

New Business Item 23-34

Introduced March 15, 2024

Approved March 15, 2024

TITLE: Approval of the University of Hawai'i at Mānoa's Letter of Intent to Plan a Special Education Teacher Leader Added Field Program

The Hawai'i Teacher Standards Board (HTSB) accepts the attached Letter of Intent (LOI) application from the University of Hawai'i at Mānoa (UHM) College of Education to plan a new Teacher Leader add-a-field licensure program in Special Education.

The completion of the planned M.Ed. Leadership and Research track will lead to adding the Teacher Leader licensure field. This program will be designed for Special Education licensed teachers in the Hawai'i Department of Education and other Special Education leaders in Hawai'i (see LOI, p. 15).

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 LOI. Upon submission, the HTSB staff will assemble a Program Review Committee to review the UHM Teacher Leader Program.

The Educator Preparation Program may not advertise their program as an HTSB approved licensure program until such time that Provisional Approval is granted by the HTSB.

Rationale/Background:

According to UHM's LOI Application (p. 13):

To our knowledge, we will be the first program to offer a program that leads to adding a field of "Teacher Leader" specifically designed to support the development of special education teacher leaders. Special Education teacher leaders are unique in that not only will they have the skills of other teacher leaders such as being "prepared with the knowledge and skills to assume educational leadership roles in various school and community contexts [and] conduct and disseminate research to inform Teacher Leadership," (Curriculum Studies, n.d.), but also have the knowledge of special education law and compliance that can be used to support school administrators. Further, special education teacher leaders will be equipped with the necessary skills and knowledge to communicate effectively with other stakeholders (e.g., parents, teachers) to support and advocate for high quality services for students with disabilities.

UHM currently has an HTSB approved Teacher Leader add-a-field program outlined in [NBI 15-12](#). This program was approved by the Board on November 13, 2015. This Teacher Leader program leads to a M.Ed. in Curriculum Studies: Teacher Leader Concentration or a M.Ed. in Educational Foundations: Teacher Leader Concentration.

Cost:

HTSB will assemble a Program Review Committee comprised of three (3) content experts in Special Education Leadership. Each review team member will be paid \$500 to review this program. Total cost will be (3 x \$500) \$1,500.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee



HAWAI'I TEACHER
STANDARDS BOARD

**Educator Preparation Provider
Letter of Intent Application**

University of Hawai'i at Mānoa
Department of Special Education
February 5, 2024

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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 Murata
Position	Dean, College of Education
Phone	808.956.7704
Email	nmurata@hawaii.edu

EPP Liaison for HTSB Communication	
Name	Sara Cook
Position	Associate Professor
Phone	808.265.1680
Email	cothren@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

<p>Provide your institution's vision, mission, and goals.</p> <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

<p>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).</p> <p>Brief history of the University of Hawai'i at Mānoa</p> <p>According to the University of Hawai'i at Mānoa (UHM) 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.)</p> <p>History of the College of Education</p> <p>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.</p>

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 UHM 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 pursuing 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 UHM (Management Analysis Center, INC., 1971). Today, the Department employs 30 full-time and 10 part-time faculty (see Table 6) We offer several options for initial licensure (see Table 5) with several programs available for students statewide. We also offer an MEd and PhD program. The MEd program is fully online.

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 n	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	7

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
Is 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
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.	
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.	
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.	
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.	x
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.	

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.
Teacher Leader	--	Masters in Education

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		
Online: synchronous learning		
Online: asynchronous learning		
Online Hybrid: synchronous and asynchronous	x	
Other (please describe):		

Program Justification

Program Description

Briefly describe your proposed program, licensure program, and grade level span (300 words maximum).
<p>The MEd in Special Education at the University of Hawai'i at Mānoa is an accredited statewide program. In 2021, the College's Advanced Programs received a full seven-year accreditation from the Association for Advancing Quality in Educator Preparation (AAQEP) with no conditions or areas of concern, which attests to the quality of the program's pedagogical approach to preparing special education personnel. The MEd in Special Education offers two tracks: Applied Behavior Analysis (leading to BCBA, Board Certified Behavior Analyst) and Leadership and Research.</p> <p>We propose that students who complete the MEd Leadership and Research track are able to earn an add-a-field of teacher leader. This program provides graduate students the opportunity to develop special education teacher leadership in three distinct areas: Foundations of Special Education, Evidence-Based Practices, and Leadership and Collaboration. Field-based leadership activities are scaffolded and embedded across all topic areas. The goals of this program are to develop teacher leaders who are able to:</p> <ol style="list-style-type: none"> 1. Plan and implement special education services that meet the requirements of special education law and policy 2. Engage in and support data-based individualization 3. Support research to practice in their roles as teacher leaders 4. Collaborate, network, and/or provide support to stakeholders in special education to ensure students with disabilities receive high-quality education and related services; 5. Apply assets-based pedagogical approaches (e.g., culturally sustaining pedagogy) to support culturally and linguistically diverse students and families.

Program Significance

Describe how your proposed program will address the HDOE and HIPCS educational needs and strategic plans. Cite quantitative and qualitative data and academic research to support your response (500 words maximum).
<p>High-quality education for students and the development of a strong educator workforce are major priorities for the HDOE strategic plan. The MEd in Special Education Leadership and Research with the "Teacher Leader Add-a-Field," directly targets these areas.</p> <p>Consistent with national trends (Billingsley, 2004; Billingsley & Bettini, 2019; McLeskey et al., 2004), there is a chronic shortage of special education teachers and related services personnel in the state with ten percent of special education positions filled by a teacher who has not completed a State Approved Teacher Education Program (HDOE, 2022b). Special education is the only discipline/subject area in Hawai'i with a documented teacher shortage for every year that data were reported from 1990 to 2022 (US Department of Education, 2022).</p> <p>Hawai'i is ranked the most diverse US state with a 76% diversity index (Hubbard, 2021). Approximately 24% percent of Hawaii's public school students have identified as Hawaiian/Part-Hawaiian, 24% Filipino, 21% White, 16% Asian, 11% Pacific Islander, 3% Black, 2% Hispanic, and 2% each for "two or more" ethnicities and American Indian/Alaskan Native (HDOE, 2022a). Increasing the diversity of classroom teachers and preparing all educators to serve CLD students with disabilities is a priority. When taught by teachers who "look like</p>

them,” culturally diverse students may have additional learning opportunities, develop more positive teacher-student relationships, and receive more culturally relevant instruction (e.g., Egalite & Kisida, 2018; Lindsay & Hart, 2017; Redding, 2019). In Hawai‘i, Native Hawaiian/Pacific Island students are disproportionately represented for special education services under the categories of intellectual disability, specific learning disability, emotional disturbance, and Other Health Disability (HIDOE, 2021) and this same group represented 47% of special education students who were suspended (Special Education Advisory Council Annual Report, 2021). The overrepresentation of Native Hawaiian and other Pacific Island students in special education in Hawai‘i further emphasizes the need for culturally diverse special educators who have expertise in special education and assets-based pedagogical practices.

Although Principals play a critical role in developing and supporting inclusive reform efforts, including ensuring **high-quality programming for students with disabilities** (Billingsley & Banks, 2018), special education personnel are also essential to providing formal (e.g., department chair, district-level specialist) and informal (i.e., classroom teachers who support others to improve teaching and learning) leadership using their professional expertise (Maggin et al., 2020). Special education personnel can mentor new teachers, collaborate with stakeholders to advocate for students, and provide professional development on special education policy and practices (Billingsley, 2007). Building the capacity of special education teacher leaders through advanced personnel preparation is vital for ensuring high-quality services for students with disabilities (Cornelius & Gustafson, 2021). Providing additional training and professional development opportunities for special education teachers to serve as **teacher leaders** 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).

We recognize that the other departments (e.g., Curriculum Studies, Educational Foundations) in the UHM COE and across our state (e.g., University of Hawai‘i Hilo) offer programs that will allow students to add the field “Teacher Leader” to their existing Hawai‘i Teaching license.

To our knowledge, **we will be the first program to offer a program that leads to adding a field of “Teacher Leader” specifically designed to support the development of special education teacher leaders.** Special Education teacher leaders are unique in that not only will they have the skills of other teacher leaders such as being “prepared with the knowledge and skills to assume educational leadership roles in various school and community contexts [and] conduct and disseminate research to inform Teacher Leadership,” (Curriculum Studies, n.d.), but also have the knowledge of special education law and compliance that can be used to support school administrators. Further, special education teacher leaders will be equipped with the necessary skills and knowledge to communicate effectively with other stakeholders (e.g., parents, teachers) to support and advocate for high quality services for students with disabilities.

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 MEd Leadership and Research Track with the “Teacher-Leader Add-a-field” will complement our department’s initial licensure programs by providing graduates a deeper understanding of three pivotal areas of special education:

Foundations of Special Education: Whereas initial special education licensure programs provide teacher candidates with the necessary information and skills for providing high-quality special education services for students with disabilities, scholars in this graduate program examine historical foundations of special education, including landmark events, classic articles, and influential work, and also deepen their understanding of case law, historical and current legislation, and policy to articulate the essential requirements of special education services to a variety of stakeholders and know how to differentiate curriculum and instruction while maintaining high expectations for students with disabilities.

Scholars will learn culturally relevant approaches for teaching students and collaborating with stakeholders. Assets-based approaches for equity and inclusion for CLD students promote student-centered approaches to instruction and assessment (Ladson-Billings, 2014). These approaches, including culturally sustaining pedagogy and culturally revitalizing pedagogies that align with Native Hawaiian and indigenous education, emphasize the perpetuation of culture as a central aspect of schooling, foster cultural pluralism, and recognize students' cultures as dynamic and evolving (Kanaʻiapuni et al., 2017; McCarty & Lee, 2014; Paris & Alim, 2014).

Evidence-Based Practices (EBPs): Initial teacher licensure programs support new practitioners in implementing EBPs for students with disabilities to improve educational outcomes. Scholars in this graduate program will learn how EBPs/HLPs are identified for students with disabilities, and further develop their skills in implementing effective practices with fidelity using data-based and individualized decision-making and considerations for providing culturally responsive instruction. Scholars will learn the importance of implementing core elements of EBPs with fidelity (Kretlow & Blatz, 2011), adapting non-core elements to address learner characteristics and needs (Cook & Rao, 2018; Johnson & McMaster, 2013), and monitoring progress through data-based individualization (National Center on Intensive Intervention, 2013).

Leadership and Collaboration. Special education teacher leaders have a unique opportunity to support administrators and other stakeholders in school-level inclusive reform initiatives. To serve in this capacity, scholars will need to learn to disseminate information in culturally appropriate ways through collaboration, mentorship, and professional development (Billingsley, 2007).

Collaborative relationships between teachers, administrators, and parents shape school climate (Garcia & Weiss, 2019). Special education teachers, based on their skills and expertise, engage in various collaborative relationships, including collaborating at IEP meetings and supporting general education teachers with accommodations (Maggin et al., 2020). Teacher voice and influence also impact school climate (Garcia & Weiss, 2019). Building collaborative special education teacher leaders can positively impact school climate and teacher retention. These teacher leaders improve teaching and learning by modeling effective practices and sharing knowledge. Scholars will develop knowledge and skills in supporting and sustaining the implementation of effective practices for students with disabilities. As collaborative leaders, they will also support school personnel in implementing effective practices and build capacity at the school level by learning how to provide high-quality professional development and mentoring through the use of effective instructional coaching techniques (e.g., modeling, performance feedback, effective questioning).

Program Partnerships

Describe how you plan to select, prepare, evaluate, support, and retain partnership schools (300 words maximum).
<p>Scholars enter this program with an initial license and will be current special education teachers in the HDOE; therefore we will not formally identify specific school partnerships specifically for this program. We will however reach out to current partners to inform them of this program in order to recruit potential special education leaders across our state.</p> <p>In addition, we have collaborated with HDOE leaders to identify specific areas of need (i.e., IDEA compliance, procedures, implementation, and specially designed instruction for students with disabilities) to incorporate into this program. We will also collaborate with the HDOE Teacher Induction Center to identify meaningful opportunities for scholars 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 HDOE initiatives.</p>

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

Provide a list of existing HDOE 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	Chieffess 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 Kamakahalei Middle Eleele 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
Lānaʻi	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
Molokaʻi	Hana-Lahainaluna-Lanai-Molokai	Kaunakakai Elementary School
Oʻahu	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'alae 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 Kawananakoa Middle School Kuhio Elementary School Lanakila Elementary School Mae mae Elementary School Manoa 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
	Pearl City-Waipahu	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
	Campbell-Kapolei	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 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

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 HDOE or HPCS.			
Completer Year	Number of program completers in Special Education Licensure Programs	Number of teachers currently employed in the HDOE	Number of teachers currently employed in the HPCS
2018	74	We are currently updating this data across all programs and will include in the program review	
2019	53		

2020	92	proposal. Please see below for retention data for Masters degree programs.
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	--	<ul style="list-style-type: none"> one student moved out of state
2019	8	6	--	<ul style="list-style-type: none"> one moved out of state
2020	15	12	1	
2021	7	5	1	<ul style="list-style-type: none"> one moved out of state
2022	Did not have a cohort graduate in 2022			
2023	11	10	1	

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

Completer Year	Number of program completers in MASTERS of EDUCATION in Special Education* (Interdisciplinary/Leadership and Research, Literacy Tracks)**	Number of teachers currently employed in the HIDEOE	Number of teachers currently employed in the HIPCS
2018	5	3	

2019	40	25	1
2020	8	4	--
2021	9	6	--
2022	10	8	--

*MEd is a not an initial licensure program. These completers do NOT include MEd students in the BCBA track

**preliminary data from DOE database search. The team is continuing to follow up with others not identified in HIDOE search (e.g., not found due to name changes) to include in 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).

Scholars 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 the HIDOE Teacher Induction Center) to identify meaningful opportunities for scholars 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?

We anticipate scholars will need 24 months to complete this program. More specifically, scholars will complete the following courses to meet requirements for the Teacher-Leader Add-a-field:

1. MED Core Courses (10 credits). The following courses are completed by all students enrolled in the MEd in Special Education:
 - SPED 602: Special Education Law and Compliance (3)
 - SPED 641b: Seminar on Issues in Special Education (3)
 - SPED 642: Seminar on Applied Research in Special Education (3)
 - SPED 695*: Plan B Project (1)
2. Special Education Leadership and Research Track Courses (15 credits. The following courses are completed by students who enroll in the Leadership and Research Track:
 - SPED 641d: Seminar in Issues in Special Education (Foundations)
 - SPED 641f: Seminar in Issues in Special Education (Cultural & Linguistic Diversity)
 - SPED 641g: Seminar in Issues in Special Education (Evidence-based Practices)
 - SPED 643: Seminar in Special Education Leadership
 - SPED 688: Research Practicum in Special Education
3. Field-Based Leadership Courses: Whereas traditional Leadership and Research Track scholars are able to enroll in two electives to complete the 31 credit program (e.g., SPED 699/Directed Research, courses offered in SPED Department or COE), scholars who are interested in also **adding a field of teacher leader** will take SPED 629: Clinical Practice Special Projects twice (for total of 6 credits;). These hours will allow scholars to practice and apply special education teacher leader skills learned throughout MEd Core and Leadership and Research Track Courses in the field. It is important to note that the MEd in Special Education/Leadership and Research track was designed to develop special education teacher leaders. The requirements of the six elective credits will provide additional job-embedded leadership experience to meet the add-a-field requirements.

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

Approximately: \$10, 075 per year/\$20,150 TOTAL

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 Department has received a \$1 million dollar OSEP grant for the MEd Leadership and Research Track. Therefore, for the first two cohorts of this program (i.e., cohorts admitted in 2025/26 and 2027/28), scholars will be provided with a tuition stipend. OSEP requires them to teach in the field of special education for two years.

After the federal funding, students may be able to receive Merit Stipends from the Department of Special Education, depending on available funds.

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

Scholars will need to obtain the professional liability insurance that is required for their HDOE teaching position.

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

We will contact leaders in the HDOE and related services agencies that provide disability services in Hawai'i to seek assistance in our recruitment of high-quality applicants from underrepresented groups, including individuals with disabilities (see letters of support in Appendix D). We will contact colleagues and collaborators in the HDOE and at other agencies on all islands of Hawai'i; post recruitment information on the UHM-COE Department of Special Education website and social media pages; and advertise via conferences in Hawai'i (e.g., Hawaii Council for Exceptional Children, Special Parent Information Conference; Pacific Rim International Conference on Disability and Diversity). 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. For example, to actively recruit Native Hawaiian educators, we will ask colleagues from COE's 'Āinahou Council (Native Hawaiian Council) to disseminate information to their networks. We will advertise for project applicants at UHM's Office of Multicultural Student Services (for students of underrepresented groups), Kokua Program (Office of Student Disability Services), and Native Hawaiian Student Services (for students of Hawaiian ancestry). We will use COE alumni listservs to reach out to former graduates of our Post-Baccalaureate (PB) programs (i.e., PB in Mild/Moderate disabilities, PB in Extensive Support Needs), many of whom work in educational positions on various islands of Hawai'i. The availability of financial support for MEd training in special education at UHM has historically attracted large and diverse applicant pools.

The COE at UHM 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 MEd 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 February 1, 2025 priority deadline or apply by the final March 1, 2025 dea. This will allow students to begin the program in Summer 2025.

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

We anticipate enrolling 15 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 the opportunity for MEd Special Education Leadership and Research to add “Teacher Leader” to their existing license will increase the interest in our MEd program and support the *retention* of licensed special education teachers in our state. The preparation of special education teacher leaders in schools across the state equips more educators with essential skills and can enhance programming for students with disabilities. Special education teacher leaders can assist in developing and sustaining supportive working environments for all teachers and providing necessary mentoring for new educators can result in retaining more teachers and reduce the HDOE teacher shortage. In addition, this 31 credit program will provide academic credits to support HDOE 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

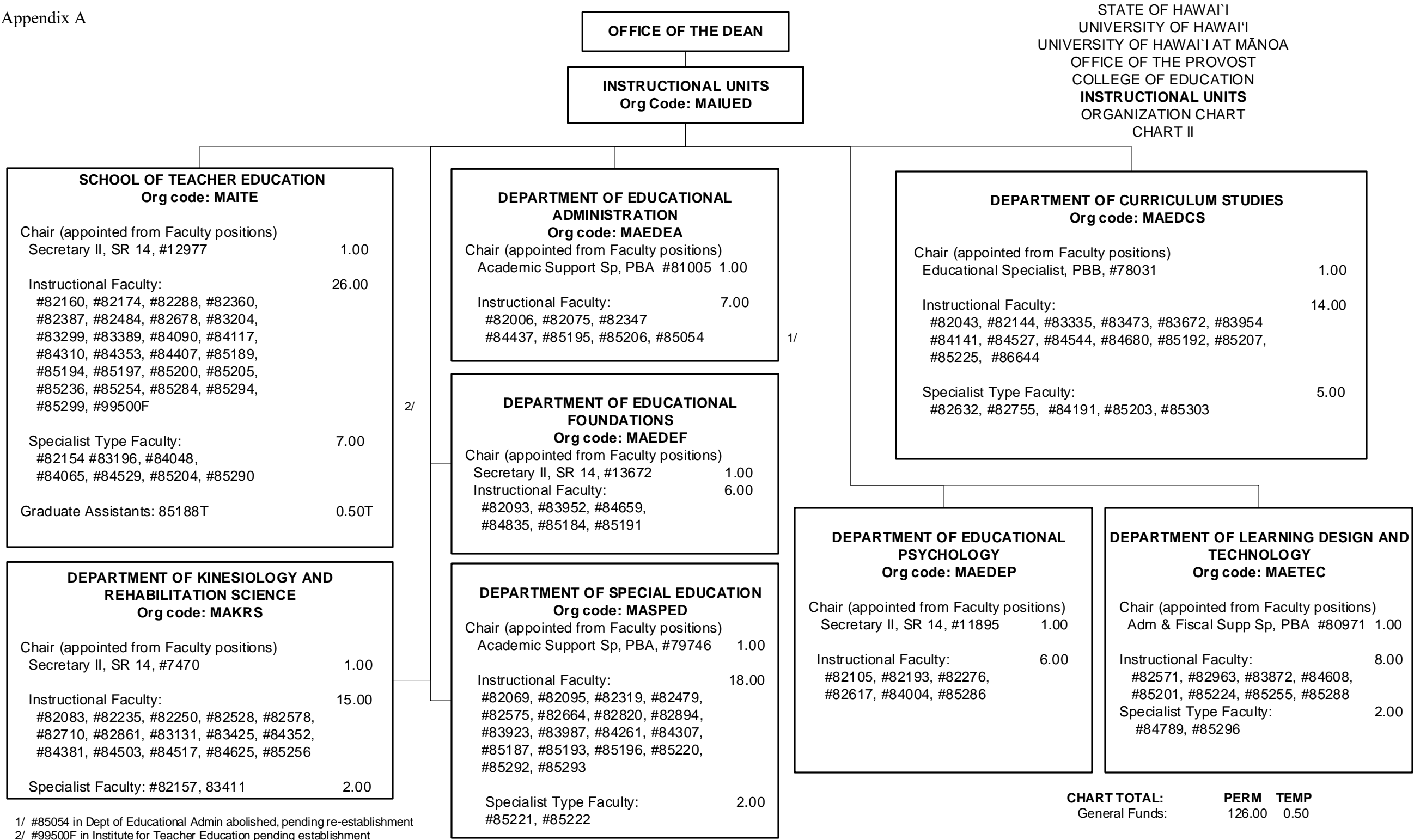
Name	Sara Cook
Position	Associate Professor
Telephone Number	808.265.1680
Email	cothren@hawaii.edu

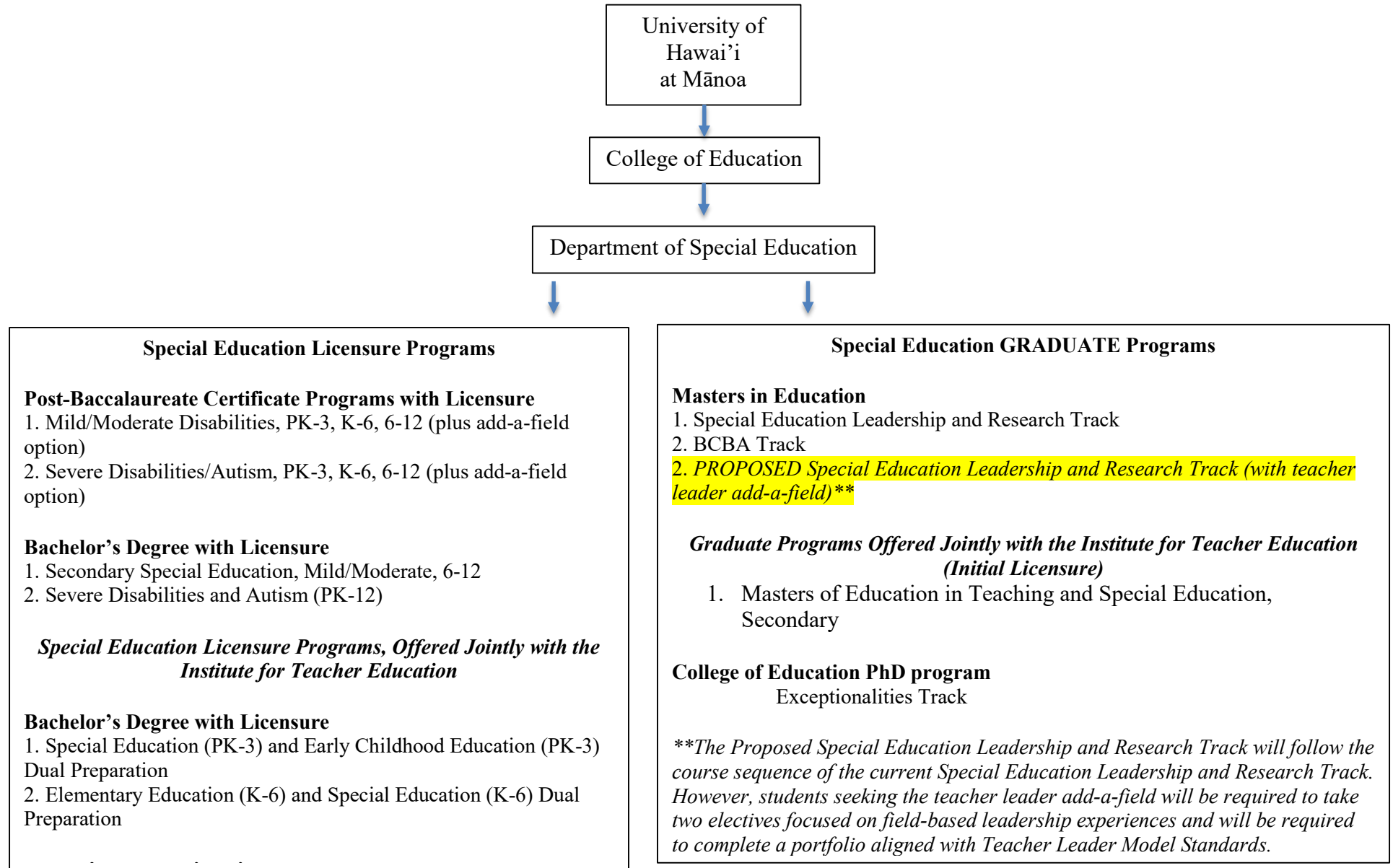
Contact person should there be any questions about the application.

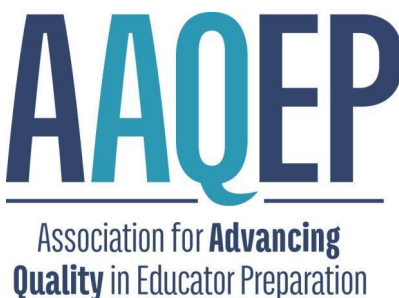
Name	Sara Cook
Position	Associate Professor
Telephone Number	808.265.1680
Email	cothren@hawaii.edu

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	February 5, 2024







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".

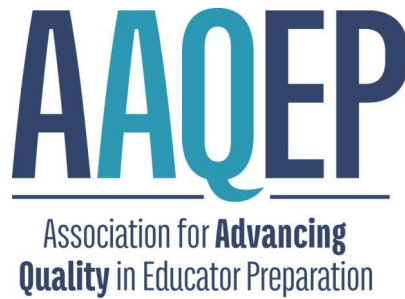
Mark LaCelle-Peterson, Ed.D.
President and CEO

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



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 initial licensure 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 initial licensure 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
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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 HIDEO.

The HIDEO 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 HIDEO 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 HIDEO and its policies, procedures, rules and regulations applicable to their conduct while in the HIDEO.
- 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 HIDEO.

The Preparation Program and the HIDEO agree:

- 3.1 That the number of Candidates placed in the HIDEO, 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 HIDEO.
- 3.3 That the HIDEO may exclude from participation any Candidate whose performance is determined to be detrimental to the HIDEO's students; who fails to comply with proper channels of communications or established HIDEO policies and procedures; or whose performance is otherwise unsatisfactory, including any Candidate who is unable to maintain compatible working relationships with the HIDEO 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

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)

Student Population and Demographics

UHM COE Student Demographics

Ethnicity by Gender and Degree

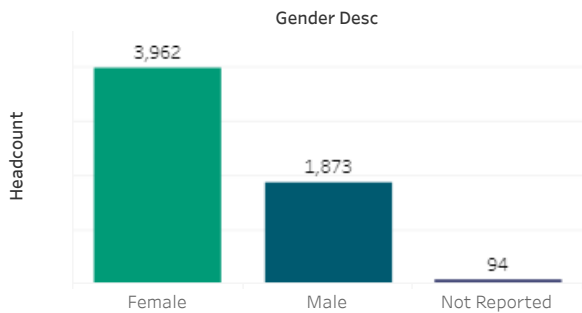
Click any bar to view ethnicity for sub-sets; Click again to return to the full set

Academic Year
(All) ▼

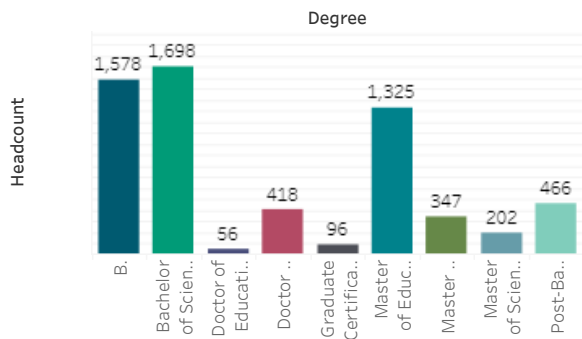
Degree
(All) ▼

Program Desc
(All) ▼

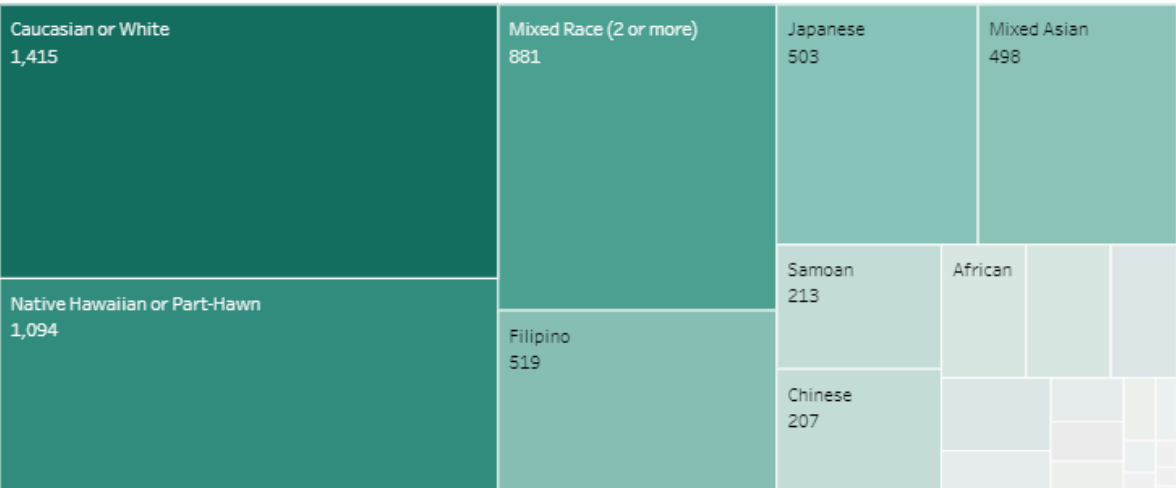
Gender



Degree



Ethnicity

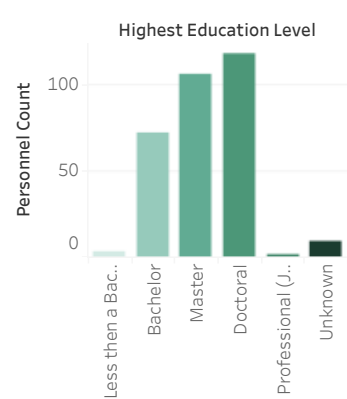


Faculty & Staff Demographics

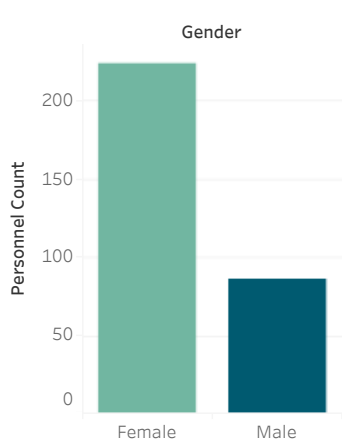
UHM College of Education Personnel

Ethnicity by Highest Education Level, Gender, and Employee Type
Click any data bar to view ethnicity for sub-sets; Click again to return to the full set

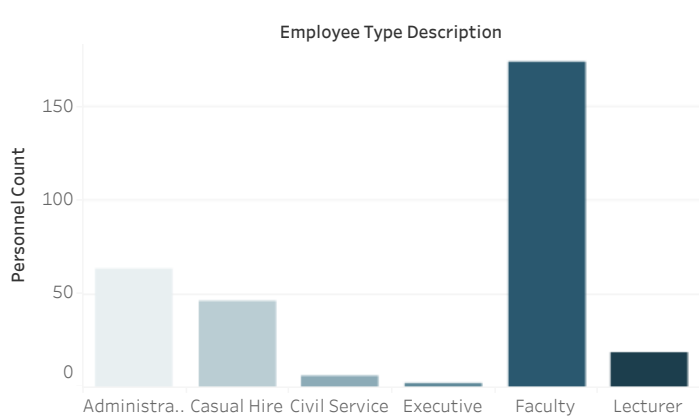
Count by Highest Degree Level



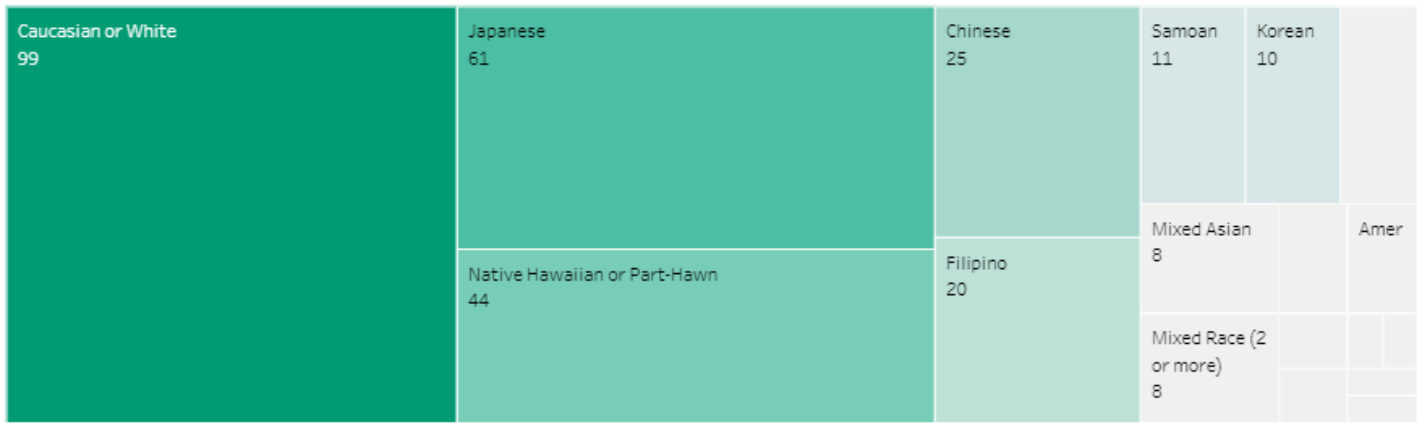
Count by Gender



Count by Position Type



Ethnicity



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