UNAPPROVED

HAWAI'I TEACHER STANDARDS BOARD
BUSINESS MEETING

Friday, November 16, 2018
Dole Cannery Meeting Room 158

MINUTES

PRESENT:

Louise Cayetano
Deanna D'Olier for Phil Bossert
Kaluhikaua Kaapana
Catherine Payne
Kariane Park Toyama
Felicia Villalobos
Cynthia Covell for Christina Kishimoto
Amelia Jenkins for Nathan Murata
Justin Mew
Roxane Stewart
Lisa Watkins-Victorino

ABSENT:

Lisa DeLong
Jonathan Kissida
Branden Kawazoe
Les Murashige

STAFF:

Lynn Hammonds, Executive Director
Tracey Idica, Licensing Specialist
Jill Agena, Secretary

CALL TO ORDER:

Chairperson Villalobos called the meeting to order at 11:30 a.m.

(Cayetano/Stewart) Amend the agenda to change the case number from 18-04 to 19-01 on new business item 18-16.

ANNOUNCEMENTS:

Thanked exiting member Kerry Tom and recognized new members Cynthia Covell, Kaluhikaua Kaapana, Lisa Watkins-Victorino, and Deanna D'Olier.

APPROVAL OF MINUTES:

(Cayetano/Payne) The minutes of October 5, 2018, meeting were approved as written.

Unapproved

TOPIC: **Executive Director's Report**

DISCUSSION: Executive Director Hammonds submitted her report to the Board with no additions and thanked the board for another year.

TOPIC: **Teacher Education Committee**

DISCUSSION: Jenkins reported that the committee discussed:

- NBI 18-11: Consideration of Acceptance of Report from Teacher for America Educator Preparation Program-Recommends approval
- NBI 18-12: Consideration of Provisional State Approval of the University of Hawaii at Hilo's Teacher Leader Program-Recommends approval
- NBI 18-13: Consideration of Continuing Full State Approval of Kahuawaiola Indigenous Educator Preparation Program at the University of Hawaii at Hilo's College of Hawaiian Language-Recommends approval
- NBI 17-06 Rev: Revision of Requirements for Adding the Field of Early Childhood Education PK-3 to an Existing Hawaii License-Recommends approval

TOPIC: **Budget, Personnel, and Strategic Planning Committee**

DISCUSSION: Chairperson Villalobos reported that the committee discussed:

- NBI 18-14: Approval of HTSB Annual Report
- Personnel Update: Hammonds

TOPIC: **Committee of the Whole Working Lunch: All Members**

DISCUSSION: Chairperson Villalobos reported that members reviewed and discussed:

- Recognition of outgoing and incoming HTSB members
- Hawaii State Teachers Association Update: Wilbert Holck, Executive Director – Moved to January 2019 board meeting
- Update on the online licensing system: Mr. Kevin Costa
- Budget Update: Kawazoe – Moved to January 2019 board meeting

TOPIC: **Report out of Executive Session**

DISCUSSION: Chairperson Villalobos reported out:

- Approval of Executive Session Minutes from October 5, 2018, meeting as written
- Approval of NBI 18-15: License Affirmation
- NBI 18-16: Case 19-01
- Personnel Update
- Consultation with Deputy Attorney General on legal and procedural matters

TESTIMONY, PETITIONS FROM THE PUBLIC: None.

NEW BUSINESS APPROVED: (See Attachments)

1. **NBI 17-06 Rev: Revision of Requirements for Adding the Field of Early Childhood Education PK-3 to an Existing Hawaii License**
   (Jenkins on behalf of the Teacher Education Committee)

2. **NBI 18-11: Consideration of Acceptance of Report from Teach for America Educator Preparation Program**
   (Jenkins on behalf of the Teacher Education Committee)

3. **NBI 18-12: Consideration of Provisional State Approval for the University of Hawaii at Hilo's Teacher Leader Program**
   (Jenkins on behalf of the Teacher Education Committee)

4. **NBI 18-13: Consideration of Continuing Full State Approval of Kahuawaiola Indigenous Educator Preparation Program at the University of Hawaii at Hilo's College of Hawaiian Language**
   (Jenkins on behalf of the Teacher Education Committee)

5. **NBI 18-14: Adoption of Annual Report**
   (Villalobos on behalf of the Budget, Personnel, and Strategic Planning Committee)

6. **NBI 18-15: License Affirmation**
   (Villalobos reported out of executive session)

7. **NBI 18-16: Case 19-01**
   (Villalobos reported out of executive session)

ADJOURNMENT:

Chairperson Villalobos adjourned the meeting at 1:11 p.m.

RECORDER: _____ **DATE:** November 16, 2018
Jill Agena

Unapproved

New Business Item 17-06Rev
Introduced 9/8/2017
Approved 9/8/2017
Reintroduced 11/17/2017
Revised 11/17/2017
Approved 11/17/2017
Reintroduced 11/16/2018
Revised 11/16/2018
Approved 11/16/18

TITLE: Revision of Requirements for Adding the Field of Early Childhood Education PK-3 to an Existing Hawaii License

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The Hawaii Teacher Standards Board approves the following policy for adding the field of Early Childhood Education to an existing Hawaii license:

Any individual adding the fields of Early Childhood Education (ECE) PK-3 and Early Childhood Education PK-K to an existing Hawaii teaching license must complete a state approved teacher preparation program in ECE and be recommended for licensure on the HTSB's program completer form for Hawaii preparation programs or on the Educator Preparation Program Recommendation Form for out of state ECE programs.

Preparation programs are encouraged to use clinical experience "Option B" to evaluate individuals with existing coursework and experience in prescribing requirements for program completion.

Any application to add these fields submitted prior to December 31, 2019, may be processed and approved under regulations existing prior to this date as long as applicants meet all requirements for adding the field no later than December 31, 2019. An application submitted on or after January 1, 2020, must meet the Early Childhood Education preparation program requirement. The Board limits the options for adding the field of ECE based on the request by the Executive Office on Early Learning, the HTSB Workgroup on Early Childhood Education, and testimony from ECE teachers and administrators in the field. However, because of need expressed by the Hawaii Department of Education, the deadlines for applying and qualifying to add this license are extended for one year from the original deadline.

Submitted by: Felicia Villalobos

Referred to: Teacher Standards Committee

Unapproved

New Business Item 18-11
Introduced November 16, 2018
Approved November 16, 2018

TITLE: Consideration of Acceptance of Report from Teach for America Educator Preparation Program

The Hawaii Teacher Standards Board accepts the required report from Teach For America. The report provides evidence of the resolution of the weaknesses stated below:

Weakness in Quality Principle I, Component 1.3: The TFA-HI system for gauging readiness for taking full teaching responsibility is not consistently adequate.

Actions Taken: TFA Hawaii made three primary adjustments to strengthen their monitoring systems to ensure candidate readiness for full teaching responsibility: (1) strengthening communication and data collection at pre-service training institute;
(2) regional support and observation during pre-service training institute; and
(3) administrator meetings.

Evidence of Weakness Resolved: The additional steps put in place to consistently and comprehensively gauge readiness ensure teacher candidates' readiness to be full time teachers. The readiness of candidates is supported by administrator assessment and teacher performance indicators utilized by HIDOE.

Weakness in Quality Principle I, Component 1.5: The faculty have not fully demonstrated the validity of their assessments.

Actions Taken: In response to the review panel's findings TFA-HI engaged in a content validity study using Lawshe's Method (1975) (a method of measuring content validity that was developed by C. H. Lawshe) to demonstrate the validity of their assessments. In an online survey, content experts rated their assessment instruments as essential; useful, but not essential; or not necessary. Diverse panelists included current classroom teachers, teacher coaches, a college of education dean, and a college and career counselor.

Evidence of Weakness Resolved: Based on the results of the validity study, the validity of TFA-HI assessments has been confirmed.

Unapproved

Weakness in Quality Principle II, Component 2.2: The faculty have not systematically incorporated evidence of program and candidate/completer outcomes into their decision-making process.

> *Actions Taken:* TFA-HI has enriched the existing analysis infrastructure to allow for more robust and consistent analysis of completer outcomes and program impact in decision-making throughout our program continuum.
>
> *Evidence of Weakness Resolved:* With the additional actions to strengthen their data review and decision-making, systems incorporate evidence of program and candidate/completer outcomes in decision-making. Administrator assessment and teacher performance indicators utilized by HIDOE both provide evidence of a strong performance by candidates in TFA Hawai`i EPP.

Teach for America's current state approval will expire December 31, 2023. A memorandum will be sent to the unit informing them of the Board's acceptance.

Unapproved

Submitted by: Felicia Villalobos

Referred to: Teacher Education Committee

August 31, 2018

TO: The Hawai'i Teacher Standards Board

FROM: Teach For America Hawai'i

RE: NBI 15-37 Rev: Consideration of Full State Approval of Teach for America Educator Preparation Program

BACKGROUND

The Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) granted Teach For America's Educator Preparation Program (TFA EPP) full Accreditation status for seven years, noting three weaknesses and no stipulations, effective May 2, 2016, through June 30, 2023.

The Hawai'i Teacher Standards Board (HTSB) granted TFA EPP full approval effective June 16, 2016, through December 31, 2018. Per New Business Item (NBI) 15-37 Rev, dated January 19, 2018, the purpose of this report is to provide HTSB with evidence that Teach For America Hawai'i has removed the three weaknesses identified. We respectfully request that the three weakness areas be deemed resolved, and TFA EPP's approval be extended through December 31, 2023, as outlined in the NBI and aligned to the full Accreditation status granted by CAEP.

EVIDENCE OF RESOLVING WEAKNESS AREAS

The three weaknesses noted were Quality Principal Components 1.3, 1.5, and 2.2. We feel confident in the growth and adjustments we have made to address and resolve all three weakness areas. Below please find our report on the actions we have taken and to address each of the areas noted.

A. Quality Principle I, Component 1.3

The review panel identified the following weakness in component 1.3: The TFA-HI system for gauging readiness for taking full teaching responsibility is not consistently adequate.

Actions Taken: In response to the review panel's findings we have made three primary adjustments to strengthen our monitoring systems to ensure candidate readiness for full teaching responsibility: (1) strengthening communication and data collection at pre-service training institute; (2) regional support and observation during pre-service training institute; and (3) administrator meetings.

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1. Communication & Data Collection at Pre-Service Training Institute: Our pre-service training institute is a national training program directly managed by Teach For America's institute Management Team (IMT). The IMT is on-the-ground every day for all five weeks of the summer program. In partnership with the IMT, TFA HI designed a system to strengthen ongoing communication between institute staff and regional staff. Beginning in the summer of 2017 and ongoing, we now receive comprehensive performance data sets from the IMT. If candidates are not making progress as expected, improvement plans are created and implemented and shared with TFA Hawai'i so that growth areas can be targeted during regional orientation, prior to the start of the school year. This ensures that improvement plans from the institute are continued in the region. If a candidate does not meet expectations or growth outlined in a regional improvement plan they can be released from Teach For America. In the summer of 2018 and moving forward, we have also instituted additional reporting directly from the candidates' "corps member advisors" (CMAs) who directly oversee candidate daily teaching practice at the pre-service training institute. CMAs provide data reports to TFA Hawai'i both at the mid-point and end of institute training as an additional layer of support and accountability for progress toward readiness for full-time teaching.

2. TFA Hawai'i Regional Support & Observation During Pre-Service Training institute: In addition to strengthening communication and data collection, we have worked to strengthen our TFA HI oversight during summer training in two ways:
    a. During the pre-service training institute, TFA candidates enrolled in our TFA EPP in Hawai'i are directly coached and supervised by part-time staff members who have experience teaching in Hawai'i public schools. This includes all CMAs who coach teacher candidates, the School Director where candidates teach summer school, and a Diversity Equity and Inclusiveness (DEI) facilitator who works to integrate Hawai'i-specific context in culturally responsive teaching programming. In addition to providing strong continuity with our Hawai'i EPP, having Hawai'i-based institute staff allows us to provide additional training, support, and monitoring of our part-time staff and teacher candidates. Beginning in 2017, TFA Hawai'i has formalized regular touchpoints with Hawai'i-based institute staff before, during, and after institute to understand the progress of individual candidates and institute trends. Learnings are used to gauge readiness for teaching, as well as strategically inform the topics for professional development.
    b. In addition to working with our Hawai'i based staff on-site during the training institute, our Hawai'i regional staff members visit the institute in person two times during the training program. Hawai'i staff conducts "Induction" (a pre-institute orientation to ground Hawai'i EPP candidates in Hawai'i specific context and prepare them for institute) the weekend before institute on-site where the training institute takes place. Beginning in 2017, TFA Hawai'i has formalized a pre-institute, in-person meeting with the IMT to align on objectives and communication. Hawai'i staff then returns to the institute training site mid-institute to monitor the progress of candidates. During this visit, TFA Hawai'i team conducts classroom observations, meets 1:1 with candidates, and meets with both Hawai'i-based institute staff as well as the IMT to check in on the progress of candidates and continue to gauge readiness.

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3. Administrator Meetings: To further gauge readiness and ongoing performance of teacher candidates, we have formalized and created a consistent cadence of meetings with administrators and/or coaches at our partner schools. These meetings inform our practices and support us in preparing teachers during onboarding, induction, institute, and orientation, which occur before candidates become teachers of record during the school year. Beginning 2017, coaches logged their meetings with our partner schools. The cadence for these meeting can be found in the appendix (Supporting Evidence, A.6-Administrator Meeting Log). We discuss learnings in weekly team meetings to inform upcoming support of teachers and the planning of professional development. We heard that an area for focus was "questioning," so we held content learning communities on writing and scaffolding high-level questions. We also heard positive feedback about the energy and creativity of corps members and in response, set up sessions at a full group professional development day, which was a structure that allowed corps members to present and share ideas with one another to continue to foster this strength.

Evidence of Weakness Resolved: With the additional steps we have put in place to consistently and comprehensively gauge readiness, we feel confident in our teacher candidates' readiness to be full time teachers and respectfully request this weakness be deemed resolved. The readiness of candidates is supported by administrator assessment and teacher performance indicators utilized by HIDOE.

1. Administrator Assessment: In 2017-18 we met with administrators and school based coaches at 22 of our 24 partner schools. In addition to engaging in discussion on teacher candidates, administrators responded to six survey questions. The survey was a 7 point Likert scale: 1-3 disagree (1=strongly disagree), 4 (neutral), 5-7 agree (7=strongly agree). Average responses were all in "agree" and ranged from 5.8 - 6.51, see table below.

SY2017.18

I am satisfied with Teach For America teachers in my school.	TFA teachers are making a positive difference in my school.	I would hire another TFA teacher if a vacancy arose in my school.	I would recommend hiring TFA teachers to another principal.	Teach For America teachers perform as well as or better than other beginning teachers.	TFA teachers demonstrate leadership in my school.
6.27	6.23	6.41	6.27	5.81	5.80

2. Teacher Performance: HIDOE administers Danielson as a teacher performance assessment. Our TFA Hawai'i EPP candidates continue to have satisfactory performance on this evaluation, with no candidates receiving an unsatisfactory rating on any domain. In 17-18, no candidates were rated unsatisfactory, with predominantly proficient and distinguished. In "2b: Establishing a Culture for Learning," 91% were rated proficient or distinguished; in "2d: Managing Student Behavior," 88% were rated proficient or distinguished; in "3b: Using Questioning and Discussion Techniques," 69% were rated proficient or distinguished; in "3c: Engaging Students in Learning," 91% were rated proficient or distinguished; and in "3d: Using Assessment in Instruction," 84% were

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rated proficient or distinguished.

Appendix: Supporting Evidence
A.1 - 2017 Phoenix Institute Management Team Meeting Log
A.2 - 2018 Tulsa Institute Management Team Meeting Log
A.3 - Corps Member Outcomes
A.4 - Corps Member Outcomes Institute Data
A.5 - Administrator Input Form Template
A.6 - Administrator Meeting Log
A.7 - Danielson Observation Data

B. Quality Principle I, Component 1.5

The review panel identified the following weakness in component 1.5: The faculty have not fully demonstrated the validity of their assessments.

Actions Taken: In response to the review panel's findings we engaged in a content validity study. From our research, session attendance, and consultation, we selected **Lawshe's Method** (1975), a method of measuring content validity that was developed by C. H. Lawshe, to demonstrate the validity of our assessments. The method gauges agreement among raters or judges regarding how essential a particular item is, asking: Is the skill (or knowledge) measured by this item: (a) Essential, (b) Useful, but not essential, or (3) Not necessary to the performance of the construct? According to Lawshe, if more than half of the panelists indicate that an item is essential, this indicates they did not arrive at this conclusion by chance.

To test the validity of our TFA Hawai'i EPP key assessments, we designed a study based on Lawshe's Method. We created an online survey that asked content experts to rate our assessment instruments as essential; useful, but not essential; or not necessary. We received a total of 14 responses from diverse panelists including current classroom teachers, teacher coaches, a college of education dean, and a college and career counselor. All respondents are considered experts because they have classroom teaching experience and all were successful in their respective credentialing programs. Some panelists participated in our Alternative Route to Certification, some participated in other Hawai'i based educator preparation programs, and some participated in non-Hawai'i based educator preparation programs.

Evidence of Weakness Resolved: Based on the results of our validity study, we feel confident in the validity of our assessments and respectfully request this weakness be deemed resolved.

Validity Study Results: Content Validity Ratio (CVR) values were calculated for each assessment item in accordance to Lawshe's approach and yielded results ranging from 0.429 to 1. All CVR values were positive, which means that more than half our panel of experts believed each assessment item to be essential. Given a panel of 14 experts, a minimum CVR value of 0.51 is necessary to satisfy a one-tailed test at the five percent level and to indicate that the data did not occur by chance. Of the 22 assessment items, 21 had CVR values above 0.51. For these 21 (of 22) items, we can conclude that the agreement reflected in the data did not occur by chance.

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We also calculated the content validity index (CVI), the mean of the assessment items for each assessment instrument with significant CVR values. The CVI for each instrument ranged from 0.7855 to 1. The CVI values of our assessments suggest that there is a high degree of overlap between performance on our assessments and the constructs they intend to measure. We have significant evidence that content experts agree that all our assessments contain valid items. See table below for complete results.

Lawshe's Method: Results

Assessment Items	CVR Value
A. Hoike, Culturally Responsive Pedagogy Portfolio	CVI = 1
A1. The teacher can deconstruct the way in which they are privileged and not privileged and how that impacts their beliefs and actions.	1
A2. The teacher can recognize the full potential of each student and provide the challenges necessary for each student to achieve that potential.	1
A3. The teacher engages students academically, culturally, and socially.	1
A4. Teacher ensures students connect new and prior knowledge through student dialogue and student reflection.	1
A5. The teacher elicits student feedback throughout the lesson. Student ways of thinking, talking, and behaving that differ from the norm are respected and affirmed.	1
B. Professional Dispositions Assessment	CVI = 0.857
B1. Teacher maintains a system for collecting student progress and shares that progress proactively with TFA staff.	0.714
B2. Teacher communicates with families regarding students' progress.	0.857
B3. Teacher cooperates and collaborates effectively with colleagues.	1
B4. Teacher proactively seeks professional development and meets requirements of all mandated professional development.	0.857
B5. Teacher seeks out feedback and receives feedback in a professional manner.	0.857
B6. Teacher adheres to the TFA-Hawaii attendance policy and submits all deliverables according to deadlines.	0.429
B7. Teacher is deepening their connections to and understanding of their community context to build stronger relationships and create more relevant learning experiences, (e.g. understanding of cultural, ethnic, gender, and learning differences).	0.857

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B8. Teacher is committed to deepening understanding of their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing) and the potential biases in these frames, to better understand their own positionality and power as classroom leaders. Teacher accesses resources to deepen their own understanding and actively participates in reflection and discussion.	0.857
C. Student Learning Assessment: Vision and Big Goals	CVI = 0.7855
C1. Teacher creates a classroom vision that includes academic growth.	0.857
C2. Teacher creates a classroom vision that includes personal growth.	0.857
C3. Teacher creates a classroom vision that includes social, political, cultural consciousness.	0.714
C4. Teacher creates a classroom vision that includes access.	0.714
D. Student Learning Assessment: Data Analysis	CVI = 0.857
D1. Teacher meets requirements for data tracking.	0.857
D2. Teacher reflects on assessment data with depth and accurate analysis.	0.714
D3. Teacher reflects on assessment data to prioritize teacher actions aligned with student need.	1
E. Student Learning Assessment: Mid-Year and End-of-Year Reflections	CVI = 0.9285
E1. Teacher reflects on mid-year and end-of-year data with depth and accurate analysis.	0.857
E2. Teacher reflects on mid-year and end-of-year data to prioritize teacher actions aligned with student need.	1

Appendix: Supporting Evidence
B.1: Validity Study Panelists

C. Quality Principle II, Component 2.2

The review panel identified the following weakness in component 2.2: The faculty have not systematically incorporated evidence of program and candidate/completer outcomes into their decision-making process.

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Actions Taken: In response to the review panel's findings we have enriched our existing analysis infrastructure to allow for more robust and consistent analysis of completer outcomes and program impact in decision-making throughout our program continuum.

1. Pre-Service Training: As discussed above in Section A, we have created a number of new systems to access greater data regarding candidate outcomes during pre-service training (e.g. communication and greater data sets from the institute Management Team, ongoing touchpoints with Hawai'i based institute staff, and on-site visits by Hawai'i regional staff). This data is used to inform decisions on targeted professional development.

2. In-Service Training: We have strengthened our data collection and analysis during in-service training in two key ways:
   a. First, we created more detailed and comprehensive systems for data collection. Beginning in 2016-17, we delineated the following finer-grained outcomes (FGO): (1) Depth of reflection and accuracy of data analysis; (2) Aligned teacher actions; (3) Broader student outcomes (academic growth; personal growth; social, political, and cultural consciousness; access); and (4) Professional disposition. We mapped our assessments to each of these finer grained outcomes to illuminate where these are evaluated over time and we created a more differentiated and detailed tracker to allow greater analysis of progress against finer grained outcomes. For example, whereas we previously entered an overall score for vision, a component of the Student Learning Assessment, we now track the score for each of the four components of vision - Knowledge and Skills Growth, Personal Growth, Access, and Social Political Cultural Consciousness. This data allows us to analyze more detailed outcome data and make decisions accordingly.
   b. Second, we have strengthened our faculty's practice of analyzing, discussing, and using data to inform decisions in three ways:
      - ***Ongoing***: As assessment components are turned in and graded we discuss outcomes in weekly team meetings to inform what responsive learning experiences should be offered and what focus areas need to be prioritized in coaching sessions with Managers of Teacher Leadership Development (MTLDs), our teacher coaches. Coaches' ability to support CMs to reflect on data has increased given this system in place to allow for these conversations.
      - ***Bi-Annual Formal Review with Full Time staff***: Formal data step backs with our full time staff occur at the end of each semester to assess efficacy and inform planning. These are noted in the School Impact Data Meeting Log. These meetings include reviewing data on candidate survey responses, candidate performance, and student outcomes. To prepare for these, progress to goal data is entered mid-quarter and end-of-quarter. We are able to use the finer grained outcomes data to create responsive and targeted professional development. One example of how these data reviews inform our decision-making was our review of vision data. After analyzing the data of our four broader student outcomes – Knowledge and Skills Growth, Personal Growth, Access, and Social Political Cultural Consciousness (SPCC) – we were able to see that academic growth and personal growth were strengths across our candidates, while SPCC and access trended lower. We focused on SPCC and access in following vision support sessions and coaching and thereafter saw

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stronger outcomes and scores on those components in the second vision submission.

- ***Monthly Meetings with Content Specialists***: At each monthly meeting with Content Specialists, we review candidate feedback data in preparation for planning the next professional development. Meeting dates can be seen in the Content Specialist Meeting Log and survey data is summarized in the Learning Community Survey Data Overview in the appendix. In the first data analysis assignment, we saw the finer grained outcome of Depth of Reflection and Analysis Accuracy as an area of focus. After incorporating skill building in this area in content learning communities, we saw the average score increase by 3 points on this finer grained outcome in the next data analysis assignment.

Evidence of Weakness Resolved: With the additional actions to strengthen our data review and decision-making, we feel confident in our systems to systematically incorporate evidence of program and candidate/completer outcomes in decision-making and respectfully request this weakness be deemed resolved. As discussed in section A above, administrator assessment and teacher performance indicators utilized by HIDOE both provide evidence of a strong performance by candidates in our TFA Hawai`i EPP.

Appendix: Supporting Evidence
C.1 - Finer-grained outcomes tracker
C.2 - School Impact Data Meeting Log
C.3 - Content Specialist Meeting Log
C.4 - Learning Community Survey Data Overview

CLOSING

We appreciate the opportunity to share our continued work to strengthen and evolve our program. As discussed, we feel confident that the improvements have adequately resolved the weakness areas noted. Further, we are committed to ongoing learning and will continue to assess candidate experience and program outcomes and make appropriate adjustments as needed. Please do not hesitate to reach out with any questions. Mahalo for the support.

Appendix: Report to the Hawai'i Teacher Standards Board: Evidence of Resolving Weakness Areas Supporting Evidence

Supporting Evidence	Item	Page Number
A.1	2017 Phoenix Institute Management Team Meeting Log	2
A.2	2018 Tulsa Institute Management Team Meeting Log	3
A.3	Corps Member Outcomes	5
A.4	Corps Member Outcomes Institute Data	7

Unapproved

A.5	Administrator Input Form Template	9
A.6	Administrator Meeting Log	10
A.7	Danielson Observation Data	13
B.1	Validity Study Panelists	16
C.1	Finer-grained outcomes tracker Due to the large size, please see supporting evidence for finer-grained outcomes via this Tracker.	16
C.2	School Impact Data Meeting Log	17
C.3	Content Specialist Meeting Log	18
C.4	Learning Community Survey Data Overview	19

A.1 - 2017 Phoenix Institute Management Team Meeting Log

Date	Participants	Topic(s)
30 June 2017	Institute staff: Regan Balmoja, School Director Hawai`i staff: Kim Roman, Director School Impact; Lia Rozmiarek, Head of Program	• Updates on corps member experience, retention, and performance; trends • Individual teacher updates • Planning for regional development & support.
23 June 2017	Institute staff: Regan Balmoja, School Director Hawai`i staff: Lia Rozmiarek, Head of Program	• Individual teacher updates • Data insight, student outcomes • Learning Cycle impact
15 June 2017	Institute staff: Regan Balmoja, School Director Hawai`i staff: Kim Roman, Director School Impact; Lia Rozmiarek, Head of Program	• Operations & Logistics update • DEI & affinity spaces at Institute • Individual teacher updates • Trends across schools • Developing Part Time staff
15 May 2017	Institute staff: Regan Balmoja, School Director Hawai`i staff: Lia Rozmiarek, Head of Program	• Incorporating Hawai`i context at Institute • Structures for DEI & affinity spaces • Systems for communication
3 May 2017	Institute staff: Regan Balmoja, School Director	• Incorporating Hawai`i context at Institute • Regional staff support for PT staff details

Unapproved

	Hawai`i staff: Lia Rozmiarek, Head of Program	• Regional staff visit to Institute • Systems for sharing teacher updates • Aligning participant experience from onboarding through to first eight weeks

A.2 - 2018 Tulsa Institute Management Team Meeting Log

Date	**Participants**	**Topic(s)**
11.30.17	Institute Staff: Jamila Singleton Munson, SMD Tulsa Institute Hawai'i Staff: Lia Rozmiarek, Head of Program; Alyson Emrick, Director Pre-Service and ARC	Institute Programming: past, present, future
11.30.17	Institute Staff: Jamila Singleton Munson, SMD Tulsa Institute Hawai'i Staff: Alyson Emrick, Director Pre-Service and ARC	Institute staffing progress to goal
12.11.17	Institute Staff: Jamila Singleton Munson, SMD Tulsa Institute; Nicky DeMoss, MD Institute Program Hawai'i Staff: Jill Baldemor, Executive Director; Lia Rozmiarek, Head of Program; Kim Roman, Director School Impact; Alyson Emrick, Director Pre-Service and ARC; Lindsey Bailey, Manager Values, Diversity, Culture	Partnership, Priorities & staffing, Hawai'i school, Data needs, Induction
1.5.18	Institute Staff: Jamila Singleton, SMD, Tulsa Institute; Nicky DeMoss, MD Institute Program Hawai'i Staff: Alyson Emrick, Director Pre-Service and ARC; Lia Rozmiarek-Held, Head of Program	Certification Context
1.26.18	Institute Staff: Nick Kovalenko, Director Institute Operations Hawai'i Staff: Alyson Emrick, Director Pre-Service and ARC	Induction
2.7.18	Institute Staff: Jessica Putz, Sodexo at The University of Tulsa, Student Union and Conference Services Manager Hawai'i Staff: Alyson Emrick, Director Pre-Service and Alternate Route to Certification	Induction logistics
2.14.18	Institute Staff: Nick Kovalenko, Director Institute Operations	Induction

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	Hawai'i Staff: Alyson Emrick, Director Pre-Service and Alternate Route to Certification	
2.16.18	Institute Staff: Jamila Singleton, SMD, Tulsa Institute Hawai'i Staff: Lia Rozmiarek, Head of Program	Licensure/accreditation needs, Contextualization of DEI programming to include Hawai`i context
2.23.18	Institute Staff: Jamila Singleton, SMD, Tulsa Institute; Nicky DeMoss, MD Institute Program Hawai'i Staff: Lia Rozmiarek, Head of Program; Alyson Emrick, Director Pre-Service and ARC	Coalition and partnership building, alignment of onboarding, induction, institute
3.7.18	Institute Staff: Jamila Singleton, SMD, Tulsa Institute Hawai'i Staff: Lia Rozmiarek, Head of Program	Confirmation of structure and hiring Licensure and accreditation Native Alliance Initiative Call to Action
4.18.18	Institute Staff: Jamila Singleton, SMD, Tulsa Institute; Nicky DeMoss, MD Institute Program, Aaron Buchanan, Director Institute Data Hawai'i Staff: Lia Rozmiarek, Head of Program; Alyson Emrick, Director Pre-Service and ARC	Data Collection Institute Portfolio Corps Member Retention
5.16.18	Institute Staff: Jamila Singleton, SMD, Tulsa Institute; Nicky DeMoss, MD Institute Program, Aaron Buchanan, Director Institute Data Hawai'i Staff: Lia Rozmiarek, Head of Program; Alyson Emrick, Director Pre-Service and ARC	Corps Member Outcomes
6.16.18	Institute Staff: Jamila Singleton, SMD, Tulsa Institute; Nicky DeMoss, MD Institute Program Hawai'i Staff: Lia Rozmiarek, Head of Program; Alyson Emrick, Director Pre-Service and ARC	Final school and staff structure Summer communication
7.11.18	Institute Staff: Jamila Singleton, SMD, Tulsa Institute Hawai'i Staff: Jill Baldemor, Executive Director; Lia Rozmiarek, Head of Program; Kim Roman, Director School Impact	Native Alliance Initiative Impact of Learning Cycles Corps Member Progress Staff culture Diversity Equity Inclusiveness Programming

A.3 - Corps Member Outcomes

Unapproved

Corps Member Outcomes, All Corps members "The corps member is…"			
Area Assessed	**Rating Choices**		
… pressing for evidence-based explanations in written and oral discourse, challenging and complicating student ideas--whether correct, incorrect or seemingly mis-aligned--for the purpose of deepening conceptual understandings.	Making Progress	Not Making Progress	
… asking questions that students have been prepared to answer, which involves engaging talk moves, questioning, and scaffolding.	Making Progress	Not Making Progress	
… establishing and maintaining a joyful, welcoming, nurturing, encouraging, and affirming classroom community that establishes a safe, productive Learning Environment.	Making Progress	Not Making Progress	
… planning and/or facilitating instructional activities that are closely aligned to the instructional goal.	Making Progress	Not Making Progress	
… using Universal Design for Learning in their planning and/or execution of learning experiences, in order to remove instructional barriers to learning.	Making Progress	Not Making Progress	
… utilizing Student Data Analysis and Student Work Analysis protocols to assess student learning and experience in their classroom against daily, weekly, and/or summer school goals.	Making Progress	Not Making Progress	
...owns their ongoing DEI learning and development.	Making Progress	Not Making Progress	
… views themselves as aspiring and developing culturally relevant practitioners and believe Culturally Relevant Pedagogy is at the heart of their practice.	Making Progress	Not Making Progress	
… effectively utilizing Instructional Activity planning resources to build out lesson methods and plan for student engagement, in alignment with the instructional goals and broader vision for students.	Making Progress	Not Making Progress	
For CMs with Special Education placements only			
Area assessed	**Rating Choices**		
CMs with special	(1) understand their	(2) identify some key	(3) have experience

Unapproved

education placements:	Toolkit,	information in an IEP;	writing drafts of two IEP components.

Corps Member Areas of Opportunity and Areas of Strength, All Corps members

Rating Choices: Areas of Opportunity	Rating Choices: Areas of Strength
● Pressing for evidence-based explanations in written and oral discourse, challenging and complicating student ideas--whether correct, incorrect or seemingly mis-aligned--for the purpose of deepening conceptual understandings. ● Asking questions that students have been prepared to answer, which involves engaging talk moves, questioning, and scaffolding. ● Establishing and maintaining a joyful, welcoming, nurturing, encouraging, and affirming classroom community that establishes a safe, productive Learning Environment. ● Planning and/or facilitating instructional activities that are closely aligned to the instructional goal. ● Using Universal Design for Learning in their planning and/or execution of learning experiences, in order to remove instructional barriers to learning. ● Utilizing Student Data Analysis and Student Work Analysis protocols to assess student learning and experience in their classroom against daily, weekly, and/or summer school goals. ● Owns their ongoing DEI learning and development. ● Views themselves as aspiring and developing culturally relevant practitioners and believe Culturally Relevant Pedagogy is at the heart of their practice. ● Effectively utilizing Instructional Activity planning resources to build out lesson methods and plan for student engagement, in alignment with the instructional goals and broader vision for students.	● Pressing for evidence-based explanations in written and oral discourse, challenging and complicating student ideas--whether correct, incorrect or seemingly mis-aligned--for the purpose of deepening conceptual understandings. ● Asking questions that students have been prepared to answer, which involves engaging talk moves, questioning, and scaffolding. ● Establishing and maintaining a joyful, welcoming, nurturing, encouraging, and affirming classroom community that establishes a safe, productive Learning Environment. ● Planning and/or facilitating instructional activities that are closely aligned to the instructional goal. ● Using Universal Design for Learning in their planning and/or execution of learning experiences, in order to remove instructional barriers to learning. ● Utilizing Student Data Analysis and Student Work Analysis protocols to assess student learning and experience in their classroom against daily, weekly, and/or summer school goals. ● Owns their ongoing DEI learning and development. ● Views themselves as aspiring and developing culturally relevant practitioners and believe Culturally Relevant Pedagogy is at the heart of their practice. ● Effectively utilizing Instructional Activity planning resources to build out lesson methods and plan for student engagement, in alignment with the instructional goals and broader vision for students.

Unapproved

A.4 - Corps Member Outcomes Institute Data

Corp Member Outcome		1	2	3	4	5	6	7	8	9	10
Mid Institute	**Making Progress**	65/68* = 96%	69/69 = 100%	69/69 = 100%	69/69 = 100%	68/69 = 99%	69/69 = 100%	68/69 = 99%	68/69 = 99%	69/69 = 100%	12/22 = 55%

	Not Making Progress	3/68 = 4%	0/69 = 0%	0/69 = 0%	0/69 = 0%	1/69 = 1%	0/69 = 0%	1/69 = 1%	1/69 = 1%	0/69 = 0%	10/22 = 45%
End of Institute	**Making Progress**	69/69 = 100%	68/69 = 99%	68/69 = 99%	69/69 = 100%	68/69 = 99%	68/69 = 99%	64/69 = 93%	69/69 = 100%	69/69 = 100%	28/30 = 93%
	Not Making Progress	0/69 = 0%	1/69 = 1%	1/69 = 1%	0/69 = 0%	1/69 = 1%	1/69 = 1%	5/69 = 7%	0/69 = 0%	0/69 = 0%	2/30 = 7%

*one missing response

Corps Member Outcomes: The CM is...

1. pressing for evidence-based explanations in written and oral discourse, challenging and complicating student ideas--whether correct, incorrect or seemingly mis-aligned--for the purpose of deepening conceptual understandings.
2. asking questions that students have been prepared to answer, which involves engaging talk moves, questioning, and scaffolding.
3. establishing and maintaining a joyful, welcoming, nurturing, encouraging, and affirming classroom community that establishes a safe, productive Learning Environment.
4. planning and/or facilitating instructional activities that are closely aligned to the instructional goal.
5. using Universal Design for Learning in their planning and/or execution of learning experiences, in order to remove instructional barriers to learning.
6. utilizing Student Data Analysis and Student Work Analysis protocols to assess student learning and experience in their classroom against daily, weekly, and/or summer school goals.
7. owns their ongoing DEI learning and development.
8. views themselves as aspiring and developing culturally relevant practitioners and believe Culturally Relevant Pedagogy is at the heart of their practice.
9. When provided with a lesson vision, (objective, key points, assessment), effectively utilizing Instructional Activity planning resources to build out lesson methods and plan for student engagement, in alignment with the instructional goals and broader vision for students.
10. For CMs with Special Ed placements only: The CMs with special education placements: (1) understand their Toolkit, (2) identify some key information in an IEP; (3) have experience writing drafts of two IEP components.

End of Institute Areas of Opportunity and Areas of Strength

CM Outcome	Area of Opportunity	Area of Strength
Pressing for evidence-based explanations in written and oral discourse, challenging and complicating student ideas--whether correct, incorrect or seemingly mis-aligned--for the purpose of deepening conceptual understandings.	8/69 = 12%	6/69 = 9%
Asking questions that students have been prepared to answer, which involves engaging talk moves, questioning, and scaffolding.	9/69 = 13%	6/69 = 9%

Unapproved

Establishing and maintaining a joyful, welcoming, nurturing, encouraging, and affirming classroom community that establishes a safe, productive Learning Environment.	10/69 = 14%	19/69 = 28%
Planning and/or facilitating instructional activities that are closely aligned to the instructional goal.	13/69 = 19%	7/69 = 10%
Using Universal Design for Learning in their planning and/or execution of learning experiences, in order to remove instructional barriers to learning.	0/69 = 0%	0/69 = 0%
Utilizing Student Data Analysis and Student Work Analysis protocols to assess student learning and experience in their classroom against daily, weekly, and/or summer school goals.	3/69 = 4%	2/69 = 3%
Owns their ongoing DEI learning and development.	12/69 = 17%	3/69 = 4%
Views themselves as aspiring and developing culturally relevant practitioners and believe Culturally Relevant Pedagogy is at the heart of their practice.	13/69 = 19%	25/69 = 36%
Effectively utilizing Instructional Activity planning resources to build out lesson methods and plan for student engagement, in alignment with the instructional goals and broader vision for students.	1/69 = 1%	1/69 = 1%

A.5 - Administrator Input Form Template

Strengths of TFA Teachers

Areas of Growth for TFA Teachers

Unapproved

Principal Survey Questions *(strongly disagree, disagree, somewhat disagree, neutral, somewhat agree, agree, strongly agree)* I am satisfied with Teach For America teachers in my school. TFA teachers are making a positive difference in my school. I would hire another TFA teacher if a vacancy arose in my school. I would recommend hiring TFA teachers to another principal. Teach For America teachers perform as well as or better than other beginning teachers. TFA teachers demonstrate leadership in my school.

Other Input and Questions

Anticipated vacancies and hiring needs (second semester only)

Date:	Administrator Name:
School:	Administrator Signature:

A.6 - Administrator Meeting Log

SY 17-18 Meeting Log

Date	School	School Attendees	TFA Attendees	Admin Input Form (y/n)
10/23/17	Waianae Elementary	Ray Pikelny (Principal) Holly (Site coach)	Chanel Timmons (MTLD)	n
10/25/17	Konawaena MS	Teddy Burgess (principal)	Natalie Lalagos (MTLD)	y
10/25/17	Maili Elementary	Suzie Lee	Chanel Timmons (MTLD)	n
10/30/17	Kahakai Elementary	Jessica Dahlke (VP),	Natalie Lalagos	y

Unapproved

		Alicia Hamilton (coach), Janet Silberman (VP)	(MTLD)	
11/1/17	Kanu o Ka ‘Aina	Mahina Paishon-Duarte (Principal)	Natalie Lalagos (MTLD)	y
11/27/17	Wai’anae High School	Bryson Mitchell (coach); Cameron Kubota (coach); Cindy Rivera (coach); Debby Ng (coach); Beth Dyjak (coach); Walter Young (coach); Kevin Nakamoto (coach); Disa Hauge (principal)	Chanel Timmons (MTLD) Colleen McEnearney (MTLD)	y
11/29/17	Konawaena High School	Diane Spencer, (vice principal), Shawn Suzuki (principal)	Kim Roman, Natalie Lalagos	y
11/30/17	Keaau High School	Dean Cevallos (principal)	Kim Roman (Director, School Impact)	y
12/5/2017	Kealakehe High School	Tammy Furrer (Vice Principal)	Natalie Lalagos (MTLD)	y
12/6/2017	Ho’okena Elementary School	Nancy Jadallah	Natalie Lalagos (MTLD)	y
12/11/2017	Kealakehe Intermediate	Mark Hackelberg (Principal)	Natalie Lalagos (MTLD)	y
1/10/2018	Ka’u High and Pahala Elementary	Sharon Beck (Principal)	Kim Roman (D,SI)	y
2/5/18	Waianae High	Becky Gebreyesus (VP) Hayley Spears (VP)	Chanel Timmons (MTLD)	n
2/26/18	Waianae Elementary	Ray Pikelny (Principal)	Chanel Timmons (MTLD)	n
3/5/18	Kipapa Elementary School	Corinne Yogi (Principal)	Colleen McEnearney (MTLD)	y

Unapproved

3/5/18	Kealakehe Intermediate	Mark Hackelberg (Principal)	Natalie Lalagos (MTLD)	y
3/28/18	Waianae Elementary	Ray Pikelny (principal)	Chanel Timmons (MTLD)	n
4/3/18	Waianae High	Becky Gebreyesus (VP) Hayley Spears (VP)	Chanel Timmons (MTLD)	n
4/5/18	Nanaikapono Elementary	Debra Knight (Principal)	Leslie Toy (MTLD)	y
4/18/18	Wheeler MIddle School	Brenda Vierra-Chun (Principal)	Leslie Toy (MTLD)	y
4/19/18	Leihoku Elementary School	Randall Miura (Principal)	Leslie Toy (MTLD)	y
4/20/18	Aiea Intermediate School	Tom Kurashige (Principal)	Leslie Toy (MTLD)	y
4/23/18	Wahiawa Middle School	Ursula Kawaguchi (Principal)	Leslie Toy (MTLD)	y
4/23/18	James Campbell High School	Jon Henry Lee (Principal)	Colleen McEnearney (MTLD)	y
4/25/18	Ho'okena Elementary	Nancy Jadallah (Principal)	Natalie Lalagos (MTLD) Lia Rozmiarek-Held (Head of Program)	n
4/27/18	Kaimiloa Elementary	Chad Nacapuy (Vice Principal)	Colleen McEnearney (MTLD)	y
4/30/18	Waianae Elementary	Ray Pikelny	Chanel Timmons (MTLD)	y
5/10/18	Waianae Elementary	Ray Pikelny	Chanel Timmons (MTLD)	n
5/11/18	Aiea High School	David Tanuvasa (Principal)	Leslie Toy (MTLD)	y
5/14/18	Waianae High School	Coaches	Colleen McEnearney & Chanel Timmons	n

Unapproved

			(MTLDs)	
5/16/18	Waianae Intermediate School	John Wataoka (Principal)	Colleen McEnearney (MTLD)	y
5/31/18	Konawaena High School	Shawn Suzuki (Principal)	Natalie Lalagos (MTLD)	y
5/31/18	Konawaena Middle School	Teddy Burgess (Principal)	Natalie Lalagos (MTLD)	y
5/31/18	Kealakehe Intermediate	Mark Hackelberg (Principal)	Natalie Lalagos (MTLD)	y
5/31/18	Kealakehe High School	Tammy Furrer (Vice Principal)	Natalie Lalagos (MTLD)	y
6/6/18	Kanu o ka Aina	Mahina Paishon-Duarte (Principal)	Natalie Lalagos (MTLD)	n

A.7 - Danielson Observation Data
SY15-16

Content Area	Danielson Rating for 2d: Managing Student Behavior	Danielson Rating for 3d: Using Assessment in Instruction	Danielson Ratings for 2b: Establishing a Culture for Learning	Danielson Ratings for 3b: Using Questioning and Discussion Techniques	Danielson Ratings for 3c: Engaging Students in Learning
ELA	D: 38%	D: 25%	D: 25%	D: 19%	D: 25%
	P: 44%	P: 57%	P: 57%	P: 62%	P: 63%
	B: 6%	B: 6%	B: 6%	B: 13%	B: 6%
	*Not Assessed: 12%	Not Assessed: 12%	Not Assessed: 12%	Not Assessed: 6%	Not Assessed: 6%
Math	D: 13%	D: 25%	D: 50%	D: 25%	D: 31%
	P: 75%	P: 63%	P: 38%	P: 69%	P: 63%
	B: 0%	B: 0%	B: 0%	B: 6%	B: 6%
	Not Assessed: 12%	Not Assessed: 12%	Not Assessed: 12%	Not Assessed: 0%	Not Assessed: 0%

Unapproved

Elementary	D: 5%	D: 9%	D: 9%	D: 0%	D: 5%
	P: 81%	P: 76%	P: 81%	P: 67%	P: 81%
	B: 5%	B: 5%	B: 0%	B: 24%	B: 5%
	Not Assessed: 9%	Not Assessed: 9%	Not Assessed: 9%	Not Assessed: 9%	Not Assessed: 9%
Science	D: 36%	D: 36%	D: 45%	D: 27%	D: 27%
	P: 54%	P: 54%	P: 55%	P: 73%	P: 73%
	B: 10%	B: 10%	B: 0%	B: 0%	B: 0%
	Not Assessed: 0%	Not Assessed: 0%	Not Assessed: 0%	Not Assessed: 0%	Not Assessed: 0%
Social Studies	D: 25%	D: 25%	D: 25%	D: 25%	D: 0%
	P: 75%	P: 75%	P: 75%	P: 25%	P: 100%
	B: 0%	B: 0%	B: 0%	B: 50%	B: 0%
	Not Assessed: 0%	Not Assessed: 0%	Not Assessed: 0%	Not Assessed: 0%	Not Assessed: 0%

D - Distinguished; P - Proficient; B - Basic

Ratings come from administrators charged with providing evaluations of non-tenured teachers, aligned to the Danielson framework, as implemented in SY2015-16.

** Of the 3 total individuals not assessed across the candidate group - one was on maternity leave; one was at a first-year charter; one, unknown. There were two other individuals partially assessed based on the implementation of the Danielson observations at their school site. School site administrators conducted school-specific evaluations, which allowed for some flexibility in application of the Danielson domains, aligned to school decision-making and priorities.*

SY16-17

Content Area	Danielson Ratings for 2d: Managing Student Behavior	Danielson Ratings for 3d: Using Assessment in Instruction	Danielson Ratings for 2b: Establishing a Culture for Learning	Danielson Ratings for 3b: Using Questioning and Discussion Techniques	Danielson Ratings for 3c: Engaging Students in Learning
ELA	D: 4/16 = 25%	D: 2/16 = 13%	D: 2/16 = 13%	D: 2/16 = 13%	D: 1/16 = 6%

Unapproved

	P: 10/16 = 63%	P: 10/16 = 63%	P: 13/16 = 81%	P: 10/16 = 63%	P: 13/16 = 81%
	B: 2/16 = 13%	B: 4/16 = 25%	B: 1/16 = 6%	B: 4/16 = 25%	B: 2/16 = 13%
	U: 0/16 = 0%	U: 0/16 = 0%	U: 0/16 = 0%	U: 0/16 = 0%	U: 0/16 = 0%
Math	D: 0/11 = 0%	D: 1/11 = 9%	D: 1/11 = 9%	D: 2/11 = 18%	D: 5/11 = 45%
	P: 11/11 = 100%	P: 10/11 = 91%	P: 10/11 = 91%	P: 8/11 = 73%	P: 6/11 = 55%
	B: 0/11 = 0%	B: 0/11 = 0%	B: 0/11 = 0%	B: 1/11 = 9%	B: 0/11 = 0%
	U: 0/11 = 0%	U: 0/11 = 0%	U: 0/11 = 0%	U: 0/11 = 0%	U: 0/11 = 0%
Elementary	D: 2/5 = 40%	D: 0/5 = 0%	D: 0/5 = 0%	D: 1/5 = 20%	D: 2/5 = 40%
	P: 3/5 = 60%	P: 4/5 = 80%	P: 4/5 = 80%	P: 2/5 = 40%	P: 2/5 = 40%
	B: 0/5 = 0%	B: 1/5 = 20%	B: 1/5 = 20%	B: 2/5 = 40%	B: 1/5 = 20%
	U: 0/5 = 0%	U: 0/5 = 0%	U: 0/5 = 0%	U: 0/5 = 0%	U: 0/5 = 0%
General Science	D: 1/6 = 17%	D: 1/6 = 17%	D: 1/6 = 17%	D: 1/6 = 17%	D: 1/6 = 17%
	P: 5/6 = 83%	P: 4/6 = 67%	P: 5/6 = 83%	P: 4/6 = 67%	P: 4/6 = 67%
	B: 0/6 = 0%	B: 1/6 = 17%	B: 0/6 = 0%	B: 1/6 = 17%	B: 1/6 = 17%
	U: 0/6 = 0%	U: 0/6 = 0%	U: 0/6 = 0%	U: 0/6 = 0%	U: 0/6 = 0%
Social Studies	D: 0/6 = 0%	D: 0/6 = 0%	D: 0/6 = 0%	D: 0/6 = 0%	D: 0/6 = 0%
	P: 6/6 = 100%	P: 5/6 = 83%	P: 5/6 = 83%	P: 5/6 = 83%	P: 5/6 = 83%
	B: 0/6 = 0%	B: 1/6 = 17%	B: 1/6 = 17%	B: 1/6 = 17%	B: 1/6 = 17%
	U: 0/6 = 0%	U: 0/6 = 0%	U: 0/6 = 0%	U: 0/6 = 0%	U: 0/6 = 0%

D – Distinguished; P – Proficient; B – Basic; U – Unsatisfactory
Ratings come from administrators charged with providing evaluations of non-tenured teachers, aligned to the Danielson framework, as implemented in SY2016.17.

SY17-18 Overall Danielson Ratings

2b Danielson: Establishing a	2d Danielson: Managing	3b Danielson: Using	3c Danielson: Engaging	3d Danielson: Using

Unapproved

Culture for Learning	Student Behavior	Questioning and Discussion Techniques	Students in Learning	Assessment in Instruction
D: 12/57 = 21%	D: 8/57 = 14%	D: 9/57 = 16%	D: 7/57 = 12%	D: 6/57 = 10%
P: 40/57 = 70%	P: 42/57 = 74%	P: 30/57 = 53%	P: 45/57 = 79%	P: 42/57 = 74%
B: 5/57 = 9%	B: 7/57 = 12%	B: 18/57 = 31%	B: 5/57 = 9%	B: 9/57 = 16%
U: 0/57 = 0%	U: 0/57 = 0%	U: 0/57 = 0%	U: 0/57 = 0%	U: 0/57 = 0%

D – Distinguished; P – Proficient; B – Basic; U – Unsatisfactory
Ratings come from administrators charged with providing evaluations of non-tenured teachers, aligned to the Danielson framework, as first implemented in SY2016.17.

B.1 - Validity Study Panelists

First Name	**Last Name**	**Current Position**
Colleen	McEnearney	Teacher Coach
Leslie	Toy	Teacher Coach
Kim	Roman	Teacher Coach
Chanel	Timmons	Teacher Coach
Natalie	Lalagos	Teacher Coach
Debbie	Moon	Classroom Teacher
Annie	Wynters	Special Education Department Head
Sarah	Kern	Classroom Teacher
Cameron	Kubota	Teacher Coach
Meilan	Akaka Manfre	Teacher Coach

Unapproved

Phillip	Hon	Classroom Teacher
Dale	Fryxell	University Personnel (professor, program manager, dean etc)
Christina	Torres	Classroom Teacher
Allie	Serina	College Career Counselor

C.1 - Finer-grained outcomes tracker
Due to the large size, please see supporting evidence for finer-grained outcomes via this Tracker at this box link

C.2 - School Impact Data Meeting Log

Date	Participants	Topic(s)
10/17/17	Alyson Emrick, Kim Roman, Leslie Toy, Colleen McEnearney, Chanel Timmons, Natalie Lalagos	Q1 Progress towards goals review and responsive planning
11/10/17	Alyson Emrick, Kim Roman, Leslie Toy, Colleen McEnearney, Chanel Timmons, Natalie Lalagos	First 8 Weeks Survey Data Review and Responsive Planning
1/9/18	Alyson Emrick, Kim Roman, Leslie Toy, Colleen McEnearney, Chanel Timmons, Natalie Lalagos	Q2 Progress towards goals review and responsive planning
2/2/18	Alyson Emrick, Kim Roman, Leslie Toy, Colleen McEnearney, Chanel Timmons, Natalie Lalagos, Lia Rozmiarek, Meilan Akaka Manfre, Lindsey Bailey, Isaiah Peacott-Ricardos	Spring Program Retreat: Holistic Progress to Goals
4/3/18	Alyson Emrick, Kim Roman, Leslie Toy, Colleen McEnearney, Chanel Timmons, Natalie Lalagos	Q3 Progress towards goals review and responsive planning
4/10/18	Alyson Emrick, Kim Roman, Leslie Toy, Colleen McEnearney, Chanel Timmons, Natalie Lalagos	Mid Year Survey Data Review and Responsive Planning
6/5/18	Alyson Emrick, Kim Roman, Leslie Toy, Colleen McEnearney, Chanel Timmons, Natalie Lalagos	Q4 and End of Year Goals data review, celebration, and discussion of following year goals and metrics

C.3 - Content Specialist Meeting Log

Date	Participants	Topic(s)

Unapproved

7/24/17	Aly, Kim, Natalie, Colleen, Leslie, Chanel, Sarah, Cameron, Debbie, Annie, Topher, Viviana, Justin	Kick-off Meeting, Syllabus, Scope and Sequence
8/8/17	Kim, Colleen, Annie, Leslie, Aly, Sarah, Christina, Natalie,Chanel Cameron, Viviana, Justin	Vision, Assignments, Grading, CLC survey, Measuring student outcomes
9/6/17	Leslie, Viviana, Debbie, Topher, Aly, Natalie, Colleen, Chanel, Sarah, Cameron, Justin, CT	CLC#1 Debrief and Data, Implications for scope and sequence, Resource Share, Collaborative work time
10/18/17	Aly, Sarah, Topher, Debbie, Annie, Colleen, Cameron, CT, Viviana, Justin, Leslie, Chanel	7 Dimensions of Culture, Debrief and Data Review, Scope and sequence share
11/21/17	Col, Aly, CT, Chanel, Debbie, Leslie, Kim, Topher, Justin, Viviana, Sarah	Systems Management, Debrief and Data, 1x1 Feedback cycle
1/9/18	CT, Aly, Chanel, Leslie, Sarah, Debbie, Natalie, Topher, Justin, Annie, Kim, Colleen, Viviana	Systems Management and Updates, Semester 2 Planning, Collaborative work time
2/13/18	Annie, Cameron, Sarah, Kim, Leslie, Chanel, Topher, CT, Debbie, Colleen, Aly, Justin, Viviana	Grade Norming, Hō`ike Portfolio
3/13/18	Natalie, Annie, Cameron, Colleen, Kim, Chanel, Debbie, Viviana, Topher, Justin, Christina	Hō`ike Portfolio Grade Norming, Data Review and Planning
4/25/18	Annie, Aly, Cameron, Natalie, Sarah, Debbie, Topher, Colleen, Chanel, Leslie, Justin, Kim, Viviana	Systems Management, Special Education Content, input, and Support, Planning for next school Year, Data Review and Content Team Time
5/15/18	Sarah, Aly, Cameron, Justin, Leslie, CT, Chanel, Debbie, Annie, Colleen, Natalie	Systems Management, Input, Looking Forward

Unapproved

C.4 - Learning Community Survey Data Overview

	This session will help me to achieve the vision and goals that I have for my students.	This session will help me to improve the rigor of my content area instruction.	What I learned in my session will directly impact student achievement in my classroom.	What I learned in this session contained ideas/resources that I plan to implement in my classroom.	I feel part of a learning community where CMs collaborate and support one another towards our collective impact.	Overall Average
LC #1 (August)	5.76	5.76	5.83	6.17	6.10	5.92

LC #2 (September)	6.29	5.92	6.16	6.27	6.36	6.2
LC #3 (October)	6.12	5.93	6.3	6.57	6.39	6.26
LC #4 (December)	6.13	6.01	6.19	6.31	6.36	6.2
LC #5 (January)	5.84	5.66	5.84	6.1	6.08	5.904
LC #6 (February)	6.13	6.12	6.07	6.19	6.34	6.17
LC #7 (April)	6.22	6.02	6.08	6.23	6.22	6.154
LC #8 (May)	6.46	6.19	6.4	6.5	6.55	6.42
Overall Averages	6.12	5.95	6.11	6.29	6.30	6.15

The survey was a 7 point Likert scale: 1-3 disagree (1=strongly disagree), 4 (neutral), 5-7 agree (7=strongly agree).

Unapproved

New Business Item 18-12
Introduced November 16, 2018
Approved November 16, 2018

TITLE: Consideration of Provisional State Approval for the University of Hawaii at Hilo's Teacher Leader Program

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The Hawaii Teacher Standards Board grants provisional state approval to the University of Hawaii at Hilo's Teacher Leader Program effective November 16, 2018, through December 31, 2022.

The unit may recommend candidates for the following license field for individuals who hold a valid, current Hawaii teaching license and meet all additional requirements for the field:

Teacher Leader

This program must be included in the University of Hawaii at Hilo's annual report to the HTSB and included in the unit's next review to be eligible for continuing state approval.

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

Unapproved

Submitted by: Felicia Villalobos

Referred to: Teacher Education Committee

HAWAII TEACHER STANDARDS BOARD
EDUCATOR PREPARATION ADDED OR NEW FIELD(S)
PROGRAM REVIEW
UNIVERSITY OF HAWAII-HILO
MASTER OF EDUCATION IN TEACHER LEADER

SATE Review Team Recommendations

The SATE Review Team recommends provisional approval for the add on field of Teacher Leader to an existing teaching license.

Program of Study: Based on the course description provided, the courses appear to address the 7 overarching domains of the Teacher Leaders Standards. The coursework is appropriate and valuable to teachers who are adding the field of Teacher Leader.

Standards & Assessments: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent Teacher Leader Model Standards. Each assessment is supported by a rubric and transfers into the work of accomplished teacher leaders.

Faculty: All faculty listed are suitable for this field of study.

Review Team

Angie Bookout: Senior Coordinator, Office of Educational Quality and Accountability, Oklahoma.

Shelly Milne: National Board-Certified Teacher (Language Arts), Cashmere Middle School, Washington State.

Carolyn Gyuran: Education Consultant, CAEP Reviewer, CEC SPA Reviewer.

Table of Contents

CONTACT AND CONTEXT INFORMATION.....2

ADDING A NEW PROGRAM, ADDED FIELD PROGRAM, OR NEW FIELDS TO EXISTING PROGRAM.....5

Coursework Specific to New Program.....5

Assessments/Rubrics Specific to New Program.....7

Faculty Specific to New Program.....9

Unapproved

Additional Information Helpful to the Review Team.....10

Appendix A: Group Professiona Development Workshop.....14

Appendix B: M.Ed. Final Action Research Rubric.....17

Appendix C: Forum Workshop Presentation Description and Rubric.....21

Appendix D: Technology Inquiry Project.....23

Appendix E: Curriculum Alignment Project Rubric.....24

Appendix F: Program Evaluation Proposal.....28

Appendix G: Cultural Narratives Description and Rubrics 29

Appendix H: Policy Statement.....37

CONTACT AND CONTEXT INFORMATION

1. Unit name and address

Name	University of Hawai'i at Hilo
Address	200 West Kawili Street, Hilo, HI 96720

2. Unit administrator

Name	Dr. Diane Barrett
Title	Chair and Professor of Education
Email address	barrett9@hawaii.edu
Telephone number	808.932.7103

3. Program Administrator, if different from Unit Administrator

Name	
Title	
Email address	
Telephone number	

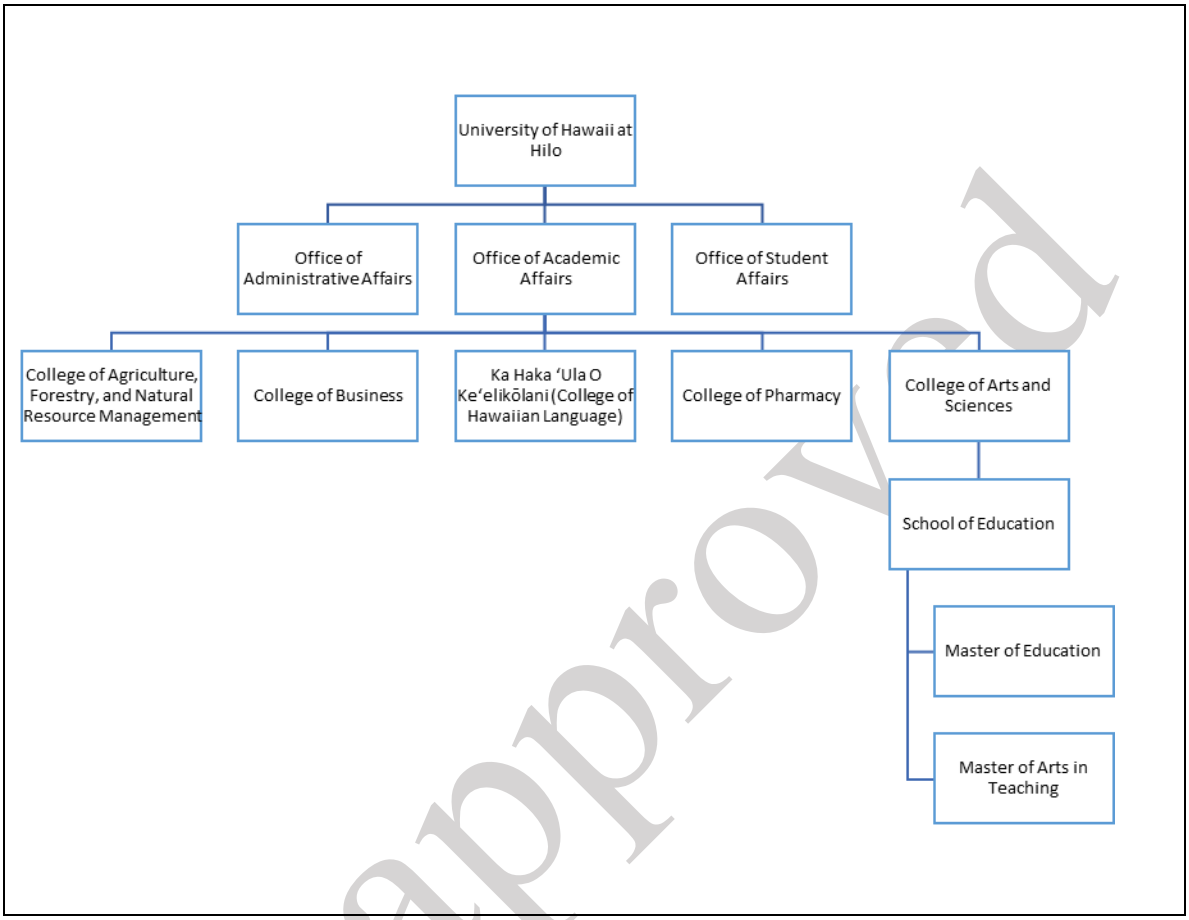
4. Name of new program or field(s) to be added to existing program.

Name of Program	License Field(s)	License Level(s)	Projected Implementation Date
Master's of Education	Teacher Leader	Not applicable	8.01.17

Ex. Master's of Education STEM 6-12, 6-8 7/1/2018

Unapproved

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



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

Purpose and Objectives of the Program and the Current Market

This is not a new program. Rather, it is a program modification with the intent of adding the Teacher Leader License onto the teachers' existing licenses.

The University of Hawai`i at Hilo School of Education offers the Master's in Education (M.Ed.) program to foster professional growth and renewal of educators who currently teach in public and private schools. The program promotes teacher leaders who will engage in school reform through curriculum development, school decision-making, and family/ community outreach. We are writing to request that successful graduates of the M.Ed. Program at UH Hilo School of Education be recognized as having completed a "teacher leader preparation program" should they apply for the licensing field of teacher leader to the Hawaii Teacher Standards Board.

The Teacher Leader certificate field is an excellent match to our M.Ed. Program as our

curriculum is designed to engage educators to be reflective practitioners who study their practice deeply and whose action research and sharpening of instructional practices prepare them for leadership roles within their schools and complexes such as early career mentor, instructional coach, department chair, staff development leader, data teams' facilitator, or curriculum coordinator. Utilizing the seven (7) domains of teacher leadership (http://www.teacherleaderstandards.org/standards_overview) our program emphasizes the knowledge and skills necessary for educators to be effective collaborators to facilitate instructional improvement based on evidence-based practices through data driven decision-making.

The Master of Education program has been offered since 2000. The M.Ed. program was approved for a change in status from provisional to established by the University of Hawaii Board of Regents in June 2006. The M.Ed. program was modified from a campus-based to a primarily distance-based program through a multi-year process, beginning in 2014. Program changes were submitted to Curriculum Central, UH Hilo's program and course approval system in May 2014 and approved by WASC on March 4, 2015. Housed in the College of Arts and Sciences' School of Education, the program is intended for students who are in-service teachers across the state of Hawaii.

Due to the increasing number of universities that are offering teacher leaders programs as well as the growing emphasis of this area in teacher education, the faculty spent considerable time during 2015-16 academic year exploring the benefits of having the M.Ed. program recognized as a teacher leadership preparation program. One benefit is that program graduates would have the opportunity to apply for the Hawaii Teacher Standards Board (HTSB) additional licensure field of Teacher Leader.

In order to better assess the feasibility of this fit, SOE faculty completed a review of UH Hilo's benchmark institutions that offer programs identified as Teacher Leadership (https://hilo.hawaii.edu/uhh/iro/Resources.php). Faculty consulted with a HTSB member in February 2016 and reviewed the US Department of Education program Teach to Lead (http://teachtolead.org/) as well as the Hawaii Department of Education Teacher Leaders Academy. After this robust examination of these program descriptions faculty concluded that the M.Ed. program was philosophically a match to the scope and intent of the federal and state initiatives.

Unapproved

ADDING A NEW PROGRAM, ADDED FIELD PROGRAM, OR NEW FIELDS TO EXISTING PROGRAM

To add a new license field or program during a continuing state approval term, Hawaii approved units are required to submit information regarding coursework, faculty, and assessments/rubrics that are in addition to or different from unit criteria approved at the most recent unit review.

Coursework Specific to New Program: List courses in table and describe or attach course syllabi.

Course/Seminar/Experience	Description	Reviewer Comments
ED 600: Education of Ethnic Groups in Hawaii	Teacher leader focused course. Survey of social-psychological learning characteristics, heritage, identity problems of Hawai‘i ethnic groups, study of prejudice and inter-ethnic hostilities as related to education and teaching. Includes improving outreach and collaboration with families and community.	Based on the course description provided the courses appear to address the 7 overarching domains of the Teacher Leaders Standards.
ED 602: Technology in Education	Teacher leader focused course. Selection, evaluation, and utilization of instructional materials for systematic achievement of curriculum goals; investigation of innovative technological advances for use in teaching and training. consent of instructor. Promoting/facilitating improvements in learning for teachers and students.	
ED 608A: Action Research I	Systematic study of the purposes of educational research, evaluation and use of research, and introduction of research design principles with emphasis on classroom applications.	
ED 608B: Action Research II	Advanced academic study and writing processes for analyzing and evaluating current educational research articles. A synthesis and application of research skills which culminates in an original research proposal.	
ED 608C: Action Research III	Principles of research methodology and analysis as applied to field research.	

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ED 610: Foundations of Education	Teacher leader focused course. Social and intellectual history of education. Historical and contemporary relationships between schools and society. Foundations of the major philosophies of education. Contemporary educational theory and practice as related to major historical, philosophical, and social factors in American culture. Includes advocating for student learning and the profession.	
ED 616: Assessment and Evaluation in Education	Teacher leader focused course. systematic study of the theory of measurement, assessment, and evaluation in educational settings. Promotes the use of assessments for classroom and school improvements.	
ED 622: School Curriculum	Teacher leader focused course. Development and improvement of curriculum. Explanation of contemporary curricular issues which impact teaching and learning in the classroom. Emphasis on school reform and renewal.	
ED 625: Seminar in Teaching	Teacher leader focused course. Culminating study in trends, interdisciplinary teaching. Capstone course for Teacher research, and problems of implementation in or instructor's consent Leadership program.	
ED 635: Advanced Instructional Strategies	Teacher leader focused course. A critical examination of newest trends in instruction. Bridges the gap between academic research and classroom implementation.	

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Assessments/Rubrics Specific to New Program: List when assessments are administered and describe each assessment. Attach template and grading rubric for each assessment.

This section will describe what, how, and when the assessments will demonstrate candidate's mastery of Teacher Leader Model Standards including:

a) **When the assessment is administered;**
b) **A brief description of the assessment and its use in the program;**
c) **The assessment instrument and scoring guide (e.g., attached rubrics as appendices).**

All indicated assessment instruments and scoring guides are attached.

Teacher Leader Model Standards	When the Assessment is Administered	Description	Reviewers Comments
Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning	ED 610	Professional Development Workshp Assignment Please see **Appendix A**: Group Professional Development Workshp Guidelines and Rubric	
Domain II: Accessing and Using Research to Improve Practice and Student Learning	ED 608 A, B & C (Research Strand) ED 625	Action Research Proposal is prepared by the end of 608B and Final Action Research Project is the completed by the end of ED 625. Please see **Appendix B**: M.Ed. Action Research Rubric	
Domain III: Promoting Professional Learning for Continuous Improvement	ED 635	Professional Development Forum Please see **Appendix C**: Forum Workshop Presentation Description and Rubric	
Domain IV: Facilitating Improvements in Instruction and Student Learning	ED 602 ED 622	Technology Inquiry Project Please see **Appendix D:** Technology Inquiry Project Curriculum Alignment Project) Please see **Appendix E**: Curriculum Alignment Project Rubric	

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Domain V: Promoting the Use of Assessments and Data for School and District Improvement	ED 616	Program Evaluation Proposal Please see **Appendix F**: Program Evaluation Proposal	
Domain VI: Improving Outreach and Collaboration with Families and Community	ED 600	Cultural Narratives Please see **Appendix G**: Cultural Narratives Description and Rubrics	
Domain VII: Advocating for Student Learning and the Profession	ED 610	Policy Statement Assignment Please see **Appendix H**: Policy Statement	

Unapproved

Faculty Specific to New Program: List faculty names and either complete table or attach roster that includes this information.

Faculty Member Name	Highest Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program	Reviewer Comments
Diane Barrett	Ph.D. (Mathematics Education)	Director & Professor of Education	Secondary-level mathematics teacher, administrator, education researcher	
Michele Ebersole	Ph.D. (Language, Reading, Culture)	Professor of Education	K-5 teacher, literacy resource teacher, teacher leader, education researcher	
Tobias Irish	Ph.D. (Science Education)	Assistant Professor of Education	Middle school science teacher, high school science teacher, education researcher	
Margary Martin	Ph.D. (Teaching and Learning)	Assistant Professor of Education	Middle school and high school language arts teacher, social studies teacher, ESL teacher, technology teacher, education researcher	
Janet Ray	Ed.D. (Technology and Learning)	Professor of Education	K-6 teacher (first, second, third, and fifth grades), K-12 speech and language pathologist, K-8 teacher of the hearing impaired, administrator, education researcher	

Unapproved

Additional Information Helpful to the Review Team

Program Organization

The Master of Education degree (M.Ed.) is a 30-semester hour program designed to foster professional growth and renewal of licensed teachers. The program promotes teacher leaders who will engage in school reform through curriculum development, school decision-making, and family/ community outreach. It is a cohort program that requires four semesters and one summer to complete.

The newly designed M.Ed. degree to address the professional development needs of working teachers throughout the state who choose to pursue teacher leadership development and choose further study through a primarily distance-based format. It is also designed to be broadly useful and is, therefore, interdisciplinary.

Program Objectives:

- Foster knowledge of current trends and issues in education including school change initiatives and reform movements, and infusion of technology throughout schools;
- Provide participants with experiences in critical and reflective analysis which enable them to integrate and apply a variety of research-based methods, materials, and processes in their classrooms and schools;
- Promote action research practice, which will enable participants to contribute to the positive intellectual climate of their schools and to assume instructional leadership roles.

Learner Outcomes:

- Candidates will design and conduct action research by exploring instructional and professional topics relevant to school and student performance.
- Candidates will critically examine and analyze current trends and issues in education and apply this knowledge by demonstrating teacher leader competencies within the profession.

Curriculum Overview

The curriculum focuses on philosophical and curriculum foundations and emphasizes research and teaching tools which include technology, assessment, research methodology and advanced instructional strategies to facilitate instruction and teacher leadership. The curriculum aligns theory, content, and assessment with the Teacher Leader Model Standards.

Unapproved

Culminating Experience

The M.Ed. degree represents more than the completion of a collection of courses; it demonstrates mastery of an area of expertise within the in-service teachers' field of study. In addition to coursework, which aligns with the Teacher Leader Model Standards, the candidates engage in a culminating action research experience. The culminating experience enables candidates to achieve the M.Ed. program learner outcome: Candidates will design and conduct action research by exploring instructional and professional topics relevant to school and student performance.

This culminating experience is comprised of three related, yet distinct components: a study, a written report, and a presentation. The action research project is a serious demonstration of candidates' ability as graduate students to explore and develop knowledge relating to a certain topic or problem in a field of study. The goal of this project is twofold: to pursue research and investigation, and to write an extended scholarly statement clearly and effectively. The written action research report becomes a visible and permanent record of the quality of the work that candidates have accomplished at the University of Hawai`i at Hilo. Finally, the presentation represents a significant opportunity for candidates to share their action research findings.

Completion of the culminating project assures the School of Education at the University of Hawai`i Hilo, and larger educational community, that candidates have achieved Master's-level knowledge and skill in an area of inquiry.

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The following chart indicates how each of the Teacher Leader Model Standards is aligned with M.Ed. coursework.

Evidence of Student Learning.

M.Ed. assessment consists of two parts: program assessment and individual candidate assessment. Candidate assessment checkpoints are used at Admission, end of each semester, end of year 1, and end of program to monitor candidate's success. The table below provides an overview of the process and data collection at each checkpoint.

Candidate Assessment Checkpoints

ADMISSION:	Student Checkpoint #1: End of Semester 1	Student Checkpoint #2: End of Year 1	Candidate Checkpoint #3: End of Program
Application Review Process Each application checked by staff for completion Each application reviewed by 2 faculty using rubric	Candidate grades input into electronic database by data manager. Update on candidate performance reported to M.Ed. faculty.	Proposal Submissions reviewed by assigned advisor. Candidate grades input into electronic database by data manager. Update on candidate performance reported to M.Ed. faculty.	Project Submissions reviewed by assigned advisor and Presentations reviewed by ED 625 teaching faculty. Candidate grades input into electronic database by data manager. Final project and presentation scores input into electronic database and reviewed by M.Ed. faculty at Fall/Spring retreats.
Baccalaureate degree Hold initial license to teach 3.0 GPA in last 60 credits 3 Recommendations 2 Personal statements Passing application rubric Score	Maintain 3.0 GPA and B- or better in coursework	Maintain 3.0 GPA and B- or better in coursework Research Proposal ("Met" on each element on the research proposal to advance to Candidacy)	Maintain 3.0 GPA and B- or better in coursework Action Research Project (Meet or exceed proficiency) Education Forum Presentation (Meet or exceed proficiency)

The plan for program assessment below indicates the assessment tool aligned with learner outcomes and the data collection and analysis schedule for continuous program improvement.

Plan for Program Assessment based on Evidence of Student Learning

Learner Outcomes	Assessment Tool(s)	Target or Benchmark	Development	Data Collection
Candidates will design and conduct action research by exploring instructional and professional topics relevant to school and student performance	Research Proposal Action Research Project	Upon advancement to candidacy, 95% of candidates will meet or exceed proficiency. Upon program completion, 95% of candidates will meet or exceed proficiency.	In Use In Use	Advisors Advisors & ED 625 Seminar in Teaching
Candidates will critically examine and analyze current trends and issues in education and apply this knowledge by demonstrating teacher leader competencies within the profession.	M.Ed. Educational Forum Presentation	Upon course completion 95% of candidates will meet or exceed proficiency.	In Development	ED 635 Advanced Instructional Strategies

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Appendix A: Group Professiona Development Workshop

ED 610: Foundations of Education

Group Professional Development Workshop

To begin your shift as a great teacher to a great teacher leader, you will work in teams to develop a professional development module for other teachers on an issue or idea that emerged from the course that you believe is very important for your school context. You will work in teams of 4 students with similar passions, find common ground on a topic of interest, develop an engaging PD module, and will deliver to the class on the last day of the course. ***Each session will be 40 minutes.***

Step 1: Prepare for your group meeting. Using this week's readings as a guide, build your foundational knowledge by conducting additional research the multicultural foundations of your topic. Areas to think about (not all will apply) …

a. Philosophical foundations— (draw on purpose of education)

b. Historical Foundations (how did "this" come to be?)

c. Sociopolitical Foundations (group focus: how does "this" function in terms of access and power?)

d. Multicultural foundations (foundational ideas associated with multicultural education. Use Nieto as a guide)

Step 2: Group meeting: Once your group is formed, choose a pressing topic relevant to schools on the big island that your group would like to pursue that is related to our multicultural themes. In your meeting you will:

- Review tasks
- Develop your overarching goal for your PD and determine your discrete objectives (3-4) for your session
- Start sketching out your activity plan (even if it's broad-- eg "teambuilding activity" without describing the actual activity).
- Assign responsibilities and internal deadlines

You will be provided with a suggested agenda for your meeting, but you can adapt it to meet your needs.

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Report back after your meeting (due December 3rd): Email a brief proposal that explains:

a. What are your goals for your PD?

b. What sources have you drawn on to get to your goals?

c. Why is it important for other teachers to know?

d. Broadly speaking, what is your plan? If you want, you can provide what you have completed thus far in the PD Activity Plan, even if it's in broad strokes.

Step 3: Develop your PD Plan (template to be provided). Most of our class on December 4th will be dedicated to group planning,

Step 4: Final Preparations: Anything you need to copy or prepare should be provided by **Sunday, December 10th.**

Step 5: Deliver your PD to our Class on December 13th.

Step 6: Write a reflection (Due December 16th at noon)

Group Tasks

1. Plan your workshop and prepare your materials
2. Assess your workshop against the rubric
3. Develop an evaluation for participants to complete after your workshop. Base this on the feedback you'd like to receive about your workshop. The evaluation can include open-ended questions, or a mix of quantitative and qualitative, open-ended questions.

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ED 610: Foundations of Education

Group Professional Development Workshop

Post Workshop Reflection

Your reflection should include the following elements, but you can create and organize it however you want.

• Summary results from your workshop evaluations that you received from your peers

• An evaluation and reflection on your group process

• A personal evaluation and reflection of your group's workshop based on the rubric provided and your group's evaluation form.

• As a teacher leader, what your next steps would be after this workshop

• Any final reflections on the course and what you plan to take with you both in terms of teaching and your emerging scholarship as an M.Ed. candidate.

Unapproved

Appendix B: M.Ed. Final Action Research Rubric

Criteria	Exemplary	Proficient	Functional	Unacceptable
Introduction	• Clearly introduces the topic under study, includes a focused background of the problem and its importance by contextualizing it within society/education and supports with statistics, narratives, and relevant professional organizations. • States personal interest in this particular line of inquiry • Includes a concise statement of the central research question with supporting hypotheses, concerns, and/or related questions or concerns to be addressed. A clear connection exists between the purpose and the research question.	• Clearly introduces the topic under study, includes a focused background of the problem and its importance to the field • States personal interest in this particular line of inquiry • Includes a concise statement of the central research question with supporting hypotheses, concerns, and/or related questions or concerns to be addressed	• The overall problem, challenge, or topic that is to be examined is present. However, significant details are missing. Insufficient information is provided about the background. • The relationship and the detail for the personal interest is lacking. • The statement of the research question is unclear or of limited value.	Neither implicit nor explicit reference is made to the issue or controversy that is to be examined. A clear statement of the research question is missing or the question is of limited value
Review of the Research Literature	• Establishes theoretical significance. • Shows an analysis of the relationships and differences among related studies and reports. • Clearly and explicitly organizes topics with an intro, critique, and a brief summary. • Uses a variety of appropriate sources including empirical	• Establishes a theoretical base for the topic under study. • Provides a complete review of relevant studies and projects • Demonstrates some understanding of the literature. • Includes ample citations and sources	• The theory base or conceptual framework is present but lacks a relevant connection with the topic. • Relevant studies and reports are identified, but there is a lack of coherence in the description. • The review is mainly a	• No theory base or conceptual framework is used to critique the literature. • The review of literature appears fragmented and of little importance to the problem identified.

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	studies. • Provides the state of current knowledge of the topic and identifies gaps in the current research literature.		summary of the literature.	• No clear organization exists. • The writer does not demonstrate a full understanding of the literature.
Methodology: Participants	The number of subjects and how they were selected are identified. Both the context and the subjects are clearly and completely described. (Includes all relevant demographic information, community and school context and research setting.)	The number of subjects and how they were selected are identified. Both the context environment and the subjects are described but some relevant demographics are missing.	Information on the subjects is present, but the number, how they were selected, or the research setting is unclear.	It is not obvious who served as the subjects for the study, or how they were selected.
Methodology: Instruments and Materials	If instruments (published questionnaires, surveys, etc) are used they are clearly identified and justified. Their validity is supported by the literature. The instrument(s) logically fits with theory base. All materials are identified and included in appendices.	Instruments are identified and described. The instrument(s) logically fits with theory base. All materials are identified and included in appendices.	Instruments or materials are identified, but information as to their worth may not be contained in the report. Some lack of clarity between the selected instrument and the theory base exists.	There is an incomplete discussion of instrument or materials. No mention of validity exists. The materials do not follow logically from the theory base.
Methodology: Data Collection	The research design is clearly detailed. Data sources are clearly identified.	The research design is detailed. Data sources are identified.	The research design and data sources are described, but leaves the reader with many unanswered questions.	A discussion of the research design and data sources is either omitted or very limited.
Methodology: Procedures	The procedures are clear, flow smoothly, and are presented in a logical sequence.	The procedures are presented and in a logical sequence.	The procedures are not as clearly stated as they could be leaving gaps in understanding for the reader.	Procedures, if provided, are not described clearly.
Methodology: Data Analysis	Clearly describes proposed data analysis and is congruent with research design.	Describes proposed data analysis but is missing some alignment with research design.	Describes proposed data analysis but is not congruent with research design.	Proposed data analysis is missing.
Results	The results clearly address the	The results address the	The results are presented	The results do not

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and Analysis	research question. The analysis and inferences are strongly supported by data.	research question. The analysis and inferences are supported by data.	but it is unclear how they tie back to the research questions. The analysis is not supported fully by data.	address the research question. Analysis is not support by data.
Discussion /Conclusion	The discussion demonstrates a deep understanding of the meaning of one's results and its implications for the educational setting. It comprehensively answers the "So what?" question and contains four key parts: 1. Summary of results based on research questions, 2. An interpretation of the results based on the theory base 3. Insights that the teacher has gained through the process of researching. 4.Recommendations for future research. • Supports the need for the study • Describes how the materials developed for the project will be of value to the larger educational community • Identifies limitations of the study	The discussion demonstrates an understanding of the meaning of one's results and its implications for the educational setting. It answers the "So what?" question and contains all four key parts.	The discussion, on the surface, contains the key parts, but the discussion demonstrates a lack of understanding of the meaning of one's results in relation to the educational setting. Most of the 4 parts are addressed at a surface level.	The discussion is missing one or more of the 4 key parts. A lack of understanding of one's results exits.
References	All citations cross-list to the reference page, and everything is in correct APA style.	All citations cross-list to the reference page, and only 1-2 minor errors in APA style	One to two citations are not cross-list to the reference page, and only a	Inadequate references are listed, inconsistencies appear between

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		appear.	few minor errors in APA style appear.	reference page and body, or references are not in correct APA style.
Writing Clarity and Style	• Writing is exceptionally clear, and succinct. • Paper follows all APA format rules.	• Writing is clear. • Paper follows almost all APA format rules.	• Writing is generally clear, but unnecessary words are used. Meaning is sometimes hidden. Paragraph or sentence structure may be repetitive. • Paper is inconsistent with APA format rules.	• It is hard to know what the writer is trying to express. Misspelled words, incorrect grammar, and improper punctuation are evident. • Paper is lacking APA format rules.
Preliminary Pages	All preliminary pages are included and consist of: • Title Page • Abstract • Acknowledgements • Certification Page • Table of Contents			Not all preliminary pages are included.

Unapproved

Appendix C: M.Ed. Forum Workshop Presentation Description and Rubric

The M.Ed. Education Forum Presentation provides candidates with the opportunity to support educator development through the design, development, implementation, and assessment of a professional development workshop.

Learner Outcome:

Candidate will critically examine and analyze current trends and issues in education and apply this knowledge by demonstrating teacher leader competencies within the profession.

The expectation for this project is for you to design, develop, and deliver a professional development workshop to a pre-service teacher audience. This also serves as the assessment for the M.Ed. Teacher Leader Program. The workshop includes,

- a clear statement of participant learner outcomes
- learning activities that
    - actively engage participants
    - reflect appropriate teaching strategies for adult learners
    - align with learner outcomes
- appropriate and sufficient supporting workshop materials, which may include
    - graphic organizers, worksheets, web-based resources, and other take-aways
- an assessment that
    - aligns with and measures learner outcomes

Additionally, you will be expected to analyze, and respond to the professional development workshop with relationship to

- the actual assessment provided at the completion of the workshop
- your observation of and reflection upon strengths and weaknesses discovered during the delivery of the workshop, including suggested redesign, redevelopment, and redelivery specifics.

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M.Ed. Education Forum Scoring Rubric

Expectation: Candidate establishes the importance/relevance/value of the workshop directly through a needs assessment and/or indirectly through the analysis of current trends and issues in education that can be addressed through professional development.				
Candidate meets this expectation.				
5 Strongly Agree	4 Agree	3 Neither Agree nor Disagree	2 Disagree	1 Strongly Disagree
Expectation: Candidate designs, develops, and delivers the workshop, which includes • a clear statement of participant learner outcomes • learning activities that o actively engage participants o reflect appropriate teaching strategies for adult learners o align with learner outcomes • appropriate and sufficient supporting workshop materials, which may include o graphic organizers, worksheets, web-based resources, and other take-aways • an assessment that o aligns with and measures learner outcomes				
Candidate meets this expectation.				
5 Strongly Agree	4 Agree	3 Neither Agree nor Disagree	2 Disagree	1 Strongly Disagree
Expectation: Candidate assesses, analyzes, and responds to the professional development workshop with relationship to • the actual assessment provided at the completion of the workshop • the candidate's own observation of and reflection upon strengths and weaknesses discovered during the delivery of the workshop, including suggested redesign, redevelopment, and redelivery specifics.				
Candidate meets this expectation.				
5 Strongly Agree	4 Agree	3 Neither Agree nor Disagree	2 Disagree	1 Strongly Disagree

Unapproved

Appendix D: Technology Inquiry Project

Directions: *This assignment is designed to provide you with an opportunity to refine your practice as a teacher leader in the area of technology (Teacher Leadership Standards, Domain IV). The guidelines for this assignment are as follows:*

Part I: Preparation

1. Identify a technology or application that you would like to share with fellow professionals. This could be something you are already working with or something new you would like to learn more about.
2. Prepare a brief (25-30 minute) experiential workshop that will engage your peers (both in-person and online attendees) in learning about the new technology or application you have chosen.

Part II: PD Workshop (40pts total)

1. Facilitate a professional development (PD) workshop with your fellow cohort members that meets the following criteria:
    a. Involves a topic/technology is relevant to current contexts – 5pts
    b. Includes some kind of engagement activity – 5pts
    c. Includes clear learning goals – 5pts
    d. Provides some kind of handout to help us remember the resources we used and what we learned. – 5pts
    e. Gives participants adequate time to practice using the technology – 5pts
    f. Workshop is well organized with clear takeaways and distinct closure – 5pts
    g. The presentation and the technology are accessible for different abilities and learning needs. – 5pts
    h. PD provider presents on the assigned day, is organized, and maintains professionalism – 5pts

Part III: Reflection (20pts total)

1. After your presentation, chose at least 3 criteria from the list above and write a reflective essay (about 1-2 pages single-spaced, 12pt font, with 1 inch margins on all sides) that addresses the following prompts for each criteria:
    a. In what ways did you work to meet the criteria? – 5pts
    b. During your workshop, what do you think went well in regard to this criteria and what do you think contributed to this success? – 5pts
    c. Is there anything that you would like to improve on in regard to how you worked to meet this criteria and what impact do you think the change(s) would have? – 5pts
    d. Essay is well organized and grammatically correct – 5pts

Submission Guidelines: Please provide your PD experience on your scheduled day and submit your reflective essay to the appropriate space on Laulima.

Scoring: Your workshop and reflective essay will each be scored according the inclusion and quality of the elements described above.

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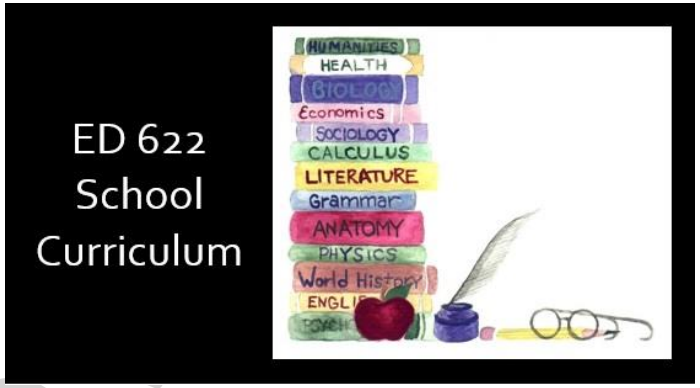
Appendix E: Curriculum Alignment Project Rubric

Final Curriculum Alignment Project Scoring Rubric



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	Type of Curriculum	Brief Description	Scoring Criteria, Scoring Scale and Degree of Alignment
1	**Recommended Curriculum**	Curriculum that is recommended by scholars and professional organizations.	Representation of recommended curriculum provided. Graduate student explains what organization or agency developed the recommended curriculum and the specific grade level and subject area of focus. He or she also clearly demonstrates the alignment of the recommended curriculum and the written curriculum that follows.
			Strongly Agree 5 | Agree 4 | Neither Agree nor Disagree 3 | Disagree 2 | Strongly Disagree 1 | Perceived Degree of Alignment _____%
			Notes/Comments
2	**Written Curriculum**	Curriculum that appears in state and school district	Representation of written curriculum provided. Graduate student provides background information related to the written curriculum, including who developed it and when it was last updated, as well as the specific grade level

<table>
<tr><th colspan="2">Type of Curriculum</th><th>Brief Description</th><th>Scoring Criteria, Scoring Scale and Degree of Alignment</th></tr>
<tr><td></td><td></td><td>documents/websites.</td><td>and subject area of focus. He or she also clearly demonstrates how the written curriculum informs and aligns to the taught curriculum that follows.
<table>
<tr><td>Strongly Agree
5</td><td>Agree
4</td><td>Neither Agree nor Disagree
3</td><td>Disagree
2</td><td>Strongly Disagree
1</td><td>Perceived Degree of Alignment
_____%</td></tr>
<tr><td colspan="6">Notes/Comments</td></tr>
</table></td></tr>
<tr><td>3</td><td><u>Taught Curriculum</u></td><td>Curriculum that the teacher teaches/implements.</td><td>Representation of taught curriculum provided. Graduate student explains how the taught curriculum was designed/developed, how the curriculum was implemented, and how it aligns to the written curriculum and recommended curriculum. Includes informal and formal formative assessment of student learning during the lesson/implementation.
<table>
<tr><td>Strongly Agree
5</td><td>Agree
4</td><td>Neither Agree nor Disagree
3</td><td>Disagree
2</td><td>Strongly Disagree
1</td><td>Perceived Percent of Alignment
_____%</td></tr>
<tr><td colspan="6">Notes/Comments</td></tr>
</table></td></tr>
<tr><td>4</td><td><u>Supported/Supporting Curriculum</u></td><td>Curriculum that supports the recommended, written, or taught curriculum, such as textbooks, games, computer</td><td>Representation of at least three supporting curricula provided. For each, the graduate student explains how the supporting curriculum was designed/developed, delivered/implemented and how it reinforced, deepened, or extended the taught curriculum, as well as how it was in alignment with the subject and grade-level focus of the taught, written, and recommended curricula.</td></tr>
</table>

Unapproved

<table>
<tr><th colspan="2">Type of Curriculum</th><th>Brief Description</th><th colspan="6">Scoring Criteria, Scoring Scale and Degree of Alignment</th></tr>
<tr><td></td><td></td><td>applications, internet sites, and more.</td><td>Strongly Agree
5</td><td>Agree
4</td><td>Neither Agree nor Disagree
3</td><td>Disagree
2</td><td>Strongly Disagree
1</td><td>Perceived Degree of Alignment
_____%</td></tr>
<tr><td colspan="6">Notes/Comments</td></tr>
<tr><td rowspan="3">5</td><td rowspan="3"><u>Assessed Curriculum</u></td><td rowspan="3">Curriculum that is tested/evaluated.</td><td colspan="6">Representation of the assessed curriculum provided. Graduate student explains the design/development of informal formative, formal formative, and summative assessments as they applied to the taught curriculum. He or she shows the alignment among the written curriculum, the taught curriculum, and the assessed curriculum.</td></tr>
<tr><td>Strongly Agree
5</td><td>Agree
4</td><td>Neither Agree nor Disagree
3</td><td>Disagree
2</td><td>Strongly Disagree
1</td><td>Perceived Degree of Alignment
_____%</td></tr>
<tr><td colspan="6">Notes/Comments</td></tr>
<tr><td rowspan="3"></td><td rowspan="3"><u>Learned Curriculum</u></td><td rowspan="3">Curriculum that is actually learned by the students.</td><td colspan="6">Representation of the learned curriculum provided. Graduate student analyzes evidence from the taught, supporting, and assessed curriculum to report/demonstrate student learning and non-learning. Suggestions for re-teaching, diversifying instruction for non-learners, and expanding instruction for learners is provided as well.</td></tr>
<tr><td>Strongly Agree</td><td>Agree</td><td>Neither Agree nor Disagree</td><td>Disagree</td><td>Strongly Disagree</td><td>Perceived Degree of Alignment</td></tr>
<tr><td colspan="6"></td></tr>
</table>

Unapproved

	Type of Curriculum	Brief Description	Scoring Criteria, Scoring Scale and Degree of Alignment					
			5	4	3	2	1	_____%
			Notes/Comments					
7	**Hidden Curriculum** (Extra Credit)	Curriculum that is unintended or taught when the classroom door is closed.	Two samples of hidden curriculum provided. The graduate student explains the unintended teaching/learning that took place.					
			Strongly Agree 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Strongly Disagree 1	N/A
			Notes/Comments					
Total Score								**Average Degree of Alignment _____%**

Unapproved

Appendix F: Program Evaluation Proposal

Description: *This assignment provides you with the opportunity to demonstrate your proficiency in using assessments and data for school and school district improvement (Teacher Leadership Standards, Domain V). Please address each of the criteria below in your submission.*

Part I: Program Description (20pts total)

1. Identify and describe an education program at the student, classroom, school, or school district level that you are interested in evaluating (behavioral programs, attendance programs, PD programs, afterschool programs, etc.). In your description please include:
    a. The name of the program and a description of the participants (age, gender, socioeconomic status, recruitment/population target, ethnicity, etc.) – 5pts
    b. A description of the program providers (administrators and practitioners) – 5pts
    c. A detailed description of the program goals and objectives and a description of the current data collection measures (if known) – 10pts

Part II: Literature Review (20pts total)

1. Conduct a brief literature search (2-3 research articles) on what is currently known about how to accomplish the goals and objectives stated by the program. Please include:
    a. Citations for the articles chosen – 10pts
    b. A summary of what you found in your literature search. – 10pts

Part III: Program Evaluation Proposal (40pts total)

1. Write a proposal for how you would collect and analyze data to evaluate and assess the effectiveness of the program in terms of meeting the stated goals and objectives. In your description please include:
    a. A description of the data collection instruments you would use and what they would be used for – 15pts
    b. A timeline for when you would collect each source of data – 5pts
    c. A description of how you might analyze the data – 10pts
2. Briefly describe how the findings might be used to improve the program – 10pts

Part IV: Organization and Grammar (20pts total)

1. Prior to submission please review your document for organization and grammatical errors – 20pts

Submission Guidelines: Please submit your completed proposal (4 pages maximum!) to the appropriate space on Laulima as a single word document, single-spaced, 12pt font, with 1 inch margins on all sides.

Scoring: Your submission will be scored according the inclusion and quality of each element described above.

Unapproved

Appendix G: Cultural Narratives

This Cultural Portfolio consists of the three components, each of which are explained below.

My Story: A Personal Cultural Narrative

Reflect deeply on your personal ethnic and cultural history and experience. Then write a 3-5 page typed, double-spaced paper responding to the following question: **How does my personal story impact my teaching?**

Include the following key information:

1. Background - Share your personal history, family background and values.
2. Cultural Identity - Critically examine your how your ethnicity and 2 other factors (i.e. class, gender, language, religion) affects your identity. Draw on class activities and readings.
3. "What we bring to the table" - Discuss your idea of the purpose of education and how your background, cultural identity, and values shape who you are, biases, and how you plan to teach. Be sure to reference specific course content (i.e. Banks' 5 MCE dimensions, 4 approaches to MCE reform), issues such as discrimination, policies on pidgin, readings on race, ethnicity, class, gender, language, etc) as they pertain to cultural, critical and social justice teaching.

Our Story: Community Cultural Visits

Throughout the semester, you will experience the host culture and other diverse cultures of Hawai'i through two(2) cultural visits or Huaka'i, which means "planned travel with a purpose." One cultural visit will focus on indigenous /host culture (i.e. lo`i, fishpond, moku`ola, voyaging) and second will focus on local culture (i.e. plantation village, sugar mill, etc.).
Within the group, divide the responsibilities into the following roles:
(1) Arrangements – researching, making the reservations, cost, what to bring;
(2) Logistics – collecting and distributing maps, directions, time/agenda, photography; uploading information to laulima
(3) Educational component –research, creating a study guide sheet, activity during fieldtrip, etc.
Collectively, the group must reflect on their visit together and submit a Powerpoint of the trip that includes the following elements: photos of site, name and contact information of the site, background, educational component that would correspond to the cultural site, and list of group members and a group picture at the location and the role listed that each had in the planning of the visit.

Individually, each participant must upload onto Laulima a 2 page summary and reflection on the huaka`i they experienced answering the following 5 questions:

1. What did you do and learn? Specifically, what knowledge (K), skills (S), and values (V) did you learn? 2. How does the trip connect to multicultural education, specifically refer to class readings and activities?
3. How does it connect to the subject(s) you teach?

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4. How does it meet or exceed the common core standards? Be specific.
5. What will you do with what you've learned?

Consider this planning as practice in setting up cultural visits for your future classrooms or schools.

Your Story: A Cross Cultural Interview

Interview a person who *identifies him/herself* as coming from a different cultural, religious, ethnic, racial or class background than you. Base your interview questions on that person's educational experiences. Then write a 3-5 page typed, double-spaced report responding to the following question: **How did the background and/or identity of my interview subject play a part in his/her educational experience?**

You should spend *at least* one-two hours speaking with your interview subject. The paper cannot include everything that you learned from the interview, so you must select the ideas, information, and quotations from the interview to make an interesting and coherent paper. Your paper should include: (1) a thesis that presents your reasoned position on the findings of the project (i.e. how did your subject's culture identity make a difference in his/her schooling?) (2) reflection on how your subject's experience differed from your own schooling experience. (3) analysis of the educational implications of your findings. What has this interview taught you about the way schools work?

Sharing Stories: Reflect on your experiences in this course. How might you use these experiences to promote positive interactions in your school community?

Unapproved

Our Story: Cultural Visit Trip Reflection Paper Rubric

	Exemplary	Proficient	Developing	Minimal
Description *What did you do and learn? What knowledge, skills and values did you learn?*	Includes a high level of detail with 3 or more specific examples of what you saw & heard. A clear overview of where you went and what you know about this site is included.	Includes a fair level of detail with at least 2 specific examples of what you saw & heard. A mostly clear overview of where you went and what you know about this site is included.	Includes a general level of detail with fewer than 2 specific examples of what you saw & heard. A somewhat clear overview of where you went and what you know about this site is included.	Includes a limited level of detail with at only 1 clear example of what you saw & heard. A vague or unclear overview of where you went and what you know about this site is included.
Impact on Teaching *How might this visit connect with the subjects you teach? What will you do with what you've learned? (How might a huaka`i benefit your students? How might a huaka`I benefit the teachers at your school?)*	Demonstrates a high level of detail with 3 or more specific ways of observing how this environment will impact your teaching.	Demonstrates a fair level of detail with at least 2 specific ways of observing how this environment will impact your teaching.	Demonstrates a general level of detail with fewer than 2 specific ways of observing how this environment will impact your teaching.	Demonstrates a limited level of detail with only 1 way of observing how this environment will impact your teaching.
Reflection *How does this make you think differently about your community? What new insights did you gain? How does this connect with the readings?*	Highly detailed reflection with at least 2 connections to course content illustrating how this information, skills and insights gained connect to your daily life in and professional life.	A fairly detailed reflection with at least 1 connection to course content illustrating how this information, skills and insights gained connect to your daily life and professional life.	A general reflection illustrating how this information, skills and insights gained connect to your daily life and professional life.	Limited reflection illustrating how this information, skills and insights gained connect to your daily life and professional life.
Total: 15 points possible/reflection				

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Cultural Visit Checklist:

 Turn in 2 reflection papers, 1 for each visit.

Length: Approximately 2 pages double spaced/paper (total).

Please proof read.

Include your name and the location of your visit in the heading.

Use this rubric to self-assess your work, make corrections as needed.

 Submit each paper to Assignments by the due date.

 Create 1 Googleslideshow presentation for your group and share with your professor for you to present (5-10 min presentation) on October 4.

Unapproved

My Story: Cultural Autobiograhy Rubric

	Exemplary	Proficient	Developing	Minimal
Family Background: Describe your family of origin. A) Discuss the ethnic/cultural history of your parents (grandparents, great-grandparents). What is the primary language, religion, race of your culture? B) Describe and critical examine your own background related to race and ethnicity, gender, (dis)ability, language, class, religion, and sexual orientation. C) Discuss your family/individual values, beliefs, goals regarding success/failure in life.	Thorough and insightful discussion of family background. Strong expression and thorough understanding of social and cultural identity as related to multicultural themes. *(15-14 pts. possible)*	Good Discussion of family background. Good expressions and understanding of social and cultural identity as related to multicultural themes. *(13-12 pts. possible)*	Minimal Discussion of family background. individual identity. Some avoidance of issues Limited Expressions and understandings. *(11-10 pts. possible)*	Limited or missing description of family's social and cultural history and background. *(9 pts. possible)*
Individual Identity: A) Who are you as a racially, gendered, classed, religious (etc.) person? With what groups do you now identify? (Ex: Social Class, Religion?) Do you identify with a characteristic of "difference"? In what way? **Identity Process:** B) How have you come to know yourself in these ways? (Ex: how do you see yourself as a man or woman? How have you come to view religion and why?) What messages have you heard about these identities?	Thorough and insightful discussion of individual identity. Strong expression and thorough understanding of social and cultural identity as related to multicultural themes *(10 pts. possible)*	Good discussion of individual identity. Good expressions and understanding of social and cultural identity as related to multicultural themes. (9-8 pts. possible)	Minimal discussion of identity. Some avoidance of issues. Limited Expressions and understandings. (7-6 pts. possible)	Limited or missing description of family background. Uninformed avoidance. (5pts. possible)
Life Experiences with "Difference": A) What generalized experiences have you had with people who are different from yourself? (Race, ethnicity, language, class, religion, gender, sexual orientation). B)	Insightful expression and thorough understanding of generalized and specific experiences with "difference". Strong	Good expression and understanding of generalized and specific experiences with "difference". Strong	Limited expression and thorough understanding of generalized and specific experiences with	Lacks expression and thorough understanding of generalized and specific experiences with "difference". Strong

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Describe your upbringing regarding your neighborhood, community, school, church, clubs, courses, etc. What did these experiences teach you about people who are different from you? What messages have you heard or assumed about people who are different from you?	expressions about beliefs about cultural difference. *(10 pts. possible)*	expressions about beliefs about cultural difference. (9-8 pts. possible)	"difference". Strong expressions about beliefs about cultural difference. (7-6 pts. possible)	expressions about beliefs about cultural difference. (5 pts. possible)
Critical Reflection about Cultural Differences: A) How do I explain cultural, behavioral, and socioeconomic differences between groups of people? B) How has my cultural background shaped my understanding of why there are these cultural differences between groups of people?	Insightful expression and thorough reflection of generalized and specific experiences with "difference". *(10 pts. possible)*	Good expression and reflection of generalized and specific experiences with "difference". (9-8 pts. possible)	Limited expression and thorough reflection of generalized and specific experiences with "difference". (7-6 pts. possible)	Lacks reflection of generalized and specific experiences with "difference". (5 pts. possible)
Writing Elements Spelling, grammar, and citations have been edited.	Writing is error-free, or close to error free and is easy to read; organized; professional language *(5 pts. possible)*	Writing contains some errors. (4pts. possible)	Writing contains several errors that make the writing very challenging to read. (3pts. possible)	Paper returned for revision due to numerous writing errors.
Total 50 pts. possible				

Unapproved

Your Story: Cross Cultural Interview

	Exemplary	Proficient	Developing	Minimal
Thesis A) How did the background and/or identity of my interview subject play a part in his/her educational experience? B) What specific evidence do I have from the interview to inform my understanding of the role culture plays in his/her life? C) What specific identities did my interviewee describe and how did I come to understand this as playing a critical role?	Thesis states a well –positioned finding reflecting appropriate cross cultural interview questions that make the stated position completely credible. Detailed, specific and multiple examples of the interviewee's experience to support thesis. Background is clearly presented. *(15-14 pts. possible)*	*Thesis generally supports a finding due to limited questions or time spent in the field, is but lacks depth.* *(13-12 pts. possible)*	Thesis is *limited* to basic interview information without clearly states position from analysis. *(11-10 pts. possible)*	Thesis is *missing* or based on inappropriate cultural questions. *(9 pts. possible)*
Reflection *A)How did the interview subject's experience differ from your own? B)How does this relate to the course content you have examined this semester?*	Highly detailed reflection with 3 or more specific example of how subject's experience differs from your own. Reflective of personal cultural growth based on interview of a member of a different cultural background. Demonstrates high level of synthesis of the experience and engagement with both the interview subject and the course content, making specific reference to 2 or more specific readings.	Fairly detailed reflection with at least 2 specific example of how subject's experience differs from your own. Reflective of personal cultural growth based on interview of a member of a different cultural background. Demonstrates fair amount of engagement with both the interview subject and the course content, making specific	Generally reflects on information reported but lacks depth of personal comparison. Limited evidence of personal growth of diversity perspective. Some, but limited reference to course readings.	Paper is reflective of previous personal perspectives and never refers to any change in perspective based on the interview. Lacks reflective stance. No reference to course content.

Unapproved

	(10 pts. possible)	reference to 2 or more specific readings. (*9-8 pts. possible)*	*(7-6 pts. possible)*	*(5 pts. possible)*
Analysis *A)In analyzing the experience shared by your interviewee, what are the implications for education? B)What has the interviewee taught you about the way schools work?*	Thorough and insightful analysis of educational implications. Strong expression of multicultural themes with several specific examples cited from interview. *(15-14 pts. possible)*	Good analysis of educational implications. Good expression of multicultural themes with at least 3 specific examples cited from interview. (13-12 pts. possible)	Minimal analysis of educational implications (fewer than 3). (11-10 pts. possible)	Limited or missing analysis of educational implications. (9pts. possible)
Interview	Video or audio recording is clear, cohesive and easy to follow. (*10 possible points)*	Video or audio recording is mostly clear, cohesive and easy to follow. *(9-8 pts. possible)*	The video or audio is disjointed and the quality of the recording is poor *(7-6 pts. possible)*	The video or audio is missing. *(5 pts. possible)*
Writing Elements	Writing is error-free, or close to error free and is easy to read; organized; professional Language *(5 pts. Possible)*	Writing contains some errors. (4 pts. possible)	Writing contains several errors that make the writing very challenging to read. (3 pts. possible)	Paper returned for revision due to numerous writing errors.
Total out of 50 possible points				

Unapproved

Appendix H: Policy Statement

Ed 610: Foundations of Education

Letter to a Policymaker on an Important Topic of Education

SUBMISSION: Uploaded to Laulima or turned into my mailbox in the Education Office

This final is designed to be a culminating activity where you apply everything you have learned to address a current education issue that you are really passionate about related to the foundational question you have focused on during the second half of the course. The final consists of 3 Steps: Notification of your topic, Final Preparation, and A Letter to an Official.

You will have some time during our last class on Tuesday to work on your final and meet with me to make sure you are off to a great start. I will also have extended open office hours (first come first served) on:

- Day 1 from 4-6
- Day 2 from 4-6
- Additional times may be available per my appointment calendar: https://live.vcita.com/site/mmartin/

Step 1: Notification of the Topic Due (10 points)

Before you begin, you have several decisions to make.

1. Think about what level you want to influence. There are 3 options:
    a. Federal level (changes at the US level)
    b. State level (changes in the state of Hawaii
    c. Regional level (changes in Hawaii county)
    d. Local level (changes in a specific town, area, or complex)
2. Decide on a current education issue that is related to your foundational question.
    a. Skim through the following readings for inspiration (but you are not limited to these topics)
        i. Goldstein Chapaters 10+Epilogue
        ii. Hawaii's Blueprint for Public Education (on Laulima)
        iii. The US Department of Education's plans (links on Laulima)
    b. Create a list of all the educational issues going on right now that you really care about.
    c. Which one(s) are related to your foundational question?
    d. Based on how you responded to the above—choose your issue.
3. Thinking about your selected issue—what approach do you want to take? There are three ways to think about this.
    a. **Beliefs:** Do you want to change the way education **thinks** about teachers, students, communities, parents, learning, assessment or how others outside of education like politicians think about schools?

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b. **Policies:** Do you want to see a **specific change in a policy** or potential policy—like new plans in the US Department of Education (Privatization, vouchers, getting rid of after school programming, etc.) or at the State, district or school level?

c. **Practices**: Do you want to change how **teaching practices** or the ways in which schools work with children and families?

Based on your decisions above, develop a statement of your topic that includes: **Include your foundational question and your combined response to Questions 1-3** above. Be as specific as you can for each question. Then **Explain why this Topic is important to you.**

Step 2: Research Your Topic and Update Your Catalogue Due:

Research Catalog (30 Points)

1. Now that you've selected your topic, do some additional research on the issue you selected. Make sure that you know what it is, and understand the multiple perspectives and debates on the topic. **Create entries** for your catalog.
2. **Update your catalogue** to include reaings, discussions, assignments and activities since the midterm. Also incorporate what you have learned about the topic (current issue) you are examining in your final.
3. Rewrite your **deck summaries** to reflect the additional entries

Evaluation	Points
Catalogue is **complete** (3-5 decks, sufficient entries, reflection)	5 pts
Entries are properly formatted with tags and sources, connection to foundational question and tag are clear. Includes a variety of "texts" from notes, readings, discussions, timeline, and assignments. Entries represent multiple perspectives on the topic that displays understanding of the content of the entries.	
Summaries for each deck are comprehensive, reflect the entries and are well written	10 pts
Analysis includes 3-4 conclusions that are clearly connected to the summaries and the decks. Analysis and opinions clearly address the foundational questions and provides insight on the issue. Describes personal response to the question and how the analysis influenced these opinions. Includes compelling questions that would further analysis and perspective. Analysis is well written for academic contexts.	15 pts

proved

Step 3: Write Your Letter Due:

This is worth 60% of the grade on your Final

1. First, you'll need to do some planning. Review your deck and the midterm.
    a. What is your perspective on your foundational question?
    b. What is your perspective on the topic that you've chosen?
    c. Does your perspective on the topic make sense given your perspective?
    d. Find evidence in the catalogue for your perspective.
    e. Identify the person you are going to write. It may be an official/actual person (Dear Secretary DeVos) or be more generic like "Dear elementary school teachers" or "Dear Editor"
2. Write your letter. It should include:
    a. A description of the issue including the current debate (20 points)
    b. Your perspective and what you think should happen (argument) (20 points)
    c. A convincing argument. You should incorporate **evidence from your catalog** that supports your perspective. Include examples, quotes, etc. (50 points)
    d. Copyedit your letter. (10 points)
        i. Make sure it is written in a discourse that is appropropriate for you intended audience
        ii. Review your structure: Is it structure as a letter? Does it have a clear a beginning, middle and end?
        iii. Check for spelling, typos, grammar
        iv. Most letters will be between 3-5 pages

Turn in your updated catalog and letter no later than …

Unapproved

New Business Item 18-13
Introduced November 16, 2018
Approved November 16, 2018

TITLE: Consideration of Continuing Full State Approval of Kahuawaiola Indigenous Educator Preparation Program at the University of Hawaii at Hilo's College of Hawaiian Language

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The Hawaii Teacher Standards Board grants Full State Approval of Kahuawaiola Indigenous Educator Preparation Program at the University of Hawaii at Hilo's College of Hawaiian Language effective November 16, 2018, through December 31, 2026.

The WINHEC's visiting committee commended Kahuawaiola for delivering a teacher qualification that surpasses state and federal requirements as well as contributes significantly, and across generations, to responsibilities, goals and aspirations of Hawaiian-medium education, language and cultural regeneration.

The unit may recommend candidates for the following licenses:

- Elementary Education (K-6)
- Kaiaʻōlelo-Kaiapuni Hawaiʻi (P-3, P-12, K-6, 6-8, 6-12)
- Hawaiian Knowledge (P-3, P-12, K-6, 6-12)

This program must be included in the University of Hawaii at Hilo's annual report to the HTSB and included in the unit's next review for consideration of continuing state approval.

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

Unapproved

Submitted by: Felicia Villalobos

Referred to: Teacher Education Committee

New Business Item 18-14
Introduced 11/16/2018
Approved 11/16/2018

TITLE: Adoption of Annual Report

The Hawaii Teacher Standards Board adopts the 2019 Annual Report and directs the Executive Director to submit the report to the Governor and Legislature.

Unapproved

Submitted by: Felicia Villalobos

Referred to: Legislative Committee

New Business Item 18-15
Introduced November 16, 2018
Approved November 16, 2018

TITLE: License Affirmation

The Hawaii Teacher Standards Board affirms the following licenses and permits.

Unapproved

Submitted by: Felicia Villalobos

Referred to:

INITIAL	Last Name	First Name	License Field(s)	Effective Date	Expiration Date
Advanced	Bolton	Lisa	Special Education - Mild/Moderate (6-12)	9/1/2018	6/30/2029
Advanced	Bras	Rachelle	Elementary Education (K-6)	10/1/2018	6/30/2029
Advanced	Bras	Rachelle	English (6-12)	10/1/2018	6/30/2029
Advanced	Costanzo	Amanda	Elementary Education (K-6)	10/1/2018	6/30/2029
Advanced	Costanzo	Amanda	Reading (K-12)	10/1/2018	6/30/2029
Advanced	Gilroy	Kileen	English (6-12)	9/1/2018	6/30/2029
Advanced	Gilroy	Kileen	Teacher Leader ( )	9/1/2018	6/30/2029
Advanced	Hedrick	Marie	Economics (6-12)	9/1/2018	6/30/2029
Advanced	Hedrick	Marie	Geography (6-12)	9/1/2018	6/30/2029
Advanced	Hedrick	Marie	German (K-12)	9/1/2018	6/30/2029
Advanced	Hedrick	Marie	Government/Political Science (6-12)	9/1/2018	6/30/2029
Advanced	Hedrick	Marie	History (6-12)	9/1/2018	6/30/2029

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Advanced	Hedrick	Marie	Social Studies (6-8)	9/1/2018	6/30/2029
Advanced	Hedrick	Marie	Teaching English to Speakers of Other Languages (TESOL) (K-12)	9/1/2018	6/30/2029
Advanced	Hernandez	Michael Shane	Art (K-12)	9/1/2018	6/30/2029
Advanced	Hernandez	Michael Shane	CTE - Arts and Communication (6-12)	9/1/2018	6/30/2029
Advanced	Hernandez	Michael Shane	Teaching English to Speakers of Other Languages (TESOL) (K-12)	9/1/2018	6/30/2029
Advanced	Kandula	Sanjeeva Reddy	Special Education - Mild/Moderate (P-12)	9/1/2018	6/30/2029
Advanced	Lagoy	Corinne	Early Childhood Education (P-3)	10/1/2018	6/30/2029

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Advanced	Lagoy	Corinne	Elementary Education (K-6)	10/1/2018	6/30/2029
Advanced	Lagoy	Corinne	English (6-8)	10/1/2018	6/30/2029
Advanced	Lagoy	Corinne	Mathematics (6-8)	10/1/2018	6/30/2029
Advanced	Lagoy	Corinne	Science (6-8)	10/1/2018	6/30/2029
Advanced	Lagoy	Corinne	Social Studies (6-8)	10/1/2018	6/30/2029
Advanced	Lagoy	Corinne	Special Education (P-12)	10/1/2018	6/30/2029
Advanced	Lagoy	Corinne	Special Education - Mild/Moderate (P-12)	10/1/2018	6/30/2029
Advanced	Menor	Michael	Elementary Education (K-6)	10/1/2018	6/30/2029
Advanced	Menor	Michael	Physical Education (K-6)	10/1/2018	6/30/2029
Advanced	Milford	Allison	Early Childhood Education (P-3)	9/1/2018	6/30/2029
Advanced	Milford	Allison	Reading (K-6)	9/1/2018	6/30/2029
Advanced	Milford	Allison	Special Education (P-3)	9/1/2018	6/30/2029

Unapproved

Advanced	Milford	Allison	Teaching English to Speakers of Other Languages (TESOL) (P-3)	9/1/2018	6/30/2029
Advanced	Neville	Kia	Special Education (P-12)	10/1/2018	6/30/2029
Advanced	Pulliam	Ernest	Social Studies (6-12)	9/1/2018	6/30/2029
Advanced	Retherford	Tammie	English (6-12)	10/1/2018	6/30/2029
Advanced	Retherford	Tammie	Social Studies (6-12)	10/1/2018	6/30/2029
Advanced	Retherford	Tammie	Teaching English to Speakers of Other Languages (TESOL) (6-12)	10/1/2018	6/30/2029
Advanced	Schoenfeld	Sarah	Elementary Education (K-6)	9/1/2018	6/30/2029
Advanced	Schoenfeld	Sarah	Teacher Leader ( )	9/1/2018	6/30/2029
Advanced	Walk	Harlene	Elementary Education (K-6)	9/1/2018	6/30/2029

Unapproved

Advanced	Walk	Harlene	Hawaiian Language (6-12)	9/1/2018	6/30/2029
Advanced	Walk	Harlene	Hawaiian Language Immersion (6-12)	9/1/2018	6/30/2029
Advanced	Walk	Harlene	Mathematics (6-8)	9/1/2018	6/30/2029
Advanced	Zimmerman	Carbys	Mathematics (6-12)	9/1/2018	6/30/2029
Advanced	Zimmerman	Carbys	Physical Education (6-12)	9/1/2018	6/30/2029
Advanced	Zimmerman	Carbys	Science (6-12)	9/1/2018	6/30/2029
Career and Technical Education	Weir	Randall	CTE - Special Permit	9/1/2018	6/30/2024
Career and Technical Education	Furumoto	Curtis	CTE - Special Permit	9/1/2018	6/30/2024
Emergency Hire	Aglanao	Shantelle	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Akamu	Aaron Aina	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Amico	Erica	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Andel	Stacy	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Anderson	Wendy	Emergency Hire	10/1/2018	6/30/2019

Unapproved

Emergency Hire	Asato	Marissa	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Bennett	Kristen	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Boehler	Lori	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Briggs	Marquis	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Burley	Arielle	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Butz	Robert	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Cabral	Tammy	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Cambonga	Leila Ann	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Carbone	Marie	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Carveiro	Layleigh	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Chandler	Wilbert	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Chapman	Brooke	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Ching	Margaret	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Chun	Bryson	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Chun	Lacy	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Cosare	Maria Victoria	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Cunningham	Christina	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Datta	Shudhi	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Davis	Bradford	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Davis	Nalani	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Day	Kathleen	Emergency Hire	9/1/2018	6/30/2019

Unapproved

Emergency Hire	Delgreco	Matthew	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Dement	Ronelle	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Dumaguin	James	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Dumlao	Roseanne	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Edwards	Engela	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Esposito	Anna	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Esquibel	Jimmy	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Esteban	Michelle	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Estomo	Christine	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Fernandez	Jessica	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Friedman	Nico	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Fuimaono	Salamasina	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Fukushima	Denarose	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Galarita	Brandon	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Galiher	Sarah Jean	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Giron	Kari	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Gomez	Deshaun	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Gostage	Heather	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Gray	Adam	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Harris	Brittney	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Hart	Sherryl	Emergency Hire	9/1/2018	6/30/2019

Unapproved

Emergency Hire	Henderson	Lauren	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Hildebrand	Haley	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Hoopii	Renee	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Howland	Scott	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Humel	Shyanne	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Jenkins	Hannah	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Jester	Hailey	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Kaaukai	Tammy	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Kanuha	Chase	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Karamoto	Brian	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Kawaa	Kenetta	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Kohlbrenner	Caile	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Labat	Lauren	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Larsen	Jodi	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Lavatai	Rachel	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Lopez	Kaitlin	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Macdonald-Mesler	Michelle	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Macintosh	Jennifer	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Mccall	Patrick	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Mcginnis	Kevin	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Meggs	Alison	Emergency Hire	9/1/2018	6/30/2019

Unapproved

Emergency Hire	Mills	Madison	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Morrell	Angeline	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Moss	Krystle	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Nakashima	Trent	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Naylor	Patrice	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Neuman	Christine	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Nieves	Cassiopeia	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Nunez	Jose	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Ohara	Aaron	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Okura	Kristi	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Pallett	Nathan	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Panui	Lyman	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Parker	Alex	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Petersen	Jaylin	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Picone	Jessica	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Powell	Katherine	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Powers-Engdahl	Kendra	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Priest	Jordan	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Pruett	Jamsie	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Ridley	Romona	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Roar	Joshua	Emergency Hire	9/1/2018	6/30/2019

Unapproved

Emergency Hire	Robbins	Lori B	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Robins-Reyes	Candy	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Roque-Dangaran	Aladdin	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Saito	Jodi	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Selden	Piper	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Seno	Donovan	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Shepherd	Alexandra	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Smith	Xanthe	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Soo Hoo	Carrie	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Sueoka	Camerie	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Swain	William	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Sweeney	Robert	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Tachera	Naomi	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Talbot	Scot	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Tomisato	Skyler	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Tosta	Noslinn Gisselle	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Tsing	Auguste	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Tualaulelei	Afaue	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Tuitele	Sanoe	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Uyehara	Minerva	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Van Blarcom	Jacqueline	Emergency Hire	9/1/2018	6/30/2019

Unapproved

Emergency Hire	Vegas	Kacey	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Villamor	Gabrielle	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Viritua	Hauoli	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Wadsworth	Clare	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Waiolama	Keliimakamae	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Webber	Dustin	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Westcott	Jeffrey	Emergency Hire	10/1/2018	6/30/2019
Emergency Hire	Wily	Latoya	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Yap	Rodney	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Yoshimi	Jailynn	Emergency Hire	9/1/2018	6/30/2019
Emergency Hire	Zambrano	Jacqui	Emergency Hire	9/1/2018	6/30/2019
Provisional	Allen	Bryon	History (6-12)	10/1/2018	6/30/2022
Provisional	Anthony	Dominic	Social Studies (6-12)	10/1/2018	6/30/2022
Provisional	Avelar	Amanda	Mathematics (6-8)	9/1/2018	6/30/2022
Provisional	Barrett	Michelle	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Benson	Margaret	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Blair	Jason	Social Studies (6-12)	9/1/2018	6/30/2022

Unapproved

Provisional	Bolin	Natalie	Special Education - Mild/Moderate (P-12)	9/1/2018	6/30/2022
Provisional	Bolin	Natalie	Special Education - Severe/Profound (P-12)	9/1/2018	6/30/2022
Provisional	Bonewitz	John	Science (6-12)	9/1/2018	6/30/2022
Provisional	Brandon	Katherine	Early Childhood Education (P-3)	10/1/2018	6/30/2022
Provisional	Campano	Claudia	Elementary Education (K-6)	10/1/2018	6/30/2022
Provisional	Campano	Claudia	Special Education - Mild/Moderate (K-12)	10/1/2018	6/30/2022
Provisional	Cassens	Jacob	English (6-12)	9/1/2018	6/30/2022
Provisional	Chang	Jo Ann	Special Education - Mild/Moderate (K-6)	9/1/2018	6/30/2022
Provisional	Charuk	Andrea	Art (6-12)	10/1/2018	6/30/2022
Provisional	Clark	Mary	Social Studies (6-12)	10/1/2018	6/30/2022
Provisional	Cole	Kameron	English (6-12)	9/1/2018	6/30/2022

Unapproved

Provisional	Crockett	Robin	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Cummings	Elena	Early Childhood Education (P-3)	9/1/2018	6/30/2022
Provisional	De Los Santos	Gabriel	Science (6-12)	10/1/2018	6/30/2022
Provisional	Delbridge	David	Mathematics (6-12)	9/1/2018	6/30/2022
Provisional	Durrett	Marshall	Health (K-12)	10/1/2018	6/30/2022
Provisional	Durrett	Marshall	Physical Education (K-12)	10/1/2018	6/30/2022
Provisional	Emmick	Jennifer	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Esquibel	Carol	Special Education - Mild/Moderate (K-12)	9/1/2018	6/30/2022
Provisional	Fetterman	Brian	Elementary Education (K-6)	10/1/2018	6/30/2022
Provisional	Fetterman	Brian	German (K-12)	10/1/2018	6/30/2022

Unapproved

Provisional	Fetterman	Brian	Teaching English to Speakers of Other Languages (TESOL) (K-12)	10/1/2018	6/30/2022
Provisional	Fregeau-Olmstead	Ella Rose	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Frenette	Megan	Elementary Education (K-6)	10/1/2018	6/30/2022
Provisional	Grossman	Alexandria	Early Childhood Education (P-K)	10/1/2018	6/30/2022
Provisional	Grossman	Alexandria	Elementary Education (K-6)	10/1/2018	6/30/2022
Provisional	Grywczynski	Katherine	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Guiney	April	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Haslick	Kyle	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Hee	Beverly	Elementary Education (K-6)	9/1/2018	6/30/2022

Unapproved

Provisional	Henderson	Dawn	Early Childhood Education (P-K)	9/1/2018	6/30/2022
Provisional	Henderson	Dawn	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Henderson	Dawn	Teaching English to Speakers of Other Languages (TESOL) (P-12)	9/1/2018	6/30/2022
Provisional	Herrick	Malgorzata	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Holloway	Rachel	Early Childhood Education (P-3)	10/1/2018	6/30/2022
Provisional	Holloway	Rachel	Elementary Education (K-6)	10/1/2018	6/30/2022
Provisional	Iaela-Pukahi	Ruth	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Iaela-Pukahi	Ruth	School Librarian (K-6)	9/1/2018	6/30/2022
Provisional	Ishikawa	Reid	Music (K-12)	10/1/2018	6/30/2022

Unapproved

Provisional	Jessup	Marissa	Early Childhood Education (P-3)	9/1/2018	6/30/2022
Provisional	Jessup	Marissa	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Jessup	Marissa	Social Studies (6-8)	9/1/2018	6/30/2022
Provisional	Kaneshiro	Jamie	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Kao	Mindy	School Counselor (K-12)	10/1/2018	6/30/2022
Provisional	Kelly	Sheri	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Kelson	Laura	English (6-12)	9/1/2018	6/30/2022
Provisional	Krauss	Jenny	Special Education - Mild/Moderate (K-6)	9/1/2018	6/30/2022
Provisional	Kuribayashi	Debra Y N	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Kwiatkowski	Ashley	School Counselor (K-12)	9/1/2018	6/30/2022
Provisional	Lavatai	Rachel	Science (6-12)	10/1/2018	6/30/2022

Unapproved

Provisional	Lee	Kuuleinani	Social Studies (6-12)	9/1/2018	6/30/2022
Provisional	Lopez	Tina	Elementary Education (K-6)	10/1/2018	6/30/2022
Provisional	Lublin	Julie	English (6-12)	9/1/2018	6/30/2022
Provisional	Lublin	Julie	School Counselor (K-12)	9/1/2018	6/30/2022
Provisional	Lucic	Vanja	Social Studies (6-12)	9/1/2018	6/30/2022
Provisional	Martin	Carrie	Elementary Education (K-6)	10/1/2018	6/30/2022
Provisional	Martinez	Melinda	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Martinez	Melinda	English (6-12)	9/1/2018	6/30/2022
Provisional	Martinez	Melinda	Special Education (K-12)	9/1/2018	6/30/2022
Provisional	Masei	Alika	Science (6-8)	10/1/2018	6/30/2022
Provisional	Mattos	Timmy	Special Education - Mild/Moderate (K-12)	9/1/2018	6/30/2022
Provisional	Metcalf	Stephen	Social Studies (6-12)	10/1/2018	6/30/2022
Provisional	Mikes	Nicole	Art (6-12)	10/1/2018	6/30/2022

Unapproved

Provisional	Mikes	Nicole	English (6-12)	10/1/2018	6/30/2022
Provisional	Miller	Blake	Mathematics (6-12)	10/1/2018	6/30/2022
Provisional	Mitchell	Haylie	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Miyashiro	Taryn	School Counselor (K-12)	10/1/2018	6/30/2022
Provisional	Moore	Emily	Special Education (P-3)	9/1/2018	6/30/2022
Provisional	Morimoto	John	Mathematics (6-12)	9/1/2018	6/30/2022
Provisional	Nakamura	Kyllie	Early Childhood Education (P-3)	9/1/2018	6/30/2022
Provisional	Nakamura	Kyllie	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Nelson	Kayla	Early Childhood Education (P-3)	9/1/2018	6/30/2022
Provisional	Nelson	Kayla	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Nepshinsky	Megan	Mathematics (6-8)	10/1/2018	6/30/2022

Unapproved

Provisional	Neuman	Christine	Early Childhood Education (P-3)	9/1/2018	6/30/2022
Provisional	Nguyen-Tran	San	Biology (6-12)	9/1/2018	6/30/2022
Provisional	Nguyen-Tran	San	Science (6-12)	9/1/2018	6/30/2022
Provisional	Occhipinti	Jeremy	Early Childhood Education (P-K)	9/1/2018	6/30/2022
Provisional	Occhipinti	Jeremy	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Odo	Kari	Special Education - Mild/Moderate (P-3)	9/1/2018	6/30/2022
Provisional	Ohara	Aaron	School Counselor (K-12)	9/1/2018	6/30/2022
Provisional	Ornellas	Yvonne	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	O'Shaughnessy	Chang	Mathematics (6-12)	10/1/2018	6/30/2022
Provisional	O'Shaughnessy	Chang	Social Studies (6-12)	10/1/2018	6/30/2022
Provisional	Panui	Lyman	English (6-12)	10/1/2018	6/30/2022
Provisional	Pearce	Ami	Elementary Education (K-6)	9/1/2018	6/30/2022

Unapproved

Provisional	Picone	Jessica	Art (6-12)	10/1/2018	6/30/2022
Provisional	Picone	Jessica	Social Studies (6-12)	10/1/2018	6/30/2022
Provisional	Pruyn	Courthney	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Richard	Ian	Science (6-12)	10/1/2018	6/30/2022
Provisional	Schueckler	Amanda	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Schueckler	Amanda	Special Education (K-6)	9/1/2018	6/30/2022
Provisional	Simone	Amanda	Elementary Education (K-6)	10/1/2018	6/30/2022
Provisional	Siofele	Joseph	Social Studies (6-12)	10/1/2018	6/30/2022
Provisional	Sorgie	Charity	Teaching English to Speakers of Other Languages (TESOL) (P-12)	9/1/2018	6/30/2022
Provisional	Stanford	Jonah	Mathematics (6-12)	9/1/2018	6/30/2022
Provisional	Stanton	Andrea	Geography (6-12)	9/1/2018	6/30/2022
Provisional	Stanton	Andrea	Music (6-12)	9/1/2018	6/30/2022

Unapproved

Provisional	Tangadik	Sean-Ryan	Physical Education (6-12)	9/1/2018	6/30/2022
Provisional	Tupuola	Salemalama	Elementary Education (K-6)	10/1/2018	6/30/2022
Provisional	Tupuola	Salemalama	Special Education (K-6)	10/1/2018	6/30/2022
Provisional	Turbeville	Joycelin	Japanese (6-12)	9/1/2018	6/30/2022
Provisional	Tuttle	Mariah	Art (6-12)	9/1/2018	6/30/2022
Provisional	Tuttle	Mariah	English (6-12)	9/1/2018	6/30/2022
Provisional	Vrazel	Darryl	Physical Education (6-12)	9/1/2018	6/30/2022
Provisional	Vyazovkina	Polina	School Counselor (K-12)	9/1/2018	6/30/2022
Provisional	Wakefield	Paige	Mathematics (6-12)	10/1/2018	6/30/2022
Provisional	Wane	Bocar	Mathematics (6-12)	9/1/2018	6/30/2022
Provisional	Ward	Jason	Science (6-12)	9/1/2018	6/30/2022
Provisional	Weeks	Katherine	History (6-12)	9/1/2018	6/30/2022
Provisional	Weeks	Katherine	Physical Education (6-12)	9/1/2018	6/30/2022

Unapproved

Provisional	Weng	Cheng-Hao	Teaching English to Speakers of Other Languages (TESOL) (K-12)	10/1/2018	6/30/2022
Provisional	West Geary	Emily	Early Childhood Education (P-3)	9/1/2018	6/30/2022
Provisional	West Geary	Emily	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	West Geary	Emily	Special Education (6-8)	9/1/2018	6/30/2022
Provisional	West Geary	Emily	Special Education (K-6)	9/1/2018	6/30/2022
Provisional	Wiberg	Katherine	Special Education - Mild/Moderate (K-12)	9/1/2018	6/30/2022
Provisional	Wilkins	Nancy	Elementary Education (K-6)	10/1/2018	6/30/2022
Provisional	Winslow	Ryan	Elementary Education (K-6)	10/1/2018	6/30/2022

Unapproved

Provisional	Workman	Allee	Early Childhood Education (P-K)	10/1/2018	6/30/2022
Provisional	Workman	Allee	Elementary Education (K-6)	10/1/2018	6/30/2022
Provisional	Yoshida	Shirley Ann	Elementary Education (K-6)	9/1/2018	6/30/2022
Provisional	Zane	Barbara	Elementary Education (K-6)	9/1/2018	6/30/2022
Standard	Amaral-Duvauchelle	Dianne	Special Education - Mild/Moderate (K-12)	9/1/2018	6/30/2024
Standard	Armstrong	Travis	Social Studies (6-12)	9/1/2018	6/30/2024
Standard	Arnold	Aaron	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Arruda	Natasha	Elementary Education (K-6)	9/1/2018	6/30/2024

Unapproved

Standard	Barber	Kate	Early Childhood Education (P-K)	10/1/2018	6/30/2024
Standard	Barber	Kate	Elementary Education (K-6)	10/1/2018	6/30/2024
Standard	Barber	Kate	Teaching English to Speakers of Other Languages (TESOL) (K-6)	10/1/2018	6/30/2024
Standard	Barber	Kate	Teaching English to Speakers of Other Languages (TESOL) (P-3)	10/1/2018	6/30/2024
Standard	Benson	Ryan	English (6-12)	9/1/2018	6/30/2024
Standard	Benson	Ryan	Social Studies (6-12)	9/1/2018	6/30/2024
Standard	Benson	Sue	Elementary Education (K-6)	9/1/2018	6/30/2024

Unapproved

Standard	Bilodeau	Brian	Special Education - Mild/Moderate (K-12)	10/1/2018	6/30/2024
Standard	Bray	Jason	Science (6-12)	10/1/2018	6/30/2024
Standard	Calderon	Catherine	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Calvan	Rita	English (6-12)	10/1/2018	6/30/2024
Standard	Casey	Julie	English (6-12)	10/1/2018	6/30/2024
Standard	Casey	Julie	Mathematics (6-8)	10/1/2018	6/30/2024
Standard	Ceus	Stephanie	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Chow	James	Science (6-12)	9/1/2018	6/30/2024
Standard	Ciser	Kimberly	Health (K-12)	10/1/2018	6/30/2024
Standard	Ciser	Kimberly	Physical Education (K-12)	10/1/2018	6/30/2024
Standard	Couch	Shane	English (6-12)	9/1/2018	6/30/2024
Standard	Couch	Shane	History (6-12)	9/1/2018	6/30/2024
Standard	Couch	Shane	Special Education (6-12)	9/1/2018	6/30/2024
Standard	De Los Rios	Amelia	Spanish (6-12)	9/1/2018	6/30/2024
Standard	Dela Cruz	Reginald	Special Education (6-12)	9/1/2018	6/30/2024

Unapproved

Standard	Dewhirst	Christopher	Special Education - Mild/Moderate (K-12)	9/1/2018	6/30/2024
Standard	Dotario	Jeanine	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Esera	Nadia	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Freeman	Brian	History (6-12)	10/1/2018	6/30/2024
Standard	Fujii	Shelley	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Goode	Mandakini	Special Education - Mild/Moderate (P-3)	9/1/2018	6/30/2024
Standard	Govin	Derek	Special Education - Mild/Moderate (K-12)	9/1/2018	6/30/2024
Standard	Gudoy	Edwin	Special Education - Mild/Moderate (K-12)	9/1/2018	6/30/2024
Standard	Hamel	Samantha	Science (6-12)	9/1/2018	6/30/2024
Standard	Hamel	Samantha	Special Education (P-12)	9/1/2018	6/30/2024

Unapproved

Standard	Hamel	Samantha	Teaching English to Speakers of Other Languages (TESOL) (P-12)	9/1/2018	6/30/2024
Standard	Hanohano	Debra	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Harman	Pelehonuamea	Elementary Education (K-6)	10/1/2018	6/30/2024
Standard	Harman	Pelehonuamea	Hawaiian Language (6-12)	10/1/2018	6/30/2024
Standard	Harman	Pelehonuamea	Hawaiian Language Immersion (K-12)	10/1/2018	6/30/2024
Standard	Harman	Pelehonuamea	Hawaiian Studies (6-12)	10/1/2018	6/30/2024
Standard	Hart	Sherryl	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Hart	Sherryl	Mathematics (6-12)	9/1/2018	6/30/2024
Standard	Hart	Sherryl	Physical Education (K-12)	9/1/2018	6/30/2024

Unapproved

Standard	Haserot	Laurel	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Hayler	Wendy Wittich	Special Education - Deaf/Hard of Hearing (K-12)	9/1/2018	6/30/2024
Standard	Hayler	Wendy Wittich	Special Education - Mild/Moderate (K-12)	9/1/2018	6/30/2024
Standard	Hee	Albert	English (6-12)	9/1/2018	6/30/2024
Standard	Heldt	David	Science (6-12)	9/1/2018	6/30/2024
Standard	Hollaway	Joshua	Science (6-12)	10/1/2018	6/30/2024
Standard	Hollaway	Joshua	Social Studies (6-12)	10/1/2018	6/30/2024
Standard	Jacob	Elizabeth	Chemistry (6-12)	9/1/2018	6/30/2024
Standard	Jacob	Elizabeth	Special Education (6-12)	9/1/2018	6/30/2024
Standard	Jones	Jessica	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Kaholokula	Kelly	Physical Education (6-12)	9/1/2018	6/30/2024
Standard	Kai	Sharon	Elementary Education (K-6)	9/1/2018	6/30/2024

Unapproved

Standard	Kakutani	Terri	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Kakutani	Terri	Reading (K-6)	9/1/2018	6/30/2024
Standard	Kakutani	Terri	Special Education - Mild/Moderate (K-12)	9/1/2018	6/30/2024
Standard	Karapani	Misipati	Special Education - Mild/Moderate (K-12)	10/1/2018	6/30/2024
Standard	Keenan	Melissa	Special Education - Mild/Moderate (6-12)	9/1/2018	6/30/2024
Standard	Kwan	Kelli	Elementary Education (K-6)	10/1/2018	6/30/2024
Standard	Leblanc	Morgan	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Leblanc	Morgan	Special Education - Mild/Moderate (K-6)	9/1/2018	6/30/2024
Standard	Lee	Stephanie	Elementary Education (K-6)	9/1/2018	6/30/2024

Unapproved

Standard	Lehman	Samarra	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Lehman	Samarra	Special Education (K-12)	9/1/2018	6/30/2024
Standard	Lewis	Shayne	History (6-12)	9/1/2018	6/30/2024
Standard	Lilja	Lisa	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Love	Kenneth	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Magallanes	Lindsey	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Mccallum	Eseta	Mathematics (6-12)	9/1/2018	6/30/2024
Standard	Mellein	Verena	Art (K-12)	10/1/2018	6/30/2024
Standard	Mendoza	Shari	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Miyamoto	Karen Ann	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Miyamoto	Karen Ann	Music (K-12)	9/1/2018	6/30/2024
Standard	Monette	Kyle	English (6-12)	9/1/2018	6/30/2024
Standard	Monette	Kyle	Mathematics (6-12)	9/1/2018	6/30/2024

Unapproved

Standard	Moore	Ellena	Mathematics (6-8)	10/1/2018	6/30/2024
Standard	Morath	Nancy	Special Education (K-12)	9/1/2018	6/30/2024
Standard	Moriya	Serena	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Murphy	Renee	Special Education - Mild/Moderate (K-12)	9/1/2018	6/30/2024
Standard	Murphy	Renee	Special Education - Mild/Moderate (P-3)	9/1/2018	6/30/2024
Standard	Murphy	Renee	Special Education - Severe/Profound (K-12)	9/1/2018	6/30/2024
Standard	Nahoopii	Richard	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Nakagawa	Chadwick	Hawaiian Language Immersion (K-12)	9/1/2018	6/30/2024
Standard	Nezu	Catherine	Elementary Education (K-6)	9/1/2018	6/30/2024

Unapproved

Standard	Panczyszyn	Eileen	Science (6-12)	10/1/2018	6/30/2024
Standard	Pieper	Katrina	Social Studies (6-12)	9/1/2018	6/30/2024
Standard	Pieper	Katrina	Special Education - Mild/Moderate (K-12)	9/1/2018	6/30/2024
Standard	Pignolet	Micah	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Pignolet	Micah	Special Education - Mild/Moderate (6-12)	9/1/2018	6/30/2024
Standard	Piiohia	Kehaulani	Elementary Education (K-6)	10/1/2018	6/30/2024
Standard	Poehler	Jennifer	Mathematics (6-12)	9/1/2018	6/30/2024
Standard	Price	Amanda	Early Childhood Education (P-3)	9/1/2018	6/30/2024
Standard	Riedel	Tatum	English (6-8)	10/1/2018	6/30/2024
Standard	Riedel	Tatum	Special Education (K-12)	10/1/2018	6/30/2024
Standard	Rodrigues	Nathon	Art (6-12)	10/1/2018	6/30/2024
Standard	Rolofson	Kyle	Psychology (6-12)	9/1/2018	6/30/2024

Unapproved

Standard	Rouse	Thomas	Social Studies (6-12)	9/1/2018	6/30/2024
Standard	Sadumiano	Inocencia	Social Studies (6-12)	9/1/2018	6/30/2024
Standard	Salmoiraghi	Joey	Social Studies (6-12)	9/1/2018	6/30/2024
Standard	Salmoiraghi	Joey	Special Education (6-12)	9/1/2018	6/30/2024
Standard	Sarol	Zyra Len	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Sarol	Zyra Len	Special Education - Mild/Moderate (K-12)	9/1/2018	6/30/2024
Standard	Shaw	Tammy	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Shirk	Jordan	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Shore	Arielle	Art (K-12)	9/1/2018	6/30/2024
Standard	Spencer	Margaret	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Spencer	Margaret	Mathematics (6-8)	9/1/2018	6/30/2024
Standard	Spring	Paul	Social Studies (6-12)	9/1/2018	6/30/2024

Unapproved

Standard	Taira	Akiko	Special Education (6-12)	9/1/2018	6/30/2024
Standard	Taira	Akiko	Teaching English to Speakers of Other Languages (TESOL) (6-12)	9/1/2018	6/30/2024
Standard	Taylor	Allison	Biology (6-12)	10/1/2018	6/30/2024
Standard	Taylor	Jaye	Spanish (K-12)	10/1/2018	6/30/2024
Standard	Toda	Travis	CTE - Business (6-12)	9/1/2018	6/30/2024
Standard	Tom Sun	Mary	School Counselor (K-12)	9/1/2018	6/30/2024
Standard	Tripp	Alisa	Elementary Education (K-6)	10/1/2018	6/30/2024
Standard	Tripp	Alisa	Special Education (K-6)	10/1/2018	6/30/2024
Standard	Troy	Tucker	Elementary Education (K-6)	10/1/2018	6/30/2024
Standard	Tucciarone	Brian	Social Studies (6-12)	9/1/2018	6/30/2024
Standard	Tucciarone	Brian	Special Education (6-12)	9/1/2018	6/30/2024
Standard	Uyeda	Gareth	Music (6-12)	9/1/2018	6/30/2024

Unapproved

Standard	Wells	Jane	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Westenhaver	Jared	Mathematics (6-12)	9/1/2018	6/30/2024
Standard	Whaley	Angeline	Special Education (P-12)	10/1/2018	6/30/2024
Standard	Whaley	Angeline	Teaching English to Speakers of Other Languages (TESOL) (P-12)	10/1/2018	6/30/2024
Standard	Whiting	K. Raina	Elementary Education (K-6)	10/1/2018	6/30/2024
Standard	Winquist	James	Special Education (6-12)	9/1/2018	6/30/2024
Standard	Yasuoka	Alison	Elementary Education (K-6)	10/1/2018	6/30/2024
Standard	Yee	Lauren	Elementary Education (K-6)	9/1/2018	6/30/2024
Standard	Yoshino	Nelson	Physical Education (K-12)	9/1/2018	6/30/2024

Unapproved

RENEWAL					
Standard	Daugherty	Kimberly	Elementary Education (K-6)	9/1/2018	6/30/2024
ADDED FIELDS					
Advanced	Nakamura	Michelle	School Counselor (K-12)	9/1/2018	6/30/2029
Provisional	Behm	Ann	Special Education - Deaf/Hard of Hearing (K-12)	9/1/2018	6/30/2022
Provisional	Carpenter	Alice	Special Education - Mild/Moderate (6-12)	10/1/2018	6/30/2019
Provisional	Ford	Jessica	Special Education - Mild/Moderate (6-12)	9/1/2018	6/30/2021
Provisional	Frazier	Derrick	Special Education (6-8)	9/1/2018	6/30/2021
Provisional	Hartford	Elisabeth	Social Studies (6-12)	9/1/2018	6/30/2020

Unapproved

Provisional	Hornsby	Deborah	Teaching English to Speakers of Other Languages (TESOL) (6-12)	10/1/2018	6/30/2021
Provisional	Knight	Nathan	Science (6-12)	9/1/2018	6/30/2020
Provisional	Maika	David	English (6-8)	9/1/2018	6/30/2020
Provisional	Maika	David	Special Education (6-8)	9/1/2018	6/30/2020
Provisional	Ravey	Pomaikai	English (6-12)	10/1/2018	6/30/2020
Provisional	Ravey	Pomaikai	Mathematics (6-12)	10/1/2018	6/30/2020
Provisional	Ravey	Pomaikai	Science (6-12)	10/1/2018	6/30/2020
Provisional	Tesauro	Mariann	Elementary Education (K-6)	10/1/2018	6/30/2022
Provisional	Tesauro	Mariann	School Counselor (K-12)	10/1/2018	6/30/2022
Provisional	Weeks	Sharon	Special Education - Mild/Moderate (P-3)	10/1/2018	6/30/2021
Provisional	Williams	Maureen	Early Childhood Education (P-K)	9/1/2018	6/30/2022

Unapproved

Provisional	Williams	Maureen	Special Education (P-3)	10/1/2018	6/30/2022
Standard	Aiwohi	Leah	Science, Technology, Engineering and Math (STEM) (6-12)	9/1/2018	6/30/2021
Standard	Arveson	Mari Ann	Special Education - Mild/Moderate (P-3)	10/1/2018	6/30/2021
Standard	Bob	Robin	Science (6-12)	10/1/2018	6/30/2019
Standard	Brown	Jeremiah	Teaching English to Speakers of Other Languages (TESOL) (6-12)	10/1/2018	6/30/2023
Standard	De Ponte	Laurel	Mathematics (6-12)	9/1/2018	6/30/2024
Standard	Devlin	Sara	Special Education (K-6)	9/1/2018	6/30/2022
Standard	Doi	Crystal	Science, Technology, Engineering and Math (STEM) (K-6)	10/1/2018	6/30/2023

Unapproved

Standard	Jordan-Hunt	Anne	English (6-12)	10/1/2018	6/30/2020
Standard	Jordan-Hunt	Anne	Social Studies (6-12)	10/1/2018	6/30/2020
Standard	Kalani	Corinne	Teacher Leader	9/1/2018	6/30/2021
Standard	Kamalani	Gail	Teacher Leader	9/1/2018	6/30/2021
Standard	Makino	Cynthia	Special Education - Mild/Moderate (P-3)	10/1/2018	6/30/2021
Standard	Moore	Jana	English (6-12)	10/1/2018	6/30/2020
Standard	Moore	Jana	Social Studies (6-12)	10/1/2018	6/30/2020
Standard	Naipo	Blayne	CTE - Arts and Communication (6-12)	10/1/2018	6/30/2020
Standard	Reeves	Bianca	Social Studies (6-8)	10/1/2018	6/30/2023
Standard	Rico	Kristine	English (6-12)	9/1/2018	6/30/2024
Standard	Rico	Kristine	School Counselor (K-12)	9/1/2018	6/30/2024
Standard	Samara	Sally	Special Education (K-12)	9/1/2018	6/30/2020

Unapproved

Standard	Samara	Sally	Teaching English to Speakers of Other Languages (TESOL) (K-6)	9/1/2018	6/30/2020
Standard	Starks	Kevin	Government/Political Science (6-12)	9/1/2018	6/30/2021
Standard	Stotts	Angela	Special Education (K-6)	9/1/2018	6/30/2022
Standard	Terhune	Maya	English (6-8)	9/1/2018	6/30/2021
Standard	Villar	Chelsea	Special Education - Mild/Moderate (P-3)	10/1/2018	6/30/2023
Standard	Wong	Gisele	Mathematics (6-8)	9/1/2018	6/30/2021
Standard	Wong	Aura-Rae	Social Studies (6-12)	10/1/2018	6/30/2019

Unapproved

New Business Item 18-16
Introduced November 16, 2018
Approved November 16, 2018

TITLE: Case 19-01

The Hawaii Teacher Standards Board accepts the recommendation of the Executive Director in Case 19-01 with the following condition:

The applicant will be observed, evaluated, and recommended for licensure by a Hawaii state approved educator preparation program.

Unapproved

Submitted by: Felicia Villalobos

Referred to: