

APPROVED

App. 9/21/2012

**HAWAI'I TEACHER STANDARDS BOARD
COMMITTEE WORK SESSIONS AND BUSINESS MEETING**

**FRIDAY, AUGUST 24, 2012
9:00 A.M. – 4:30 P.M.**

HAWAI'I TEACHER STANDARDS BOARD ROOM

MINUTES

PRESENT: Louise Cayetano
Jonathan Kissida
Steve Miyasato for Kathryn Matayoshi
Beth Pateman for Donald Young
Felicia Villalobos
Wray Jose
Justin Mew
Alvin Parker
Noe Noe Tom
Barry Wurst

ABSENT: Terry Holck
Edward Patrick
Arlene Lee-Williams for Don Horner

STAFF: Lynn Hammonds, Executive Director
Dwight Uetake, Personnel Specialist
Carolyn Gyuran, Education Specialist
Jill Agena, Secretary

OBSERVERS: Joe Fraser, Halau Wanana
Tabitha Grossman, National Governor's Association
Deborah Hornsby, University of Phoenix

CALL TO ORDER:

Vice-Chairperson Kissida called the meeting to order at 2:40 p.m.

APPROVAL OF MINUTES:

(Jose/Parker) The minutes of the June 22, 2012 meeting were approved as amended with a change from "Call of Order" to "Call to Order".

TOPIC: **Executive Director's Report**
DISCUSSION: Executive Director Lynn Hammonds sent her report to the Board with no additions.

TOPIC: **Overview of meeting procedures and member responsibilities**
DISCUSSION: Executive Director Hammonds reported that Deputy Attorney General Murakami sends her greetings and apologizes for not being present but she wanted to remind the board of their duties and responsibilities as members of the Hawaii Teacher Standards Board as follows:

- It is an Honor which carries great responsibility.
- Uphold the standards of excellence that you have created in administrative rules and policies for licensure.
- Reminder to remove personal bias and feelings and to be impartial and cautious when making decisions as a board member, and not as an individual.
- Decisions are a result of professional work and collaboration not on impulse.
- Reminder when in executive session that all of the discussions are considered attorney client privilege but should anyone discuss those conversations elsewhere, that privilege is lost and becomes common knowledge.
- When conducting Professional Fitness hearings, ensure that: 1) applicants and licensees meet the standards; 2) a professional investigation has been conducted prior to a hearing ; 3) there is sufficient evidence to hold a hearing, and 4) those who serve on the hearing panel recuse themselves before the decision making process of the full board commences.

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

DISCUSSION: Tom reported that the Committee discussed:

- Strategic Plan Revision and Update for 2014-2015
- Report on website alignment
- Review of Handbook
- Update on NBI data bank, customer service/communication, comment cards and license fees

TOPIC: **Legislative and By-Laws Committee**

DISCUSSION: Kissida reported that the Committee discussed and reviewed:

- Strategic Plan Revision and Update for 2014-2015
- Revision of Hawaii Revised Statute
- Revision of Hawaii Administrative Rules 8- 54-9, -12, -17

TOPIC: **Teacher Education Committee**

DISCUSSION: Pateman reported that the Committee discussed:

- Strategic Plan Revision and Update for 2014-2015

- NBI 12-02: Approval of Review Team for Leeward Community College Career and Technical Education Unit and Program – recommends approval
- NBI 12-03: Regarding Halau Wanana Report –recommends approval
- NBI 12-04: Regarding University of Phoenix-Hawaii Report – recommends approval

TOPIC: Teacher Standards Committee

- DISCUSSION:** Jose reported that the committee discussed:
- Strategic Plan Revision and Update for 2014-2015
 - Update on implementation of new standards – Carolyn Gyuran, Education Specialist sent out a survey to teachers for feedback

TOPIC: Joint Teacher Education and Teacher Education Committees:

- DISCUSSION:** Pateman reported that the committees discussed:
- Update on tiered licensure
 - Update on license renewal and audit

TOPIC: Committee of the Whole

- DISCUSSION:** Kissida reported that the committee discussed:
- Presentation by Dr. Tabitha Grossman
 - NBI 11-60: Strategic Plan Revision and Update for 2014-2015 – recommends approval

TESTIMONY, PETITION FROM THE PUBLIC: None.

NEW BUSINESS APPROVED: (See Attachments)

1. **NBI 11-60: Strategic Plan Revision and Update for 2014-2015**
(Kissida on behalf of Committee of the Whole)
2. **NBI 12-01: Ratification of Hawaii Provisional Licenses, Standard Licenses, Advanced Licenses, Added Fields to Existing Licenses, Renewed Licenses, and Career and Technical Education Special Permits**
(Kissida reported out approved in executive session)
3. **NBI 12-02: SATE Review Team Members for the Leeward Community College Career and Technical Education Unit and Program Review**
(Pateman on behalf of the Teacher Education Committee)
4. **NBI 12-03: Halau Wanana Report Regarding the Request to Defer Review**
(Pateman on behalf of the Teacher Education Committee)

5. NBI 12-04: University of Phoenix Report Regarding Conditions to the Elementary Education K-6 Undergraduate Teacher Education Program
(Pateman on behalf of the Teacher Education Committee)

MOTIONS:

1. (Jose/Wurst) Motion to move into executive session to approve executive session minutes from the June 22, 2012 meeting, review license ratification list for approval and to discuss the report of legal issues from Deputy Attorney General Murakami.
2. Request made by Vice-Chairperson Kissida to rise out of executive session and reconvene business meeting at 3:15 p.m.

ADJOURNMENT:

Vice-Chairperson Kissida adjourned the meeting at 3:24 p.m.

RECORDER:



Jill Agena

DATE: August 24, 2012

New Business Item 11-60

Introduced 6/24/12

Approved 8/24/12

TITLE: Strategic Plan Revision and Update for 2014-2015

The Hawaii Teacher Standards Board approves the attached revision of the Strategic Plan 2011-2014 and adds an update for 2014-2015.

Submitted by: Terry Lynn Holck

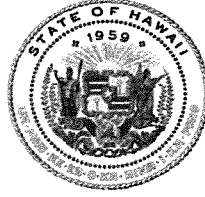
Referred to: Committee of the Whole



HAWAI'I TEACHER
STANDARDS BOARD

Strategic Plan

July 1, 2011 – June 30, 2015



**The Honorable Neil Abercrombie
Governor, State of Hawai'i**

Hawaii Teacher Standards Board

Terry Lynn Holck, Chairperson
Race to the Top Data Coach for the Nānākuli Wai'anae Zones of Innovation

Jonathan Kissida, Vice-Chairperson
Teacher, Hawai'i Academy of Arts and Science Public Charter School

Louise Cayetano
Teacher, Fern Elementary School

Wray Jose
Teacher, Moanalua High School

Felicia Villalobos
Teacher, Wilcox Elementary School

Barry Wurst
Teacher, King Kamehameha III Elementary School

Arlene Lee-Williams, Designee
for Don Horner, Chairperson, Hawaii Board of Education

Kerry Tom, Designee
for Kathryn Matayoshi, Superintendent, Hawaii Department of Education

Justin Mew
Principal, Niu Valley Middle School

Alvin Parker
Principal, Ka Wai'hona O Ka Na'auao Public Charter School

Dr. Beth Pateman, Designee
For Dr. Donald Young, Dean, College of Education, University of Hawaii-Manoa

Noe Noe Tom
Public Member

Edward Patrick
Public Member

Hawai'i Teacher Standards Board Professional Staff

Lynn Hammonds
Executive Director

Dwight Uetake
Personnel Specialist

Carolyn Gyuran
Educational Specialist

2011- 2015 Strategic Plan Hawai`i Teacher Standards Board

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INTRODUCTION

In 2009, the Hawai'i Teacher Standards Board was at the most important juncture in its history. Following a scathing report by the State Auditor in March of 2009, the Board took stock and began a valiant march forward. It started an intensive self-study that has resulted in strengthened operations, revised policy, and an emerging renewal of confidence and trust from teachers and the public. The Board has made significant progress in achieving four main goals:

- Support rigorous, progressive teacher preparation and licensure standards and policies.
- Enhance efficient customer service with Aloha.
- Strengthen relationships with stakeholders.
- Develop operations which maximize staff effectiveness.

This Strategic Plan will be used to provide a framework to guide the Board committees and Executive Director to accomplish these goals between July 1, 2011 and June 30, 2015.

OVERVIEW

History of HTSB

Act 240 of the Eighteenth Legislature, State of Hawaii, established the Hawaii Teacher Standards Board in 1995. The Board originally consisted of nine members, including four licensed teachers, three educational officers, the chairperson of the Board of Education, and the Dean of the University Of Hawaii College Of Education. That membership has been expanded to include two additional teachers and two members of the public. The HTSB has full responsibility for establishing teacher, school counselor and school librarian licensing standards, and issuing licenses to education professionals who meet the criteria. The Board issues three tiers of licenses and two kinds of special permits. The Board approves Hawaii based state approved teacher, counselor and librarian education programs (SATEP); reports to the federal government on licensing and teacher education programs; and approves, validates and adopts licensure tests. The Board also participates in efforts related to teacher quality, including support for National Board for Professional Teaching Standards (NBPTS) candidates. In addition, the Board establishes penalties for teacher misconduct that may result in the suspension or revocation of a license.

Vision and Mission

The HTSB envisions a highly esteemed public education system with rigorous professional teacher standards that foster student success. Our mission is to collaboratively set high teacher licensing and credentialing standards to:

- Provide every child with qualified teachers.
- Promote professionalism and teaching excellence.
- Build public confidence in the teaching profession.
- Provide more accountability to the public.

GOAL 1: Support rigorous, progressive teacher preparation and licensure standards and policies.

➤ Objectives

- Generate revised state standards that reflect rigor and current best practice based on review of new national teacher education and teacher performance standards.
- Organize and revise statute, administrative rules and policies so they are streamlined and user friendly.
- Evaluate Professional Fitness procedures to ensure public school keiki are protected.
- Revise existing licensure tests and additional options for validating content expertise.
- Revision of license renewal criteria and audit processes based on feedback after two years of implementation.
- Revision of provisional teacher preparation program approval process with enhanced training for reviewers and inclusion of out of state reviewers.

➤ Indicators

- Revised State Approval of Teacher Education Standards
- Revised Hawaii Teacher Performance Standards
- Revised HRS
- Revised Administrative rules
- Revised policies which align with statute and administrative rules
- Revised policies and procedures for investigation and evaluation of Professional Fitness files.
- Revised licensure tests and implementation of additional methods of validating content expertise.
- Revised SATEP Manual for provisional approval of new units and programs.

GOAL 2: Enhance efficient customer service with Aloha.

➤ Objectives

- Acknowledge telephone and email inquiries within two business days and resolve issues within five business days.
- Process incoming documents within two business days including notification of receipt.
- Improve percentage of customers marking service as “professional, friendly, and knowledgeable”.
- Development of Operations Handbook for HTSB staff for reference and to better meet needs of customers.

➤ Indicators

- Mantis call/email ticket tracking showing time to resolution

- Audit of mail log and online record tracking showing email notification of receipt of documents
- Tally of comment cards and implementation of online customer service survey
- HTSB Operations Handbook

GOAL 3: Strengthen relationships with stakeholders.

➤ Objectives

- Provide opportunities for teachers and teacher education faculty to give direct feedback to the Board to influence policy. (e.g., Work Groups, Standard Setting Panels, NBPTS candidate support)
- Utilize electronic media to effectively publicize HTSB information to teachers.
- Increase and sustain regular communication with the Legislative Education Committees, the Department of Education, Hawaii State Teacher's Association, state approved teacher education programs.
- Comprehensive survey of applicants and licensees at three year mark of Strategic Plan for feedback on successes and areas for improvement.

➤ Indicators

- Number of teachers and teacher educators serving on work groups, panels and as NBPTS support providers
- Record of memorandum, newsletters, reports, New Business Items, Executive Director reports posted on website
- Record of contacts with stakeholders showing increase over time
- Survey results and analysis of data for program improvements.

GOAL 4: Develop operations which maximize effectiveness.

➤ Objectives

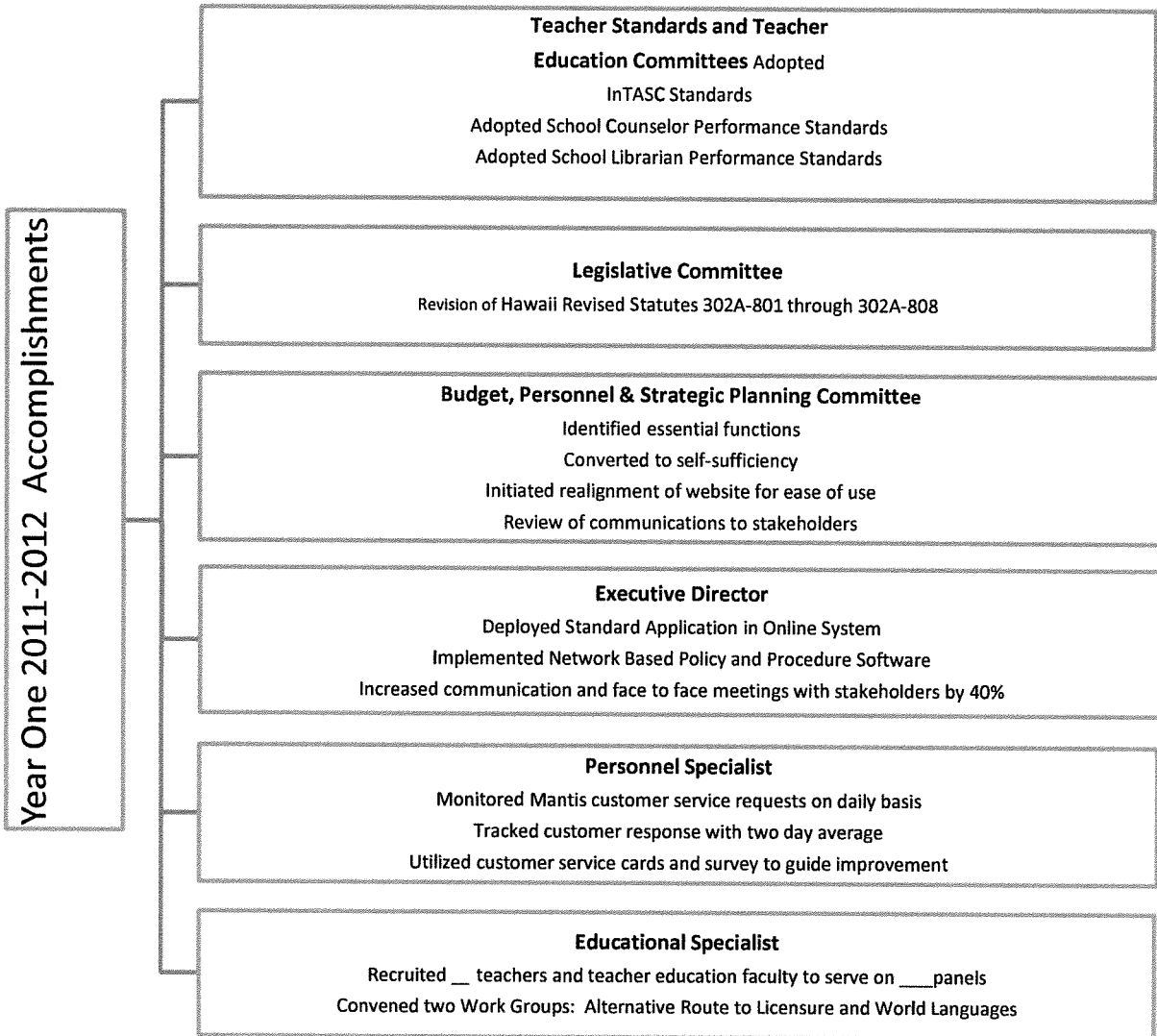
- Deploy remaining phases in online system and monitor for usability and value.
- Interface with other organizations to work toward data interface.
- Review of essential and non-essential functions.
- Conduct internal audit of operational procedures and staff effectiveness.
- Deploy policy and procedure manual on networked server to expedite communication among staff and to ensure policies are consistently and appropriately implemented.
- Review license fee structure and budget requirements to enable HTSB to become self-sufficient based on license fees.

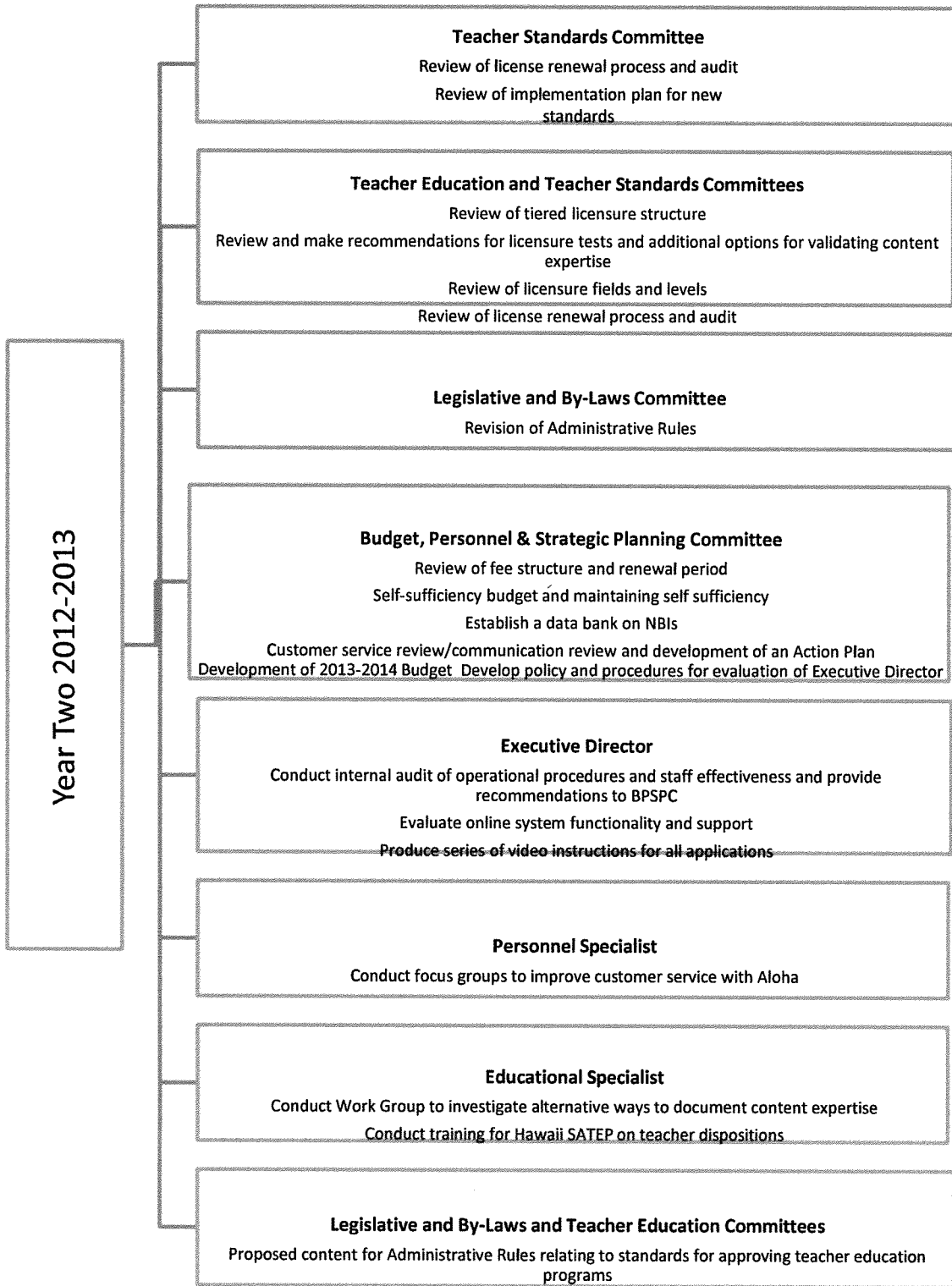
➤ Indicators

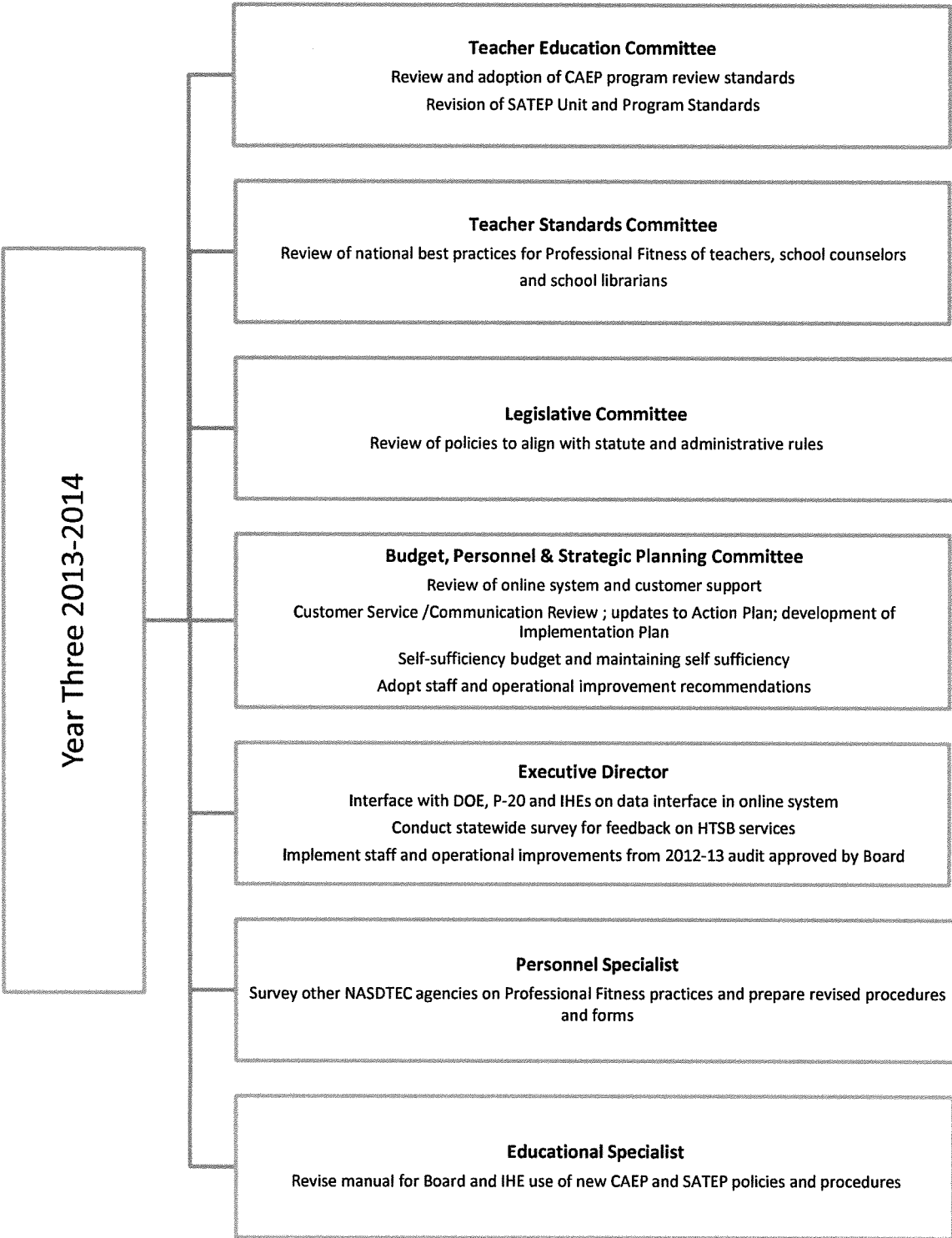
- Quarterly report to Board on status on online system phase deployments
- Participation in data warehouse or interface among P-20 stakeholders and SATEP
- Termination of non-essential functions
- Report of audit on operations, procedures and staffing

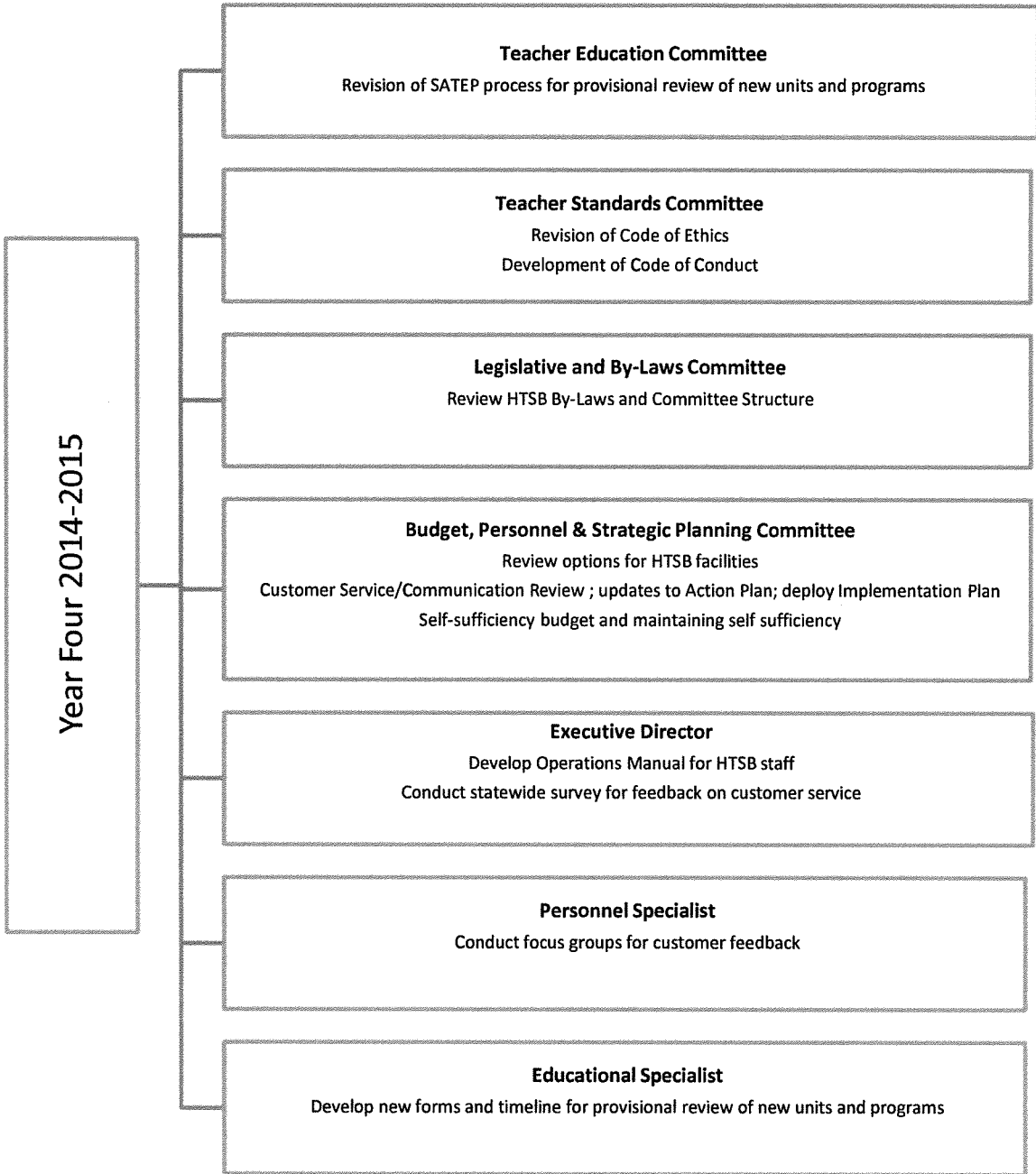
- Posted policies, staff meeting agendas, memos, emails on policy/procedure program
- Revised fee structure which fully funds HTSB operations

TIMELINE AND ASSIGNMENT FOR PLAN IMPLEMENTATION









New Business Item 12-01

Introduced 8/24/12

Approved 8/24/12

TITLE: Ratification of Hawaii Provisional License, Standard Licenses, Advanced Licenses, Added Fields to Existing Licenses, Renewed Licenses, and Career and Technical Education Special Permits

The Hawaii Teacher Standards Board ratifies the issuance of Provisional Hawaii licenses, Standard Hawaii licenses, Advanced licenses, Added Fields to existing licenses, and Career and Technical Education Permits as indicated on the attached list.

The Board ratifies the issuance of a renewed license for teachers as indicated on the attached list showing those who have met the criteria.

Submitted by: Terry Lynn Holck

Referred to: Committee

August 2012 Advanced Licenses					
Type	Last Name	First Name	Teaching Field	Effective Date	Expiration Date
AL	Bailey	Kathleen	Elementary Education K - 6	7/1/2012	6/30/2022
AL	Benedict-Garbe	Angela	Science 7 - 12	6/1/2012	6/30/2022
AL	Benedict-Garbe	Angela	SPED - Mild/Moderate 7 - 12	6/1/2012	6/30/2022
AL	Cardona	Lydia	Elementary Education K - 6	7/1/2012	6/30/2022
AL	Cardona	Lydia	Reading K - 12	7/1/2012	6/30/2022
AL	Cardona	Lydia	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2022
AL	Deshield	Tracy	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2022
AL	Deshield	Tracy	Elementary Education K - 6	7/1/2012	6/30/2022
AL	Silva-Sampaio	Bridget	Science 7 - 12	7/1/2012	6/30/2022
AL	St. Germain	Lauren	Early Childhood Education PK - 3	7/1/2012	6/30/2022
AL	St. Germain	Lauren	Elementary Education K - 6	7/1/2012	6/30/2022
AL	Sweatt	Sharon	SPED - Mild/Moderate K - 12	5/1/2012	6/30/2022
AL	Sweatt	Sharon	SPED - Mild/Moderate PK - 3	5/1/2012	6/30/2022
AL	Sweatt	Sharon	Early Childhood Education PK - 3	5/1/2012	6/30/2022
AL	Takehara	Traci	Elementary Education K - 6	7/1/2012	6/30/2022
AL	Torriger	Ernescia	Elementary Education K - 6	6/1/2012	6/30/2022
AL	Yarovaya	Valentina	SPED - Deaf/Hard of Hearing K - 12	6/1/2012	6/30/2022
AL	Yarovaya	Valentina	Special Education 7 - 12	6/1/2012	6/30/2022
AL	Yarovaya	Valentina	Special Education 5 - 9	6/1/2012	6/30/2022

August 2012 Standard Licenses					
Type	Last Name	First Name	Teaching Field	Effective Date	Expiration Date
SL	Abe	Jennifer	School Counselor K - 12	7/1/2012	6/30/2017
SL	Adam	Sylvia	Teaching English to Speakers of Other Languages K - 12	7/1/2012	6/30/2017
SL	Agarijo	Lisa	School Counselor K - 12	7/1/2012	6/30/2017
SL	Aiona	Heather	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Aiu	Breanne	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Aiwohi	Brittney	Physical Education K - 12	7/1/2012	6/30/2017
SL	Alejandro	Crystal	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Allen	Krystal	English 7-12	7/1/2012	6/30/2017
SL	Amper	Amy	School Counselor K - 12	6/1/2012	6/30/2017

SL	Anderson	Charlotte	Music K - 12	6/1/2012	6/30/2017
SL	Anderson	Eva	Mathematics 7 - 12	7/1/2012	6/30/2017
SL	Angala	Lady Hersy	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Angell	Kaleikauikaveki u	School Counselor K-12	8/1/2012	6/30/2018
SL	Anglin	Sara	Science 7 - 12	7/1/2012	6/30/2017
SL	Asing	Danielle	SPED - Mild/Moderate K - 6	7/1/2012	6/30/2017
SL	Avasthi	Sonia	Special Education K - 12	7/1/2012	6/30/2017
SL	Avasthi	Sonia	English 5 - 9	7/1/2012	6/30/2017
SL	Avasthi	Sonia	Mathematics 5 - 9	7/1/2012	6/30/2017
SL	Avasthi	Sonia	Social Studies 5 - 9	7/1/2012	6/30/2017
SL	Avasthi	Sonia	Science 5 - 9	7/1/2012	6/30/2017
SL	Avina	Lovanne	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Ayakawa	Myles	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Babauta	Kristal Ann	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Badgley	Adam	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Badgley	Adam	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2017
SL	Bajet	Kelli	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Barnett	William	SPED - Mild/Moderate 7 - 12	7/1/2012	6/30/2017
SL	Baroncini	Andrea	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Barranco	Sarah	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Barrett	Kathryn	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Barroga	Claire	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Beaudry	Therese	English 7 - 12	6/1/2012	6/30/2017
SL	Beaudry	Therese	English 5 - 9	6/1/2012	6/30/2017
SL	Beaudry	Therese	Teaching English to Speakers of Other Languages K - 12	6/1/2012	6/30/2017
SL	Berg	Catherine	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Berry	Kimberly Ann	Elementary Education K-6	8/1/2012	6/30/2018
SL	Beschen	Kendyl	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Billings	Lizzie	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Birge	Nina	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Blyth	Whitney	Teaching English to Speakers of Other Languages 5 - 9	7/1/2012	6/30/2017
SL	Blyth	Whitney	Social Studies 5 - 9	7/1/2012	6/30/2017
SL	Blyth	Whitney	English 5 - 9	7/1/2012	6/30/2017
SL	Bow	Stacey	Mathematics 5 - 9	7/1/2012	6/30/2017
SL	Boyd	Meredith	Special Education K - 6	6/1/2012	6/30/2017

SL	Boyd	Meredith	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Bradshaw	Laurie	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2017
SL	Bradshaw	Laurie	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Bray	Jason	Science 7 - 12	7/1/2012	6/30/2017
SL	Bray	Kevin	Science 7 - 12	7/1/2012	6/30/2017
SL	Brislin	Mark	English 7 - 12	6/1/2012	6/30/2017
SL	Britain	Reyna	Elementary Education K-6	8/1/2012	6/30/2018
SL	Brown	Sherri	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Buehrer	Wendy	Science 7 - 12	7/1/2012	6/30/2017
SL	Bueno	Carycruz	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2017
SL	Burleson	Julie Anna	Elementary Education K-6	8/1/2012	6/30/2018
SL	Bustamante	Amy Leilani	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Bustamante	Amy Leilani	Special Education K - 6	6/1/2012	6/30/2017
SL	Bustamante	Kimberly	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Caba	Dazalyn	English 7 - 12	6/1/2012	6/30/2017
SL	Caballa	Jeannie	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2017
SL	Caballa	Jeannie	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Cabanero	Leah	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Cacayorin	Bradley	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Camara	Kaala Fay	Hawaiian Language K - 12	6/1/2012	6/30/2017
SL	Camara	Kaala Fay	Hawaiian Language Immersion K - 12	6/1/2012	6/30/2017
SL	Camara	Kaala Fay	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Camara	Kaala Fay	Hawaiian Studies 7 - 12	6/1/2012	6/30/2017
SL	Cambonga	Eugene Todd	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Cambonga	Eugene Todd	Special Education K - 12	6/1/2012	6/30/2017
SL	Camero	Danielle	SPED - Mild/Moderate 7 - 12	7/1/2012	6/30/2017
SL	Canton	Lauren K.	School Counselor K-12	8/1/2012	6/30/2018
SL	Carlos	Melissa Jade	Elementary Education K-6	8/1/2012	6/30/2018
SL	Carlos	Melissa Jade	Drama/TheatreArts K-12	8/1/2012	6/30/2018
SL	Carlson	Kathryn	Early Childhood Education PK - 3	6/1/2012	6/30/2017
SL	Carvalho	Sandy	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Champlin	Adele	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Champlin	Adele	English 7 - 12	7/1/2012	6/30/2017
SL	Champlin	Adele	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Chan	Leon	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2017
SL	Chang	Ethan	SPED - Mild/Moderate 7 -	7/1/2012	6/30/2017

			12		
SL	Chang	Lola	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Chapple	Heather	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Chudko	Kimberly	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Chun	Corinne	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Cochran	Jenifer	Mathematics 7 - 12	7/1/2012	6/30/2017
SL	Collins	Adrienne	Social Studies 5 - 9	7/1/2012	6/30/2017
SL	Collins	Adrienne	Science 5 - 9	7/1/2012	6/30/2017
SL	Collins	Adrienne	Mathematics 5 - 9	7/1/2012	6/30/2017
SL	Collins	Adrienne	English 5 - 9	7/1/2012	6/30/2017
SL	Collins	Adrienne	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Collins	Adrienne	Early Childhood Education PK - 3	7/1/2012	6/30/2017
SL	Collins	Adrienne	Special Education 5 - 9	7/1/2012	6/30/2017
SL	Conley	Victoria	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Conley	Victoria	Early Childhood Education PK - 3	6/1/2012	6/30/2017
SL	Cornelison	Wendy	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Cram	Megan	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Cregge	Brenna	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Cruz	Vianna Marie Campillo	Elementary Education K-6	8/1/2012	6/30/2018
SL	Cruzata	Joey	Elementary Education K - 6	6/1/2012	6/30/2017
SL	D'Addio	Joann	Special Education K-12	8/1/2012	6/30/2018
SL	D'Addio	Joann	School Counselor K-12	8/1/2012	6/30/2018
SL	D'Agostino	Courtney	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Dalde	Anastacio Tuey	Science 7-12	7/1/2012	6/30/2017
SL	Dalton	John	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Daproza	Marirose	Science 7 - 12	7/1/2012	6/30/2017
SL	Darnell	Samantha	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Darnell	Samantha	Social Studies 5 - 9	7/1/2012	6/30/2017
SL	Dean	Cheyenne	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Dean	Cheyenne	Science 5 - 9	6/1/2012	6/30/2017
SL	Deerwester	Deborah (Debbie)	Special Education K - 12	6/1/2012	6/30/2017
SL	Dela Cruz	Kathleen Joy	Elementary Education K-6	8/1/2012	6/30/2018
SL	Dela Cruz	Tiffany	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Diaz	Cinnabun	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Doucette	Lisja	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Drake	Andra	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Dumaran	Luke	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Dumaran	Luke	Special Education K - 6	6/1/2012	6/30/2017

SL	Duncan	Kimberly	SPED - Deaf/Hard of Hearing K - 12	7/1/2012	6/30/2017
SL	Duncan	Kimberly	SPED - Deaf/Hard of Hearing PK - 3	7/1/2012	6/30/2017
SL	Dunn	Keoni	English 7 - 12	6/1/2012	6/30/2017
SL	Dunn	Leanne	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Eala	Brandy	School Counselor K - 12	6/1/2012	6/30/2017
SL	Egeler-DeSmither	Lance	Social Studies 7 - 12	6/1/2012	6/30/2017
SL	Eldredge	Brian Robert	Mathematics 7-12	8/1/2012	6/30/2018
SL	Ellis	Summer I	Elementary Education K-6	8/1/2012	6/30/2018
SL	Empringham	Dianne	Teaching English to Speakers of Other Languages K - 12	6/1/2012	6/30/2017
SL	Empringham	Dianne	Teaching English to Speakers of Other Languages PK - 3	6/1/2012	6/30/2017
SL	Empringham	Dianne	Reading 7 - 12	6/1/2012	6/30/2017
SL	Empringham	Dianne	English 5 - 9	6/1/2012	6/30/2017
SL	Empringham	Dianne	Social Studies 5 - 9	6/1/2012	6/30/2017
SL	Empringham	Dianne	Special Education K - 12	6/1/2012	6/30/2017
SL	Empringham	Dianne	Special Education PK - 3	6/1/2012	6/30/2017
SL	Empringham	Dianne	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Empringham	Dianne	Early Childhood Education PK - 3	6/1/2012	6/30/2017
SL	England	Stephanie	Special Education K - 12	7/1/2012	6/30/2017
SL	England	Stephanie	Special Education PK - 3	7/1/2012	6/30/2017
SL	Estranero	Olivia	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Eteuati	Leilani	English 7 - 12	6/1/2012	6/30/2017
SL	Evans	Kelsey	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Ezell	John	Hawaiian Studies 7 - 12	6/1/2012	6/30/2017
SL	Ezell	John	Hawaiian Language Immersion K - 12	6/1/2012	6/30/2017
SL	Ezell	John	Hawaiian Language 7 - 12	6/1/2012	6/30/2017
SL	Ezell	John	Social Studies 7 - 12	6/1/2012	6/30/2017
SL	Farr	Ina	Art 7 - 12	7/1/2012	6/30/2017
SL	Farrar	Patricia	Special Education K - 12	7/1/2012	6/30/2017
SL	Farrar	Patricia	Special Education PK - 3	7/1/2012	6/30/2017
SL	Farrar	Patricia	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Flynn	Travis William	Teaching English to Speakers of Other Languages PK-3	8/1/2012	6/30/2018
SL	Flynn	Travis William	Teaching English to Speakers of Other	8/1/2012	6/30/2018

			Languages K-12		
SL	Flynn	Travis William	Early Childhood Education PK-3	8/1/2012	6/30/2018
SL	Flynn	Travis William	Elementary Education K-6	8/1/2012	6/30/2018
SL	Foster	Veronica	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Frash	Justin	SPED - Mild/Moderate 7 - 12	7/1/2012	6/30/2017
SL	French	Andrea	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2017
SL	Frigon	Christopher	Special Education K - 12	6/1/2012	6/30/2017
SL	Fujii	Danielle	Social Studies 7 - 12	6/1/2012	6/30/2017
SL	Fujii	Danielle	School Librarian K - 12	6/1/2012	6/30/2017
SL	Fujiwara	Aysha	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Fukumoto	Daniel	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Fuller	Jack	Mathematics 7 - 12	7/1/2012	6/30/2017
SL	Fuller	Jack	Science 7 - 12	7/1/2012	6/30/2017
SL	Fulton	Charles	Special Education 7 - 12	6/1/2012	6/30/2017
SL	Furukawa	Liane	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Furuto	Daniel	Mathematics 7 - 12	7/1/2012	6/30/2017
SL	Fusato	Michele	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Gaglione	Amber	School Counselor K-12	8/1/2012	6/30/2018
SL	Galicinao	Kristina Malia	Early Childhood Education PK-3	8/1/2012	6/30/2018
SL	Galicinao	Kristina Malia	Elementary Education K-6	8/1/2012	6/30/2018
SL	Garcia	Daniel	Special Education 5 - 9	6/1/2012	6/30/2017
SL	Gegax	Kristi	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Gibson	Trisha Ayako	Elementary Education K-6	8/1/2012	6/30/2018
SL	Gibson	Trisha Ayako	Special Education K-6	8/1/2012	6/30/2018
SL	Gilbert	Michelle	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Gillam	Ronda	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Glick	Chaz E.	Early Childhood Education PK-3	8/1/2012	6/30/2018
SL	Goo	Vehia	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Goodrich	Nicole	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Goya	Dana	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2017
SL	Griffin	Melissa	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Gross	Jordan	School Counselor K - 12	7/1/2012	6/30/2017
SL	Groves	Amy	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Groves	Amy	Mathematics 5 - 9	7/1/2012	6/30/2017
SL	Guerra	Mirley	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Hall	Taylor	English 7 - 12	6/1/2012	6/30/2017

SL	Hamann	Elizabeth	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Hamann	Elizabeth	Early Childhood Education PK - 3	6/1/2012	6/30/2017
SL	Hanakahi	Michael	Social Studies 7 - 12	6/1/2012	6/30/2017
SL	Hansen	Josh	Physical Education K - 12	6/1/2012	6/30/2017
SL	Hanza	Heidi	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Hara	Ashley K S	School Counselor K-12	7/1/2012	6/30/2017
SL	Harris	Roberta	Special Education K - 12	7/1/2012	6/30/2017
SL	Harris	Roberta	CTE-Business Vocational 7-12	7/1/2012	6/30/2017
SL	Hartwell-Cook	Christine	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Hatanaka	Cruz	School Counselor K-12	8/1/2012	6/30/2018
SL	Hawkins	Christopher	Health K - 12	7/1/2012	6/30/2017
SL	Hawkins	Christopher	Physical Education K - 12	7/1/2012	6/30/2017
SL	Hayama	Kimberly	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Hector	Maria	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Hemenway	Sacha	Early Childhood Education PK - 3	6/1/2012	6/30/2017
SL	Hemenway	Sacha	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Higa	Jill	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Hilliard	Robert A.	English 7-12	8/1/2012	6/30/2018
SL	Hilliard	Robert A.	Social Studies 7-12	8/1/2012	6/30/2018
SL	Hirawatari	Ashley	Physical Education K-12	7/1/2012	6/30/2017
SL	Hirst	Ronald S	Elementary Education K-6	8/1/2012	6/30/2018
SL	Ho	Kawika	Special Education K - 6	6/1/2012	6/30/2017
SL	Ho	Kawika	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Holland	Tonesha	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2017
SL	Holland	Tonesha	English 7 - 12	7/1/2012	6/30/2017
SL	Hollifield	Roxana Y.	Spanish K-12	8/1/2012	6/30/2018
SL	Howard	Jane O.	SPED-Mild/Moderate K-12	7/1/2012	6/30/2017
SL	Howayeck	Katrina	SPED - Mild/Moderate K - 6	7/1/2012	6/30/2017
SL	Hudson	Clemente	CTE-Industrial and Engineering Technology Vocational 7-12	6/1/2012	6/30/2017
SL	Hudson	Jennifer	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Hulihee	Florence	Science 7 - 12	7/1/2012	6/30/2017
SL	Huynh	Christopher	Social Studies 7 - 12	6/1/2012	6/30/2017
SL	Ibara	Carly	English 7 - 12	6/1/2012	6/30/2017
SL	Ishii	Norine	School Counselor K - 12	7/1/2012	6/30/2017
SL	Jacob Kline	Shannon	English 7 - 12	7/1/2012	6/30/2017
SL	Janosko	Jessica	Social Studies 7 - 12	7/1/2012	6/30/2017

SL	Jarvis	Shannon	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Javellana	Nathan	Science 7 - 12	7/1/2012	6/30/2017
SL	Jenson	Melekai	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Jetnil	Ryan	SPED - Severe/Profound K - 12	6/1/2012	6/30/2017
SL	Johanos	Eva	English 7 - 12	6/1/2012	6/30/2017
SL	Johnson	Eric	English 7 - 12	7/1/2012	6/30/2017
SL	Johnson	Malamalama	School Counselor K - 12	7/1/2012	6/30/2017
SL	Johnson	Matthew	English 7 - 12	6/1/2012	6/30/2017
SL	Jones	Brandyn	Special Education K - 12	6/1/2012	6/30/2017
SL	Jorgenson	Jenna	Early Childhood Education PK - 3	7/1/2012	6/30/2017
SL	Jorgenson	Jenna	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Kadoyama	Jodi	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Kaizawa-Miyata	Mara	Mathematics 7 - 12	6/1/2012	6/30/2017
SL	Kalama	Cheyann	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Kamei	Jenna	Early Childhood Education PK - 3	7/1/2012	6/30/2017
SL	Kanetani	Ryan	Special Education PK - 3	6/1/2012	6/30/2017
SL	Kanetani	Ryan	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Kaneyuki	Travis	School Counselor K - 12	7/1/2012	6/30/2017
SL	Kay	Nicole N	School Counselor K-12	8/1/2012	6/30/2018
SL	Kelly	Geralyn	Speech 7 - 12	7/1/2012	6/30/2017
SL	Kelly	Geralyn	English 7 - 12	7/1/2012	6/30/2017
SL	Keraval	Yvonne	Special Education K - 12	7/1/2012	6/30/2017
SL	Keraval	Yvonne	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Kim	Lacey	Special Education K - 6	7/1/2012	6/30/2017
SL	Kim	Lacey	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Kim	Leilani	SPED - Severe/Profound K - 12	6/1/2012	6/30/2017
SL	Kim	Leilani	SPED - Mild/Moderate K - 12	6/1/2012	6/30/2017
SL	Kim	Michelle	Special Education K - 6	7/1/2012	6/30/2017
SL	Kim	Michelle	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Kimura	Kristin	SPED - Mild/Moderate K - 6	6/1/2012	6/30/2017
SL	Kiyono	Nikki	Japanese 7 - 12	6/1/2012	6/30/2017
SL	Klum	Cameron Foster	English 7-12	8/1/2012	6/30/2018
SL	Kong	Joycelyn	SPED - Mild/Moderate 7 - 12	6/1/2012	6/30/2017
SL	Konig	Pearla	English 7 - 12	7/1/2012	6/30/2017
SL	Krovoza	Brandon	Elementary Education K - 6	6/1/2012	6/30/2017

SL	Kuba	Gail	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Kurahara	Ryann	Special Education K - 6	7/1/2012	6/30/2017
SL	Kurahara	Ryann	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Kuramata	Lisa	School Counselor K - 12	7/1/2012	6/30/2017
SL	Kuraya	David Satoru	Music K-12	8/1/2012	6/30/2018
SL	LaForge	Jolleena	School Counselor K - 12	7/1/2012	6/30/2017
SL	Lammerman	Eric	SPED - Mild/Moderate K - 6	7/1/2012	6/30/2017
SL	Lane	David	English 7 - 12	7/1/2012	6/30/2017
SL	Langlais	Caroline	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Lariosa	Jameson	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Lead	Angie	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Lead	Angie	Social Studies 5 - 9	6/1/2012	6/30/2017
SL	LeBeau	Ryan	SPED - Mild/Moderate 7 - 12	7/1/2012	6/30/2017
SL	LeBlanc	Morgan Leigh	Elementary Education K-6	8/1/2012	6/30/2018
SL	LeBlanc	Morgan Leigh	Special Education K-6	8/1/2012	6/30/2018
SL	Lee	Jenny	Early Childhood Education PK - 3	6/1/2012	6/30/2017
SL	Lee	Jenny	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Lee	Lauren	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Lee	Yvonne	Special Education K - 12	7/1/2012	6/30/2017
SL	Lee	Yvonne	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Lehman-Kameroff	Linda	Special Education K - 6	7/1/2012	6/30/2017
SL	Lehman-Kameroff	Linda	SPED - Mild/Moderate K - 6	7/1/2012	6/30/2017
SL	Lehman-Kameroff	Linda	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Levine	Adam	Mathematics 7 - 12	7/1/2012	6/30/2017
SL	Lewis	Hadley	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Light	Brian	SPED - Mild/Moderate K - 6	6/1/2012	6/30/2017
SL	Llaneza	Channing Marie	Science 7 - 12	7/1/2012	6/30/2017
SL	Llego	Samantha	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Lopez	Bernadette	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Lucas	Joseph	Mathematics 7 - 12	7/1/2012	6/30/2017
SL	Luzania	Anna	Science 7 - 12	6/1/2012	6/30/2017
SL	Maduli	Cherise Haunani Keiko	Early Childhood Education PK-3	8/1/2012	6/30/2018
SL	Maduli	Cherise Haunani Keiko	Elementary Education K-6	8/1/2012	6/30/2018
SL	Mallanao	Christopher	Mathematics 7 - 12	7/1/2012	6/30/2017
SL	Malley	Jaylene Michelle	Elementary Education K-6	7/1/2012	6/30/2017

SL	Mant	Megan	Art 7 - 12	7/1/2012	6/30/2017
SL	Martin	Kimberly	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Masoe	Carrie Malia	Elementary Education K-6	8/1/2012	6/30/2018
SL	Masoe	Carrie Malia	Special Education K-6	8/1/2012	6/30/2018
SL	Matsuda	Dari Ann	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Matsuda	Dari Ann	Early Childhood Education PK - 3	6/1/2012	6/30/2017
SL	Mcbean	Kiani	Elementary Education K - 6	7/1/2012	6/30/2017
SL	McCann	Ryan	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	McCann	Ryan	English 7 - 12	7/1/2012	6/30/2017
SL	McCann	Ryan	Mathematics 5 - 9	7/1/2012	6/30/2017
SL	McCarty	Larry	Elementary Education K - 6	6/1/2012	6/30/2017
SL	McGill	Bernadette	SPED-Mild/Moderate K-12	7/1/2012	6/30/2017
SL	McGill	Bernadette	Elementary Education K-6	7/1/2012	6/30/2017
SL	McGill	Ryan	Elementary Education K - 6	7/1/2012	6/30/2017
SL	McHenry	Brett	SPED - Mild/Moderate 7 - 12	7/1/2012	6/30/2017
SL	McKamey	Nicole	Science 7 - 12	6/1/2012	6/30/2017
SL	McKenzie	Elizabeth	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Medeiros	SueAnn	Hawaiian Language Immersion K - 6	6/1/2012	6/30/2017
SL	Medeiros	SueAnn	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Merino	Baba	Hawaiian Language Immersion K - 12	7/1/2012	6/30/2017
SL	Messer	Hari	Mathematics 7 - 12	6/1/2012	6/30/2017
SL	Miele	Andrea	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Miele	Andrea	SPED - Mild/Moderate K - 6	6/1/2012	6/30/2017
SL	Miho	Mitchell	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Miller-Moylan	Alicia	Spanish 7 - 12	6/1/2012	6/30/2017
SL	Minteer	Winter	Teaching English to Speakers of Other Languages 7 - 12	6/1/2012	6/30/2017
SL	Mitchell	Caroline	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Miura	Tricia Kiyoko	Early Childhood Education PK-3	8/1/2012	6/30/2018
SL	Miura	Tricia Kiyoko	Elementary Education K-6	8/1/2012	6/30/2018
SL	Miura	Tricia Kiyoko	Teaching English to Speakers of Other Languages PK-3	8/1/2012	6/30/2018
SL	Miura	Tricia Kiyoko	Teaching English to Speakers of Other Languages K-6	8/1/2012	6/30/2018
SL	Miyaji	Lisa	Elementary Education K-6	8/1/2012	6/30/2018

SL	Mizusawa	Diana	Special Education K - 12	7/1/2012	6/30/2017
SL	Mizutani	Yuri	Elementary Education K-6	7/1/2012	6/30/2017
SL	Mohagen	Amanda	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Mohammadi	Fatemeh	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Montgomery	Kathy	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Montgomery	Kathy	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2017
SL	Murakami	Ross	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Murakami-Nakai	Ryan	Music K - 12	7/1/2012	6/30/2017
SL	Murata	Dalton	SPED - Severe/Profound K - 6	6/1/2012	6/30/2017
SL	Murillo	Uma	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Murphey	James	Physical Education K - 12	6/1/2012	6/30/2017
SL	Murray	John	English 7 - 12	7/1/2012	6/30/2017
SL	Myles	Gale	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Nagamine	Sheala	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Nagun	Christine	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Nagun	Christine	Early Childhood Education PK - 3	7/1/2012	6/30/2017
SL	Nakamura	Shanna K	Elementary Education K-6	8/1/2012	6/30/2018
SL	Nakano	Jenny	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Nakaoka	Noreen	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Narimatsu	Mae	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Nash	Peter	Science 7 - 12	7/1/2012	6/30/2017
SL	Nash	Peter	Mathematics 7 - 12	7/1/2012	6/30/2017
SL	Natividad	Cheryl Ann Tauyan	Elementary Education K-6	8/1/2012	6/30/2018
SL	Negele	Matthew	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Nelson	Danya	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Nino	Vashelle	English 7 - 12	6/1/2012	6/30/2017
SL	Nishi	Shannon N.	School Counselor K-12	8/1/2012	6/30/2018
SL	Nohner	Nicholas	Mathematics 7 - 12	7/1/2012	6/30/2017
SL	Notebo-Wakumoto	Erika	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Oasay	Tyrha Joy	Mathematics 7 - 12	6/1/2012	6/30/2017
SL	Ogata	Chelsea	Special Education K - 6	7/1/2012	6/30/2017
SL	Ogata	Chelsea	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Olmstead	Jacob	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Orita	Kristi	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Palmer	Shelby J.	Early Childhood Education PK-3	8/1/2012	6/30/2018
SL	Pascher	Mollie Joy	Elementary Education K-6	8/1/2012	6/30/2018

SL	Pellegrino	Cara	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Peterson	Ruth	Elementary Education K-6	8/1/2012	6/30/2018
SL	Peterson	Ruth	Science 5-9	8/1/2012	6/30/2018
SL	Pexa	Micah	Teaching English to Speakers of Other Languages 7 - 12	6/1/2012	6/30/2017
SL	Phillips	Kylee	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Pierce	Haylee	Special Education K - 6	7/1/2012	6/30/2017
SL	Pierce	Haylee	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Pires	Preston	Physical Education K - 12	7/1/2012	6/30/2017
SL	Ploeger	Rebecca Anne	Elementary Education K-6	8/1/2012	6/30/2018
SL	Powell	Kina	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Proctor	Laura	Special Education PK - 3	7/1/2012	6/30/2017
SL	Proctor	Laura	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Proctor	Laura	Early Childhood Education PK - 3	7/1/2012	6/30/2017
SL	Proctor	Laura	Special Education K - 6	7/1/2012	6/30/2017
SL	Quiocho	Jonelyn	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Quiocho	Theresa	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Rabaino	Lizbeth	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Randolph	Victoria	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Randolph	Victoria	Reading K - 12	7/1/2012	6/30/2017
SL	Randolph	Victoria	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2017
SL	Raposas	Crishelle	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Rarogal	Mary Ann	Special Education K - 6	7/1/2012	6/30/2017
SL	Rarogal	Mary Ann	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Reis	Chad	English 7 - 12	6/1/2012	6/30/2017
SL	Ritzinger	Nicole	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Robertson	Kathleen	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Ross	Angelia	Special Education K - 6	6/1/2012	6/30/2017
SL	Ross	Angelia	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Rossi	Kenneth	Mathematics 7 - 12	6/1/2012	6/30/2017
SL	Rossi	Kenneth	Mathematics 5 - 9	6/1/2012	6/30/2017
SL	Rouleau	Justin	English 7 - 12	7/1/2012	6/30/2017
SL	Ruiz	Fae	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Ryan	Ann	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Saiki	Derek	Mathematics 7 - 12	7/1/2012	6/30/2017
SL	Sakurai	Jonathan Masao	School Counselor K-12	8/1/2012	6/30/2018
SL	Salazar	Victor	English 7 - 12	6/1/2012	6/30/2017
SL	Schmidt	Therese K.	SPED-Deaf/Hard of Hearing	8/1/2012	6/30/2018

			PK-3		
SL	Schmidt	Therese K.	SPED-Deaf/Hard of Hearing K-12	8/1/2012	6/30/2018
SL	Schrade	Gary L.	Social Studies 7-12	8/1/2012	6/30/2018
SL	Schrade	Gary L.	Special Education PK-3	8/1/2012	6/30/2018
SL	Schrade	Gary L.	Special Education K-12	8/1/2012	6/30/2018
SL	Scudder	Ryan	School Counselor K - 12	7/1/2012	6/30/2017
SL	Seminavage	Julie-Ann	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Senecal	Kyla	Early Childhood Education PK - 3	7/1/2012	6/30/2017
SL	Seto	Kailee Mahina	Elementary Education K-6	8/1/2012	6/30/2018
SL	Sherer	Kurtis	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Shimabuku	Sherise	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Shimazu	Kierstin	Special Education K - 6	6/1/2012	6/30/2017
SL	Shimazu	Kierstin	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Shimizu	Kris	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Shirley	Megan	Social Studies 5 - 9	7/1/2012	6/30/2017
SL	Shirley	Megan	Mathematics 5 - 9	7/1/2012	6/30/2017
SL	Shishido	Keisha	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Shishido	Keisha	Early Childhood Education PK - 3	7/1/2012	6/30/2017
SL	Shon	Alyssa	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Siliga-Pule	Luka	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Simmons	Sara Ashley	Elementary Education K-6	8/1/2012	6/30/2018
SL	Simmons	Sara Ashley	Special Education K-6	8/1/2012	6/30/2018
SL	Skiles	Betty	Science 7-12	8/1/2012	6/30/2018
SL	Skydell	Jeffrey Bernard	Special Education K-12	8/1/2012	6/30/2018
SL	Smith	John "Brady"	Mathematics 5 - 9	6/1/2012	6/30/2017
SL	Smith	John "Brady"	School Counselor K - 12	6/1/2012	6/30/2017
SL	Smith	John "Brady"	Science 5 - 9	6/1/2012	6/30/2017
SL	Smith	John "Brady"	Special Education K - 12	6/1/2012	6/30/2017
SL	Southard	Christopher	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Spaulding	Andrea Lynn	Early Childhood Education PK-3	8/1/2012	6/30/2018
SL	Spaulding	Andrea Lynn	Teaching English to Speakers of Other Languages PK-3	8/1/2012	6/30/2018
SL	Spencer	Tiffanie	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Sperry	Marissa	Science 7 - 12	6/1/2012	6/30/2017
SL	Sposato	James	Music K - 12	6/1/2012	6/30/2017
SL	Stevens-Hicks	Tia	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Stitt	Lauren J.	Elementary Education K-6	8/1/2012	6/30/2018

SL	Stitt	Lauren J.	Social Studies 5-9	8/1/2012	6/30/2018
SL	Studstill	Volliney	Elementary Education K-6	8/1/2012	6/30/2018
SL	Sweet	Andrew	Physical Education 7 - 12	7/1/2012	6/30/2017
SL	Sweet	Andrew	Mathematics 7 - 12	7/1/2012	6/30/2017
SL	Tagami	Charlene	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Tagatac	Hazel	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Takamatsu	Jan	English 7 - 12	6/1/2012	6/30/2017
SL	Takanishi	Stacey M.	Elementary Education K-6	8/1/2012	6/30/2018
SL	Tanabe	Brandon	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Tanaka	Kara	School Counselor K - 12	7/1/2012	6/30/2017
SL	Tanoue	Lynelle	School Counselor K - 12	7/1/2012	6/30/2017
SL	Tanoura	Jamie	Elementary Education K-6	8/1/2012	6/30/2018
SL	Tanoura	Jamie	Early Childhood Education PK-3	8/1/2012	6/30/2018
SL	Taomae	Justin	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Tasy	Lauren	SPED - Mild/Moderate K - 6	7/1/2012	6/30/2017
SL	Tatum	Lupe	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Taylor	Constance Li	English 7-12	8/1/2012	6/30/2018
SL	Teehee	Sarah	English 7 - 12	6/1/2012	6/30/2017
SL	Tefft	Shannon	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Teraoka	Trevor	Early Childhood Education PK - 3	7/1/2012	6/30/2017
SL	Teraoka	Trevor	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Teraoka	Trevor	School Counselor K - 12	7/1/2012	6/30/2017
SL	Terry	Stacy	Special Education K - 6	6/1/2012	6/30/2017
SL	Terry	Stacy	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Therhault	Todd	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Thomas	Emily	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Thompson	Jina	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Threlkeld	Ivan	Science 5 - 9	6/1/2012	6/30/2017
SL	Threlkeld	Ivan	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Tichenor	Angela	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Tinney	Christopher Neil	Elementary Education K-6	8/1/2012	6/30/2018
SL	Tish	Ronald E.	Music K-12	8/1/2012	6/30/2018
SL	Tom	Kevin	Social Studies 7 - 12	6/1/2012	6/30/2017
SL	Tomoyasu	Lynn	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Tse	Stephanie	Elementary Education K-6	8/1/2012	6/30/2018
SL	Tuifagu	Adam	Social Studies 7-12	8/1/2012	6/30/2018
SL	Uchino	Denise	Special Education K - 6	7/1/2012	6/30/2017
SL	Uchino	Denise	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Urabe	Edmund	Science 7 - 12	6/1/2012	6/30/2017

SL	Utrera	Janell	Mathematics 7 - 12	7/1/2012	6/30/2017
SL	van Nouhuys	Boreas	Social Studies 7 - 12	6/1/2012	6/30/2017
SL	Varacalli	Melissa	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Villiger	Chelsey K.	Elementary Education K-6	8/1/2012	6/30/2018
SL	Wada	Naomi	Art 7 - 12	7/1/2012	6/30/2017
SL	Wagner	Allison	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Wagner	Julia	Special Education K - 6	6/1/2012	6/30/2017
SL	Wagner	Julia	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Wallace	McKenzie	English 7 - 12	6/1/2012	6/30/2017
SL	Walton	Catherine	Science 5-9	7/1/2012	6/30/2017
SL	Ward	Brooke	School Counselor K - 12	7/1/2012	6/30/2017
SL	Webster	Christopher	English 7 - 12	7/1/2012	6/30/2017
SL	Wells	David	Science 7 - 12	6/1/2012	6/30/2017
SL	Werner	Andrew	School Counselor K - 12	7/1/2012	6/30/2017
SL	White	Puanani	Elementary Education K-6	8/1/2012	6/30/2018
SL	Williams	Christian E	Social Studies 5-9	8/1/2012	6/30/2018
SL	Williams	Christian E	Special Education PK-3	8/1/2012	6/30/2018
SL	Williams	Christian E	Special Education K-12	8/1/2012	6/30/2018
SL	Williams	Spencer	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2017
SL	Wilson	Tatiana	English 7 - 12	6/1/2012	6/30/2017
SL	Witte	Devina	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Wong	Emily	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Wong	Matthew		7/1/2012	6/30/2017
SL	Wong	Matthew	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Wong	Rainbow	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Worthman	Kyle	SPED - Mild/Moderate 7 - 12	7/1/2012	6/30/2017
SL	Worthman	Kyle	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Yamaguchi	Kent	School Counselor K - 12	7/1/2012	6/30/2017
SL	Yamamoto	Courtney	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Yamamoto	Courtney	Special Education K - 6	6/1/2012	6/30/2017
SL	Yang	Joyce	Social Studies 7 - 12	7/1/2012	6/30/2017
SL	Yanos	Cristy	School Counselor K - 12	7/1/2012	6/30/2017
SL	Yogi	Jonathan	Elementary Education K - 6	6/1/2012	6/30/2017
SL	Yoshikawa	Kristy	School Counselor K - 12	7/1/2012	6/30/2017
SL	Yossa	Caroline	Social Studies 7 - 12	6/1/2012	6/30/2017
SL	Young	Amy	Mathematics 7 - 12	6/1/2012	6/30/2017
SL	Young	Justin	Mathematics 7 - 12	7/1/2012	6/30/2017
SL	Yun	Ki Mun Michael	School Counselor K-12	8/1/2012	6/30/2018
SL	Zane	Daniel J	Music K-12	8/1/2012	6/30/2018

SL	Zia	Emily	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2017
SL	Ziegler	Alexis	Elementary Education K - 6	6/1/2012	6/30/2017

August 2012 Add A Field					
Type	Last Name	First Name	Teaching Field	Effective Date	Expiration Date
AAF	Atkins	Angela	Health 7-12	6/1/2012	6/30/2016
AAF	Berard	Lisa	Elementary Education K - 6	4/1/2012	6/30/2013
AAF	Blue	Renee	Mathematics 5 - 9	6/1/2012	6/30/2016
AAF	Bonk	Sandra	English 5 - 9	6/1/2012	6/30/2016
AAF	Brown	Melloney	Elementary Education K - 6	6/1/2012	1/18/2015
AAF	Collier	Cathie Lynn	English 5 - 9	7/1/2012	8/27/2013
AAF	Collier	Cathie Lynn	English 7 - 12	7/1/2012	8/27/2013
AAF	Crumm	Anne	Mathematics 5 - 9	7/1/2012	6/30/2016
AAF	Dean	Cheyenne	Elementary Education K - 6	6/1/2012	6/30/2017
AAF	Domingo	Lawrence	Mathematics 5 - 9	5/1/2010	6/30/2017
AAF	Domingo	Lawrence	Elementary Education K - 6	6/1/2012	6/30/2017
AAF	Donlon	Jeffrey	Science 7 - 12	6/1/2012	4/21/2013
AAF	Fanelli	Kimberly	Special Education PK - 3	7/1/2012	6/30/2016
AAF	Fanelli	Kimberly	Special Education K - 6	7/1/2012	6/30/2016
AAF	Foster	Jessica	Science 7 - 12	7/1/2012	6/30/2016
AAF	Goya	Caroline	Special Education K - 6	6/1/2012	6/30/2016
AAF	Hashimoto-Skorikov	Deborah	Social Studies 5 - 9	7/1/2012	8/18/2015
AAF	Huffman	Eva	Social Studies 7 - 12	6/1/2012	6/30/2017
AAF	Huffman	Eva	Special Education 7 - 12	6/1/2012	6/30/2017
AAF	Kawasaki	Maricar	School Librarian K - 12	6/1/2012	6/30/2017
AAF	Kling	Erik	Mathematics 7 - 12	5/1/2012	6/30/2018
AAF	Kling	Erik	Science 5 - 9	5/1/2012	6/30/2018
AAF	Krueger	Benjamin	Spanish 7 - 12	6/1/2012	6/30/2017
AAF	Lau	Jennifer	English 5 - 9	6/1/2012	6/30/2016
AAF	Pollard	Matthew	Social Studies 5 - 9	6/1/2012	6/30/2017
AAF	Pollard	Matthew	English 5 - 9	6/1/2012	6/30/2017
AAF	Redira	Michael	Social Studies 5 - 9	6/1/2012	6/30/2017
AAF	Rosenthal	Sheria	Special Education PK - 3	7/1/2012	6/30/2017
AAF	Rosenthal	Sheria	Special Education K - 6	7/1/2012	6/30/2017
AAF	Saito	Norman	Social Studies 7 - 12	6/1/2012	6/30/2016
AAF	Shioi	Sherri	School Counselor K - 12	7/1/2012	6/30/2016
AAF	Simmerman	Lisa	Special Education K - 12	7/1/2012	6/30/2016
AAF	Staszak	Gregory	Mathematics 7 - 12	6/1/2012	1/21/2015

AAF	Tagomori	Jacie	School Counselor K - 12	7/1/2012	6/30/2013
AAF	Wolfrum	Christine	Elementary Education K - 6	6/1/2012	6/30/2016
AAF	Yoshioka	Jennifer	Elementary Education K - 6	9/1/2010	10/9/2013
AAF	Connolly	Tamara	SPED Deaf/Hard of Hearing PK-3	8/1/2012	6/30/2012
AAF	Connolly	Tamara	SPED Deaf/Hard of Hearing, K-12	8/1/2012	6/30/2012
AAF	Farr	Kathie	Art K-6	7/1/2012	6/30/2017
AAF	LeBeau	Ryan	Mathematics 7-12	8/1/2012	6/30/2017
AAF	Ooka	Glennis	Special Education 7-12	7/1/2012	4/19/2014
AAF	Piligrin	Tracy	Elementary Education K-6	7/1/2012	8/7/2015
AAF	Vanne	Vanessa	School Counselor K-12	8/1/2012	6/18/2014

August 2012 Provisional Licenses					
Type	Last Name	First Name	Teaching Field	Effective Date	Expiration Date
PL	Ferraro	Jennifer	Special Education K-12	7/1/2012	6/30/2013

August 2012 Special Permits					
Type	Last Name	First Name	Teaching Field	Effective Date	Expiration Date
			None		

August 2012 Renewed Licenses					
License_type	Last_name	First_name	Teaching_field	Effective_date	Expiration_date
SL	Abreu	Joy	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Agena	Maylee	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Agena	Maylee	Early Childhood Education PK - 3	7/1/2012	6/30/2018
SL	Aiona	Moani	School Counselor K - 12	8/1/2012	6/30/2018
SL	Ajimine	Jill	English 7 - 12	8/1/2012	6/30/2018
SL	Akemoto	Daniel	Music K - 12	8/1/2012	6/30/2018
SL	Allaire	Franklin	Science 7 - 12	8/1/2012	6/30/2018
SL	Altura	Jeana	Mathematics 7 - 12	7/1/2012	6/30/2018
SL	Ameen	Sharon	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Ameen	Sharon	Early Childhood Education PK - 3	7/1/2012	6/30/2018
SL	Amorin	Michelle	Science 7 - 12	7/1/2012	6/30/2018
SL	Apo	Astrid	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Arakawa	Garrett	Science 7 - 12	7/1/2012	6/30/2018

SL	Arakawa	Stacie	Mathematics 7 - 12	7/1/2012	6/30/2018
SL	Armstrong	Pa`ani	Hawaiian Language Immersion 7 - 12	8/1/2012	6/30/2018
SL	Arquero	Rondy	Art 7 - 12	8/1/2012	6/30/2018
SL	Asselstine	Shane	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Audiss	Angelique	Elementary Education K - 6	3/1/2012	6/30/2018
SL	Audiss	Angelique	Early Childhood Education PK - 3	3/1/2012	6/30/2018
SL	Audiss	Angelique	Reading K - 12	3/1/2012	6/30/2018
SL	Aurio	Troy	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Aviles	Nancy	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Awo-Chun	Kuuleianuh ea	English 7 - 12	7/1/2012	6/30/2018
SL	Baker	Jacqueline	Special Education K - 12	7/1/2012	6/30/2018
SL	Baker	Jacqueline	Special Education PK - 3	7/1/2012	6/30/2018
SL	Baldwin	Marybeth	English 5 - 9	7/1/2012	6/30/2018
SL	Baldwin	Marybeth	English 7 - 12	7/1/2012	6/30/2018
SL	Balsis	Janine	English 7 - 12	7/1/2012	6/30/2018
SL	Banta	Theodore	Science 7 - 12	8/1/2012	6/30/2018
SL	Baoec	Janice	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Barbieto	Leigh	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Barbieto	Leigh	Hawaiian Language Immersion K - 12	7/1/2012	6/30/2018
SL	Barcial	Todd	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Barrow	Christi	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Barszcz	Joseph	Science 7 - 12	8/1/2012	6/30/2018
SL	Barton	Lisa-Ann	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Beatty	Mia	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Berry	Lyndsey	Special Education K - 12	8/1/2012	6/30/2018
SL	Bettencourt	Javelyn Chelsea	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Bettencourt	Javelyn Chelsea	English 5 - 9	7/1/2012	6/30/2018
SL	Beyer	Jill	English 7 - 12	7/1/2012	6/30/2018
SL	Blanchard	Kim	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Boll	Joseph	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Bolosan	Kimberly A.	School Counselor K - 12	7/1/2012	6/30/2018
SL	Breitenstein	Wanda	English 7 - 12	7/1/2012	6/30/2018
SL	Brown	Andrew	Art K - 12	7/1/2012	6/30/2018
SL	Brown	Andrew	SPED - Mild/Moderate 7 - 12	7/1/2012	6/30/2018

SL	Brown	Eunice	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Brown	Eunice	Health K - 12	7/1/2012	6/30/2018
SL	Brown	Eunice	Physical Education K - 12	7/1/2012	6/30/2018
SL	Butterworth	Lela	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Cabilin	Jessica	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Cabuyadao	Claire	School Counselor K - 12	7/1/2012	6/30/2018
SL	Caldeira-Silva	Kari-Louise	Science 7 - 12	7/1/2012	6/30/2018
SL	Carigon	Lori	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Carlos	Melanie	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Carreira	Tamar	School Counselor K - 12	7/1/2012	6/30/2018
SL	Carrington	Cathy	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Castillo	Kimberly	English 7 - 12	7/1/2012	6/30/2018
SL	Cathey	Michelle	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Cavazos	Wendy	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Chang	Jin	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Chang	Jin	Social Studies 5 - 9	7/1/2012	6/30/2018
SL	Char	Benita	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Chavez	Candace	English 7 - 12	7/1/2012	6/30/2018
SL	Chester	Allison	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Chin	Mary	English 7 - 12	7/1/2012	6/30/2018
SL	Chin	Mary	English 5 - 9	7/1/2012	6/30/2018
SL	Chin	Mary	Drama/Theatre Arts K - 12	7/1/2012	6/30/2018
SL	Choi	Kristi	English 7 - 12	7/1/2012	6/30/2018
SL	Chow	Monique	Science 7 - 12	7/1/2012	6/30/2018
SL	Christensen	Terri	School Counselor 7 - 12	7/1/2012	6/30/2018
SL	Chung	Aaron	School Counselor K - 12	8/1/2012	6/30/2018
SL	Cockerham	Kyle	Science 7 - 12	7/1/2012	6/30/2018
SL	Combs	Norma	Special Education K - 12	7/1/2012	6/30/2018
SL	Comorposa	Rhodalyz	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Comorposa	Rhodalyz	Special Education K - 6	7/1/2012	6/30/2018
SL	Connelley	Russell	Art 7 - 12	8/1/2012	6/30/2018
SL	Connelley	Russell	Art K - 6	8/1/2012	6/30/2018
SL	Conway-McGuire	Eva	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Cook	Crystal	English 5 - 9	7/1/2012	6/30/2018
SL	Craddick	William	School Librarian K - 12	7/1/2012	6/30/2018
SL	Craddick	William	CTE-Business 7-12	7/1/2012	6/30/2018
SL	Cramer	Sandra	Elementary Education K - 6	8/1/2012	6/30/2018

SL	Cramer	Sandra	School Counselor K - 12	8/1/2012	6/30/2018
SL	Cuban	John	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Czajkowski	Sandra	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Deeley	Matthew	English 7 - 12	7/1/2012	6/30/2018
SL	Dela Cruz	June	Teaching English to Speakers of Other Languages K - 12	7/1/2012	6/30/2018
SL	Demarco	Joseph	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Demarco	Joseph	English 5 - 9	7/1/2012	6/30/2018
SL	Derr	Kari	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Diaz	Hugo	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Diggs	Michael	Social Studies 7 - 12	8/1/2012	6/30/2018
SL	Docherty	Carol	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Doi	Keri-Ann	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Drayer	Erin	Special Education PK - 3	7/1/2012	6/30/2018
SL	Duran	Teresa	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Dyjak	Bethany	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Dyjak	Bethany	SPED - Mild/Moderate K - 6	7/1/2012	6/30/2018
SL	Dyjak	Bethany	Special Education K - 12	7/1/2012	6/30/2018
SL	Eaton	Kara	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Eaton	Kara	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Emery	Sharon	English 7 - 12	7/1/2012	6/30/2018
SL	Enos	Rene	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Eriksson	Linda	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Eriksson	Linda	SPED - Deaf/Hard of Hearing PK - 3	7/1/2012	6/30/2018
SL	Eriksson	Linda	SPED - Deaf/Hard of Hearing K - 12	7/1/2012	6/30/2018
SL	Farris	Laura	Special Education K - 12	7/1/2012	6/30/2018
SL	Farris	Laura	Mathematics 5 - 9	7/1/2012	6/30/2018
SL	Ferguson	Kathy	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Frankel	Melissa	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Fregeau	Ingrid	French 7 - 12	7/1/2012	6/30/2018
SL	Fregeau	Ingrid	Social Studies 5 - 9	7/1/2012	6/30/2018
SL	Fricano II	Michael	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Fujimoto	Elston	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Fujino	Jill	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Furukawa	Jon	Mathematics 7 - 12	7/1/2012	6/30/2018
SL	Furuya	Jodi	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Garman	Chantelle	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Garofalo	Michelle	Special Education K - 12	8/1/2012	6/30/2018
SL	Gearen	Claire	English 7 - 12	7/1/2012	6/30/2018
PL	Goetz	Liberty	Special Education K - 12	8/1/2012	7/31/2013

SL	Gonzalez Rivas	Sandra	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Graneto	Giancarlo	Social Studies 7 - 12	8/1/2012	6/30/2018
SL	Guardino	Maria	Teaching English to Speakers of Other Languages 7 - 12	7/1/2012	6/30/2018
SL	Guardino	Maria	Teaching English to Speakers of Other Languages 5 - 9	7/1/2012	6/30/2018
SL	Gudoy	Edwin	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Hanson	Sandra	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Hanson	Sandra	Special Education K - 12	8/1/2012	6/30/2018
SL	Harman	Pelehonua mea	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Harman	Pelehonua mea	Hawaiian Language 7 - 12	8/1/2012	6/30/2018
SL	Harman	Pelehonua mea	Hawaiian Studies 7 - 12	8/1/2012	6/30/2018
SL	Harman	Pelehonua mea	Hawaiian Language Immersion K - 12	8/1/2012	6/30/2018
SL	Heidelk	Bruce	Health 7 - 12	7/1/2012	6/30/2018
SL	Heidelk	Bruce	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Heine	Rumi	SPED - Mild/Moderate 7 - 12	8/1/2012	6/30/2018
SL	Hermes	Dian	Music K - 12	8/1/2012	6/30/2018
SL	Herron	James	Science 5 - 9	7/1/2012	6/30/2018
SL	Herron	James	Science 7 - 12	7/1/2012	6/30/2018
SL	Hicks	Lisa	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Hill	Odin	Science 7 - 12	8/1/2012	6/30/2018
SL	Hirai	Amy	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Hirakawa	Shawna	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Hirakawa	Shawna	Special Education K - 6	8/1/2012	6/30/2018
SL	Hirayama	Jenessa	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Hironaka	Leilani Aiko	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Hoppe	Joshua	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Hughes	David	Social Studies 7 - 12	8/1/2012	6/30/2018
SL	Humphrey	Vanessa	Science 7 - 12	7/1/2012	6/30/2018
SL	Huttger	Eric	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Huttger	Eric	English 5 - 9	7/1/2012	6/30/2018
SL	Huttger	Eric	Mathematics 5 - 9	7/1/2012	6/30/2018
SL	Huttger	Eric	Social Studies 5 - 9	7/1/2012	6/30/2018
SL	Ibanez	Jenine	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Ibanez	Jenine	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Ito	Frederick	CTE-Business 7-12	7/1/2012	6/30/2018

SL	Ito	Frederick	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Ito	Julia	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Iverson	Sarah	Science 7 - 12	7/1/2012	6/30/2018
SL	Iverson	Sarah	Science 5 - 9	7/1/2012	6/30/2018
SL	Iwane	Anela	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Jackson	Mariko	English 7 - 12	8/1/2012	6/30/2018
SL	Jarneski	Ruth	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Jenkins	Heidi	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Kaai	Kimberly	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Kagawa	Colby	CTE-Natural Resources 7-12	8/1/2012	6/30/2018
SL	Kameoka	Kimberly	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Kameoka	Kimberly	School Counselor K - 12	7/1/2012	6/30/2018
SL	Kameoka	Kimberly	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Kamiya	Kristie	Special Education K - 12	8/1/2012	6/30/2018
SL	Kamiya	Kristie	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Kamiya	Patricia	Elementary Education K - 6	7/1/2012	6/30/2017
SL	Kanaya	Jenna	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Kanaya	Jenna	Special Education K - 6	8/1/2012	6/30/2018
SL	Kaneshiro	Rona	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Kaneshiro	Rona	Science 5 - 9	8/1/2012	6/30/2018
SL	Katahara	Louise	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Katsuno	Trisha	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Kauwe	Beth Ann	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Keen	Enid	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Keizer	Marina	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Kelling	Ivy	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Kenui	Dale	English 7 - 12	7/1/2012	6/30/2018
SL	Kenui	Dale	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Kilcoyne	Keala	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Kim	Carol	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Kim	Juliet	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Kim	Lauren	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Kim-Bautista	Bo	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Kimura	Kelly	School Counselor K - 12	7/1/2012	6/30/2018
SL	Kimura	Kristen	English 7 - 12	7/1/2012	6/30/2018
SL	Kimura	Teina	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Kira	Joseph	Physical Education K - 12	8/1/2012	6/30/2018
SL	Klatt	Sara	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Klatt	Sara	School Librarian K - 12	7/1/2012	6/30/2018

SL	Konishi	Shelley	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Krulic	Elizabeth	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Kuoha	Iolani	Hawaiian Language 7 - 12	7/1/2012	6/30/2018
SL	Kurisu	Jill	School Counselor K - 12	7/1/2012	6/30/2018
SL	Laraway	Daniel	Social Studies 7 - 12	8/1/2012	6/30/2018
SL	Lau	Derek	School Counselor K - 12	8/1/2012	6/30/2018
SL	Lau	Elten	School Counselor K - 12	7/1/2012	6/30/2018
SL	Lau	Michelle	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Lau	Michelle	Special Education K - 6	7/1/2012	6/30/2018
SL	Law	Deke	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Lear	Barbara	Special Education K - 12	7/1/2012	6/30/2018
SL	Lee	Caroline	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Lee	Francine	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Lee	Joel	Physical Education 7 - 12	8/1/2012	6/30/2018
SL	Lee Jr.	Paul	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Lee-Akui	Marissa	Hawaiian Language 7 - 12	3/1/2012	6/30/2018
SL	Lenzer	Elizabeth	Special Education K - 12	8/1/2012	6/30/2018
SL	Liu	Alison	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Long	Dorrance	School Counselor K - 12	8/1/2012	6/30/2018
SL	Lopresti	Julia	English 7 - 12	7/1/2012	6/30/2018
SL	Lung	Serena	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Lynch	Bret	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Ma	Zar Eh Paw	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Macedonio	Lisa	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Macedonio	Lisa	Early Childhood Education PK - 3	7/1/2012	6/30/2018
SL	Magenat	Frederick	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Magsayo	Jacqueline	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Mahiai	Theodora	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Mahuna-Kukahiko	Sandra	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Makarewicz	Sienna	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Makarewicz	Sienna	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Makua	Megan	Hawaiian Language Immersion K - 12	7/1/2012	6/30/2018
SL	Makua	Megan	Hawaiian Language 7 - 12	7/1/2012	6/30/2018
SL	Makua	Megan	Hawaiian Studies 7 - 12	7/1/2012	6/30/2018
SL	Makua	Ronda	English 7 - 12	7/1/2012	6/30/2018
SL	Makua	Ronda	School Counselor K - 12	7/1/2012	6/30/2018
SL	Malina	Eric	School Counselor K - 12	7/1/2012	6/30/2018
SL	Malizia	Gina	Elementary Education K - 6	8/1/2012	6/30/2018

SL	Mann	Helene	Special Education K - 12	7/1/2012	6/30/2018
SL	Mano	Melissa	Mathematics 7 - 12	8/1/2012	6/30/2018
SL	Mapu	Cussana	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Marbella	Maria	School Counselor K - 12	7/1/2012	6/30/2018
SL	Mariani	Nicole	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Markulis	Abby	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Matsuda	Andrew Matsuda	Physical Education K - 12	7/1/2012	6/30/2018
SL	Matsui	Tracey Joy	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Mau	Carisse	School Counselor K - 12	8/1/2012	6/30/2018
SL	McCraw	Tara	Elementary Education K - 6	7/1/2012	6/30/2018
SL	McGerity	Nichole	Elementary Education K - 6	8/1/2012	6/30/2018
SL	McKee	Megan	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Medeiros	Jonathon	English 7 - 12	7/1/2012	6/30/2018
SL	Medeiros	Jonathon	English 5 - 9	7/1/2012	6/30/2018
SL	Michihara	Selene	Science 7 - 12	7/1/2012	6/30/2018
SL	Miciak	Barbara	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Miller	Matthew	Art 7 - 12	7/1/2012	6/30/2018
SL	Miranda	Morag	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Mitchell	Jeanne	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Mittelstead t	Dustin	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Miyasaki	Lydia	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Molina	Bryan	Mathematics 7 - 12	8/1/2012	6/30/2018
SL	Moniz	Jennifer	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Moniz	Jennifer	School Counselor K - 12	7/1/2012	6/30/2018
SL	Morgan	Michael	Mathematics 7 - 12	7/1/2012	6/30/2018
SL	Morgan	Michael	Mathematics 5 - 9	7/1/2012	6/30/2018
SL	Morikawa	Cindy	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Morishige	Nikki	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Morita	Lianne	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Moss	Komarey	Science 7 - 12	7/1/2012	6/30/2018
SL	Mukai	Brent	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Mukai	Brent	Mathematics 5 - 9	7/1/2012	6/30/2018
SL	Muranaka	Serena	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Muraoka	Kristin	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Murashige	Heather	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Murray	Michelle	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Nakachi	Cher	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Nakachi	Cher	English 5 - 9	7/1/2012	6/30/2018

SL	Nakama	Naomi	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Nakamaejo	Barbara	Music K - 12	8/1/2012	6/30/2018
SL	Nakamoto	Jennifer	Mathematics 7 - 12	7/1/2012	6/30/2018
SL	Napeahi	Deanna	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Narita	Mina	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Nau	Deseret	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Nelson	Camillia	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Nelson	Camillia	Mathematics 5 - 9	7/1/2012	6/30/2018
SL	Neuvel	Melissa	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Nilsen	Christophe r	Science 7 - 12	7/1/2012	6/30/2018
SL	Nishimura	Lance	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Nishimura	Lauren	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Nishimura	Nicole	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Nishimura	Nicole	Special Education K - 6	7/1/2012	6/30/2018
SL	Nonaka	Monica	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Odo	Erin	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Okumoto- Menezes	Cecily	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Orikasa	Jill	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Ostrosky	Julianne	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Otsubo	Beri	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Pagaduan	Raemie	School Counselor K - 12	7/1/2012	6/30/2018
SL	Paguirigan	Michelle	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Pali	Kainoa	Hawaiian Language 7 - 12	7/1/2012	6/30/2018
SL	Pali	Kainoa	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Park	Jaime	Mathematics 7 - 12	7/1/2012	6/30/2018
SL	Park	Michelle	School Counselor K - 12	8/1/2012	6/30/2018
SL	Pasalo	Ervin	Mathematics 7 - 12	7/1/2012	6/30/2018
SL	Pascual	Eugene	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Pedicone	Jane	Special Education K - 6	8/1/2012	6/30/2018
SL	Perez- Gilbride	Irene	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Perreira	Ikaika	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Perreira	Ikaika	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Perreira	Ikaika	SPED - Blind/Visually Impaired PK - 3	8/1/2012	6/30/2018
SL	Perreira	Ikaika	SPED - Blind/Visually Impaired K - 12	8/1/2012	6/30/2018
SL	Perruso	Amy	Social Studies 7 - 12	8/1/2012	6/30/2018

SL	Pesch	Katherine	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Petner	Stephen	Reading Specialist K - 12	7/1/2012	6/30/2018
SL	Petner	Stephen	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Petner	Stephen	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Petner	Stephen	Social Studies 5 - 9	7/1/2012	6/30/2018
SL	Piianaia	Gordon	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Pikula	Angela	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Plowman	Gayden	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Pratt	Cynthia	CTE-Public and Human Services 7-12	8/1/2012	6/30/2018
SL	Pupuhi	Kyle	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Rabago	Amy	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Ramos	Alfred	Physical Education K - 12	7/1/2012	6/30/2018
SL	Ramos	Sarah	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Ramos	Sarah	Early Childhood Education PK - 3	7/1/2012	6/30/2018
SL	Reed	Angelita	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Reis	Maylynn	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Ricca	Katherine	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Riel	Amber	Mathematics 7 - 12	8/1/2012	6/30/2018
SL	Risberg	Kristin	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Roberson	Cheryl	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Roddy	Wilma	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Rosenlee	Corey	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Rothrock	Patricia	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Ruff	Randall	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Ryan	Cheryl	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Saba	Camilynn	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Samson	Gina	Science 7 - 12	8/1/2012	6/30/2018
SL	Sato	Christopher	English 7 - 12	8/1/2012	6/30/2018
SL	Saucier	Ann	Mathematics 7 - 12	7/1/2012	6/30/2018
SL	Schorn	Nicole	Science 7 - 12	8/1/2012	6/30/2018
SL	Seguritan	Chantel	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Seguritan	Chantel	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Sharp	Cindy	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Shillingford	Patricia	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Shimabukuro	Debbie	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Shimakura	Aaron	Art 7 - 12	7/1/2012	6/30/2018
SL	Shimauchi	Wendy	Elementary Education K - 6	8/1/2012	6/30/2018

SL	Shimauchi	Wendy	Early Childhood Education PK - 3	8/1/2012	6/30/2018
SL	Shinkawa	Wesley	School Counselor K - 12	7/1/2012	6/30/2018
SL	Shiraishi	Dawn	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Shiratori	Roberta	English 7 - 12	7/1/2012	6/30/2018
SL	Shiroma	Derrick	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Shiroma	Derrick	Mathematics 5 - 9	7/1/2012	6/30/2018
SL	Siani	Daniel	Science 7 - 12	8/1/2012	6/30/2018
SL	Simpson	Kaipo	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Skedeleski	Jenna	Teaching English to Speakers of Other Languages K - 12	7/1/2012	6/30/2018
SL	Skedeleski	Jenna	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Skedeleski	Jenna	Mathematics 5 - 9	7/1/2012	6/30/2018
SL	Skoda	Lee	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Smith	William	Music K - 12	8/1/2012	6/30/2018
SL	Sprouse	Brian	Science 7 - 12	7/1/2012	6/30/2018
SL	Sumiye	Christopher	School Counselor K - 12	7/1/2012	6/30/2018
SL	Sutter	Mia	School Counselor K - 12	7/1/2012	6/30/2018
SL	Sze	Aimee	Mathematics 7 - 12	8/1/2012	6/30/2018
SL	Takamori	John	Mathematics 7 - 12	7/1/2012	6/30/2018
SL	Takamoto	Sherri	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Takekawa	Jolie	Japanese 7 - 12	8/1/2012	6/30/2018
SL	Tallarico	Brian	Mathematics 7 - 12	7/1/2012	6/30/2018
SL	Tam	Lisa	English 7 - 12	7/1/2012	6/30/2018
SL	Tamashiro	Jaymie	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Tamashiro	Jaymie	Early Childhood Education PK - 3	7/1/2012	6/30/2018
SL	Tambio	Carey	English 7 - 12	7/1/2012	6/30/2018
SL	Tanaka	Gina	School Counselor K - 12	7/1/2012	6/30/2018
SL	Tanigawa	Jaime	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Tanita	Nichol	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Tano	Carol	Teaching English to Speakers of Other Languages 7 - 12	7/1/2012	6/30/2018
SL	Tano	Carol	English 5 - 9	7/1/2012	6/30/2018
SL	Tanouye	Lance	Social Studies 7 - 12	8/1/2012	6/30/2018
SL	Turner	Kelli	English 7 - 12	7/1/2012	6/30/2018
SL	Tate	Theron	Physical Education 7 - 12	8/1/2012	6/30/2018
SL	Temple	Peggy	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Temple	Peggy	Mathematics 5 - 9	8/1/2012	6/30/2018
SL	Tevis	Danielle	Special Education K - 12	8/1/2012	6/30/2018
SL	Tokuno	Paul	CTE-Industrial and Engineering	8/1/2012	6/30/2018

			Technology 7-12		
SL	Tomita	Leo	CTE-Natural Resources 7-12	8/1/2012	6/30/2018
SL	Tong	Sherilyn	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Towata	Ryan	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Toyooka	Marisa	School Counselor K - 12	8/1/2012	6/30/2018
SL	Tsuda	Rod	Japanese 7 - 12	7/1/2012	6/30/2018
SL	Unten	Heidi	Science 7 - 12	8/1/2012	6/30/2018
SL	Uwaine	Sean	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Valdez	Katrina	English 7 - 12	7/1/2012	6/30/2018
SL	Valenzuela-Brehme	Hugo	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Valenzuela-Brehme	Hugo	Spanish 7 - 12	8/1/2012	6/30/2018
SL	Valera	Jasa	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Valite	Alaina	School Counselor K - 12	8/1/2012	6/30/2018
SL	Vasconcellos	Ka'eokulani	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Verity	Michelle	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Vickey	Josefa	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Villanueva	Raechelle	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Wagstaff	Caitlin	English 5 - 9	7/1/2012	6/30/2018
SL	Wagstaff	Caitlin	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Wakabayashi	Asa	CTE-Business 7-12	8/1/2012	6/30/2018
SL	Walker	Lory	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Ward	Janet	Speech 7 - 12	8/1/2012	6/30/2018
SL	Watson	Joshua	Latin 7 - 12	8/1/2012	6/30/2018
SL	Wendekier	Allyson	Elementary Education K - 6	8/1/2012	6/30/2018
SL	West	Carol	CTE-Public and Human Services 7-12	7/1/2012	6/30/2018
SL	Whiteman	Eric	Science 7 - 12	7/1/2012	6/30/2018
SL	Wilcox	Christine	English 7 - 12	7/1/2012	6/30/2018
SL	Winter	Jennifer	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Witeck	Lia	Social Studies 7 - 12	7/1/2012	6/30/2018
SL	Wolski	Andrzej	Science 7 - 12	8/1/2012	6/30/2018
SL	Wong	Matthew	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Wong	Tiffany	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Worden	Kathleen	Science 7 - 12	7/1/2012	6/30/2018
SL	Wright	Corinne	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Wythes	Naomi	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018

SL	Yamamoto	Susan	SPED - Mild/Moderate K - 12	7/1/2012	6/30/2018
SL	Yamauchi	Jill	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Yarmola	Laverne	English 7 - 12	7/1/2012	6/30/2018
SL	Yee	Tristie	Mathematics 7 - 12	7/1/2012	6/30/2018
SL	Yip	Gail	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Yogi	Kelly	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Yoshikawa	Margaret	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Yoshimasu	Dawn	Elementary Education K - 6	7/1/2012	6/30/2018
SL	Young	Virginia	English 7 - 12	7/1/2012	6/30/2018

New Business Item 12-02

Introduced 6/24/12

Approved 6/24/12

TITLE: SATE Review Team Members for the Leeward Community College Career and Technical Education Unit and Program Review

The Hawaii Teacher Standards Board approves the following appointments to the Leeward Community College Career and Technical Education unit and program SATE Team:

Unit and Program Review Team

- Dr. Christine Sorenson, teacher preparation faculty, University of Hawaii at Manoa
- Mr. Bryant Ching, Hawaii Department of Education, Kealakehe High School

Reviewer biographies attached.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

Leeward Community College Career and Technical Education Review Team

Dr. Christine Sorenson is a tenured professor in Educational Technology who served as Dean of the College of Education at the University of Hawaii at Mānoa (UHM) from August 2007 until August 2012. She came to UHM after serving as dean at Northern Illinois University (NIU) from 2001 to 2007. She has taught in the areas of educational leadership, curriculum, and research and evaluation. She began teaching interactive video and web-based classes more than a decade ago. Her research and publications have focused on distance education, the integration of technology in education, and organizational change, although she also is co-author for one of the leading texts on educational research methods. She is on the editorial board of the Quarterly Review of Distance Education. Dr. Sorensen has received over \$18 million in contracts and grants and has published and presented both nationally and internationally. Prior to joining the NIU faculty in 1996, Dr. Sorensen was a research and evaluation specialist at the Research Institute for Studies in Education at Iowa State University in Ames, Iowa. Her early careers included ten years in radio and television. Dr. Sorensen received her undergraduate degree in communications from the University of Houston and her masters and Ph.D. in higher education from Iowa State University. She has served as a national reviewer for the Association for Educational Communications and Technology for eight years and has been a member of the NCATE Board of Examiners since 2006.

Mr. Bryant Ching attended Northrop Institute of Technology in Aircraft Maintenance Technology in Inglewood, California. He received a B. Ed. in Industrial Education, and a 5th year Teaching Certificate in Vocational Education, both from the University of Hawai'i at Manoa. The majority of his coursework consisted of technical courses at Honolulu Community College. Additionally, Mr. Ching earned a master's degree in Vocational Ed. at UCLA and has completed the coursework for an Ed. D. in Vocational Education also at UCLA, only needing to complete his dissertation. He has both Hawai'i secondary teaching and counseling licenses and California secondary teaching and counseling credentials as well as credentials in California Community College Teaching; Counseling; Supervisors; and Administration credentials. (Hawaii teaching licenses are the same as California teaching credentials) He has taught CTE courses at all different levels including Community College and night school for 37 years in Los Angeles. He has also taught vocational auto at Campbell HS in the HIDEOE. As a school administrator, Mr. Ching often was in charge of all aspects of CTE including curriculum design. He has been on WASC visiting committees for several high schools in southern California, and has received numerous awards such as Administrator of the Year Region XVI for Southern CA in 2009.

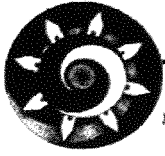
TITLE: Halau Wanana Report Regarding the Request to Defer Review

The Hawaii Teacher Standards Board accepts the attached documents from Halau Wanana as required in NBI 11-23Rev., approved on October 28, 2011:

- Halau Wanana will submit reports to HTSB by January 1, 2012, July 1, 2012, January 1, 2013, and July 1, 2013 on their progress toward TEAC accreditation.
- Halau Wanana must provide verification from TEAC of initial submission of Inquiry Brief Proposal on or before April 1, 2012.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee



Halau Wānana - Indigenous Center for Higher Learning

Transforming thinking, learning and teaching through indigenous knowledge systems and practices

28 June 2012

Dear Lynn,

01 July 2012 Halau Wanana Scheduled Report to HTSB on TEAC Accreditation

Our scheduled report for the TEAC July 1st milestone as set by HTSB is as follows. Staff have continued to work towards accreditation and development of Halau Wanana.

- The IBP was submitted to TEAC (Melanie Biermann, VP for State Relations) before the previous milestone.
- The first scheduled HTSB report was submitted by Halau Wanana on time.
- The Halau Wanana IBP was received by TEAC and an email confirmation was sent from TEAC President Mark LaCelle-Peterson.
- Email correspondence was received indicating TEAC consideration of audit staff, timing of site visit and acknowledgement of remaining timelines.
- Halau Wanana has received notice that it has been accepted by TEAC as a Candidate in good standing.
- Phone follow up is scheduled with Mark LaCelle-Peterson to address question arising from the IBP.
- Morale is high.

Anthony Fraser

Director Halau Wanana

808 594 8617

joef@kalo.org

New Business Item 12-04

Introduced 8/24/12

Approved 8/24/12

TITLE: University of Phoenix Report Regarding Conditions to the Elementary Education K-6 Undergraduate Teacher Education Program

The Hawaii Teacher Standards Board accepts the attached report from the University of Phoenix as required in NBI 11-35, approved on December 9, 2011:

The following condition must be met by the University of Phoenix:

- Submit a report to the HTSB no later than June, 2012 providing evidence that the unit has done the following:
 - The unit shall submit evidence that the multiple co-mingled standards have been eliminated from the assessment rubrics so that resulting data can be disaggregated by standard.
 - The unit shall report on what measures will be taken to be able to determine candidate mastery of the standards in the assessment rubrics.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

Hawaii Campus Report to the Hawaii Teacher Standards Board

New Business Item 11-35

TITLE: Provisional Approval of the University of Phoenix-Hawaii Elementary Education K-6 Undergraduate Teacher Education Program

The Hawaii Teacher Standards Board approves the following recommendation of its State Approved Teacher Education (SATE) Program Review Team for the Provisional Approval of the University of Phoenix Elementary Education K-6 Undergraduate Teacher Education Program :

- The program is granted provisional approval with conditions, effective December 9, 2011 through December 31, 2014.
- Candidates completing this program may be recommended for licensure in Elementary Education K-6 after meeting all program requirements.

The following condition must be met by the University of Phoenix :

- Submit a report to the HTSB no later than June, 2012 providing evidence that the unit has done the following:
 - The unit shall submit evidence that the multiple co-mingled standards have been eliminated from the assessment rubrics so that resulting data can be disaggregated by standard. – ***Please see assessment rubrics with criteria aligned to single HTSB standards***
 - The unit shall report on what measures will be taken to be able to determine candidate mastery of the standards in the assessment rubrics. - ***Please see explanation of assessment system, presented on page 25.***
- The unit must explain any changes to this program in the unit's Annual Report due each year to HTSB by December 31.

A review of this program shall be conducted by a national accrediting body approved by the US Department of Education no later than three years following implementation. Verification of this accreditation must be submitted to the HTSB to be eligible for full SATE approval.

A letter shall be sent to the University of Phoenix on behalf of the Board to communicate this action.

SECTION II— ASSESSMENTS AND RELATED DATA

Name of Assessment		Type or Form of Assessment	Evaluation Rubric	Scoring Guide #
1	<i>Content Knowledge</i>	Praxis II Content Exam	Praxis II: Required passing of test prior to student teaching	1A
2	<i>Pedagogical & Professional Knowledge</i>	Methods Course Integrated Unit Plan	RDG 410– Elementary Methods: Reading / Language Arts	2A
3	<i>Ability to Plan Instruction</i>	Methods Course Instructional Unit Plan	EED 415– Elementary Methods: Mathematics	3A
4	<i>Assessment of Student Teaching</i>	Student Teaching Evaluation	Mid-term and End of student teaching	4A
5	<i>Assessment of candidate effect on student learning</i>	Teacher Work Sample	During student teaching practicum	5A
6	<i>Dispositions Assessment</i>	Self-Assessment of Dispositions	During EDU/320 (Earlier course in program) & EED/490 (Student teaching seminar)	6A
7	<i>Classroom Management</i>	Classroom Management Plan	EDU/320	7A

PRAXIS II Elementary Content Exam

Assessment 1

[Assessment Evidence of Content Knowledge –HTSB Standard 5]

The Praxis II Content Exam for Elementary candidates (tests 0014 or 5014) is designed for prospective teachers of children in primary through upper elementary grades, and is a licensure requirement of the Hawaii Teachers Standards Board. The test is in a multiple-choice question format and focuses on four major subject areas: reading/language arts (including foundations of reading, writing, and communication skills); mathematics (including mathematical processes, numeration, geometry, algebraic concepts, and data organization); social studies (including geography, US and World history, government and citizenship, and economics); and science (including earth, life, and physical science and scientific processes and inquiry).

University of Phoenix MAED candidates are required to successfully pass Praxis II Elementary content before they are scheduled for student teaching seminars and the practicum. If a candidate does not pass Praxis II, he or she is temporarily withdrawn from the program until the candidate can provide passing scores for Praxis II.

PRAXIS II Elementary Content Exam

Scoring Guide # 1A

Required Test	Test Code	Qualifying Score
<u>Elementary Education: Content Knowledge (calculator allowed) (paper)</u>	0014	153
or		
<u>Elementary Education: Content Knowledge (calculator allowed) (computer)</u>	5014	153

Note: An overall rating of Proficient (3) is required on this artifact.

CRITERIA	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 ADVANCED	SCORE
Overview of the Unit (Unit Title, Unit Focus, Unit Length, and Unit Goals) [Aligned with HTSB Standard 5]	Some unit components are not included. The unit components are not appropriate for the grade level.	Unit components are not described clearly. Only some components are appropriate for the grade level.	Unit components are adequately described. The components are mostly appropriate for the grade level.	Unit components are described in detail. The components are appropriate for the grade level.	
Bibliography [Aligned with HTSB Standard 5]	A bibliography is not included.	Bibliography includes a mix of relevant and irrelevant sources. References within the bibliography are not presented in APA format or with significant APA errors.	Bibliography includes mostly relevant sources. References within the bibliography are presented in APA format with minimal errors.	Bibliography includes a variety of relevant sources. References within the bibliography are consistently presented in APA format.	
Content Knowledge [Aligned with HTSB Standard 5]	The content covered in the lesson plan is not accurate. There is no integrated content. The content does not align to the standards and objectives.	Very little content covered in the lesson plan is accurate. There is little integrated content. Content is minimally aligned to the standards and objectives.	Most of the content covered in the lesson plan is accurate and somewhat integrated. Content is aligned with the standards and objectives.	Content covered in the lesson plan is accurate, integrated, and current. Content is targeted to the standards and objectives and includes the major ideas that are to be taught to meet the objectives.	
Objectives [Aligned with HTSB Standard 6]	Objectives are not stated or objectives are stated but do not align to the activities. None of the objectives are written utilizing Bloom's taxonomy to reflect various levels of thinking. None of the objectives are measurable.	Objectives are stated, but only a few align to the activities. Few of the objectives are written utilizing Bloom's taxonomy. Few of the objectives are measurable.	Objectives are stated and most are appropriately aligned to the activities. Most of the objectives are written utilizing Bloom's Taxonomy. Most of the objectives are measurable.	Objectives are clearly stated and appropriately aligned to the activities. Objectives are written utilizing Bloom's taxonomy. Objectives are measurable.	

<p>Standards [Aligned with HTSB Standard 5]</p>	<p>Standards are not identified or are not correctly linked to lesson plan/unit content. Standards are not aligned with objectives.</p>	<p>Standards are identified but few are correctly linked to lesson plan/unit content. Few of the standards are aligned with objectives.</p>	<p>Standards are identified and most are correctly linked to lesson plan/unit content. Most of the standards are aligned with objectives.</p>	<p>Standards are identified and correctly aligned to lesson plan/unit content. Standards are clearly aligned with objectives.</p>	
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CRITERIA	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 ADVANCED	SCORE
<p>Instructional Approach [Aligned with HTSB Standard 6]</p>	<p>Instructional approach is not identified. No activities are aligned to instructional approach. There is no attempt to check for student understanding.</p>	<p>Instructional approach identified is not appropriate for the lesson. A few activities align to selected instructional approach. Instruction does not include a description of how teacher will check for student understanding.</p>	<p>Instructional approach identified is mostly appropriate for the lesson. Most activities align to selected instructional approach. Instruction includes a description of how teacher will check for student understanding.</p>	<p>Various instructional approaches identified are appropriate for the lesson. Activities align to the selected instructional approaches. Instruction includes a description of how teacher will consistently check for student understanding.</p>	
<p>Activities [Aligned with HTSB Standard 7]</p>	<p>Activities do not reflect consideration for learning styles and/or special needs accommodations. Activities do not incorporate teacher/student use of technology.</p>	<p>Activities reflect little consideration for learning styles and/or special needs accommodations. Activities make limited use of technology for teacher or students.</p>	<p>Activities reflect adequate consideration for learning styles and/or special needs accommodations. Activities incorporate technology adequately for both the teacher and students.</p>	<p>Activities reflect comprehensive consideration for learning styles and/or special needs accommodations. Activities incorporate technology in a variety of ways for both the teacher and the students.</p>	
<p>Assessment – Performance-Based Assessment and Rubric [Aligned with HTSB Standard 8]</p>	<p>Performance-based assessment and rubric are not included.</p>	<p>Performance-based assessment does not connect with lesson objective(s) and/or the content taught. Performance-based assessment does not require students' active participation. The performance-based assessment identified is not an appropriate tool for skill(s) being assessed. Rubric provides little structure and/or unclear descriptors for measuring student performance.</p>	<p>Performance-based assessment generally connects with lesson objective(s) and the content taught. Performance-based assessment somewhat limits students' active participation. The performance-based assessment identified is an adequate tool for skill(s) being assessed. Rubric provides adequate structure and descriptors for measuring student performance.</p>	<p>Performance-based assessment clearly connects with lesson objective(s) and the content taught. Performance-based assessment requires students to be active participants. The performance based assessment identified is an appropriate tool for skill(s) being assessed. Rubric provides a clear structure and descriptors for measuring student performance.</p>	

CRITERIA	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 ADVANCED	SCORE
<p>Assessments – Quiz and Unit Test</p> <p>[Aligned with HTSB Standard 8]</p>	Quizzes and/or unit test are not provided.	<p>Format and length of the quizzes and unit test are not appropriate for student population</p> <p>The quizzes and unit test utilize question types that are not appropriate for the student population and do not include higher level thinking questions.</p>	<p>Format and length of the quizzes and unit test are generally appropriate for student population</p> <p>The quizzes and unit test utilize question types that are generally appropriate for the student population and include higher level thinking questions.</p>	<p>Format and length of the quizzes and unit test are appropriate for student population</p> <p>The quizzes and unit test utilize question types that are appropriate for the student population and consistently include higher level thinking questions.</p>	
<p>Organization</p> <p>[Aligned with HTSB Standard 6]</p>	The lessons/unit lack a logical sequence/progression in order to meet objectives.	There is minimal logical sequence/progression to the lessons/unit in order to meet objectives.	There is an evident logical sequence/progression to the lessons/unit in order to meet objectives.	There is an evident and comprehensive logical sequence/progression to the lessons/unit in order to meet objectives	
<p>Mechanics</p> <p>[Aligned with HTSB Standard 4]</p>	Spelling and grammar errors are excessive and interfere with understanding of the instructional unit.	Spelling and grammar errors are numerous and somewhat interfere with understanding of the instructional unit.	Spelling and grammar errors are minimal and do not interfere with understanding of the instructional unit.	Spelling and grammar errors are not evident and do not interfere with understanding of the instructional unit.	

Note: An overall rating of Proficient (3) is required on this artifact.

CRITERIA	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 ADVANCED	SCORE
<p>Overview of the Unit (Unit Title, Unit Focus, Unit Length, and Unit Goals) [Aligned with HTSB Standard 5]</p>	<p>Some unit components are not included. The unit components are not appropriate for the grade level.</p>	<p>Unit components are not described clearly. Only some components are appropriate for the grade level.</p>	<p>Unit components are adequately described. The components are mostly appropriate for the grade level.</p>	<p>Unit components are described in detail. The components are appropriate for the grade level.</p>	
<p>Bibliography [Aligned with HTSB Standard 5]</p>	<p>A bibliography is not included.</p>	<p>Bibliography includes a mix of relevant and irrelevant sources. References within the bibliography are not presented in APA format or with significant APA errors.</p>	<p>Bibliography includes mostly relevant sources. References within the bibliography are presented in APA format with minimal errors.</p>	<p>Bibliography includes a variety of relevant sources. References within the bibliography are consistently presented in APA format.</p>	
<p>Content Knowledge [Aligned with HTSB Standard 5]</p>	<p>The content covered in the lesson plan is not accurate. The content does not align to the standards and objectives.</p>	<p>Very little content covered in the lesson plan is accurate. Content is minimally aligned to the standards and objectives.</p>	<p>Most of the content covered in the lesson plan is accurate. Content is aligned with the standards and objectives.</p>	<p>Content covered in the lesson plan is accurate and current. Content is targeted to the standards and objectives and includes the major ideas that are to be taught to meet the objectives.</p>	
<p>Objectives [Aligned with HTSB Standard 6]</p>	<p>Objectives are not stated or objectives are stated but do not align to the activities. None of the objectives are written utilizing Bloom's taxonomy to reflect various levels of thinking. None of the objectives are measurable.</p>	<p>Objectives are stated, but only a few align to the activities. Few of the objectives are written utilizing Bloom's taxonomy. Few of the objectives are measurable.</p>	<p>Objectives are stated and most are appropriately aligned to the activities. Most of the objectives are written utilizing Bloom's Taxonomy. Most of the objectives are measurable.</p>	<p>Objectives are clearly stated and appropriately aligned to the activities. Objectives are written utilizing Bloom's taxonomy. Objectives are measurable.</p>	

<p>Standards</p> <p>[Aligned with HTSB Standard 5]</p>	<p>Standards are not identified or are not correctly linked to lesson plan/unit content.</p> <p>Standards are not aligned with objectives.</p>	<p>Standards are identified but few are correctly linked to lesson plan/unit content.</p> <p>Few of the standards are aligned with objectives.</p>	<p>Standards are identified and most are correctly linked to lesson plan/unit content.</p> <p>Most of the standards are aligned with objectives.</p>	<p>Standards are identified and correctly aligned to lesson plan/unit content.</p> <p>Standards are clearly aligned with objectives.</p>	
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CRITERIA	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 ADVANCED	SCORE
<p>Instructional Approach</p> <p>[Aligned with HTSB Standard 6]</p>	<p>Instructional approach is not identified.</p> <p>No activities are aligned to instructional approach.</p> <p>There is no attempt to check for student understanding.</p>	<p>Instructional approach identified is not appropriate for the lesson.</p> <p>A few activities align to selected instructional approach.</p> <p>Instruction does not include a description of how teacher will check for student understanding.</p>	<p>Instructional approach identified is mostly appropriate for the lesson.</p> <p>Most activities align to selected instructional approach.</p> <p>Instruction includes a description of how teacher will check for student understanding.</p>	<p>Various instructional approaches identified are appropriate for the lesson.</p> <p>Activities align to the selected instructional approaches.</p> <p>Instruction includes a description of how teacher will consistently check for student understanding.</p>	
<p>Activities</p> <p>[Aligned with HTSB Standard 7]</p>	<p>Activities do not reflect consideration for learning styles and/or special needs accommodations.</p> <p>Activities do not incorporate teacher/student use of technology.</p>	<p>Activities reflect little consideration for learning styles and/or special needs accommodations.</p> <p>Activities make limited use of technology for teacher or students.</p>	<p>Activities reflect adequate consideration for learning styles and/or special needs accommodations.</p> <p>Activities incorporate technology adequately for both the teacher and students.</p>	<p>Activities reflect comprehensive consideration for learning styles and/or special needs accommodations.</p> <p>Activities incorporate technology in a variety of ways for both the teacher and the students.</p>	
<p>Assessment – Performance-Based Assessment and Rubric</p> <p>[Aligned with HTSB Standard 8]</p>	<p>Performance-based assessment and rubric are not included.</p>	<p>Performance-based assessment does not connect with lesson objective(s) and/or the content taught.</p> <p>Performance-based assessment does not require students' active participation.</p> <p>The performance-based assessment identified is not an appropriate tool for skill(s) being assessed.</p> <p>Rubric provides little structure and/or unclear descriptors for measuring student performance.</p>	<p>Performance-based assessment generally connects with lesson objective(s) and the content taught.</p> <p>Performance-based assessment somewhat limits students' active participation.</p> <p>The performance-based assessment identified is an adequate tool for skill(s) being assessed.</p> <p>Rubric provides adequate structure and descriptors for measuring student performance.</p>	<p>Performance-based assessment clearly connects with lesson objective(s) and the content taught.</p> <p>Performance-based assessment requires students to be active participants.</p> <p>The performance based assessment identified is an appropriate tool for skill(s) being assessed.</p> <p>Rubric provides a clear structure and descriptors for measuring student performance.</p>	

CRITERIA	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 ADVANCED	SCORE
<p>Assessments – Quiz and Unit Test</p> <p>[Aligned with HTSB Standard 8]</p>	<p>Quizzes and/or unit test are not provided.</p>	<p>Format and length of the quizzes and unit test are not appropriate for student population</p> <p>The quizzes and unit test utilize question types that are not appropriate for the student population and do not include higher level thinking questions.</p>	<p>Format and length of the quizzes and unit test are generally appropriate for student population</p> <p>The quizzes and unit test utilize question types that are generally appropriate for the student population and include higher level thinking questions.</p>	<p>Format and length of the quizzes and unit test are appropriate for student population</p> <p>The quizzes and unit test utilize question types that are appropriate for the student population and consistently include higher level thinking questions.</p>	
<p>Organization</p> <p>[Aligned with HTSB Standard 6]</p>	<p>The lessons/unit lack a logical sequence/progression in order to meet objectives.</p>	<p>There is minimal logical sequence/progression to the lessons/unit in order to meet objectives.</p>	<p>There is an evident logical sequence/progression to the lessons/unit in order to meet objectives.</p>	<p>There is an evident and comprehensive logical sequence/progression to the lessons/unit in order to meet objectives</p>	
<p>Mechanics</p> <p>[Aligned with HTSB Standard 4]</p>	<p>Spelling and grammar errors are excessive and interfere with understanding of the instructional unit.</p>	<p>Spelling and grammar errors are numerous and somewhat interfere with understanding of the instructional unit.</p>	<p>Spelling and grammar errors are minimal and do not interfere with understanding of the instructional unit.</p>	<p>Spelling and grammar errors are not evident and do not interfere with understanding of the instructional unit.</p>	

Faculty Supervisors and Cooperating Teachers are required to use this Student Teaching Evaluation form for the final evaluation.

The purpose of this Student Teaching Evaluation is to document the student teacher's areas of strength and areas in need of improvement within each of the four domains identified in the Teacher Education Program Standards. It is the responsibility of the Faculty Supervisor and Cooperating Teacher to use the Student Teaching Evaluation form as a means to document and to communicate the student teacher's instructional performance and development of professional dispositions throughout the duration of the student teaching experience.

Use the following criteria to evaluate the student teacher within each of the four domains:

Advanced: The advanced student teacher functions at a higher level; his/her total understanding of underlying concepts is apparent; students are highly motivated and engaged to the level they begin to assume responsibility for their own learning; all common themes are distinguishable and appropriate.

Proficient: The proficient student teacher is considered to be "capable," understands the underlying concepts and consistently implements them well; student engagement occurs frequently and common themes are clearly distinguishable.

Developing: The developing student teacher understands some of the underlying concepts, but is unsuccessful or inconsistent in the application of the elements; some student engagement occurs and common themes may begin to emerge.

Unsatisfactory: The "unsatisfactory" student teacher is working at a fundamental level, without an understanding of underlying concepts; there are no common themes and students are not engaged in the learning process; this person is below the licensing standard of "do no harm." (Any unsatisfactory remarks will be reviewed in the context of the student's overall performance during the student teaching experience. The student may be required to repeat the student teaching experience.)

Note: Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of F by their faculty member in the respective student teaching seminar course.

Faculty Supervisors should outline and discuss the grading criteria used to evaluate the student teaching practicum grade with the student teacher. Faculty supervisors should use a holistic approach in which they consider a variety of components when determining the student teaching practicum grade (e.g., attendance, weekly communication, lesson plans, dispositions, attendance at extracurricular activities, student teaching evaluation forms, Teacher Work Sample development/implementation). The faculty supervisor and cooperating teacher evaluation forms should only be used as part of the student teaching practicum grade issued.

The Faculty Supervisor is required to submit a final student teaching grade. The grade will be based on 50 points and will be determined using the scale below:

Student Teaching Points Grading Scale:

A	48 – 50	C	36 – 37
A-	46 – 47	C-	35
B+	44 – 45	D+	34
B	42 – 43	D	33
B-	40 – 41	F	32 and below
C+	38 – 39		

DOMAIN ONE: PLANNING AND PREPARATION	No Chance to Observe	Unsatisfactory	Developing	Proficient	Advanced
Demonstrates knowledge of content. [HTSB STANDARD 5]					
Demonstrates knowledge of pedagogy. [HTSB STANDARD 6]					
Applies skills and knowledge that reflect current research and best practices. [HTSB STANDARD 5]					
Demonstrates pedagogical content knowledge through planning of appropriate and effective instructional strategies. [HTSB STANDARD 7]					
Analyzes student diversity to guide appropriate instructional activities. [HTSB STANDARDS 3]					
Demonstrates knowledge of variety of resources and technology. [HTSB STANDARD 5]					
Develops instructional activities that are aligned with national and/or state standards. [HTSB STANDARD 6]					
Develops a variety of formative and summative assessments and assessment criteria to guide instruction. [HTSB STANDARD 8]					
Uses results of formative assessments to create measurable objectives tied to student outcomes. [HTSB STANDARD 8]					
Applies assessment results to plan instruction for individuals, groups, and diverse learners. [HTSB STANDARD 1]					
Narrative:					

DOMAIN TWO: LEARNING ENVIRONMENT	No Chance to Observe	Unsatisfactory	Developing	Proficient	Advanced
Creates a learning community/classroom that is safe and accessible. [HTSB STANDARD 2]					
Maintains interactions that are polite and respectful. [HTSB STANDARD 2]					
Establishes, implements, and monitors clear standards of conduct in order to create a smoothly functioning learning community. [HTSB STANDARD 2]					
Deals effectively with inappropriate student conduct and/or serious discipline problems. [HTSB STANDARD 2]					
Promotes shared decision-making among students. [HTSB STANDARD 1]					
Promotes self-directed learning of students. [HTSB STANDARD 1]					
Organizes and manages tasks for individuals and groups. [HTSB STANDARD 2]					
Manages instructional transitions. [HTSB STANDARD 4]					
Manages classroom materials and supplies. [HTSB STANDARD 2]					
Establishes systems for non-instructional activities. [HTSB STANDARD 4]					
Narrative:					

DOMAIN THREE: INSTRUCTION	No Chance to Observe	Unsatisfactory	Developing	Proficient	Advanced
Uses appropriate resources and materials, including technology, to communicate with and engage students. [HTSB STANDARD 6]					
Uses appropriate resources and materials, including technology, for effective instruction. [HTSB STANDARD 6]					
Uses vocabulary and communication styles appropriate for diverse populations. [HTSB STANDARD 4]					
Creates and implements lessons, activities, and assessments that are appropriately aligned with content and with national and/or state standards. [HTSB STANDARD 6]					
Creates and implements lessons, activities, and assessments that are well paced and cognitively appropriate for the student population. [HTSB STANDARD 7]					
Demonstrates pedagogical content knowledge through effective teaching and assessment. [HTSB STANDARD 5]					
Uses questions and discussions to incorporate students' multiple perspectives, including personal, family, community experiences, and cultural norms. [HTSB STANDARD 1]					
Identifies and uses appropriate services, technology, and other resources to meet support learning needs of diverse and exceptional learners. [HTSB STANDARD 3]					
Provides high quality feedback in a timely manner. [HTSB STANDARD 4]					
Models good verbal and written skills. [HTSB STANDARD 4]					
Narrative:					

DOMAIN FOUR: THE PROFESSIONAL EDUCATOR	No Chance to Observe	Unsatisfactory	Developing	Proficient	Advanced
Accepts constructive criticism and implements specific suggestions. [HTSB STANDARD 9]					
Models appropriate dress and grooming. [HTSB STANDARD 9]					
Demonstrates positive and collaborative relationships with colleagues and the larger school community. [HTSB STANDARD 10]					
Demonstrates a nurturing and caring attitude toward students. [HTSB STANDARD 2]					
Creates opportunities for parent involvement. [HTSB STANDARD 10]					
Demonstrates professional demeanor in the school and community. [HTSB STANDARD 9]					
Participates in school community activities (e.g., PTA, board meetings, bus duty, and playground duty). [HTSB STANDARD 10]					
Maintains legal and ethical principles and standards. [HTSB STANDARD 9]					
Engages in professional practices that promote lifelong learning. [HTSB STANDARD 9]					
Actively reflects on instructional practices to improve student learning. [HTSB STANDARD 9]					
Narrative:					

University of Phoenix Teacher Work Sample Scoring Guide 5A

TEACHING PROCESS: CONTEXTUAL FACTORS (TWS Standard # 1)

The teacher uses information about the learning/teaching context and student individual differences to set learning goals and objectives, plan instruction, and assess learning.

<p style="text-align: center;"><i>Related University of Phoenix Program Standards (Domain and Sub-domain)</i></p> <p><i>Domain One: Planning and Preparation</i></p> <ul style="list-style-type: none"> • 1A: Knowledge of Content and Pedagogy • 1B: Instructional Planning and Resources • 1C: Instructional Design 	<p style="text-align: center;"><i>Domain Three: Instruction</i></p> <ul style="list-style-type: none"> • 3B: Student Engagement • 3C: Diversity
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Note: An overall rating of 2.5 is required on the entire Teacher Work Sample.

	1 Unsatisfactory	2 Basic	3 Proficient	Score
<p>Knowledge of Community, District, School, and Classroom Factors [HTSB STANDARD 1]</p>	<p>Teacher displays minimal or irrelevant knowledge of the characteristics of the community, district, school, and classroom.</p>	<p>Teacher displays some knowledge of the characteristics of the community, district, school, and classroom that are relevant to the learning goals and objectives.</p>	<p>Teacher displays a comprehensive understanding of the characteristics of the community, district, school, and classroom that are relevant to the learning goals and objectives.</p>	
<p>Knowledge of Characteristics of Students [HTSB STANDARD 1]</p>	<p>Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities)</p>	<p>Teacher displays some knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that are relevant to the learning goals and objectives.</p>	<p>Teacher displays a comprehensive knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that are relevant to the learning goals and objectives.</p>	
<p>Knowledge of Students' Varied Approaches to Learning [HTSB STANDARD 3]</p>	<p>Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities)</p>	<p>Teacher displays a general knowledge about the different ways students learn (e.g., learning styles, learning modalities) that are relevant to the learning goals and objectives.</p>	<p>Teacher displays comprehensive knowledge of the different ways students learn (e.g., learning styles, learning modalities) that are relevant to the learning goals and objectives.</p>	
<p>Knowledge of Students' Skills and Prior Learning [HTSB STANDARD 6]</p>	<p>Teacher displays little or irrelevant knowledge of students' skills and prior knowledge.</p>	<p>Teacher displays some knowledge of students' skills and prior learning that are relevant to the learning goals and objectives.</p>	<p>Teacher displays comprehensive knowledge of students' skills and prior learning that are relevant to the learning goals and objectives.</p>	
<p>Implications for Instructional Planning and Assessment [HTSB STANDARD 3]</p>	<p>Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.</p>	<p>Teacher provides some implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</p>	<p>Teacher provides appropriate implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</p>	
<p>COMMENTS:</p>				

TEACHING PROCESS: LEARNING GOALS AND OBJECTIVES (TWS Standard # 2)

The teacher sets significant, challenging, varied, and appropriate learning goals and objectives.

University of Phoenix Program Standards (Domain and Sub-domain)

<p><i>Domain One: Planning and Preparation</i></p> <ul style="list-style-type: none"> • 1A: Knowledge of Content and Pedagogy • 1B: Instructional Planning and Resources • 1C: Instructional Design 	<p><i>Domain Three: Instruction</i></p> <p>1. • 3B: Student Engagement</p>
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Note: An overall rating of 2.5 is required on the entire Teacher Work Sample.

	1 Unsatisfactory	2 Basic	3 Proficient	Score
<p>Significance, Challenge, and Variety [HTSB STANDARD 7]</p>	Goals and objectives reflect only one type or level of learning.	Goals and objectives reflect several types or levels of learning.	Goals and objectives reflect several types or levels of learning and reflect high expectations for student understanding and application of knowledge.	
<p>Clarity [HTSB STANDARD 5]</p>	Goals and objectives are not stated clearly and are activities rather than learning outcomes.	Some of the goals and objectives are clearly stated as learning outcomes.	Most of the goals and objectives are clearly stated as learning outcomes.	
<p>Appropriateness for Students [HTSB STANDARD 1]</p>	Goals and objectives are not developmentally appropriate and do not reflect the needs of students.	Some goals and objectives are developmentally appropriate; many goals and objectives do not meet the needs of students.	Goals and objectives are developmentally appropriate and meet the needs of most students.	
<p>Alignment with National, State, or Local Standards [HTSB STANDARD 5]</p>	Goals and objectives are not aligned with national, state, or local standards.	Some goals and objectives are aligned with national, state, or local standards.	Most of the goals and objectives are explicitly aligned with national, state, or local standards.	
COMMENTS:				

TEACHING PROCESS: ASSESSMENT PLAN (TWS Standard # 3)

The teacher uses multiple assessment modes and approaches aligned with learning goals and objectives to assess student learning before, during, and after instruction.

University of Phoenix Program Standards (Domain and Sub-domain)

Domain One: Planning and Preparation • 1D: Assessment	Domain Three: Instruction 1. 3C: Diversity
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Note: An overall rating of 2.5 is required on the entire Teacher Work Sample.

	1 Unsatisfactory	2 Basic	3 Proficient	Score
Alignment with Learning Goals and Objectives and Instruction [HTSB STANDARD 8]	Content and methods of assessment lack congruence with learning goals and objectives or lack cognitive complexity.	Some of the learning goals and objectives are assessed through the assessment plan, but many are not congruent with learning goals and objectives in content and cognitive complexity.	Most of the learning goals and objectives are assessed through the assessment plan; assessments are congruent with the learning goals and objectives in content and cognitive complexity.	
Clarity of Criteria and Standards for Performance [HTSB STANDARD 8]	The assessments contain no clear criteria or standards for measuring student performance relative to the learning goals and objectives.	Assessment criteria and standards have been developed, but they are not clear or are not explicitly linked to the learning goals and objectives.	Assessment criteria and standards are clear and are explicitly linked to the learning goals and objectives.	
Multiple Modes and Approaches [HTSB STANDARD 8]	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills, and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	
Technical Soundness [HTSB STANDARD 8]	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have "face validity" for measuring the learning goals and objectives; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	Information regarding the validity of the assessments for measuring the learning goals and objectives is provided; scoring procedures are clearly explained and reliable; items and prompts are clearly written; directions and procedures are clear to students.	
Adaptations Based on the Individual Needs of Students [HTSB STANDARD 3]	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	
COMMENTS:				

TEACHING PROCESS: DESIGN FOR INSTRUCTION (TWS Standard # 4)

The teacher designs instruction for specific learning goals and objectives, student characteristics and needs, and the specific learning context.

Related University of Phoenix Program Standards (Domain and Sub-domain)

<p><i>Domain One: Planning and Preparation</i></p> <ol style="list-style-type: none"> 1. • 1A: Knowledge of Content and Pedagogy 2. • 1B: Instructional Planning and Resources 3. • 1C: Instructional Design 	<p><i>Domain Three: Instruction</i></p> <ol style="list-style-type: none"> 1. • 3B: Student Engagement
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Note: An overall rating of 2.5 is required on the entire Teacher Work Sample.

	1 Unsatisfactory	2 Basic	3 Proficient	Score
<p>Alignment with Learning Goals and Objectives [HTSB STANDARD 6]</p>	Few lessons are explicitly linked to learning goals and objectives. Few learning activities, assignments, and resources are aligned with learning goals and objectives. Not all learning goals and objectives are covered in the design.	Most lessons are explicitly linked to learning goals and objectives. Most learning activities, assignments, and resources are aligned with learning goals and objectives. Most learning goals and objectives are covered in the design.	All lessons are explicitly linked to learning goals and objectives. All learning activities, assignments, and resources are aligned with learning goals and objectives. All learning goals and objectives are covered in the design.	
<p>Accurate Representation of Content [HTSB STANDARD 5]</p>	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mainly accurate. Shows awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline. Where appropriate, teacher makes connections from the content to other parts of the content or to other content areas.	
<p>Lesson and Unit Structure [HTSB STANDARD 6]</p>	The unit and lesson have little recognizable structure.	The unit and lesson have structure. Most lessons, activities, and assignments are coherent parts of this structure and appear to be useful in moving the student towards achieving the learning goals and objectives.	The unit and lesson have a clearly defined structure. All lessons, activities, and assignments are coherent parts of this structure and appear to be useful in moving the student towards achieving the learning goals and objectives.	
<p>Use of a Variety of Instruction, Activities, Assignments, and Resources [HTSB STANDARD 7]</p>	There is little focus on variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource.	Some variety in instruction, activities, assignments, or resources.	Design includes variety across instruction, activities, assignments, and resources used.	

Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments, and Resources [HTSB STANDARD 3]	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	
Use of Technology [HTSB STANDARD 5]	Teacher does not use technology in instructional delivery and does not provide opportunities for students to use technology OR technology is inappropriately used.	Teacher uses technology appropriately in instructional delivery but does not integrate technology into student learning activities. Technology does not make a significant contribution to teaching and learning	Teacher integrates appropriate technology for teaching and learning.	
COMMENTS:				

TEACHING PROCESS: INSTRUCTIONAL DECISION-MAKING (TWS Standard #5)

The teacher uses on-going analysis of student learning to make instructional decisions.

Related University of Phoenix Program Standards (Domain and Sub-domain)

<i>Domain One: Planning and Preparation</i>	<i>Domain Three: Instruction</i>
<ul style="list-style-type: none"> • 1A: Knowledge of Content and Pedagogy • 1D: Assessment 	<ul style="list-style-type: none"> • 3B: Student Engagement • 3C: Diversity

Note: An overall rating of 2.5 is required on the entire Teacher Work Sample.

	1 Unsatisfactory	2 Basic	3 Proficient	Score
Sound Professional Practice [HTSB STANDARD 6]	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e. they are likely to lead to student learning).	
Adjustments Based on Analysis of Student Learning [HTSB STANDARD 3]	Teacher treats class as "one plan fits all" with no adjustments.	Some adjustments of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, and obvious opportunities are missed.	Appropriate adjustments of the instructional plan are made to address individual student needs. These adjustments are informed by the analysis of student learning/performance.	
Congruence Between Modifications and Learning Goals and Objectives [HTSB STANDARD 6]	Modifications in instruction lack congruence with learning goals and objectives.	Modifications in instruction are somewhat congruent with learning goals and objectives.	Modifications in instruction are congruent with learning goals and objectives.	
COMMENTS:				

TEACHING PROCESS: ANALYSIS OF LEARNING RESULTS (TSW Standard # 6)

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Related University of Phoenix Program Standards (Domain and Sub-domain)

<p><i>Domain One: Planning and Preparation</i></p> <ul style="list-style-type: none"> • 1B: Instructional Planning and Resources • 1C: Instructional Design • 1D: Assessment 	<p><i>Domain Three: Instruction</i></p> <ul style="list-style-type: none"> • 3A: Communication • 3B: Student Engagement 	<p><i>Domain Four: The Professional Educator</i></p> <ul style="list-style-type: none"> • 4B: Professionalism • 4C: Reflection
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Note: An overall rating of 2.5 is required on the entire Teacher Work Sample.

	1 Unsatisfactory	2 Basic	3 Proficient	Score
<p>Clarity and Accuracy of Presentation [HTSB STANDARD 4]</p>	<p>Presentation is not clear and accurate (does not accurately reflect the data).</p>	<p>Presentation is understandable and contains few errors.</p>	<p>Presentation is easy to understand and contains no errors of representation.</p>	
<p>Alignment with Learning Goals and Objectives [HTSB STANDARD 6]</p>	<p>Analysis of student learning lacks congruence with learning goals and objectives.</p>	<p>Analysis of student learning is partially aligned with learning goals and objectives, but fails to provide a comprehensive profile of student learning relative to the goals and objectives.</p>	<p>Analysis is aligned with learning goals and objectives and provides a comprehensive profile of student learning relative to the goals and objectives.</p>	
<p>Presentation of Aggregated and Disaggregated Data [HTSB STANDARD 8]</p>	<p>Presentation fails to include aggregated (whole group) and disaggregated (subgroup and individual student) data.</p>	<p>Presentation includes either aggregated (whole group) or disaggregated (subgroup and individual student) data.</p>	<p>Presentation includes both aggregated (whole group) and disaggregated (subgroup and individual student) data.</p>	
<p>Accuracy of Analysis of Data [HTSB STANDARD 8]</p>	<p>Analysis is technically inaccurate and conclusions are missing or unsupported by data.</p>	<p>Analysis is technically accurate but conclusions are missing or not fully supported by data.</p>	<p>Analysis is technically accurate and conclusions are appropriate for the data.</p>	
<p>Evidence of Impact on Student Learning [HTSB STANDARD 1]</p>	<p>Analysis of student learning fails to include evidence of impact on student learning.</p>	<p>Analysis of student learning includes evidence of the impact on student learning for the entire class but fails to include subgroup and individual student learning.</p>	<p>Analysis of student learning includes evidence of the impact on student learning for the entire class, subgroups, and at least two individual students.</p>	
COMMENTS:				

TEACHING PROCESS: REFLECTION AND SELF-EVALUATION (TWS Standard # 7)

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Related University of Phoenix Program Standards (Domain and Sub-domain)

Domain One: <i>Planning and Preparation</i> • 1D: Assessment	Domain Three: Instruction • 3B: Student Engagement	Domain Four: The Professional Educator • 4B: Professionalism • 4C: Reflection
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Note: An overall rating of 2.5 is required on the entire Teacher Work Sample.

	1 Unsatisfactory	2 Basic	3 Proficient	Score
Interpretation of Student Learning [HTSB STANDARD 1]	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Uses evidence to support conclusions drawn in "Analysis of Learning Results" section. Explores multiple hypotheses for why some students did not meet learning goals and objectives.	
Insights on Effective Instruction and Assessment [HTSB STANDARD 8]	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
Alignment Among Goals and Objectives, Instruction, and Assessment [HTSB STANDARD 6]	Discussion shows no alignment among goals and objectives, instruction, and assessment results.	Discussion displays some sense of alignment, but misunderstandings or conceptual gaps are present.	Logically connects learning goals and objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching [HTSB STANDARD 6]	Provides no ideas or inappropriate ideas for redesigning instruction.	Provides ideas for redesigning instruction but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning instruction and explains why these modifications would improve student learning.	
Implications for Professional Development [HTSB STANDARD 9]	Provides no professional learning goals or inappropriate learning goals.	Presents professional learning goals which are either vague or not strongly related to the insights and experiences described in this section.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes plans for meeting these goals.	
COMMENTS:				

SELF-ASSESSMENT OF DISPOSITIONS

ASSESSMENT 6

As Assessment #6, the *Self-Assessment of Dispositions* rubric, was aligned with only one HTSB Standard [HTSB Standard #9, *Demonstrates Professionalism*] and did not require disaggregation of comingled standards, the scoring guide for this assessment is not included in this report.

CLASSROOM MANAGEMENT PLAN RUBRIC

SCORING GUIDE 7A

Note: An overall rating of Proficient (3) is required on this artifact.

CRITERIA	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 ADVANCED	SCORE
Philosophy of classroom management [HTSB STANDARD 1]	No philosophy is evident.	A philosophy is evident but does not fully address classroom management.	The philosophy presented adequately relates to classroom management and is generally geared to meet the learning needs of students.	The philosophy presented is directly related to classroom management and is specifically geared to meet the learning needs of all students.	
Rules and consequences [HTSB STANDARD 2]	No rules and consequences are included.	Rules and/or consequences are included, but are not consistent with the philosophy of classroom management. Rules and/or consequences are included, but are not appropriate for the student population.	Most rules and consequences presented are consistent with the philosophy of classroom management. Rules and consequences presented are mostly appropriate for the student population.	Rules and consequences presented are consistent with the philosophy of classroom management. Rules and consequences presented are appropriate for the student population.	
Task analysis of procedure [HTSB STANDARD 6]	No task analysis is included.	Task analysis is limited and does not reflect a sequence of steps.	Task analysis is adequate and suggests the use of a sequence of steps.	Task analysis is thorough and explicitly uses a sequence of steps.	
Substitute teacher plan [HTSB STANDARD 4]	No substitute teacher plan is included.	The substitute teacher plan is brief and does not provide expectations and/or routines.	The substitute teacher plan provides basic expectations and routines.	The substitute teacher plan includes detailed expectations and routines.	
Implementation plan [HTSB STANDARD 6]	No implementation plan is included or what is provided does not constitute a plan.	A limited implementation plan is included. The plan does not provide a sequence/progression for implementing classroom management. The implementation plan is inconsistent with the philosophy of classroom management.	The plan provides an adequate sequence/progression for implementing classroom management. The implementation plan is generally consistent with the philosophy of classroom management.	The plan provides a logical, thorough sequence/progression for implementing classroom management. The implementation plan is consistent with the philosophy of classroom management.	
Letter to parents [HTSB STANDARD 10]	No letter is included.	The letter does not clearly present the management plan. The letter is poorly organized. The letter is hard to follow due to the use of jargon and numerous grammatical and/or	The letter addresses the management plan. The letter flows smoothly. The letter uses minimal jargon and has few grammatical and/or typing errors.	The letter addresses the management plan. The letter is engaging. The letter does not use jargon and has no or almost no grammatical and/or typing errors.	

CRITERIA	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 ADVANCED	SCORE
		typing errors.			
Strategy for Assessing Classroom Management Plan [HTSB STANDARD 8]	No strategy is included.	The assessment strategy does not adequately address all of the plan's elements.	An assessment strategy is included that addresses most of the plan's elements.	The assessment strategy includes multiple ways to assess the elements of the plan.	
Mechanics [HTSB STANDARD 4]	Spelling and grammar errors are excessive and interfere with understanding of the classroom management plan.	Spelling and grammar errors are numerous and somewhat interfere with understanding of the classroom management plan.	Spelling and grammar errors are minimal and do not interfere with understanding of the classroom management plan.	Spelling and grammar errors are not evident and do not interfere with understanding of the classroom management plan.	

ITEM #2: The unit shall report on what measures will be taken to be able to determine candidate mastery of the standards in the assessment rubrics

Description of Unit's Assessment System

The unit's assessment system and specific assessments for initial programs are aligned with the University of Phoenix College of Education Conceptual Framework and national SPA standards. Alignment to the Conceptual Framework is reflected in the incorporation of framework themes (e.g., Valuing Diversity, Engaging in Reflective Practice) into specific assessments. These assessments are also aligned to reflect HTSB professional standards by aligning individual assessment criteria with single HTSB standards. Candidates must meet program outcomes that are embedded in course content and assessments; expectations for field experience and clinical practice; and program progression and completion requirements. Faculty members and advising staff monitor candidate progress to ensure that candidates are meeting program outcomes that are aligned to programmatic and Hawaii state standards.

Key assessments in the Bachelor of Science in Elementary Education include the seven benchmark assessments identified in the B.S.Ed. self-study, in addition to other program requirements. Assessments, rubrics, and evaluation tools are standardized within the B.S.Ed. program; faculty members use the same assessment criterion and evaluation tools to assess candidates, thus ensuring fairness, accuracy, and consistency within the program. Faculty use standardized electronic rubrics housed within a portfolio system called Taskstream to capture evaluations of student performance in these benchmark assessments. All faculty members have access to candidate assessment data in TaskStream.

Information on candidate performance is collected on a regular basis as candidates progress through the program. These data are evaluated to determine student mastery of the criteria identified in these assessment rubrics. Faculty members and administrators regularly review Taskstream data to determine whether candidates are achieving both programmatic and state performance standards. Because Taskstream data can be disaggregated to examine student achievement on specific rubric criteria, both faculty and college administrators have a mechanism to evaluate a student's mastery of standards aligned with assessment rubrics. Through the regular review of Taskstream rubrics and frequent analysis of disaggregated data, both faculty and administration can determine whether candidates are mastering both program and state standards.