

New Business Item 22-32 Revised

Introduced October 14, 2022

Approved October 14, 2022

Reintroduced November 15, 2024

Approved November 15, 2024

TITLE: Approval of the University of Hawai'i at Mānoa's Letter of Intent to Plan a Reading Specialist Added Field Program

The Hawai'i Teacher Standards Board (HTSB) accepts the attached Letter of Intent from the University of Hawai'i at Mānoa's College of Education to plan a new Reading Specialist post-baccalaureate certificate program.

The program's plans will address an added field for the following licensure field:

- Reading Specialist P-12

The HTSB Executive Director or designee will work with the program to complete a review. Reports for a review must be submitted within two years of acceptance of the Letter of Intent

In accordance with Hawaii Administrative Rules §8-54-2.4 (e), a review fee of \$500.00 is required for each license field under review. This fee must be paid prior to the review team's evaluation of the program.

The program may not advertise these programs as Hawai'i licensure programs until such time that Provisional Approval is granted by the HTSB.

Rationale/Background:

According to UH Mānoa, this program will provide a specialized focus on reading intervention, which is crucial for addressing the unique needs of students struggling with reading. This specialization will equip teachers with targeted strategies and interventions to support struggling readers. The proposed licensure field program for a "Reading Specialist" is designed to complement and address gaps within existing Hawaii-approved programs by offering critical, specialized training in reading intervention. This program aims to develop teachers who specialize in reading support, ensuring they have the skills and expertise necessary to effectively assist students with reading difficulties.

A Letter of Intent for this Reading Specialist Program was first approved by HTSB on October 14, 2022, as [NBI 22-32](#). The program was originally submitted for review in February 2023 but was withdrawn from consideration on March 17, 2023.

Cost:

The HTSB Executive Director or their designated liaison will identify qualified subject matter experts to review the program, ensuring at least three reviewers are selected. Each expert will be compensated \$500 for their review.

Submitted by: Kristi Miyamae

Referred to: Teacher Education Committee



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MĀNOA

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MEMORANDUM

DATE: 10/7/2024

TO: Felicia Villalobos
Executive Director, Hawaii Teacher Standards Board

FROM: Rhonda S. Black, Chair of Special Education *Rhonda S. Black*

SUBJECT: Extension of Intent to Plan Reading Specialist Add-a-field

The College of Education, University of Hawai'i at Mānoa requests that the Hawaii Teacher Standards Board grant an extension for the Letter of Intent to Plan a Reading Specialist Add-a-field. NBI 22-32, approved on October 14, 2022, is for an 18-credit add-a-field for licensed teachers in the Hawai'i Department of Education. The field to be added is Reading Specialist.

Copy to: Cecily Ornelles, Interim Associate Dean



HAWAI'I TEACHER
STANDARDS BOARD

**Educator Preparation Provider
Letter of Intent Application**

University of Hawai'i at Mānoa
Department of Special Education
October 30, 2024

Table of Contents

Program Information	3
Institution Contact Information	3
Mission and Vision	4
EPP History	4
EPP DEMOGRAPHICS	6
Table 1. COE Student Ethnicity Data from 2017-2023	6
Table 2. COE Student Degree Data a from 2017-2023	7
Table 3. COE Faculty Ethnicity Data	7
Table 4. COE Faculty by Position Type	8
Table 5. Department of Special Education Student Enrollment Data by Program (SY 2023-2024)	8
Table 6: Department of Special Education Faculty by Position	8
Program Intent	10
Program Justification	12
Program Description	12
Program Significance	12
Program Partnerships	15
Completer/Retention Data	21
Program Startup	24
List of Appendices	27
Educator Preparation Provider Verification	28

Program Information

Institution Contact Information

Institution Name	University of Hawai`i at Mānoa/Department of Special Education
Mailing Address*	1776 University Ave, Wist 120; Honolulu, HI 96822
Public URL/Website	University of Hawai`i at Mānoa: https://Manoa.hawaii.edu/ College of Education: https://coe.hawaii.edu/ Department of Special Education: https://coe.hawaii.edu/sped/
*If your institution does not have a physical presence in Hawai`i, explain how teacher candidates will receive prompt in-person support (§16-255-2).	NA

Institution Administrator	David Lassner
Title	President, University of Hawai`i-Mānoa
Email Address	david@hawaii.edu
Phone Number	808.956.8207

EPP Administrator Name (if different from Institution Administrator)	Nathan M. Murata
Position	Dean College of Education
Phone	808.956.7704
Email	nmurata@hawaii.edu

EPP Liaison for HTSB Communication	
Name	Rhonda Black
Position	Professor and Chair, Department of Special Education
Phone	808.956-2367
Email	rblack@hawaii.edu

Mark an X next to the option that best describes your institution.	
Institution of Higher Education, Public College or University	x
Institution of Higher Education, Private/Independent	
Alternative Certification Pathway,+ For-profit	
Alternative Certification Pathway, Non-profit (501/503c)	

Mission and Vision

Provide your institution's vision, mission, and goals.
<p>The following information is directly quoted from: coe.hawaii.edu/welcome/mission</p> <p>Vision: <i>A Sense of Purpose. A Sense of Place. Preparing knowledgeable, effective, and caring educational leaders to contribute to a just, diverse, and democratic society.</i></p> <p>Mission: <i>Preparing tomorrow’s teachers, educational leaders, researchers, exercise science professionals, athletic trainers, and counselors</i></p> <p>Guiding Principles of COE’s Strategic Action Plan (2019-2024):</p> <ol style="list-style-type: none"> 1. Commit to and actualize a Native Hawaiian place of learning and teaching 2. Enrich student, faculty, and staff experiences by embedding collaboration and partnership as fundamental principles in the delivery of high-quality programs 3. Nurture a culture of innovation and continuous improvement, including the use of new and novel ways to advance equity and sustain excellence in teaching and learning. We inspire societal and extrinsic constructive change. 4. Commit to endeavors that innovate, improve, or influence the knowledge base of diverse learners who can contribute to a just society.

EPP History

Describe the history and development of your EPP to help the reviewers understand the context of your institution. Include information about the age, history, and distinguishing features (1000 words).

Brief history of the University of Hawai'i at Mānoa

According to the University of Hawai'i at Mānoa website (n.d.), the College of Hawai'i was founded in 1907 as a land grant college of agriculture and mechanic arts. The college was relocated from temporary facilities to Thomas Square in 1912 (UHM, n.d.). In 1920, the college was renamed University of Hawai'i and the College of Arts and Sciences was established (UHM, n.d.). The University expanded to other campuses during the 1950s and, in 1972, the university was renamed the University of Hawai'i at Mānoa to distinguish between other campuses (UHM, n.d.)

History of the College of Education

Although the College of Education was formally established in 1931 (UHM, n.d.) as the Territorial Normal and Training School, its roots trace back to 1888 with the formation of a teacher training department at the Fort Street School (later Honolulu High School) (Parks, n.d.). This initial department evolved into the Honolulu Normal and Training School, which was a part of the Department of Public Instruction. In 1921, the Department of Secondary Education was established within the College of Arts and Sciences (Parks, n.d.) and was renamed the School of Education. In 1931, the Territorial Normal and Training School merged with the School of Education to form the Teachers College.

In 1956, Huberty Everly, an advocate of public education, reorganized the College into different departments and established a faculty senate. In 1959, the Teachers College was renamed the College of Education, the same year that Hawai'i became a state (Parks, n.d.).

Other important dates in COE history (Parks, n.d.):

1934: The first graduating class of the Teachers College (n=96)

1936: Teachers College offers its first MEd degree; University Elementary School is established as part of the Teachers College (this is expanded to offer intermediate education in 1943)

1977: The first doctorate in education degree is offered

History of the Department of Special Education

After recommendations from the state legislature regarding teacher preparation, the Department of Special Education at University of Hawai'i at Mānoa was created in 1966 albeit within the Department of Educational Psychology (Parks, n.d.; Management Analysis Center, INC, 1971). From 1966-1971, the Department graduated 42 students with an MEd specializing in special education. To recruit more candidates into the field of special education, the U.S. Office of Education urged the Department to offer an undergraduate degree. This led to the approval to establish the Department separate from that of Educational Psychology (Management Analysis Center, INC, 1971) in 1970. In 1971, the department estimated that 50-60 undergraduates pursued BEd degrees in Special Education (Management Analysis Center, INC, 1971).

Features of the Department of Special Education

In 1966, five faculty members comprised the Department of Special Education at (Management Analysis Center, INC., 1971). Today, the Department employs 30 full-time and 3 part-time faculty (see Table 6). We offer several options for initial licensure (see Table 5) with several programs available for students statewide. We offer three concentrations in our post-baccalaureate programs – (a) Post-baccalaureate Certificate in Special Education, (b) Add-a-field in Special Education (for licensed teachers) and (c) Reading Interventionist (for licensed teachers). We also offer an MEd and PhD program.

Are you an approved EPP in other U.S. states or jurisdictions? If yes, please include the states, approved licensure fields, and grade span.

N/A

EPP DEMOGRAPHICS

The following tables provide a summary of the College of Education Demographics (2017-2023) and Department of Special Education Demographics

Table 1. COE Student Ethnicity Data from 2017-2023

Caucasian or White	Native Hawaiian or Part Hawaiian	Mixed Race	Filipino	Japanese	Mixed Asian	Samoan	Chinese	Korean	Hispanic	African or Black
24% (1415)	18% (1094)	15% (881)	9% (519)	8% (503)	8% (498)	3% (207)	4% (86)	2% (93)	2% (116)	2% (116)
Micronesia	Vietnamese	Mixed Pacific Islander	American Indian/Alaska Native	Other Asian	Other Pacific Islander	Guamanian or Chamorro	Asian Indian	Tongan	Laotian	Thai
1% (82)	1% (45)	1% (33)	1% (30)	n=22	n=14	n=11	n=6	n=6	n=4	n=1
No Data										
n=21										

Table 2. COE Student Degree Data a from 2017-2023

Bachelor of Education	Bachelor of Science	Doctor of Education	Doctor of Philosophy	Graduate Certificate	Master of Education	Master of Education in Teaching	Master of Science	Post-Baccalaureate Certificate
1,578	1,698	56	418	96	1,325	347	202	466

Table 3. COE Faculty Ethnicity Data

Caucasian or White	Native Hawaiian or Part Hawaiian	Mixed Race	Filipino	Japanese	Mixed Asian	Samoan	Chinese	Korean	Hispanic	African or Black
31.94% (99)	14.19% (44)	2.58% (8)	6.45% (20)	19.68% (61)	2.58% (8)	3.55% (11)	8.06% (25)	3.23% (10)	2.58% (8)	1.29% (4)
Micronesian	Vietnamese	Mixed Pacific Islander	American Indian/Alaska Native	Other Asian	Other Pacific Islander	Guamanian or Chamorro	Asian Indian	Tongan	Laotian	Thai
--	0.65% (2)	0.32% (1)	--	0.32% (1)	--	--	0.65% (2)	--	--	0.32% (1)
Unknown										
0.32% (1)										

Table 4. COE Faculty by Position Type

Administrative	Casual Hire	Civil Service	Executive	Faculty	Lecturer
63	46	6	2	174	19

Table 5. Department of Special Education Student Enrollment Data by Program (SY 2023-2024)

Post Baccalaureate*	SPED Add-a-Field	BEd in SPED*	MEdT Dual*	MEd Interdisciplinary	MEd BCBA	BCBA Unclassified	Reading Intervention	
45	12	29	14	7	38	10	12	
Early Childhood*	ESEE*	PhD	TOTAL: 250					
27	39	12						

*indicates initial licensure program

Table 6: Department of Special Education Faculty by Position

Tenure Track (Full time)	Limited Term (Full time)	Lecturer or other part-time employees
11	19	3

Please read the following prompts and mark an X in the Yes or No column.	YES	NO
Is your institution approved by the Council for Higher Education Association?	x	
Is your institution registered with the Hawai'i Post-secondary Education Authorized Program?	x	
Is your IHE or Alternative Certification Program (ACP) currently approved by the HTSB?	x	
Does a United States regional accreditor approve your institution? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.	x	
Does a U.S. teacher educator program accreditor approve your educator preparation program? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.	x	
Are any of your programs accredited by the Distance Education Accrediting Commission? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.		x
Are any of your programs accredited by other U.S. accreditors not listed above? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.		x
Has your program received approval as a Hawai'i Department of Education (HIDOE) Affiliate Program to place teacher candidates in its school? If yes, please attach a copy of your HIDOE Educator Affiliation Agreement.	x	

Program Intent

Licensure Program	Select One
<p>Initial Licensure – IHE Traditional Route Teacher candidates will earn an academic degree from an accredited IHE and be recommended for a teaching license upon successfully completing the EPP. Teacher candidates will earn college credits.</p>	
<p>Initial Licensure - IHE Alternative Route Teacher candidates have earned an undergraduate degree from an accredited IHE and will be recommended for a teaching license upon successfully completing the program. Teacher candidates will earn college credits.</p>	
<p>Initial Licensure – ACP Teacher candidates enrolled in an ACP program. They have earned an undergraduate degree from an accredited IHE and will be recommended for a teaching license upon completing the ACP. Teacher candidates do not earn college credits.</p>	
<p>Add A Field Program - IHE Teacher candidates hold a valid teaching license from the Hawai'i Teacher Standards Board. Upon successfully completing the program, they will receive a recommendation for a specific licensure field. Teacher candidates earn college credits.</p>	x
<p>Add A Field Program - ACP Teacher candidates hold a valid teaching license from the Hawai'i Teacher Standards Board. Upon successfully completing the ACP, they will receive a recommendation for a specific licensure field. Teacher candidates do not earn college credits.</p>	

List the licensure field for approval. List of HTSB-approved licensure fields	List the grade level span for the licensure field.	If IHE, list the academic degree or certificate the completers will earn. Write N/A if needed.
Reading Specialist	--	Post-baccalaureate certificate

Read the following prompts and mark an X in the Yes or No column if you anticipate implementing your program using the instructional delivery modes.	YES	NO
Face-to-face: in-person at a physical location		
Blended: face-to-face and online learning	X	
Online: synchronous learning		
Online: asynchronous learning		
Online Hybrid: synchronous and asynchronous		
Other (please describe):		

Program Justification

Program Description

Briefly describe your proposed program, licensure program, and grade level span (300 words maximum).
<p>The Reading Intervention Specialist Program in Special Education at the University of Hawai'i at Mānoa has applied for accreditation with the International Dyslexia Association (IDA). Our program's coursework and fieldwork are aligned with the Knowledge and Practice Standards for Teachers of Reading (2018).</p> <p>The Reading Interventionist Program is one of three post-baccalaureate concentrations:</p> <ol style="list-style-type: none"> 1. Post-baccalaureate licensure certificate in mild-moderate or severe disabilities at the PreK-3, K-6, and 6-12 grade level bands 2. Add-a-field in Special Education. Candidates may add special education to their current teacher license including current grade level band. 3. Reading Intervention Specialist (specialized certificate for teachers with a current Hawaii DOE license).

We propose that students who complete the 18-credit Reading Intervention Specialist Program are able to earn an add-a-field of Reading Specialist. This program sets forth the knowledge and skills that K-12 teachers of reading are expected to possess to advance students' reading and writing profiles. The program coursework and practicum address:

1. Foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties
2. Knowledge of diverse reading profiles, including dyslexia
3. Knowledge of reading Instruction and Intervention aligned with the Science of Reading
4. Knowledge of assessment administration and interpretation for data-based decision-making
5. Structured Literacy lesson planning and instruction in each major reading domain, including differentiation to meet students' needs
6. Ethical standards for the profession

Field-based reading tutoring with a literacy coach are embedded across three semesters of the program. This approach ensures effective application of knowledge and skills, including administration and interpretation of assessments and the implementation fidelity of explicit instruction based on the Science of Reading. The goals of this program are to develop reading specialists who are able to:

1. Implement explicit teaching in evidence-based reading instruction, which aligns with the Science of Reading
2. Analyze and use data to inform evidence-based reading instruction
3. Administer reading assessments with fidelity
4. Provide responsive instruction with adjustments to tutees with reading difficulties.
5. Have the tools to think critically and evaluate reading instruction, to ensure it's effectiveness

Program Significance

Describe how your proposed program will address the HIDOE and HIPCS educational needs and strategic plans. Cite quantitative and qualitative data and academic research to support your response (500 words maximum).

High-quality education for students and the development of a strong educator workforce are major priorities for the HIDOE strategic plan. The Reading Intervention Specialist Program with the "Reading Specialist Add-a-Field," directly targets these areas.

Policies within and outside of the United States require school personnel to screen students in the early elementary grades for reading difficulties (i.e., response to intervention; RTI), and provide intervention support to those students who need it (Mather et al., 2020; National Center on Improving Literacy, 2024). Yet, many students continue to struggle to read proficiently in the upper elementary years. According to the National Assessment of Educational Progress (NAEP, 2022), more than 60% of fourth-grade students do not read at a proficient level for their grade. What is even more alarming is that this was deemed a public health crisis 25 years ago (Lyon, 1998), yet it continues to be a public health concern today (NAEP, 2022). Due to interrupted learning, the number of students reading proficiently at grade level decreased even further during the COVID-19 pandemic (NAEP 2019, 2022). Not only is a lack of reading proficiency a predictor of overall academic difficulties (Hernandez, 2011), but it is also a predictor of increased likelihood of exhibiting challenging behavior, dropping out of high school, incarceration, and unemployment, (Caspi et al., 1998; Chitsabesan et al., 2007; Hernandez, 2011; Morgan et al., 2008; Sum et al., 2009).

Factors that Influence Reading Proficiency

There are several reasons why individuals are unable to develop reading proficiency, including difficulty with decoding words and inadequate accuracy and speed (fluency; Barth & Elleman, 2017; Gough & Tunmer, 1986; Hoover & Tunmer, 2018; Perfetti, 2007; Vaughn & Edmonds, 2006). In addition to different reading-based difficulties, other factors can influence lack of reading proficiency including individual, instructional, and environmental factors (Seidenberg, 2017). This program addresses the need for teachers who understand evidence-based reading instruction.

Evidence-based reading instruction includes critical components in learning **how to read (the what)** AND the best methods for how to teach these components. “The science of reading is based on cumulative, evolving evidence derived from numerous studies that reflect a scientific process of inquiry and use scientific methods of investigation. In this respect, science in education is like science in other fields, such as physics, chemistry, and the social sciences (Shavelson & Towne, 2002).”

What to teach/ Core components of evidence-based reading instruction:

Evidence from the research has established that there are five major elements of reading instruction that contribute to the successful acquisition of reading. These elements are sometimes referred to as the big five:

- phonological/phonemic awareness,
- phonics,
- fluency,
- vocabulary,
- and comprehension.

AND spelling and writing

These are not the only elements that contribute to reading success. Evidence also supports the reciprocal connection between learning to read and learning to **spell and write**. The emphasis on each of these elements varies based on the different needs of the reader. Most learners benefit from organized, deliberate, and explicit instruction in the critical elements of reading.

HOW to teach evidence -based reading instruction:

(1) use data to inform instruction, (2) employ flexible grouping structures, (3) explicit teaching, (4) deliberate practice, (5) monitoring instruction and provide feedback, and (6) responsive instruction with adjustments.

Providing additional training and professional development opportunities for special education teachers to gain specific needed skills directly impacts their **retention**, as it fosters a sense of respect and career progression (Garcia & Weiss, 2019).

Explain how your proposed licensure field program will complement and address any challenges with existing Hawai'i approved programs. Cite quantitative and qualitative data and academic research to support your response (500 words maximum).

To our knowledge, we will be the **first to offer a program specifically designed to add a "Reading Specialist" field, aimed at developing teachers who specialize in reading intervention.**

The proposed licensure field program for a "Reading Specialist" will complement and address challenges within existing Hawaii-approved programs by filling a critical gap in specialized training for reading intervention. This program is designed to support the development of teachers who specialize in reading intervention, ensuring they are equipped with the necessary skills and knowledge to help students with reading difficulties.

Existing Hawaii-approved programs, such as those offered by the Curriculum Studies department, provide a broad understanding of literacy. However, our program offers a specialized focus on reading intervention, which is essential for addressing the specific needs of students with reading difficulties. This specialization will ensure that teachers are equipped with targeted strategies and interventions to help struggling readers.

There is a significant need for qualified reading specialists in Hawaii. The Hawai'i State Literacy Plan (2020) reports one in six adults in Hawai'i struggles with reading and writing and nearly half of Hawai'i public school third graders do not meet the English Language Arts achievement standards on the annual statewide assessment. Thus, there is a critical need for reading specialists across the state. Our program will directly address this gap by providing teachers with the necessary coursework in the Science of Reading to inform their systematic instruction of reading skills; thereby, producing a cadre of teachers with the skills necessary to support struggling readers.

Teachers in existing programs often report a lack of confidence and competence in addressing the needs of students with reading difficulties. A study by Moats (2009) found that only 29% of teachers felt adequately prepared to teach struggling readers. Also, the International Dyslexia Association (2018) cites a majority of practitioners have not been prepared in sufficient depth to prevent reading problems, to recognize the early signs of risk, or to teach students with dyslexia and related learning disabilities successfully.

Our program will address these challenges by providing intensive, field-based training and mentorship, ensuring that teachers not only learn the theory but also apply it effectively in real-world settings. Programs like ours, which focus on reading intervention, have been shown to improve reading proficiency rates. For example, a study by Vaughn et al. (2010) demonstrated that students receiving instruction from trained reading specialists showed a 20% increase in reading proficiency over one academic year.

Finally, the International Literacy Association (ILA) emphasizes the importance of specialized training for reading specialists in their 2018 position statement, noting that effective reading intervention requires deep content knowledge and practical experience. Our program's design aligns with these recommendations, ensuring that graduates are well-prepared to address reading challenges in their classrooms.

If you are an EPP, explain how this licensure program will enhance your existing licensure programs and not compete with similar licensure programs being implemented. Cite quantitative and qualitative data and academic research to support your response (500 words maximum).

Our Reading Intervention Specialist Program with the “Reading Specialist Add-a-field” will complement our department’s initial licensure programs by providing graduates a deeper understanding of three pivotal areas of special education:

1. Knowledge of reading Instruction and Intervention aligned with the Science of Reading
2. Effective utilization of reading instruction and intervention to meet student needs
3. Ability to administer and Analyze Reading Assessment Data to precisely meet student needs

1. Knowledge of reading instruction and intervention aligned with the Science of Reading :

The persistent literacy crisis in our educational system demands immediate attention to how we prepare and support teachers in reading instruction. Despite decades of research establishing the most effective methods for teaching reading, there remains a significant gap between this evidence base and classroom practice. Recent data indicates that only 35% of fourth-grade students read at or above proficiency level, highlighting a critical need for teacher training in the Science of Reading ((SOR; National Assessment of Education Progress [NAEP], 2022)). This research-backed approach encompasses knowledge of phonological awareness, phonics, fluency, vocabulary, and comprehension (often known as the big five), in addition to writing and spelling (Vaughn & Fletcher, 2021). Many current teachers seek to support their students with and without reading difficulties but lack the skill set or knowledge in how to support their students most effectively (Seidenberg, 2017).

Therefore, we propose the reading specialist add-a-field to equip teachers with comprehensive knowledge of SOR-aligned instruction and intervention strategies, which they can then use to support the students in the schools where they work. When teachers understand the structured literacy approach, including explicit and systematic phonics instruction, they can better address reading difficulties early in students' academic careers (Spear-Swerling, 2019). Moreover, proficiency in evidence-based reading instruction enables teachers to implement targeted interventions for struggling readers, differentiate instruction effectively, and utilize assessment data to inform their teaching practices. Without this specialized knowledge, teachers may inadvertently perpetuate ineffective teaching methods or miss critical opportunities to support students' reading development, particularly those at risk for reading difficulties or dyslexia. The addition of a reading specialist position would ensure that teachers receive professional support while they learn to implement effective and essential SOR practices, so that they can best support their students.

2. Effective Utilization of Reading Instruction and Intervention to Meet Student Needs

Successful implementation of reading instruction and intervention requires teachers to develop a sophisticated skill set in program delivery and instructional methodology. Teachers must master the technical aspects of explicit, systematic instruction across all five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension in addition to spelling and writing (Vaughn & Fletcher, 2021). This involves understanding the precise language of instruction, the appropriate sequencing of skills, and the specific routines that make learning accessible to all students. Teachers need training in how to effectively model new concepts, provide adequate guided practice, implement corrective feedback procedures, and facilitate independent practice opportunities (Burns et al., 2008; Darling-Hammond et al., 2020; Dunlosky et al., 2013; Kim & Snow, 2020; Rayner et al., 2021; Rosenshine, 2012; Shanahan, 2020). Moreover, they must learn to maintain appropriate pacing while ensuring student mastery, facilitate productive student engagement, and execute smooth transitions between instructional activities. This complex orchestration of instructional elements requires training and ongoing support to ensure teachers can deliver high-quality reading instruction that meets the diverse needs of their students.

3. Ability to Administer and Analyze Reading Assessment Data to Precisely Meet Student Needs

The effective use of assessment data is fundamental to identifying and addressing students' specific reading needs (Burns et al., 2008; Gaab & Petscher, 2022). Teachers must become proficient in administering and interpreting a comprehensive array of reading assessments, including screening measures, diagnostic tools, progress monitoring instruments, and outcome assessments. This involves understanding how to conduct reliable assessments, analyze error patterns, and translate assessment results into actionable instructional plans. Teachers need expertise in using data to identify skill deficits, group students appropriately, and make informed decisions about instructional intensity and focus. Furthermore, they must develop proficiency in ongoing progress monitoring to track student growth, evaluate the effectiveness of interventions, and make timely adjustments to instruction. This includes knowing when to intensify intervention, modify instructional approaches, or transition students to different levels of support based on their response to instruction. The ability to systematically collect, analyze, and utilize assessment data ensures that instructional decisions are precise, targeted, and responsive to individual student needs (Gaab & Petscher, 2022; Gilbert et al., 2012).

Program Partnerships

Describe how you plan to select, prepare, evaluate, support, and retain partnership schools (300 words maximum).

Program participants/current teachers enter this program with an initial license in special or general education in the HIDOE; therefore, we will not formally identify specific school partnerships for this program. We will, however, reach out to current partners to inform them of this program to recruit potential candidates for the program.

We have collaborated with DOE for the last three years in the pilot of the RIP program. We have worked closely with DOE to develop and evaluate the program. We are now working on refinements based on feedback and our evaluation of the program.

In addition, we have collaborated with HIDOE leaders to identify specific scientifically-based reading instruction and intervention methods that are taught and practiced in this program. We will continue collaborating with the HIDOE Office of Student Support Services to identify meaningful opportunities for program participants/current teachers to refine teaching and reading intervention skills aligned with HIDOE initiatives. DOE has advertised the program during the three Pilot years. We anticipate this will continue. In addition, DOE monitors the program with frequent program check-ins and meetings.

If you do not have existing partnerships with the HIDOE or HIPCS, what is your plan to establish these partnerships? (300 words maximum).

The Current Memorandum of Agreement with the HIDOE ends in Spring 2025. We are discussing a new agreement with the HIDOE and expect it to be finalized before the current MOA finishes.

Provide a list of existing HIDOE or HIPCS partnerships. Write none if you do not have any partnerships.

College of Education Partnerships		
Island	Complex Area	School Name
Hawai'i	Hilo-Laupahoehoe-Waiakea	Chiefess Kapiolani Elementary Ka'umana Elementary School Waiakea High School
	Kau-Keaau-Pahoa	Hawai'i Academy of Arts & Science Public Charter School Keonepoko Elementary Pahoa Elementary
	Hilo-Laupahoehoe-Waiakea	Hilo High School Ka 'Umeke Ka'eo Public Charter School
	Honokaa-Kealakehe-Kohala- Konawaena	Holualoa Elementary School Honoka'a High & Intermediate School Innovations Public Charter School Kahakai Elementary School Kanu 'o ka 'Aina New Century Public Charter School Kealakehe Elementary School Kealakehe High School Kohala Elementary Kohala Middle School Konawaena Elementary School Konawaena High School Pa'auilo Elementary & Intermediate Waimea Middle Public Conversion Charter School
	Kau-Keaau-Pahoa	Ke Kula O Nawahiokalaniopuu Iki Laboratory Public Charter School Keaau Elementary School Kea'au High School
Kaua'i	Kapaa-Kauai-Waimea	Chiefess Kamakahaiei Middle Elele Elementary School Elsie H. Wilcox Elementary School Hanalei Elementary School Kalaheo Elementary School Kanuikapono Learning Center Public Charter School Kapaa Elementary School

		Kauai High School Kawaikini New Century Public Charter School Kilauea Elementary School King Kaumuali'i Elementary School Koloa Elementary School Waimea High School
Lāna'i	Hana-Lahainaluna-Lanai-Molokai	Lanai High & Elementary School
Maui	Baldwin-Kekaulike-Maui	Henry Perrine Baldwin High School Kihei Elementary School King Kekaulike High School Kula Elementary School Lahaina Intermediate School Lihikai Elementary School Makawao Elementary School Pomaika'i Elementary School Puu Kukui Elementary School Waihe'e Elementary
Moloka'i	Hana-Lahainaluna-Lanai-Molokai	Kaunakakai Elementary School
O'ahu	Aiea-Moanalua-Radford	Admiral Arthur W. Radford High Admiral Chester W. Nimitz Elementary School Gustav H. Webling Elementary School Moanalua Elementary School Moanalua High School Moanalua Middle School Waimalu Elementary School
	Castle-Kahuku	Ahuimanu Elementary School Heeia Elementary School James B. Castle High School Kahaluu Elementary School Kahuku Elementary Kaneohe Elementary School Kapunahala Elementary School Laie Elementary School Puohala Elementary School
	Aiea-Moanalua-Radford	Aiea Elementary School Aiea High School Lt. Col. Horace Meek Hickam Elementary School

		Pearl Harbor Elementary School Pearl Harbor Kai Elementary Salt Lake Elementary
	Kailua-Kalaheo	Aikahi Elementary School Blanche Pope Elementary Kailua High School Kailua Intermediate School Kainalu Elementary School Kalaheo High School Kaohao Public Charter School Mokapu Elementary Waimanalo Elementary & Intermediate School
	Farrington-Kaiser-Kalani	Aina Haina Elementary School Governor Wallace Rider Farrington High School Hahaione Elementary School Hawaii School for the Deaf and Blind Henry J Kaiser High School Joseph J. Fern Elementary School Kalani High School Kalihi Kai Elementary School Kalihi Waena Elementary Kamiloiki Elementary School King David Kalakaua Middle King Liholiho Elementary School Niu Valley Middle School Sanford B. Dole Middle School The School for Examining Essential Questions of Sustainability Wai'alaie Elementary Public Charter School Waikiki Elementary School Wilson Elementary School
	Kaimuki-McKinley-Roosevelt	Ala Wai Elementary School Aliiolani Elementary School George Washington Middle School Hokulani Elementary School Jefferson Elementary School Kaimuki High School Kaimuki Middle School Kauluwela Elementary School Kawanakoa Middle School

		<p>Kuhio Elementary School Lanakila Elementary School Mae mae Elementary School Mānoa School Noelani Elementary School Nuuanu Elementary School Pauoa Elementary School President William McKinley High School Princess Ruth Ke'elikolani Middle School Queen Kaahumanu Elementary Robert Louis Stevenson Middle School Roosevelt High School University Laboratory School Voyager Public Charter School William P Jarrett Middle School</p>
	<p>Pearl City-Waipahu</p>	<p>August Ahrens Elementary School Hawaii Technology Academy Highlands Intermediate School Honowai Elementary School Kaleiopuu Elementary School Kanoelani Elementary Lehua Elementary School Manana Elementary Momilani Elementary School Palisades Elementary Pearl City Elementary School Pearl City High School Waiau Elementary School Waipahu Elementary School Waipahu High School Waipahu Intermediate School</p>
	<p>Campbell-Kapolei</p>	<p>Barbers Point Elementary School Ewa Beach Elementary Ewa Makai Middle School Holomua Elementary School Honouliuli Middle School Hookele Elementary School Ilima Intermediate School Iroquois Point Elementary School James Campbell High School Kaimiloa Elementary School Kapolei High School Kapolei Middle School</p>

		Makakilo Elementary School Pohakea Elementary
	Leilehua-Mililani-Waialua	Helemano Elementary School Leilehua High School Major Sheldon Wheeler Elementary Mililani High School Mililani Middle School Mililani Waena Elementary School Waialua High & Intermediate School
	Nanakuli-Waianae	Ka Waihona o ka Naauao Public Charter School Kamaile Academy Nanakuli Elementary School Waialua High & Intermediate School Waialua High & Intermediate School

Completer/Retention Data

Completer Year	Number of program completers in Reading Interventionist Program	Number of teachers currently employed in the HIDOE	Number of teachers currently employed in the HIPCS	Other:
2023	19	19	0	
2024	12	11	0	could not find one teacher in HIDOE Directory
2025 anticipated	17	17	0	

If you are a Hawaii-approved program, please provide quantitative data on the number of program completers who have received a teacher license from the HTSB within the past six years and are currently teachers in the HIDOE or HIPCS.

Completer Year	Number of program completers in Special Education Licensure Programs	Number of teachers currently employed in the HIDEOE	Number of teachers currently employed in the HIPCS
2018	74	We are currently updating this data across all programs and will include it in the program review proposal. Please see below for retention data for Masters degree programs.	
2019	53		
2020	92		
2021	49		
2022	93		
2023	58		

Completer Year	Number of program completers in MASTERS of EDUCATION IN TEACHING/ Special Education*	Number of teachers currently employed in the HIDEOE	Number of teachers currently employed in the HIPCS	Other
2018	9	8	--	one student moved out of state
2019	8	6	--	one moved out of state
2020	15	12	1	
2021	7	5	1	one moved out of state
2022	Did not have a cohort graduate in 2022			
2023	11	10	1	

*preliminary data from DOE database search. The SPED Team is continuing to follow up with others not identified in HIDEOE search (e.g., not found due to name changes) to include in the formal program review

Describe how you plan to select, prepare, evaluate, support, and retain cooperating/mentor teachers to ensure teacher candidates are developing in their licensure field (300 words maximum).

Program participants/current teachers enter this program with initial licensure in special education; therefore, field-based activities for this program are job-embedded (i.e., no formal mentor teacher will be identified for this program). However, we will work with Administration at the candidate's schools to identify meaningful opportunities for program participants/current teachers to engage with a multi-disciplinary group of professionals (e.g., administrators, coaches, district-level mentors) to develop and refine teaching and leadership skills aligned with HIDOE initiatives.

How will your cooperating/mentor teachers be compensated (e.g., financial, professional development courses)? (300 words maximum)

N/A

Program Startup

How many months do you anticipate a teacher candidate will need to complete your licensure program?

Our program is committed to providing high-quality supervision for our candidates. We vet our instructors and field supervisors, ensuring that they have experience delivering reading instruction or supervising teacher candidates delivering reading instruction. All of our current and prospective instructors and field supervisors meet these standards. Our process now includes CV review for experience, instructor/supervisor attestation to competence, instructor/supervisor description of preparation for current or prospective role, and evidence of earning a passing score on the KPEERI exam.

Additionally, our program values the quality of our students' experience in the program. We have our candidates complete instruction and supervisor ratings at the end of each semester. Additionally, our field supervision team meets at least twice each semester to discuss candidate progress, supervision techniques, and engage in collaborative planning and problem-solving.

We anticipate program participants/current teachers will need 18 months to complete this program. More specifically, candidates will complete the following courses to meet the requirements for the Reading Specialist Add-a-field:

1. Reading Intervention Program (RIP) Courses - 12 credits. The following courses are completed by students who enroll in the RIP:
 - o SPED 421: Strategies for Reading Difficulties
 - o SPED 423: Vocabulary, Comprehension, & Writing Interventions for Diverse Learners
 - o SPED 655: Assessment, Instruction, & Intervention within Tiers of Support in Reading for Diverse Learners

- SPED 656: Advanced Reading Intervention: Diagnostic-Prescriptive Reading Intervention

SPED 421: *Strategies for Reading Difficulties*

Instruction on the fundamental principles and concepts of the structure of language, with a focus on phonological awareness and phonics. Students learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process. This course provides a scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. Current topics and issues related to literacy development in students with Dyslexia and related reading difficulties are addressed.

Topics include understanding a) reading research, b) the reading process, c) language development, d) the sequence of learning to read, e) the essential components of reading instruction, with a focus on phonological awareness and phonics, f) reading difficulties and best practices in addressing them, g) the most effective approaches to teaching reading to students with disabilities and other diverse learners, and h) issues related to literacy acquisition for students with dyslexia and reading disorders.

SPED 423: *Vocabulary, Comprehension, & Writing Interventions for Diverse Learners*

Development of and intervention for fluent reading, vocabulary acquisition, comprehension and writing in students with disabilities. Principles of explicit and systematic instruction of these core aspects of reading and writing are studied, with activities that support learning and practice. Instruction on the fundamental principles and concepts of the structure of language, with a focus on: 1) stages of reading development, 2) comprehension instruction and intervention, 3) vocabulary development, 4) fluency development, 5) intervention & differentiation, and 6) content area reading and writing.

SPED 655: *Assessment, Instruction, & Intervention within Tiers of Support in Reading for Diverse Learners*

This course is designed to help you further your knowledge and skills as you become a teacher of reading. The focus of this course includes gaining knowledge and skills needed to select & administer reading assessments appropriately matched to struggling readers (including those with reading disabilities). This includes understanding how to interpret the different types of assessment scores, and then how to effectively communicate the results to a variety of different people. Furthermore, we will explore how to apply both formal and informal assessments to a problem-solving model aimed to design effective reading instruction. Content will be situated within the context of Multi-Tiered Systems of Support (MTSS), designed to meet the needs of all students. Emphasis will be placed on evaluating the technical adequacy of reading assessments, selecting assessments with sufficient technical adequacy, and using results for the benefit of students.

SPED 656: *Advanced Reading Intervention: Diagnostic-Prescriptive Reading Intervention*

The foci of this course include the fluent application of critical procedural skills related to diagnostic-prescriptive reading intervention (assessment administration/scoring/interpretation, explicit instruction, etc.), the synthesis of knowledge and concepts from diverse sources necessary to accelerate the learning of children and youth struggling to acquire proficient reading skills, and the evaluation of systems and practices necessary to impact student reading achievement in real-world settings. Candidates will further collaborate with various stakeholders, communicate assessment and intervention results clearly and powerfully for diverse audiences, and critically discuss and evaluate policies applicable to serving children with reading disabilities and their families.

2. Field-Based Courses: Candidates take 6 credits across 3 semesters
 - SPED 628: Directed Reading/Research (Evidence-based Practicum - Scripted Curricula)
 - SPED 629.1: Clinical Practicum - Field Experience I
 - SPED 629.2: Clinical Practicum - Field Experience II

SPED 628: Directed Reading/Research (Evidence-based Practicum - Scripted Curricula)

Our program candidates complete a series of three (3) practica. The first practicum focuses on implementation of the Sound Partners program with students with parent-reported reading difficulties in grades 1-4. These students are tutored individually by our candidates for at least 8 weeks, 2 sessions per week, with sessions ranging from 30-45 minutes. We conduct lesson observation fidelity checks for adherence to the Sound Partners program and additional assignments to provide our candidates with opportunities to collect student data, analyze progress monitoring data, and report on their students' progress (data team presentation).

The SPED 421 and 423 methods course and the SPED 628 practicum are closely integrated. This arrangement allows students to immediately apply the foundational knowledge and skills they learn in SPED 421 and SPED 423 to their hands-on tutoring experience in SPED 628. This integration enhances the learning process by bridging theory and practice.

SPED 629.1: Clinical Practicum - Field Experience I

In this field-based course, students provide targeted Structured Literacy reading instruction to support individual and small groups of students with complex reading and writing profiles. They will complete extensive supervised practicum experiences dedicated to advancing the literacy profiles of students with reading difficulties, including dyslexia, and will serve students who are at the beginning, intermediate, and advanced levels of reading, spelling, and writing instruction.

During the second practicum, the reading intervention intensifies. Our candidates tutor their students 1:1 or in small groups (2-3 students max) for 14 weeks, for 2 or 3 sessions per week, with each session lasting 45 minutes to 1 hour (twice weekly are 1-hour sessions, thrice weekly are 45 minute sessions). The candidates complete a minimum of 28 intervention sessions with each tutee during the semester. Most of our candidates tutor 3 students with diverse profiles during both the Fall and Spring semesters in preparation for the Center for Effective Reading Instruction (CERI) Structured Literacy Dyslexia Specialist (SLDS) certification requirements. Some of our candidates needed to scale back their workload for personal reasons and have tutored one student at a time in preparation for the Structured Literacy Dyslexia Interventionist (SLDI) level of certification.

SPED 629.2: Clinical Practicum - Field Experience II

During the third practicum, candidates continue tutoring their students 1:1 or in small groups (2-3 students max) for 14 weeks, for 2 or 3 sessions per week, with each session lasting 45 minutes to 1 hour (twice weekly are 1-hour sessions, thrice weekly are 45 minute sessions). Our candidates complete a minimum of 28 intervention sessions with each tutee during Spring semester as well.

The second and third practica each include four formal Clinical Observations, conducted either synchronously or via video upload using the GoReact platform. Literacy coaches complete a formal Lesson Observation form, which they share during the debrief meeting with candidates. Candidates complete a written reflection following each debriefing session identifying areas of strength and improvement in their instruction. The candidates also complete a Report on Progress assignment at the end of both the Fall and Spring semesters. This assignment includes background information on their student(s), dates served, number of sessions per week, weeks of intervention, pre-post assessment data, progress monitoring data, priority scope and sequence based on available information, discussion of progress or lack thereof, and recommendations based on post intervention data.

What are the anticipated costs a teacher candidate will pay annually and the total cost upon program completion?

Approximately: \$11,700 for the total program (18 credits).

Will this licensure program provide tuition assistance for teacher candidates?

If yes, please explain the funding source, requirements to receive funding, and any payback obligations (e.g., teaching for specified years or exiting the program without successful completion).

The Special Education Department has had a Memorandum of Agreement with Hawaii Department of Education (HIDOE) that program participants/current teachers will be provided with a tuition stipend. The HIDOE requires them to teach in Hawai'i for three years after program completion.

What professional liability insurance do you anticipate teacher candidates will need to obtain throughout the program?

program participants/current teachers will need to obtain the professional liability insurance that is required for their HIDOE teaching position.

What anticipated recruitment strategies do you anticipate using to enroll teacher candidates in the program?

We will contact leaders in the HIDOE to seek assistance in our recruitment of high-quality applicants who already have a valid Hawaii teacher license. We will contact colleagues and collaborators in the HIDOE on all islands of Hawai'i; post recruitment information on the UH Mānoa-COE Department of Special Education website and social media pages. We will make an effort to identify prospective students who represent the culturally diverse communities of Hawai'i on all islands of the state. We will reach out to communities across the state, including rural and remote areas that typically have culturally diverse and indigenous populations and reduced access to services. We will use COE alumni listservs to reach out to former graduates of our Baccalaureate and Post-Baccalaureate (PB) program, many of whom work in educational positions on various islands of Hawai'i. The availability of financial support from the Hawaii DOE attracted an adequate applicant pool for the last three years that the program has been in operation.

The COE at has a full-time Recruitment Specialist who provides statewide outreach to identify prospective applicants for our programs. The Recruitment Specialist hosts informational events on all islands of Hawai'i, providing information and support to applicants through all stages of the application process. In addition, we will use the COE's HubSpot system, an online portal where people can submit questions and state their interest in various COE programs, to identify and reach out to prospective applicants who have expressed an interest in the Reading Intervention Specialist program. Within the Special Education Department we have one faculty member with .50 FTE devoted to answering questions and assisting applicants with navigating the application system.

What time of the year do you anticipate candidates can apply to the program? What time of the year will teacher candidates start the program?

We anticipate that candidates will apply to the program by the October 1, 2025 deadline. This will allow students to begin the program in Spring 2026.

How many candidates do you anticipate enrolling in your licensure program in its first year of operation?

We anticipate enrolling 20 students in the first year of the program.

Explain the current employment outlook and how your proposed licensure program will support completers in the job market upon exiting your program and sustaining itself for the next 3-5 years. Cite data and academic research to support your response (300 words maximum).

We anticipate that adding “Reading Specialist” to their existing teacher license will increase the interest in the program and support the *retention* of licensed special education teachers in our state. The preparation of teachers with essential skills to provide Tier II and III interventions in Multi-Tiered Systems of Support (MTSS) can enhance programming for students who struggle with reading and students with disabilities. In addition, the 18-credit program will provide academic credits to support HIDOE reclassification and salary increases. According to the 2023-2027 Collective Bargaining Agreement between the Hawai‘i State Teachers Association and the State Hawai‘i Board of Education, “teachers shall earn fifteen (15) PD and/or academic credits to move from one classification to the next classification” (p.65-66).

List of Appendices

Please support the LOI with the following appendices as separate PDF attachments. You may add additional appendices if needed.

Save the file name as InstitutionName_LicenseFieldName_AppendixLetter_date.pdf

Appendix A: A copy of the institution organization chart and the educator preparation program organization chart.

Appendix B: A copy of current accreditation letters from the United States regional institution accreditor, teacher education program accreditor, and other accreditors such as the Distance Education Accrediting Commission.

Appendix C: A copy of the HIDOE Affiliate Program Agreement

Appendix D: List of data sources and dates collected.

Appendix E: Reference of academic literature or academic research formatted in APA 7th edition.

Educator Preparation Provider Verification


Preparer's Information

Name	Natalie Haggerty
Position	Assistant Professor
Telephone Number	808.341-8760
Email	nhaggert@hawaii.edu

Contact person should there be any questions about the application.

Name	Natalie Haggerty
Position	Assistant Professor
Telephone Number	808.341-8760
Email	nhaggert@hawaii.edu

I verify that the contents of this application are complete, accurate, and approved by the institution/organization administrator. Please use an ink or digitally stamped signature.

Name	
Date	October 29, 2024

Appendix A

[Appendix A: Institution organization chart and the educator preparation program organization chart.](#)

Appendix B

Accreditation letters from the United States regional institution accreditor, teacher education program accreditor, and other accreditors such as the Distance Education Accrediting Commission

[UH-Mānoa Accreditation Initial Licensure](#)

[UH Mānoa Accreditation Advance Licensure](#)

UH Mānoa Institutional Accreditation

Appendix C

[HIDOE Affiliate Program Agreement](#)

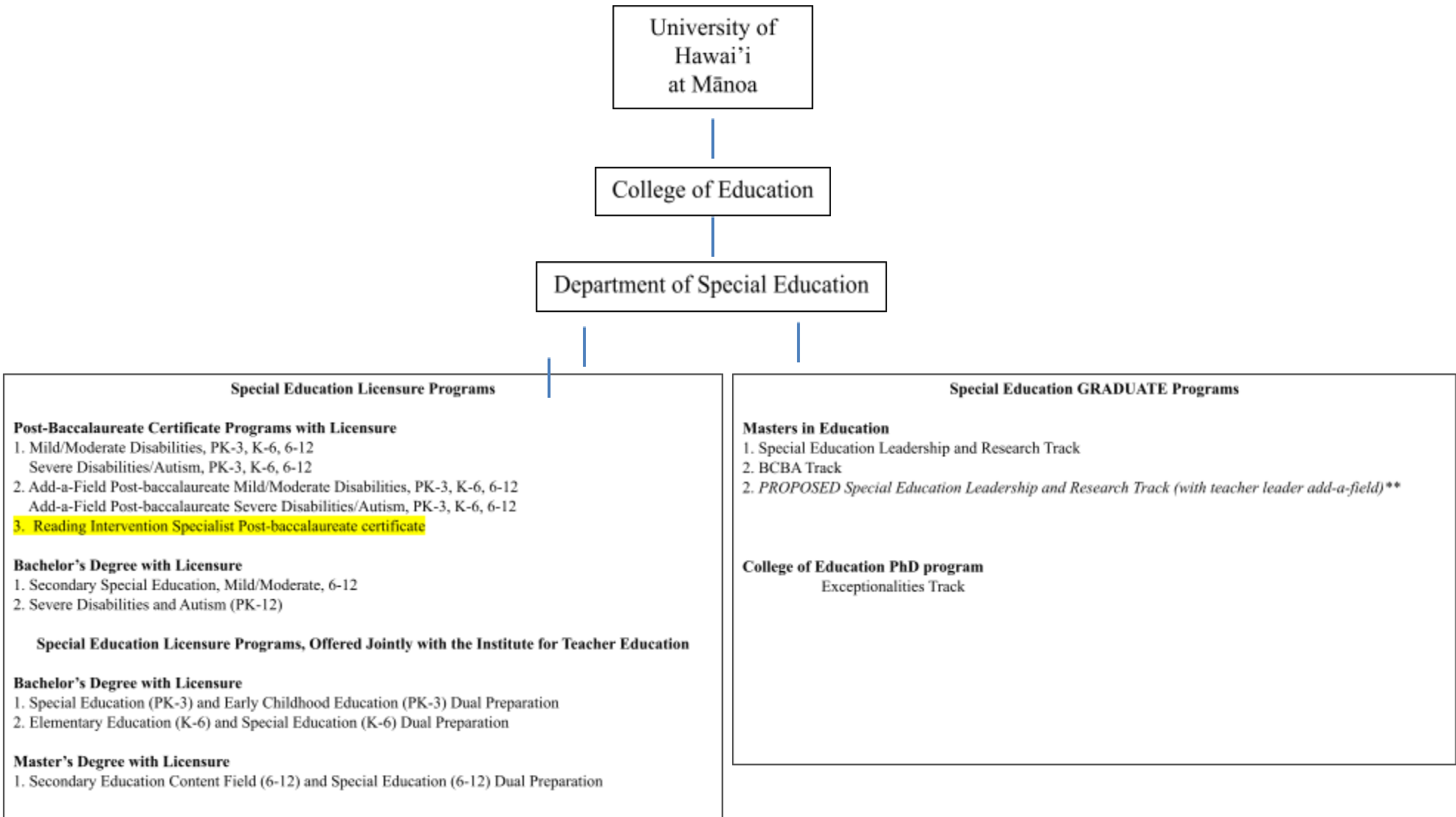
Appendix D

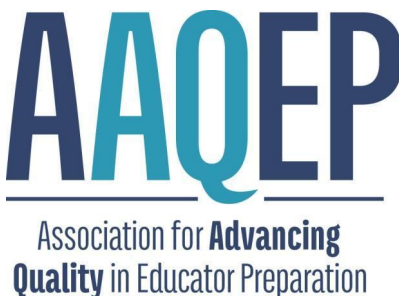
[List of data sources and dates collected](#)

Appendix E

References: Academic Literature

Appendix A Organizational Chart





July 20, 2021

Dr. David Lassner, President
University of Hawai'i System

Dear President Lassner:

This letter serves as formal notification of action taken regarding the advanced programs of the University of Hawai'i at Mānoa College of Education by the Accreditation Commission of the Association for Advancing Quality in Educator Preparation at its meeting on June 25, 2021.

Action: Based on examination of the case record, including the Quality Assurance Report and the Quality Review Team Report, the AAQEP Accreditation Commission awards **accreditation for a full term of 7 years** to the advanced programs of the University of Hawai'i at Mānoa College of Education.

This action is effective immediately and remains **in effect through June 30, 2028**, or until University of Hawai'i at Mānoa ceases to be a member in good standing of AAQEP, whichever is earlier. Annual Reports are due by December 31 of each year, with the first report being due December 31, 2022.

Congratulations!

A handwritten signature in black ink, reading "Mark LaCelle-Peterson".

Mark LaCelle-Peterson, Ed.D.
President and CEO

cc: Michael Bruno, Provost, University of Hawai'i at Mānoa
Nathan Murata, Dean, College of Education
Laura Lyons, Interim Associate Vice Chancellor for Academic Affairs
April Quinn, Director of Program Development and Review
Krystyna Aune, Dean, Graduate Division
Amelia Jenkins, Associate Dean for Academic Affairs
Jessica Miranda, Director of Assessment, Accreditation, and Accountability
Felicia Villalobos, Hawaii Teacher Standards Board

AAQEP – Always improving together

P.O. Box 7511
Fairfax Station, VA 22039-9998

EDUCATOR

PREPARATION PROGRAM AFFILIATION AGREEMENT

THIS PREPARATION PROGRAM AFFILIATION AGREEMENT ("Agreement") is entered into and between

University of Hawaii at Manoa

Institution (e.g., University of Hawaii-Manoa, Leeward Community College, etc.)

College of Education

Preparation Program (e.g., College of Education, School of Education, School Counseling, etc.)

(hereafter also referred to as the "Preparation Program") whose principal business and post office address is

1776 University Avenue, Everly Hall Room 128, Honolulu, HI 96822

Address

and State of Hawai'i Department of Education (HIDOE), whose principal business is 1390 Miller Street, Honolulu, Hawai'i 96813, and post office address of P.O. Box 2360, Honolulu, Hawai'i 96804.

DEFINITIONS

- Educator: A classroom teacher, school counselor or school librarian.
- Preparation Program: A postsecondary educational program that leads to an academic or professional degree, certificate, license, or other recognized credential approved by the HIDOE.
- Candidate: An individual enrolled in a preparation program.
- Mentor: A HIDOE professional who provides Candidates with guidance and support in developing professional knowledge, skills, and/or dispositions in a learning environment.
- Site: A HIDOE K-12 public school or office, not including Public Charter Schools.
- Field: A range of formal activities (e.g., observation and participation, shadowing, etc.) required of candidates.
- Clinical: A range of intensive formal activities including internships required of candidates.
- Hawaii Program Coordinator: A representative of an out-of-state preparation program, based in the State of Hawaii, responsible for the placement and supervision of Candidates.

The parties to this Agreement wish to collaborate to provide Field and Clinical experience at participating Sites for students pursuing careers in the Preparation Program, herein known as “Candidates.” This Agreement is formatted to be a “master” agreement specifying, in general, the respective roles and responsibilities of the Preparation Program and the HIDOE, while allowing a participating Site to tailor the specifications to circumstances unique to that Site.

BACKGROUND AND RECITALS

WHEREAS, the Preparation Program desires to obtain Field and Clinical experiences for its Candidates enrolled in its Preparation Program; and

WHEREAS, the HIDOE is committed to the professional education and training of Candidates and is willing to assist in their education by providing opportunities to complete Field and Clinical experiences; and

WHEREAS, the HIDOE desires to participate with the Preparation Program in developing effective professionals for the State of Hawai'i, and the HIDOE encourages and supports partner and participating Sites to collaborate with the Preparation Program in bringing new Candidates into the profession; and

WHEREAS, the Preparation Program and the HIDOE desire to share and integrate resources to support Candidates' learning in Field and Clinical experience courses; and

WHEREAS, the HIDOE is a unified system of public schools for the State of Hawaii, encompassing approximately 258 different school sites organized by grade levels and geographic “complex areas” across the state of Hawaii including its state offices, and as a state-wide system, the HIDOE can offer a broad range of potential practical experience; and

WHEREAS, the Preparation Program plans to place Candidates at particular Sites who choose to participate in this Agreement; and

WHEREAS, a particular Site may desire to tailor the general requirements of this Agreement to fit its circumstances,

NOW THEREFORE, the Preparation Program and HIDOE agree as follows:

AGREEMENT

1. ROLES AND RESPONSIBILITIES OF THE PREPARATION PROGRAM.

The Preparation Program agrees:

- 1.1 To meet and maintain licensure requirements that are accepted by their home state's licensing entity. Preparation Programs not domiciled in the State of Hawaii are considered out-of-state programs. Out-of-state programs must provide documentation of having partnered with a Hawaii State Approved Teacher Education Program (SATEP), or having established a Hawaii Program Coordinator (PC) responsible for the placement and supervision of Candidates. Upon request by a Site administrator, the PC shall be physically available onsite to provide Candidate support.
- 1.2 To ensure each Candidate has completed a criminal history check, administered by the HIDOE, and has been cleared prior to direct contact with any HIDOE student, pursuant to section 302A-601.5, Hawai'i Revised Statutes (HRS). Confirmation of clearance for Field experience Candidates shall be required annually **within twelve (12) months** from the last confirmed clearance date. The Candidate is responsible for any fees related to the history check.
- 1.3 To provide participating Sites with a copy of the signed Agreement, its **Exhibit A**, *Participating Site Partnership Commitment*, **Attachment A**, *Expectations for Preparation Program Candidates' Data Access and Use in Hawaii State Department of Education (HIDOE) Sites*, and all other documents required prior to placement.
- 1.4 To inform the Candidates that they must adhere to the administrative policies and procedures of the HIDOE and to inform Candidates of the confidential nature of all HIDOE records.
- 1.5 To place in Clinical experience courses only Candidates who have satisfactorily completed all required prerequisite courses and any other academic requirements and have been recommended by faculty for placement in the Clinical experience course.
- 1.6 To provide Preparation Program faculty to collaborate with the Mentor in the development of Field and Clinical experiences and the supervision of the Candidates; and to provide the Site and Candidate with the standards of performance and guidelines for the Field and Clinical experience. The information establishes specific performance standards and guidelines that are based on the applicable Preparation Program accreditation and/or licensure standards.
- 1.7 To handle any agreed upon honorarium directly between the Preparation Program and the recipient, unless changes to the payment process are required to comply with law, rule, or guidance issued by a governmental agency.

2. ROLES AND RESPONSIBILITIES OF THE HIDOE.

The HIDOE agrees:

- 2.1 To provide a Mentor licensed by the Hawaii Teacher Standards Board (HTSB) and approved by the Preparation Program. Mentors shall comply with the Preparation Program qualification requirement and work cooperatively with Candidates.
- 2.2 To permit the Mentor to supervise and instruct the Candidates placed in participating Sites in the HIDOE during Field and Clinical experience courses, and to participate in the assessment decisions relating to the progress of Candidates as directed by the Preparation Program.
- 2.3 To permit the Mentor to work with the Preparation Program faculty in implementing the Field and Clinical experience courses and to assist in refining its Preparation Program.
- 2.4 To provide the Candidates with appropriate resources to carry out their assigned duties.
- 2.5 To orient Candidates to the HIDOE and its policies, procedures, rules and regulations applicable to their conduct while in the HIDOE.
- 2.6 To provide the Preparation Program with copies of any policies or procedures with which the Candidates will be expected to comply.
- 2.7 That Candidate educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), and that Candidate permission must be obtained before releasing a Candidate's personally identifiable information derived from educational records that is protected by FERPA ("Student Data") to anyone other than the Preparation Program and its officials.

3. JOINT RESPONSIBILITIES OF THE PREPARATION PROGRAM AND HIDOE.

The Preparation Program and the HIDOE agree:

- 3.1 That the number of Candidates placed in the HIDOE, the time period for the experience and the location where the Candidate is placed shall be mutually agreed upon.
- 3.2 To collaborate in identifying specific Field and Clinical experience course objectives, assignments, and learning activities for each Candidate placed in the HIDOE.
- 3.3 That the HIDOE may exclude from participation any Candidate whose performance is determined to be detrimental to the HIDOE's students; who fails to comply with proper channels of communications or established HIDOE policies and procedures; or whose performance is otherwise unsatisfactory, including any Candidate who is unable to maintain compatible working relationships with the HIDOE employees.
- 3.4 That the Preparation Program and participating Sites shall partner in this Agreement upon the signing of **Exhibit A** and accompanying documents as required. The Preparation Program shall work directly with the administrator of the participating Site to identify Field and Clinical experience placements. Candidates may be placed upon clearance of the background check, and approval of the administrator and Mentor, documented on **Attachment A**,

4. LIABILITY.

- 4.1 Each party shall be responsible for claims, losses, damages, and expenses which may arise out of negligent or wrongful acts or omissions of that party or its agents or employees, acting within the scope of their duties in the performance of this Agreement.
- 4.2 The State of Hawai'i, shall be responsible for damages or injury caused by the HIDOE's or other State agents, officers, and employees in the course and scope of their employment, only to the extent that (1) a court has determined that the State or HIDOE is liable for such damage or injury, (2) payment for such damages or injuries is permitted by law, and (3) payment for such damages or injuries has been authorized by the Hawai'i Legislature and made available for payment.
- 4.3 Upon request from the HIDOE, the Preparation Program shall provide to the HIDOE a certificate of insurance or other similar document confirming that Candidates participating in any Field or Clinical experience under this Agreement are covered by professional liability insurance in the minimum amount of One Million Dollars (\$1,000,000.00) for liability arising out of each occurrence and One Million Dollars (\$1,000,000.00) in the aggregate.
- 4.4 Nothing herein shall preclude either party from asserting against third parties any defenses to liability it may have under applicable law or be construed to create a basis for a claim or suit when none would otherwise exist.

5. TERM AND TERMINATION OF AGREEMENT.

- 5.1 This Agreement shall be deemed effective upon signature by the Superintendent and shall continue in full force and effect until terminated as hereinafter provided. Facsimile and/or scanned signatures transmitted by electronic mail shall be deemed originals. No legal obligation will arise under this Agreement, and the Agreement shall not be effective, unless and until all parties have signed the Agreement.
- 5.2 This Agreement may be terminated by either party for any reason upon sixty (60) calendar days advance written notice provided that all Candidates performing Field or Clinical experiences at the time of the notice of termination are provided an opportunity to complete their Field or Clinical experience at the Site.

6. NONDISCRIMINATION.

The Preparation Program and the HIDOE agree to comply with all applicable laws, rules, regulations, and policies, including, but not limited to, those relating to nondiscrimination, accessibility, and civil rights.

7. APPLICABLE LAW.

This Agreement is governed by the laws of the State of Hawai'i.

8. NOTICES.

All notices or other communications purporting to exercise or otherwise affect rights and duties under this Agreement shall be given by registered or certified mail, addressed to the parties as indicated below.

Institution/Preparation Program:
Dean
U.H. Manoa, College of Education
1776 University Avenue
Honolulu, Hawai'i 96822
Phone (808) 956-7703

DOE:
Superintendent
State of Hawai'i
Department of Education
1390 Miller Street
Honolulu, Hawai'i 96813
Phone (808) 586-3313

9. MODIFICATION.

This Agreement may be modified or supplemented by written agreement signed by both Parties.

10. SEVERABILITY.

If any term or provision of this Agreement is declared by a court having jurisdiction to be illegal or unenforceable, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties are to be construed and enforced as if the contract did not contain that term or provision.

11. ENTIRE AGREEMENT.

This Agreement constitutes the entire agreement between the parties. There are no understandings, agreements, or representations, oral or written, not specified within this Agreement.

12. WAIVER.

The failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, and no waiver by either party, whether written or oral, express or implied, of any rights under, or arising from, the Agreement shall be binding on any subsequent occasion; and no concession by either party shall be treated as an implied modification of the Agreement unless specifically agreed in writing.

13. INDEPENDENT CONTRACTORS.

The parties are independent contractors and shall not act as an agent for the other party, nor shall either party be deemed to be an employee of the other party for any purpose whatsoever. Neither of the parties shall have any authority, either express or implied, to enter any agreement, incur any obligations on the other party's behalf, nor commit the other party in any manner whatsoever without the other party's express prior written consent. Any promotional business representation by either party of the other shall be approved in advance.

14. NO THIRD PARTIES RIGHTS.

This Agreement is entered by and between the Preparation Program and the HIDOE for their mutual benefit. No third party person, organization, agency, or entity, including a Candidate in the Preparation Program or a HIDOE employee, shall have the rights to claim benefits under this Agreement or demand fulfillment of any provision of this Agreement.

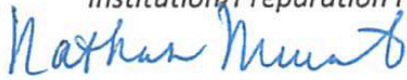
15. HEADINGS.

Paragraph headings are for quick reference and convenience only and do not alter, amend, or otherwise affect the terms and conditions set out herein.

University of Hawaii at Manoa, College of Education

State of Hawaii, Department of Education

Institution/Preparation Program





Signature

Signature

By: Nathan Murata

By: Dr. Christina M. Kishimoto

Its: Dean

Its: Superintendent

MAR - 4 2019

03/18/2019

Date

Date

Exhibit A

University of Hawaii at Manoa, College of Education
Institution/Preparation Program

PARTICIPATING SITE PARTNERSHIP COMMITMENT

SCHOOL NAME

FIRST LAST

HIDOE Site Name

HIDOE Site Administrator

This Partnership will be effective

From (Date): January 8, 2024

To (Date): May 10, 2024

The Department of Education Site, as named above, desires to participate as a Site for the Preparation Program according to the general roles and responsibilities described in this Agreement.

HIDOE Site Administrator (Signature)

Date

University of Hawaii at Manoa, College of Education

Institution/Preparation Program



Aaron J. Levine

**Institution/Preparation Program
(Signature)**

By (Print Name)

Partnership and Placement Coordinator

January 8, 2024

Its

Date

Distribution

Exhibit A:

Attachment A:

*Participating Site Partnership Commitment – For Site and Program
Expectations for Preparation Program Candidates’ Data Access and Use
in Hawaii State Department of Education (HIDOE) Sites – For Site and
Program*

Attachment A

Expectations for Preparation Program Candidates' Data Access and Use in Hawaii State Department of Education (HIDOE) Sites

HIDOE requires that this document be reviewed and signed for each candidate placed in HIDOE Sites for the purposes of completing a preparation program practicum.

Note: Facsimile and/or scanned signatures of this document transmitted by electronic mail shall be deemed originals and may be signed in separate counterparts, all of which taken together shall constitute the agreement of the parties hereto.

Directions:

This document must be

- a) completed and signed by all three signatories and
- b) on file with the administrator at the HIDOE placement site before the practicum may begin

Terms:

- "Candidate" is an individual placed in a HIDOE Site for the purposes of completing a Preparation Program. If a Candidate is also a HIDOE employee, he/she should work with his/her HIDOE supervisor to create a plan distinguishing between his/her responsibilities regarding data use as a HIDOE employee and his/her responsibilities regarding data use as a Candidate.
- "Mentor" is a HIDOE professional who provides Candidates with guidance and support in developing professional knowledge, skills, and/or dispositions in a learning environment.
- "Preparation Program" is a postsecondary educational program that has a current Affiliation Agreement with the HIDOE.
- "HIDOE Data" are data (information) about individual or multiple students at the HIDOE site in which the Candidate's practicum takes place. HIDOE Data may include but are not limited to class grades, work samples, HIDOE data sets, and digital or print media (e.g., video or audio recordings, photographs, images of student work).
- "Practicum" is the field and clinical experience required of the Candidate ranging from formal to intensive activities (e.g., observation, student teaching, etc.) as described in the Affiliation Agreement.

The Candidate, Mentor and Administrator affirm that they will comply with the following expectations ("Expectations"):

1. The Candidate will comply with HIDOE's policies, procedures, rules and regulations applicable to his/her conduct while in HIDOE. (See Affiliation Agreement, Items 1.4 and 2.5.)
2. The Candidate is enrolled in a Preparation Program.
3. The Candidate, Mentor and Administrator will apply these Expectations to HIDOE Data collected by the Candidate as part of the Preparation Program.
4. The Candidate will act in accordance with professional data ethics and standards of conduct when engaging in the Preparation Program. This includes using HIDOE Data exclusively for the purposes of the Preparation Program and in an ethically responsible manner that is, at a minimum, consistent with the Forum Code of Data Ethics;¹

¹ For information about the Forum Code of Data Ethics, see the National Forum on Education Statistics' Forum Guide to Data Ethics, available from the U.S. Department of Education's National Center for Education Statistics (NCES) website at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010801>.

Attachment A

5. The Administrator and/or Mentor will inform parents/guardians and adult participants/eligible students, before the Practicum commences, that
 - a. The Candidate will be placed at the Site.
 - b. The Candidate may request consent to access and use HIDOE Data for the purpose of the Practicum under the supervision of the Mentor.
6. If the Candidate requests access to HIDOE Data, the Administrator will ensure that written consent has been obtained from parents/guardians and adult participants/eligible students, as defined by the Family Educational Rights and Privacy Act (FERPA) (bit.ly/FERPAHI) and will ensure that these documents are kept on file. If consent is obtained, the Candidate will only use the HIDOE Data for the purposes of the Preparation Program and that these documents are kept on file for reference.

Note: Approval to access HIDOE Data for other purposes (e.g., thesis, dissertation, or other publication; public dissemination) must be obtained separately from the HIDOE Superintendent's Office: bit.ly/HIDOEdata-research

7. The Candidate, Mentor and Administrator will protect the security of HIDOE Data and the confidentiality of students and employees in HIDOE in the following ways:
 - a. The Administrator will ensure that the Candidate is supervised by a HIDOE employee during all access to the HIDOE Data during the Practicum,
 - b. The Administrator and Mentor will ensure that the HIDOE Data accessed by the Candidate are limited to those for which the appropriate consents have been obtained; and
 - c. The Administrator will discontinue access to the HIDOE Data and the Candidate and Mentor will destroy any copies not specifically covered by the provisions under item 6, when the Practicum is completed or when HIDOE has terminated the Practicum.
 - d. The Candidate, Mentor and Administrator will abide by Chapter 92F (Uniform Information Practices Act) of the Hawaii State Revised Statutes (HRS), FERPA, the Protection of Pupil Rights Amendment (PPRA), the Individuals with Disabilities Act (IDEA), and other applicable state and federal laws and HIDOE rules, regulations, policies, and /or procedures.
 - e. In the event of a security breach involving the data used by the Candidate, it must be reported immediately to HIDOE as outlined in the guidance document, "Guidelines for Notification of Security Breaches of Personal Information" (available at bit.ly/SecBreachGuide) so that breach notification can occur as required by Hawaii Revised Statute 487N. The Administrator will discontinue access to the HIDOE Data and the Candidate and Mentor will destroy any copies and terminate the Practicum.

Attachment A

The undersigned acknowledge that Item 3.3 of the Affiliation Agreement stipulates the circumstances under which HIDOE may exclude any Candidate from Practicum placement in HIDOE

Preparation Program: University of Hawaii at Manoa, College of Education
As identified on the Affiliation Agreement

HIDOE Site: SCHOOL NAME

HIDOE Site Administrator: FIRST LAST

Signature / Date: _____

The following are descriptions of the abbreviations found in the Candidate Program column:

- EEP** Elementary Education Program
- KRS** Kinesiology and Rehabilitation Science Program
- MEdT** Master of Education in Teaching Program
- MUSIC** Music Education Program
- SEC** Secondary Teacher Education Program
- SPED** Special Education Program

Spring 2024 Semester

Semester Start Date: January 8, 2024

Semester End Date: May 10, 2024

Candidate Last	Candidate First	Candidate Program	Mentor Last	Mentor First	Candidate & Mentor Signature & Date Signed

SAMPLE ONLY SAMPLE ONLY SAMPLE ONLY SAMPLE ONLY SAMPLE ONLY SAMPLE

Appendix D

Data Sources

Student and Faculty Demographic Data Sources (COE):

- <https://coe.hawaii.edu/welcome/student-population-and-demographics/>
- <https://coe.hawaii.edu/faculty-staff-demographics/>

Special Education Department Data was collected from department records

School partnership data was collected from the College's Student Information System (SIS)

Appendix E References

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<https://doi.org/10.1111/1529-1006.0000>

Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator*, 44(4).

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New Business Item 22-32
Introduced October 14, 2022
Approved October 14, 2022

**TITLE: Consideration of the University of Hawaii at Manoa Letter of Intent to
Plan a New Reading Specialist Added Field Program**

The Hawaii Teacher Standards Board accepts the attached Letter of Intent from the University of Hawaii at Manoa College of Education to plan a new Reading Specialist Graduate Certificate Program.

The program's plans will address an added field for the following licensure field:

Reading Specialist PK-12

The HTSB Executive Director or her designee will work with the program to complete a review. Reports for a review must be submitted within two years of acceptance of the Letter of Intent and the review must be conducted within three months of submission of the report to HTSB staff.

The program may not advertise these programs as Hawaii licensure programs until such time that Provisional Approval is granted by the HTSB.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee



UNIVERSITY
of HAWAII®
MĀNOA

College of Education
Office of the Dean

October 5, 2022

Felicia Villalobos
Hawai'i Teacher Standard Board
650 Iwilei Road, Suite 201
Honolulu, HI. 96817

Dear Ms. Felicia Villalobos,

The College of Education, University of Hawai'i at Mānoa is requesting that the Hawai'i Teacher Standards Board approve the Letter of Intent for the Department of Special Education at the University of Mānoa to provide an 18-credit sequence of courses preparing special educators to meet national criteria and add the field 'Reading Specialist' to their existing special education license.

Should you have any questions, please contact Cecily Ornelles, Interim Associate Dean for Academic Affairs, at (808)956-4278/7704 or by email at cecily@hawaii.edu.

Sincerely,

A handwritten signature in cursive script that reads 'Cecily Ornelles'.

Cecily Ornelles
Interim Associate Dean for Academic Affairs

Attachments:

1. Reading Specialist Letter of Intent
2. Program Organization and Justification

1776 University Avenue
Everly Hall, Room 128
Honolulu, Hawai'i 96822
Tel: (808) 956-7703 • Fax: (808) 956-3106
An Equal Opportunity/Affirmative Action Institution



HAWAI'I TEACHER
STANDARDS BOARD

Letter of Intent to Develop Hawaii State Approved Education Preparation Provider

1. CONTACT AND CONTEXT INFORMATION

EPP name and address

Name	University of Hawaii - Manoa, College of Education.
Address	Everly Hall, Dean's Office, 1776 University Ave, Honolulu, HI 96812
URL	https://coe.hawaii.edu/

EPP administrator

Name	Nathan Murata
Title	Dean
Email address	nmurata@hawaii.edu
Telephone number	808-956-7704
National Accreditation Body and Dates of Accreditation (If applicable)	

SATEP Administrator, if different from EPP Administrator

Name	Jenny C. Wells
Title	Department of Special Education, Department Chair
Email address	jwells@hawaii.edu
Telephone number	808-383-2342

Name of new program or field(s) to be included

Name of Program	License Field(s)	License Level(s)	Projected Implementation Date
Reading Intervention Program	Reading Specialist	PK-12	Summer 2023

Ex. Master's of Education

STEM

6-12, 6-8

7/1/2018

2. PROGRAM ORGANIZATION AND JUSTIFICATION

If this is a new program, attach an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.

See attached.

Justification for implementing the program. Summarize the current market for this program's completer employment outlook and any other contexts that shape the program.

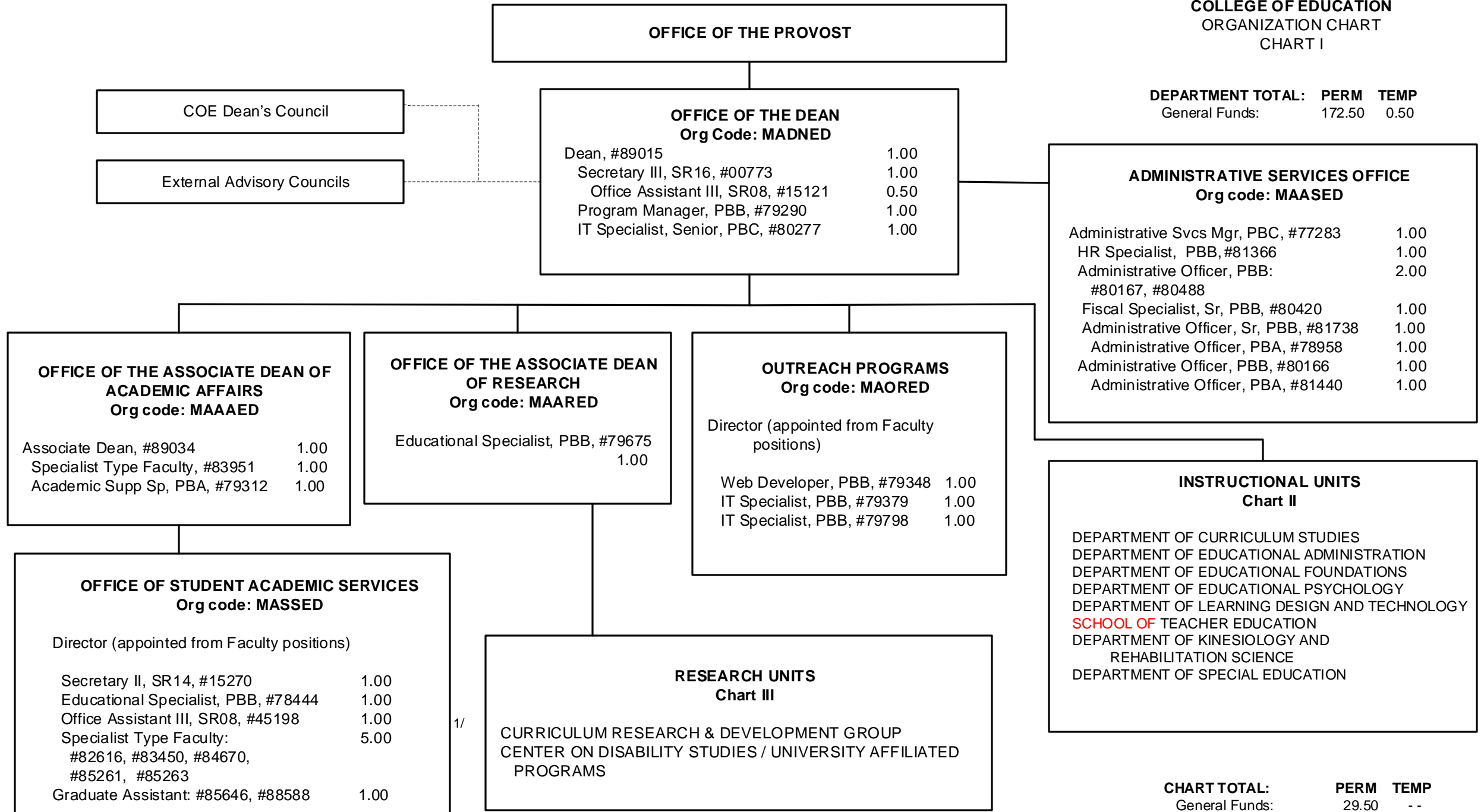
See attached.

3. SIGNATURES

Administrators	Enter Title and Typed Name	Signature	Date
EPP Head	Nathan Murata	<i>Nathan M Murata</i>	10/06/2022
Program Head	Jenny C. Wells	<i>Jenny C. Wells</i>	7/27/2022
Program Contact	Jenny C. Wells	<i>Jenny C. Wells</i>	7/27/2022

The following nine pages provide organizational charts with a description of the institution.

STATE OF HAWAII
 UNIVERSITY OF HAWAII
 UNIVERSITY OF HAWAII AT MĀNOA
 OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
 ORGANIZATION CHART
 CHART I



DEPARTMENT TOTAL: PERM TEMP
 General Funds: 172.50 0.50

CHART TOTAL: PERM TEMP
 General Funds: 29.50 --

1/ #45198 abolished, pending re-establishment, used with position #15121 - .25% FTE

OFFICE OF THE DEAN

INSTRUCTIONAL UNITS
 Org Code: MAIUED

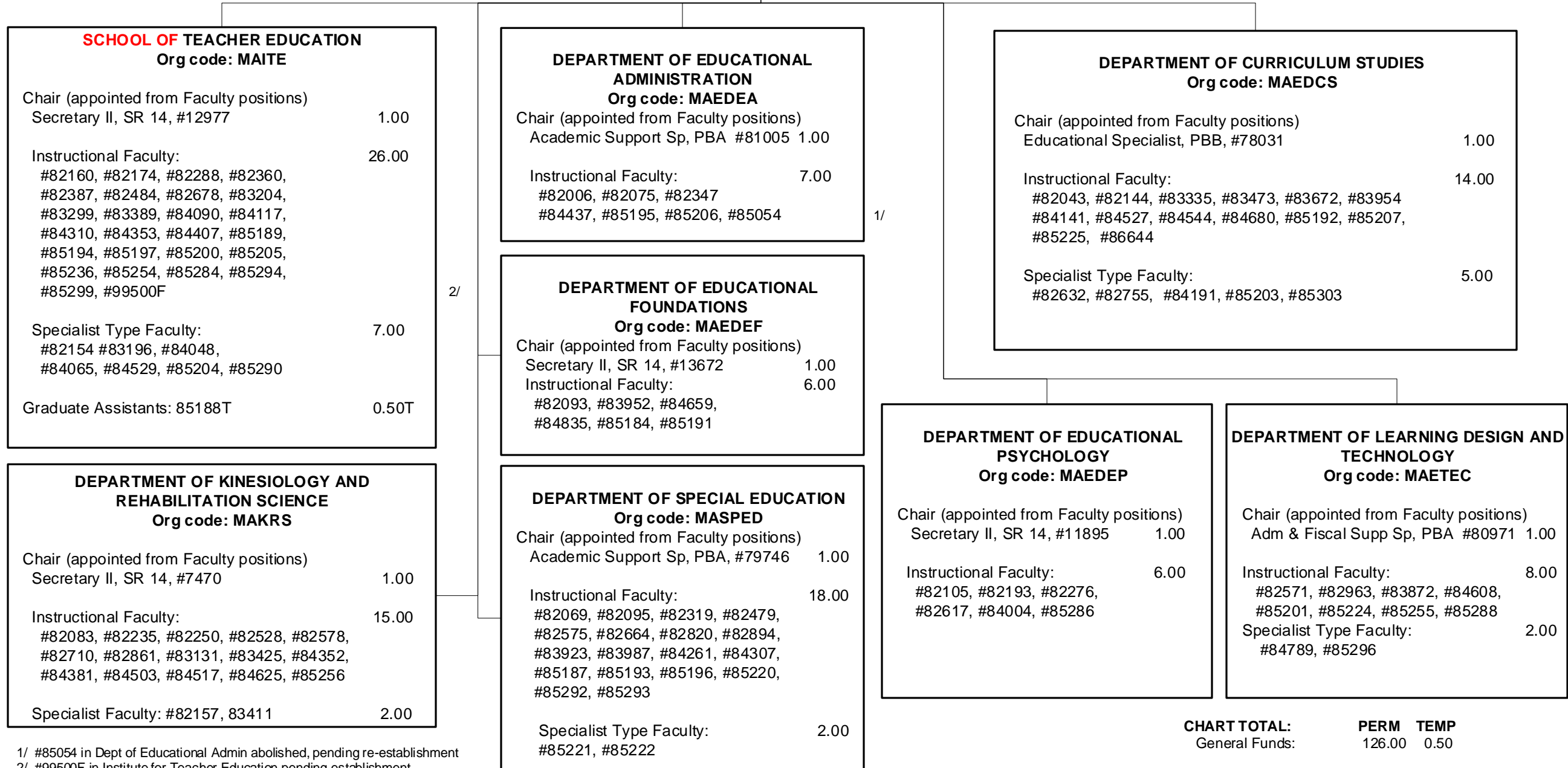


CHART TOTAL: **PERM** **TEMP**
 General Funds: 126.00 0.50

1/ #85054 in Dept of Educational Admin abolished, pending re-establishment
 2/ #99500F in Institute for Teacher Education pending establishment

OFFICE OF THE DEAN

OFFICE OF THE ASSOCIATE DEAN OF RESEARCH
 Org code: MAARED
 Associate Dean** 1/

RESEARCH UNITS
 Org Code: MARSED

CURRICULUM RESEARCH & DEVELOPMENT GROUP
 Org code: MACRDG

Director, #84077	1.00
Admin & Fiscal Support Spec, PBA, #79369	1.00
Instructional Faculty: #82333, #82950, #83995	3.00
IT Specialist, Sr, PBB, #80468	1.00
Media Specialist, PBB #79807	1.00
Office Assistant IV, SR10, #35206	1.00
Specialist Type Faculty: #82793, #84377, #84771, #85198, #85302	5.00
Administrative, Professional, Technical Positions	
Educational Associate, PBB, #80495	1.00
Operations Coordinator, PBB, #80228	1.00

UNIVERSITY LABORATORY SCHOOL
 Org Code: MAULAB
 Partnership

**CENTER ON DISABILITY STUDIES/
 UNIVERSITY AFFILIATED PROGRAMS**
 Org code: MACDS

Director (appointed from Faculty positions)

Specialist Type Faculty:
 #82272, #85199 2.00

CENTER ON DISABILITY STUDIES
 Org code: MAXCDS

Non-Appropriated Funds

**CURRICULUM RESEARCH &
 DEVELOPMENT GROUP**
 Org code: MAXCRD

Non-Appropriated Funds

CHART TOTAL: **PERM** **TEMP**
 General Funds: 17.00 - -

1/ Pending establishment of the Associate Dean

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION

FUNCTIONAL STATEMENT

OFFICE OF THE DEAN – Org Code: MADNED

The College of Education (COE) consists of educators who provide innovative and cutting-edge research and teaching in an effort to further the field of education, and to prepare educators and leaders in Hawai'i for future careers in teaching and leadership positions. Working in partnership with Hawai'i's Department of Education, Hawai'i Teachers Standards Board and private schools, the College of Education provides professional development and licensure opportunities for educators as well as prepares researchers and professionals for fields beyond Pre/K-12 education and in non-school settings.

The Office of the Dean directs, plans, coordinates, and supports the various departments and units within the College of Education in instruction, organized research, budget management, program and fiscal management, staff supervision, computer technology, community relations, grievance and litigation, travel, student services, and outreach programs.

Advisory Groups to the Dean:

COE Dean's Council: This group is comprised of COE Directors and Chairs and Dean's staff who advises the Dean in administrative, academic, and operational matters.

External Advisory Councils: These groups are comprised of educational constituents comprised of business, government and academic representatives who advise and work with the Dean on various academic and educational issues. These groups comprise of the Hawai'i State Teacher Standards Board (HTSB), Teacher Education Coordinating Committee (TECC), the Business Roundtable and others.

ADMINISTRATIVE SERVICES OFFICE – Org code: MAASED

In conjunction with the Dean, this office advises, manages, and administers:

- a. Budget development, allocation, and administration
- b. Accounting for resources
- c. Procurement and property management
- d. Personnel
- e. Other logistical support services

OFFICE OF THE ASSOCIATE DEAN OF ACADEMIC AFFAIRS–Org Code: MAAAED

Under the direction of the Dean, this office is responsible for planning, organizing, and administering:

- a. Academic program/course development, approval and evaluation
- b. Professional development for faculty and staff
- c. Facilities
- d. Assessment, accreditation and accountability
- e. Student academic services

Office of Student Academic Services – Org code: MASSED

Under the guidelines of the Associate Dean for Academic Affairs:

- a. Administers the functions of recruitment, application, selection, and admission of undergraduate and teacher licensure students and maintains accurate student records.
- b. Provides advising services, career guidance, and placement services to all students in the College.
- c. Conducts institutional research studies for program planning.

OUTREACH PROGRAMS – Org code: MAORED

Working with the Dean, this office plans, organizes, and implements:

- a. Delivery of College programs to the neighbor islands, remote areas on Oahu and other service areas via a mix of distance education initiatives and traditional delivery services which includes on-line programs and services
- b. Partnerships with appropriate educational agencies to support students at a distance.
- c. Professional development activities/programs for College faculty to infuse appropriate learning technologies throughout College programs
- d. College Collaboration Center oversight
- e. Manages and provides the College of Education with technical assistance in the areas of computer and classroom equipment, software, and student needs and requirements
- f. Works with other UH departments and external clients on mutually advantageous technological opportunities.

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
INSTRUCTIONAL UNITS

FUNCTIONAL STATEMENT

INSTRUCTIONAL UNITS – Org Code: MAIUED

Under the direction of the Dean, listed are the departments.

Department of Curriculum Studies – Org code: MAEDCS

- a. Provides graduate-level programs leading to M.Ed. in curriculum studies, Ph.D. specialization in curriculum and instruction, and M.Ed. in early childhood education.
- b. Provides instruction to support teacher preparation programs.

Department of Educational Administration – Org code: MAEDEA

- a. Provides graduate-level programs leading to M.Ed. in educational administration and Ph.D. specializations in educational administration and educational policy studies (jointly with Educational Foundations).
- b. Provides programs to prepare educational administrators and supervisors for administrative positions in K-12 and higher education.

Department of Educational Foundations – Org code: MAEDEF

- a. Provides graduate-level programs leading to M.Ed. in educational foundations and Ph.D. specializations in educational foundations, global and international education, and educational policy studies (jointly with Educational Administration).
- b. Provides instruction in educational foundations to support teacher preparation programs.

Department of Educational Psychology – Org code: MAEDEP

- a. Provides graduate-level programs leading to M.Ed. and Ph.D. in educational psychology to prepare individuals to conduct basic or applied research and evaluation in public and private educational settings.
- b. Provides instruction in educational psychology to support teacher preparation programs.

Department of Learning Design and Technology – Org code: MAETEC

- a. Provides graduate-level programs leading to M.Ed. and Ph.D. in learning design and technology to prepare individuals to optimize opportunities for learning of and through diverse technologies and media.
- b. Provides instruction in learning design and technology to support teacher preparation programs.

School of Teacher Education - Org code: MAITE

Provides teacher preparation and initial licensure programs as follows:

- a. Bachelor of Elementary Education (BEd)
- b. Bachelor of Secondary Education (BEd)
- c. Bachelor of Science in Health and Physical Education (BS)
- d. Post-baccalaureate Certificate in Secondary Education (PBCSE)
- e. Master of Education in Teaching (MEdT)

Department of Kinesiology and Rehabilitation Science - Org code: MAKRS

Provides undergraduate- and graduate-level programs as follows:

- a. Bachelor of Science (BS)
- b. Master of Science (MS) in Athletic Training
- c. Master of Science (MS) in Kinesiology and Rehabilitation Science
- d. PhD specialization in Kinesiology

Department of Special Education - Org code: MASPED

Provides undergraduate- and graduate-level programs to provide identification, assessment, and intervention strategies for persons with disabilities as follows:

- a. Post-baccalaureate Certificate in Special Education (PBSPED)
- b. Master of Education (MEd) in Special Education (Emphasis in mild/moderate disabilities or severe disabilities/autism)
- c. PhD Specialization in Exceptionalities

Provides undergraduate and graduate instruction in special education to support teacher preparation programs

Instructional units also:

- a. Provide professional development (e.g., courses, workshops, consultations) to assist education professionals in maintaining currency of knowledge, research, and practice in their fields.
- b. Share in development of program policy, curriculum, standards, and evaluation.
- c. Facilitate research and training related to teaching and learning.

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
RESEARCH UNITS

FUNCTIONAL STATEMENT

OFFICE OF THE ASSOCIATE DEAN OF RESEARCH – Org Code: MAARED

Under the direction of the Dean, this office is responsible for planning, organizing, and administering:

- a. Grant development, writing, and administration
- b. Coordination between academic programs and research projects
- c. Review of research units
- d. Conducts institutional research studies for program planning
- e. Tracks legislative initiatives that influence the College

RESEARCH UNITS – Org Code: MARSED

Curriculum Research & Development Group – Org code: MACRDG

- a. Conducts research and designs and tests more adequate models for educational programs.
- b. Serves the State school system in its programs of curriculum and student and teacher materials.
- c. Evaluates promising curriculum innovations and disseminates the information to schools.
- d. Provides a research base, including a laboratory school, for a variety of educational research and development programs.
- e. Conducts research on the process of curriculum and school change.

University Laboratory School – Org Code: MAULAB

The University Laboratory School is a public charter school that operates in partnership with the UHM Curriculum Research and Develop Group under an agreement with its Local School Board. The school serves as an experimental site for researching and developing innovation in teaching, learning, and assessment in grades K-12.

Curriculum Research & Development Group – Non-appropriated funds – Org Code: MAXCRD

The CRDG receives many extramural projects to meet the goals as stated above.

Center on Disability Studies/University Affiliated Programs - Org code: MACDS

Supports the quality of life, community inclusion, and self-determination of all persons with disabilities and their families by:

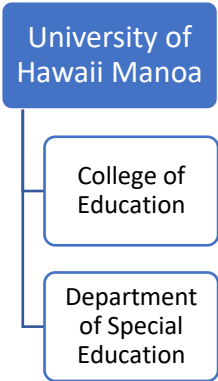
- a. Providing interdisciplinary training and student mentorship, through targeted course-work and certificate programs at the undergraduate and graduate levels,

- b. Conducting interdisciplinary research, demonstration, evaluation projects impacting upon policy, procedure and practice across special health, human service and education disciplines,
- c. Conducting interdisciplinary community and university service activities which result in an improved quality of life for persons with special health, human service and education needs,
- d. Developing research products, training materials, and media software/video formats,
- e. Planning and conducting interdisciplinary national and regional conferences, institutes, and forums,
- f. Disseminating information regarding research-based practices in the State of Hawai'i, the Pacific Region, the U.S. mainland, and internationally.

Center on Disability Studies – Non-appropriated funds – Org Code: MAXCDS

The CDS receives many extramural projects and funding to meet the goals of the Center as stated above.

2. PROGRAM ORGANIZATION AND JUSTIFICATION



Justification for implementing the program. Summarize the current market for this program’s completers employment outlook and any other contexts that shape the program.

- Reading Proficiency in students with disabilities has consistently been below 15% in statewide assessments in Hawaii where proficiency scores of students without disabilities are above 50%. Research indicates that with intensive training, special educators can substantially increase the reading proficiency in students with disabilities. Reducing this significant gap in performance of reading proficiency in students with disabilities is on the Hawaii Department of Education (HIDOE) strategic plan and is a priority of the state administrators for special education. HIDOE Special Education administrators requested that the Department of Special Education at the University of Hawaii Manoa develop an intensive reading intervention program to train current special educators across the state to remediate the significant reading deficits that are chronically seen across the state in the reading proficiency of students with disabilities.
- This Reading Interventionist program developed by the University of Hawaii, Department of Special Education in collaboration with the Hawaii Department of Education is a one year, 18 credit, sequence of courses with integrated practicums that meets all of the International Dyslexia Association requirements for program completers to sit for the Center for Effective Reading Instruction (CERI) national exam for **Reading Specialist Certification: Knowledge and Practice Examination for Effective Reading Instruction (KPEERI)**.
- Special Education Teachers completing this program will be prepared for and experienced in:
 - Providing high quality evidence-based diagnostic-prescriptive reading instruction
 - Using data to design and implement reading instruction to bring students’ skills to grade-level

- Collaborating and communicating with teachers, administration, and families regarding students' reading performance and program planning
- Using identified research-based interventions focused specifically on individual student needs
- Supporting implementation of assessment tools and data management systems
- Maintaining data-based documentation of continuous monitoring of student reading performance and progress
- Providing data to school teams and participating in decisions about student reading progress
- Providing diagnostic assessments for students as needed