

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

**FRIDAY, FEBRUARY 22, 2013
HAWAI'I TEACHER STANDARDS BOARD ROOM**

MINUTES

PRESENT: Louise Cayetano
Wray Jose
Arlene Lee-Williams for Don Horner
Kerry Tom for Kathryn Matayoshi
Beth Pateman for Donald Young
Noe Noe Tom
Barry Wurst

Terry Holck
Jonathan Kissida
Justin Mew
Alvin Parker
Edward Patrick
Felicia Villalobos

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

OBSERVERS: Valentina Abordonado, Hawaii Pacific University

CALL TO ORDER:

Chairperson Holck called the meeting to order at 2:31 p.m.

APPROVAL OF MINUTES:

(Jose/Patrick) The minutes of the January 25, 2013 meeting were approved as written.

TOPIC: Executive Director's Report

DISCUSSION: Executive Director Lynn Hammonds sent her report to the Board with no additions to her report and made the following comments:

1. Commend Personnel Specialist Dwight Uetake for bringing the number of expired and delinquent teachers down to zero.
2. Recognize Carolyn Gyuran for her fantastic organization of the Mary Diez Workshop.

3. Acknowledge Carolyn Gyuran for her excellent planning of the National Board for Professional Teaching Standards ceremonies.

TOPIC: **Executive Session Minutes for January 25, 2013**
Chairperson Holck reported out approved in executive session.

TOPIC: **Budget, Personnel and Strategic Planning Committee**
DISCUSSION: Tom reported that the Committee discussed:

- NBI 12-08: Approval of HTSB Booklet – recommends approval
- NBI 12-23: Regarding HTSB Board Room – recommends approval
- Evaluation of Executive Director – continuing discussion
- Review of HTSB Staffing – continuing discussion

TOPIC: **Teacher Standards Committee**
DISCUSSION: Jose reported that the committee discussed:

- NBI 12-22: Regarding License Fields and Levels – table a section until next meeting for further discussion
- Update on Implementation of new Hawaii Teacher Performance Standards by Carolyn Gyuran
- NBI 11-06 Rev.: Interstate New Teacher Assessment Consortium Standards – recommends approval

TOPIC: **Joint Legislative and By-Laws Committee and Teacher Education Committee:**
DISCUSSION: Kissida/Pateman reported that the committees discussed:

- Revision of Hawaii Administrative Rules §8-54-18; proposed new section of HAR regarding approval of preparation programs – more discussion at next meeting

TOPIC: **Committee of the Whole**
DISCUSSION: Holck reported that the committee discussed:

- Presentation by Suzanne Marinell, Public Access Room Coordinator, Hawaii Legislative Reference Bureau
- Presentation on teacher dispositions by Dr. Mary Diez, Dean and Professor, Alverno College, Milwaukee, WI

TESTIMONY, PETITION FROM THE PUBLIC: None.

NEW BUSINESS APPROVED: (See Attachments)

1. **NBI 11-06 Rev.: Interstate New Teacher Assessment Consortium Standards**
(Jose on behalf of the Teacher Standards Committee)

2. **NBI 12-08: Approval of HTSB Booklet**
(Tom on behalf of the Budget, Personnel and Strategic Planning Committee)
3. **NBI 12-21: Ratification of Hawaii Provisional Licenses, Standard Licenses, Advanced Licenses, Added Fields to Existing Licenses, Renewed Licenses, and Career and Technical Education Special Permits**
(Holck reported out approved in executive session)
4. **NBI 12-22: Regarding License Fields and Levels**
(Jose on behalf of the Teacher Standards Committee)
5. **NBI 12-23: Regarding the HTSB Board Room**
(Holck on behalf of the Committee of the Whole)
6. **NBI 12-24: Case 12-01**
(Holck on behalf of the Committee of the Whole)

MOTIONS:

1. (Cayetano/Mew) Motion to amend the agenda to add announcements before the approval of the minutes. Announcements were: 1) Received a thank you card from J.Gillentine, NBPTS candidate and previous HTSB Board Chairperson, and 2) Confirmation hearing for F.Villalobos, J.Mew and L.Cayetano at the Capitol.
2. (Cayetano/Wurst) Motion to move into executive session to review license Ratification list for approval and consultation with Attorney General on legal and procedural matters.
3. (Cayetano/Jose) Motion to rise out of executive session.

ADJOURNMENT:

Chairperson Holck adjourned the meeting at 3:45 p.m.

RECORDER: _____
Jill Agena

DATE: February 22, 2013

TITLE: Interstate New Teacher Assessment Consortium Standards

The Hawaii Teacher Standards Board approves adoption of the Interstate New Teacher Assessment Consortium (InTASC) Model Core Teaching Standards, developed April 2011, for Hawai'i's Teacher Performance Standards with the following adaptation to element 2(d):

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms, including Native Hawaiian history and culture.

Hawaii State Approved Teacher Education Programs shall incorporate these Teacher Performance Standards into their programs no later than July 1, ~~2013~~ 2014.

The new standards will be replace the existing Teacher Performance Standards in the license renewal process by July 1, ~~2013~~ 2014.

Rationale: Guidance from the Council of Chief State School Officers will not be available in time for a July, 1, 2013 implementation of the standards.

Submitted by: Terry Lynn Holck

Referred to: Teacher Standards Committe

InTASC Model Core Teaching Standards
April 2011

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PERFORMANCES

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PERFORMANCES

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms, including Native Hawaiian history and culture.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

PERFORMANCES

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PERFORMANCES

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

ESSENTIAL KNOWLEDGE

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

CRITICAL DISPOSITIONS

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4 (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

PERFORMANCES

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PERFORMANCES

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ESSENTIAL KNOWLEDGE

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

CRITICAL DISPOSITIONS

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PERFORMANCES

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PERFORMANCES

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

PERFORMANCES

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

CRITICAL DISPOSITIONS

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PERFORMANCES

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ESSENTIAL KNOWLEDGE

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

CRITICAL DISPOSITIONS

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

New Business Item 12-08

Withdrawn 10/19/12

Approved 2/22/13

TITLE: Approval of HTSB Customer HandbookBooklet

The Hawaii Teacher Standards approves the attached ~~Customer Handbook~~booklet as amended for printing and distribution, to Hawaii Department of Education and Charter School teachers licensees and the public upon request and for posting electronically on the HTSB website.

Submitted by: Terry Lynn Holck

Referred to: Budget, Personnel and Strategic Planning Committee

New Business Item 12-21

Introduced 2/22/13

Approved 2/22/13

**TITLE: Ratification of Hawaii Provisional Licenses, 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 of the Whole

FEBRUARY 2013 LICENSE LIST					
ADVANCED LICENSES					
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
AL	Farley	Cynthia	School Counselor K - 12 Special Education K - 12	1/1/2013	6/30/2023
STANDARDS LICENSES					
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
SL	Abragar	Erinn	English 7 - 12	2/1/2013	6/30/2018
SL	Adamski	Michelle	SPED - Mild/Moderate PK - 3	2/1/2013	6/30/2018
SL	Aiello	Carla	Special Education K - 12	1/1/2013	6/30/2018
SL	Arashiro	Cody	Social Studies 7 - 12	1/1/2013	6/30/2018
SL	Arvidson	Adam	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Au	Nicolas	Music 7 - 12	1/1/2013	6/30/2018
SL	Babas	Bonita	SPED - Mild/Moderate 7 - 12	1/1/2013	6/30/2018
SL	Barretto	Robert	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Belmont	Rebecca	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Benish	Dawn	Social Studies 5 - 9 Social Studies 7 - 12	2/1/2013	6/30/2018
SL	Bhargava	Nandita	English 7 - 12	1/1/2013	6/30/2018
SL	Bohn	Liza	Elementary Education K - 6 English 5 - 9 Mathematics 5 - 9 Science 5 - 9 Social Studies 5 - 9	1/1/2013	6/30/2018
SL	Bordaje	Jacquilyn	SPED - Severe/Profound 7 - 12	2/1/2013	6/30/2018
SL	Cain	Courtney	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Cannon	Megan	Special Education K - 12	2/1/2013	6/30/2018
SL	Chan	Tania	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Cheng	Alina	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Cho	Nicholas	Social Studies 7 - 12	1/1/2013	6/30/2018
SL	Choy	Paulene	Science 7 - 12	1/1/2013	6/30/2018
SL	Clinger	Amy	English 7 - 12	1/1/2013	6/30/2018
SL	Davis	Brandy	English 7 - 12	1/1/2013	6/30/2018
SL	Davis	Jeffrey	English 5 - 9 English 7 - 12	1/1/2013	6/30/2018
SL	DeLaughter	Karen	SPED - Mild/Moderate 7 - 12	1/1/2013	6/30/2018
SL	Delce	Desmond	Social Studies 7 - 12	1/1/2013	6/30/2018
SL	Dias	Chanel	SPED - Mild/Moderate K - 6	1/1/2013	6/30/2018
SL	Doles	Mary Ann	Mathematics 7 - 12	1/1/2013	6/30/2018
SL	Dong	Pei-Xian	Chinese K - 12 Mathematics 5 - 9 Mathematics 7 - 12 School Counselor K - 12	2/1/2013	6/30/2018

SL	Dotario	Jeanine	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Dunham	Aaron	Music K - 12	2/1/2013	6/30/2018
SL	Durocher	Anita	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Eng	Catherine	Early Childhood Education PK - 3 Elementary Education K - 6	1/1/2013	6/30/2018
SL	England	Joe	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Ewan	Darlene	SPED - Deaf/Hard of Hearing K - 12	1/1/2013	6/30/2018
SL	Fairbourn	Brett	Spanish 7 - 12	1/1/2013	6/30/2018
SL	Fance	Robin	Elementary Education K - 6 English 5 - 9 Mathematics 5 - 9 Science 5 - 9 Social Studies 5 - 9 Special Education K - 12 Special Education PK - 3 Teaching English to Speakers of Other Languages K - 12	2/1/2013	6/30/2018
SL	Fisher	Heather	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Galiza	Jester	Mathematics 7 - 12	1/1/2013	6/30/2018
SL	Garcia	Jiezyl Mae	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Garlin	Deniese	Special Education K - 12	1/1/2013	6/30/2018
SL	Gesteuyala	Kelen	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Greathouse	Nicole	Mathematics 5 - 9 Science 5 - 9	1/1/2013	6/30/2018
SL	Gumapac	Jaena	English 7 - 12	2/1/2013	6/30/2018
SL	Haigler	Jenny	SPED - Mild/Moderate K - 6	1/1/2013	6/30/2018
SL	Hajiro	Sherene	SPED - Mild/Moderate K - 6	1/1/2013	6/30/2018
SL	Hakoda	Noel	Science 7 - 12	1/1/2013	6/30/2018
SL	Hanson	Sarah	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Harrell	Whitney	Early Childhood Education PK - 3 Special Education K - 12	1/1/2013	6/30/2018
SL	Harris	Jenna	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Hayler	Angela	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Hepting	Natalie	SPED - Mild/Moderate PK - 3	1/1/2013	6/30/2018
SL	Hilton	Kristi	Special Education K - 12 Special Education PK - 3	2/1/2013	6/30/2018
SL	Hix	Nathaniel	CTE-Business 7-12 Mathematics 5 - 9 Mathematics 7 - 12	2/1/2013	6/30/2018
SL	Holbert	Michelle	SPED - Mild/Moderate K - 6	1/1/2013	6/30/2018
SL	Horton	Moses	Mathematics 7 - 12	1/1/2013	6/30/2018
SL	Istok	Jennifer	Elementary Education K - 6 SPED - Deaf/Hard of Hearing K - 12 SPED - Deaf/Hard of Hearing PK - 3	1/1/2013	6/30/2018
SL	Iwanaga	Mikiko	SPED - Severe/Profound K - 6	1/1/2013	6/30/2018
SL	James	Alice	Social Studies 7 - 12	1/1/2013	6/30/2018
SL	Joy	QurratulAyn	SPED - Mild/Moderate K - 6	1/1/2013	6/30/2018
SL	Kama	Puanani	Elementary Education K - 6 Hawaiian Language Immersion K - 6	1/1/2013	6/30/2018
SL	Kaulukukui Culbertson	Kainoa	Mathematics 7 - 12 Science 7 - 12	1/1/2013	6/30/2018
SL	Kawaa	Tilana	Elementary Education K - 6 Hawaiian	1/1/2013	6/30/2018

			Language Immersion K - 12		
SL	Kekua	Lorna	Elementary Education K - 6 Hawaiian Language Immersion K - 12	1/1/2013	6/30/2018
SL	Kiddy	Michael	Teaching English to Speakers of Other Languages 5 - 9 Teaching English to Speakers of Other Languages 7 - 12	1/1/2013	6/30/2018
SL	Locke	Jessica	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Malarkey	Genevieve	French 7 - 12	1/1/2013	6/30/2018
SL	Mallonee	Jason	Early Childhood Education PK - 3 Elementary Education K - 6 Teaching English to Speakers of Other Languages K - 6 Teaching English to Speakers of Other Languages PK - 3	1/1/2013	6/30/2018
SL	Martin	Jeffrey	Science 7 - 12	1/1/2013	6/30/2018
SL	Martinez	Melissa	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Masuno	Jared	English 7 - 12	1/1/2013	6/30/2018
SL	Masuno	Micah	Music K - 12	1/1/2013	6/30/2018
SL	McKay	KyMBERli	English 7 - 12	2/1/2013	6/30/2018
SL	Mejia	Abbie	Science 7 - 12	2/1/2013	6/30/2018
SL	Mendez	Alysha	English 7 - 12	1/1/2013	6/30/2018
SL	Mendoza	Marisa	English 7 - 12	1/1/2013	6/30/2018
SL	Meyers	Kelly	Music K - 12	1/1/2013	6/30/2018
SL	Miyashiro	Annalise	English 7 - 12	1/1/2013	6/30/2018
SL	Miyashiro	Nicole	SPED - Severe/Profound 7 - 12	1/1/2013	6/30/2018
SL	Molard	Sarah	Early Childhood Education PK - 3	1/1/2013	6/30/2018
SL	Moore	Shannon	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Morgan	Patricia	Elementary Education K - 6 Mathematics 5 - 9	1/1/2013	6/30/2018
SL	Mori	Shirley	Social Studies 7 - 12	1/1/2013	6/30/2018
SL	Murakami	Brent	Health K - 12 Physical Education K - 12	2/1/2013	6/30/2018
SL	Nagamine	Ashlee	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Nakagawa	Justine	Mathematics 7 - 12	1/1/2013	6/30/2018
SL	Nakama	Marcus	Social Studies 7 - 12	1/1/2013	6/30/2018
SL	Nakamura	Jessica	SPED - Mild/Moderate K - 6	1/1/2013	6/30/2018
SL	Nakata-Nagao	Tasha	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Naope	Robin	Elementary Education K - 6 SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Narikawa	Logan	English 7 - 12	1/1/2013	6/30/2018
SL	Naukana-Christensen	Mari	Physical Education 7 - 12	1/1/2013	6/30/2018
SL	Ogawa	Marcene	Science 7 - 12	2/1/2013	6/30/2018
SL	Okamoto	Shanon	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Omori	Heather	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Onibokun	Krystle	Mathematics 7 - 12	1/1/2013	6/30/2018

SL	Oros	Luis	Mathematics 7 - 12	1/1/2013	6/30/2018
SL	Parisky	Alex	Science 5 - 9	1/1/2013	6/30/2018
SL	Petersen	Catherine	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Peterson	Janna	SPED - Severe/Profound K - 12	2/1/2013	6/30/2018
SL	Pineda	Marie Vivienne Joyce	English 7 - 12	1/1/2013	6/30/2018
SL	Pujia	John	Physical Education K - 12	1/1/2013	6/30/2018
SL	Ramos	Brayden	SPED - Mild/Moderate 7 - 12	1/1/2013	6/30/2018
SL	Ramsel	Janelle	Mathematics 7 - 12	1/1/2013	6/30/2018
SL	Reed	Jessica	Science 7 - 12	1/1/2013	6/30/2018
SL	Rego	Andrew	SPED - Severe/Profound K - 6	1/1/2013	6/30/2018
SL	Roberts	Jenae	Social Studies 7 - 12 Teaching English to Speakers of Other Languages 7 - 12	1/1/2013	6/30/2018
SL	Roberts	Lacee	Elementary Education K - 6 SPED - Mild/Moderate K - 12	2/1/2013	6/30/2018
SL	Romeril	Cade	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Sakai	Summer	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Sanchez	Daniel	SPED - Mild/Moderate 7 - 12	1/1/2013	6/30/2018
SL	Saville	Dana	Science 7 - 12	1/1/2013	6/30/2018
SL	Schrader	Jennifer	Science 7 - 12	1/1/2013	6/30/2018
SL	Schroth	Mary	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Sebastian	Joana Marie	Mathematics 7 - 12	1/1/2013	6/30/2018
SL	Shearer	Damian	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Shimabuku	Naomi	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Shinozuka	Mandy	SPED - Mild/Moderate K - 6	1/1/2013	6/30/2018
SL	Slatinsky	Angela	SPED - Severe/Profound 7 - 12	1/1/2013	6/30/2018
SL	Smith	Cara	Mathematics 7 - 12	2/1/2013	6/30/2018
SL	Smith	Christine	Art 7 - 12 Elementary Education K - 6	1/1/2013	6/30/2018
SL	Smith	Meredith	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Steeves	Amy Georgie	Mathematics 5 - 9 Science 5 - 9	2/1/2013	6/30/2018
SL	Stevens	Heidi	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Thomas	Brinham	Science 7 - 12 Special Education K - 12 Special Education PK - 3	1/1/2013	6/30/2018
SL	Thomas	Kendra	Elementary Education K - 6	2/1/2013	6/30/2018
SL	To	Rebecca	English 7 - 12	2/1/2013	6/30/2018
SL	Togashi	Kaleb	Mathematics 7 - 12	1/1/2013	6/30/2018
SL	Ullmann	Julia	French K - 12	1/1/2013	6/30/2018
SL	Uson	Jed	Mathematics 7 - 12	2/1/2013	6/30/2018
SL	van der Lee	Maris	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Van Lehn	Eva	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Vatovec	Sharon	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Veilleux	Trever	Mathematics 7 - 12	1/1/2013	6/30/2018
SL	Virtudazo	Kim	English 7 - 12	1/1/2013	6/30/2018
SL	Watasaki	Marc	Social Studies 7 - 12	1/1/2013	6/30/2018

SL	Wilson	Roxanne	Elementary Education K - 6 SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Withrow	Jennifer	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Wold	Michael	Elementary Education K - 6	1/1/2013	6/30/2018
SL	York	Sarah	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Yoshida	Cheryl	Mathematics 7 - 12	1/1/2013	6/30/2018
SL	Young	Michael	German 7 - 12 Music 7 - 12	1/1/2013	6/30/2018
			ADD A FIELDS		
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
SL	Bovine	Brian	Special Education K-6	1/1/2013	6/30/2016
SL	Franklin	Lilian	Special Education PK - 3	1/1/2013	6/30/2018
SL	Frey	Erin	Early Childhood Education PK - 3, English 5 - 9, Special Education K - 12	1/1/2013	6/30/2016
SL	Gillis	Sarah	Mathematics 5 - 9	1/1/2013	6/30/2018
SL	Goetz	Kristina	SPED - Mild/Moderate 7 - 12	1/1/2013	6/30/2018
SL	Primacio	Shaun	Science 5 - 9	1/1/2013	6/30/2016
			CORRECTIONS		
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
SL	Salomon	Shannon	Mathematics 5 - 9	8/18/2008	6/30/2018
SL	Fernandez	Geri	SPED Mild/Moderate K-12	2/1/2011	6/30/2016

FEBRUARY 2013 LICENSE RENEWALS					
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
PL	Appleby	Maxine	Science 7 - 12 Social Studies 7 - 12	2/1/2013	1/31/2014
SL	Akaou	Grace	Spanish 7 - 12	1/1/2013	6/30/2018
SL	Albino	Louella	Hawaiian Language 7 - 12 Hawaiian Language Immersion K - 12 Hawaiian Studies 7 - 12	2/1/2013	6/30/2018
SL	Allen-Alioto	Helen	Social Studies 7 - 12	1/1/2013	6/30/2018
SL	Anderson	Jamie	English 7 - 12	2/1/2013	6/30/2018
SL	Arakawa	Nanett	Elementary Education K - 6 SPED - Mild/Moderate K - 12	2/1/2013	6/30/2018
SL	Bagoyo	Tara	Elementary Education K - 6 School Librarian K - 12	2/1/2013	6/30/2018
SL	Baldwin	David	Elementary Education K - 6 SPED - Mild/Moderate K - 12	2/1/2013	6/30/2018
SL	Barretto	Peggy	SPED - Mild/Moderate K - 12	2/1/2013	6/30/2018
SL	Beaman	William	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018

SL	Bierman	April	Elementary Education K - 6 Special Education K - 6	1/1/2013	6/30/2018
SL	Bradley	Mila	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Bright	Jade	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Brown	Jeremiah	Social Studies 7 - 12	2/1/2013	6/30/2018
SL	Carvalho	Darice	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Chang	Shely	School Counselor K - 12	2/1/2013	6/30/2018
SL	Chapin	Melany	Science 5 - 9 Science 7 - 12	2/1/2013	6/30/2018
SL	Charos	Jimmy	Physical Education K - 12	2/1/2013	6/30/2018
SL	Clause	Elizabeth	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Correia	Leah	Elementary Education K - 6	2/1/2013	6/30/2018
SL	David	Kahealani	Science 7 - 12	2/1/2013	6/30/2018
SL	De Gracia	Julie Ann	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Dean	Augustina	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Deguchi	Karla	CTE-Public and Human Services 7-12	2/1/2013	6/30/2018
SL	Dehning	Margaret	Elementary Education K - 6 Science 5 - 9	2/1/2013	6/30/2018
SL	DuFault	Renee	Science 7 - 12 Special Education K - 6	2/1/2013	6/30/2018
SL	Ellison	Gary	Special Education K - 12	2/1/2013	6/30/2018
SL	Fiorello	Amy	Elementary Education K - 6 Special Education K - 12	2/1/2013	6/30/2018
SL	Forster	Lorinda	Science 7 - 12	1/1/2013	6/30/2018
SL	Freas	Melissa	Early Childhood Education PK - 3 Special Education PK - 3	2/1/2013	6/30/2018
SL	Freitas	Jennifer	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Freitas	Yvonne	SPED - Mild/Moderate K - 12	2/1/2013	6/30/2018
SL	Goff	Carolyn	English 7 - 12 SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Grissim	Jean	Health K - 12 Physical Education K - 12 School Counselor K - 12	2/2/2013	6/30/2018
SL	Hathaway	Steven	Elementary Education K - 6	2/7/2013	6/30/2018
SL	Henderson	Holland	English 7 - 12	2/1/2013	6/30/2018
SL	Hinton	Vickie	Elementary Education K - 6 Special Education K - 12	2/1/2013	6/30/2018
SL	Hokama	Mari	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Ibara	Carly	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Im	Yon	Early Childhood Education PK - 3 Special Education K - 12 Special Education PK - 3	2/1/2013	6/30/2018
SL	Inouye	Ross	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Iverson	Amy	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Jones	Dennis	SPED - Mild/Moderate K - 12	2/1/2013	6/30/2018
SL	Kahoohanohano	Michelle	Hawaiian Language 7 - 12	2/1/2013	6/30/2018
SL	Kakutani	Terri	Elementary Education K - 6 Reading K - 6 SPED - Mild/Moderate K - 12	2/1/2013	6/30/2018

SL	Kawa`a	Yahna	SPED - Mild/Moderate K - 6	2/1/2013	6/30/2018
SL	Keenan	Kathleen	Science 7 - 12	2/1/2013	6/30/2018
SL	Keliinoi	Tiari	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Kell	Nancy	Science 7 - 12	2/1/2013	6/30/2018
SL	Kitaguchi	Kazuyo	Japanese 7 - 12	1/1/2013	6/30/2018
SL	Komine	Mona	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Kunishige	Nohelani	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Kuwahara	Jennifer	Science 7 - 12	2/1/2013	6/30/2018
SL	Lehano	Kapuakuliaepilima eole	Elementary Education K - 6 SPED - Mild/Moderate K - 12 SPED - Mild/Moderate PK - 3	1/1/2013	6/30/2018
SL	Lieu	Phillip	Mathematics 7 - 12	2/1/2013	6/30/2018
SL	Liwai	Anita	Art 7 - 12	2/1/2013	6/30/2018
SL	Lizada	Paraluman	Elementary Education K - 6 SPED - Mild/Moderate K - 12	2/1/2013	6/30/2018
SL	Low	Shelby	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Martinez	Sarah	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Matsumoto	Jo-Ann	Elementary Education K - 6 SPED - Mild/Moderate K - 12	2/1/2013	6/30/2018
SL	Mikasa	Jamie	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Miller	Natalia	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Mitchell	Linda	English 7 - 12	2/1/2013	6/30/2018
SL	Morikone	Kyle	English 7 - 12	1/1/2013	6/30/2018
SL	Murasaki	Wade	Social Studies 7 - 12	2/1/2013	6/30/2018
SL	Nakamura	Sheryl	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Nakashima	Tricia	Science 7 - 12	2/1/2013	6/30/2018
SL	Nelson	Lori	Special Education K - 12	2/1/2013	6/30/2018
SL	Nishimura	Jeni	English 7 - 12	1/1/2013	6/30/2018
SL	Nomura	Laura	English 7 - 12	2/1/2013	6/30/2018
SL	O`Neal	Katherine	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Oberg	Scott	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Okamoto	Neal	Social Studies 7 - 12	1/1/2013	6/30/2018
SL	Orikasa	Tyler	CTE-Industrial and Engineering Technology 7-12 Mathematics 7 - 12	2/1/2013	6/30/2018
SL	Oshiro	Laura	Elementary Education K - 6 Physical Education 7 - 12	2/1/2013	6/30/2018
SL	Pakele	Dean Lance	Hawaiian Language 7 - 12 Hawaiian Language Immersion K - 12 Hawaiian Studies 7 - 12	2/1/2013	6/30/2018
SL	Paranada	Denise	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Pari	Kalvi	Spanish 7 - 12	2/1/2013	6/30/2018
SL	Paulino	Heather	English 7 - 12 Spanish 7 - 12	2/1/2013	6/30/2018
SL	Peebles	Melina	Mathematics 5 - 9 Science 5 - 9	2/1/2013	6/30/2018
SL	Petroski	Catyha	Early Childhood Education PK - 3 Elementary Education K - 6	1/1/2013	6/30/2018

SL	Pinsonneault	April	English 7 - 12 SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Pule-Viernes	Lee Ann	SPED - Mild/Moderate K - 12	2/1/2013	6/30/2018
SL	Purugganan	Raynette	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Rockwell	Brandon	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Romias	Toni Joy	Elementary Education K - 6 SPED - Mild/Moderate K - 12	2/1/2013	6/30/2018
SL	Sabado	Kindra	English 7 - 12	2/1/2013	6/30/2018
SL	Saito	Ken	Mathematics 5 - 9 SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Sao	Linda	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Schultz	Jeff	CTE-Industrial and Engineering Technology 7-12	2/1/2013	6/30/2018
SL	Sigetic	Shane	Early Childhood Education PK - 3	2/1/2013	6/30/2018
SL	Stinefelt	William	Science 7 - 12	2/1/2013	6/30/2018
SL	Tafari	Michele	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Takamoto	Neal	Japanese 7 - 12	1/1/2013	6/30/2018
SL	Tengan	Rachel	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Thibault	Laura	Special Education K - 12	2/1/2013	6/30/2018
SL	Thomas	Katherine	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Todd	Siobhan	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Turletes	Anne	Elementary Education K - 6 Special Education K - 6	2/1/2013	6/30/2018
SL	Underwood	Brandi	Elementary Education K - 6 Special Education K - 6	2/1/2013	6/30/2018
SL	Valencia	Judy	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Valente	Alaina-Marie	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Wada-Goode	Jennifer Noel	Art K - 12	1/1/2013	6/30/2018
SL	Wagatsuma	Caryn Alyn	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Wee	Kristin	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Welch	Kate	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Wheelock	Alfredo	Mathematics 7 - 12	1/1/2013	6/30/2018
SL	White Gomes	Liahona	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Wood	Mary	Elementary Education K - 6	2/1/2013	6/30/2018
SL	Yamagata	Justin	Science 7 - 12	2/1/2013	6/30/2018

TITLE: Regarding License Fields and Levels

The Hawaii Teacher Standards Board approves changes to the following Hawaii license fields and levels:

Change of Early Childhood, Middle Level and Secondary License Levels:

- All current and future middle level license levels will be changed from 5-9 to 6-8;
- All current and future secondary license levels will be changed from 7-12 to 6-12.
- Add the Early Childhood Education level of PK-K.

Addition of the following P-12 Levels to Existing License Fields:

- Hawaiian Language Immersion P-12
- Special Education P-12
- SPED – Deaf/Hard of Hearing P - 12
- SPED - Mild/Moderate P – 12
- SPED - Orientation and Mobility P-12
- SPED - Orthopedically Handicapped P-12
- SPED - Severe/Profound P - 12
- Teaching English to Speakers of Other Languages P-12

Addition of the following science fields:

- Biology 6-12
- Chemistry 6-12
- Earth and Space Science 6-12
- Environmental Science 6-12
- Marine Science 6-12
- Physics 6-12

Addition of the following social studies fields:

- Economics 6-12
- Geography 6-12
- Government/Political Science 6-12
- History 6-12
- Psychology 6-12
- Sociology 6-12

~~Addition of the following fields which will be limited as an added field, except in the case of an individual completing a State Approved Teacher Education Program in the field:~~

- ~~Braille K-6, 6-12, K-12 and P-12, 5-9~~

- ~~Dyslexia K-6, 6-12, K-12 and P-12, 5-9~~
- ~~Dyslexia Specialist K-6, 6-12, K-12, P-12, 5-9~~
- ~~Gifted Education K-6, 6-12, K-12 and P-12, 5-9~~
- ~~Literacy Specialist K-6, 6-12, K-12 and P-12, 5-9~~
- ~~Online teaching K-6, 6-12, K-12 and P-12, 5-9~~
- ~~Sign Language K-6, 6-12, K-12 and P-12, 5-9~~
- ~~Teacher Leader K-6, 6-12, K-12 and P-12, 5-9~~

Upon adoption, the Executive Director will work with Hawaii Information Consortium to transition license records in the online licensing system and add the new license field and level options to the online system. Until the transition can be made in the online system licenses will continue to reflect current fields and levels in the system.

Submitted by: Terry Lynn Holck

Referred to: Teacher Standards Committee

License Fields and Levels Information

As part of the Strategic Plan, the HTSB will review its license fields and levels in 2012-2013. Currently, the license fields and levels are:

Current Licensing Fields and Levels as of 12/2012
Afrikaans 5 - 9
Afrikaans 7 - 12
Afrikaans K – 12
Afrikaans K - 6
Akan-Twi 5 - 9
Akan-Twi 7 - 12
Akan-Twi K – 12
Akan-Twi K - 6
Albanian 5 - 9
Albanian 7 - 12
Albanian K – 12
Albanian K - 6
Amharic 5 - 9
Amharic 7 - 12
Amharic K – 12
Amharic K - 6
Arabic (Modern Standard Arabic) 5 - 9
Arabic (Modern Standard Arabic) 7 - 12
Arabic (Modern Standard Arabic) K – 12
Arabic (Modern Standard Arabic) K - 6
Art 7 - 12
Art K - 12
Art K - 6
Azerbaijani 5 - 9
Azerbaijani 7 - 12
Azerbaijani K – 12
Azerbaijani K - 6
Baluchi 5 - 9
Baluchi 7 - 12
Baluchi K – 12
Baluchi K - 6
Bengali 5 - 9
Bengali 7 - 12
Bengali K – 12
Bengali K - 6
Bulgarian 5 - 9

Bulgarian 7 - 12
Bulgarian K – 12
Bulgarian K - 6
Burmese 5 - 9
Burmese 7 - 12
Burmese K – 12
Burmese K - 6
Cambodian 5 - 9
Cambodian 7 - 12
Cambodian K – 12
Cambodian K - 6
Cantonese 5 - 9
Cantonese 7 - 12
Cantonese K – 12
Cantonese K - 6
Cebuano 5 - 9
Cebuano 7 - 12
Cebuano K – 12
Cebuano K - 6
Chavacano 5 - 9
Chavacano 7 - 12
Chavacano K – 12
Chavacano K - 6
Chinese 5 - 9
Chinese 7 - 12
Chinese K - 12
Chinese K - 6
CTE- Arts and Communication 7 - 12
CTE- Arts and Communication Vocational 7 - 12
CTE- Business 7 - 12
CTE- Business Vocational 7 - 12
CTE- Industrial and Engineering Technology 7 - 12
CTE- Industrial and Engineering Technology Vocational 7 - 12
CTE- Natural Resources 7 - 12
CTE- Natural Resources Vocational 7 - 12
CTE- Public and Human Services 7 - 12
CTE- Public and Human Services Vocational 7 - 12
Czech 5 - 9
Czech 7 - 12
Czech K – 12
Czech K - 6
Dari 5 - 9

Dari 7 - 12
Dari K – 12
Dari K - 6
Drama/Theatre Arts 7 - 12
Dutch 5 - 9
Dutch 7 - 12
Dutch K – 12
Dutch K - 6
Early Childhood Education PK - 3
Elementary Education K - 6
English 5 - 9
English 7 - 12
Filipino 5 - 9
Filipino 7 - 12
Filipino K - 12
Filipino K - 6
French 5 - 9
French 7 - 12
French K - 12
French K - 6
German 5 - 9
German 7 - 12
German K - 12
German K - 6
Guidance 7 - 12
Gujarati 5 - 9
Gujarati 7 - 12
Gujarati K – 12
Gujarati K - 6
Haitian Creole 5 - 9
Haitian Creole 7 - 12
Haitian Creole K – 12
Haitian Creole K - 6
Hausa 5 - 9
Hausa 7 - 12
Hausa K – 12
Hausa K - 6
Hawaiian Language 7 - 12
Hawaiian Language Immersion 7 - 12
Hawaiian Language Immersion K - 12
Hawaiian Language Immersion K - 6
Hawaiian Language Immersion PK - 3
Hawaiian Studies 7 - 12

Health 7 - 12
Health K - 12
Health K - 6
Hebrew 5 - 9
Hebrew 7 - 12
Hebrew K – 12
Hebrew K - 6
Hindi 5 - 9
Hindi 7 - 12
Hindi K – 12
Hindi K - 6
Hmong/Mong 5 - 9
Hmong/Mong 7 - 12
Hmong/Mong K – 12
Hmong/Mong K - 6
Hungarian 5 - 9
Hungarian 7 - 12
Hungarian K – 12
Hungarian K - 6
Igbo 5 - 9
Igbo 7 - 12
Igbo K – 12
Igbo K - 6
Ilocano 5 - 9
Ilocano 7 - 12
Ilocano K - 12
Ilocano K - 6
Indonesian 5 - 9
Indonesian 7 - 12
Indonesian K – 12
Indonesian K - 6
Italian 5 - 9
Italian 7 - 12
Italian K – 12
Italian K - 6
Japanese 5 - 9
Japanese 7 - 12
Japanese K - 12
Japanese K - 6
Korean 5 - 9
Korean 7 - 12
Korean K - 12
Korean K - 6

Kurdish-Kurmanji 5 - 9
Kurdish-Kurmanji 7 - 12
Kurdish-Kurmanji K – 12
Kurdish-Kurmanji K - 6
Lao 5 - 9
Lao 7 - 12
Lao K – 12
Lao K - 6
Latin 5 - 9
Latin 7 - 12
Latin K - 12
Latin K - 6
Malay 5 - 9
Malay 7 - 12
Malay K – 12
Malay K - 6
Mandarin 5 - 9
Mandarin 7 - 12
Mandarin K – 12
Mandarin K - 6
Mathematics 5 - 9
Mathematics 7 - 12
Music 7 - 12
Music K - 12
Music K - 6
Nepali 5 - 9
Nepali 7 - 12
Nepali K – 12
Nepali K - 6
Norwegian 5 - 9
Norwegian 7 - 12
Norwegian K – 12
Norwegian K - 6
Persian Farsi 5 - 9
Persian Farsi 7 - 12
Persian Farsi K – 12
Persian Farsi K - 6
Physical Education 7 - 12
Physical Education K - 12
Physical Education K - 6
Polish 5 - 9
Polish 7 - 12
Polish K – 12

Polish K - 6
Portuguese 5 - 9
Portuguese 7 - 12
Portuguese K – 12
Portuguese K - 6
Punjabi 5 - 9
Punjabi 7 - 12
Punjabi K – 12
Punjabi K - 6
Reading 7 - 12
Reading K - 12
Reading K - 6
Reading Specialist (Add to existing license by “Option A” ONLY) K - 12
Romanian 5 - 9
Romanian 7 - 12
Romanian K – 12
Romanian K - 6
Russian 5 - 9
Russian 7 - 12
Russian K - 12
Russian K - 6
School Counselor 5 - 9
School Counselor 7 - 12
School Counselor K - 12
School Counselor K - 6
School Librarian (Add to existing license by “Option A” ONLY) K - 12
Science 5 - 9
Science 7 - 12
Serbian-Croatian 5 - 9
Serbian-Croatian 7 - 12
Serbian-Croatian K – 12
Serbian-Croatian K - 6
Sindhi 5 - 9
Sindhi 7 - 12
Sindhi K – 12
Sindhi K - 6
Sinhalese 5 - 9
Sinhalese 7 - 12
Sinhalese K – 12
Sinhalese K - 6
Slovak 5 - 9
Slovak 7 - 12
Slovak K – 12

Slovak K - 6
Social Studies 5 - 9
Social Studies 7 - 12
Somali 5 - 9
Somali 7 - 12
Somali K – 12
Somali K - 6
Spanish 5 - 9
Spanish 7 - 12
Spanish K – 12
Spanish K - 6
Special Education 5 – 9
Special Education 7 - 12
Special Education K - 12
Special Education K - 6
Special Education PK - 3
SPED – Blind/Visually Impaired K - 12
SPED – Blind/Visually Impaired PK - 3
SPED – Deaf/Hard of Hearing K - 12
SPED – Deaf/Hard of Hearing PK - 3
SPED - Mild/Moderate
SPED - Mild/Moderate 5 – 9
SPED - Mild/Moderate 7 - 12
SPED - Mild/Moderate K - 12
SPED - Mild/Moderate K - 6
SPED - Mild/Moderate PK - 3
SPED - Orientation and Mobility K - 12
SPED - Orientation and Mobility PK - 3
SPED - Orthopedically Handicapped K - 12
SPED - Orthopedically Handicapped PK - 3
SPED - Severe/Profound 5 - 9
SPED - Severe/Profound 7 - 12
SPED - Severe/Profound K - 12
SPED - Severe/Profound K - 6
SPED - Severe/Profound PK - 3
Speech 7 - 12
Swahili 5 - 9
Swahili 7 - 12
Swahili K – 12
Swahili K - 6
Swedish 5 - 9
Swedish 7 - 12
Swedish K – 12

Swedish K - 6
Tagalog 5 - 9
Tagalog 7 - 12
Tagalog K – 12
Tagalog K - 6
Tajik 5 - 9
Tajik 7 - 12
Tajik K – 12
Tajik K - 6
Tamil 5 - 9
Tamil 7 - 12
Tamil K – 12
Tamil K - 6
Tausug 5 - 9
Tausug 7 - 12
Tausug K – 12
Tausug K - 6
Teaching English to Speakers of Other Languages 5 - 9
Teaching English to Speakers of Other Languages 7 - 12
Teaching English to Speakers of Other Languages K - 12
Teaching English to Speakers of Other Languages K - 6
Teaching English to Speakers of Other Languages PK - 3
Telugu 5 - 9
Telugu 7 - 12
Telugu K – 12
Telugu K - 6
Thai 5 - 9
Thai 7 - 12
Thai K – 12
Thai K - 6
Turkish 5 - 9
Turkish 7 - 12
Turkish K – 12
Turkish K - 6
Turkmen 5 - 9
Turkmen 7 - 12
Turkmen K – 12
Turkmen K - 6
Urdu 5 - 9
Urdu 7 - 12
Urdu K – 12
Urdu K - 6
Vietnamese 5 - 9

Vietnamese 7 - 12
Vietnamese K – 12
Vietnamese K - 6
Wu 5 - 9
Wu 7 - 12
Wu K – 12
Wu K - 6
Yoruba 5 - 9
Yoruba 7 - 12
Yoruba K – 12
Yoruba K - 6

Recommendations for the Board’s consideration are:

- ADD the P-12 to existing fields with P-3 and K-12 levels, as HTSB has requests for P-12 licenses based on program completion both in Hawaii and other states in the following fields. Currently, staff must use both the P-3 and K-12 license fields and issue two fields instead of one P-12 field:
 - a. Hawaiian Language Immersion P-12
 - b. Special Education P-12
 - c. SPED – Deaf/Hard of Hearing P - 12
 - d. SPED - Mild/Moderate P – 12
 - e. SPED - Orientation and Mobility P-12
 - f. SPED - Orthopedically Handicapped P-12
 - g. SPED - Severe/Profound P - 12
 - h. Teaching English to Speakers of Other Languages P-12

- ADD the following fields as options in the sciences, social studies, and keep the existing broad field Science (7-12 and 5-9) and Social Studies (7-12 and 5-9) licenses. We have teachers from other states who hold licenses in these fields:

Biology 7-12
Chemistry 7-12
Earth and Space Science 7-12
Economics 7-12
Environmental Science 7-12
Geography 7-12
Government/Political Science 7-12
History 7-12
Marine Science 7-12

Physics 7-12
Psychology 7-12
Sociology 7-12

- ADD the following fields which would be limited to “added fields only”. These fields would be used as “endorsements”, meaning a teacher cannot have a license with only this field as it is not a content area, but could only add it to an existing license. These fields would support the teaching of other license content areas:

Braille 7-12
Braille K-12
Braille K-6
Braille P-12
Dyslexia 7-12
Dyslexia K-12
Dyslexia K-6
Dyslexia P-12
Dyslexia P-6
Dyslexia Specialist 7-12
Dyslexia Specialist K-12
Dyslexia Specialist K-6
Dyslexia Specialist P-12
Dyslexia Specialist P-6
Gifted Education 7-12
Gifted Education K-12
Gifted Education K-6
Gifted Education P-12
Gifted Education P-6
Online Teaching 7-12
Online Teaching K-12
Online Teaching K-6
Online Teaching P-12
Online Teaching P-6
Sign Language 7-12
Sign Language K-12
Sign Language K-6
Sign Language P-12
Teacher Leader 7-12
Teacher Leader K-12
Teacher Leader K-6
Teacher Leader P-12

Add 5-9 (6-8) to these fields above

If an individual has completed a SATEP in any of these fields, issue a “stand alone” license in the field

Check with the Dyslexia Task Force on naming of Literacy Specialist: Response: they hope the Board will adopt Reading, Reading Specialist, Dyslexia, Dyslexia Specialist, Literacy Specialist

- Middle
Level
license:
 - a.
Current
ly 5-9
 - b. Go
to 6-8
- Secondary fields:
 - a. 6-12 instead of 7-12

New Business Item 12-23

Introduced 2/22/13

Approved 2/22/13

TITLE: Regarding the HTSB Board Room

The Hawaii Teacher Standards Board approves ~~release~~ termination of the HTSB Board Room lease, located at 650 Iwilei Road, Suite 201B, and ~~directs~~ authorizes expenditures not to exceed \$10,000 ~~the Executive Director to make~~ arrangements for relocation of necessary equipment to existing office space and disposal or donation of unusable inventory according to state guidelines.

Submitted by: Terry Lynn Holck

Referred to: Committee of the Whole

New Business Item 12-24

Introduced 2/22/13

Approved 2/22/13

TITLE: Case 12-01

Pursuant to Hawaii Administrative Rules §8-54-9 (d) (1), the Hawaii Teacher Standards Board ~~places~~ imposes an immediate lifetime revocation on the license in Case 12-01 ~~into the "in-review" status and directs the Executive Director to complete an investigation and if warranted, to schedule a hearing panel to review this case-~~ based on the licensee's conviction in the First Circuit Court of Hawaii of crimes against children and sexual offenses, including eleven counts of felony assault and five counts of misdemeanor sexual assault.

Submitted by: Terry Lynn Holck

Referred to: Committee of the Whole