

New Business Item 21-09 Revised

Introduced September 17, 2021

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Reintroduced March 24, 2023

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**TITLE: Approval of Association for Advancing Quality in Educator
Preparation Provider (AAQEP) Cooperation Agreement**

The Hawaii Teacher Standards Board approves the following revised cooperation agreement between HTSB and AAQEP for any educator preparation program (EPP) seeking accreditation from AAQEP.

The terms of this agreement shall begin on November 1, 2021, take effect immediately, and end on June 30, 2026.

This agreement can be modified whenever HTSB or AAQEP finds it appropriate during the term of this agreement.

Rationale/Background:

This NBI is the third version of AAQEP's Cooperation Agreement with HTSB. The original agreement can be found in [NBI19-12](#).

As HTSB goes through the accreditation process with their approved EPPs, addressing all HTSB-specific requirements is an essential component to ensuring that all programs are in compliance with state-specific requirements. This information is not always ascertained with the current review team process. This third agreement addresses HTSB requirements in a direct method by allowing HTSB staff to observe and participate in the accreditation process. All information gathered by HTSB staff will be documented in the accreditation report.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

AAQEP - SEA COOPERATION AGREEMENT

between the Association for Advancing Quality in Educator Preparation
and
Hawaii Teacher Standards Board
March 24, 2023

This agreement establishes a framework for cooperation between the Association for Advancing Quality in Educator Preparation (AAQEP), 173 Milkweed Dr., Lake Frederick, VA 22630, and Hawaii Teacher Standards Board (HTSB), 650 Iwilei Road, Suite 268, Honolulu, HI 96817, with regard to quality assurance activities in support of educator preparation in the State of Hawaii. The purpose of this agreement is to support quality assurance, continuous improvement, and innovation in educator preparation by entities approved by HTSB as they seek and maintain national accreditation through AAQEP.

The terms of this agreement shall begin on November 1, 2021, and end on June 30, 2026. This agreement can be modified whenever HTSB or AAQEP finds it appropriate during the term of this agreement.

AAQEP affirms HTSB's efforts to ensure quality preparation of educators to meet the needs of Hawaii's children, families, schools, and communities and HTSB's role of ensuring that the requirements of the Hawaiian Constitution and Hawaii Administrative Rules are met. By entering this agreement, HTSB affirms AAQEP's mission of promoting and recognizing quality educator preparation that strengthens the education profession's ability to serve all students, schools, and communities.

1. Standards Used in Quality Assurance Reviews

Quality assurance reviews conducted by AAQEP in Hawaii will be guided by the current version of the AAQEP standards (available at <https://aaqep.org>) and in keeping with AAQEP policy regarding the application of those standards.

Providers approved by HTSB must meet all relevant Hawaii standards set forth in the HTSB Board directions, policies, Hawaii Administrative Rules Chapter 8-54, Hawaii State Constitution, and other relevant regulations including the integration of Hawaiian language, history, and culture in order to promote and perpetuate traditional ways of knowing, learning, and teaching.

In addition, providers are welcome to orient their quality assurance review to other relevant professional standards (for example, those from professional associations such as the National Council for Social Studies, the International Literacy Association, the National Council for Teachers of Mathematics, etc.).

2. Scope of Quality Assurance Reviews

The scope of AAQEP accreditation sought by providers in Hawaii must include all licensure programs approved by HTSB that require continuing state approval as specified in Hawaii Administrative Rules Chapter 8-54. In addition to programs specified above, the provider may, at its discretion, choose to include additional programs of study leading to a degree or credential designed for those intending to work as, or already working as, educational professionals. For such programs of study, where no state standards are specified, the provider may identify any standards in addition to the AAQEP standards to which its program(s) is(are) aligned.

The scope of the AAQEP accreditation sought by providers in Hawaii will be determined by the provider in consultation with HTSB. The provider will note in the Quality Assurance Report (QAR) if any licensure programs are accredited by another HTSB-approved accreditor. The provider will clearly identify which aspects of its work are and are not accredited in all public displays that make note of accreditation. AAQEP should be notified of any changes to the accredited provider (e.g., addition or removal of licensure program(s) after receiving approval by the state) through the Substantive Change Notification Form.

3. Quality Assurance Review Process

All quality assurance reviews conducted by AAQEP will be guided by AAQEP's policies and procedures as specified in the *Guide to AAQEP Accreditation*, available at <https://aaqep.org>. AAQEP's process includes an optional proposal review process prior to a scheduled site visit. All quality assurance reviews include an off-site review prior to each site visit, conducted virtually, which HTSB staff are welcome to attend, and an on-site visit, the scope of which is determined by program size and complexity, which HTSB staff are also welcome to attend as observers.

At or near the beginning of each quality assurance site visit, a representative of HTSB will make a presentation to the Quality Review Team regarding the Hawaiian context for educator preparation. This presentation will include sharing any information regarding the provider's status with the HTSB.

4. Quality Review Team Composition

AAQEP will appoint a sufficient number of Quality Review Team members to each review case to ensure that the review is carried out thoroughly and efficiently. Each AAQEP review team will include at least one local practitioner from Hawaii, nominated by the provider hosting the review. HTSB will provide guidance to the providers to facilitate the process of identifying and approving a local practitioner.

Each review team will also include one HTSB-appointed member who will focus her/his efforts on HTSB-specific requirements as reported in the Quality Assurance Report (QAR) including appendices. The HTSB-appointed team

member will contribute to the writing of the team report as related to HTSB specific-requirements found in Appendix HI.

Both the local practitioner and HTSB-appointed team member will receive training and support from AAQEP. The local practitioner(s) will support the review team's understanding of and respect for the local and state educational context. In addition to the appointed members, one or more HTSB staff member(s) may participate as observers and ask questions when appropriate. Other observers, including those seeking a better understanding of the AAQEP process, may participate as agreed to by AAQEP and the host provider.

5. Reviewer Preparation and Qualifications

All review team members will meet AAQEP preparation and quality requirements. Reviewer training and professional learning opportunities will be made available to HTSB staff at no cost (though AAQEP will not cover travel expenses); HTSB observers are invited to participate in training prior to joining review teams as observers. Training is not a condition for participation as observers.

6. Relation of Accreditation to Program Approval

All decisions for state approval of education preparation programs for each content or specialty area are within the sole authority of the HTSB. Decisions to approve or not approve provider programs are made independent of AAQEP determinations regarding accreditation of the provider. AAQEP acknowledges that the rules and standards that govern state approval of a provider and its programs in Hawaii are subject to change at any time by the HTSB.

AAQEP's process requires disaggregation of evidence by licensure and teaching field as well as by program site and/or mode of delivery. This allows for quality judgments to be made regarding each licensure program under the scope of accreditation. Quality assurance at the program level provides evidence for how AAQEP standards on candidate and completer performance are being met and facilitates comprehensive judgment of the set of programs put forward as a whole.

7. Accreditation Decisions

AAQEP accreditation decisions are made by the AAQEP Accreditation Commission. Accreditation statuses and terms are detailed in AAQEP's *Guide* and policy documents, available at <https://aaqep.org>. Full accreditation is for a term of 7 years. Observers from HTSB are welcome to attend meetings of the Accreditation Commission at which cases of Hawaii providers are considered (meetings are typically conducted via video conference). Accreditation decisions, including the reports on which decisions are based and the

Accreditation Commission's rationale for each decision, will be shared with the HTSB Executive Director or designee as noted in Section 8 below.

8. Communication and Logistics of Collaboration

Providers seeking AAQEP accreditation will ensure that HTSB is apprised in advance and notified of any changes to the schedule of accreditation activities, including site visit dates and schedule details. Providers will also send a copy of the final version of their Quality Assurance Report (the self-study) electronically to HTSB at the same time they provide it to AAQEP in PDF format. AAQEP will inform HTSB of the Accreditation Commission meeting(s) at which a provider's case will be considered.

AAQEP will provide HTSB with a copy of the Quality Review Team Report and Accreditation Commission action letter in PDF format when they become available.

In addition, HTSB and AAQEP agree to share information regarding any changes to the state approval and national accreditation status.

9. AAQEP Capacity Review and Formative Support Options

AAQEP will make available to Hawaii providers, in cooperation with and at the discretion of HTSB, two additional services:

- At HTSB's request, AAQEP will conduct capacity reviews of entities seeking first-time approval as an educator preparation provider. Such reviews will be conducted prior to the operation of the program to provide HTSB with a third-party review to inform a program approval decision. Such reviews will be designed and conducted in partnership with HTSB using the AAQEP standards as the framework.
- AAQEP also facilitates program and provider improvement for entities that have identified specific shortcomings in their work, including cases where shortcomings have been identified through external evaluations such as state or accreditation reviews. AAQEP will enter into an agreement with the provider and HTSB to establish a timeline, priorities, and outcomes for such reviews.

10. Membership

AAQEP views cooperation among accreditors, educator preparation providers, and SEAs as essential to effective quality assurance. It enters into this agreement with the intent of supporting both HTSB and providers authorized by it in ensuring the preparation of excellent and effective teachers and other professional educators. HTSB agrees to join AAQEP as a state member at no cost in support of these goals.

In support of shared goals, AAQEP will provide supportive services including

workshops and webinars to providers in Hawaii at a reasonable cost. HTSB staff may participate in any AAQEP activities offered within Hawaii at no cost (AAQEP cannot cover travel expenses, meals, or lodging). AAQEP will also provide one HTSB staff member with a no-cost registration to its annual Quality Assurance Symposium and provide any additional HTSB staff registration at the reduced member rate. In addition, HTSB staff may participate in AAQEP professional learning events, including reviewer training, at no cost (travel, etc., excepted, as above).

Signatures:

Mark LaCelle-Peterson, CEO and President, AAQEP

Date

Felicia Villalobos, Executive Director, HTSB

Date

(For Hawaii Providers Only)
**Appendix HI: Evidence of Hawai'i Specific Requirements for Teacher
Licensure**

In this appendix, please provide evidence of how teacher candidates in all licensure programs are prepared in the areas specified in the Administrative Rules §8-54-19. **If the information below has been provided in the body of the Quality Assurance Report (QAR), please provide direct links to the specific sections below. No additional narratives are required for the sections with links.**

1. Meet the HTSB performance standards as applicable A. As indicated in HAR §8-54-19 (2)
2. Exhibit professional and ethical dispositions A. To help all students learn as outlined in the Model Code of Ethics as adopted by the Board
3. Incorporate the following areas A. Hawaiian Language History and Culture i. Integrating Hawaiian language, history, and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching
B. Standards Adopted by the Hawaii Department of Education i. Specifically, student standards adopted by the department
C. Teaching of reading i. including working with students with reading difficulties
D. Working effectively with students with disabilities

- i. Including training related to participation as a member of individualized education program teams

E. Working effectively with students who are limited English proficient

F. Working with gifted and talented students

G. Integrating technology effectively into curricula and instruction

- i. including activities consistent with the principles of universal design for learning
- ii. including the use of technology to effectively collect, manage and analyze data to improve teaching and learning

H. Clinical Experience

- i. (based on the program) minimal hours, demonstration of teaching proficiency, or HTSB board-approved assessment,
- ii. Clinical faculty
 - a. university supervisor selection/qualification
- iii. School partnership
 - a. school partner selection criteria
 - b. a list of partnership schools
 - c. cooperating/mentor teacher co-selection criteria

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