

**TITLE: Approval of Modifications to the University of Hawai'i at Mānoa's
Master of Education in Teaching Initial Dual Preparation Licensure
Program**

The Hawai'i Teacher Standards Board (HTSB) approves the modifications to the University of Hawai'i at Mānoa's (UH Mānoa) Master of Education in Teaching (MEdT) initial dual preparation licensure program.

The proposed modification will broaden the grade level range of the current MEdT Secondary (6-12) and Secondary Special Education (Mild/Moderate) (6-12) dual preparation track to create a separate dual preparation track of Elementary Education (K-6) and Special Education (Mild/Moderate) (K-6). UH Mānoa's MEdT has a single licensure program in Elementary Education. This modification will utilize existing courses from the current MEdT Elementary (K-6) and MEdT in Special Education (Mild/Moderate) (K-6) to enhance UH Mānoa's existing MEdT initial dual preparation licensure program.

UH Mānoa's Interim Vice Provost for Academic Excellence has approved this program modification.

Rationale/Background:

The MEdT initial dual preparation licensure program at UH Mānoa is a two-year, field-based initiative for individuals with a bachelor's degree in a non-education field who want to pursue a teaching career. Teacher candidates who successfully meet the MEdT dual preparation program requirements will earn initial licensure in Elementary Education (K-6) and Special Education (Mild/Moderate) (K-6) and a master's degree.

Specific modifications are written in the attached University of Hawai'i at Mānoa's Educator Preparation Provider Modification Application.

Cost: All costs are included in the current staff job duties/responsibilities.

Submitted by: Kristi Miyamae

Referred to: Teacher Education Committee



HAWAI'I TEACHER
STANDARDS BOARD

Educator Preparation Provider Program Modification Application

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Introduction

The Hawai'i Teacher Standards Board (HTSB) is the state authorizing agency that approves and oversees educator preparation programs in Hawai'i (Hawaii Administrative Rules [HAR] [§8-54-18](#)) and to approve modifications made by the Educator Preparation Provider (EPP) ([HAR §8-54-27](#)). There are three types of modifications with distinct processes.

1. **Program Elimination.** An EPP will no longer provide a pathway for a designated licensure field. To submit a program elimination modification request, the EPP shall submit in writing on the EPP official letterhead addressed to the HTSB Board Chair and HTSB Executive Director. The letter shall include:
 - a. the licensure program and licensure fields that will be eliminated;
 - b. reasons for elimination;
 - c. assurances on how the EPP will support any currently enrolled candidates to complete the program;
 - d. the effective date of program elimination; and
 - e. the name and contact information representing the EPP should there be any questions.

2. **Minor Modifications.** An EPP has changed the approved licensure program, but that change does not substantively alter the program. Please read the list of EPP and program changes to determine if they are minor or major modifications. To submit a minor modification request, the EPP shall submit the modification in their HTSB Annual Report.

3. **Major Modifications.** An EPP has made substantive changes to the approved licensure programs. These substantive changes are in the following areas:
 - a. EPP Change(s)
 - i. EPP name
 - ii. EPP organization/structure.
 - iii. EPP ownership or legal status.
 - iv. EPP vision, mission, and goals.

 - b. Program Change(s)
 - i. Degree level or licensure pathway of the program (e.g., switching from an academic degree to a certificate program, initial licensure to Add a Teaching Field).
 - ii. Core curriculum (e.g., sequence of instruction, changes in verifying content knowledge, basic skills, and Hawai'i specific requirements, adjustment of credit hours for program completion).
 - iii. Courses (e.g., adding, deleting, replacing courses).
 - iv. Clinical experiences (e.g., sequence, structure, or length of clinical experience to meet the Hawai'i requirement) .

- v. Change in grade level band (e.g., adding/removing preschool from elementary education).
- vi. Other (described by the EPP).

To submit a major modification request, the EPP shall use the major modification application template.

Directions

1. Please read the entire application and complete all prompts. Incomplete applications and missing appendices will be returned.
2. This application is designed for EPP and program modifications to existing licensure programs.
3. HTSB will not accept any URLs or direct links to information. Please describe any information within the prompt and given word count. The prompt requesting the public website page may be submitted as a live URL.
4. Save the file as InstitutionName_Modification_LicenseFieldName_date.
5. Please submit a copy of the program modification application in Microsoft Word and PDF to the emails below. All appendices shall be submitted as a PDF file.

Executive Director: Felicia Villalobos
Email: felicia.villalobos@hawaii.gov

Licensing Specialist: Dr. Jennifer
Padua Email:
jennifer.padua@hawaii.gov

Overview of Educator Preparation Provider Modification Process

Educator Preparation Program Modification Process

(Hawaii Administrative Rules [§8-54-27](#)) (as of 11/2023)



HAWAII TEACHER
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1 Contact HTSB Staff

- The Educator Preparation Program (EPP) shall contact the HTSB designated staff to determine if the change(s) are one of the following: Program Elimination, Minor Program Modification, Major Program Modification.
- If the changes are considered a Major Modification, the EPP will proceed with submitting a EPP Modification Application.

2 EPP Submits Program Modification Application

- The HTSB designee will review the application and provide any feedback to the EPP
- Upon completion, the HTSB designee will submit a New Business Item (NBI).
- The NBI will be posted on the designated HTSB Board Agendas.

3 HTSB Board Approval of Program Modification

- Initial reading of the NBI occurs at the Teacher Education Committee (TEC) at the HTSB Board meeting.
- Upon approval, the TEC will recommend the NBI to the full HTSB Board members at the General Business Meeting. If the TEC disapproves the NBI, then no recommendation will be given to the full HTSB Board.
- The full HTSB Board votes to approve, deny, or offer recommendations to the NBI.
- Upon Board approval, the EPP will be granted program modification start implementation according to the NBI.
- The EPP is responsible for notifying their accreditor of their approval of the program modification application.

Key Terms

Term	Definition
Add a Field Program	Add a Field programs are designed to prepare existing licensed educators to add another licensure field to their current license. (§8-54-24).
Alternative Certification Program	Alternative certification program is a for-profit or non-profit organization offering a teacher licensure program for individuals who have earned a baccalaureate degree.
Alternative Route	Teacher preparation programs at institutions of higher education that offer a pathway to initial teacher licensure for individuals who have earned a baccalaureate degree.
Educator Preparation Provider	An organization, college, or university that provides a teacher licensure program for future or current teachers.
Institute of Higher Education	An institution of higher education (IHE) is a college or university that offers post-secondary courses for individuals interested in earning an academic degree.
Teacher Candidate	A college student or an Emergency Hire Teacher enrolled in a teacher education program and pursuing a teacher license.
Traditional Program	A traditional program at an IHE that offers a state-approved teacher education program where teacher candidates will earn an academic degree and teacher licensure recommendation upon successful program completion.

Abbreviations

Abbreviation	Meaning
ACP	Alternative Certification Program
BA	Bachelor of Arts
BS	Bachelor of Science
BEd	Bachelor of Education
EPP	Educator Preparation Provider
HTSB	Hawaii'i Teacher Standards Board
IHE	Institution of Higher Education
LOI	Letter of Intent
MA	Master of Arts
MEd	Master of Education
MEdT	Master of Education in Teaching
MS	Master of Science

PB-Cert	Post-baccalaureate Certificate
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SATEP	State Approved Teacher Education Program
TEC	Teacher Education Committee

EPP Information

Institution Name	University of Hawai'i—Mānoa
Mailing Address	1776 University Ave., Everly Hall 128; Honolulu, HI 96822
Public URL/Website	University of Hawai'i at Mānoa: https://manoa.hawaii.edu/ College of Education: https://coe.hawaii.edu/

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) 956-7703
Email	nmurata@hawaii.edu

EPP Liaison for HTSB Communication	
Name	Rhonda Black and Stephanie Furuta
Position	Chair, Department of Special Education; Graduate Chair, School of Teacher Education (STE)
Phone	[REDACTED]
Email	[REDACTED]

EPP Change Modification

Mark an X next to the type of EPP Modification(s) requested in this application.		
EPP Modification(s)	YES	NO
EPP name		X
EPP organization/structure		X
EPP ownership or legal status		X
EPP vision, mission, and goals		X

Provide a narrative describing the EPP changes and rationale. Please include the timeframe for these changes and how these changes will impact current staff and students. If needed, upload additional documents as appendices to support your narrative (maximum 500 words).

N/A: No changes to the EPP

Provide a narrative on how faculty and students will be informed of the EPP changes in a timely manner. If needed, upload additional documents as appendices to support your narrative (maximum 500 words).

N/A

Program Modification

Mark an X next to the type of program modification(s) requested in this application.	YES	NO
Degree level or licensure pathway of the program (e.g., switching from an academic degree to a certificate program, initial licensure to Add a Teaching Field).		X
Core curriculum (e.g., sequence of instruction, changes in verifying content knowledge, basic skills, and Hawai'i specific requirements, adjustment of credit hours for program completion).		X
Courses (e.g., adding, deleting, replacing courses).		X
Clinical experiences (e.g., sequence, structure, or length of clinical experience to meet the Hawai'i requirement).		X
Change in grade level band (e.g., adding/removing preschool from elementary education).	X	
Other:		

Provide a narrative and rationale describing each program modification. Please include the timeframe for these changes and how these changes will impact current staff and students. If needed, upload additional documents as appendices to support your narrative (maximum 500 words).

Timeframe: Dual SPED elementary track would begin Fall 2025.

Recruitment and admissions would occur in Fall 2024 and Spring 2025 semesters.

There is a need for highly qualified special education teachers in the State of Hawaii. We should provide pathways within our existing programs to enable preservice teachers to select special education. The MEdT Dual SPED Program is an existing program. It does not duplicate other programs. We are asking to allow Elementary MEdT teacher candidates the option of choosing Dual Preparation, as secondary candidates do.

The teacher workforce needs individuals who are highly trained in content and strategies. More background knowledge and experience leads to teacher retention. Although graduates of the program receive initial teacher licensure, they are also receiving a

Master's degree which allows them to enter the field at a higher teacher salary classification.

Additionally, as mentioned in HTSB's Executive Director's report (March 15, 2024), elementary education has recently experienced a rise in the number of unlicensed elementary teachers working in the Hawaii DOE. Therefore, we would like to increase the number of elementary teacher candidates who have an undergraduate degree already and can earn licensure in a dual preparation program. As shown in the tables below (See Table 1), there were 201 elementary education emergency-hire teachers in the 2023-2024 School year, and 158 emergency-hires in special education positions. These two fields were the two highest areas for emergency hires for the State.

Table 1. Emergency Hire Information

HIDOE EMERGENCY HIRE 2023-2024	
Teaching Assignment: Content Areas	# of Emergency Hires
Agriculture	1
Art	14
Behavior Analysis	1
Business Education	1
Computer	6
Counselor	48
Career and Technical Education (CTE)	21
Curriculum Coordinator	1
Drama	4
Early Childhood Education	5
Elementary	201
English	77
German	1
Hawaiian Immersion	1
Hawaiian Language	4
Health	7
Home Economics	1
Japanese	2
Librarian	1
Math	68
Multidisciplinary	2
Music	5
Physical Education	12
Science	56
Social Studies	29
Spanish	5
Special Motivation	1
Special Education	158
Student Services Coordinator (SSC)	1
Teaching English to Speakers of Other Languages (TESOL)	3
World Language Complex Area Teacher	2
Total Emergency Hires	738

In the space below, provide a comparison table showing the modification from the existing program to the revised program (see the example below). Submit as appendices, the previous course(s), and new course(s) syllabi as well as other documents to support your narrative.

Elementary Track Course	Secondary Track Course	Rationale
STE 404 G (Teaching in the content area—mathematics)	STE 404 (alpha—content is in the TCs' area of licensure)	Elementary TCs take a mathematics methods course, while secondary TCs take a methods course in their area of licensure
Shared Courses for Elementary & Secondary Tracks <i>Differentiated Readings and Assignments for Elementary and Secondary</i> <i>MEdT elementary and secondary teacher candidates typically take seminar courses together, and coursework is differentiated by individual instructors. During the semester, there are times when the elementary and secondary candidates meet separately according to their level. Content methods courses are separated by level.</i>		
STE 600, STE 602B, STE 603B, STE 610B, STE 613B SPED 485, SPED 611, SPED 613, SPED 620, SPED 621, SPED 626, SPED 627 EDU 615		

List of Appendices

Write a title for each appendix you will submit to support the program modification application. Or write not applicable (N/A).

Save each appendix using the file name: InstitutionName_Modification_LicenseFieldName-AppendixLetter_date. Submit each appendix in PDF.

Appendix A: UHM Modification—Approval

Appendix B: NBI 17-04: Consideration of the University of Hawaii at Manoa College of Education's Request to Add an Area of Focus of Dual Preparation in Secondary Education and Special Education to the Existing Master of Education in Teaching (MEdT)

Educator Preparation Program Verification

Preparer's Information

Name	Rhonda Black and Stephanie Furuta
Position	Chair, Department of Special Education; Graduate Chair, School of Teacher Education (STE)
Telephone Number	████████████████████
Email	██

Contact person should there be any questions about the application.

Name	Rhonda Black and Stephanie Furuta
Position	Chair, Department of Special Education; Graduate Chair, School of Teacher Education (STE)
Telephone Number	████████████████████
Email	██

I verify that the contents of this application are complete and accurate, and approved by the institution/organization administrator.

<i>Name</i>	Rhonda Black and Stephanie Furuta
<i>Date</i>	April 11, 2024

November 2, 2023

MEMORANDUM

TO: Laura E. Lyons
Interim Vice Provost for Academic Excellence

VIA: Julienne K. Maeda J
Interim Dean & Associate Dean, Office of Graduate Division

FROM: Nathan M. Murata Dean, College of Education

SUBJECT: MASTER OF EDUCATION IN TEACHING PROGRAM MODIFICATION
ADDITION OF AN ELEMENTARY (K-6) DUAL SPED TRACK TO THE
EXISTING SECONDARY (6-12) TRACK

SPECIFIC ACTION REQUESTED:

It is requested that the Interim Vice Provost for Academic Excellence approve modifications to the existing MEdT Dual Secondary (6-12)/SPED to include the Dual Elementary (K-6)/SPED track.

REQUESTED EFFECTIVE TERM:

Fall 2024

ADDITIONAL COST:

N/A

The proposed modification will use existing courses in the College of Education (COE) and not represent an additional cost to the COE.

RATIONALE/PURPOSE OF PROPOSED CHANGES:

To prepare more knowledgeable, effective, and caring teachers who are able to teaching in the well-documented shortage area of special education we are proposing a program modification to add an elementary (K-6)/special education (MEdT Elementary/SPED) track to the existing Master of Education in Teaching Secondary (6-12) and Special Education (MEdT Secondary/SPED), to begin Fall 2024. The proposed modification will use existing courses in the COE and will allow the MEdT and SPED departments to better serve the needs of the State of Hawai'i by providing a dual elementary and special education licensure pathway for individuals who have a bachelor's degree and who want to pursue a Master's in Education degree in Teaching.

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Everly Hall, Room 128
Honolulu, Hawai'i 96822
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An Equal Opportunity/Affirmative Action Institution

GD received 11-2-23; GC meeting 11-28-23

This proposed modification was initiated in summer 2022. Feedback with questions for clarification had been provided by the UHM Graduate Division. We apologize for the delay in responding to these items. There was a change in structure and organization for the former Institute for Teacher Education (ITE) to the School of Teacher Education (STE) and leadership changes in both STE and the Department of Special Education. Dr. Jon Yoshioka now serves as Director of STE and Dr. Rhonda Black now serves as Chair for the Department of Special Education.

The MEdT Dual Secondary/SPED was originally conceptualized for two tracks, Dual Elementary (K-6)/SPED and Dual Secondary (6-12)/SPED. Several factors led to a decision to pursue the Dual Secondary/SPED option. At the time the COE was already offering dual preparation at the Bachelor's level in elementary/special education and early childhood/special education; therefore, the most pressing need was to focus on developing a track that would address a secondary/special education option for individuals with a bachelor's degree who wanted to pursue licensure in special education in one of the core subject areas. Given limited human resources (e.g., number of faculty who would be able to teach and conduct field supervision for both tracks) the decision was made to prioritize and pursue the MEdT Dual Secondary/SPED track. Both the School of Teacher Education (STE) and Department of Special Education were also committed to evaluate the approved MEdT Dual Secondary/SPED program to determine what worked, what didn't, and what modifications might be needed before requesting the addition of the MEdT Dual Elementary(K-6)/SPED track. Evaluation and analysis of two cohorts of the MEdT Dual Secondary(6-12)/SPED have resulted in curricular changes for program improvement.

Within the College of Education (COE), School of Teacher Education (STE), the Master of Education in Teaching (MEdT) program leads to the MEdT degree from the University of Hawai'i at Mānoa and to professional certification as a teacher in the State of Hawai'i. This program requires full-time enrollment for two academic years and may include the intervening summer. A program for cohorts focused on addressing the unique needs of on-the-job teacher candidates (MEdT-OJT) has been developed. This memo is a request to add a dual elementary/special education track. MEdT teacher candidates are cohorted and their program results in both Hawai'i State teacher certification (upon recommendation following the third semester) and a Master's Degree in Teaching from the University of Hawai'i (upon program completion). Ideally, as a group, they enter, matriculate and graduate from the MEdT program at the same time. In general, they are enrolled in the same core courses over the two years. MEdT students should expect to be enrolled as full-time graduate students (taking 9-12 graduate credits per semester).

DETAILED LIST OF CHANGES:

Curricular changes include one course change, two course additions, and two course substitutions, while maintaining the original 46 total credits of the program. Course change from SPED 603 to SPED 485 reflects a course that is more appropriate for initial licensure in special education. SPED 485 has a focus on classroom management for K-12 educators. Course additions (i.e., EDUC 615, SPED 621) address the identified need to include a research course (EDUC 615) for all MEdT students to support completion of their final Plan B projects, as well as the addition of a course (SPED 621) dedicated to teaching strategies of reading to students with mild/moderate disabilities. The need for strengthening explicit reading

reading to students with mild/moderate disabilities. The need for strengthening explicit reading instruction for diverse learners has been identified as a priority by the Hawai‘i Teacher Standards Board and is an essential skill for all teachers who plan to teach the largest population of students in special education, those identified as having mild to moderate learning disabilities.

See map of how the MEdT Dual Secondary or Elementary and Special Education tracks align with other MEdT licensure Tracks. The only difference between the MEdT Dual Elementary and Secondary is one course, STE 404 (alpha), in which secondary candidates take a methods course in their content licensure area; elementary candidates take a math methods course. Both elementary and secondary MEdT dual candidates take a literacy course in Special Education (SPED 621) which replaces MEdT’s adolescent literacy (STE 401) or English Language Arts Methods (STE 404D). Special Education 621 is differentiated for candidates to teach either elementary or secondary literacy skills and strategies. All MEdT licensure candidates take the research class, EDUC 615, regardless of track. In the MEdT Dual programs (Elementary and Secondary) we have listed EDUC 615 as a required course. SPED 621 is ONLY for the Dual Licensure candidates.

DETAILED LIST OF CONSULTATION WITH IMPACTED PROGRAM (if any):

Both the Director for the School of Teacher Education (STE), Dr. Jon Yoshioka, and the Chair of the Department of Special Education, Dr. Rhonda Black, have discussed and agreed to adding the dual elementary (K-6)/SPED track to the MEdT. They concur that resources are available within each of their units to support the addition of an elementary (K-6)/SPED track.

ACTION RECOMMENDED:

It is recommended that the Interim Vice Provost for Academic Excellence approve modifications to the existing MEdT Dual Secondary (6-12)/SPED to include the Dual Elementary (K-6)/SPED track.

ATTACHMENTS:

1. Original Program Sheet
2. New Program Sheet
3. Description of Classes in the Proposed Course of Study for the Dual Elementary (K-6)/SPED and Dual Secondary (6-12)/SPED Tracks
4. MEdT Program Map All Tracks Included
5. Catalog (original description and new description)

APPROVED / DISAPPROVED:



Laura E. Lyons
Interim Vice Provost for Academic Excellence



Date

Attachment 1: Original Program Sheet

Master’s Degree with Dual SPED Licensure Program Sheet

Pre-requisite Course: SPED 304: Foundations of Inclusive Schooling

Year	Term	Course	Credits	Total
Year 1	Fall	SPED 603: Principles of Behavior (Replacing ITE 601: Professional Studies Seminar I)	3	12
		ITE 602: Field Experience and Seminar I	3	
		Professional Specialization Course 1: SPED 611 Methods and Strategies for Students with Mild/Moderate Disabilities	3	
		Professional Specialization Course 2*	3	
	Spring	ITE 603: Professional Studies Seminar II	3	12
		ITE 604: Field Experience and Seminar II	3	
		Professional Specialization Course 3: SPED 626: Field Experience in Special Education	3	
		Professional Specialization Course 4: SPED 613: Advanced Assessment and Curriculum Development	3	
Year 2	Fall	ITE 610: Pre-Internship Practicum	6	12
		ITE 611: Practicum Seminar	3	
		Professional Specialization Course 5: an additional SPED Course	3	
	Spring	SPED 627: Advanced Practicum (Replacing ITE 612: Teaching Internship)	6	9
		ITE 613: Internship Seminar	3	
			Total Credits	45

**Master's Degree – Dual Elementary (K-6 SPED) and Dual Secondary (6-12 SPED)
Program Sheet**

Year	Term	Course	Credits	Total
1	1	STE 600: Master of Education in Teaching Program Seminar	1	13
		STE 602B: Clinical Partnership & Practice I	3	
		STE 404 - Content Area methods - Elementary or Secondary	3	
		SPED 611: Methods & Strategies for Students w/ Mild/Moderate Disabilities	3	
		SPED 485: Classroom Organization and Management	3	
	2	STE 603B: Professional Studies II	3	12
		SPED 626: Clinical Partnership: Field Experience in Special Education	3	
		SPED 613: Advanced Assessment and Curriculum Development	3	
		EDUC 615: Action Research in Education	3	
Summer		SPED 621 - Language Arts Strategies/ Students with MM disabilities	3	3
2	3	STE 610B: Clinical Partnership & Practice III	6	9
		SPED 620: Strategies Across Content Area	3	
	4	STE 613B: Professional Studies IV	3	9
		SPED 627: Student Teaching in Special Education	6	
			Program Total	46

**Description of Classes in the Proposed Course of Study
for the Dual Elementary (K-6 SPED) and Dual Secondary (6-12 SPED) Track**

Semester 1 (13 credits)

- STE 600 Master of Education in Teaching Program Seminar (1)
Mandatory program seminar for Master of Education in Teaching (MEdT) teacher candidates; access to tools and skills necessary for distance education program success, introduction to the teaching profession.
- STE 602B Clinical Partnership & Practice I (3)
Supervised field study of a school. (B) licensure
- STE 404 Content Area methods - Elementary or Secondary (3)
(alpha) Purposes, procedures, curricula, evaluation in elementary or secondary school subject field: (B) art; (C) business and marketing; (D) language arts; (E) physical education; (F) industrial arts/agriculture; (G) mathematics; (H) science; (I) social studies; (J) foreign languages; (K) music; (M) home economics; (N) interdisciplinary; (P) English as a Second Language.
- SPED 611 Methods & Strategies for Students w/ Mild/Moderate Disabilities (3)
Techniques for providing effective instruction including: best instructional practice, lesson planning, teacher-directed and student-mediated instructional strategies, and curricular approaches for working with students with mild/moderate disabilities.
- SPED 485d Classroom Organization and Management (3)
Knowledge and skills related to basic organizational management of an inclusive classroom, including scheduling, grouping, and stress and time management; techniques of applied behavior management, emphasizing behavior change and practical implementation of learning principles. (B) elementary/special education, (C) early childhood education/special education; (D) unclassified.

Semester 2 (12 credits)

- STE 603B Professional Studies II (3)
Development of pedagogical skills in planning and implementing instruction for target subject area/grade level. (B) licensure
- SPED 626 Clinical Partnership: Field Experience in Special Education (3)
Strategies for teaching math, science, and social sciences to students of all ages with mild/moderate disabilities; selection of appropriate materials, teaching techniques, curriculum development.

SPED 613 Advanced Assessment and Curriculum Development (3)
Assessment methods and techniques that emphasize the bond between curriculum-based assessment and curriculum-based programming. Planning and cyclical instruction across content areas based on ongoing diagnostic assessment.

EDUC 615 Research in Education (3)
Theory and practice in collaborative action research; critical inquiry into current educational work in schools with goals of improvement of teaching and participation in school and curriculum reform.

Summer (3 credits)

SPED 621 Language Arts Strategies/ Students with MM disabilities (3)
Strategies for teaching math, science, and social sciences to students of all ages with mild/moderate disabilities; selection of appropriate materials, teaching techniques, curriculum development.

Semester 3 (9 credits)

STE 610B Clinical Partnership & Practice III (6)
Supervised experience in instructional planning and practice teaching. (B) licensure

SPED 620 Strategies Across Content Area (3)
Strategies for teaching math, science, and social sciences to students of all ages with mild/moderate disabilities; selection of appropriate materials, teaching techniques, curriculum development.

Semester 4 (9 credits)

STE 613B Professional Studies IV (3)
Collaborative problem solving of issues and concerns encountered in current teaching experiences. (B) licensure

SPED 627 Student Teaching in Special Education (6)
Supervised education/community experiences; minimum of 20 hours weekly with special-needs population (MR, LD, SED, SMH); pre-school through postsecondary settings (public/private).

Attachment 4: Master of Education in Teaching (MEdT) Program Map: All Tracks Included

Requirements	Secondary (Lic.)	Elementary (Lic.)	Dual Secondary SPED (Lic.)	Dual Elementary SPED (Lic.)	Hawaiian Language and Immersion (Lic.)	Professional Practice (non-Licensure)
Total credits	46 credits	46 credits	46 credits	46 credits	46 credits	31 credits
Core courses	22 credits (STE 600, STE 602B, STE 603B,STE 604B,STE 610B (6cr), STE 611B, STE 613B)	22 credits (STE 600, STE 602B, STE 603B,STE 604B,STE 610B (6cr), STE 611B, STE 613B)	22 credits (STE 600, STE 602B, STE 603B, STE 610B (6cr), STE 613B, SPED 620,SPED 626) (SPED 626 and 620 are substitutes for STE 604B and 611B) (STE 602B, STE 610B, and SPED 626 also listed in Field work)	22 credits (STE 600, STE 602B, STE 603B,STE,STE 610B (6cr), STE 613B, SPED 620, SPED 626) (SPED 626 and 620 are substitutes for STE 604B and 611B) (STE 602B, STE 610B, and SPED 626 also listed in Field work)	22 credits (STE 600, STE 602B, STE 603B,STE 604B,STE 610B (6cr), STE 611B, STE 613B)	22 credits (STE 600, STE 601, STE 602C,STE 603C, STE 604C, STE 610C, STE 611C, STE 613C)
Required courses	12 credits (STE 601B, STE 612B, EDUC 615)	12 credits (STE 601B, STE 612B, EDUC 615)	18 credits (SPED 485, SPED 611, SPED 613, SPED 620, SPED 621,EDUC 615)	18 credits (SPED 485, SPED 611, SPED 613, SPED 620, SPED 621, EDUC 615)	12 credits (STE 601B, STE 612B, EDUC 615)	3 credits (EDUC 615)
Electives	12 credits (SPED 445, STE 404 (alpha), STE 401, one candidate's choice)	12 credits (SPED 444, STE 404G, STE 404D, one candidate's choice)	3 credits (STE 404 (alpha, licensure area content))	3 credits STE 404G (alpha, math)	12 credits (SPED 444 or 445, STE 404 (alpha) or STE 404G, STE 401 or STE 404D, one candidate's choice)	3 credits (STE 403B)
Internships/practicum/field work course	18 credits (STE 602B, STE 604B, STE 610B, STE 612B)	18 credits (STE 602B, STE 604B, STE 610B, STE 612B)	18 credits (STE 602B,, STE 610B, SPED 626, SPED 627)	18 credits (STE 602B,, STE 610B, SPED 626, SPED 627)	18 credits (STE 602B, STE 604B, STE 610B, STE 612B)	15 credits (STE 602C, STE 403B, STE 604C, STE 611C, STE 612C)
Plan B requirements	Yes, candidates are required to complete Plan B paper	Yes, candidates are required to complete Plan B paper	Yes, candidates are required to complete Plan B paper and a Portfolio	Yes, candidates are required to complete Plan B paper and a Portfolio	Yes, candidates are required to complete Plan B paper	Yes, candidates are required to complete Plan B paper
Additional Master's or Doctoral Requirements	Teacher Candidates will be recommended for Hawaii Teacher License at the end of the third semester	Teacher Candidates will be recommended for Hawaii Teacher License at the end of the third semester	Teacher Candidates will be recommended for Hawaii Teacher License at the end of the third semester (GenEd) and fourth semester (SPED)	Teacher Candidates will be recommended for Hawaii Teacher License at the end of the third semester (GenEd) and fourth semester (SPED)	Teacher Candidates will be recommended for Hawaii Teacher License at the end of the third semester	

Current Catalog Description

Master of Education in Teaching Dual Secondary/SPED

The MEdT dual licensure program in Secondary & Special Education is a statewide, two-year, field-based program designed for those pursuing careers in teaching who have earned baccalaureate degrees in fields other than education. This program allows candidates to receive two teaching licenses: one in a secondary content area (e.g. Math, Science, English, Social Studies, or Hawaiian Language) and one in special education (Mild/Moderate disabilities), while also obtaining a Master's degree.

Proposed-New Catalog Description

The MEdT dual licensure program in Elementary or Secondary & Special Education is a statewide, two-year, field-based program designed for those pursuing careers in teaching who have earned baccalaureate degrees in fields other than education. This program allows candidates to receive two teaching licenses: one in elementary education or a secondary content area (e.g. Math, Science, English, Social Studies, or Hawaiian Language), and one in special education (Mild/Moderate disabilities), while also obtaining a Master's degree.

New Business Item
17-04 Introduced
9/8/2017 Approved
9/8/2017

TITLE: Consideration of the University of Hawaii at Manoa College of Education's Request to Add an Area of Focus of Dual Preparation in Secondary Education and Special Education to the Existing Master of Education in Teaching (MEdT)

The Hawaii Teacher Standards Board grants the request of the University of Hawaii at Manoa College of Education to add an area of focus of Secondary Education and Special Education to their existing Master of Education in Teaching (MEdT) educator preparation program.

The new track will allow individuals to be recommended for the following fields:

Secondary Education Content Field 6-12 and Special Education 6-12

The unit must include information about this new track in its annual report and in its next state unit review.

A memorandum will be sent to the unit informing them of the Board's state approval.

Submitted by: Felicia Villalobos

Referred to: Teacher Education Committee



September 16, 2024

To: Felicia Villalobos,
Executive Director, Hawai'i Teacher Standards Board

Via: Cecily Ornelles *Cecily Ornelles*
Interim Associate Dean, College of Education

From: Stephanie Furuta *Stephanie H Furuta*
MEdT Graduate Chair, School of Teacher Education

Rhonda Black *Rhonda S Black*
Chair, Department of Special Education

Subject: Modification to MEdT Dual licensure program - MEdT and Special
Education Questions from September 5, 2024 email

1. **Rationale**

Recently, the Board approved UHM request to modify the bachelor's degree dual programs SPED/ECE (P-3) to reduce courses ([NBI 23-48](#)) and was granted an exception to complete the clinical experience before meeting content knowledge ([NBI 23-15](#)). UHM is also requesting their BEd in ECE and Elementary be disbanded to a single-teacher licensure track. On p. 4, an MEdT program is described as "First, academically - it is a longer (a full two years and 12 more credits than a post-baccalaureate) program requiring graduate-level study and a master's thesis paper."

Please explain how a MEdT dual program in Elementary Education and Special Education Mild/Moderate K-6 will meet teacher candidates' needs when the bachelor's degree program requires modifications and MEdT program has greater expectations.

I'm not sure exactly what is being asked here. The requirements for a baccalaureate degree with licensure are different from those of a master's program with licensure. Teacher candidates in the MEdT Program already have a baccalaureate degree. A transcript review is conducted prior to admission. Content area requirements are assessed in the transcript review.

The MEdT program that is already approved meets the needs of candidates seeking general education licensure in the K-6 AND 6-12 grade band levels. The MEdT dual licensure program is in secondary education and special education. It meets the needs of students seeking dual licensure. These single- and dual-licensure programs are already approved. We are asking to add the grade level band for K-6 to the dual licensure program.

2. The HTSB data for Emergency Hires in Elementary and Special Education is featured on pages 9-10. What data did UHM collect and analyze to determine that a **"dual MEdT program"** is needed and that teacher candidates will successfully be recommended for licensure, considering there



were two stop outs in 2020 and 2024 (p. 4)? Are the post-baccalaureate programs at full enrollment?

*See page 11 of this document. At the time the dual MEdT in secondary was designed, there was a clear need for secondary content area teachers especially in special education. As noted below on page 11, data from the Hawaii DOE indicates that elementary education is an area with many emergency hire teachers. In fact, special education and elementary education have the two greatest numbers of emergency hires in the state. There is clearly a need for elementary teachers, and an even more pressing need for elementary teachers who are also licensed in special education. In addition, many applicants to the MEdT program have expressed a desire to get dual licensure. Many applicants to our program already have a bachelor's degree. UH-Manoa's post-baccalaureate programs are single licensure either elementary, secondary, or special education due to the abbreviated length of the programs (1.5 years). The MEdT program is the only program where a teacher candidate can get dual licensure beyond a baccalaureate degree. Currently, this is only available at the secondary grade-level band. To ensure equity and to meet the needs of the State, we would like to offer this option to elementary candidates as well. In addition, many applicants to the UHM-COE desire to achieve a master's **degree**, instead of a post-baccalaureate **certificate**. The MEdT program is the only program to offer that.*

2. Alignment to content and performance standards

1. Elementary Education teachers are required to teach all content areas. Currently, STE 404g is the only designated course for elementary education (see Attachment 2). How will teacher candidates demonstrate content knowledge when they enter the program "with earned baccalaureate degrees in fields other than education" (see Attachment 5)?

MEdT students single and dual licensure also take an English Language Arts (ELA) course. All elementary candidates take Math and ELA. All secondary candidates take their content area (404) and ELA.

2. What courses address K-6 National Standards such as the International Literacy Association, the [National Council of Teachers of Mathematics](#), and the [CAEP Elementary Education Standards](#)? Please complete the **Alignment of Course Objectives with National and State Standards** (see attached) to show how the standards are addressed in each course.

The University of Hawaii at Manoa's College of Education is accredited by AAQEP. AAQEP standards are listed on every syllabi in the MEdT program as well as Hawaii Teacher Performance Standards. In addition, the University's standards (Student Learning Outcomes) reviewed for WASC accreditation are listed on every syllabi. For the Dual programs, every special education syllabi also includes the Council for Exceptional Children's [Practice-based Standards](#).

Please see [original application](#) with copies of each syllabi.

Similarly, Elementary Education teachers are required to teach health, P.E., and music. How will teacher candidates demonstrate their competencies in all elementary education subject areas?



Health, PE, and music are addressed within the candidate's field placement. They are not separate courses, but candidates need to successfully demonstrate effective instruction in those areas during the student teaching semester through solo student teaching.

3. Since the BEd Secondary Education and Special Education program was approved in 2018 (see [NBI 18-02](#)), please complete the attached ***Hawai'i Teacher Performance Standards and Course Alignment Matrix for Teachers (see attached)*** to show how this program is meeting the Hawai'i specific requirements outlined the [2019 Hawaii Administrative Rules §8-54-19\(1-4\)](#).

I believe this question is regarding another program. We can address this separately if needed. I'm not sure this pertains adding a grade-level band to the existing MEdT-dual program.

3. Online Delivery and Instruction

1. We could not find how these courses will be delivered to a statewide cohort: in-person, asynchronous, synchronous, hybrid, or combination? Please explain or reference the page numbers.

Courses are delivered in a hybrid fashion. There are synchronous sessions conducted over zoom, with face-to-face weekend sessions each semester where all students (neighbor island and Oahu) come to campus at the same time.

Field courses have online seminars and in-person supervision.

I'm not sure what Please explain or reference the page numbers means? Each syllabi lists class meetings.

The [website](#) has a table for "Delivery and Format"

2. What are the tuition costs for this program? Will teacher candidates be charged outreach tuition rates per credit or full-time student rates?

Because the program is Statewide, teacher candidates enroll through Outreach College. Teacher candidates in this program are also eligible for a Special Education stipend of 31 credits of their program (the same number of credits as the SPED Post-baccalaureate certificate candidates) in return for teaching in a special education teaching line in the Hawaii Department of Education for three years..

4. Field and Clinical Experience

1. "Teacher candidates in this dual licensure program complete two semesters of student teaching: one in general education (elementary or secondary content) and another in special education" (p. 3). Are field experience and student teaching being used interchangeably? According to the SPED Licensure Program Sheet, ITE 602 and 604 are Field Experiences and ITE 610 and SPED 627 are Practicum courses.



The practicum and student teaching hours are not taken concurrently. Practice and student teaching hours are completed sequentially. In the first semester, candidates take STE 602 field practicum course. In the second semester candidates take SPED 626 field practicum course. In the third semester, candidates take STE 610 - general education student teaching. In the fourth semester, candidates take SPED 627 special education student teaching. Candidates must pass the Special Education Praxis prior to special education student teaching in the fourth semester.

2. Meeting content knowledge is required before student teaching/clinical experience. On page 3, three semesters of student teaching are a part of this program.

There are 2 full-time student teaching semesters (semester 3, and semester 4), not three, as part of this program.

Two semesters of field practicum:

STE 602 (3 credits) first semester

SPED 626 (3 credits) second semester

Two semesters of full-time student teaching?

STE 610 (6 credits) third semester (450 field hours).

SPED 627 (6 credits) fourth semester (450 field hours). Passing PRAXIS score required prior to enrollment in SPED 627

Does this mean teacher candidates must meet the following by the end of the first semester:
Student teaching is not until the third semester. The first two semesters of the program involve field experience of two full days a week in their field placements.

A passing Praxis score, or 30 credits hours (15 lower division, 15 upper division for secondary, or 9 credits each of ELA, mathematics, social studies, and science) are required prior to STE Student teaching. A passing PRAXIS score in special education mild/moderate is required prior to SPED student teaching.

1. *For STE requirements, a transcript review is conducted prior to admission. Teacher candidates meet the content/credit hour requirements for STE prior to admission and/or before student teaching.*
and
2. *All candidates must pass the Special Education Praxis prior to special education student teaching.*
3. Recently, the HTSB Board approved NBI 12-27 Revised requiring teacher candidates to complete 450 student teaching hours, or a minimum of 225 hours for each teaching field if being recommended for dual licensure. How will UHM faculty ensure teacher candidates meet this requirement in multiple settings or in an inclusion setting? How will teacher candidates who accept Emergency Hire Teacher positions meet the requirements of an elementary education and special education clinical practicum?

There are two separate semesters of student teaching. Candidates of this program have 450



hours in general education and another 450 hours in special education.

For all candidates wishing to accept an emergency hire situation, their placement must be approved by the program as acceptable for meeting program requirements. Elementary candidates who have accepted an emergency hire position need to be in a classroom that will allow them to complete all the requirements for general education student teaching in the third semester. Their school situation will need to allow them to meet all the requirements for special education student teaching in the fourth semester. At times, this can happen in the same classroom for example an inclusion or co-teaching classroom. At other times, teacher candidates have a different teaching line in the two different semesters.

After reviewing the documents provided, the MEdT Dual Program was approved for secondary education and special education. Since an elementary education and special education track does not exist at MEdT level, this appears to be a new teacher licensure program track. Please explain why UHM feels this is a program modification and not a new program.

There are no new classes, there is not a new sequence. MEdT already has approval of elementary and secondary programs. Candidates will meet their content requirements just like the existing MEdT teacher candidates.

Our consultation with the Office of Vice Provost for Academic Excellence (OVPAE) at UHM affirmed that this request should be submitted as a modification to the existing dual track (MEdT and SPED). The program was approved as a modification as the request was for an added band level (K-6).

See response below that was written April 15, 2024, and sent to HTSB on June 6, 2024.

April 15, 2024

To: Felicia Villalobos,
Executive
Director, Hawai'i
Via: Teacher Standards
Board

From: Nathan M. Murata
Dean, College of Education

Stephanie Furuta
MEdT Graduate Chair, School of Teacher
Education

Rhonda Black

Subject: Chair, Department of Special Education

Modification to MEdT Dual licensure program - MEdT and Special Education

We are submitting this in response to the feedback received from Associate Dean, Dr. Cecily Ornelles. The original memo was seeking your guidance and confirmation for the submission of a program modification for the MEdT dual program. This request is to add the elementary grade band (K-6) to our approved and existing MEdT dual program-secondary and special education.

The original memo contained details regarding how the added grade band draws from existing curriculum and content that has already been approved by the University of Hawai'i at Mānoa (UHM) and the Hawai'i Teacher Standards Board (HTSB). Upon reading over the accompanying materials that guide HTSB submissions, we have completed the modification template as guidance for the 'program modification application' indicates that major modifications include program (item Jbv.) "change in grade level band (e.g., adding/removing preschool from elementary education) and our request is to add a grade level band (K-6) to our dual MEdT program. The following are responses to questions raised from our initial consultation with HTSB regarding this added elementary grade level band to the MEdT dual program:

- I. The existing MEdT program is approved at both the Elementary and Secondary levels. Although some cohorts in the past have been split by grade level (elementary and secondary), the majority of cohorts have included both elementary and secondary licensure candidates. Although candidates may differ in the level of licensure that they are pursuing (e.g., K-6 or 7-12), they share foundational content in some of their courses. Content in courses is differentiated, relevant materials are provided, and candidates complete course assignments and key assessments appropriate to the grade band they are pursuing. The dual licensure MEdT program in special education is currently approved only at the secondary level. We would like to make it available to elementary candidates. The program modification will use existing courses and follow the structure that we already have in place for our MEdT elementary and secondary programs. The dual licensure candidates will take the same core classes with separation only for content methods courses.

2. The dual MEdT offering (Elementary and Special Education), which we are requesting approval for, draws from two already approved programs, MEdT Elementary (K-6) and MEdT dual Secondary and Special Education. We are proposing a modification by extending the grade band to the elementary level (K-6) for our MEdT dual offering, which will reflect content and curriculum that has been vetted and approved. The K-6 Elementary MEdT is not a new program. We are simply proposing to add to the existing MEdT Secondary (6-12) and Special Education (secondary MEdT/SPED) track.
3. The program modification has already been approved by UHM (see attached).

Or. Cecily Ornelles shared additional questions that HTSB had after receipt of the above information. Our responses to those questions are below:

- A. How many classes are being replaced? (e.g., For the elementary path, are different courses or sections offered to address elementary content?)

One course is replaced. Elementary dual teacher candidates (TCs) will take 404G (math methods), whereas secondary dual teacher candidates will take STE 404 (alpha) depending on their content area. All elementary and secondary teacher candidates would take SPED 621 - Language Arts Strategies/ Students with Mild-moderate support needs. Catalog description: *Basic concepts related to language, language development, and recognition of language related learning problems of students with mild/moderate disabilities; strategies for teaching language arts curricula (listening, speaking, reading, writing) to students of all ages with learning problems.* Specific assignments are differentiated according to the grade level band that the teacher candidate is seeking.

- B. How are levels offered through coursework differentiated? (If students take the same courses as the secondary/sped students)

In courses that elementary and secondary TCs take together, readings and assignments are differentiated. For example, in SPED 620, the students submit a learner development paper to demonstrate their knowledge and competence on HTPS Standard I, Learner Development. Their paper addresses developmentally appropriate instruction for students in childhood, middle childhood, or adolescence depending on the level of licensure they are seeking. Course readings are also differentiated for elementary and secondary teacher candidates. In that same class, for a research-based practices assignment, the TCs select a practice to research and implement. Their choice of strategy (and research behind the strategy) is dependent on the grade level band they are teaching.

In SPED 613, the students create an IEP based on an individual student's assessment scores and work samples. This IEP will be for a student with whom they are working at the elementary, middle, or high school.

The MEdT elementary and secondary teacher candidates typically take seminar courses together, and coursework is differentiated by individual instructors. During the semester, there are times when the elementary and secondary candidates meet separately according to their



level. Content methods courses are separated by level. For example, dual elementary candidates take STE 404G (math - elementary focus), and dual secondary math candidates take STE 404 G (math -secondary focus). The course numbers are the same, but the sections are specific to the TCs' levels.

The program will offer separate elementary and secondary sections for various courses depending on enrollment.

C. How are the different levels reflecting appropriate content represented in the course number? Reflected in course objectives/standards?

Course numbers are not differentiated by level. For example, all elementary and secondary dual teacher candidates take STE 602B together. However, their content methods courses are taken separately; for example, elementary teacher candidates take STE 404G (math - elementary focus), and dual secondary math candidates take STE 404 G (math -secondary focus). The course numbers are the same, but differentiated by the section number and by course content for the specific level.

D. CEC standards for the elementary levels differ from secondary—How is this specified for students at the different levels?

The CEC Standards are not different in elementary and secondary.

<https://exceptionalchildren.org/standards/initial-special-education-preparation-standards>

They are quite similar to the InTASC/Hawaii Teacher Performance Standards that are not grade-level specific.

E. Criteria for student teaching—same at both levels?

The student teaching criteria are the same for elementary and secondary education. In addition, teacher candidates in this dual licensure program complete two semesters of student teaching: one in general education (elementary or secondary content) and another in special education. Each of these student teaching experiences requires 450 contact hours.

A passing Praxis score, or 30 credits hours (15 lower division, 15 upper division for secondary, or 9 credits each of ELA, mathematics, social studies, and science) to meet content knowledge requirements must be met in order for the TC to begin student teaching.

The second student teaching requirement is in the fourth semester in special education. The SPED Praxis needs to be passed prior to starting student teaching.

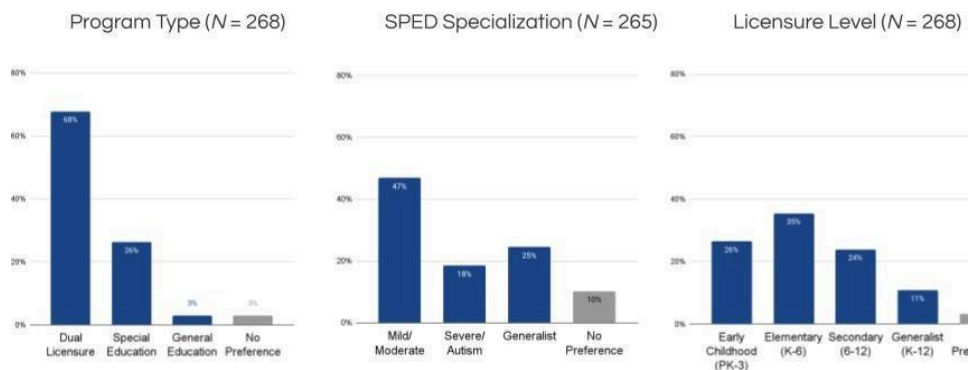
A number of MEdT students who are seeking elementary licensure have also wanted to pursue special education. This option of a dual program in elementary and special education has not been available to them. At present, they must complete the MEdT program and then complete an “Add-a-Field” route to licensure to teach special education. Offering a dual option would



support completion for candidates at the graduate level who desire both elementary and special education licensure more expediently.

In Janet Kim's (2022) dissertation study, the large majority of the participants preferred a dual licensure program. Janet stated that a majority of her participants already had a baccalaureate degree. The only dual preparation program for individuals with a baccalaureate is the MEdT Dual licensure. Notice also, that 35% preferred elementary and only 24% chose secondary. Although the need in the State is higher for Secondary Special Education teachers, there is still a shortage of elementary special education teachers. The MEdT prepares teachers for content area requirements and for providing specially designed instruction. There were 277 participants, 188 already had a bachelor's degree (68% of the total survey participants).

PRODUCT – LICENSURE PROGRAM INFO



Kim, J. M. (2022)

- F. (a) Include a statement or so regarding COEs commitment to efficiencies and how COE is (a) currently modifying programs that duplicate/are not fully enrolled :

The MEdT dual licensure program does not duplicate STE or SPED post-baccalaureate programs in two ways. First, academically - it is a longer (a full two years and 12 more credits than a post-baccalaureate) program requiring graduate-level study and a master's thesis paper. Second, it is the only program that offers a dual licensure option, for teacher candidates that already have a baccalaureate degree. No post-baccalaureate program does so.

We have had to stop-out the MEdT Dual program for two years, 2020 and 2024 due to low enrollment and not having enough teacher candidates to fill a cohort. During the first stop-out, we started program revisions to include elementary teacher candidates. Our last two cohorts



2022, and 2023 had 6 and 8 candidates in the Dual Secondary Special Education program respectively. The College will not allow us to continue the program with such low enrollment. However, this program is the only program with dual licensure AND a master's degree. It is an intensive program where candidates get the full dual licensure experience. We are committed to this program and believe in the value of preparing individuals who have already completed an undergraduate degree and who are dedicated to becoming teachers.

G. Meaningful pathways to support state workforce needs and individual's professional goals.

There is a need for highly qualified special education teachers in the State of Hawai'i. We should provide pathways within our existing programs to enable preservice teachers to select special education. The MEdT Dual SPED Program is an existing program. It does not duplicate other programs. We are asking to allow Elementary MEdT teacher candidates the option of choosing Dual Preparation, as secondary candidates do.

The teacher workforce needs individuals who are highly trained in content and strategies. More background knowledge and experience leads to teacher retention. Although graduates of the program receive initial teacher licensure, they are also receiving a Master's degree which allows them to enter the field at a higher teacher salary classification.

The first group from the Dual Secondary MEdT Program graduated in 2018. Since then 50 teacher candidates have completed the program and received dual licensure in an academic content area and special education. Of those 50, four were not found in the Hawaii DOE Directory. Three of those four moved out of state but are still teaching, and one is in a doctoral program. This means 86% of the graduates are still teaching in Hawaii, and 94% are still in the field of education. This is the kind of program that we want to continue.

Additionally, as mentioned in HTSB's Executive Director's report (March 15, 2024), elementary education has recently experienced a rise in the number of unlicensed elementary teachers working in the Hawaii DOE. Therefore, we would like to increase the number of elementary teacher candidates who have an undergraduate degree already and can earn licensure in a dual preparation program. As shown in the tables below, there were 201 elementary education emergency-hire teachers in the 2023-2024 School year, and 158 emergency-hires in special education positions. These two fields were the two highest areas for emergency hires for the State.



HIDOE EMERGENCY HIRE 2023-2024	
Teaching Assignment: Content Areas	# of Emergency Hires
Agriculture	1
Art	14
Behavior Analysis	1
Business Education	1
Computer	6
Counselor	48
Career and Technical Education (CTE)	21
Curriculum Coordinator	1
Drama	4
Early Childhood Education	5
Elementary	201
English	77
German	1
Hawaiian Immersion	1
Hawaiian Language	4
Health	7
Home Economics	1
Japanese	2
Librarian	1
Math	68
Multidisciplinary	2
Music	5
Physical Education	12
Science	56
Social Studies	29
Spanish	5
Special Motivation	1
Special Education	158
Student Services Coordinator (SSC)	1
Teaching English to Speakers of Other Languages (TESOL)	3
World Language Complex Area Teacher	2
Total Emergency Hires	738

References

Hawaii Teacher Standards Board. (March 15, 2024). *Executive Director's Report*.
<https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/Executive-Directors-Report-for-March-15-2024.pdf>

Kim, J. M. (2022). *Understanding the special education teacher pipeline in Hawai'i: How characteristics, motivations, and program preferences influenced enrollment outcomes among targeted populations*. Retrieved from <https://www.proquest.com/dissertations-theses/understanding-special-education-teacher-pipeline/docview/2702497803/se-2>



September 19, 2024

To: Felicia Villalobos,
Executive Director, Hawai'i Teacher Standards Board

Via: Cecily Ornelles *Cecily Ornelles*
Interim Associate Dean, College of Education

From: Stephanie Furuta *Stephanie H. Furuta*
MEdT Graduate Chair, School of Teacher Education

Rhonda Black *Rhonda S. Black*
Chair, Department of Special Education

Subject: Modification to MEdT Dual licensure program - MEdT and Special
Response to Questions raised September 18th in Zoom meeting with Executive
Director Villalobos

1. How will the EPP address struggling candidates who are unable to successfully complete a dual SPED MEdT elementary licensure program?
 - a. Teacher candidates have the option to change program tracks, such as changing to a single licensure program. When they change programs, they also change cohorts. They need to meet all the course and field requirements of their new program. At times, this may involve extending their program.
 - b. Teacher candidates also have the option to move from the MEdT Dual program to a post-baccalaureate program which does not require a master's thesis and is single licensure. These teacher candidates are required to meet all the course and field requirements of the new program.
2. How does the coursework align with the Hawaii Administrative Rules?
 - a. Refer to the SPED Dual MEdT Alignment Matrix
3. How will the EPP advise teacher candidates that are employed full time at a school to ensure there is alignment with their recommended area of licensure?
 - a. Teacher candidates who are hired, or considering employment, are required to submit an On the Job (OJT) application form. The application is reviewed and teacher candidate must receive the approval from the program, employer, and teacher candidate to ensure that clinical licensure requirements are met.
 - b. OJT field requirements are also outlined in program handbooks and on the OJT form.

Semester	Course	Hawai'i Teacher Performance Standards (HTPS)										Institutional Learning Objectives (ILO)							Hawai'i Administrative Rules (HAR)						
		HTPS 1 Learner Development	HTPS 2 Learning Differences	HTPS 3 Learning Environment	HTPS 4 Content Knowledge	HTPS 5 Application of Content	HTPS 6 Assessment	HTPS 7 Planning for Instruction	HTPS 8 Instructional Strategies	HTPS 9 Professional Learning & Ethics	HTPS 10 Leadership and Collaboration	ILO 1 Knowledge and	ILO 2 Knowledge and	ILO 3 Intellectual &	ILO 4 Intellectual &	ILO 5 Communication	ILO 6 Professional	ILO 7 Professional	HAR A	HAR B	HAR C	HAR D	HAR E	HAR F	HAR G
1	STE 600 MEdT Program Seminar		I							I	I							X						X	
1	STE 601 Professional Studies I	I	I							I, A	I	X						X							
1F	STE 602 Clinical Partnership & Practice I		I, A	I, A	I, A	I	I, A	I, A	I	I, A					X		X		X						
1 Elementary	STE 404D																		X						
1 Secondary	STE 404 (by content)																		X						
1 Elem/Sec	SPED 444/445																				X		X		
2	STE 603 Professional Studies II	D	D	D	D			D	D	D, A	D, A	X						X	X		X		X	X	
2F	STE 604 Clinical Partnership & Practice II	D, A	D, A	D		D, A	A	D, A	D, A	D, A	D	X						X	X	X				X	
2 Elementary	STE 404D																		X	X			X		
2 Secondary	STE 401																			X					
3	STE 611 Professional Studies III						D, A	D, A	D, A	D, A	D, A	X	X	X				X	X						
3F	STE 610 Clinical Partnership & Practice III	D, M, A	D, M, A	D, M, A	D, M, A	D, M, A	D, M, A	D, M, A	D, M, A	D, M, A	D, M, A	X	X					X						X	
4	STE 613 Professional Studies IV									D, M, A	D, M, A	X	X	X	X	X	X	X	X						
4F	STE 612 Clinical Partnership & Practice IV	M, A	M, A	M, A	M, A	M, A	M, A	M, A	M, A	M, A	M, A					X									

Abbreviation Key
I-Introduced
D-Developing
M-Mastery
A-Assessed