Hawai'i Teacher Standards Board 2013 Annual Report

HAWAI'I TEACHER
STANDARDS BOARD

2013 Annual Report
Hawai`i Teacher Standards Board

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MEMBERSHIP

By statute, the Governor appoints members of the Hawaii Teacher Standards Board (HTSB) from a list of qualified nominees submitted by departments, agencies, representative constituent organizations and current members of the Board. The fifteen-member Board is composed of not less than six licensed classroom teachers regularly engaged in teaching at the time of their appointment; three educational officers employed at the time of their appointment; the Chair of the Board of Education or his/her designee; the State Superintendent or his/her designee; the Dean of the University of Hawaii College of Education or his/her designee chosen from the Teacher Education Coordinating Committee; a representative of the independent schools; and two public representatives who must be nominated by the Hawaii Business Roundtable, Hawaii P-20 Council and Hawaii Workforce Development Council.

HTSB Membership:

Board Member	Representative Organization
1. Terry Lynn Holck, Chairperson	Teacher
2. Jonathan Kissida, Vice Chairperson	Teacher
3. Louise Cayetano	Teacher
4. Wray Jose	Teacher
5. Barry Wurst	Teacher
6. Felicia Villalobos	Teacher
7. Alvin Parker	Principal
8. Justin Mew	Principal
9. Vacant	Principal
10. Donald Horner (Arlene Lee-Williams, designee)	Board of Education
11. Kathryn Matayoshi (Kerry Tom, designee)	Superintendent of Education
12. Dr. Donald Young (Dr. Beth Pateman, designee)	Dean, UH-Manoa College of Education
13. Vacant	HAIS Representative
14. Noe Noe Tom	Public
15. Edward Patrick	Public

INTRODUCTION

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. The purpose of Act 240 was to transfer the responsibility for setting public school teacher certification standards from the Department of Education to the Hawaii Teacher Standards Board. The Board assumed responsibility for licensing of teachers in 2002. In addition to establishing standards for the issuance of licenses and credentials, the Board's powers also include:

- Setting and administering its own budget;
- Adopting, amending, repealing, or suspending the policies, standards, or rules of the Board in accordance with Chapter 91;
- Receiving grants or donations from private foundations;
- Submitting an annual report to the Governor and the Legislature on the Board's operations;
- Conducting a cyclical review of standards and suggesting revisions for their improvement;

- Establishing licensing and credentialing fees in accordance with Chapter 91;
- Establishing penalties in accordance with Chapter 91;
- Approval of teacher education programs;
- National Board for Professional Teaching Standards candidate support.

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.

Executive Summary

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.

In the past year, the Board adopted school librarian and school counselor standards, based on national standards, after review and collaboration with preparation faculty and professionals in the field.

HTSB also thanks the Governor and the Legislature for their continued support and looks forward to working together to serve Hawaii's teachers and ultimately Hawaii's students, families and communities.

2011-2012 Accomplishments

The HTSB continues to focus on ways to maintain rigor while streamlining the licensing process and to work effectively with state and national partners. Between October 1, 2011 and September 30, 2012, the Board adopted multiple policies which clarified procedures and supported teachers prepared both in-state and those coming from out of state in the licensing process. Highlights of new policies and procedures in 2011-2012 follow:

Standards:

- Adopted new Librarian Performance Standards, based on the American Library Association (ALA) and American Association of School Librarians (AASL) standards;
- Adopted School Counselor Performance Standards, based on the American School Counselor Association (ASCA) National Model;

- With the 2011 adoption of the revised Interstate New Teacher Assessment Consortium Standards for teachers, including the requirement to include Native Hawaiian history and culture in Standard 2d, standards for all professional educators have been revised;
- Conducted statewide online surveys and focus groups of teachers, school librarians and school counselors to gather input from professionals in the field and preparation faculty on implementation of these standards into practice.

Licensure Testing:

- Added sixty-seven new American Council on the Teaching of Foreign Languages (ACTFL) World Language content tests;
- Approved the following new or "refreshed" Educational Testing Service (ETS) Praxis tests:
  - Reading Specialist;
  - Professional School Counselor;
  - Chinese (Mandarin);
  - Special Education: Teaching Students with Visual Impairments;
  - Special Education: Education of Deaf and Hard of Hearing Students.

Licensing

- Issued initial licenses to over 1,500 individuals, added fields to over 180 existing licenses and renewed over 3,000 licenses between October 1, 2011 and September 30, 2012.
- Added fifty-seven new World Language fields;
- Provided for a "forfeited" status for license holders who are delinquent in fee payments rather than suspension of the license, eliminating the need for a reinstatement hearing and reporting to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse, which would have serious implications for educators applying or renewing a license in Hawaii and other states.

State Approved Teacher Education Programs (SATEP)

- Approved the following new teacher preparation units and programs:
  - Teach for America:
    - Elementary Education K-6;
    - English 7-12; Mathematics 7-12; Science 7-12; Social Studies 7-12; World Languages 7-12;
  - iTeachHawaii:
    - Health K-6, 7-12 and K-12;
    - Physical Education K-6, 7-12 and K-12;
    - English 7-12; Mathematics 7-12; Science 7-12 and World Languages 7-12;
  - University of Phoenix-Hawaii:
    - Elementary Education K-6;
- Revised and streamlined the preparation program provisional review process for new units and programs;
- Adopted a process for out of state teacher preparation programs with a physical or virtual presence in Hawaii to register with HTSB;
- Approved multiple ways for teacher candidates to demonstrate proficiency in teaching performance prior to preparation program completion and recommendation for licensure, including:
  - Completion of student teaching, internship and/or residency;
  - A combination of work experience and observation by the preparation program;
  - Passing a performance assessment adopted by HTSB in combination with other requirements of the program;

- Realigned the preparation program's annual report to streamline the reporting process to integrate both state and federal requirements.

National Board for Professional Teaching Standards

- Offered state-wide support sessions for over 120 candidates;
- Recognized 60 new NBPTS certified teachers and 11 renewing their certification in 2011;
- Awarded over $55,000 in fee subsidies from the national NBPTS organization to Hawaii candidates.

Communications

- Conducted Community Meetings on all islands and posted e-newsletters on www.htsb.org to give teachers and the public an opportunity to provide feedback and suggestion in a face to face setting;
- Contracted with Hawaii Information Consortium (HIC) to update and revise the HTSB website to be more user-friendly and enhance usability;
- Continued to deploy new online licensing system features which allow applicants and licensees to apply for more licenses online and monitor documentation submitted to HTSB;
- Modified HIC customer support to shift all telephone, email and online system service to HTSB's licensing section.

Operations

- Identified the following essential functions for HTSB:
    - Standard setting;
        - Teacher and other school professional licensure (e.g., counselors and librarians);
        - Teacher preparation programs
    - Licensing;
        - Issuing and renewing licenses and permits;
        - Professional fitness requirements for licensing and renewal;
        - Licensure testing;
        - Contested cases for license denial and license discipline;
    - State Approval of Teacher Education;
        - Provisional reviews;
        - Coordination of onsite and electronic visits;
        - Title 2 Reporting;
    - Professional development related to the board's teacher performance and teacher preparation program standards;
        - Accreditation processes;
        - National Board for Professional Teaching Standards (NBI 11-13)
- Approved the move to self-sufficiency, effective FY2013 (NBI 11-14);
- Clarified procedures for professional fitness hearings before a board Hearing Panel (NBI 11-19) and handling of hearing documents (NBI 11-56);
- Made provisions for teachers holding an Advanced License to make yearly payment through June 30, 2016. On or after July 1, 2016, all teachers must pay the full license fee at issuance or renewal (NBI 10-68 and 11-12).
- Completed scanning official documents for safety, preservation and licensee access via their online system records.

Legislative and Administrative Rules

- Administrative Rules:
  - Added description of license renewal audit procedure in §8-54-9;
  - Revised rules for adding a teaching field to an existing license in §8-54-12:
    - Reduced the experience requirement to one year of at least half time experience in the new field;
    - Allowed teachers holding NBPTS certification or an Advanced License to add a field by passing a licensure content test.

Key Challenges

- HTSB has been working continuously on making current expired licenses and delinquent license fee payments. The DOE has been cooperative in having principals encourage their faculty to keep a current, active license, and it appears that most licensees will be in compliance by the end of January 2013.
- Unlike many other state educator licensing agencies, HTSB's staff does not include professional investigators nor on-staff attorneys to prepare for contested case hearings. Assistance with these issues would be of immense support to the Board.
- In the past three years, the Board has accomplished numerous improvements to both the licensing process and office operations. Their Strategic Plan calls for review of license fields and levels, basic skills and content knowledge competency, license tiers and the license fee structure in 2012-2013. In addition, facilities and staffing are evaluated on an ongoing basis for continual improvement.

STANDARDS

In 2011, the Board adopted the Interstate Teacher Assessment and Support (InTASC) Model Core Teaching Standards, which are endorsed by the Council of Chief State School Officers (CCSSO). These new standards are for all teachers and focus on the learner and learning, content knowledge, instructional practice and professional responsibility. They go beyond the original standards and outline what a teacher needs to be able to do to be an effective teacher and to improve student achievement. These new teaching standards align with the DOE Common Core State Standards for students, NBPTS standards and NCATE accreditation standards as well as including a provision in the standards for Hawaiian history and culture.

In 2012, the Board gathered preparation faculty and professionals from the field to review the existing school counselor and school librarian standards. Both groups agreed that their constituents should have specific standards based on their national organizations instead of modified standards for teachers. For the first time, librarians and counselors have performance standards based on best practice and a national model.

HTSB staff is working with all three groups to provide resource materials for implementation of the new standards in professional preparation programs and for license renewal in July 2013.

Tables depicting the new Standards may be found in Appendix A.

EDUCATOR LICENSURE

Licensing Requirements

HTSB licensed over 1,500 new teachers and renewed almost 5,000 existing licenses. Because of the cyclical nature of license renewal there was a slight drop in the number of license renewals. The online license system was expanded to include additional online applications, viewing of documentation and new operational features to enhance usability.

The Board continued the audit of license renewals for those teachers who are required to renew their licenses. Drawing upon a random selection of teachers renewing statewide, teachers submit the documentation to substantiate that they met the Teacher Performance Standards and had satisfactory teaching experience within five years prior to renewal.

Requirements for licensing may be found in Appendix B.

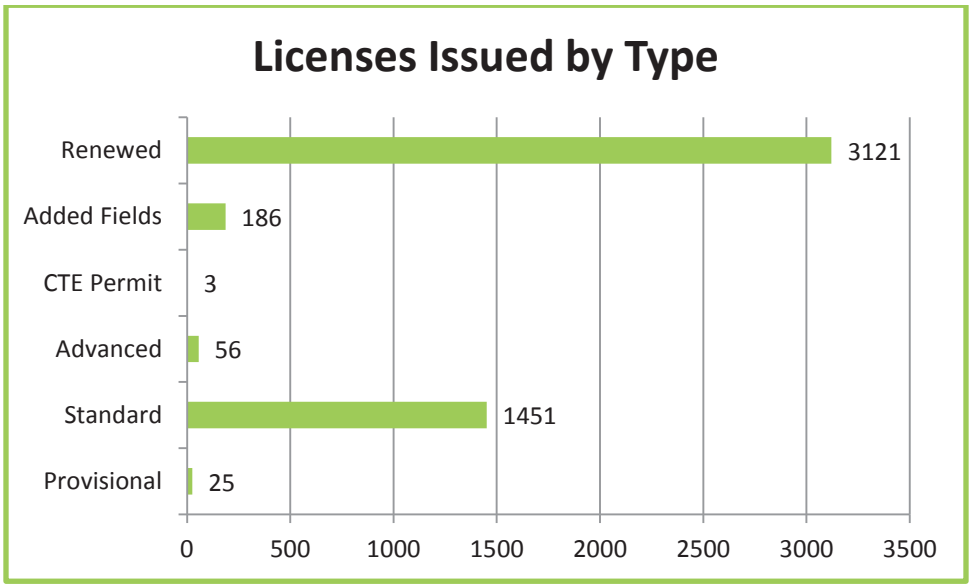
Initial Issuance:

Licenses issued to individuals in the past 5 years

Type of License	10/1/11-9/30/12	10/1/10-9/30/11	10/1/09-9/30/10	10/1/08-9/30/09	10/1/07-9/30/08
Provisional	25	58	21	1	NA*
Standard	1451	1224	1271	1165	975
Advanced	56	52	23	6	NA
CTE Permit	3	6	10	3	NA
Added Fields	186	174	142	160	124
Extended licenses	0	0	1730	5683	1614
Reactivated	0	1	0	12	39
Renewed	3121	6036	1076	NA	NA
TOTALS	4842	7551	4273	7030	2752

*NA=not applicable

Licenses Issued to Individuals 10/1/11-9/30/12

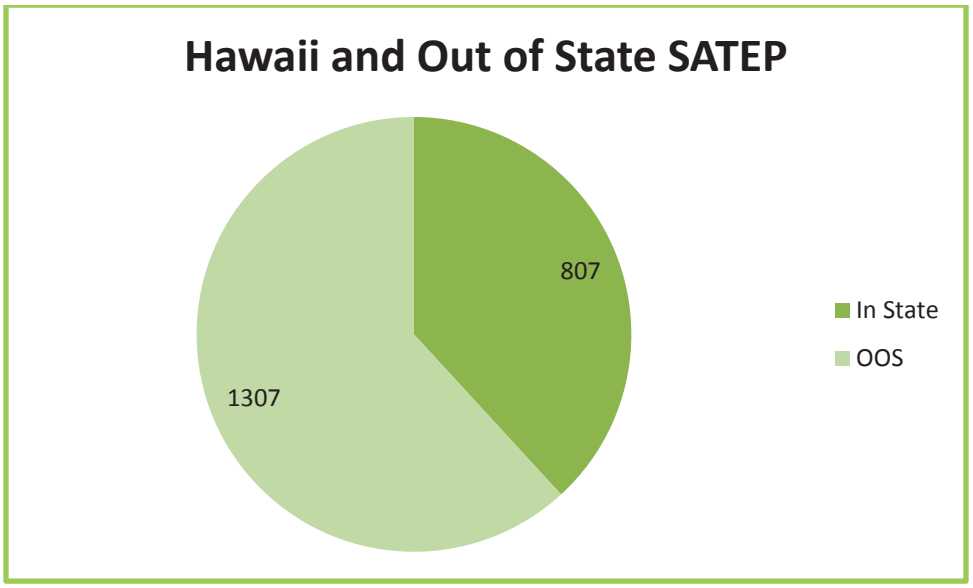


Licenses Issued by Teaching Field 10/1/11-9/30/12

Licenses Issued by Field	P-3	K-6	5-9	7-12	K-12
Art	0	2	0	19	15
CTE- Arts and Communication 7-12	0	0	0	3	0
CTE- Arts and Communication Vocational 7-12	0	0	0	0	0
CTE- Business 7-12	0	0	0	8	0
CTE- Business Vocational 7-12	0	0	0	1	0
CTE- Industrial and Engineering Technology 7-12	0	0	0	4	0
CTE- Industrial and Engineering Technology Vocational 7-12	0	0	0	2	0
CTE- Natural Resources 7-12	0	0	0	0	0
CTE- Natural Resources Vocational 7-12	0	0	0	0	0
CTE- Public and Human Services 7-12	0	0	0	2	0
CTE- Public and Human Services Vocational 7-12	0	0	0	1	0
Drama/Theatre Arts	0	0	0	5	3
Early Childhood Education PK-3	97	0	0	0	0
Elementary Education K-6	0	772	0	0	0
English	0	0	45	124	0
Guidance 7-12	0	0	0	1	0
Hawaiian Language	0	0	0	5	1
Hawaiian Language Immersion	0	2	0	0	10
Hawaiian Studies	0	0	0	7	0
Health	0	0	0	4	12
Chinese	0	0	0	0	0
Filipino	0	0	0	0	0
French	0	0	0	3	0
German	0	0	0	1	0
Japanese	0	0	0	6	0
Korean	0	0	0	0	0
Latin	0	0	0	0	0
Russian	0	0	0	0	0
Spanish	0	1	0	14	3
Mathematics	0	0	66	104	0
Music	0	2	0	1	26
Physical Education	0	0	0	4	26
Reading	0	9	0	5	8
Reading Specialist K-12	0	0	0	0	10
School Counselor	0	2	0	1	66
School Librarian K-12	0	0	0	0	10
Science	0	0	41	92	0
Social Studies	0	0	42	110	0
Special Education	39	65	15	23	102
SPED – Blind/Visually Impaired	0	0	0	0	0
SPED – Deaf/Hard of Hearing	4	0	0	0	8
Special Education Mild Moderate	9	51	3	27	103
SPED - Orientation and Mobility	0	0	0	0	0
SPED - Orthopedically Handicapped	0	0	0	0	0
Special Education Severe Profound	8	9	0	9	13
Speech 7-12	0	0	0	1	0
TESOL	10	15	3	6	24

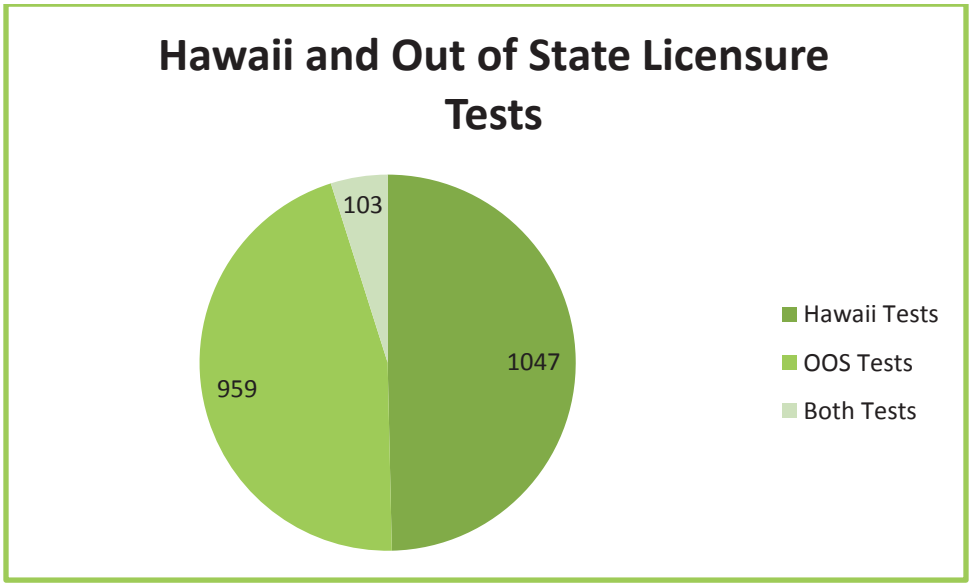
Comparison of Hawaii and Out of State SATEP for Licenses 10/1/11-9/30/12

SATEP Information	
Hawaii SATEP	807
OOS SATEP	1307



Comparison of Hawaii and Out of State Licensure Tests 10/1/11-9/30/121

TEST Information	
All Hawaii Tests	1047
All OOS Tests	959
Both HI/OOS Tests	103



Renewed Licenses

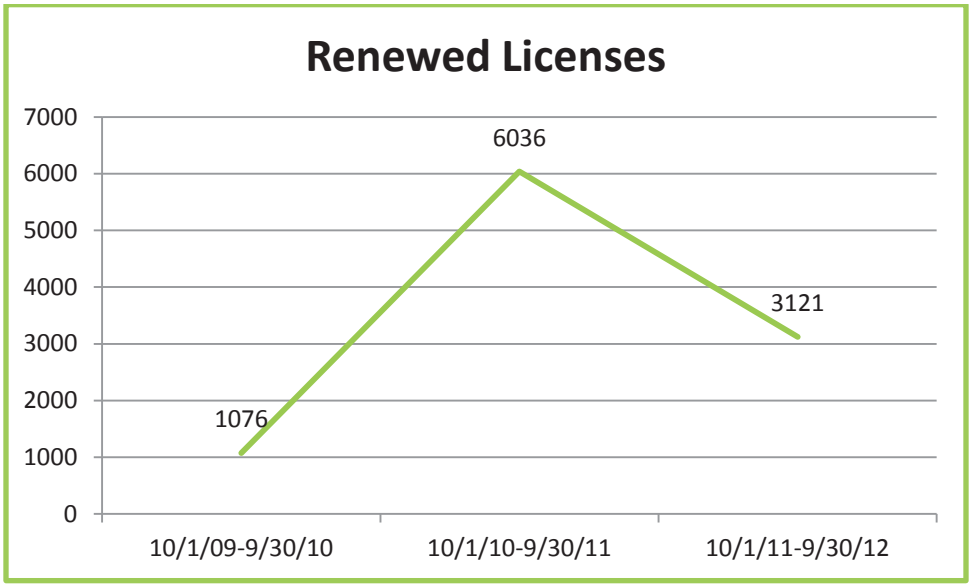
From July 1, 2010, teachers were able to renew their license and pay their license fee using the Board's new online licensing system. Requirements to renew a teaching license are:

1. Have satisfactory teaching experience within the last five years;
2. Show evidence of meeting all ten Hawaii Teacher Performance Standards;
3. Professional Fitness clearance;
4. Pay the renewal fee.

For this reporting period, 3,121 teachers have renewed their license. Since license expiration dates are cyclical, there was a decrease in the number of renewals in this reporting period. 83% of teachers used their employment evaluation as evidence of meeting the performance standards. HTSB is in communication with the DOE to ensure the new performance evaluation and professional development plans align with the newly revised HTSB performance standards and can be used for future license renewal.

Renewed licenses in the last 3 years

10/1/09-9/30/10	1076
10/1/10-9/30/11	6036
10/1/11-9/30/12	3121



Added Fields

There are now five options for adding a field to an existing license pursuant to amendments to the Administrative Rules that were approved and adopted:

1. Complete a state-approved teacher education program that includes appropriate experiences in a P-12 setting in the new field;

OR

2. Demonstrate the equivalent of one year of satisfactory half time or more contracted P-12 teaching experience in the new field within the last five (5) years of application date;

and

Successfully complete 30 credit hours of course work required in a state-approved teacher education program or the equivalent of a subject major for the new field.

OR

3. Demonstrate the equivalent of one year of satisfactory half time or more contracted P-12 teaching experience in the new field within the last five (5) years of application date;

and

Submit passing PRAXIS II scores for the new teaching field.

OR

4. Possess a valid National Board Certification in the new field.

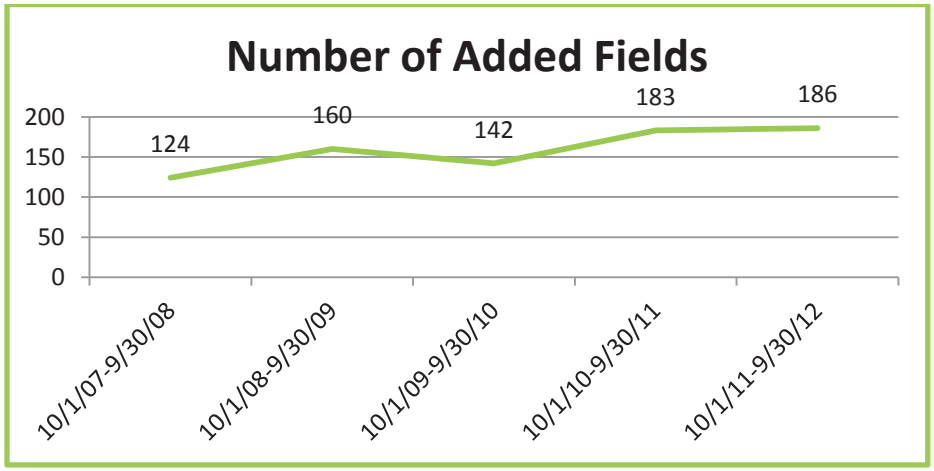
OR

5. Possess an Advanced License or National Board Certification in one field and have either the equivalent of a content major or have passed the Praxis content test in the new field.

Added fields issued in the past 5 years

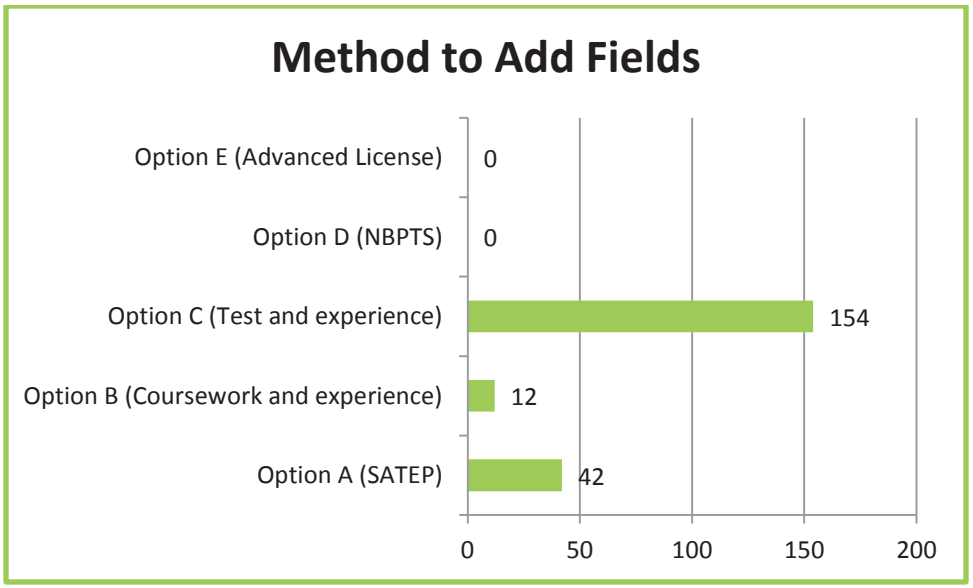
	10/1/11-9/30/12	10/1/10-9/30/11	10/1/09-9/30/10	10/1/08-9/30/09	10/1/07-9/30/08
Number of Added Fields	186	183	142	160	124

Added Fields 10/1/11-9/30/12



Methods for Adding a Field to an Existing License 10/1/11-9/30/12

Method to Add Fields	
A (SATEP)	42
B (Coursework and Experience)	12
C (Test and Experience)	154
D (NBPTS)	0
E (Advanced License)	0



Contested Cases for License Denial and License Discipline

The Board heard three contested cases, two in regard to the license renewal audit.

Contested Cases for License Denial and License Discipline 10/1/11-9/30/12

Year	Total Cases	Denied	Revoked	Suspended	Deferred or No Action	Reinstated or Approved		Reprimanded or Warned	Reason
10/1/11-9/30/12	3	0	0	1	0	2	0		
Case #1				X					Refusal to comply with license renewal audit.
Case #2						X			Compliance with renewal audit after initial non-compliance and suspension.
Case #3						X			Professional fitness response on license renewal application.

10/1/10-9/30/11	4	0	0	1	0	1	2
10/1/09-9/30/10	7	0	1	0	1	5	
10/1/08-9/30/09	4*	0	1	1	3	0	
10/1/07-9/30/08	9	2	5	0	2	0	

***One individual's license was suspended then revoked.**

Appeals Heard by the Board 10/1/11-9/30/12

Appeal	Approved	Denied
Request to renew license without meeting the satisfactory experience.		X
Request to issue an Advanced License without meeting the satisfactory experience requirement and to issue a Standard License without meeting the testing requirement.		X

TEACHER EDUCATOR PREPARATION PROGRAMS

Requirements

The HTSB is responsible for the approval of teacher education programs based in Hawaii. HRS §302A-802 requires candidates to demonstrate competencies established by the Board. Programs are required to attain accreditation from a body approved by the US Department of Education to be eligible for state approval. There are two such approved accrediting agencies: NCATE and TEAC. Currently, one program, the University of Hawaii-Manoa, is NCATE accredited and the University of Phoenix-Hawaii is TEAC accredited. All other programs are preparing for national review by either NCATE or TEAC. Two programs, the University of Hawaii-West Oahu and Halau Wanana, will host initial national accreditation visits in spring 2013. HTSB is also coordinating a training by the TEAC President on both Oahu and Hawaii Island for interested preparation programs.

The HTSB must review and approve teacher education units and individual licensure programs for provisional status before they are eligible to apply for national accreditation. Currently the HTSB standards for provisional unit review are modeled on the NCATE standards (see Appendix C).

Two alternative teacher preparation programs became Hawaii State Approved Teacher Education Programs (SATEP) during this reporting period: Teach for America-Hawaii and iTEACHUS. The Leeward Community College Career and Technical Education program is being recommended for approval at the November 2012 Board meeting.

In other areas that affect Hawaii SATEP, the Board is reviewing a performance assessment for pre-service teachers that could be used by a preparation program or for initial licensure in the future. This concept is of national interest and being adopted by other states to give teacher candidates an opportunity for feedback on their practice and how they may affect student learning in their classrooms.

Training and Resources

The HTSB provides support to all Hawaii based teacher education programs by conducting training sessions in person and via teleconference and videoconference as well as arranging training by partner organizations, NCATE, TEAC, ETS and Evaluation Systems by Pearson.

IHE Assistance

Date	Institution(s)	Training Focus
10/5/11	TFA	SATE Training
10/12/11	LCC	SATE Training
10/13/11	LCC	SATE Training
10/19/11	LCC	SATE Training
10/20/11	LCC	SATE Training
10/31/11	UoP	SATE Training
11/4/11	UoP	SATE Training
11/7/11	UoP	SATE Training
11/8/11	HPU	Licensure Presentation
11/22/11	LCC	SATE Training
12/20/11	LCC	SATE Training
12/22/11	LCC	SATE Training
2/1/12	CUH	Semester Update
2/21/12	HPU	Licensure Presentation
2/22/12	UH-H	SATE Review Consultation
3/1/12	UHM	Licensure Presentation
3/5/12	CUH	Licensure Presentation (Counselors)
3/13/12	ALL SATEP	Training on Professional Fitness
3/20/12	CUH	Licensure Presentation
4/12/12	UHWO	Licensure Presentation
4/20/12	Argosy	SATE Review Consultation
4/24/12	UHH	Licensure Presentation
6/27/12	ALL SATEP	Webinar: assessment
8/2/12	Hwanana	Semester Update
8/28/12	CUH	Semester Update

8/28/12	UHM	Advisory Council
8/30/12	UHM	Semester Update
8/30/12	UHWO	Semester Update
8/31/12	LCC	SATE Training
9/4/12	Kahuawaiola	Semester Update
9/6/12	CUH	Semester Update
9/6/12	HPU	Semester Update
9/10/12	UoP	SATE Review Consultation
9/17/12	BYUH	Semester Update
9/25/12	LCC	Semester Update

Status of Programs

Institution	Unit Approval Status and Conditions	Program Approval Status and Conditions	Number of completers reported 10/1/11-9/30/12	Number of candidates licensed 10/1/11-9/30/12
Brigham Young University-Hawaii	Full approval through December 2014	**Traditional Undergraduate Program with Full Approval through December 2014 leads to the following license fields:** • Elementary Education (K-6) • English (7-12) • CTE-Business (7-12) • Mathematics (7-12) • Science (7-12) • Social Studies (7-12) • Music (7-12) • Physical Education (7-12) • Spanish (7-12) • Art (7-12) • TESOL (7-12) **Traditional Post-baccalaureate Program with Full Approval through December 2014 leads to the following license fields:** • Elementary Education (K-6) • English (7-12) • CTE-Business (7-12) • Mathematics (7-12) • Science (7-12) • Social Studies (7-12) • Music (7-12) • Physical Education (7-12) • Spanish (7-12) • Art (7-12)	42	39

		• TESOL (7-12)		
Chaminade University of Honolulu	Full approval through December 2016	**Traditional Undergraduate Program with Full Approval through December 2016 leads to the following license fields:** • English (7-12) • Mathematics (7-12) • Science (7-12) • Social Studies (7-12 • Special Ed- Mild/Moderate (K-12) • Elementary (K-6) • Elementary (K-6)/Special Education Mild/Moderate (K-12) Dual Licensure Program **Traditional Post-baccalaureate Program with Full Approval through December 2016 leads to the following license fields:** • English (7-12) • Mathematics (7-12) • Science (7-12) • Social Studies (7-12 • Special Ed- Mild/Moderate (K-12) • Elementary (K-6) • Elementary (K-6)Special Education Mild/Moderate (K-12) Dual Licensure Program **Traditional Master's Program with Full Approval through December 2016 leads to the following license fields:** • English (7-12) • Mathematics (7-12) • Science (7-12) • Social Studies (7-12 • Special Ed- Mild/Moderate (K-12) • Elementary (K-6) • Elementary (K-6)Special Education Mild/Moderate (K-12) Dual Licensure Program **Traditional Master's Program with Full Approval through December 2016 leads to the following license fields:** • School Counselor (K-12)	158	147
City University of Seattle (BASE Program)	Approval with Conditions through	**NOTE: City University is not accepting new candidates for BASE.** **Alternative Undergraduate Program:**	0	0

	June 2015	BA in Special Education (K-12) in conjunction with DOE Training and Certification Section.		
Halau Wanana	Provisional approval through May 2013	**Not Accepting Candidates at this Time** **Alternative Post-baccalaureate Program with Provisional Approval through Spring 2013 leads to the following license fields:** • Elementary Education (K-6) • Mathematics (7-12) • Science (7-12) • Hawaiian Studies (7-12) • Social Studies (7-12) • English (7-12)	0	2
Hawaii DOE-ARLISE	Approval with conditions through December 2015	**NOTE: DOE is not accepting new candidates for ARLISE.** **Alternative Program Post-baccalaureate and Master's Programs:** For individuals hired in contracted special education positions in DOE or charter schools. Specially designed SPED course work in partnership with Chaminade University of Honolulu. • RISE ALTERNATIVE I for individuals who have already completed a State Approved Teacher Education Program in another subject area. • RISE ALTERNATIVE II for individuals who have not completed a State Approved Teacher Education Program but have at least a bachelor's degree from an accredited university.	0	1
Hawaii Pacific University	Approval with Conditions through December 2015	**Traditional Undergraduate Program with Provisional Approval through December 2013 leads to the following license fields:** • Elementary Education (K-6) **Alternative Post-baccalaureate Program with Full Approval through December 2015 leads to the following license fields:** • Elementary Education (K–6) • English (7-12) • Mathematics (7-12) • Science(7-12) • Social Studies • World Languages (7-12)	42	41

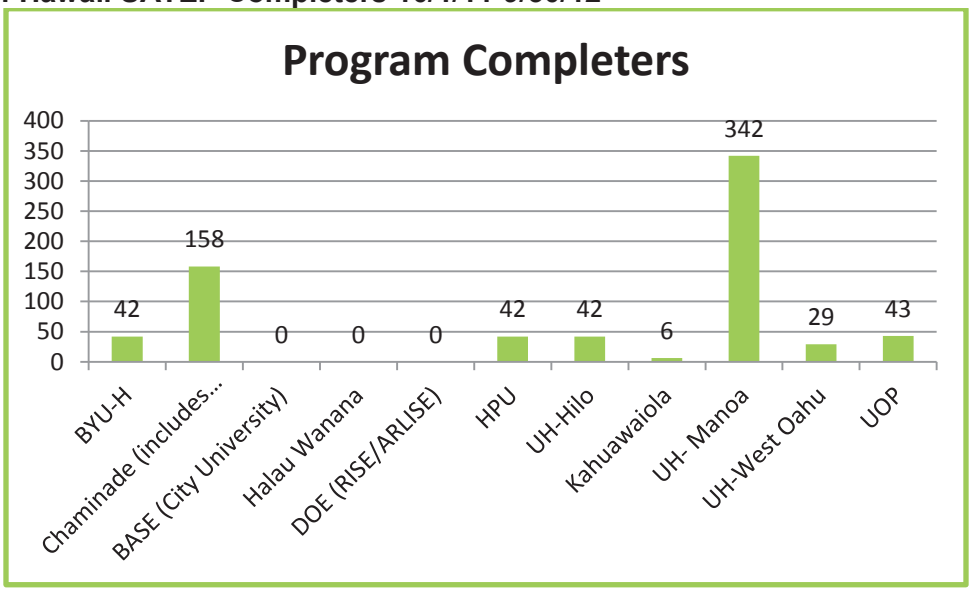
		Alternative Master's Program with Full Approval through December 2015 leads to the following license fields: • Elementary Education (K–6) • English (7-12) • Mathematics (7-12) • Science(7-12) • Social Studies • World Languages (7-12)		
iTEACH-Hawaii	Provisional approval through December 2013	**Alternative Post-baccalaureate Program with Provisional Approval through December 2013 leads to the following license fields:** • English (7-12) • Mathematics (7-12) • Science(7-12) • World Languages (7-12) • Physical Education (K-6) • Physical Education (7-12) • Physical Education (K-12) • Health (K-6) • Health (7-12)) • Health (K-12)	0	0
Kahuawaiola Indigenous Teacher Education Program at UH-Hilo	Full approval through December 2016	**Alternative Post-baccalaureate Program with Full Approval through December 2016 leads to the following license fields:** • Hawaiian Language Immersion (P-12) • Hawaiian Language Immersion (K-6) • Hawaiian Language Immersion (P-3) • Hawaiian Language (7-12) • Hawaiian Studies (7-12) • Elementary Education (K-6)	6	1
Teach for America	Provisional approval through December 2014	**Alternative Post-baccalaureate Program with Provisional Approval through December 2014 leads to the following license fields:** • Elementary Education (K-6) • Science (7-12) • Social Studies (7-12) • Mathematics (7-12) • English (7-12) • World Languages (7-12)	0	0
UH-Hilo Education Department	Full approval through	**Alternative Post-baccalaureate Program with Full Approval through June 2014 leads to the following license fields:**	42	65

	June 2014	• Elementary Education (K-6) • Art (7-12) • CTE-Business (7-12) • English (7-12) • Japanese (7-12) • Mathematics (7-12) • Music (7-12) • Physical Education (7-12) • Science (7-12) • Social Studies (includes Hawaiian Studies (7-12) • Spanish (7-12) • Hawaiian Language Immersion (K-12)		
UH-Manoa	Full NCATE Approval through June 2014	**Traditional Undergraduate Program with Ful Approval through June 2014** • Elementary Education (K-6) • Elementary Education (K-6) and Early Childhood Education (PK-3) (Dual Preparation) • Elementary Education (K-6) and Special Education (K-6) (Dual Preparation) • English (7-12) • Mathematics (7-12) • Physical Education (K-6) • Physical Education (7-12) • Physical Education (K-12) • Science (7-12) • Social Studies (7-12) • World Language (7-12) **Alternative Post-baccalaureate Program with Full Approval through June 2014** • English (7-12) • ESL(7-12) • Mathematics (7-12) • Art (7-12) • Physical Education (K-6) • Physical Education (7-12) • Physical Education (K-12) • Science (7-12) • Social Studies (7-12) • World Language (7-12) **Alternative Master's Program with Full Approval through June 2014** • Elementary Education (K-6) • English (7-12) • Mathematics (7-12) • Science (7-12) • Social Studies (7-12) • Hawaiian Immersion (K-12)	342	424

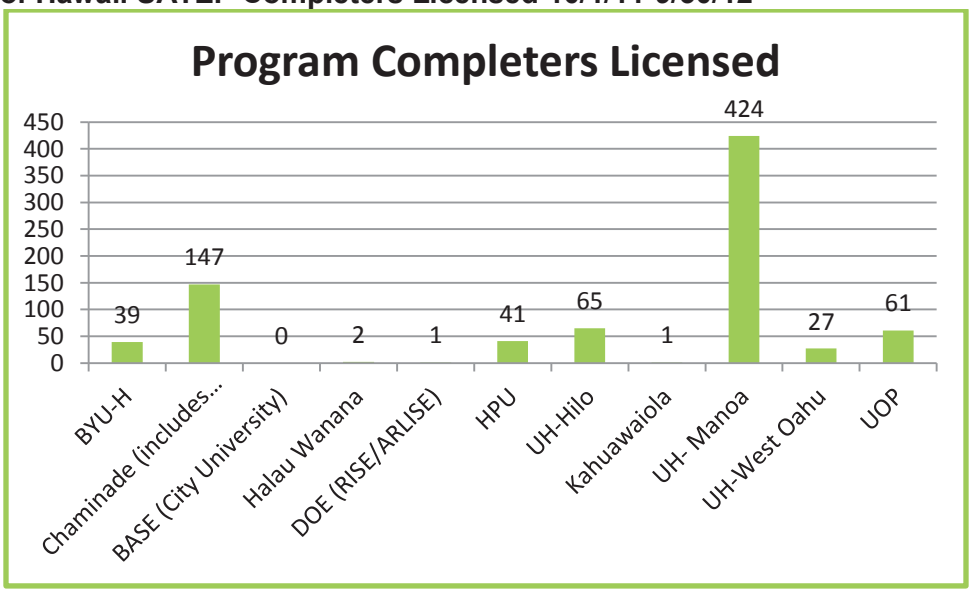
		• Hawaiian Language (7-12)		
UH-West Oahu	Full approval through June 2014	**Traditional Baccalaureate Program with Full Approval through June 2014 leads to the following license fields:** • Elementary Education for (K-6) **Programs Not Yet Implemented** **Traditional Baccalaureate Program with Provisional Approval through December 2012** • Mathematics (7-12) • Mathematics (5-9) • Social Studies (7-12) • Social Studies (5-9) • English (7-12) • English (5-9) • Science (5-9	29	27
University of Phoenix-Hawaii Campus	Approval with Conditions through December 2013 or December 2014	**Traditional Undergraduate Program with Provisional Approval through December 2014 leads to the following license fields:** • Elementary Education (K-6) **Traditional Master's Program with Full Approval through December 2013 leads to the following license fields:** • Elementary Education (K-6) • Mathematics (7-12) • English (7-12) • Science (7-12) • Social Studies (7-12) • Special Education (K-12) • Special Education (K-6) • Special Education (7-12)	43	61
		Total Hawaii program completers	**704**	**808**

Licensed candidates may include those who completed a program in previous years as well.

Number of Hawaii SATEP Completers 10/1/11-9/30/12



Number of Hawaii SATEP Completers Licensed 10/1/11-9/30/12



New Programs Currently in SATE Provisional Review Process

Unit	Proposed Programs	Approval Status
Leeward Community College	Secondary CTE	Approval request going to Board at their November 2012 meeting.

Hawaiian Language Programs

The following table illustrates the number of licenses issued in Hawaiian Language and Hawaiian Language Immersion as well as the output of the three main Hawaiian language/culture-related units. The number of licenses issued does not match the number of program completers because all completers may not have applied for a license.

Licenses Issued in Hawaiian Fields

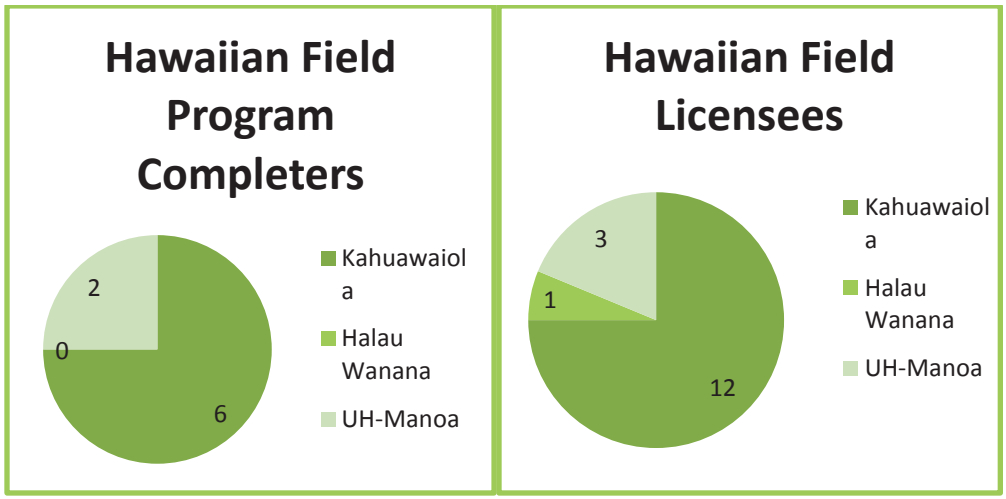
License Field	Licenses Issued 2011-2012
Hawaiian Language 7-12	9
Hawaiian Language Immersion PK-3	0
Hawaiian Language Immersion K-6	3
Hawaiian Language Immersion 7-12	0
Hawaiian Language Immersion K-12	13
Hawaiian Studies 7-12	10

Note: Some licenses issued to applicants who may have completed their program in previous years.

Candidates Prepared by Institution for Hawaiian Fields 10/1/11-9/30/12

Institution	Number of Program Completers 0/1/11-9/30/12	Number of Program Completers Licensed 0/1/11-9/30/12
Kahuawaiola	**6**	**12**
Halau Wanana	**0**	**1**
University of Hawaii - Manoa	**2**	**3**

Hawaiian Fields Program Completers and
Hawaiian Field Program Completers Who Were Licensed 10/1/11-9/30/12



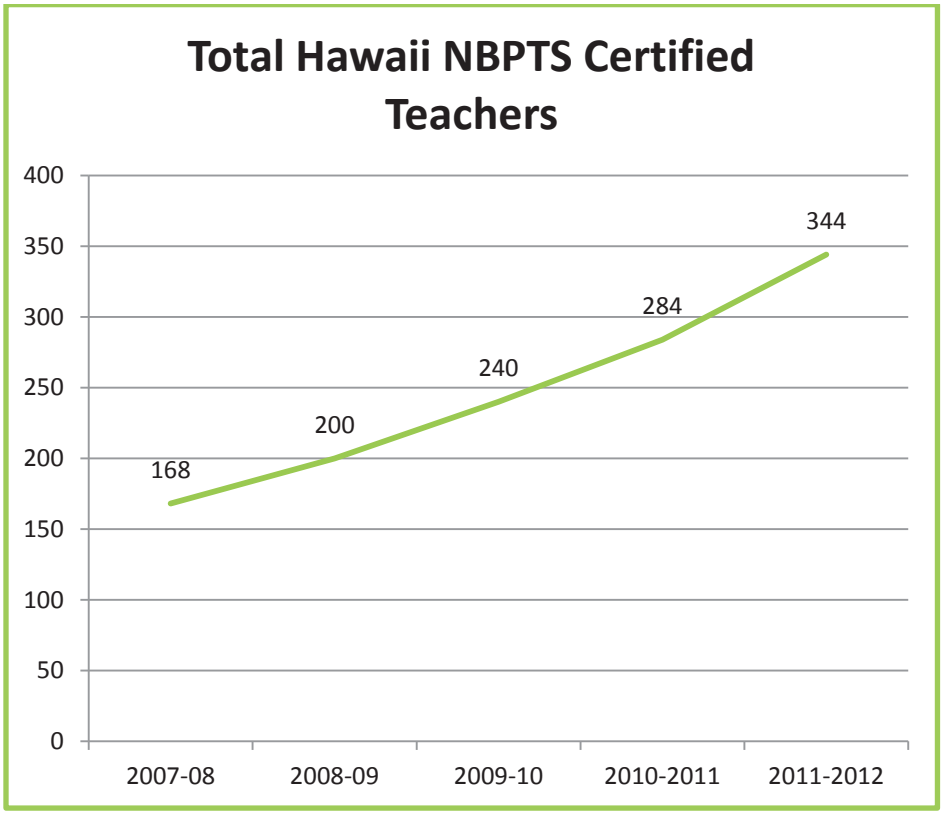
NBPTS Summary

HTSB offered informational and support sessions to teachers statewide and instituted online sessions for the first time. There were sixty new NBPTS certified teachers in 2011, and HTSB awarded $55,000 in stipends to Hawaii first-time candidates and retakers.

NBPTS Hawaii Data

Year	Newly Certified	Total Certified
2011-2012	60	344
2010-2011	44	284
2009-10	40	240
2008-09	42	200
2007-08	32	168

Total NBPTS Certified Teachers By Year



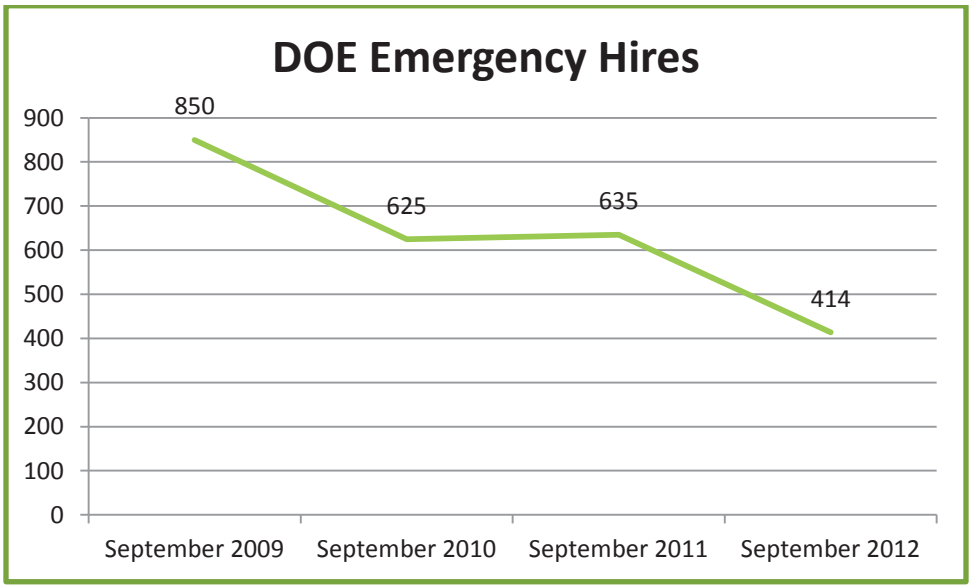
DATA FROM DEPARTMENT OF EDUCATION

The Department of Education has made significant progress in reducing the number of emergency hire, or non-licensed, teachers in the last four years.

Emergency Hires

Date	Emergency Hires	No State Approved Teacher Education Program (Code 5)	State Approved Teacher Education Program Complete (Code W)	Teach for America (Code T) Included in 5's and W's	% State Approved Teacher Education Program Complete
September 2012	414	266	148	140	36%
September 2011	635	229	406	114	64%
September 2010	625	288	337	104	54%
September 2009	850	340	510	Not Available	60%

Typically, "Code W" Emergency Hires are licensure test incomplete.



Identified Shortage Areas

The Department of Education identified the following teaching fields as shortage areas for 2011-2012:
Special Education, mathematics, science, English, social studies and Career and Technical Education.

HQT Status

For the 2010-2011 school year, the most current data available, the Department of Education reports the following data for Highly Qualified classes:

Teacher Data from DOE Superintendent's Report

Teachers	Total		Licensed	Classes Taught by Teachers Meeting NCLB
	FTE	Head Count		
School Year	#	#	%	%
2010-2011	10,808.5	10,873	95.5%	87%
2009-2010	10,887.5	10,967	93.4%	81%
2008-2009	10,884.5	11,094	90.3%	74%
2007-2008	10,963.0	11,151	87.5%	70%

Workforce Development Efforts

The HTSB will review the SATEP Unit and Program Review Report for Leeward Community College's proposed program to prepare CTE teachers at the November 2012 meeting. If approved, this will be the only CTE preparation program in the state as well as the first SATEP housed in at a Hawaii community college. The State Director for Career and Technical Education and the HTSB Executive Director consult to monitor the need and outlook for CTE needs in the state.

OPERATIONS

Staffing

HTSB staff consists of the Executive Director, two specialists, a secretary, clerk typist, five licensing clerks and a Data Processing Systems Analyst. Currently, all positions are filled except for the DPSA.

Facilities

HTSB is conveniently located in Dole Cannery. The Executive Director is investigating possibilities to reduce the cost of facilities in 2013.

Data Systems

Teachers may apply for a Standard License, Provisional and Advanced License, renew a license and pay their fees online. They may also contact HTSB directly from their record and check when criteria are met if they have applied online, and HTSB's clerks can track email and online system messages via a new task tracking software. As a result of implementation of HTSB's online payment system, 17,571 teachers have linked to their license record, 8,382 teachers have renewed online and 11,731 online license fee payments have been submitted as of September 30, 2011.

HTSB has continued its partnership with Hawaii Information Consortium (HIC), which developed both the teacher and administrative portions of the system. HIC provided first line customer support during the initial deployment of the online system, but HTSB now handles all of its customer support inquiries. The Licensing Section is proud of its response time and "Customer Service with Aloha" to our applicants and licensees.

HTSB has also implemented a data bank of New Business Items, which are policies passed at monthly meeting. Staff may now search for items going back to 1999.

FINANCIAL REPORT

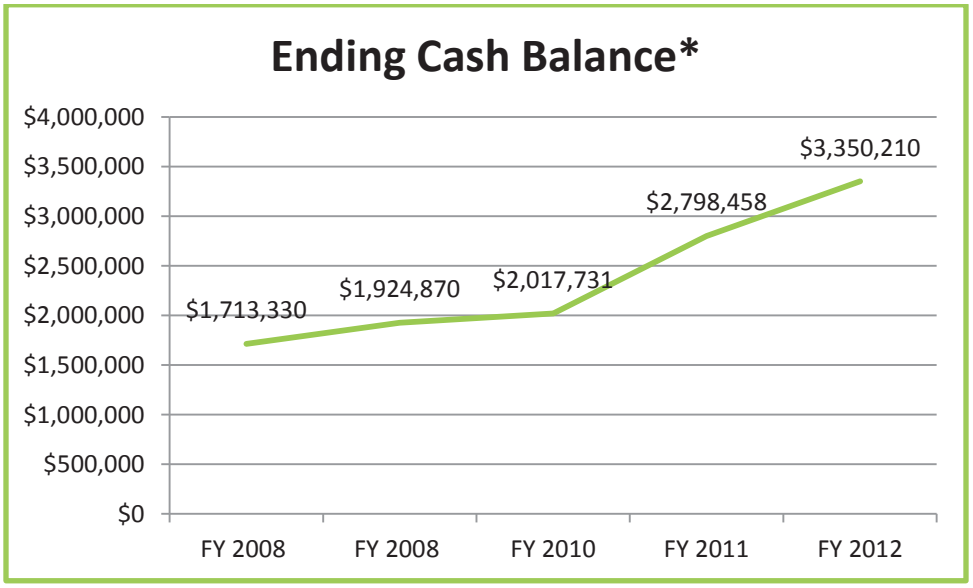
Expenditures and Revenues

Funding by Source and Year

Allotted Budget Ceiling	Special Fund ID 25323	General Fund ID 25321	Total
2012	1,991,432	287,785	2,279,217
2011	1,911,432	294,749	2,206,181
2010	1,841,692	287,017	2,128,709
2009	1,900,000	311,431	2,211,431
2008	1,600,000	334,605	1,934,605

Year	Special Fund Revenues	Special Fund Personnel Costs	Special Fund Operating Costs	Special Fund Expense Total	General Fund Personnel Costs	General Fund Operating Costs	General Fund Expense Total
2012	1,350,055	465,925	469,925	935,850	167,797	9,523	177,320
2011	1,718,348	397,482	241,796	639,278	210,778	47,096	257,874
2010	709,831	247,467	257,369	504,836	130,149	46,426	176,575
2009	782,022	325,810	156,445	482,255	159,346	79,464	238,810
2008	767,282	297,402	340,020	637,422	138,759	121,452	260,211

Payment of license fees is cyclical; teachers may pay the entire five year or ten year fee when their license is issued, or they may select a license fee payment plan.



*Cash balance is the reserve that is needed to fund HTSB over a period of 5 years at minimum, consistent with the cyclical 5 year licensure renewal period.

LEGISLATION AND ADMINISTRATIVE RULES

The HTSB is currently revising its Administrative Rules and expects to submit to the Governor for review in 2013. Changes will include more user friendly language; additional routes to licensure and adding fields; and criteria for state approval of professional preparation programs.

APPENDICES

Appendix A:

Updated 2011 InTASC Model Core Teaching Standards for Teachers

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.

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.
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.
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.

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.
(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.
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.

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.

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.
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.

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.
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.
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.

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.
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.
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.

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 accommodations 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.
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.
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.

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 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.
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).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.

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).
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.
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.

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
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
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.

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 meeting 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.
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.
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.

Hawaii Performance Standards for School Counselors, Aligned with the American School Counselor Association (ASCA) National Model

Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.

1.1 A program is designed to meet the needs of the school.
1.2 The professional school counselor demonstrates positive interpersonal relationships with students.
1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.
1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

Standard 2: The professional school counselor is able to implement a school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions.

2.1 The professional school counselor is able to teach school guidance units effectively.
2.2 The professional school counselor is able to develop materials and instructional strategies to meet student needs and school goals.
2.3 The professional school counselor collaborates with staff involvement to ensure the effective implementation of the school guidance curriculum.

Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.
3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.

4.1 The professional school counselor counsels individual students and small groups of students
with identified needs and concerns.
4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.
4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.

Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.

5.2 The professional school counselor provides support for other school programs.
5.3 The professional school counselor develops and distributes a calendar which identifies counseling activities and programs.

Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.

6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and/or school administrator.
6.2 The professional school counselor discusses the anticipated program results when implementing the action plans for the school year.

Standard 7: The professional school counselor collects and analyzes data to guide program direction and emphasis.

7.1 The professional school counselor uses school data to make decisions regarding student choice of classes and/or special programs.
7.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.
7.4 The professional school counselor understands and uses data to establish goals and activities
to support academic achievement.

Standard 8: The professional school counselor monitors the students on a regular basis as they progress in school.

8.1 The professional school counselor is accountable for monitoring students' progress.
8.2 The professional school counselor implements monitoring systems appropriate to the individual school.
8.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

Standard 9: The professional school counselor develops a system for evaluating the results of the counseling program.

9.1 The professional school counselor collects data and analyzes results attained from school counseling activities.
9.2 The professional school counselor works with members of the counseling team, if applicable, and with the principal to clarify how programs are evaluated and how results are shared.
9.3 The professional school counselor uses program assessment to make changes as needed in the school counseling program and calendar for the following year.
9.4 The professional school counselor shares the results of the program assessment with stakeholders.

Standard 10: The professional school counselor is an advocate for students, a leader, collaborator, and a systems change agent.

10.1 The professional school counselor promotes academic success of students.

10.2 The professional school counselor promotes equity and access for students.
10.3 The professional school counselor takes a leadership role within the school setting and/or community.
10.4 The professional school counselor understands reform issues and works to close the achievement gap.
10.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.
10.6 The professional school counselor is a member of effective teams and encourages collaboration among all school staff.
10.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

Hawaii School Librarian Performance Standards, Adopted from the American Library Association (ALA) American Association of School Librarians (AASL)

Standard 1: Teaching for Learning
School librarians are effective teachers who demonstrate knowledge of learners and learning. They model and promote collaborative planning, instruction in multiple literacies, and inquiry based learning, enabling members of the learning community to become effective users and creators of ideas and information. They design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

1.1 Knowledge of learners and learning
School librarians demonstrate knowledge of learning styles, stages of human growth and development, and cultural influences on learning. They assess learner needs and design instruction that reflect best practices in teaching. They support the learning of various members of the educational community including those with diverse learning styles, physical and intellectual abilities and needs. School Librarians base instruction on interests and needs and link it to the assessment of student achievement.
1.2 Effective and knowledgeable teacher
School librarians implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. They use a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. They document and communicate the impact of collaborative instruction on student achievement.
1.3 Instructional partner
School librarians model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. They participate in curriculum development, engage in school improvement processes, and offer professional development to various members of the educational community as it relates to library and information use.
1.4 Integration of twenty-first century skills and learning standards
School librarians advocate for twenty-first century literacy skills to support the learning needs of the school community. They collaborate with other teachers to plan and implement instruction based on of the AASL Standards for the 21st-Century Learner and curriculum standards. They employ strategies to integrate multiple literacies with content curriculum. School librarians integrate the use of technologies as a means for effective and creative teaching and to support PreK-12 students' conceptual understanding, critical thinking and creative processes.

Standard 2: Literacy and Reading
School librarians promote reading for learning, personal growth, and enjoyment. They use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

2.1 Literature
School librarians are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.
2.2 Reading promotion
School librarians use a variety of strategies to promote reading for learning, personal growth, and enjoyment.

2.3 Respect for diversity
School librarians develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of PreK-12 students and their communities.
2.4 Literacy strategies
School librarians collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure PreK-12 students are able to create meaning from text.

Standard 3: Information and Knowledge
School librarians model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. They provide a variety of information sources and services that support the needs of the diverse learning community. They use a variety of research strategies to generate knowledge to improve practice in school libraries.

3.1 Efficient and ethical information-seeking behavior School librarians identify and provide support for diverse student information needs. They model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. They collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.
3.2 Access to information
School librarians support flexible, open access for library services. They develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. They facilitate access to information in print, non-print, and digital formats. They model and communicate the legal and ethical codes of the profession.
3.3 Information technology
School librarians design and adapt relevant learning experiences that engage students in the use of digital tools and resources. They model and facilitate the effective use of digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a global society.
3.4 Research and knowledge creation
School librarians use evidence-based, action research to collect data. They interpret and use data to create and share new knowledge to support and improve practice in school libraries.

Standard 4: Advocacy and Leadership
School librarians advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. They are committed to continuous learning and professional growth and lead professional development activities for other educators. They provide leadership by articulating ways in which school libraries contribute to student achievement.

4.1. Networking with the library community
School librarians participate and collaborate as members of a social and intellectual network of learners. They establish partnerships with other libraries for resource sharing and networking.
4.2 Professional development
School librarians model a strong commitment to the profession by participating in professional growth and leadership opportunities through joining library associations, participating in professional conferences, reading professional publications, and exploring Internet resources. They plan for ongoing professional growth.
4.3 Leadership
School librarians articulate the roles and relationships of the library program's support of student

academic achievement within the context of current educational initiatives. Utilizing evidence based practice and information from education and library research, They communicate ways in which the library program can enhance school improvement efforts.4.4 Advocacy
School librarians identify stakeholders within and outside the school community who impact the school library program. They use a range of strategies to advocate for school library and information programs, for resources, and for services.

Standard 5: Program Management and Administration
School librarians plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program and the school according to the ethics and principles of library science, education, management, and administration.

5.1 Collections and Information Access
School librarians evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality program of information access designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. They organize school library collections according to current library cataloging and classification principles and standards.
5.2 Professional Ethics
School librarians practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. They educate the school community on the ethical use of information and ideas.
5.3 Personnel, Funding, and Facilities
School librarians apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. They organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. They develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.
5.4 Strategic planning and assessment
School librarians communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. They make effective use of data and information to assess how the library program addresses the needs of their diverse communities.

Appendix B:

License Requirements

Provisional License: Non-renewable 3 year license

1) Complete a State Approved Teacher Education Program (SATEP)
2) Pass content area tests or possess a major or equivalent in the license field
3) Professional fitness clearance
4) Pay fees

Standard License: Renewable 5 year license

1) Complete a State Approved Teacher Education Program (Hawaii SATEP may assess experienced candidates using an approved performance assessment)
2) Pass Praxis examinations in basic skills and content knowledge
3) Professional Fitness clearance
4) Pay fees

OR

1) Hold a valid, un-revoked out-of-state license
2) 3 years out of the last 7 years teaching in license field
3) Pass Hawaii Praxis examinations in basic skills, pedagogy and content knowledge
4) Professional Fitness clearance
5) Pay fees

OR

1) Complete a State Approved Teacher Education Program
2) Hold a current, valid un-revoked license in another state and pass licensing tests in that state at least in content knowledge. If not, must pass Hawaii tests for any category lacking from the other state.
3) Professional Fitness clearance
4) Pay fees

Note:
CTE teachers may also verify content expertise with a national certification, license, 5 years of industry experience or thirty hours of coursework in the license field.
World Language teachers may verify content experience by submitting the American Council on the Teaching of Foreign Languages Proficiency Tests.

CTE Standard Limited License

1. Minimum of an Associate degree; and
2. A minimum of 3 years of industry experience directly related to content area; and
3. 15 hours of pedagogy coursework from SATEP in the grade level of the license
   or
   12 hours of pedagogy coursework from a SATEP in the grade level of the license and passing score on the Principles of Learning and Teaching (PLT) in the grade level of the license; and
4. Meet *one* of the following content knowledge testing options:
   Praxis in content field, if one exists;
   or
   Current valid National Industry Certification in content area;

or
Current valid industry license in content area;
or
30 hours coursework in the license field; and

5. Meet Professional Fitness Requirement; and
6. Pass Basic Skills tests (PPST Reading, Writing and Mathematics); and
7. Pay fees.

Advanced License: Renewable 10 year license

1. Hold a current, valid un-revoked Standard License in Hawaii or another state
2. Hold Master's, Specialist or Doctoral degree that was not used to obtain the Standard License or hold a current valid National Board Certification in the license field
3. Satisfactory completion of 5 out of the last 8 years of full-time P-12 experience under the Standard License, either in Hawaii or another state
4. Professional Fitness clearance
5. Pay fees

CTE Limited Duty Special Permit: Non-renewable 5 year permit

1. Hawaii Department of Education submits directly to HTSB a Recommendation to Receive Career and Technical Education Special Permit for the applicant.
2. Possesses a valid trade/industry license or certification, if one exists in the trade/industry in the field in which instruction will be offered.
3. Have three (3) years of satisfactory full-time trade/industry experience in the field in which instruction will be offered.
4. Professional Fitness clearance
5. Pay fees

Ni`ihau Limited Duty Special Permit: Renewable up to August 31, 2015

1. Be contracted by the Hawaii Department of Education as of June 1, 2000, on Ni`ihau
2. Have a recommendation from Hawaii Department of Education for showing strong progress towards meeting the licensing requirements and thus, qualifying for the Ni`ihau Limited Duty Special Permit
3. Complete baccalaureate degree, basic skills and content knowledge requirements set by the Board.
4. Satisfactory contracted DOE K-12 teaching experience may be accepted in lieu of student teaching
5. Professional Fitness clearance
6. Pay fees

Adding a Field to an Existing Hawaii License

A Hawaii licensed teacher may add a field to their existing license in three ways:

1. Complete a State Approved Teacher Education Program in the new field;

OR

2. Complete 30 hours from a State Approved Teacher Education Program in the new field and verify 1 year of experience out of the last 5 in the new field;

OR

3. Take the Praxis content test in the new field and verify 1 year of experience out of the last 5 in the new field;

OR

4. Attain NBPTS certification in the new field;

OR

5. Hold and Advanced License and a major or equivalent in the new field.

License Renewal Requirements

1. Possess evidence of meeting all ten Hawaii Teacher Performance Standards;
2. Possess evidence of satisfactory experience within the five years prior to license renewal;
3. Meet Professional Fitness requirements;
4. Pay license fee.

Appendix C

State Approval of Teacher Education Unit Standards

UNIT STANDARD	CRITERIA
CONCEPTUAL FRAMEWORK STANDARD	A conceptual framework establishes the shared vision for a unit's efforts to prepare educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework provides the bases that describe the unit's intellectual philosophy, which distinguishes program completers of one unit from those of another. The conceptual framework also provides a context for aligning professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.
UNIT STANDARD 1. **CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS**	Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate content, pedagogical and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments show that candidates meet professional, state, and unit standards. The public expects that their children's teachers have sufficient knowledge of content to help all students meet standards for P-12 education. The guiding principle of the teaching profession is that student learning is the goal of teaching. Standard 1 reinforces the importance of this goal by requiring that teacher candidates know their content or subject matter, can teach, and can help all students learn. All professional school personnel are expected to carry out their work in ways that are supportive of student learning.
UNIT STANDARD 2. **ASSESSMENT SYSTEM AND UNIT EVALUATION**	The unit has an assessment system that collects and analyzes data about applicant qualifications,

	candidate and program completer performance, and unit operations to evaluate and improve the unit and its programs. The unit has a professional responsibility to ensure that its programs and program completers are of the highest quality. Meeting this responsibility requires using information technologies in the systematic gathering and evaluation of data and making use of that data to strengthen the unit and its programs.
UNIT STANDARD 3. **FIELD EXPERIENCES AND CLINICAL PRACTICE**	The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Field experiences and clinical practice are integral program components for the initial preparation of teacher candidates and candidates for other school personnel roles. They provide the opportunity for candidates to apply their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Designed and sequenced well, they help candidates develop the competence necessary to begin or continue careers as teachers or other school professionals. Student teaching or an internship is the required culminating experience for teacher candidates at the baccalaureate, post baccalaureate, or master's level. Field experiences and clinical practice are characterized by collaboration, accountability,

	and an environment and practices associated with professional learning. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. Clinical practice includes student teaching and internships that provide candidates with experiences that allow for full immersion in the learning community so that candidates are able to demonstrate competence in the professional roles for which they are preparing. A minimum of ten weeks, full-time, is required for the student teaching or clinical practice component. Clinical practice also provides for candidates' use of information technology to support teaching, learning, and other professional responsibilities. The unit and school partners collaboratively design and implement field experiences and clinical practice, including the assessment of candidate performance. P-12 school and unit faculty share the responsibility for candidate learning. The partners share and integrate resources and expertise to create roles and structures that support and create opportunities for candidates to learn. The partners select and prepare clinical faculty to mentor and supervise teacher candidates. Candidates are expected to study and practice in a variety of settings that include diverse populations, students with exceptionalities, and students of different ages. They are placed in clinical settings at grade levels and in the subjects or school roles (e.g., school counselor, school librarian) for which they are seeking a

	license. Candidate learning is integrated into the clinical setting. Scheduling, use of time, and resources support clinical faculty and allow candidates to participate as teachers, professional educators, and learners in the school setting.
UNIT STANDARD 4. **DIVERSITY**	The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse unit and school faculty, diverse candidates, and diverse students in P-12 schools. One of the goals of this standard is the development of educators who can help all students learn and who can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds. Therefore, the unit provides opportunities for candidates to understand the role of diversity and equity in the teaching and learning process. Coursework, field experiences, and clinical practice are designed to help candidates understand the influence of culture on education and acquire the ability to develop meaningful learning experiences for all students. Candidates learn about exceptionalities and inclusion as well as gender differences and their impact on learning. Proficiencies, including those related to dispositions and diversity, are drawn from the standards of the profession, state, and unit; they

	are clear to candidates and are assessed as part of the unit's performance assessment system.
UNIT STANDARD 5. **FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT**	Faculty are qualified and model best professional practices in scholarship, service and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development. Faculty in higher education and partner schools are critical to the development of high quality professional educators to staff Hawaii's and the nation's schools. They can introduce candidates to research and good practice that counter myths and misperceptions about teaching and learning. Through modeling of good teaching, they help candidates develop multiple teaching strategies to help all students learn. The intellectual vitality exhibited by faculty who are engaged in their work and student learning is important in setting the stage for continuous professional development by the candidates under their supervision.
UNIT STANDARD 6. **UNIT GOVERNANCE AND RESOURCES**	The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and unit standards. The unit performs the key leadership role in governance and management of curriculum,

	instruction, and resources for the preparation of professional educators. The unit is responsible for the quality of all school personnel prepared at the institution regardless of where the program is administratively located within the institution. Thus, units are expected to directly manage or coordinate all programs offered at the institution for the initial and continuing preparation of teachers and other professional school personnel. In this regard, they work with colleagues in arts and sciences and other units across campus as well as educators in P-12 schools. The unit has designed, established, and maintained a structural and governance system for planning, delivering, and evaluating programs that includes school practitioners as well as faculty and administrators in other units of the institution. A key element of that system is the development and implementation of an assessment system that includes the gathering and use of candidate performance data, as described under Standard 2, to ensure that candidates meet standards.

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