

New Business Item 12-27 Revised

Introduced March 15, 2013

Approved March 15, 2013

Reintroduced November 19, 2021

Approved November 19, 2021

Reintroduced September 16, 2022

Approved September 16, 2022

Reintroduced October 27, 2023

Approved October 27, 2023

Reintroduced August 30, 2024

Approved August 30, 2024

TITLE: Student Teaching Policy for HTSB Approved Educator Preparation Providers

The Hawai'i Teacher Standards Board (HTSB) approves the following requirements for all teacher candidates enrolled in a Hawai'i Educator Preparation Provider (EPP) program:

Content Knowledge Requirements:

All HTSB approved EPPs are required to verify that their candidates admitted on or after August 1, 2011, meet content knowledge requirements prior to their candidates starting their clinical experience/student teaching/internship.

Clinical Experience/Student Teaching/Internship Requirements:

All HTSB approved EPPs shall ensure that their teacher candidates are:

- Appropriately placed in a supervised clinical experience, student teaching, internship, or residency in a Hawai'i public, charter, or private school;
- At the appropriate grade level(s);
- In the appropriate subject(s)/teaching lines; and
- According to their school roles for which they are seeking a license in.
 - The school roles are a general education classroom teacher, special education teacher, school counselor, or school librarian.

An EPP shall only recommend their teacher candidates based on their HTSB approved licensure field(s) and grade levels.

HTSB approved EPPs shall ensure that they are in compliance with all federal and state laws and policies (e.g., the Individuals with Disabilities Education Act [IDEA] and HTSB policies).

Teacher candidates who are not in the appropriate grade levels, teaching lines, subject area(s), or school roles, may result in non-licensure. EPPs found in non-compliance will be reported to their accreditor. Action may also be taken on their state approval, including suspension or revocation.

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

Effective immediately, teacher candidates completing their clinical experience/student teaching/internship in a setting that is completely online must be enrolled in an approved online educator preparation program that leads to a license in online teaching.

Effective July 1, 2025, teacher candidates who enter a program that leads to a K-12 or P-12 license must have separate student teaching experience with a minimum of 225 hours at every level for which they will be recommended for licensure, including:

- Early Childhood PK-3;
- Elementary K-6;
- Secondary 6-12.

Effective July 1, 2025, teacher candidates completing their clinical experience/student teaching/internship in a 6th grade setting need to choose an Elementary K-6 licensure track or Secondary 6-12 licensure track. A 6th grade placement does not count for a P-12 or K-12 license.

This New Business Item (NBI) will not impact or take the place of [NBI 20-16](#) regarding active military spouses or registered domestic partners.

Rationale/Background:

To ensure teacher candidates are being supported, a face-to-face or combination of virtual and face-to-face observation option allows for the following:

- Regular face-to-face observations can build a trusting relationship between the supervisor and teacher, fostering a supportive environment for growth rather than one that feels purely evaluative.
- Observations give supervisors a better understanding of the classroom environment, including the physical setup, student behavior and other school community contextual factors that can impact teaching, learning, and student teacher relationships.
- Supervisors can evaluate a teacher's instructional methods, classroom management, and engagement strategies in real time, which helps in assessing the effectiveness of teaching practices.
- Supervisors can observe the interactions between the teacher and students, noting how well the teacher responds to students' needs and adjusts their professional decisions, and instructional strategies in the moment.

Unlike traditional classroom teaching, online instruction demands a distinct set of skills and adherence to the [National Standards for Quality Online Teaching](#). Below are some essential skills for effective online teaching:

- **Instructional Design:** Familiarity with online teaching platforms (e.g., Zoom, Google Classroom, Canvas) and basic troubleshooting for common tech issues. Also, creating or modifying instructional materials, tools, and resources to engage all learners.
- **Online Communication Skills:** Clear and concise online communication includes writing well-structured emails, creating clear online instructions, and speaking clearly in video lectures.

- **Online Engagement Pedagogy:** Ability to keep students engaged in a virtual environment using interactive tools, discussion boards, polls, and multimedia resources for collaboration and productivity.
- **Online Structured Learning:** A well-designed online curriculum provides a clear roadmap for students, outlining what they need to learn and how they will achieve it. This helps in maintaining a logical flow and ensures that all essential topics are covered systematically.
- **Online Time Management:** Organizing and managing your time online effectively to handle asynchronous and synchronous components of online teaching.
- **Online Adaptability:** Being flexible and adaptable to new technologies, changes in course material, and varying student needs through an online platform.
- **Digital Literacy:** Understanding how to use and integrate digital tools and resources into your teaching to enhance online learning.
- **Online Student Support:** Providing personalized feedback, offering technical assistance, and being approachable for questions and concerns online.
- **Online Organization:** Keeping course materials, assignments, and communication organized to ensure smooth delivery and access for students via an online platform.
- **Online Assessment Skills:** Designing and administering assessments that accurately measure student learning in an online format using both content and online national teaching standards.
- **Online Self-Motivation:** Staying motivated and disciplined in a less structured online environment and setting a positive example for students.
- **Online Cultural Sensitivity:** Being aware of and accommodating diverse cultural backgrounds and learning styles in an online setting.

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HTSB approved EPPs shall ensure that they are in compliance with all federal and state laws and policies (e.g., the Individuals with Disabilities Education Act [IDEA] and HTSB policies).

Teacher candidates who are not in the appropriate grade levels, teaching lines, subject area(s), or school roles, may result in non-licensure. EPPs found in non-compliance will be reported to their accreditor. Action may also be taken on their state approval, including suspension or revocation.

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

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Rationale/Background:

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- **Online Cultural Sensitivity:** Being aware of and accommodating diverse cultural backgrounds and learning styles in an online setting.

Cost(s):

No cost to inform EPPs of the revisions to this NBI. All expenses are covered within the existing staff job duties and responsibilities.

Submitted by: Kristi Miyamae

Referred to: Teacher Education Committee

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

Candidates who enter a program that leads to a K-12 or P-12 license must have separate

student teaching experience at every level for which they will be recommended for licensure, including:

- Early Childhood PK-3;
- Elementary K-6;
- Secondary 6-12.

This New Business Item (NBI) will not impact or take the place of [NBI 20-16](#) regarding active military spouses or registered domestic partners.

Rational/Background:

All HTSB's EPPs go through an in-depth review process prior to Board approval. This in-depth process includes review of standards, coursework, faculty, etc. These reviews lead to specific program approvals in certain licensure fields. This ensures that each teacher candidate is being well prepared and recommended in the area they will be issued a license in. The overall goal of the program review process is to ensure program and teacher candidate quality.

The interpretation of this NBI, which requires a teacher candidate's clinical placement(s) to be in alignment with the licensure field(s) they will be recommended in, has not changed since the initial adoption of this NBI in 2013.

Cost:

No cost to inform EPPs of the revisions to this NBI. All costs are included in the current staff job duties/responsibilities.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

See Below for Underlined Changes and Strikethroughs that were Adopted at Board's 10/27/2023 Mtg.

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Reintroduced November 19, 2021
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TITLE: ~~Regarding Student Teaching Policy in~~ for HTSB Hawaii P-12 Teacher Education Programs Approved Educator Preparation Providers

The Hawai'i Teacher Standards Board (HTSB) approves the following requirements for all teacher candidates enrolled in a Hawai'i Educator Preparation Provider (EPP) program:

Content Knowledge Requirements:

All ~~Hawaii~~ HTSB approved EPPs are required to verify that their candidates admitted on or after August 1, 2011, meet content knowledge requirements prior to their candidates starting their clinical experience/student teaching/internship.

~~Candidates shall complete supervised clinical experience in student teaching, internship, or residency in a Hawaii public, charter, or private school at the appropriate grade level(s) and in the subjects or school roles (e.g., school counselor, school librarian) for which they are seeking a license.~~

Clinical Experience/Student Teaching Requirements:

All HTSB approved EPPs shall ensure that their teacher candidates are:

- Appropriately placed in a supervised clinical experience, student teaching, internship, or residency in a Hawai'i public, charter, or private school;
- At the appropriate grade level(s);
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An EPP shall only recommend their teacher candidates based on their HTSB approved licensure field(s) and grade levels.

HTSB approved EPPs shall ensure that they are in compliance with all federal and state laws and policies (e.g., the Individuals with Disabilities Education Act [IDEA] and HTSB policies).

Teacher candidates who are not in the appropriate grade levels, teaching lines, subject

area(s), or school roles, may result in non-licensure. EPPs found in non-compliance will be reported to their accreditor. Action may also be taken on their state approval, including suspension or revocation.

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

Candidates who enter a program that leads to a K-12 or P-12 license must have separate student teaching experience at every level for which they will be recommended for licensure, including:

- Early Childhood PK-3;
- Elementary K-6;
- Secondary 6-12.

This New Business Item (NBI) will not impact or take the place of [NBI 20-16](#) regarding active military spouses or registered domestic partners.

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Approved September 16, 2022

TITLE: Regarding Student Teaching Policy in Hawaii P-12 Teacher Education Programs

The Hawaii Teacher Standards Board approves the following requirements for all teacher candidates enrolled in Hawai'i State Approved Teacher Education Programs (SATEP):

All Hawaii SATEPs are required to verify that their candidates admitted on or after August 1, 2011, meet content knowledge requirements prior to their candidates starting their clinical experience/student teaching/internship.

Candidates shall complete supervised clinical experience in student teaching, internship, or residency in a Hawaii public, charter, or private school at the appropriate grade level(s) and in the subjects or school roles (e.g., school counselor, school librarian) for which they are seeking a license.

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

Candidates who enter a program that leads to a K-12 or P-12 license must have separate student teaching experience at every level for which they will be recommended for licensure, including:

- Early Childhood PK-3;
- Elementary K-6;
- Secondary 6-12.

This NBI will not impact or take the place of NBI 20-16 regarding active military spouses, or registered domestic partners.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

See Below for Underlined Changes that were Adopted at Board's 9/16/2022 Mtg.

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Reintroduced November 19, 2021

Approved November 19, 2021

Reintroduced September 16, 2022

TITLE: Regarding Student Teaching Policy in Hawaii P-12 Teacher Education Programs

The Hawaii Teacher Standards Board approves the following requirements for all teacher candidates enrolled in Hawai'i State Approved Teacher Education Programs (SATEP):

All Hawaii SATEPs are required to verify that their candidates admitted on or after August 1, 2011, meet content knowledge requirements prior to their candidates starting their clinical experience/student teaching/internship.

Candidates shall complete supervised clinical experience in student teaching, internship, or residency in a Hawaii public, charter, or private school at the appropriate grade level(s) and in the subjects or school roles (e.g., school counselor, school librarian) for which they are seeking a license.

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

Candidates who enter a program that leads to a K-12 or P-12 license must have separate student teaching experience at every level for which they will be recommended for licensure, including:

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