

# Hawaiian Program Standards 2024

Developed by the Hawaiian Workgroup in collaboration with the Hawai'i Teacher Standards Board



HAWAI'I TEACHER  
STANDARDS BOARD

## Introduction

In 2014, the Hawai'i Teacher Standards Board (HTSB) approved the formation of a Hawaiian Workgroup to make recommendations for standards, preparation, program reviews, and licensure ([HTSB, 2014, New Business Item 14-10](#)). Through the collective efforts and mana'o of Hawaiian educators, the Hawaiian Workgroup has adopted the *Hawaiian Program Standards, 2024*.

The Hawaiian Program Standards (HPS) are designed to:

- ensure teacher candidates demonstrate Hawaiian language and cultural knowledge, pedagogical knowledge and skills, academic content knowledge, and cultural and professional dispositions to develop cultural competence and academic achievement in Hawaiian Language and Hawaiian Studies with early childhood, elementary and secondary students.
- develop cultural competence and academic achievement in Hawaiian Language and Hawaiian Studies with early childhood, elementary, and secondary students.
- establish criteria for the HTSB Hawaiian licensure fields of 'Ōlelo Hawai'i / Hawaiian Language, Kaiapuni Hawai'i / Hawaiian Language Immersion, Hawaiian Knowledge, and/or Hawaiian Studies.
- guide Hawai'i educator preparation programs approved to recommend licensure in a Hawaiian field to implement these standards into their programs and with teacher candidates.
- provide criteria for educators seeking licensure in the Hawaiian fields.

The HPS includes four domains and supporting elements to provide a foundation within the P-12 Hawaiian educational context for effective teaching in the Hawaiian language, Hawaiian language immersion, Hawaiian knowledge, and/or Hawaiian studies. The four domains are written below.

- Domain 1: Ike 'ia ka lāhui o ke kanaka ma kāna 'ōlelo: knowledge of Hawaiian language and culture.
- Domain 2: 'O Hawai'i ke kahua o ka na'auao: Hawaiian pedagogical knowledge and skills.
- Domain 3: He manomano a lehulehu ka 'ikena a ka Hawai'i: Academic Content knowledge.
- Domain 4: Hana a mikioi lawe a 'auli'i: Hawaiian Cultural and Professional Dispositions.

## ***Hawaiian Workgroup Members***

We are grateful for the generosity of the 2014-2015 Hawaiian Workgroup (HTSB, 2017, [New Business Item 15-06](#)) for laying the foundation for the first iteration of the Hawaiian Program Standards, which deeply informed the work of this second iteration. The Hawaiian Program Standards 2024 development represents the collective efforts and commitment of educators dedicated to advancing Hawaiian language, culture, and knowledge within educational settings.

This revision was a collaborative effort of the 2023-2024 Hawaiian Workgroup (HTSB, 2024, [New Business Item 23-22](#)) involving Educator Preparation Providers (EPPs) that prepare teachers for Hawaiian fields, the Hawai'i State Teachers Association (HSTA), the Hawai'i Department of Education (DOE), the Hawai'i Teacher Standards Board (HTSB), and the Institute for Native Pacific Education and Culture (INPEACE). EPPs were specifically tasked with reviewing and revising the standards to align them with the evolving needs of Hawaiian language and culture education. Although the EPPs played a central role in this process, their perspectives were greatly informed by the rich discussions and insights from previous meetings with the workgroup members, ensuring that the standards reflect a comprehensive and inclusive understanding of the values and priorities of our community.

We express our deepest gratitude to all Hawaiian Workgroup members for their dedication, expertise, and vision in shaping these standards. Your unwavering commitment to our 'ōlelo Hawai'i, cultural values, and educational excellence has been instrumental in establishing criteria that guide educator preparation programs, licensure processes, and the professional development of Hawaiian language and culture educators.

Mahalo nui loa to all who contributed to this important work, ensuring that Hawaiian language and culture continue to thrive through the education of future generations.

- Kananinohea Māka'imoku, Kahuawaiola Indigenous Teacher Education Program, University of Hawai'i at Hilo
- Noelani Iokepa-Guerrero, Kahuawaiola Indigenous Teacher Education Program, University of Hawai'i at Hilo
- Kahea Faria, College of Education, University of Hawai'i at Mānoa
- Noekeonaona Kirby, Kaho'iwai Center for Adult Teaching and Learning
- Makalapua Alencastre, Hawai'i Public Charter School Commission
- Keiki Kawai'ae'a, Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language, University of Hawai'i at Hilo
- Kini Ka'awa, Hawai'i State Teachers Association
- Rebecca Kapolei Kiili, Hawai'i State Teachers Association
- 'Ānela Iwane, Hawai'i Department of Education
- Carol Tenn, Hawai'i Department of Education
- AJ Cabradilla, Hawai'i Department of Education
- Donna Camvel, INPEACE
- Felicia Villalobos, Hawai'i Teacher Standards Board, Executive Director
- Jennifer Padua, PhD, Hawai'i Teacher Standards Board, Licensing Specialist

## **DOMAIN 1. 'IKE 'IA KA LĀHUI O KE KANAKA MA KĀNA 'ŌLELO: KNOWLEDGE OF HAWAIIAN LANGUAGE AND CULTURE**

### **1. He kanaka 'ōlelo Hawai'i ola. (Language)**

- 1.1 Effectively utilizes the Hawaiian language in all contexts.
- 1.2 Demonstrates proficiency of Hawaiian language and knowledge in all modes: listening, speaking, reading, and writing (refer to ACTFL) to effectively facilitate student learning\*  
*\*(Proficiency will be defined by the EPPs or the Hawaiian License)*
- 1.3 Seeks out and engages in learning opportunities to improve Hawaiian language proficiency and knowledge.
- 1.4 Demonstrates an understanding of culturally appropriate language development and acquisition processes and strategies to promote increasingly complex language development.

### **2. He kanaka 'ike Hawai'i ola. (Knowledge)**

- 2.1 Demonstrates competency in utilizing knowledge of Hawaiian history, culture, practices, and perspectives as the foundation of all learning contexts.
- 2.2 Develops an understanding of own cultural identity and its relevance and relationship to Hawaiian culture.
- 2.3 Seeks out and engages in learning opportunities to improve Hawaiian cultural proficiency and knowledge.

## **DOMAIN 2: 'O HAWAI'I KE KAHUA O KA NA'AUAO: HAWAIIAN PEDAGOGICAL KNOWLEDGE AND SKILLS**

### **1. He kanaka ho'omākaukau pono. (Planning and Preparation)**

- 1.1 Plans for meaningful and productive learner outcomes which develop academic, linguistic, social, and cultural excellence.
- 1.2 Develops curriculum grounded in traditional Hawaiian knowledge and perspectives.
- 1.3 Utilizes Hawaiian culture-based, place-based, and linguistic instructional research, perspectives, and methodologies to make learning relevant and applicable.
- 1.4 Designs curriculum through purposeful and reflective planning, delivery, and assessment in a timely manner.
- 1.5 Structures lessons and activities that increase Hawaiian language proficiency and Hawaiian studies competence.
- 1.6 Prepares Hawaiian language and Hawaiian studies instructional materials, resources, and activities that nurture the maui of each learner: emotionally, socially, spiritually, physically, and mentally.
- 1.7 Demonstrates the ability to prepare appropriate instructional materials from varied Hawaiian language, historical, and cultural resources.

### **2. He kanaka a'o pono. (Instruction and Assessment)**

- 2.1 Integrates language, history, and culture in meaningful holistic contexts.
- 2.2 Differentiates learning processes which nurture the maui of each learner: emotionally, socially, spiritually, physically, and mentally.
- 2.3 Incorporates traditional styles of language learning into the curriculum (e.g., mele, 'ōlelo no'eau, nane, 'ikioma, mo'okū'auhau, ha'i'ōlelo).
- 2.4 Engages the learner in activities that develop critical thinking skills which use traditional ways of learning that honor regional and community practices, knowledge, and resources.
- 2.5 Utilizes strategies to increase Hawaiian language proficiency and communication skills in a variety of contexts and learning situations.
- 2.6 Utilizes learner outcomes as the foundation for meaningful and appropriate assessments.
- 2.7 Designs and uses culturally appropriate and authentic assessments as an ongoing process to monitor learner progress.
- 2.8 Reflects, analyzes, and interprets relevant data to inform practice
- 2.9 Modifies instruction to make learning accessible, relevant, and challenging for all learners.

### **3. He kanaka mālama kahua a‘o/ kaiaa‘o/honua. (Learning Environment)**

- 3.1 Creates and maintains safe and nurturing learning environments (e.g., organizes physical space and time, employs classroom management strategies, develops self-discipline and interpersonal skills, encourages family participation).
- 3.2 Creates and maintains a culturally responsive, Hawaiian language-rich environment which supports the continued development of traditional Hawaiian knowledge, practices, and perspectives.
- 3.3 Nurtures the learner’s sense of civic engagement and responsibility to the environment, to each other, and to the community through a variety of learning contexts (e.g., cultivating a sense of place, stewardship, sustainability, self-sufficiency, interdependence, and leadership).
- 3.4 Creates contexts which support family participation and engagement in Hawaiian education.

**DOMAIN 3. HE MANOMANO A LEHULEHU KA 'IKENA A KA HAWAI'I:  
ACADEMIC CONTENT KNOWLEDGE**

**1. He kanaka 'imi na'auao. (Seeker of Knowledge)**

- 1.1 Demonstrates knowledge of Hawaiian and international research and methodologies used in Hawaiian or indigenous education.
- 1.2 Demonstrates knowledge of Hawaiian and international research and methodologies in Hawaiian or indigenous language medium or immersion education.
- 1.3 Applies knowledge of Hawaiian and global academic content, skills, and essential concepts to effectively engage students in authentic and meaningful learning.
- 1.4 Seeks out learning opportunities to increase Hawaiian and global content knowledge, skills, and essential concepts (including using traditional Hawaiian sources of information such as mo'olelo, mo'okū'auhau, mele).

## **DOMAIN 4. HANA A MIKIOI LAWE A 'AULI'I: HAWAIIAN CULTURAL AND PROFESSIONAL DISPOSITIONS**

### **1. He kanaka lawelawe/lawena kūpono. (Professionalism)**

- 1.1 Exhibits passion for teaching and a sincere desire for pursuing Hawaiian language, cultural, and professional standards of excellence
- 1.2 Articulates an educational philosophy that reflects commitment and support for P-12 Hawaiian educational context (i.e., Hawaiian language, Hawaiian language immersion, Hawaiian knowledge, and/or Hawaiian studies).
- 1.3 Models appropriate Hawaiian values and dispositions (e.g., 'auamo kuleana, ma'ema'e, 'eleu)
- 1.4 Perpetuates aloha for the language, culture, traditions, and spirituality of Hawai'i
- 1.5 Cultivates relationships through effective and respectful communication and engagement (e.g., collaboration with colleagues, participation in 'ohana, school, and community activities)
- 1.6 Uses research, reflection, and feedback to improve practices, skills, and dispositions
- 1.7 Maintains professionalism (e.g., composure, confidentiality, punctuality).