

TITLE: Guidance and Sample Evidence for Submission for SATEP Compliance and Program Modifications of Changes

The Hawai'i Teacher Standards Board (HTSB) issues this clarification to Hawaii Revised Statutes (HRS) §302A-805.5 and Hawaii Administrative Rules (HAR) §8-54-18, Subchapter 6, Educator Preparation Programs.

As a regulatory board reviewing State Approved Teacher Education Programs (SATEPs), the HTSB defines "evidence" as the comprehensive documentation necessary to prove a program's compliance with state statutes, administrative rules, and performance standards.

This New Business Item (NBI) is intended to provide clarity and offer concrete examples to assist SATEPs when seeking approval for new licensure programs, modifying existing licensure programs (e.g., major, minor, or elimination), or validating the quality of the program (e.g., changes to national standards, adoption of licensure exams, requests from accreditors, audits, or investigations of the program).

Collecting evidence from SATEPs is a common practice among state teacher licensing agencies in the United States (see Appendix A). State teacher licensing agencies collect evidence to ensure that state teacher licensing requirements are met and that the program quality is maintained, whereas institutions of higher education and accreditors' approvals are based on their institutional learning outcomes, standards, or policies. Two of HTSB's accreditors have affirmed that their program accreditation is based on state teacher licensing approval (see Appendices B and C). Even if a SATEP has achieved full accreditation, HTSB reserves the right to require, and must be provided with, additional evidence during the accreditation cycle.

The required documentation for Teacher, School Counselor, and School Librarian licensure courses is categorized into three primary areas: Programmatic/Curricular, Candidate Performance, and Institutional/Compliance.

I. Programmatic and Curricular Evidence

These documents outline examples of the program's curriculum and structure, detailing how it aligns with state and national standards and demonstrates HTSB statutory priorities of effective teaching and student success.

PROGRAMMATIC AND CURRICULAR EVIDENCE	
DOCUMENT TYPE	DESCRIPTION
Program of Study/ Course Sequence	Official documents outlining the required sequence of courses, field experiences, and other milestones for program completion to satisfy requirements for licensure recommendation.
Field/Clinical	Detailed specifications for the required minimum number of

PROGRAMMATIC AND CURRICULAR EVIDENCE	
DOCUMENT TYPE	DESCRIPTION
Experience Requirements	supervised clinical hours (e.g., 450 hours for student teaching/internship) in the correct subject areas and grade spans, including criteria for mentor teachers and university supervision to meet licensure requirements as outlined by HTSB.
Assessments	Documentation detailing the program's assessment system, including where and how assessments (e.g., capstone projects, signature assignments, performance tasks) measure required competencies in the subject area(s) and grade spans to meet licensure requirements.
State-Specific Content Documentation	Evidence (e.g., course content, assignment descriptions) demonstrating preparation in specific, mandated areas such as Hawaiian language, history, and culture, and working with students with disabilities (Individualized Educational Plan teams) to meet licensure requirements.

II. Candidate Performance Evidence

These documents are the most critical area, providing data that proves candidates can perform the job and meet licensure requirements.

CANDIDATE PERFORMANCE EVIDENCE	
DOCUMENT TYPE	DESCRIPTION
Licensure Test Pass Rate Data	Official reports showing the program's completer passing rates on required state exams, such as Praxis Subject Assessments and the Praxis Core or equivalent basic skills tests, in accordance with Hawaii Administrative Rules.
Key Assessment Data	Data from program-level assessments (e.g., portfolios, capstone projects, or audits) demonstrating candidate proficiency in all mandated teaching standards to meet licensure requirements.
Performance Assessment Scores	Official results from a board-approved, nationally normed performance assessment, if adopted by the HTSB, are often required for graduation and licensure recommendation.
Surveys of Completers and Employers	Evidence of the employment status and long-term effectiveness of program graduates (e.g., retention rates, evaluation ratings). For example, results from formal surveys sent to program graduates who obtained licensure and the principals/administrators who hire them confirm that completers are professionally and ethically prepared in the P-12 setting.

III. Institutional and Compliance Evidence

These documents confirm the institution's operational capacity and compliance with legal and accrediting mandates for licensure.

INSTITUTIONAL AND COMPLIANCE EVIDENCE	
DOCUMENT TYPE	DESCRIPTION
Institutional & Program Accreditation	Documents submitted to the program, regional, or national accreditor during the approval or maintenance of accreditation status.
Annual Program Reports	Demographic or program information (e.g., enrollment, completer information, program modifications) needed for state or federal reports (e.g., Annual Report, Federal Title II) in accordance with HRS §302A-803(b) and Title II Higher Education Act .
Faculty Qualification Records	Documentation (e.g., curriculum vitae, degrees) proving that the faculty teaching education courses meet the board's minimum qualifications for academic credentials and relevant field experience.

Rationale/Background:

The requirement for SATEPs to submit comprehensive evidence for reviews, modifications, and changes is essential to the HTSB's core regulatory function. This ensures program quality, accountability, and student protection, regardless of a program's accreditation status.

HRS §302A-805.5-Approval of teacher education programs; professional development of teachers. The board shall be responsible for approving teacher education programs that meet the standards established by the board.

Cost:

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

Submitted by: Kristi Miyamae

Referred to: Teacher Education Committee

Appendix A: Sample List of State Teacher Licensing Agency Required SATEP Documentation

Arizona

https://apps.azsos.gov/public_services/Title_07/7-02.pdf

Colorado

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Ohio

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Oregon

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Tennessee

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Washington

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TITLE: ~~Guidelines for Evidence Submission for SATEP Compliance and Program Modifications or Changes Examples to better define the term "Evidence" as it pertains to HAR Sections 8-54-19, 8-54-26, and 8-54-27. Guidance and Sample Evidence for Submission for SATEP Compliance and Program Modifications of Changes~~

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The required documentation for Teacher, School Counselor, and School Librarian licensure courses is categorized into three primary areas: Programmatic/Curricular, Candidate Performance, and Institutional/Compliance.

IV. Programmatic and Curricular Evidence

~~These documents will serve as examples to outline the program's curriculum and structure, detailing how it aligns with state and national standards.~~ These documents outline examples of the program's curriculum and structure, detailing how it aligns with state and national standards and demonstrates HTSB statutory priorities of effective teaching and student success.

PROGRAMMATIC AND CURRICULAR EVIDENCE	
DOCUMENT TYPE	DESCRIPTION
Curriculum Maps & Syllabi	Detailed documents showing the alignment of courses, course objectives, and learning activities to state Teacher

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	Performance Standards and other specific requirements (e.g., Hawaiian language/culture, educator ethics, reading instruction).
Program of Study/ Course Sequence	Official documents outlining the required sequence of courses, field experiences, and other milestones for program completion to satisfy requirements for licensure recommendation.
Field/Clinical Experience Requirements	Detailed specifications for the required minimum number of supervised clinical hours (e.g., 450 hours for student teaching/internship) in the correct subject areas and grade spans, including criteria for mentor teachers and university supervision to meet licensure requirements as outlined by HTSB.
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	and the principals/administrators who hire them confirm that completers are professionally and ethically prepared in the P-12 setting.
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VI. Institutional and Compliance Evidence

These documents confirm the institution's operational capacity and compliance with legal and accrediting mandates for licensure.

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Faculty Qualification Records	Documentation (e.g., curriculum vitae, degrees) proving that the faculty teaching education courses meet the board's minimum qualifications for academic credentials and relevant field experience.

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Office of the President

November 3, 2025

Felicia Villalobos, Executive Director
Dr. Jennifer Padua, Licensing Specialist
Hawai'i Teacher Standards Board

Dear Dr. Padua and Executive Director Villalobos:

CAEP's Accreditation Policy and Procedures do require EPPs – from the time of application to CAEP and throughout any term of accreditation – to provide timely notice of substantive changes being undertaken by the EPP which includes the addition or discontinuation of programs subject to CAEP's review and some changes to existing programs. EPPs are also required to notify CAEP of any pending or final Adverse Action decision made by a state agency, any decision to seek approval in another state, and any changes that may effect the EPP's eligibility for membership in and accreditation by CAEP. These requirements are summarized in bullets, below.

Neither policies nor procedures address an EPP's compliance with state requirements regarding program modifications.

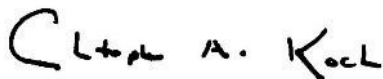
Through a state partnership agreement, a state entity and CAEP may, among other things, agree that CAEP will require EPPs to provide CAEP with state-specific compliance information, often in the form of a rubric provided to CAEP by the state. These types of agreements have the potential to deepen EPP understanding, as well as CAEP-state collaboration, regarding how program modifications may impact state approval and, in turn, CAEP eligibility and accreditation.

- Pursuant to Accreditation Policy and Procedures (Policy III.1.01 Eligibility), An EPP seeking to begin CAEP's Initial Accreditation process must first complete a 2-step application process to, among other things, establish eligibility for CAEP membership and accreditation. This requires that a U.S.-based EPP has obtained and maintains "full, unconditional approval to provide its programs of education beyond the secondary level from at least one state agency or entity charged with ensuring educator preparation quality within a state (state approval entity), including, at a minimum, from the state approval entity of the state in which the EPP's main campus is located". In addition, "[T]hroughout the Initial Accreditation Process and Continuing Accreditation, any EPP must provide CAEP with timely notice of a decision to seek approval in another state or internationally. Once any such approval has been obtained, the EPP must provide CAEP with timely notice of any change in the status of any state approval."

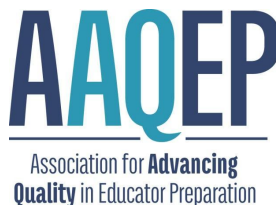
- Policy III.1.04 Interim Reporting establishes that after an EPP has achieved Applicant Status and until such time as it achieves CAEP accreditation, an EPP must report to CAEP significant changes, including “(f.) Elimination of an educational offering cited in the Request for Evaluation; (g.) Any pending or final Adverse Action against the EPP or institution by another accrediting agency, or federal or state agency;... and (i.) Any other change that may affect the EPP’s compliance with CAEP’s eligibility requirements.”
- Throughout any term of accreditation, an EPP must report any substantive changes to CAEP within 30 days of the change and in the EPP’s next annual report. Pursuant to Policy V.4.01 Substantive Change, a substantive change includes “(iii.) The addition of courses or programs that represent a significant departure from existing offerings of educational programs, or method of delivery, from those that were offered when CAEP last reviewed the EPP; (iv.) Any change in a course or program which results in any course or program being provided by an entity other than the EPP; (v.) The addition of programs of study at a degree or credential level different from that which is included in the EPP’s current accreditation; (vi.) A change in the way an institution measures candidate progress – including whether the institution measures progress in clock hours or credit-hours, semesters, trimester, or quarters, or uses time-based or non-time-based methods; (vii.) A substantial increase in the number of clock or credit hours awarded for successful completion of a program;...”

Please let me know if you have any questions or would like to discuss further.

Sincerely,



Christopher Koch, Ed.D.
President



November 3, 2025

Felicia Villalobos, Executive Director
Hawai'i Teacher Standards Board
Honolulu, HI

Dear Executive Director Villalobos:

This letter responds to questions that have been raised regarding the relationship between state authorization of educator preparation programs and national accreditation of those programs. State program approval is a prerequisite to AAQEP accreditation of programs leading to professional education credentials (licenses, certificates, endorsements, etc.). Compliance with state requirements is an ongoing expectation for accredited providers under aspect 4g of the 2025 AAQEP Standards.

AAQEP accreditation reviews require evidence of effective candidate and completer performance and evidence of effective program practices; that evidence is evaluated against the expectations articulated AAQEP's four standards. Performance data reported in self-studies must be disaggregated at the program level so that each program's level of effectiveness can be assessed in the process of the review. While reviews provide evidence of quality at the program level *relative to AAQEP's Standards*, AAQEP review teams do not examine compliance with state-specific program requirements or expectations. Satisfaction of aspect 4g of the 2025 Standards, referenced in paragraph 1 above, is assured by attestation of state observers in keeping with the specific provisions of the relevant state partnership agreement.

During the course of a term of accreditation, providers are expected to maintain state approval of all programs, to respond to any changes in state requirements, and to complete all mandated state reporting. As our partnership agreement specifies, both AAQEP and HTSB will inform each other of any concerns over the continued satisfaction of state or accreditation requirements. In addition, providers inform AAQEP of any program changes, including changes necessitated by changes in state requirements, via the substantive change process which is described on the AAQEP website. Substantive change notifications require evidence of state approval of changes where approval is required by state law, code, policy, or regulation.

I hope these paragraphs provide clarity regarding AAQEP's expectations, and welcome further conversation if any questions remain.

All the best,

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

Mark LaCelle-Peterson, EdD
President and CEO