A-801 to -808)

714

715 **§8-54-9.5 Adding a field to a license.** (a) If a  
716 licensee wants to add additional teaching fields to  
717 their teaching license the person shall:

718 (1) Complete a state-approved teacher education  
719 program that includes appropriate  
720 experiences in a P-12 setting in the new  
721 field; or

722 (2) Submit documentation of meeting content  
723 knowledge verification for licensure in the  
724 new field using a method specified by the

725 board ~~Successfully complete thirty (30)~~  
726 ~~credit hours of course work in a state-~~  
727 ~~approved teacher education program or the~~  
728 ~~equivalent of a subject major for the new~~  
729 ~~field and submit one of the following:~~  
730 (A) The equivalent of one (1) year of  
731 satisfactory half time or more  
732 contracted P-12 teaching experience in  
733 the new field within the last five (5)  
734 years of application date; or  
735 (B) Submit verification of three (3) or  
736 more years of contracted P-12  
737 experience within the last five (5)  
738 years of application date in the same  
739 license grade level span under a  
740 Hawai'i Standard License or its  
741 equivalent in another state; or  
742 (C) Submit passing scores on a pedagogy  
743 licensure examination approved by the  
744 board in the new grade level; or  
745 (D) Submit verification of previous  
746 completion of a state approved educator  
747 preparation program in the same license  
748 grade level as the new field; or  
749 ~~(3) Submit passing subject area examination~~  
750 ~~scores for the new teaching field. The~~  
751 ~~passing score must be the same as that used~~  
752 ~~for program completers of the state-~~  
753 ~~approved teacher education program and~~  
754 ~~submit one of the following:~~  
755 ~~(A) The equivalent of one (1) year of~~  
756 ~~satisfactory half time or more~~  
757 ~~contracted P 12 teaching experience in~~  
758 ~~the new field within the last five (5)-~~  
759 ~~years of application date; or~~  
760 ~~(B) Submit verification of three (3) or~~  
761 ~~more years of contracted P 12~~  
762 ~~experience within the last five (5)-~~  
763 ~~years of application date in the same~~  
764 ~~license grade level span under a~~  
765 ~~Hawai'i Standard License or its~~  
766 ~~equivalent in another state; or~~

767 ~~(C) Submit passing scores on a pedagogy~~  
768 ~~licensure examination approved by the~~  
769 ~~board in the new grade level; or~~  
770 (4) ~~Possess a valid National Board~~  
771 ~~Certification in the new field; or~~  
772 (3) Possess an Advanced License in one field and  
773 submit one of the following:  
774 (A) The equivalent of a content major in  
775 the new field; or  
776 (B) Passing score for the subject area test  
777 in the new field; and  
778 (C) The grade level(s) of the new license  
779 field(s) must be the same as the  
780 existing license level(s) unless the  
781 applicant submits verification as  
782 outlined in 8-54-9.5 (2) A - D for the  
783 new level(s).  
784 (b) Adding "school librarian", reading  
785 specialist, ~~and~~ literacy specialist, and early  
786 childhood education as a field shall be subject to the  
787 provisions of (a) (1) of this subsection.  
788 (c) Upon submittal of appropriate documentation  
789 of the method selected by the licensee and receipt of  
790 the required fees, and subject to meeting all  
791 requirements, the board will add the new field to the  
792 license. The licensee's license will include the new  
793 teaching field and be subject to the same expiration  
794 date for renewal of the current license. [Eff 7/1/01;  
795 am and comp 12/20/01; am and comp 8/13/04; am and comp  
796 11/9/07; am and comp 10/27/11; am and ren §8-54-9.5  
797 10/30/14 (Auth: HRS §302A-802-803) (Imp: HRS §§302A-801  
798 to -808)  
799  
800 **§8-54-9.6 Limited duty special permit.** (a) ~~Up to~~  
801 ~~but no later than August 31, 2015, the~~ The board may  
802 grant a limited duty special permit to an ~~instructor~~  
803 individual employed by a public school where  
804 instruction is conducted primarily in the Ni`ihau  
805 dialect medium of Hawaiian or Hawaiian Knowledge based  
806 schools provided the individual submits the following  
807 documentation to the board:  
808 (1) Holds the minimum of a high school diploma;

- 809           (2)     Is assessed as proficient in the Hawaiian  
810                   language by the Office of Hawaiian Education  
811                   in collaboration with a Hawaiian Language  
812                   Immersion educator preparation program;  
813           (3)     Completes thirty (30) hours of induction by  
814                   the Office of Hawaiian Education in  
815                   collaboration with a Hawaiian Language  
816                   Immersion educator preparation program;  
817           (4)     Submits a cultural growth plan on how the  
818                   individual will obtain licensure, to be  
819                   monitored annually by the Office of Hawaiian  
820                   Education in collaboration with a Hawaiian  
821                   Language Immersion educator preparation  
822                   program;  
823           (5)     Meets the Professional Fitness requirements;  
824           (6)     Pays the fee to practice the profession of  
825                   teaching.

826 Limited duty special permits for Hawaiian education  
827 shall be issued one year at a time for a term of five  
828 years and shall be renewable once for an additional  
829 five (5) years, issued one year at a time, provided  
830 that the individual continues to meet the permit  
831 criteria.

832           ~~The instructor shall provide evidence showing~~  
833           ~~progress towards becoming properly licensed.~~

834           (b) ~~Effective June 30, 2006, the~~ The board may  
835 also grant a five-year limited duty special permit to  
836 an individual recommended by the Superintendent or  
837 charter school administrator to provide instruction in  
838 career and technical education provided that the  
839 individual submits the following documentation to the  
840 Board:

- 841           (1)     A valid industry license or certification,  
842                   if one exists, in the field in which  
843                   instruction will be offered; and  
844           (2)     Three (3) years of satisfactory full-time  
845                   experience in the field in which instruction  
846                   will be offered. This provision shall  
847                   remain in effect as long as:  
848                   (A)   The department's and charter schools'  
849                         annual report to the board includes



850 career and technical education as an  
851 official shortage area; and

852 (B) The department and charter school  
853 suspend the requirement of a  
854 baccalaureate degree for career and  
855 technical education emergency hires;  
856 and

857 (C) Teacher preparation programs offer  
858 courses to prepare a permit-holder for  
859 classroom instruction and classroom  
860 responsibilities.

861 Limited duty special permits for career and technical  
862 education shall be renewable once for an additional  
863 five (5) years provided that the instructor continues  
864 to meet the permit criteria.

865 ~~(e) Effective July 1, 2009, the board may also~~  
866 ~~grant a limited duty special permit to an individual~~  
867 ~~recommended by the superintendent or charter school~~  
868 ~~administrator to provide instruction as an emergency~~  
869 ~~hire in a declared shortage area where no licensed~~  
870 ~~teacher is available and the individual is assigned to~~  
871 ~~a school that is identified as hard to staff, provided~~  
872 ~~that the individual meets the following criteria:~~

873 ~~—— (1) Obtained criminal history clearance and~~  
874 ~~(2) Pays the emergency hire fee to practice the~~  
875 ~~profession of teaching as established by the~~  
876 ~~Board.~~

877 ~~Limited duty special permits issued to emergency hires~~  
878 ~~may be renewed annually for no more than three years~~  
879 ~~provided the individual submits required documentation~~  
880 ~~to the department or charter school and the~~  
881 ~~superintendent or charter school administrator~~  
882 ~~recommends that a special permit be renewed.~~

883 (c) The board may also grant a one-year limited  
884 duty special permit to an individual recommended by a  
885 Hawaii state approved teacher education program to  
886 serve as a student teacher, provided that the  
887 individual submits the following documentation to the  
888 Board:

889           (1) A completed Student Teaching Permit  
890           application in a form approved by the board;  
891           and  
892           (2) Meets the professional fitness requirements.  
893   This permit may be renewed as many times as the  
894   individual is recommended by the Hawaii preparation  
895   program. [Eff 11-9-07; am and comp 10/27/11; am and ren  
896   §8-54-9.6 10/30/14] (Auth: HRS §302A-803-804) (Imp: HRS  
897   §§302A-801 to -808)

898  
899           **§8-54-9.7 License and permit renewal criteria;**  
900   **term; forfeiture; restoration; termination.** (a) The  
901   board shall determine the criteria that shall be  
902   considered for renewal of a license or permit of which  
903   shall minimally include the performance standards  
904   contained in Appendix A, B, C, which are incorporated  
905   at the end of this chapter, link with the licensee's  
906   subject matter field and with teaching and pedagogy,  
907   incorporate multiple criteria, be professionally  
908   credible, and provide public accountability.

909           (b) By or before the expiration date of the  
910   current licensure or permit period each licensee or  
911   permittee shall be responsible for timely renewing the  
912   license or permit and satisfying the renewal  
913   requirements provided by law and this chapter.

914           (c) At the time of license renewal, each  
915   licensee shall submit a completed renewal application  
916   and all applicable fees, and shall comply with any  
917   other renewal requirements. Renewals may be completed  
918   through an online renewal system ~~or in hard copy sent~~  
919   ~~by United States mail which shall be considered timely~~  
920   ~~filed if the envelope bears a postmark of the required~~  
921   ~~renewal date.~~

922           (d) The board may renew a teaching license  
923   provided the licensee meets renewal requirements.

924           (e) A licensee holding a standard license must  
925   renew their license every five (5) years.

926           (f) A licensee holding an advanced license must  
927   renew their license every ten (10) years. Licensees  
928   using NBPTS route to acquire the advanced license must  
929   also renew their National Board Certification to keep  
930   their advanced license.

931       (g) Licensees holding the field of "Teacher  
932 Leader" on their Standard or Advanced License must  
933 verify continued experience as a Teacher Leader as  
934 defined by the board. Licensees unable to verify  
935 leadership experience will have this field removed  
936 from their renewed license.

937       ~~(g)~~ (h) The failure to timely renew a license or  
938 permit, the failure to pay all applicable renewal  
939 fees, the dishonoring of any check upon first deposit,  
940 or the failure to comply with any other renewal  
941 requirements provided by law or this chapter shall  
942 cause the automatic forfeiture of the license and  
943 permit, whether involuntarily or voluntarily and  
944 without any prior consultation or notice to the  
945 licensee. A person with a forfeited license or permit  
946 is prohibited from engaging in the teaching  
947 profession.

948       (i) A licensee or permittee shall have two (2)  
949 years to restore the license/permit after automatic  
950 forfeiture. Proof of compliance with the renewal  
951 requirements and payment of all assessed renewal and  
952 late fees will be required for restoration. A license  
953 or permit that is timely restored shall constitute a  
954 valid teaching license.

955       (j) The failure to timely restore a forfeited  
956 license or permit shall cause the automatic  
957 termination of the license and permit, whether  
958 involuntarily or voluntarily and without any prior  
959 consultation or notice to the licensee. A person  
960 holding a terminated license or permit shall be  
961 required to apply for a new license or permit and meet  
962 current application requirements. [Eff 10/30/14] (Auth:  
963 HRS §302A-803) (Imp: HRS §§302A-801 to -808)

964  
965       **§8-54-9.8 License renewal audit.** (a) The board  
966 shall conduct random audits of licensees who have  
967 renewed their license to ensure that renewals are in  
968 compliance with the criteria set by the board.

969       (b) The board will collect a minimum of ~~ten (10)~~  
970 audit samples per month one hundred twenty (120) audit  
971 samples annually, but not to exceed one hundred eighty  
972 (180) annually, and conduct all reviews of renewal

973 documentation, drawn randomly from those renewals  
974 occurring from July 1, 2010, and thereafter.

975 (c) Licensees whose five-year or ten-year  
976 licenses expire on July 1, 2010, or later shall meet  
977 the audit guidelines set by the board. Acceptance of  
978 the licensee's audit documentation shall result in a  
979 license renewal, provided the licensee has paid the  
980 necessary fees specified by the board.

981 (d) A licensee selected for audit shall be  
982 required to submit documentation for audit in a manner  
983 prescribed by the board. If a licensee fails to  
984 respond to a request for audit the board may institute  
985 disciplinary action against the licensee for failure  
986 to demonstrate compliance with renewal requirements.

987 (e) The board may contract with an independent,  
988 external organization to conduct the random audits and  
989 evaluate the renewals and their compliance with the  
990 criteria set forth by the board. The board may also  
991 commission the organization to review and evaluate the  
992 effectiveness of the renewal process. [Eff 10/30/14]  
993 (Auth: HRS §302A-805) (Imp: HRS §§302A-801 to -808)  
994  
995

### 996 SUBCHAPTER 3

### 997 DISCIPLINE

998  
999  
1000 **§8-54-9.13 Disciplinary action; basis.** (a) The  
1001 Code of Ethics contained in Appendix D sets forth  
1002 expected professional behaviors of teachers and forms  
1003 the basis for disciplinary action taken by the board  
1004 against a licensee. The provisions of section 8-54-  
1005 9.14 also constitute behaviors for which disciplinary  
1006 action may be taken by the board against a licensee.

1007 (b) The board may impose disciplinary action upon  
1008 a licensee's license after a hearing conducted in  
1009 accordance with chapter 91. [Eff 10/30/14] (Auth: HRS  
1010 §302A-803, §302A-807) (Imp: HRS §§302A-801 to -808)  
1011

1012 **§8-54-9.14 Grounds for refusal to renew,**  
1013 **reinstate, or restore, and for revocation, suspension,**  
1014 **denial, or condition of a license or permit. In**

1015 addition to any other acts or conditions provided by  
1016 law, the board may refuse to renew, reinstate or  
1017 restore, or may deny, revoke, suspend, or condition in  
1018 any manner, any license for any one or more of the  
1019 following acts or conditions on the part of the  
1020 licensee, permittee or the applicant thereof:

- 1021 (1) A felony conviction;
- 1022 (2) Misdemeanor convictions as defined in this  
1023 chapter;
- 1024 (3) Conviction of crimes against children and  
1025 sexual offenses;
- 1026 (4) Having sexual contact with a minor or  
1027 student;
- 1028 (5) Possessing, producing, or distributing  
1029 illegal images or images of minors or  
1030 students;
- 1031 (6) Committing a crime on school premises or  
1032 while fulfilling the duties of a teacher;
- 1033 (7) Practicing the profession of teaching while  
1034 possessing, using, distributing or being  
1035 under the influence of illegal drugs;
- 1036 (8) Practicing the profession of teaching in a  
1037 manner contrary to the recognized standards  
1038 of ethics adopted by the Hawai'i Teacher  
1039 Standards Board in its Code of Ethics;
- 1040 (9) Practicing the profession of teaching with a  
1041 fraudulent teaching license;
- 1042 (10) Making and/or submitting false, inaccurate  
1043 or misleading statements and/or documents in  
1044 applying for a license, permit, license or  
1045 permit update, or renewal;
- 1046 (11) Having a license or permit denied, revoked,  
1047 not renewed or suspended by another  
1048 jurisdiction;
- 1049 (12) Violation of any condition or limitation on  
1050 a licensee's license;
- 1051 (13) Misrepresents or falsifies information on  
1052 their application;
- 1053 (14) Provides falsified or fraudulent documents  
1054 with an application;
- 1055 (15) Does not meet the board's licensing or  
1056 renewal requirements;

- 1057 (16) Does not meet the professional fitness  
1058 portion of the application; or  
1059 (17) Does not pay the required license or permit  
1060 fees. [Eff 10/30/14] (Auth: HRS §302A-803,  
1061 §302A-807) (Imp: HRS §§302A-801 to -808)  
1062

1063 **§8-54-9.15 Forms of disciplinary sanctions.**

1064 Notwithstanding any other powers of the board to  
1065 discipline a license the board may impose the  
1066 following:

- 1067 (1) The revocation of a license or permit the  
1068 duration of which shall be set by the board  
1069 but may not be less than five (5) years;  
1070 provided that conviction of crimes against  
1071 children and sexual offenses may result in  
1072 the lifetime revocation of a license;  
1073 (2) The suspension of a license or permit the  
1074 duration of which shall be set by the board  
1075 but may not exceed five (5) years;  
1076 (3) Place conditions on the licensee or permit  
1077 holder for a specified amount of time, which  
1078 may include, but are not limited to,  
1079 activities directed toward improving a  
1080 teacher's performance in the area of the  
1081 violation;  
1082 (4) Censure or warn the licensee or permit  
1083 holder if the board determines that a  
1084 violation has occurred that does not  
1085 necessitate a more severe action to be taken  
1086 on a licensee or permit holder. A copy of  
1087 the censure or warning will be placed in the  
1088 board's file of the licensee or permit  
1089 holder. A copy will be sent to the licensee  
1090 or permit holder and he/she will have thirty  
1091 (30) calendar days to file a written  
1092 response. The response will be placed in  
1093 the board's file of the licensee or permit  
1094 holder; and  
1095 (5) Monetary penalties. [Eff 10/30/14] (Auth: HRS  
1096 §302A-803, §302A-807) (Imp: HRS §§302A-801  
1097 to -808)  
1098

1099       **§8-54-9.16 Reporting of violations.** (a) Reports  
1100 of violations(s) to the Code of Ethics or for conduct  
1101 listed in §8-54-9.14 shall be filed in writing with  
1102 the board on a signed form and in a manner provided by  
1103 the board.

1104       (b) The superintendent or charter school  
1105 administrator or their designee in any Hawaii'i public  
1106 school shall report violations. A private or  
1107 independent school administrator is authorized to  
1108 report violations. The report shall contain the name,  
1109 address, and social security number of any licensed  
1110 educator, permit holder or emergency hire who:

- 1111           (1) Is terminated or not re-hired for cause;
- 1112           (2) Resigns under threat of termination or non-  
1113               employment for cause;
- 1114           (3) Is convicted of a felony or misdemeanor as  
1115               defined in this chapter.

1116       (c) Licensed educators, permit holders and  
1117 emergency hires who may have engaged in action that  
1118 could result in denial, non-renewal, revocation or  
1119 suspension of a license shall be required to report to  
1120 the board, in a manner provided for by the board,  
1121 within thirty (30) calendar days of the event, the  
1122 following:

- 1123           (1) Been terminated or not rehired for cause;
- 1124           (2) Resigned under threat of termination or non-  
1125               employment for cause; and
- 1126           (3) Been convicted of a felony or misdemeanor as  
1127               defined in this chapter.

1128       (d) Signators of the National Association of  
1129 State Directors of Teacher Education and Certification  
1130 (NASDTEC) Interstate Contract shall report actions  
1131 taken by them to deny a license to an individual or to  
1132 revoke, suspend or refuse to renew licenses of  
1133 licensees in their state within thirty (30) calendar  
1134 days from when they are made aware that the individual  
1135 is applying for a license, renewal of a license or  
1136 permit.

1137       (e) The board shall report actions taken to deny,  
1138 suspend or revoke a license or permit to the  
1139 superintendent, charter school administrator,  
1140 headmaster or president of any Hawai'i school,

1141 district, or system and to the NASDTEC Clearinghouse.  
1142 [Eff 10/30/14] (Auth: HRS §302A-803, §302A-807) (Imp:  
1143 HRS §§302A-801 to -808)  
1144

1145 **§8-54-9.17 Board action on reports of violations.**

1146 (a) The board may initiate action based on a  
1147 written, signed report submitted by one or more of the  
1148 following:

- 1149 (1) Any school, district, or system  
1150 administrator or educator;
- 1151 (2) Self-report received from any licensed  
1152 educator, permit holder or emergency hire;
- 1153 (3) Report of license or permit revocation,  
1154 suspension, refusal to renew or denial by  
1155 another state;
- 1156 (4) Report submitted by individuals who witness  
1157 a violation.

1158 (b) The board may initiate an investigation  
1159 whereby minimally the following actions shall be  
1160 taken:

- 1161 (1) The executive director will verify the  
1162 complaint;
- 1163 (2) The applicant, permit holder or licensee  
1164 will be notified in writing posted by  
1165 restricted certified and regular mail of the  
1166 complaint. A copy of the notification will  
1167 be placed in the board's file of the  
1168 applicant, permit holder or licensee;
- 1169 (3) The applicant, permit holder or licensee  
1170 will have thirty (30) calendar days to file  
1171 a written response, which will be placed in  
1172 the board's file of the applicant, permit  
1173 holder or licensee;
- 1174 (4) The board may contract with another state  
1175 agency or private agency to investigate the  
1176 complaint and determine if a hearing is  
1177 warranted.

1178 (c) Following an investigation the board may  
1179 dismiss the complaint if the alleged violations are  
1180 not substantiated and the complaint form will be  
1181 removed from the applicant or licensee's file. If the  
1182 complaint is substantiated the board may request the



1183 assistance and services of the Office of the Attorney  
1184 General or contract with another state agency or a  
1185 private agency for attorney(s) to prepare and  
1186 represent the board at a hearing. If a hearing is not  
1187 warranted, the applicant or licensee will be notified  
1188 and a copy of the notification will be placed in the  
1189 board's file of the applicant or licensee.

1190 (d) The board may impose a fee against an  
1191 applicant or licensee as reimbursement for all or part  
1192 of the costs of investigations, hearings, or appeals  
1193 that result in disciplinary action against the  
1194 licensee. [Eff 10/30/14] (Auth: HRS §302A-803, §302A-  
1195 807) (Imp: HRS §§302A-801 to -808)

1196

1197

1198

#### SUBCHAPTER 4

1199

1200

#### PRACTICE AND PROCEDURES

1201

1202 **§8-54-10** Repealed [R 10/30/14]

1203

1204 **§8-54-10.1 Applicability.** The general  
1205 procedures specified in this subchapter shall, in  
1206 part, effectuate and carry out the purposes of chapter  
1207 91, HRS and shall apply to all contested cases that  
1208 may come before the board relating to the denial of an  
1209 application for a license or permit or to discipline a  
1210 licensee or permittee. [Eff 10/30/14] (Auth: HRS §302A-  
1211 807) (Imp: HRS §§302A-801 to -808)

1212

1213 **§8-54-10.2 Notification of denial of application**  
1214 **or proposed disciplinary action against a licensee or**  
1215 **permittee.** In the event an application for a license  
1216 or permit is denied, or the board intends to  
1217 discipline a licensee or permittee, written  
1218 notification shall be provided to the denied  
1219 applicant, or to the licensee of the intended action.  
1220 The notification shall include a concise statement of  
1221 the reasons therefore and a statement informing the  
1222 applicant or licensee or permittee of the right to a  
1223 hearing if the applicant or licensee or permittee so

1224 desires. The notification shall further provide the  
1225 time frame that a demand for hearing shall be filed.  
1226 [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-  
1227 801 to -808)

1228  
1229 **§8-54-10.3 Demand for a hearing.** Any person  
1230 whose application is denied, or a licensee or  
1231 permittee who is to be disciplined by the board, shall  
1232 be entitled to a hearing if a demand for hearing is  
1233 filed with the board's office within sixty (60) days  
1234 of the date of the letter informing the applicant of  
1235 the denial or the licensee or permittee of the intent  
1236 to discipline, respectively. The demand for hearing  
1237 shall contain concise statements of: (1) the legal  
1238 authority under which the hearing is to be held; (2)  
1239 the denial or matter that is being contested by the  
1240 petitioner; (3) the basic facts and issues raised; and  
1241 (4) the relief to which the petitioner deems itself  
1242 entitled. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp:  
1243 HRS §§302A-801 to -808)

1244  
1245 **§8-54-10.4 Action by the board; notification of**  
1246 **hearing.** If a demand for hearing is filed within  
1247 sixty (60) days of the date of the letter of denial or  
1248 intent to discipline, the board, or a panel of the  
1249 board, or a hearing officer approved by the board  
1250 shall be designated as the hearings officer to conduct  
1251 the hearing, and make recommendations in writing to  
1252 the board. The hearings officer shall commence the  
1253 hearing process and proceed to schedule a hearing and  
1254 provide all parties written notice of the hearing by  
1255 registered or certified mail with return receipt  
1256 requested at least fifteen (15) days before the  
1257 hearing. [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS  
1258 §§302A-801 to -808)  
1259

1260           **§8-54-10.5 Notice of hearing.** The hearing  
1261 notice shall include:  
1262           (1) The date, time, place, and nature of the  
1263               hearing;  
1264           (2) The legal authority under which the hearing  
1265               is held;  
1266           (3) The particular sections of the statutes and  
1267               rules involved; and  
1268           (4) A short and concise statement of the issues  
1269               involved and the facts giving rise to the  
1270               petition.  
1271 The notice shall further apprise each party of their  
1272 right to retain legal counsel if so desired. [Eff  
1273 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-801 to  
1274 -808)  
1275  
1276           **§8-54-10.6 Hearing.** (a) All hearings shall be  
1277 conducted pursuant to chapter 91, HRS and this  
1278 subchapter. All hearings shall be held before a  
1279 hearings officer duly designated by the board. All  
1280 parties shall be afforded full opportunity to present  
1281 evidence and argument on all issues involved. The  
1282 hearing shall be at the time and place set forth in  
1283 the notice of hearing, but at that time and place may  
1284 be continued from day to day or adjourned thereof at  
1285 the hearing.  
1286           (b) The presiding hearings officer shall have the  
1287 power to give notice of the hearing, arrange for the  
1288 administration of oaths and affirmations, subpoena and  
1289 examine witnesses, issue subpoenas, certify to  
1290 official acts, rule on offers of proof, receive  
1291 relevant evidence and exclude evidence which is  
1292 irrelevant, immaterial, repetitious, cumulative, or  
1293 merely scandalous and accordingly may restrict lines  
1294 of questioning, regulate the course and conduct of the  
1295 hearing, regulate the manner of any examination so as  
1296 to prevent the needless and unreasonable harassment,  
1297 intimidation, or embarrassment of any witness or party

1298 at the hearing, remove disruptive individuals  
1299 including any party, legal counsel, witness, or  
1300 observer, hold conferences including prehearing  
1301 conferences, before or during the hearing, for the  
1302 settlement or simplification of issues, rule on  
1303 motions and to dispose of procedural matters, dispose  
1304 of any other matters that normally and properly arise  
1305 in the course of the proceedings, and take any action  
1306 authorized by this subchapter or chapter 91, HRS, and  
1307 perform such other duties necessary for the proper  
1308 conduct of hearings.

1309 (c) In a hearing where the issue for  
1310 determination is whether the board properly denied an  
1311 application for a license or permit, the record shall  
1312 consist of only the information presented to the  
1313 board's office for consideration in reviewing the  
1314 application. No other information regarding  
1315 qualification for approval of the license or permit  
1316 shall be admitted unless agreed upon by all parties.

1317 (d) The hearings officer shall submit in writing  
1318 any report or recommended decision together with the  
1319 findings of facts and conclusions of law and a  
1320 recommended order to the board for its consideration  
1321 and final disposition.

1322 (e) The record of the hearing shall be in  
1323 conformance with section 91-9, HRS.

1324 (f) The hearings officer may engage the services  
1325 of a stenographer, or someone similarly skilled, to  
1326 take a verbatim record of the evidence presented at  
1327 the hearing. If a verbatim record is taken, any party  
1328 may request a certified transcript of the proceedings.  
1329 The party making the request shall be responsible for  
1330 the fees for the transcript. [Eff 10/30/14] (Auth: HRS  
1331 §302A-807) (Imp: HRS §§302A-801 to -808)

1332

1333           **§8-54-10.7 Recommended decision.** (a) As  
1334 expeditiously as possible after the close of the  
1335 hearing, the hearings officer shall file with the  
1336 board a recommended decision together with separate  
1337 findings of fact, conclusions of law, and a  
1338 recommended order. The decision, findings of fact,  
1339 conclusions of law, and any order recommended by the  
1340 hearings officer shall be based upon the whole record  
1341 and supported by the reliable probative and  
1342 substantial evidence, including facts of which the  
1343 hearings officer properly took judicial notice.

1344           (b) The hearings officer shall cause a copy of  
1345 the recommended decision, including therein findings  
1346 of fact, conclusions of law, and any recommended  
1347 order, to be served upon each party by registered or  
1348 certified mail, return receipt requested. Service of  
1349 the recommended decision shall be deemed complete upon  
1350 its mailing to the party's last known address.

1351           (c) Any party adversely affected by the hearings  
1352 officer's recommended decision within fifteen (15)  
1353 days after receipt of a copy of the decision, may file  
1354 with the hearings officer written exceptions to the  
1355 whole or any part of the recommended decision and  
1356 request review by the board. Each written exception  
1357 shall specify the portions of the record and  
1358 authorities relied upon to sustain each point. A copy  
1359 of the written exceptions shall be served by the party  
1360 so excepting upon each party to the proceeding.  
1361 Unless the time has been extended, no written  
1362 exceptions shall be filed or accepted for filing after  
1363 the time specified.

1364           (d) Any party may file with the hearings officer  
1365 and serve upon all other parties a statement in  
1366 support of the recommended decision within fifteen  
1367 (15) days after receipt of a copy of the written  
1368 exceptions filed pursuant to subsection (c).

1369 (e) The hearings officer shall transmit to the  
1370 board the entire record together with the recommended  
1371 decision, any timely filed exceptions, and any timely  
1372 filed statement in support. [Eff 10/30/14] (Auth: HRS  
1373 §302A-807) (Imp: HRS §§302A-801 to -808)  
1374

1375 **§8-54-10.8 Argument of written exceptions; no**  
1376 **written exceptions; issuance of final decision and**  
1377 **order.** (a) Whenever written exceptions have been  
1378 timely filed and a party has requested the opportunity  
1379 to present oral argument, all parties to the  
1380 proceedings shall be afforded the opportunity to  
1381 present oral argument to the board concerning the  
1382 recommended decision. The board shall personally  
1383 consider the whole record or portion of the record as  
1384 may have been cited by the parties either in support  
1385 of or in opposition to the recommended decision. All  
1386 parties shall be served with notice of the time and  
1387 place of argument at least five (5) days prior to the  
1388 time for argument. Within a reasonable time after  
1389 argument has been heard, the board shall issue a  
1390 written final decision and order.

1391 (b) When no written exceptions have been filed,  
1392 the board, within a reasonable time after the hearings  
1393 officer's recommended decision has been filed, shall  
1394 issue a written final decision and order.  
1395 [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-  
1396 801 to -808)  
1397

1398 **§8-54-10.9 Final decision and order.** (a) The  
1399 board's final decision and order shall either adopt,  
1400 modify, or reverse, in whole or in part, the hearings  
1401 officer's recommended decision. The board shall state  
1402 with specificity in the final decision the reasons for  
1403 any modification or reversal, in whole or in part, of  
1404 the hearings officer's recommended decision.

1405 (b) The board shall cause a copy of the final  
1406 decision and order to be served upon each party by  
1407 personal service or by registered or certified mail,  
1408 return receipt requested. Service of the final  
1409 decision and order shall be deemed complete upon its  
1410 mailing to the party's last known address.  
1411 [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-  
1412 801 to -808)

1413

1414 **§8-54-10.10 Judicial review of contested cases.**

1415 Any party aggrieved by a final decision of the board  
1416 is entitled to judicial review in conformance with  
1417 section 91-14, HRS. Any party requesting judicial  
1418 review shall serve a copy of the request upon the  
1419 board and all other parties to the proceeding in  
1420 accordance with the Hawaii Rules of Civil Procedure.  
1421 [Eff 10/30/14] (Auth: HRS §302A-807) (Imp: HRS §§302A-  
1422 801 to -808)

1423

1424 **§8-54-11 Repealed [R 10/30/14]**

1425

1426 **§8-54-12 Repealed [R 10/30/14]**

1427

1428 **§8-54-13 Repealed [R 10/30/14]**

1429

1430 **§8-54-14 Repealed [R 10/30/14]**

1431

1432 **§8-54-15 Repealed [R 10/30/14]**

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1434

1435 **SUBCHAPTER 5**

1436

1437 **SUSPENSION OF THE BOARD RULES**

1438

1439 **§8-54-16 Suspension of the rules.** (a) If the  
1440 board determines that extenuating circumstances exist  
1441 to justify suspending its rules, the board may, at a  
1442 scheduled board meeting, vote to temporarily suspend  
1443 any of its administrative rules, or any portion

1444 thereof, by a majority vote. In doing so the board  
1445 shall also determine the length of time for which the  
1446 suspension shall remain in effect. The following are  
1447 extenuating circumstances that may require the  
1448 suspension of rules:

- 1449 (1) An emergency condition, including natural  
1450 disaster, exists that prevents compliance  
1451 with the rules;
- 1452 (2) Extenuating circumstances or compelling  
1453 reasons exist that are caused by medical  
1454 need, life-threatening condition, or  
1455 personal tragedy;
- 1456 (3) Active military duty impinges on compliance  
1457 with the board's rules; or
- 1458 (4) An unforeseen event beyond the control of  
1459 the board or teacher prevents or delays the  
1460 ability to comply with the rules.

1461 (b) The following describes the procedure for  
1462 suspending rules:

- 1463 (1) Any person or agency directly impacted by  
1464 the rules may submit a signed written request  
1465 to the board, citing the rule or portion  
1466 thereof to be suspended, with at least thirty  
1467 (30) calendar days' notice prior to the next  
1468 regularly scheduled board meeting unless  
1469 extenuating circumstances prevent the  
1470 individual or agency from meeting this  
1471 timeframe. The request shall also contain the  
1472 name of the individual(s) or agency impacted by  
1473 the rule and the reason and rationale for the  
1474 request;
- 1475 (2) A majority vote of board members is required  
1476 to suspend the rules or any portion thereof;
- 1477 (3) Robert's Rules of Order pertaining to  
1478 suspension of the rules will be followed;
- 1479 (4) In considering the motion to suspend, the  
1480 board may also determine if another resolution  
1481 to the request exists and act accordingly;
- 1482 (5) If a motion to suspend the rules or any  
1483 portion thereof fails, a future request may be  
1484 heard again if new, relevant information is  
1485 obtained relating to the request. [Eff 10/27/11;



1486 comp 10/27/11; am and comp 10/30/14] (Auth: HRS  
1487 §302A-803) (Imp HRS §§302A-801-808)

1488

1489 **§8-54-17 Repealed [R 10/30/14]**

1490

1491

1492

## SUBCHAPTER 6

1493

1494

### EDUCATOR PREPARATION PROGRAMS

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**§8-54-18 Purpose.** Educator preparation programs represent public and private colleges and universities, agencies, associations, organizations, centers, and commercial companies dedicated to the preparation of teachers and other school personnel. Preparation programs are governed by the preparation standards and review procedures adopted by the board. [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)

**§8-54-19 Approval of educator preparation programs.** When applying for approval of an educator preparation program the following requirements shall be met:

- (1) The unit must provide evidence that their candidates meet the performance standards as applicable, that are contained in Appendix A, B, C, and incorporated at the end of this chapter;
- (2) The unit must provide evidence that their candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics;
- (3) The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:
  - (A) The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching;

- 1527 (B) Student standards adopted by the  
1528 department;
- 1529 (C) Teaching of reading including working  
1530 with students of reading difficulties;
- 1531 (D) Working effectively with students with  
1532 disabilities, including training  
1533 related to participation as a member of  
1534 individualized education program teams;
- 1535 (E) Working effectively with students who  
1536 are limited English proficient;
- 1537 (F) Working with gifted and talented  
1538 students; and
- 1539 (G) Integrating technology effectively into  
1540 curricula and instruction, including  
1541 activities consistent with the  
1542 principles of universal design for  
1543 learning and the use of technology  
1544 to effectively collect, manage and  
1545 analyze data to improve teaching and  
1546 learning for the purpose of  
1547 increasing student academic  
1548 achievement.
- 1549 (4) Each program must provide evidence that  
1550 their candidates meet the standards from a  
1551 national organization approved by the board  
1552 for the license fields offered in the  
1553 program or, for license fields without  
1554 national standards, the standards approved  
1555 for the field.
- 1556 (5) Clinical experience must meet one of the  
1557 following requirements:
- 1558 (A) A minimum of four hundred fifty (450)  
1559 hours of supervised clinical experience  
1560 in student teaching, internship or  
1561 residency; or
- 1562 (B) Demonstration of teaching proficiency  
1563 through a combination of documented  
1564 satisfactory work experience and  
1565 observation by the EPP; or
- 1566 (C) Passing a board approved performance  
1567 assessment normed for Hawaii in  
1568 combination with any other requirements

1569 determined by the EPP. [Eff  
1570 10/30/14] (Auth: HRS §302A-805.5) (Imp:  
1571 HRS §§302A-801 to -808)  
1572

1573 **§8-54-20 Procedure for first-time provisional**

1574 **unit or program review.** (a) When applying for  
1575 approval of a first-time provisional unit or program  
1576 review the following requirements shall be met:

1577 (1) The letter of intent and preconditions must  
1578 be submitted for consideration no less than  
1579 eighteen (18) months one (1) year prior to  
1580 the date of proposed program implementation;  
1581 and

1582 (2) Within six (6) months two (2) years of  
1583 acceptance of the letter of intent and  
1584 preconditions, the unit must submit one (1)  
1585 unit report and a program report for each  
1586 program that will prepare educators for  
1587 initial licensure.

1588 (b) The board staff will convene a review team  
1589 and conduct a virtual provisional review of the unit  
1590 and programs within three (3) months of acceptance of  
1591 the unit and program reports after staff review and  
1592 board approval.

1593 (c) The board will review the panel's review  
1594 team's recommendation and issue a decision within  
1595 three (3) months upon recommendation of the board's  
1596 Teacher Education Committee.

1597 (d) A unit must receive board approval before  
1598 advertising programs for initial licensure,  
1599 implementing programs and accepting candidates into  
1600 any educator preparation program. [Eff 10/30/14]  
1601 (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801 to -808)  
1602

1603 **§8-54-21 Procedure for continuing unit review.**

1604 When applying for continuing unit review one (1) of  
1605 the following requirements shall be met:

1606 ~~(1) Units must obtain accreditation from a~~  
1607 ~~national accrediting body authorized by the~~  
1608 ~~US Department of Education prior to the~~  
1609 ~~expiration of their provisional approval~~  
1610 ~~and/or to be eligible for continued state~~  
1611 ~~approval; and~~  
1612 ~~(2) It is the unit's responsibility to apply for~~  
1613 ~~renewal or extension and submit all~~  
1614 ~~documentation required for the board's~~  
1615 ~~review at least six (6) months in advance of~~  
1616 ~~the expiration of provisional approval and~~  
1617 ~~one (1) year in advance of the expiration of~~  
1618 ~~an existing continuing approval period.~~  
1619 (1) Obtain accreditation from a national  
1620 accrediting body prior to the expiration of  
1621 their provisional approval to be eligible for  
1622 continued state approval. The accrediting body  
1623 must be approved in advance by the HTSB for use  
1624 in continuing state approval. The HTSB  
1625 Executive Director or designee will serve as an  
1626 observer during the accreditation visit. It is  
1627 the unit's responsibility to apply for renewal  
1628 of state approval and submit all documentation  
1629 required for the board's review at least six  
1630 (6) months in advance of the expiration of  
1631 provisional approval; or  
1632 (2) Indigenous and culturally focused units may  
1633 obtain accreditation from a national or  
1634 international Indigenous focused accrediting  
1635 body prior to the expiration of their  
1636 provisional approval to be eligible for  
1637 continued state approval. The accrediting body  
1638 must be approved in advance by the HTSB for use  
1639 in continuing state approval. The HTSB  
1640 Executive Director or designee will serve as an  
1641 observer during the accreditation visit. It is

1642 the unit's responsibility to apply for renewal  
1643 of state approval and submit all documentation  
1644 required for the board's review at least six  
1645 (6) months in advance of the expiration of  
1646 provisional approval; or  
1647 (3) All program completers recommended for  
1648 licensure by the unit shall submit official  
1649 scores from a nationally normed performance  
1650 assessment adopted by the HTSB. The unit will  
1651 be reviewed by a State Team composed of:  
1652 a. One out of state professional educator,  
1653 selected based on compatible experience  
1654 with the type and size unit; and  
1655 b. One out of state practitioner licensed in  
1656 the field of the program, preferably a  
1657 National Board for Professional Teaching  
1658 Standards (NBPTS) certified teacher or one  
1659 with the Teacher Leader designation on  
1660 their license; and  
1661 c. HTSB Executive Director or designee; and  
1662 d. It is the unit's responsibility to submit  
1663 a Continuing Unit Review Report one (1)  
1664 year in advance of the expiration of their  
1665 existing approval period; or  
1666 (4) All program completers recommended for  
1667 licensure by the unit are evaluated using unit-  
1668 wide assessments. The unit will be reviewed by  
1669 a State review by a team composed of:  
1670 a. Two or more out of state professional  
1671 educators, selected based on compatible  
1672 experience with the type and size unit;  
1673 and  
1674 b. One or more out of state practitioners  
1675 licensed in the field of the program,  
1676 preferably a National Board for  
1677 Professional Teaching Standards (NBPTS)

1678 certified teacher or a teacher with the  
1679 Teacher Leader designation on their  
1680 license; and  
1681 c. The number of program completers and  
1682 number of separate licensure programs  
1683 within the unit will determine the number  
1684 of State Team reviewers; and  
1685 d. HTSB Executive Director or designee; and  
1686 e. It is the unit's responsibility to submit  
1687 a Continuing Unit Review Report one (1)  
1688 year in advance of the expiration of their  
1689 existing approval period. [Eff  
1690 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS  
1691 §§302A-801 to -808)

1693 **§8-54-22 Procedure for continuing program**  
1694 **review.** (a) Programs may elect national review by the  
1695 appropriate SPA. The program must receive national  
1696 recognition or national recognition with conditions.  
1697 (b) Programs not seeking national recognition  
1698 shall:  
1699 (1) Be reviewed as part of the unit report; and  
1700 (2) Submit an audit to the board as an appendix  
1701 to their annual report. [Eff 10/30/14] (Auth:  
1702 HRS §302A-805.5) (Imp: HRS §§302A-801 to  
1703 -808)

1704  
1705 **§8-54-23 Recommendations for approval.** (a)  
1706 Provisional review teams may make the following  
1707 recommendations to the board:  
1708 (1) Provisional approval;  
1709 (2) Provisional approval with unit conditions  
1710 and/or program areas for improvement; or  
1711 (3) Deny approval.  
1712 (b) Unit and program reports from continuing  
1713 reviews conducted by national accrediting bodies will  
1714 be submitted by the unit and programs and considered

1715 by the board for continuing seven (7) year state  
1716 approval or for continuing state approval for the full  
1717 term of their accreditation by an external accrediting  
1718 body recognized by the Hawaii teacher standards board.  
1719 [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS  
1720 §§302A-801 to -808)

1721  
1722 **§8-54-24 Procedure for added field program.** (a) A  
1723 unit or other organization may be approved to prepare  
1724 licensed educators to add a field to an existing  
1725 license.

1726 (b) The program will be initially reviewed under  
1727 the provisional program review process.

1728 (c) If the review is part of a unit, subsequent  
1729 reviews will be conducted at the time of continuing  
1730 unit review.

1731 (d) If the program is not part of an educator  
1732 preparation unit but is an organization whose main  
1733 purpose is to train educators in the specialty area,  
1734 the program will be reviewed by a state review team.  
1735 This program may not be used for initial licensure.  
1736 [Eff 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS  
1737 §§302A-801 to -808)

1738

1739 **§8-54-25 Board action following review.** (a) The  
1740 board may take the following actions for provisional  
1741 unit and program review:

- 1742 (1) Provisional approval for three (3) years or  
1743 until the unit's next national or state review;  
1744 (2) Provisional approval with unit conditions  
1745 and/or program areas for improvement for up  
1746 to three (3) years; or  
1747 (3) Deny approval. The unit may appeal or  
1748 reapply for approval under the process  
1749 determined by the board.

1750 (b) The board may take the following actions for  
1751 continued review:

- 1752 (1) Full approval for seven (7) years;  
1753 (2) Approval with unit conditions and/or program  
1754 areas for improvement for up to seven (7)  
1755 years;  
1756 (3) Probationary approval and designation as  
1757 "at-risk" for up to two (2) years. The unit  
1758 and programs must correct the conditions and  
1759 areas for improvement within two (2) years.  
1760 The unit may appeal under the process  
1761 determined by the board;  
1762 (4) Denied and designation as "low performing".  
1763 The unit may appeal under the process  
1764 determined by the board; or  
1765 (5) Revoke approval. The unit may appeal under  
1766 the process determined by the board. [Eff  
1767 10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS  
1768 §302A-801 to -808)  
1769

1770 **§8-54-26 Annual reporting by educator**

1771 **preparation programs.** (a) Educator preparation  
1772 programs will submit an annual report on a specified  
1773 form to include at a minimum the following:

- 1774 (1) Current contact information for the unit;  
1775 (2) A list of all current traditional and  
1776 alternative licensure programs offered by  
1777 the unit;  
1778 (3) Substantive changes within the reporting  
1779 year;  
1780 (4) Progress toward addressing any conditions or  
1781 areas for improvement on their current  
1782 approval; and  
1783 (5) Progress toward obtaining or continuing  
1784 national accreditation.

1785 (b) Hawaii educator preparation programs must  
1786 submit a recommendation for licensure for program



1787 completers within six (6) weeks of program completion  
1788 on a form specified by the board. Out of state  
1789 preparation programs which work primarily with active  
1790 military and military spouses may also report program  
1791 completers on this form. [Eff 10/30/14] (Auth: HRS  
1792 §302A-805.5) (Imp: HRS §§302A-801 to -808)  
1793

1794 **§8-54-27 Modification of programs.** (a) For  
1795 minor modifications, the unit will describe the  
1796 modifications in the annual report and include  
1797 evidence that program quality is not affected.

1798 (b) For major modifications, the unit will  
1799 submit a request to the board for implementation,  
1800 including a description of the changes and evidence  
1801 that standards will continue to be met.

1802 (c) For program elimination, the unit will  
1803 submit information to the board in writing stating  
1804 when the program will end, reasons for elimination,  
1805 and assurances that current candidates will be able to  
1806 complete the program. [Eff 10/30/14] (Auth: HRS §302A-  
1807 805.5) (Imp: HRS §§302A-801 to -808)  
1808

1809 **§8-54-28 At-risk educator preparation programs.**

1810 (a) A unit will be designated "at-risk" under the  
1811 following conditions:

1812 (1) The unit receives continuing  
1813 accreditation/approval for less than five  
1814 (5) years based on their national/state  
1815 review; or

1816 (2) The unit's summary pass rate on content  
1817 examinations falls below eighty per cent  
1818 (80%).

1819 (b) A program will be designated "at-risk" under  
1820 the following conditions:

- 1821           (1) The program fails to correct conditions of  
1822               its SPA approval within the timeline  
1823               specified by the SPA;  
1824           (2) The program receives an approval decision of  
1825               "Recognition with Probation" on its SPA  
1826               report;  
1827           (3) The program is given areas for improvement  
1828               on its board approval and fails to correct  
1829               the areas within the timeline specified by  
1830               the board; or  
1831           (4) The program's summary pass rate on content  
1832               examinations falls below eighty per cent  
1833               (80%) for a three (3) year average, if  
1834               applicable.  
1835           (c) Once a unit or program is designated as  
1836   being "at-risk", the board will conduct periodic  
1837   monitoring throughout the conditional period. [Eff  
1838   10/30/14] (Auth: HRS §302A-805.5) (Imp: HRS §§302A-801  
1839   to -808)

1841           **§8-54-29 Low performing programs.** (a) A unit is  
1842   designated "low performing" under the following  
1843   conditions:

- 1844           (1) It receives continuing  
1845               accreditation/approval for less than five (5)  
1846               years based on their national/state review  
1847               and fails to correct deficiencies and       gain  
1848               full approval within three (3) years;  
1849           (2) It receives a national accreditation/state  
1850               approval decision of "Denied" or "Revoked";  
1851               or  
1852           (3) The unit's summary pass rate on content  
1853               examinations falls below seventy per cent  
1854               (70%).  
1855           (b) A program is designated "low performing"  
1856   under the following conditions:

- 1857           (1) It receives a continuing review decision of  
1858           Not Nationally Recognized on its SPA review;  
1859           (2) The program receives a status of Denied  
1860           Approval on its HTSB review; or  
1861           (3) The program's summary pass rate on content  
1862           examinations falls below seventy per cent  
1863           (70%) for a three (3) year average where  
1864           applicable.
- 1865           (c) Once a unit or program is designated as  
1866 being "low performing", the unit must:
- 1867           (1) Post its status on a website accessible to  
1868           the public;  
1869           (2) Not accept candidates seeking licensure into  
1870           the unit/program affected;  
1871           (3) Submit a list to the board of all candidates  
1872           remaining in the affected unit/program and  
1873           the expected dates of completion;  
1874           (4) Counsel all affected candidates about  
1875           choices for program completion both in the  
1876           unit and transferring to other preparation  
1877           programs; and  
1878           (5) Submit evidence of progress toward meeting  
1879           these conditions in their annual report to  
1880           the board. [Eff 10/30/14] (Auth: HRS §302A  
1881           805.5) (Imp: HRS §§302A-801 to -808)

1882  
1883           **§8-54-30 Appeals.** (a) Any Hawaii educator  
1884 preparation program that receives an adverse decision  
1885 may appeal that decision. An adverse decision  
1886 includes:

- 1887           (1) The denial of an application for state  
1888           approval of a unit or program;  
1889           (2) The conditional approval of a unit or  
1890           program;  
1891           (3) The designation of "at-risk" or "low  
1892           performing" status; or

- 1893           (4)    The denial or revocation of approval of a  
1894                   unit or program.  
1895           (b)    An appeal must be based on the following  
1896 grounds:  
1897           (1)    National or state standards were  
1898                   disregarded;  
1899           (2)    Stated procedures were not followed;  
1900           (3)    Evidence favorable to the unit or program  
1901                   provided to the review team was not  
1902                   considered; or  
1903           (4)    Evidence favorable to the unit or program  
1904                   provided to the board was not considered.  
1905           (c)    An appeal will be heard by an administrative  
1906 hearing officer who will make a recommendation to the  
1907 board to either:  
1908           (1)    Uphold the approval decision;  
1909           (2)    Conduct a second board review of the  
1910                   original team findings; or  
1911           (3)    Assign a new review team to review the unit  
1912                   or program to make another recommendation to  
1913                   the board. [Eff 10/30/14] (Auth: HRS §302A-  
1914                   805.5) (Imp: HRS §§302A-801 to -808)  
1915

1916           **§8-54-31 Reference materials for units and**  
1917 **programs.** The board shall maintain an electronic  
1918 repository of guidance materials for prospective and  
1919 approved units. Reports from unit and program reviews  
1920 and board approval will be posted electronically on  
1921 the board's website. [Eff 10/30/14] (Auth: HRS §302A-  
1922 805.5) (Imp: HRS §§302A-801 to -808)  
1923  
1924  
1925  
1926  
1927  
1928

1931 Amendments to and compilation of chapter 54, title 8,  
1932 Hawaii Administrative Rules, on the Summary Page dated  
1933 Month, day, year, were adopted on Month, day, year,  
1934 following public hearing held on Month, day, year,  
1935 after public notice was given in the Honolulu Star  
1936 Advertiser on Month, day, year.

1937

1938 They shall take effect ten days after filing with the  
1939 office of the Lieutenant Governor.

1940

1941

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Felicia Villalobos

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Chairperson

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Hawaii Teacher Standards Board

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APPROVED:

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David Ige

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Governor

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State of Hawaii

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Dated: \_\_\_\_\_

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1964 APPROVED AS TO FORM:

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Deputy Attorney General

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1974 TEACHER PERFORMANCE STANDARDS

1975

1976 INTRODUCTION

1977

1978 The board adopted the Interstate Teacher Assessment  
1979 and Support Consortium (InTASC) new "core teaching  
1980 standards" which represent a major revision to the  
1981 Model Standards for Beginning Teacher Assessment and  
1982 Development. No longer limited to assessment and  
1983 support of new teachers, the new standards define  
1984 standards of professional practice for all teachers.

1985

1986 There are ten individual standards organized into four  
1987 priority areas:

1988

1989 The Learner & Learning (standards 1-3)

1990 Content (standards 4-5)

1991 Instructional Practice (standards 6-8)

1992 Professional Responsibility (standards 9-10)

1993

1994 Each standard is divided into the areas of  
1995 performances, essential knowledge, and critical  
1996 dispositions.

1997

1998 The core teaching standards include a focus on 21st  
1999 century knowledge and skills; personalized learning  
2000 for diverse learners; a collaborative professional  
2001 culture; improved assessment literacy; and new  
2002 leadership roles for teachers and administrators.  
2003 The core teaching standards describe what teachers  
2004 should know and be able to do in today's learning  
2005 context to ensure students attain these learning  
2006 goals, as well as encourage teachers to build literacy  
2007 and thinking skills across the curriculum, and help  
2008 students address multiple perspectives in exploring  
2009 ideas and solving problems. The core teaching  
2010 standards also address interdisciplinary themes and  
2011 the teacher's ability to build on content that draws  
2012 upon multiple disciplines.

2013

2014 **Standard #1: Learner Development**

2015 The teacher understands how learners grow and develop,  
2016 recognizing that patterns of learning and development  
2017 vary individually within and across the cognitive,  
2018 linguistic, social, emotional, and physical areas, and  
2019 designs and implements developmentally appropriate and  
2020 challenging learning experiences.

2021 1(a) The teacher regularly assesses individual and  
2022 group performance in order to design and modify  
2023 instruction to meet learners' needs in each area of  
2024 development (cognitive, linguistic, social, emotional,  
2025 and physical) and scaffolds the next level of  
2026 development.

2027 1(b) The teacher creates developmentally appropriate  
2028 instruction that takes into account individual  
2029 learners' strengths, interests, and needs and that  
2030 enables each learner to advance and accelerate his/her  
2031 learning.

2032 1(c) The teacher collaborates with families,  
2033 communities, colleagues, and other professionals to  
2034 promote learner growth and development.

2035 1(d) The teacher understands how learning occurs--  
2036 how learners construct knowledge, acquire skills, and  
2037 develop disciplined thinking processes--and knows how  
2038 to use instructional strategies that promote student  
2039 learning.

2040 1(e) The teacher understands that each learner's  
2041 cognitive, linguistic, social, emotional, and physical  
2042 development influences learning and knows how to make  
2043 instructional decisions that build on learners'  
2044 strengths and needs.

2045 1(f) The teacher identifies readiness for learning,  
2046 and understands how development in any one area may  
2047 affect performance in others.

2048 1(g) The teacher understands the role of language and  
2049 culture in learning and knows how to modify  
2050 instruction to make language comprehensible and  
2051 instruction relevant, accessible, and challenging.

2052 1(h) The teacher respects learners' differing  
2053 strengths and needs and is committed to using this  
2054 information to further each learner's development.

2055 1(i) The teacher is committed to using learners'  
2056 strengths as a basis for growth, and their  
2057 misconceptions as opportunities for learning.  
2058 1(j) The teacher takes responsibility for promoting  
2059 learners' growth and development.  
2060 1(k) The teacher values the input and contributions of  
2061 families, colleagues, and other professionals in  
2062 understanding and supporting each learner's  
2063 development.

2064

2065 **Standard #2: Learning Differences**

2066 The teacher uses understanding of individual  
2067 differences and diverse cultures and communities to  
2068 ensure inclusive learning environments that enable  
2069 each learner to meet high standards.

2070 2(a) The teacher designs, adapts, and delivers  
2071 instruction to address each student's diverse  
2072 learning strengths and needs and creates  
2073 opportunities for students to demonstrate their  
2074 learning in different ways.

2075 2(b) The teacher makes appropriate and timely  
2076 provisions (e.g., pacing for individual rates of  
2077 growth, task demands, communication, assessment, and  
2078 response modes) for individual students with  
2079 particular learning differences or needs.

2080 2(c) The teacher designs instruction to build on  
2081 learners' prior knowledge and experiences, allowing  
2082 learners to accelerate as they demonstrate their  
2083 understandings.

2084 2(d) The teacher brings multiple perspectives to the  
2085 discussion of content, including attention to  
2086 learners' personal, family, and community experiences  
2087 and cultural norms, *including Native Hawaiian history*  
2088 *and culture*.

2089 2(e) The teacher incorporates tools of language  
2090 development into planning and instruction, including  
2091 strategies for making content accessible to English  
2092 language learners and for evaluating and supporting  
2093 their development of English proficiency.

2094 2(f) The teacher accesses resources, supports, and  
2095 specialized assistance and services to meet particular  
2096 learning differences or needs.



2097 2(g) The teacher understands and identifies  
2098 differences in approaches to learning and performance  
2099 and knows how to design instruction that uses each  
2100 learner's strengths to promote growth.  
2101 2(h) The teacher understands students with exceptional  
2102 needs, including those associated with disabilities  
2103 and giftedness, and knows how to use strategies and  
2104 resources to address these needs.  
2105 2(i) The teacher knows about second language  
2106 acquisition processes and knows how to incorporate  
2107 instructional strategies and resources to support  
2108 language acquisition.  
2109 2(j) The teacher understands that learners bring  
2110 assets for learning based on their individual  
2111 experiences, abilities, talents, prior learning, and  
2112 peer and social group interactions, as well as  
2113 language, culture, family, and community values.  
2114 2(k) The teacher knows how to access information about  
2115 the values of diverse cultures and communities and how  
2116 to incorporate learners' experiences, cultures, and  
2117 community resources into instruction.  
2118 2(l) The teacher believes that all learners can  
2119 achieve at high levels and persists in helping each  
2120 learner reach his/her full potential.  
2121 2(m) The teacher respects learners as individuals with  
2122 differing personal and family backgrounds and various  
2123 skills, abilities, perspectives, talents, and  
2124 interests.  
2125 2(n) The teacher makes learners feel valued and helps  
2126 them learn to value each other.  
2127 2(o) The teacher values diverse languages and dialects  
2128 and seeks to integrate them into his/her  
2129 instructional practice to engage students in  
2130 learning.

2131

### 2132 **Standard #3: Learning Environments**

2133 The teacher works with others to create environments  
2134 that support individual and collaborative learning,  
2135 and that encourage positive social interaction,  
2136 active engagement in learning, and self motivation.

2137

2138 3(a) The teacher collaborates with learners, families,  
2139 and colleagues to build a safe, positive learning  
2140 climate of openness, mutual respect, support, and  
2141 inquiry.

2142 3(b) The teacher develops learning experiences that  
2143 engage learners in collaborative and self-directed  
2144 learning and that extend learner interaction with  
2145 ideas and people locally and globally.

2146 3(c) The teacher collaborates with learners and  
2147 colleagues to develop shared values and expectations  
2148 for respectful interactions, rigorous academic  
2149 discussions, and individual and group responsibility  
2150 for quality work.

2151 3(d) The teacher manages the learning environment to  
2152 actively and equitably engage learners by organizing,  
2153 allocating, and coordinating the resources of time,  
2154 space, and learners' attention.

2155 3(e) The teacher uses a variety of methods to engage  
2156 learners in evaluating the learning environment and  
2157 collaborates with learners to make appropriate  
2158 adjustments.

2159 3(f) The teacher communicates verbally and nonverbally  
2160 in ways that demonstrate respect for and responsiveness  
2161 to the cultural backgrounds and differing perspectives  
2162 learners bring to the learning environment.

2163 3(g) The teacher promotes responsible learner use of  
2164 interactive technologies to extend the possibilities  
2165 for learning locally and globally.

2166 3(h) The teacher intentionally builds learner capacity  
2167 to collaborate in face-to-face and virtual  
2168 environments through applying effective  
2169 interpersonal communication skills.

2170 3(i) The teacher understands the relationship between  
2171 motivation and engagement and knows how to design  
2172 learning experiences using strategies that build  
2173 learner self-direction and ownership of learning.

2174 3(j) The teacher knows how to help learners work  
2175 productively and cooperatively with each other to  
2176 achieve learning goals.

2177 3(k) The teacher knows how to collaborate with  
2178 learners to establish and monitor elements of a safe

2179 and productive learning environment including norms,  
2180 expectations, routines, and organizational structures.  
2181 3(l) The teacher understands how learner diversity can  
2182 affect communication and knows how to communicate  
2183 effectively in differing environments.  
2184 3(m) The teacher knows how to use technologies and how  
2185 to guide learners to apply them in appropriate, safe,  
2186 and effective ways.  
2187 3(n) The teacher is committed to working with  
2188 learners, colleagues, families, and communities to  
2189 establish positive and supportive learning  
2190 environments.  
2191 3(o) The teacher values the role of learners in  
2192 promoting each other's learning and recognizes the  
2193 importance of peer relationships in establishing a  
2194 climate of learning.  
2195 3(p) The teacher is committed to supporting learners  
2196 as they participate in decision making, engage in  
2197 exploration and invention, work collaboratively and  
2198 independently, and engage in purposeful learning.  
2199 3(q) The teacher seeks to foster respectful  
2200 communication among all members of the learning  
2201 community.  
2202 3(r) The teacher is a thoughtful and responsive  
2203 listener and observer.  
2204

2205 **Standard #4: Content Knowledge**

2206 The teacher understands the central concepts, tools  
2207 of inquiry, and structures of the discipline(s) he or  
2208 she teaches and creates learning experiences that  
2209 make these aspects of the discipline accessible and  
2210 meaningful for learners to assure mastery of the  
2211 content.  
2212 4(a) The teacher effectively uses multiple  
2213 representations and explanations that capture key  
2214 ideas in the discipline, guide learners through  
2215 learning progressions, and promote each learner's  
2216 achievement of content standards.  
2217 4(b) The teacher engages students in learning  
2218 experiences in the discipline(s) that encourage  
2219 learners to understand, question, and analyze ideas

2220 from diverse perspectives so that they master the  
2221 content.  
2222 4(c) The teacher engages learners in applying methods  
2223 of inquiry and standards of evidence used in the  
2224 discipline.  
2225 4(d) The teacher stimulates learner reflection on prior  
2226 content knowledge, links new concepts to familiar  
2227 concepts, and makes connections to learners'  
2228 experiences.  
2229 4(e) The teacher recognizes learner misconceptions in a  
2230 discipline that interfere with learning, and creates  
2231 experiences to build accurate conceptual  
2232 understanding.  
2233 4(f) The teacher evaluates and modifies instructional  
2234 resources and curriculum materials for their  
2235 comprehensiveness, accuracy for representing  
2236 particular concepts in the discipline, and  
2237 appropriateness for his/ her learners.  
2238 4(g) The teacher uses supplementary resources and  
2239 technologies effectively to ensure accessibility and  
2240 relevance for all learners.  
2241 4(h) The teacher creates opportunities for students to  
2242 learn, practice, and master academic language in their  
2243 content.  
2244 4(i) The teacher accesses school and/or district-based  
2245 resources to evaluate the learner's content knowledge  
2246 in their primary language.  
2247 4(j) The teacher understands major concepts,  
2248 assumptions, debates, processes of inquiry, and ways of  
2249 knowing that are central to the discipline(s) s/he  
2250 teaches.  
2251 4(k) The teacher understands common misconceptions in  
2252 learning the discipline and how to guide learners to  
2253 accurate conceptual understanding.  
2254 4(l) The teacher knows and uses the academic language  
2255 of the discipline and knows how to make it  
2256 accessible to learners.  
2257 4(m) The teacher knows how to integrate culturally  
2258 relevant content to build on learners' background  
2259 knowledge.

2260 4(n) The teacher has a deep knowledge of student  
2261 content standards and learning progressions in the  
2262 discipline(s) s/he teaches.  
2263 4(o) The teacher realizes that content knowledge is  
2264 not a fixed body of facts but is complex, culturally  
2265 situated, and ever evolving. S/he keeps abreast of new  
2266 ideas and understandings in the field.  
2267 4(p) The teacher appreciates multiple perspectives  
2268 within the discipline and facilitates learners'  
2269 critical analysis of these perspectives.  
2270 4(q) The teacher recognizes the potential of bias in  
2271 his/her representation of the discipline and seeks to  
2272 appropriately address problems of bias.  
2273 4(r) The teacher is committed to work toward each  
2274 learner's mastery of disciplinary content and skills.  
2275

2276 **Standard #5: Application of Content**

2277 The teacher understands how to connect concepts and  
2278 use differing perspectives to engage learners in  
2279 critical thinking, creativity, and collaborative  
2280 problem solving related to authentic local and global  
2281 issues.

2282 5(a) The teacher develops and implements projects that  
2283 guide learners in analyzing the complexities of an  
2284 issue or question using perspectives from varied  
2285 disciplines and cross-disciplinary skills (e.g., a  
2286 water quality study that draws upon biology and  
2287 chemistry to look at  
2288 factual information and social studies to examine  
2289 policy implications).

2290 5(b) The teacher engages learners in applying content  
2291 knowledge to real world problems through the lens  
2292 of interdisciplinary themes (e.g., financial literacy,  
2293 environmental literacy).

2294 5(c) The teacher facilitates learners' use of current  
2295 tools and resources to maximize content learning in  
2296 varied contexts.

2297 5(d) The teacher engages learners in questioning and  
2298 challenging assumptions and approaches in order to  
2299 foster innovation and problem solving in local and  
2300 global contexts.

2301 5(e) The teacher develops learners' communication  
2302 skills in disciplinary and interdisciplinary contexts  
2303 by creating meaningful opportunities to employ a  
2304 variety of forms of communication that address varied  
2305 audiences and purposes.

2306 5(f) The teacher engages learners in generating and  
2307 evaluating new ideas and novel approaches, seeking  
2308 inventive solutions to problems, and developing  
2309 original work.

2310 5(g) The teacher facilitates learners' ability to  
2311 develop diverse social and cultural perspectives that  
2312 expand their understanding of local and global issues  
2313 and create novel approaches to solving problems.

2314 5(h) The teacher develops and implements supports for  
2315 learner literacy development across content areas.

2316 5(i) The teacher understands the ways of knowing in  
2317 his/her discipline, how it relates to other disciplinary  
2318 approaches to inquiry, and the strengths and limitations  
2319 of each approach in addressing problems, issues, and  
2320 concerns.

2321 5(j) The teacher understands how current  
2322 interdisciplinary themes (e.g., civic literacy, health  
2323 literacy, global awareness) connect to the core subjects  
2324 and knows how to weave those themes into meaningful  
2325 learning experiences.

2326 5(k) The teacher understands the demands of accessing and  
2327 managing information as well as how to evaluate issues  
2328 of ethics and quality related to information and its  
2329 use.

2330 5(l) The teacher understands how to use digital and  
2331 interactive technologies for efficiently and  
2332 effectively achieving specific learning goals.

2333 5(m) The teacher understands critical thinking processes  
2334 and knows how to help learners develop high level  
2335 questioning skills to promote their independent  
2336 learning.

2337 5(n) The teacher understands communication modes and  
2338 skills as vehicles for learning (e.g., information  
2339 gathering and processing) across disciplines as well as  
2340 vehicles for expressing learning.

2341 5(o) The teacher understands creative thinking processes  
2342 and how to engage learners in producing original work.

2343 5(p) The teacher knows where and how to access resources  
2344 to build global awareness and understanding, and how to  
2345 integrate them into the curriculum.

2346 5(q) The teacher is constantly exploring how to use  
2347 disciplinary knowledge as a lens to address local and  
2348 global issues.

2349 5(r) The teacher values knowledge outside his/her own  
2350 content area and how such knowledge enhances student  
2351 learning.

2352 5(s) The teacher values flexible learning environments  
2353 that encourage learner exploration, discovery, and  
2354 expression across content areas.

2355

2356 **Standard #6: Assessment**

2357 The teacher understands and uses multiple methods of  
2358 assessment to engage learners in their own growth,  
2359 to monitor learner progress, and to guide the  
2360 teacher's and learner's decision making.

2361 6(a) The teacher balances the use of formative and  
2362 summative assessment as appropriate to support,  
2363 verify, and document learning.

2364 6(b) The teacher designs assessments that match learning  
2365 objectives with assessment methods and minimizes sources  
2366 of bias that can distort assessment results.

2367 6(c) The teacher works independently and  
2368 collaboratively to examine test and other performance  
2369 data to understand each learner's progress and to guide  
2370 planning.

2371 6(d) The teacher engages learners in understanding and  
2372 identifying quality work and provides them with  
2373 effective descriptive feedback to guide their  
2374 progress toward that work.

2375 6(e) The teacher engages learners in multiple ways of  
2376 demonstrating knowledge and skill as part of the  
2377 assessment process.

2378 6(f) The teacher models and structures processes that  
2379 guide learners in examining their own thinking and  
2380 learning as well as the performance of others.

2381 6(g) The teacher effectively uses multiple and  
2382 appropriate types of assessment data to identify each  
2383 student's learning needs and to develop  
2384 differentiated learning experiences.

2385 6(h) The teacher prepares all learners for the demands  
2386 of particular assessment formats and makes appropriate  
2387 accommodations in assessments or testing conditions,  
2388 especially for learners with disabilities and language  
2389 learning needs.

2390 6(i) The teacher continually seeks appropriate ways to  
2391 employ technology to support assessment practice both  
2392 to engage learners more fully and to assess and  
2393 address learner needs.

2394 6(j) The teacher understands the differences between  
2395 formative and summative applications of assessment and  
2396 knows how and when to use each.

2397 6(k) The teacher understands the range of types and  
2398 multiple purposes of assessment and how to design,  
2399 adapt, or select appropriate assessments to address  
2400 specific learning goals and individual differences,  
2401 and to minimize sources of bias.

2402 6(l) The teacher knows how to analyze assessment data  
2403 to understand patterns and gaps in learning, to guide  
2404 planning and instruction, and to provide meaningful  
2405 feedback to all learners.

2406 6(m) The teacher knows when and how to engage learners  
2407 in analyzing their own assessment results and in  
2408 helping to set goals for their own learning.

2409 6(n) The teacher understands the positive impact of  
2410 effective descriptive feedback for learners and knows  
2411 a variety of strategies for communicating this  
2412 feedback.

2413 6(o) The teacher knows when and how to evaluate and  
2414 report learner progress against standards.

2415 6(p) The teacher understands how to prepare learners  
2416 for assessments and how to make accommodations  
2417 in assessments and testing conditions, especially for  
2418 learners with disabilities and language learning  
2419 needs.

2420 6(q) The teacher is committed to engaging learners  
2421 actively in assessment processes and to developing  
2422 each learner's capacity to review and communicate  
2423 about their own progress and learning.

2424 6(r) The teacher takes responsibility for aligning  
2425 instruction and assessment with learning goals.



2426 6(s) The teacher is committed to providing timely  
2427 and effective descriptive feedback to learners on  
2428 their progress.  
2429 6(t) The teacher is committed to using multiple types  
2430 of assessment processes to support, verify, and  
2431 document learning.  
2432 6(u) The teacher is committed to making accommodations  
2433 in assessments and testing conditions, especially for  
2434 learners with disabilities and language learning needs.  
2435 6(v) The teacher is committed to the ethical use of  
2436 various assessments and assessment data to identify  
2437 learner strengths and needs to promote learner  
2438 growth.

2439

2440 **Standard #7: Planning for Instruction**

2441 The teacher plans instruction that supports every  
2442 student in meeting rigorous learning goals by  
2443 drawing upon knowledge of content areas,  
2444 curriculum, cross-disciplinary skills, and pedagogy,  
2445 as well as knowledge of learners and the community  
2446 context.

2447 7(a) The teacher individually and collaboratively  
2448 selects and creates learning experiences that are  
2449 appropriate for curriculum goals and content  
2450 standards, and are relevant to learners.

2451 7(b) The teacher plans how to achieve each student's  
2452 learning goals, choosing appropriate strategies and  
2453 accommodations, resources, and materials to  
2454 differentiate instruction for individuals and groups  
2455 of learners.

2456 7(c) The teacher develops appropriate sequencing of  
2457 learning experiences and provides multiple ways to  
2458 demonstrate knowledge and skill.

2459 7(d) The teacher plans for instruction based on  
2460 formative and summative assessment data, prior learner  
2461 knowledge, and learner interest.

2462 7(e) The teacher plans collaboratively with  
2463 professionals who have specialized expertise (e.g.,  
2464 special educators, related service providers, language  
2465 learning specialists, librarians, media specialists)  
2466 to design and jointly deliver as appropriate learning  
2467 experiences to meet unique learning needs.

2468 7(f) The teacher evaluates plans in relation to short-  
2469 and long-range goals and systematically adjusts plans  
2470 to meet each student's learning needs and enhance  
2471 learning.

2472 7(g) The teacher understands content and content  
2473 standards and how these are organized in the  
2474 curriculum.

2475 7(h) The teacher understands how integrating cross-  
2476 disciplinary skills in instruction engages learners  
2477 purposefully in applying content knowledge.

2478 7(i) The teacher understands learning theory, human  
2479 development, cultural diversity, and individual  
2480 differences and how these impact ongoing planning.

2481 7(j) The teacher understands the strengths and needs  
2482 of individual learners and how to plan instruction  
2483 that is responsive to these strengths and needs.

2484 7(k) The teacher knows a range of evidence-based  
2485 instructional strategies, resources, and  
2486 technological tools and how to use them effectively  
2487 to plan instruction that meets diverse learning  
2488 needs.

2489 7(l) The teacher knows when and how to adjust plans  
2490 based on assessment information and learner responses.

2491 7(m) The teacher knows when and how to access  
2492 resources and collaborate with others to support  
2493 student learning (e.g., special educators, related  
2494 service providers, language learner specialists,  
2495 librarians, media specialists, community  
2496 organizations).

2497 7(n) The teacher respects learners'  
2498 diverse strengths and needs and is committed to using  
2499 this information to plan effective instruction.

2500 7(o) The teacher values planning as a collegial  
2501 activity that takes into consideration the input of  
2502 learners, colleagues, families, and the larger  
2503 community.

2504 7(p) The teacher takes professional responsibility to  
2505 use short- and long-term planning as a means of  
2506 assuring student learning.

2507 7(q) The teacher believes that plans must always be  
2508 open to adjustment and revision based on learner  
2509 needs and changing circumstances.

2510     **Standard #8: Instructional Strategies**

2511     The teacher understands and uses a variety of  
2512     instructional strategies to encourage learners to  
2513     develop deep understanding of content areas and  
2514     their connections, and to build skills to apply  
2515     knowledge in meaningful ways.

2516     8(a) The teacher uses appropriate strategies and  
2517     resources to adapt instruction to the needs of  
2518     individuals and groups of learners.

2519     8(b) The teacher continuously monitors student  
2520     learning, engages learners in assessing their progress,  
2521     and adjusts instruction in response to student  
2522     learning needs.

2523     8(c) The teacher collaborates with learners to design  
2524     and implement relevant learning experiences, identify  
2525     their strengths, and access family and community  
2526     resources to develop their areas of interest.

2527     8(d) The teacher varies his/her role in the  
2528     instructional process (e.g., instructor, facilitator,  
2529     coach, audience) in relation to the content and  
2530     purposes of instruction and the needs of learners.

2531     8(e) The teacher provides multiple models and  
2532     representations of concepts and skills with  
2533     opportunities for learners to demonstrate their  
2534     knowledge through a variety of products and  
2535     performances.

2536     8(f) The teacher engages all learners in developing  
2537     higher order questioning skills and metacognitive  
2538     processes.

2539     8(g) The teacher engages learners in using a range of  
2540     learning skills and technology tools to access,  
2541     interpret, evaluate, and apply information.

2542     8(h) The teacher uses a variety of instructional  
2543     strategies to support and expand learners'  
2544     communication through speaking, listening, reading,  
2545     writing, and other modes.

2546     8(i) The teacher asks questions to stimulate  
2547     discussion that serves different purposes (e.g.,  
2548     probing for learner understanding, helping learners  
2549     articulate their ideas and thinking processes,  
2550     stimulating curiosity, and helping learners to  
2551     question).

2552 8(j) The teacher understands the cognitive processes  
 2553 associated with various kinds of learning (e.g.,  
 2554 critical and creative thinking, problem framing and  
 2555 problem solving, invention, memorization and recall)  
 2556 and how these processes can be stimulated.  
 2557 8(k) The teacher knows how to apply a range of  
 2558 developmentally, culturally, and linguistically  
 2559 appropriate instructional strategies to achieve  
 2560 learning goals.  
 2561 8(l) The teacher knows when and how to use  
 2562 appropriate strategies to differentiate instruction  
 2563 and engage all learners in complex thinking and  
 2564 meaningful tasks.  
 2565 8(m) The teacher understands how multiple forms of  
 2566 communication (oral, written, nonverbal, digital,  
 2567 visual) convey ideas, foster self expression, and  
 2568 build relationships.  
 2569 8(n) The teacher knows how to use a wide variety of  
 2570 resources, including human and technological, to  
 2571 engage students in learning.  
 2572 8(o) The teacher understands how content and  
 2573 skill development can be supported by media and  
 2574 technology and knows how to evaluate these resources  
 2575 for quality, accuracy, and effectiveness.  
 2576 8(p) The teacher is committed to deepening awareness  
 2577 and understanding the strengths and needs of diverse  
 2578 learners when planning and adjusting instruction.  
 2579 8(q) The teacher values the variety of ways people  
 2580 communicate and encourages learners to develop and  
 2581 use multiple forms of communication.  
 2582 8(r) The teacher is committed to exploring how the  
 2583 use of new and emerging technologies can support and  
 2584 promote student learning.  
 2585 8(s) The teacher values flexibility and reciprocity in  
 2586 the teaching process as necessary for adapting  
 2587 instruction to learner responses, ideas, and needs.  
 2588  
 2589 **Standard #9: Professional Learning and Ethical**  
 2590 **Practice**  
 2591 The teacher engages in ongoing professional learning  
 2592 and uses evidence to continually evaluate his/her  
 2593 practice, particularly the effects of his/her

2594 choices and actions on others (learners, families,  
2595 other professionals, and the community), and adapts  
2596 practice to meet the needs of each learner.

2597 9(a) The teacher engages in ongoing learning  
2598 opportunities to develop knowledge and skills in  
2599 order to provide all learners with engaging  
2600 curriculum and learning experiences based on local  
2601 and state standards.

2602 9(b) The teacher engages in meaningful and  
2603 appropriate professional learning experiences  
2604 aligned with his/her own needs and the needs of the  
2605 learners, school, and system.

2606 9(c) Independently and in collaboration with  
2607 colleagues, the teacher uses a variety of data (e.g.,  
2608 systematic observation, information about learners,  
2609 research) to evaluate the outcomes of teaching and  
2610 learning and to adapt planning and practice.

2611 9(d) The teacher actively seeks professional,  
2612 community, and technological resources, within and  
2613 outside the school, as supports for analysis,  
2614 reflection, and problem-solving.

2615 9(e) The teacher reflects on his/her personal biases  
2616 and accesses resources to deepen his/her own  
2617 understanding of cultural, ethnic, gender, and  
2618 learning differences to build stronger relationships  
2619 and create more relevant learning experiences.

2620 9(f) The teacher advocates, models, and teaches safe,  
2621 legal, and ethical use of information and technology  
2622 including appropriate documentation of sources and  
2623 respect for others in the use of social media.

2624 9(g) The teacher understands and knows how to use a  
2625 variety of self-assessment and problem-solving  
2626 strategies to analyze and reflect on his/her practice  
2627 and to plan for adaptations/adjustments.

2628 9(h) The teacher knows how to use learner data to  
2629 analyze practice and differentiate instruction  
2630 accordingly.

2631 9(i) The teacher understands how personal identity,  
2632 worldview, and prior experience affect perceptions  
2633 and expectations, and recognizes how they may bias  
2634 behaviors and interactions with others.

2635 9(j) The teacher understands laws related to learners'  
2636 rights and teacher responsibilities (e.g., for  
2637 educational equity, appropriate education for  
2638 learners with disabilities, confidentiality, privacy,  
2639 appropriate treatment of learners, reporting in  
2640 situations related to possible child abuse).  
2641 9(k) The teacher knows how to build and implement a  
2642 plan for professional growth directly aligned with  
2643 his/her needs as a growing professional using feedback  
2644 from teacher evaluations and observations, data on  
2645 learner performance, and school- and system-wide  
2646 priorities.  
2647 9(l) The teacher takes responsibility for student  
2648 learning and uses ongoing analysis and reflection to  
2649 improve planning and practice.  
2650 9(m) The teacher is committed to deepening  
2651 understanding of his/her own frames of reference  
2652 (e.g., culture, gender, language, abilities, ways of  
2653 knowing), the potential biases in these frames, and  
2654 their impact on expectations for and relationships  
2655 with learners and their families.  
2656 9(n) The teacher sees him/herself as a learner,  
2657 continuously seeking opportunities to draw upon  
2658 current education policy and research as sources of  
2659 analysis and reflection to improve practice.  
2660 9(o) The teacher understands the expectations of the  
2661 profession including codes of ethics, professional  
2662 standards of practice, and relevant law and policy.

2663

2664 **Standard #10: Leadership and Collaboration**

2665 The teacher seeks appropriate leadership roles and  
2666 opportunities to take responsibility for student  
2667 learning, to collaborate with learners, families,  
2668 colleagues, other school professionals, and community  
2669 members to ensure learner growth, and to advance the  
2670 profession.

2671 10(a) The teacher takes an active role on the  
2672 instructional team, giving and receiving feedback on  
2673 practice, examining learner work, analyzing data from  
2674 multiple sources, and sharing responsibility for  
2675 decision making and accountability for each student's  
2676 learning.

2677 10(b) The teacher works with other school  
2678 professionals to plan and jointly facilitate learning  
2679 on how to meet diverse needs of learners.  
2680 10(c) The teacher engages collaboratively in the  
2681 school-wide effort to build a shared vision and  
2682 supportive culture, identify common goals, and  
2683 monitor and evaluate progress toward those goals.  
2684 10(d) The teacher works collaboratively with learners  
2685 and their families to establish mutual expectations  
2686 and ongoing communication to support learner  
2687 development and achievement.  
2688 10(e) Working with school colleagues, the teacher  
2689 builds ongoing connections with community resources  
2690 to enhance student learning and well being.  
2691 10(f) The teacher engages in professional learning,  
2692 contributes to the knowledge and skill of others, and  
2693 works collaboratively to advance professional  
2694 practice.  
2695 10(g) The teacher uses technological tools and a  
2696 variety of communication strategies to build local  
2697 and global learning communities that engage learners,  
2698 families, and colleagues.  
2699 10(h) The teacher uses and generates meaningful  
2700 research on education issues and policies.  
2701 10(i) The teacher seeks appropriate opportunities to  
2702 model effective practice for colleagues, to lead  
2703 professional learning activities, and to serve in  
2704 other leadership roles.  
2705 10(j) The teacher advocates meeting the needs of  
2706 learners, to strengthen the learning environment, and  
2707 to enact system change.  
2708 10(k) The teacher takes on leadership roles at the  
2709 school, district, state, and/or national level and  
2710 advocates for learners, the school, the community, and  
2711 the profession.  
2712 10(l) The teacher understands schools as organizations  
2713 within a historical, cultural, political, and social  
2714 context and knows how to work with others across the  
2715 system to support learners.  
2716 10(m) The teacher understands that alignment of  
2717 family, school, and community spheres of influence

2718 enhances student learning and that discontinuity in  
2719 these spheres of influence interferes with learning.  
2720 10(n) The teacher knows how to work with other adults  
2721 and has developed skills in collaborative interaction  
2722 appropriate for both face-to-face and virtual  
2723 contexts.  
2724 10(o) The teacher knows how to contribute to a common  
2725 culture that supports high expectations for student  
2726 learning.  
2727 10(p) The teacher actively shares responsibility for  
2728 shaping and supporting the mission of his/her school  
2729 as one of advocacy for learners and accountability  
2730 for their success.  
2731 10(q) The teacher respects families' beliefs, norms,  
2732 and expectations and seeks to work collaboratively  
2733 with learners and families in setting and meeting  
2734 challenging goals.  
2735 10(r) The teacher takes initiative to grow and  
2736 develop with colleagues through interactions that  
2737 enhance practice and support student learning.  
2738 10(s) The teacher takes responsibility for  
2739 contributing to and advancing the profession.  
2740 10(t) The teacher embraces the challenge of continuous  
2741 improvement and change.

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## 2761 SCHOOL LIBRARIAN PERFORMANCE STANDARDS

2762

## 2763 INTRODUCTION

2764

2765 The effective school librarian focuses on students'  
2766 long-term development into responsible and independent  
2767 learners. Effective students acquire the basic skills  
2768 and dispositions necessary to achieve autonomy,  
2769 literacy, responsibility to self and other, and  
2770 lifelong learning. The ultimate goal is for students  
2771 to become positive, confident, competent, caring  
2772 learners who demonstrate initiative, solve problems,  
2773 set goals, and make decisions that help them to  
2774 function successfully in a rapidly changing  
2775 technological society. The educational system must  
2776 develop citizens who can govern themselves and have a  
2777 global perspective. The citizens must be flexible,  
2778 resourceful, and able to deal with open-endedness,  
2779 complexity, information explosion, and accelerated  
2780 growth in technologies while maintaining a set of  
2781 values, individual stability, and integrity.

2782

2783 **Standard 1: Teaching for Learning**

2784 School librarians are effective teachers who  
2785 demonstrate knowledge of learners and learning.  
2786 They model and promote collaborative planning,  
2787 instruction in multiple literacies, and inquiry based  
2788 learning, enabling members of the learning community  
2789 to become effective users and creators of ideas and  
2790 information. They design and implement instruction  
2791 that engages students' interests and develops their  
2792 ability to inquire, think critically, gain and share  
2793 knowledge.

2794 **1.1 Knowledge of learners and learning**

2795 School librarians demonstrate knowledge of learning  
2796 styles, stages of human growth and development, and  
2797 cultural influences on learning. They assess learner  
2798 needs and design instruction that reflect best  
2799 practices in teaching. They support the learning of

2800 various members of the educational community including  
2801 those with diverse learning styles, physical and  
2802 intellectual abilities and needs. School Librarians  
2803 base instruction on interests and needs and link it to  
2804 the assessment of student achievement.

2805 1.2 Effective and knowledgeable teacher

2806 School librarians implement the principles of  
2807 effective teaching and learning that contribute to an  
2808 active, inquiry-based approach to learning. They use a  
2809 variety of instructional strategies and assessment  
2810 tools to design and develop digital-age learning  
2811 experiences and assessments in partnership with  
2812 classroom teachers and other educators. They document  
2813 and communicate the impact of collaborative  
2814 instruction on student achievement.

2815 1.3 Instructional partner

2816 School librarians model, share, and promote effective  
2817 principles of teaching and learning as collaborative  
2818 partners with other educators. They participate in  
2819 curriculum development, engage in school improvement  
2820 processes, and offer professional development to  
2821 various members of the educational community as it  
2822 relates to library and information use.

2823 1.4 Integration of twenty-first century skills and  
2824 learning standards

2825 School librarians advocate for twenty-first century  
2826 literacy skills to support the learning needs of the  
2827 school community. They collaborate with other teachers  
2828 to plan and implement instruction based on of the AASL  
2829 Standards for the 21st-Century Learner and curriculum  
2830 standards. They employ strategies to integrate  
2831 multiple literacies with content curriculum. School  
2832 librarians integrate the use of technologies as a  
2833 means for effective and creative teaching and to  
2834 support PreK-12 students' conceptual understanding,  
2835 critical thinking and creative processes.

2836

2837 **Standard 2: Literacy and Reading**

2838 School librarians promote reading for learning,  
2839 personal growth, and enjoyment. They use a variety of  
2840 strategies to reinforce classroom reading instruction

2841 to address the diverse needs and interests of all  
2842 readers.

2843 2.1 Literature

2844 School librarians are familiar with a wide range of  
2845 children's, young adult, and professional literature  
2846 in multiple formats and languages to support reading  
2847 for information, reading for pleasure, and reading for  
2848 lifelong learning.

2849 2.2 Reading promotion

2850 School librarians use a variety of strategies to  
2851 promote reading for learning, personal growth, and  
2852 enjoyment.

2853 2.3 Respect for diversity

2854 School librarians develop a collection of reading and  
2855 information materials in print and digital formats  
2856 that support the diverse developmental, cultural,  
2857 social, and linguistic needs of PreK-12 students and  
2858 their communities.

2859 2.4 Literacy strategies

2860 School librarians collaborate with classroom teachers  
2861 to reinforce a wide variety of reading instructional  
2862 strategies to ensure PreK-12 students are able to  
2863 create meaning from text.

2864

2865 **Standard 3: Information and Knowledge**

2866 School librarians model and promote ethical, equitable  
2867 access to and use of physical, digital, and virtual  
2868 collections of resources. They provide a variety of  
2869 information sources and services that support the  
2870 needs of the diverse learning community. They use a  
2871 variety of research strategies to generate knowledge  
2872 to improve practice in school libraries.

2873 3.1 Efficient and ethical information-seeking behavior

2874 School librarians identify and provide support for  
2875 diverse student information needs. They model multiple  
2876 strategies for students, other teachers, and  
2877 administrators to locate, evaluate, and ethically use  
2878 information for specific purposes. They collaborate  
2879 with students, other teachers, and administrators to  
2880 efficiently access, interpret, and communicate  
2881 information.

2882

2883 3.2 Access to information  
2884 School librarians support flexible, open access for  
2885 library services. They develop solutions for  
2886 addressing physical, social and intellectual barriers  
2887 to equitable access to resources and services. They  
2888 facilitate access to information in print, non-print,  
2889 and digital formats. They model and communicate the  
2890 legal and ethical codes of the profession.  
2891 3.3 Information technology  
2892 School librarians design and adapt relevant learning  
2893 experiences that engage students in the use of digital  
2894 tools and resources. They model and facilitate the  
2895 effective use of digital tools to locate, analyze,  
2896 evaluate, and use information resources to support  
2897 research, learning, creating, and communicating in a  
2898 global society.  
2899 3.4 Research and knowledge creation  
2900 School librarians use evidence-based, action research  
2901 to collect data. They interpret and use data to create  
2902 and share new knowledge to support and improve  
2903 practice in school libraries.  
2904  
2905 **Standard 4: Advocacy and Leadership**  
2906 School librarians advocate for dynamic school library  
2907 programs and positive learning environments that focus  
2908 on student learning and achievement by collaborating  
2909 and connecting with teachers, administrators,  
2910 librarians, and the community. They are committed to  
2911 continuous learning and professional growth and lead  
2912 professional development activities for other  
2913 educators. They provide leadership by articulating  
2914 ways in which school libraries contribute to student  
2915 achievement.  
2916 4.1. Networking with the library community  
2917 School librarians participate and collaborate as  
2918 members of a social and intellectual network of  
2919 learners. They establish partnerships with other  
2920 libraries for resource sharing and networking.  
2921 4.2 Professional development  
2922 School librarians model a strong commitment to the  
2923 profession by participating in professional growth and  
2924 leadership opportunities through joining library

2925 associations, participating in professional  
2926 conferences, reading professional publications, and  
2927 exploring Internet resources. They plan for ongoing  
2928 professional growth.

2929 4.3 Leadership

2930 School librarians articulate the roles and  
2931 relationships of the library program's support of  
2932 student academic achievement within the context of  
2933 current educational initiatives. Utilizing evidence  
2934 based practice and information from education and  
2935 library research, they communicate ways in which the  
2936 library program can enhance school improvement  
2937 efforts.

2938 4.4 Advocacy

2939 School librarians identify stakeholders within and  
2940 outside the school community who impact the school  
2941 library program. They use a range of strategies to  
2942 advocate for school library and information programs,  
2943 for resources, and for services.

2944

2945 **Standard 5: Program Management and Administration**

2946 School librarians plan, develop, implement, and  
2947 evaluate school library programs, resources, and  
2948 services in support of the mission of the library  
2949 program and the school according to the ethics and  
2950 principles of library science, education, management,  
2951 and administration.

2952 5.1 Collections and Information Access

2953 School librarians evaluate and select print, non-  
2954 print, and digital resources using professional  
2955 selection tools and evaluation criteria to develop and  
2956 manage a quality program of information access  
2957 designed to meet the diverse curricular, personal, and  
2958 professional needs of students, teachers, and  
2959 administrators. They organize school library  
2960 collections according to current library cataloging  
2961 and classification principles and standards.

2962 5.2 Professional Ethics

2963 School librarians practice the ethical principles of  
2964 their profession, advocate for intellectual freedom  
2965 and privacy, and promote and model digital citizenship

2966 and responsibility. They educate the school community  
2967 on the ethical use of information and ideas.  
2968 5.3 Personnel, Funding, and Facilities  
2969 School librarians apply best practices related to  
2970 planning, budgeting, and evaluating human,  
2971 information, and physical resources. They organize  
2972 library facilities to enhance the use of information  
2973 resources and services and to ensure equitable access  
2974 to all resources for all users. They develop,  
2975 implement, and evaluate policies and procedures that  
2976 support teaching and learning in school libraries.  
2977 5.4 Strategic planning and assessment  
2978 School librarians communicate and collaborate with  
2979 students, teachers, administrators, and community  
2980 members to develop a library program that aligns  
2981 resources, services, and standards with the school's  
2982 mission. They make effective use of data and  
2983 information to assess how the library program  
2984 addresses the needs of their diverse community.  
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## 3010 SCHOOL COUNSELOR PERFORMANCE STANDARDS

3011

## 3012 INTRODUCTION

3013

3014 The effective school counselor focuses on students'  
3015 long-term academic, career, and personal/social  
3016 development; effective school counselor demonstrates  
3017 the basic skills and dispositions to promote students'  
3018 autonomy, literacy, responsibility to self and others,  
3019 and lifelong learning. With developmentally  
3020 appropriate counseling and guidance, the ultimate goal  
3021 is for students to become positive, courageous,  
3022 confident, competent, and caring human beings. The  
3023 educational system must develop citizens who can  
3024 govern themselves and have a global perspective. The  
3025 citizens must be flexible, resourceful and able to  
3026 deal with open-endedness, complexity. The effective  
3027 school counselor promotes students' autonomy,  
3028 literacy, responsibility to self and others, and  
3029 lifelong learning through developmentally appropriate  
3030 counseling and guidance.

3031

3032 **Standard 1:** The professional school counselor plans,  
3033 organizes and delivers the school counseling program.

3034 1.1 A program is designed to meet the needs of the  
3035 school.

3036 1.2 The professional school counselor demonstrates  
3037 positive interpersonal relationships with students.

3038 1.3 The professional school counselor demonstrates  
3039 positive interpersonal relationships with educational  
3040 staff.

3041 1.4 The professional school counselor demonstrates  
3042 positive interpersonal relationships with parents or  
3043 guardians.

3044

3045 **Standard 2:** The professional school counselor is able  
3046 to implement a school guidance curriculum through the  
3047 use of effective instructional skills and careful  
3048 planning of structured group sessions.

3049 2.1 The professional school counselor is able to teach  
3050 school guidance units effectively.

3051 2.2 The professional school counselor is able to  
3052 develop materials and instructional strategies to meet  
3053 student needs and school goals.

3054 2.3 The professional school counselor collaborates  
3055 with staff involvement to ensure the effective  
3056 implementation of the school guidance curriculum.

3057

3058 **Standard 3:** The professional school counselor  
3059 implements the individual planning component by  
3060 guiding individuals and groups of students and their  
3061 parents or guardians through the development of  
3062 educational and career plans.

3063 3.1 The professional school counselor, in  
3064 collaboration with parents or guardians, helps  
3065 students establish goals and develop and use planning  
3066 skills.

3067 3.2 The professional school counselor demonstrates  
3068 accurate and appropriate interpretation of assessment  
3069 data and the presentation of relevant, unbiased  
3070 information.

3071

3072 **Standard 4:** The professional school counselor provides  
3073 responsive services through the effective use of  
3074 individual and small-group counseling, consultation  
3075 and referral skills.

3076 4.1 The professional school counselor counsels  
3077 individual students and small groups of students with  
3078 identified needs and concerns.

3079 4.2 The professional school counselor consults  
3080 effectively with parents or guardians, teachers,  
3081 administrators and other relevant individuals.

3082 4.3 The professional school counselor implements an  
3083 effective referral process with administrators,  
3084 teachers and other school personnel.

3085

3086 **Standard 5:** The professional school counselor provides  
3087 system support through effective school counseling  
3088 program management and support for other educational  
3089 programs.



3090 5.1 The professional school counselor provides a  
3091 comprehensive and balanced school counseling program  
3092 in collaboration with school staff.  
3093 5.2 The professional school counselor provides support  
3094 for other school programs.  
3095 5.3 The professional school counselor develops and  
3096 distributes a calendar which identifies counseling  
3097 activities and programs.  
3098  
3099 **Standard 6:** The professional school counselor  
3100 discusses the counseling department management system  
3101 and the program action plans with the school  
3102 administrator.  
3103 6.1 The professional school counselor discusses the  
3104 qualities of the school counselor management system  
3105 with the other members of the counseling staff and/or  
3106 school administrator.  
3107 6.2 The professional school counselor discusses the  
3108 anticipated program results when implementing the  
3109 action plans for the school year.  
3110  
3111 **Standard 7:** The professional school counselor collects  
3112 and analyzes data to guide program direction and  
3113 emphasis.  
3114 7.1 The professional school counselor uses school data  
3115 to make decisions regarding student choice of classes  
3116 and/or special programs.  
3117 7.2 The professional school counselor uses data from  
3118 the counseling program to make decisions regarding  
3119 program revisions.  
3120 7.3 The professional school counselor understands and  
3121 uses data to establish goals and activities to support  
3122 academic achievement.  
3123  
3124 **Standard 8:** The professional school counselor monitors  
3125 the students on a regular basis as they progress in  
3126 school.  
3127 8.1 The professional school counselor is accountable  
3128 for monitoring students' progress.  
3129 8.2 The professional school counselor implements  
3130 monitoring systems appropriate to the individual  
3131 school.

3132 8.3 The professional school counselor develops  
3133 appropriate interventions for students as needed and  
3134 monitors their progress.  
3135  
3136 **Standard 9:** The professional school counselor develops  
3137 a system for evaluating the results of the counseling  
3138 program.  
3139 9.1 The professional school counselor collects data  
3140 and analyzes results attained from school counseling  
3141 activities.  
3142 9.2 The professional school counselor works with  
3143 members of the counseling team, if applicable, and  
3144 with the principal to clarify how programs are  
3145 evaluated and how results are shared.  
3146 9.3 The professional school counselor uses program  
3147 assessment to make changes as needed in the school  
3148 counseling program and calendar for the following  
3149 year.  
3150 9.4 The professional school counselor shares the  
3151 results of the program assessment with stakeholders.  
3152  
3153 **Standard 10:** The professional school counselor is an  
3154 advocate for students, a leader, collaborator, and a  
3155 systems change agent.  
3156 10.1 The professional school counselor promotes  
3157 academic success of students.  
3158 10.2 The professional school counselor promotes equity  
3159 and access for students.  
3160 10.3 The professional school counselor takes a  
3161 leadership role within the school setting and/or  
3162 community.  
3163 10.4 The professional school counselor understands  
3164 reform issues and works to close the achievement gap.  
3165 10.5 The professional school counselor collaborates  
3166 with teachers, parents and the community to promote  
3167 academic success of students.  
3168 10.6 The professional school counselor is a member of  
3169 effective teams and encourages collaboration among all  
3170 school staff.  
3171 10.7 The professional school counselor uses data to  
3172 recommend systemic change in policy and procedures  
3173 that limit or inhibit academic achievement.

3174

3175

3176

3177 ~~CODE OF ETHICS~~MODEL CODE OF ETHICS FOR EDUCATORS

3178 Preface

3179 ~~The Hawaii Teacher Standards Board Code of Ethics~~

3180 ~~supports the vision, core values, and mission of the~~

3181 ~~board in fostering professional standards for~~

3182 ~~teachers, not only with regard to academic rigor, but~~

3183 ~~to include the highest ethical standards of~~

3184 ~~professional conduct which foster commitment to~~

3185 ~~students, the profession, and the community. This~~

3186 ~~code is intended to advance the teaching profession,~~

3187 ~~to guide the professional behavior of P-12 educators~~

3188 ~~in the State of Hawaii, and to form the basis for~~

3189 ~~disciplinary action taken by the Board, as authorized~~

3190 ~~in Hawaii Revised Statutes §302A-807.~~

3191 **~~Principle I: Commitment to Students~~**

3192

3193 ~~Hawaii P-12 educators shall:~~

3194 ~~□ provide students with appropriate educational~~  
3195 ~~services based on research and accepted best~~  
3196 ~~practices~~

3197 ~~□ provide services to students in a~~  
3198 ~~nondiscriminatory manner,~~

3199 ~~□ take all reasonable precautions to protect the~~  
3200 ~~health, safety and well being of students,~~

3201 ~~□ maintain a respectful, professional relationship~~  
3202 ~~with students,~~

3203 ~~□ keep information about students in confidence,~~  
3204 ~~unless disclosure is required by law or serves a~~  
3205 ~~professional purpose,~~

3206 ~~□ nurture in students a life-long respect and~~  
3207 ~~compassion for themselves and others.~~

3208 ~~□ promote the right and freedom of students to~~  
3209 ~~learn, explore ideas, develop learning skills and~~  
3210 ~~acquire the necessary knowledge to achieve their~~  
3211 ~~full potential,~~

3212 ~~□ not exploit professional relationships with~~  
3213 ~~students for personal gain.~~

3214

3215 ~~Principle II: Commitment to the Profession~~

3216

3217 ~~Hawaii P-12 educators shall:~~

3218 ~~□ exhibit behaviors which uphold the dignity of the~~  
3219 ~~profession;~~

3220 ~~□ be fair and equitable in their treatment of all~~  
3221 ~~members of the profession in a nondiscriminatory~~  
3222 ~~manner;~~

3223 ~~□ keep information about colleagues in confidence,~~  
3224 ~~unless disclosure is required by law or serves a~~  
3225 ~~compelling professional purpose;~~

3226 ~~□ continue to study, apply, and advance the~~  
3227 ~~professional knowledge base for P-12 educators~~  
3228 ~~and maintain a commitment to professional~~  
3229 ~~education.~~

3230

3231 ~~Principle III: Commitment to the Community~~

3232

3233 ~~Hawaii P-12 educators shall:~~

3234 ~~□ distinguish between personal and institutional~~  
3235 ~~views in communication to the public;~~

3236 ~~□ be truthful in representing facts concerning~~  
3237 ~~educational matters;~~

3238 ~~□ decline any gratuity, gift or favor that would~~  
3239 ~~impair or influence professional decisions or~~  
3240 ~~actions;~~

3241 ~~□ make information about education research and~~  
3242 ~~best practices available to students, parents,~~  
3243 ~~colleagues, and the public;~~

3244 ~~□ be open and honest with students, parents,~~  
3245 ~~colleagues, and the public.~~

3246 Principle I: Responsibility to the Profession

3247

3248 The professional educator is aware that trust in the  
3249 profession depends upon a level of professional  
3250 conduct and responsibility that may be higher than  
3251 required by law. This entails holding oneself and  
3252 other educators to the same ethical standards.

- 3253 A. The professional educator demonstrates  
3254 responsibility to oneself as an ethical professional  
3255 by:
- 3256 1. Acknowledging that lack of awareness, knowledge,  
3257 or understanding of the Code is not, in and of  
3258 itself, a defense to a charge of unethical  
3259 conduct;
  - 3260 2. Knowing and upholding the procedures, policies,  
3261 laws and regulations relevant to professional  
3262 practice regardless of personal views;
  - 3263 3. Holding oneself responsible for ethical conduct;
  - 3264 4. Monitoring and maintaining sound mental,  
3265 physical, and emotional health necessary to  
3266 perform duties and services of any professional  
3267 assignment, and taking appropriate measures when  
3268 personal or health-related issues may interfere  
3269 with work-related duties;
  - 3270 5. Refraining from professional or personal activity  
3271 that may lead to reducing one's effectiveness  
3272 within the school community;
  - 3273 6. Avoiding the use of one's position for personal  
3274 gain and avoiding the appearance of impropriety;
  - 3275 7. Taking responsibility and credit only for work  
3276 actually performed or produced, and acknowledging  
3277 the work and contributions made by others.
- 3278 B. The professional educator fulfills the obligation  
3279 to address and attempt to resolve ethical issues by:
- 3280 1. Confronting and taking reasonable steps to  
3281 resolve conflicts between the Code and the  
3282 implicit or explicit demands of a person or  
3283 organization;
  - 3284 2. Maintaining fidelity to the Code by taking  
3285 proactive steps when having reason to believe  
3286 that another educator may be approaching or  
3287 involved in an ethically compromising situation;
  - 3288 3. Neither discriminating nor retaliating against a  
3289 person on the basis of having made an ethical  
3290 complaint;
  - 3291 4. Neither filing nor encouraging frivolous ethical  
3292 complaints solely to harm or retaliate;

- 3293       5. Cooperating fully during ethics investigations  
3294       and proceedings.
- 3295       C. The professional educator promotes and advances the  
3296       profession within and beyond the school community by:
- 3297       1. Influencing and supporting decisions and actions  
3298       that positively impact teaching and learning,  
3299       educational leadership, and student services;
- 3300       2. Engaging in respectful discourse regarding issues  
3301       that impact the profession;
- 3302       3. Enhancing one's professional effectiveness by  
3303       staying current with ethical principles and  
3304       decisions from relevant sources including  
3305       professional organizations;
- 3306       4. Actively participating in educational and  
3307       professional organizations and associations; and
- 3308       5. Advocating for adequate resources and facilities  
3309       to ensure equitable opportunities for all  
3310       students.

3311

3312       **Principle II: Responsibility for Professional**  
3313       **Competence**

3314       The professional educator is committed to the highest  
3315       levels of professional and ethical practice, including  
3316       demonstration of the knowledge, skills and  
3317       dispositions required for professional competence.

3318       A. The professional educator demonstrates commitment  
3319       to high standards of practice through:

- 3320       1. Incorporating into one's practice state and  
3321       national standards, including those specific to  
3322       one's discipline;
- 3323       2. Using the *Model Code of Educator Ethics* and other  
3324       ethics codes unique to one's discipline to guide  
3325       and frame educational decision-making;
- 3326       3. Advocating for equitable educational  
3327       opportunities for all students;
- 3328       4. Accepting the responsibilities, performing  
3329       duties, and providing services corresponding to  
3330       the area of certification, licensure, and  
3331       training of one's position;
- 3332       5. Reflecting upon and assessing one's professional  
3333       skills, content knowledge, and competency on an  
3334       ongoing basis; and

- 3335 6. Committing to ongoing professional learning.
- 3336 B. The professional educator demonstrates responsible
- 3337 use of data, materials, research and assessment by:
- 3338 1. Appropriately recognizing others' work by citing
- 3339 data or materials from published, unpublished, or
- 3340 electronic sources when disseminating
- 3341 information;
- 3342 2. Using developmentally appropriate assessments for
- 3343 the purposes for which they are intended and for
- 3344 which they have been validated to guide
- 3345 educational decisions;
- 3346 3. Conducting research in an ethical and responsible
- 3347 manner with appropriate permission and
- 3348 supervision;
- 3349 4. Seeking and using evidence, instructional data,
- 3350 research, and professional knowledge to inform
- 3351 practice;
- 3352 5. Creating, maintaining, disseminating, storing,
- 3353 retaining and disposing of records and data
- 3354 relating to one's research and practice, in
- 3355 accordance with district policy, state and
- 3356 federal laws; and
- 3357 6. Using data, data sources, or findings accurately
- 3358 and reliably.
- 3359 C. The professional educator acts in the best interest
- 3360 of all students by:
- 3361 1. Increasing students' access to the curriculum,
- 3362 activities, and resources in order to provide a
- 3363 quality and equitable educational experience;
- 3364 2. Working to engage the school community to close
- 3365 achievement, opportunity, and attainment gaps;
- 3366 and
- 3367 3. Protecting students from any practice that harms
- 3368 or has the potential to harm students.

3369

3370 **Principle III: Responsibility to Students**

3371 The professional educator has a primary obligation to

3372 treat students with dignity and respect. The

3373 professional educator promotes the health, safety and

3374 well being of students by establishing and maintaining

3375 appropriate verbal, physical, emotional and social

3376 boundaries.

- 3377 A. The professional educator respects the rights and  
3378 dignity of students by:
- 3379 1. Respecting students by taking into account their  
3380 age, gender, culture, setting and socioeconomic  
3381 context;
  - 3382 2. Interacting with students with transparency and  
3383 in appropriate settings;
  - 3384 3. Communicating with students in a clear,  
3385 respectful, and culturally sensitive manner;
  - 3386 4. Taking into account how appearance and dress can  
3387 affect one's interactions and relationships with  
3388 students;
  - 3389 5. Considering the implication of accepting gifts  
3390 from or giving gifts to students;
  - 3391 6. Engaging in physical contact with students only  
3392 when there is a clearly defined purpose that  
3393 benefits the student and continually keeps the  
3394 safety and well-being of the student in mind;
  - 3395 7. Avoiding multiple relationships with students  
3396 which might impair objectivity and increase the  
3397 risk of harm to student learning or well-being or  
3398 decrease educator effectiveness;
  - 3399 8. Acknowledging that there are no circumstances  
3400 that allow for educators to engage in romantic or  
3401 sexual relationships with students; and
  - 3402 9. Considering the ramifications of entering into an  
3403 adult relationship of any kind with a former  
3404 student, including but not limited to, any  
3405 potential harm to the former student, public  
3406 perception, and the possible impact on the  
3407 educator's career. The professional educator  
3408 ensures that the adult relationship was not  
3409 started while the former student was in school.
- 3410 B. The professional educator demonstrates an ethic of  
3411 care through:
- 3412 1. Seeking to understand students' educational,  
3413 academic, personal and social needs as well as  
3414 students' values, beliefs, and cultural  
3415 background;
  - 3416 2. Respecting the dignity, worth, and uniqueness of  
3417 each individual student including, but not  
3418 limited to, actual and perceived gender, gender



- 3419 expression, gender identity, civil status, family  
3420 status, sexual orientation, religion, age,  
3421 disability, race, ethnicity, socio-economic  
3422 status, and culture; and  
3423 3. Establishing and maintaining an environment that  
3424 promotes the emotional, intellectual, physical,  
3425 and sexual safety of all students.  
3426 C. The professional educator maintains student trust  
3427 and confidentiality when interacting with students in  
3428 a developmentally appropriate manner and within  
3429 appropriate limits by:  
3430 1. Respecting the privacy of students and the need  
3431 to hold in confidence certain forms of student  
3432 communication, documents, or information obtained  
3433 in the course of professional practice;  
3434 2. Upholding parents'/guardians' legal rights, as  
3435 well as any legal requirements to reveal  
3436 information related to legitimate concerns for  
3437 the well-being of a student; and  
3438 3. Protecting the confidentiality of student records  
3439 and releasing personal data in accordance with  
3440 prescribed state and federal laws and local  
3441 policies.  
3442

3443 **Principle IV: Responsibility to the School Community**

3444 The professional educator promotes positive  
3445 relationships and effective interactions with members  
3446 of the school community while maintaining professional  
3447 boundaries.

3448 A. The professional educator promotes effective and  
3449 appropriate relationships with parents/guardians by:

- 3450 1. Communicating with parents/guardians in a timely  
3451 and respectful manner that represents the  
3452 students' best interests;  
3453 2. Demonstrating a commitment to equality, equity,  
3454 and inclusion as well as respecting and  
3455 accommodating diversity among members of the  
3456 school community;  
3457 3. Considering the implication of accepting gifts  
3458 from or giving gifts to parents/guardians; and

3459       4. Maintaining appropriate confidentiality with  
3460       respect to student information disclosed by or to  
3461       parents/guardians unless required by law.  
3462    B. The professional educator promotes effective and  
3463    appropriate relationships with colleagues by:  
3464       1. Respecting colleagues as fellow professionals and  
3465       maintaining civility when differences arise;  
3466       2. Resolving conflicts, whenever possible, privately  
3467       and respectfully and in accordance with district  
3468       policy;  
3469       3. Keeping student safety, education, and health  
3470       paramount by maintaining and sharing educational  
3471       records appropriately and objectively in  
3472       accordance with local policies and state and  
3473       federal laws;  
3474       4. Collaborating with colleagues in a manner that  
3475       supports academic achievement and related goals  
3476       that promote the best interests of students;  
3477       5. Enhancing the professional growth and development  
3478       of new educators by supporting effective field  
3479       experiences, mentoring or induction activities  
3480       across the career continuum;  
3481       6. Ensuring that educators who are assigned to  
3482       participate as mentors for new educators,  
3483       cooperating teachers, or other teacher leadership  
3484       positions are prepared and supervised to assume  
3485       these roles;  
3486       7. Ensuring that educators are assigned to positions  
3487       in accordance with their educational credentials,  
3488       preparation, and experience in order to maximize  
3489       students' opportunities and achievement; and  
3490       8. Working to ensure a workplace environment that is  
3491       free from harassment.  
3492    C. The professional educator promotes effective and  
3493    appropriate relationships with the community and other  
3494    stakeholders by:  
3495       1. Advocating for policies and laws that the  
3496       educator supports as promoting the education and  
3497       well-being of students and families;  
3498       2. Collaborating with community agencies,  
3499       organizations, and individuals in order to

3500 advance students' best interests without regard  
3501 to personal reward or remuneration; and  
3502 3. Maintaining the highest professional standards of  
3503 accuracy, honesty, and appropriate disclosure of  
3504 information when representing the school or  
3505 district within the community and in public  
3506 communications.  
3507 D. The professional educator promotes effective and  
3508 appropriate relationships with employers by:  
3509 1. Using property, facilities, materials, and  
3510 resources in accordance with local policies and  
3511 state and federal laws;  
3512 2. Respecting intellectual property ownership rights  
3513 (e.g. original lesson plans, district level  
3514 curricula, syllabi, gradebooks, etc.) when  
3515 sharing materials;  
3516 3. Exhibiting personal and professional conduct that  
3517 is in the best interest of the organization,  
3518 learning community, school community, and  
3519 profession; and  
3520 4. Considering the implications of offering or  
3521 accepting gifts and/or preferential treatment by  
3522 vendors or an individual in a position of  
3523 professional influence or power.  
3524 E. The professional educator understands the  
3525 problematic nature of multiple relationships by:  
3526 1. Considering the risks that multiple relationships  
3527 might impair objectivity and increase the  
3528 likelihood of harm to students' learning and  
3529 well-being or diminish educator effectiveness;  
3530 2. Considering the risks and benefits of a  
3531 professional relationship with someone with whom  
3532 the educator has had a past personal relationship  
3533 and vice versa;  
3534 3. Considering the implications and possible  
3535 ramifications of engaging in a personal or  
3536 professional relationship with parents and  
3537 guardians, student teachers, colleagues, and  
3538 supervisors; and  
3539 4. Ensuring that professional responsibilities to  
3540 paraprofessionals, student teachers or interns do

3541 not interfere with responsibilities to students,  
3542 their learning, and well-being.  
3543

3544 **Principle V: Responsible and Ethical Use of**  
3545 **Technology**

3546 The professional educator considers the impact of  
3547 consuming, creating, distributing and communicating  
3548 information through all technologies. The ethical  
3549 educator is vigilant to ensure appropriate boundaries  
3550 of time, place and role are maintained when using  
3551 electronic communication.

3552 A. The professional educator uses technology in a  
3553 responsible manner by:

- 3554 1. Using social media responsibly, transparently,  
3555 and primarily for purposes of teaching and  
3556 learning per school and district policy. The  
3557 professional educator considers the ramifications  
3558 of using social media and direct communication  
3559 via technology on one's interactions with  
3560 students, colleagues, and the general public;
- 3561 2. Staying abreast of current trends and uses of  
3562 school technology;
- 3563 3. Promoting the benefits of and clarifying the  
3564 limitations of various appropriate technological  
3565 applications with colleagues, appropriate school  
3566 personnel, parents, and community members;
- 3567 4. Knowing how to access, document and use  
3568 proprietary materials and understanding how to  
3569 recognize and prevent plagiarism by students and  
3570 educators;
- 3571 5. Understanding and abiding by the district's  
3572 policy on the use of technology and  
3573 communication;
- 3574 6. Recognizing that some electronic communications  
3575 are records under the Freedom of Information Act  
3576 (FOIA) and state public access laws and should  
3577 consider the implications of sharing sensitive  
3578 information electronically either via  
3579 professional or personal devices/accounts; and
- 3580 7. Exercising prudence in maintaining separate and  
3581 professional virtual profiles, keeping personal  
3582 and professional lives distinct.

- 3583 B. The professional educator ensures students' safety  
3584 and well-being when using technology by:
- 3585 1. Being vigilant in identifying, addressing and  
3586 reporting (when appropriate and in accordance  
3587 with local district, state, and federal policy)  
3588 inappropriate and illegal materials/images in  
3589 electronic or other forms;
  - 3590 2. Respecting the privacy of students' presence on  
3591 social media unless given consent to view such  
3592 information or if there is a possibility of  
3593 evidence of a risk of harm to the student or  
3594 others; and
  - 3595 3. Monitoring to the extent practical and  
3596 appropriately reporting information concerning  
3597 possible cyber bullying incidents and their  
3598 potential impact on the student learning  
3599 environment.
- 3600 C. The professional educator maintains confidentiality  
3601 in the use of technology by:
- 3602 1. Taking appropriate and reasonable measures to  
3603 maintain confidentiality of student information  
3604 and educational records stored or transmitted  
3605 through the use of electronic or computer  
3606 technology;
  - 3607 2. Understanding the intent of Federal Educational  
3608 Rights to Privacy Act (FERPA) and how it applies  
3609 to sharing electronic student records; and
  - 3610 3. Ensuring that the rights of third parties,  
3611 including the right of privacy, are not violated  
3612 via the use of technologies.
- 3613 D. The professional educator promotes the appropriate  
3614 use of technology in educational settings by:
- 3615 1. Advocating for equal access to technology for all  
3616 students, especially those historically  
3617 underserved;
  - 3618 2. Promoting the benefits of and clarifying the  
3619 limitations of various appropriate technological  
3620 applications with colleagues, appropriate school  
3621 personnel, parents, and community members; and
  - 3622 3. Promoting technological applications: (a) that  
3623 are appropriate for students' individual needs;  
3624 (b) that students understand how to use and; (c)

3625        that assist and enhance the teaching and learning  
3626        process.