

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

The Hawaii Teacher Standards Board (HTSB) adopts the following updated content area standards, which have been revised by the national specialty professional associations.

Hawaii Educator Preparation Programs (EPP) may continue to use standards officially adopted prior to March 5, 2021, for candidates currently enrolled in their programs. The following standards should be implemented by EPP no later than July 1, 2023 for new candidates admitted into their programs by that date.

The HTSB Executive Director will work with staff to inform Hawaii EPP and publish the new standards for use in licensure and preparation programs on the HTSB website.

License Field	Issuing Organization	Revision Summary	Link to the Standards
Career and Technical Education <ul style="list-style-type: none"> • Arts and Communication • Business • Health Services • Industry and Engineering Technology 	National Board for Professional Teaching Standards	The structure and organization of this second edition of the Career and Technical Education Standards are substantially revised from its 1997, first, edition. There are some significant changes in comparison to the previous releases. <p>The updates include:</p> <ul style="list-style-type: none"> • In several instances, the content of two or more standards from the first edition has been addressed within a single standard in the second edition. • The content of each standard underwent significant revision. • The word vocational was replaced to provide fuller descriptions of the academic, technical, and interpersonal knowledge conveyed by accomplished CTE teachers. • Pedagogical practices are never discussed in isolation within the standards and feature prominently in this set of standards. • The standards committee thus wrote this standard to demonstrate how an accomplished teacher might recognize the importance of aligning curricula with standards while using curricular resources to their utmost 	https://www.nbpts.org/newsroom/national-board-publishes-new-standards-for-cte/

		<p>value.</p> <p>The standards were written to reflect recent advances in research and practice and address the increasing focus on preparing all students for postsecondary success</p>	
Career and Technical Education-Health Services	The American Association for Health Education	<p>See the Career and Technical Education section above.</p> <p>1) AAHE was one of six national associations in the American Alliance for Health, Physical Education, recreation, and Dance (AAHPERD) which became SHAPE America. The AAHEPERD standards address health education instead of health services areas indicated by the Hawaii Department of Education.</p>	
Career and Technical Education Natural Resources	The American Association for Agricultural Education	<p>The standards are significantly revised in content and organization. The updated standards now include:</p> <p>The updates include:</p> <ul style="list-style-type: none"> • The standards and descriptions of the standards are provided so it is clear as to what candidates should know and be able to do. • Knowledge and performance indicators for each standard are provided to bring the standards up-to-date and to support candidates who are completing an agriculture education teacher preparation program. 	http://aaaeonline.org/Standards-for-Teacher-Preparation
Elementary Education	Council for the Accreditation of Educator Preparation K-6 Elementary Teacher Preparation Standards	<p>This is a brand new set of standards for elementary education.</p> <p>The five standards for the K-6 Elementary Teacher Preparation are comprised of 23 components. The standards are written for K-6 Elementary teacher preparation programs and represent competence expected of candidates who have completed their initial teacher licensure program and are prepared to begin professional practice as K-6 Elementary teachers.</p>	http://caepnet.org/~media/Files/caep/standards/2018-caep-k-6-elementary-teacher-prepara.pdf?la=en
Health	The Society of Health and Physical Educators (SHAPE America) : The American Association for Health Education was one of six national associations in the	<p>A concerted effort was made to capture the knowledge and skills that are unique to newly prepared health education teacher preparation candidates. The updated National Standards for Initial Health Education Teacher Education is firmly supported by the common roles and responsibilities of professional practices in Health Education.</p>	https://www.shapeamerica.org/accreditation/heteacherprep.aspx

	American Alliance for Health, Physical Education, recreation, and Dance (AAHPERD) which became SHAPE America.	<p>The updates include:</p> <ul style="list-style-type: none"> • The number of standards is reduced from eight standards and 35 key elements to five standards with 24 components. • A detailed description of each standard and component are provided to capture the desired outcome. 	
Literacy Specialist	International Literacy Association	<p>The 2017 standards have maintained a focus on preparing highly qualified professionals by establishing high-level expectations, with explicit suggestions that programs developers can use in developing, implementing, and evaluating programs. Standards 2017 is intended to strengthen the field by providing a well-organized, comprehensive, and specific set of performance criteria to guide literacy and iterative process that involved thoughtful intertwining of research evidence and professional judgment.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • A standard focusing on practicum and clinical experience was added to the list of standards to emphasize the importance of clinical experience. 	https://www.literacyworldwide.org/get-resources/standards/standards-2017
Literacy Specialist, Option 2	International Dyslexia Association	<p>The Knowledge and Practice Standards for Teachers of Reading explicitly sets forth the knowledge and skills that all teachers of reading are expected to possess to advance students' reading and writing profiles from a Structured Literacy approach in classroom, remedial, and clinical settings. These standards reflect the current state of the scientific research base and are the result of a rigorous development and vetting process that included the input of a wide range of stakeholders, including researchers, educators, higher education faculty, clinical specialists, parents, and advocates.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • Standards are reorganized into five standards with seven sub-standards under standard four structured literacy instruction. • Examples of coursework expectations are explicitly provided. • Practicum or fieldwork expectations are explicitly provided. 	https://dyslexiaida.org/knowledge-and-practices/
Mathematics	National Council of Teachers of Mathematics	<p>This revision reflects current conversations in the mathematics community regarding not just standards of content but also the deepening urgency to address the nature of effective mathematics teaching and learning for each student in middle school (NCTM 2020).</p>	https://www.nctm.org/Standards-and-Positions/CAEP-Standards/

		<p>The updates include:</p> <ul style="list-style-type: none"> • These standards attend to current proposals for the preparation of teachers. • These standards reflect the increasing calls for reform of the middle and high school mathematics curricula. • They take into account the need to prepare teachers to engage students with practices, processes, and content included in college- and career-ready standards. • Supporting explanations and selecting evidence sections with a matrix for each standard are provided to ensure the understanding of the standards. • Substantially reorganized the standards and increased the content of each standard. 	
Online Teaching	National Standards for Quality Online Teaching	<p>This edition of the National Standards for Quality Online Teaching has some significant changes in comparison to the previous releases.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • Titles have been assigned to each of the Standard Areas. • Criteria previously listed under each standard as either “Teacher Knowledge and Understanding,” and “Teacher Abilities,” have been reworked and presented as measurable “indicators.” • Indicators under each standard have been labeled to make them more easily identified. • Each indicator has associated “Explanations” and “Examples” for further clarification. 	https://www.nsqol.org/wp-content/uploads/2019/03/NSQTeaching_ChangeDocument2019.pdf
Physical Education	The Society of Health and Physical Educators (SHAPE America)	<p>The SHAPE America standards and Components were designed to develop pre-service candidates into competent and capable future professionals, and provide a performance-based assessment structure requiring candidates to demonstrate content and foundational knowledge, skillfulness and health-related fitness, planning and implementation, instructional delivery and management, assessment of student learning, and professional responsibility.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • Reorganized standards to include additional components the organization deemed important. 	https://www.shapeamerica.org/accreditation/peteacherprep.aspx
School Counselor	American School Counselor	The ASCA School Counselor Preparation Program Standards are a unified set of	https://www.schoolcounselor.org/asca/med

	Association	<p>principles guiding school counselor preparation programs in training effective future school counselors in areas of professional practice and ethical behavior.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • No longer the standards are organized into two categories (mindset and behavior). The standards are comprised of 22 components and are organized into 7 standards. • Instead of grouping into three groups (professional foundation, direct and indirect student services, and planning and assessment), the standards are grouped into 4 groups (learner and learning, content, instructional practices, and professional responsibility). 	ia/asca/Standards/ASCA-Standards-for-School-Counselor-Preparation-Programs.pdf
School Librarian	American Library Association/American Association of School Librarians	<p>The standards are written for School Librarian preparation programs and represent competence expected of candidates who have completed a school librarian licensure program and are prepared to begin professional practice as School Librarians.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • There are five School Librarian Preparation Standards comprised of 23 components. • The standards are organized by standard title, standard statement, and component statement. • Supporting explanations for each component is provided to ensure understanding. 	http://www.ala.org/ala/sites/ala.org.aasl/files/content/aasleducation/ALA_AASL_CAE_P_School_Librarian_Preparation_Standards_2019_Final.pdf
Science	National Science Teacher Association	<p>The NSTA/ASTE 2020 Science Standards for Teacher Preparation are intended to be used by science teacher preparation programs in preparing for accreditation or program design. These standards can also serve as a guide for state agencies developing licensure standards for science teacher preparation.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • Some reorganization of the standard and sub-standard language. • Minimal changes are made to the standards. 	https://static.nsta.org/pdfs/2020NSTAStandards.pdf
Social Studies	National Council for the Social Studies	<p>The National Standards for the Preparation of Social Studies Teachers describe and explain the national standards for social studies teacher education created by the National Council for the Social Studies (NCSS). These standards were approved by the NCSS Board of Directors in March 2016. This document consists of two sections: (1) an</p>	https://www.socialstudies.org/standards/national-standards-preparation-social-studies-teachers

		<p>introduction, which contains, in addition to this overview, information about the background and contexts in which the standards were developed, a description of the audiences to which the standards are addressed, and the general framework that guided the construction of the standards; and (2) the standards themselves with a supporting rationale. The standards outline the social studies content, pedagogical knowledge, skills, and dispositions needed in order to prepare ambitious social studies teachers.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • Standards are greatly reorganized to reflect current thinking. • For each standard, additional description of the standards, evidence, performance requirements, and rubric sections are added to enhance understanding and application of the standards. 	
Special Education	Council for Exceptional Children	<p>With updated standard and component statements, this 2020 revision of the 2012 Initial K-12 Standards includes a narrowed focus on preparing educators who will be working with students in kindergarten through 12th grade.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • Combined standards for initial and advanced programs. • It is reorganized into 7 standards with 23 components. • To emphasize the importance of engagement in professional learning and practice within ethical guidelines, the organization devoted a standard to describe it. 	https://exceptionalchildren.org/standards/initial-practice-based-professional-preparation-standards-special-educators
Teaching English to Speakers of Other Languages	TESOL International Association	<p>The 2018 Standards succeed and replace the 2010 TESOL Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher. These standards are designed to be used by teacher education programs that prepare candidates for their first TESOL credential, where that is initial licensure, an endorsement, or an add-on license. Programs preparing teachers to teach English as a Second or Other Language to Pre-K-12 students in the United States are available across the country although the credential and licensing requirements vary greatly by state.</p> <p>The updates include:</p> <ul style="list-style-type: none"> • Reconstruct the entire standards set from the group up. • The Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs outline the unique content, 	https://www.tesol.org/docs/default-source/books/2018-tesol-teacher-prep-standards-final.pdf?sfvrsn=23f3fdc_6

		<p>pedagogical knowledge, and skills necessary to prepare effective Pre-K–12 TESOL educators in the United States.</p> <ul style="list-style-type: none"> • Standards are more streamlined with 4–5 components for each standard instead of the range of 3–8 performance indicators per domain or sub-domain in the previous version. • The standards focus on candidates' knowledge of and use of individualized strategies for students and their families. • The new version of the standards reflects growing recognition in the field that language acquisition is not the result of adding together the structures and components of a given language, but instead a communicative and academic process arising from a multitude of interpersonal interactions. 	
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Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee