

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

**FRIDAY, OCTOBER 19, 2012
9:00 A.M.**

HAWAI'I TEACHER STANDARDS BOARD ROOM

MINUTES

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

ABSENT: Jonathan Kissida
Alvin Parker
Justin Mew

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

OBSERVERS: Les McCallum, Program Associate, Pearson
Jennifer Wallace, Executive Director, Washington State Professional
Educator Standards Board
Victoria Chamberlain, Executive Director, Oregon Teacher Standards
and Practices Commission

CALL TO ORDER:

Chairperson Holck called the meeting to order at 2:30 p.m.

APPROVAL OF MINUTES:

(Cayetano/Jose) The minutes of the September 21, 2012 meeting were approved.

TOPIC: **Executive Director's Report**
DISCUSSION: Executive Director Lynn Hammonds sent her report to the Board with no additions to her report but she wanted to mention that due to the short turn-around time between this meeting and the November meeting, the licensing data for both October and

November will be presented at the December meeting for the boards review.

- TOPIC:** **Budget, Personnel and Strategic Planning Committee**
DISCUSSION: Tom reported that the Committee discussed:
- FY 2014-2015 Biennial Budget Requests
 - Policies and Procedures for evaluation of the Executive Director – work in progress
 - Update and Demonstration of Policy and Procedure (NBIs), Data Bank
 - NBI 12-08: Approval of HTSB Customer Handbook – deferred to next meeting
 - Report on Customer Service Improvement Plan – report by Dwight in the future
 - Demonstration of RT, project tracking software
 - NBI 12-09: Approval of Hawaii Information Consortium (HIC) Customer Service Statement of Work (SOW) – recommends approval with amendments
 - Status report on HIC SOW re: Website Alignment
 - Board Member Operational Manual – discuss at next meeting, work in progress

- TOPIC:** **Joint Legislative and By-Laws Committee and Teacher Education Committees**
DISCUSSION: Pateman reported that the Committees discussed and reviewed:
- Development of standards for State Approval of Teacher Education in administrative rules – requested a summary of what exists now from Executive Director Hammonds

- TOPIC:** **Teacher Standards Committee**
DISCUSSION: Jose reported that the committee discussed:
- NBI 09-67 Rev1: Modification of National Council for the Accreditation of Teacher Education State Protocol
 - NBI 11-20 Rev3: Additional World Language License Fields and ACTFL Content Tests for State Licensure
 - Report on License Renewal Criteria and Renewal Audit and recommendations for revision

- TOPIC:** **Committee of the Whole**
DISCUSSION: Holck reported that the committee discussed:
- Presentation by Evaluation Systems group of Pearson

TESTIMONY, PETITION FROM THE PUBLIC: None.

NEW BUSINESS APPROVED: (See Attachments)

1. **NBI 09-67 Rev1: Modification of National Council for the Accreditation of Teacher Education State Protocol**
(Jose on behalf of the Teacher Standards Committee)
2. **NBI 11-20 Rev3: Additional World Language License Fields and ACTFL Content Tests for State Licensure**
(Jose on behalf of the Teacher Standards Committee)
3. **NBI 12-07: Ratification of Hawaii Provisional Licenses, Standard Licenses, Advanced Licenses, Added Fields to Existing Licenses, Renewed Licenses, and Career and Technical Education Special Permits**
(Holck reported out approved in executive session)
4. **NBI 12-09: Approval of Hawaii Information Consortium (HIC) “Customer Service” Statement of Work (SOW)**
(Tom on behalf of the Budget, Personnel and Strategic Planning Committee)

MOTIONS:

1. (Jose/Wurst) Motion to move into executive session to review license Ratification list for approval and to discuss the report of legal issues from Deputy Attorney General Murakami.
2. (Cayetano/Jose) Motion to rise out of executive session.

ADJOURNMENT:

Chairperson Holck adjourned the meeting at 3:05 p.m.

RECORDER: _____
Jill Agena

DATE: October 19, 2012

New Business Item 09-67Rev1

Approved 2/25/10

Revised 10/19/12

Approved 10/19/12

TITLE: Modification of National Council for the Accreditation of Teacher Education State Protocol

The Hawaii Teacher Standards Board approves the following modification to the National Council for the Accreditation of Teacher Education (NCATE) State Protocol, Category VI. On-Going Responsibilities, Section B. Accreditation Cycle:

B. Accreditation Cycle	Units that receive accreditation for the first time will be scheduled for their next visit seven years from the semester in which their visit occurred. Units that receive continuing accreditation will be scheduled for their next visit seven years from the semester in which their visit occurred. The seven-year cycle of visits apply only if the State has agreed to a seven-year cycle. Units may host a probationary or focused visit as a result of conditional, or provisional accreditation; visits will be within 2 years of the UAB's decision.	<hr/> NOTE: States may determine whether to participate in probational, conditional, or provisional reviews.
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NCATE's Unit Accreditation Board adopted a resolution to change the visit cycle for first continuing accreditation visits and for visits following a probation visit from five to seven years at its October 20-23, 2009 meeting. The NCATE State Protocol is attached.

Submitted by: Jonathan Gillentine/Terry Lynn Holck

Referred to: Teacher Education Committee

Effective October 19, 2012 The Hawaii Teacher Standards Board approves the following modifications to the National Council for the Accreditation of Teacher Education (NCATE) State Protocol:

Category I. Standards, Section B. NCATE Program Standards;

<p>B. NCATE Program Standards</p>	<p>NCATE coordinates program reviews by specialized professional associations (SPAs) with program standards that have been approved by the Specialty Areas Studies Board.</p> <p>NCATE accepts the decisions of applicable institutional accrediting agencies recognized by the U.S. Department of Education and the Council for Higher Education Accreditation as evidence of program content quality.</p>	<p><u>All programs leading to initial licensure of teachers, counselors, and librarians must be included in the NCATE review.</u> <u>It will be the option of the unit to include other programs that do not lead to initial licensure in the NCATE review.</u></p>
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Category II. Teams, Section C. Team Size: NCATE only;

<p>C. Team Size: NCATE only</p>	<p>For first, continuing, and probation visits, the BOE Team will include 5-8 members depending on several factors, including the number of candidates, faculty, and the unit's programs. Additional team members may be</p>	<p><u>The Hawai'i Teacher Standards Board recommends a team with a maximum of six Board of Examiner members, excluding the State Consultant and observers, in consideration of the travel expenses incurred by the Education Preparation Provider.</u></p>
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Category II. Teams, Section D. Chair Responsibilities: NCATE only;

<p>D. Chair Responsibilities: NCATE only</p>	<p>An NCATE BOE team member is appointed chair. The chair has overall responsibility for planning and conducting the visit.</p> <p>The chair conducts a previsit approximately 60 days before the visit to plan interviews and finalize the logistics for the visit. The State Consultant should participate in the previsit.</p> <p>The chair assigns roles and responsibilities to BOE team members.</p>	<p><u>The Hawai'i Teacher Standards Board recommends that the previsit be conducted on line in consideration of the travel expenses incurred by the Education Preparation Provider.</u></p>
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Category II. Teams, Section E. Consultants/Other Participants;

<p>E. Consultants/Other Participants</p>	<p>NCATE invites the State education agencies to appoint a “State Consultant” to advise the team on State requirements, nomenclature, and special circumstances. The State Consultant’s expenses are covered by the respective agency. The State Consultant facilitates an orientation to the State Partnership at a team meeting prior to the review activities. The consultant is usually the</p>	<p>A State Consultant from the Teacher Standards Board will be assigned to the NCATE team <u>as an observer of the review process and advisor to the team on state protocol.</u></p> <p>The consultant can participate in data collection and team discussions, but does not participate in the voting of whether standards are met.</p>
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Category II. Teams, Section F. NEA/AFT Representatives;

<p>F. NEA/AFT Representatives</p>	<p>NCATE invites the State affiliates of the NEA and AFT to appoint observers for the on-site visit in partnership States. The participants' respective agencies are responsible for their travel and maintenance expenses.</p> <p>These observers can assist the BOE team with the collection of data, interviews, and the editing of the team report. However, they should not be assigned a primary writing assignment. Observers are non-voting members of the BOE team.</p>	<p><u>The NEA/AFT observer serves only as an observer and is a non-voting participant of the BOE team. The NEA/AFT observer's respective agency is responsible for travel and maintenance expenses.</u></p>
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Category III. Preparation, Section E. Institutional Report;

<p>E. Institutional Report</p>	<p>The professional education unit is required to write and submit an Institutional Report (IR) that describes the unit's conceptual framework and evidence that demonstrates that the 6 standards are met. In continuing accreditation visits, the IR also serves as a primary documentation of the unit's growth and development since the last accreditation visit.</p> <p>The unit sends one copy of the IR and related links to undergraduate and graduate (if applicable) catalogs to each NCATE BOE team member, State consultant, and NEA/AFT observers. Either an electronic copy of the Institutional Report is sent to NCATE, or the unit may send two paper copies.</p>	<p>Documentation in Addendum indicating that graduates demonstrated and are likely to continue to demonstrate competencies specified in the "Teacher Performance Standards, 6/1/98." (Please refer to attachment A.)</p>
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Category V. After the On-Site Review B. Rejoinder;

<p>B. Rejoinder</p>	<p>The unit submits to NCATE and the State an electronic copy, or five hard copies, of its rejoinder to the BOE report within 30 days after receipt of the BOE Report.</p>	<p>The unit has 30 days to respond to the report of the Hawaii Teacher Standards Board.</p>
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**NCATE/State Partnership Protocol
for
INITIAL/CONTINUING/PROBATION REVIEWS
of Professional Education Units in the State of Hawaii**

Team Composition:
all-NCATE

Program Review:
NCATE

Effective:
Jan. 2005- Dec. 2011

Original Partnership Agreement Date: 1994

[I. Standards](#) [II. Team](#) [III. Preparation](#) [IV. On-Site Review](#)
[V. After On-Site Review](#) [VI. On-Going Responsibilities](#)

Category	NCATE policy & options	State additions/response
I. Standards		
A. Unit Standards	<p>NCATE unit standards apply to the professional education unit.</p> <p>Specific State criteria, as determined by the State Agency, and institutional criteria as determined by the unit or higher education commission, may also be applied to units and/or programs being reviewed by NCATE and the State.</p>	
B. NCATE Program Standards	<p>NCATE coordinates program reviews by specialized professional associations (SPAs) with program standards that have been approved by the Specialty Areas Studies Board.</p> <p>NCATE accepts the decisions of applicable institutional accrediting agencies recognized by the U.S. Department of</p>	<p><u>All programs leading to initial licensure of teachers, counselors, and librarians must be included in the NCATE review.</u></p> <p><u>It will be the option of the unit to include other programs that do not lead to initial licensure in the NCATE review.</u></p>

Category	NCATE policy & options	State additions/response
	<p>Education and the Council for Higher Education Accreditation as evidence of program content quality.</p>	
<p>II. Team</p>		
<p>A. Team Composition: NCATE only</p>	<p>A team is selected from NCATE’s Board of Examiners (BOE). The team includes representatives from organizations of teacher educators, teachers, education specialists and/or policy makers. Non-voting members of the team include the State Consultant (usually the NCATE State Partnership Contact, or his/her designee), and a representative from the state affiliate of NEA and/or AFT. Team assignments are systematically made to ensure that conflicts of interest are avoided.</p>	
<p>B. Training Expectations: NCATE only</p>	<p>NCATE team members must participate in the NCATE-sponsored BOE training.</p>	

<p>C. Team Size: NCATE only</p>	<p>For first, continuing, and probation visits, the BOE Team will include 5-8 members depending on several factors, including the number of candidates, faculty, and the unit's programs. Additional team members may be</p>	<p><u>The Hawai'i Teacher Standards Board recommends a team with a maximum of six Board of Examiner members, excluding the State Consultant and observers, in consideration of the travel expenses incurred by the Education Preparation Provider.</u></p>
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Category	NCATE policy & options	State additions/response
	<p>added to visit off-campus sites.</p> <p>For focused visits, the team will include 2-3 BOE members.</p>	
<p>D. Chair Responsibilities: NCATE only</p>	<p>An NCATE BOE team member is appointed chair. The chair has overall responsibility for planning and conducting the visit.</p> <p>The chair conducts a previsit approximately 60 days before the visit to plan interviews and finalize the logistics for the visit. The State Consultant should participate in the previsit.</p> <p>The chair assigns roles and responsibilities to BOE team members.</p>	<p><u>The Hawai'i Teacher Standards Board recommends that the previsit be conducted on line in consideration of the travel expenses incurred by the Education Preparation Provider.</u></p>
<p>E. Consultants/Other Participants</p>	<p>NCATE invites the State education agencies to appoint a "State Consultant" to advise the team on State requirements, nomenclature, and special circumstances. The State Consultant's expenses are covered by the respective agency. The State Consultant facilitates an orientation to the State Partnership at a team meeting prior to the review activities. The consultant is usually the</p>	<p>A State Consultant from the Teacher Standards Board will be assigned to the NCATE team; <u>as an observer of the review process and advisor to the team on state protocol.</u></p> <p>The consultant can participate in data collection and team discussions, but does not participate in the voting of whether standards are met.</p>

Category	NCATE policy & options	State additions/response
	<p>State Partnership Contact, but may be his/her designee, and is a non-voting member of the BOE team. The State Consultant may serve as a voting member of the State team, if so designated by the State. A few states (e.g., SC and FL) may have consultants from two agencies.</p>	
<p>F. NEA/AFT Representatives</p>	<p>NCATE invites the State affiliates of the NEA and AFT to appoint observers for the on-site visit in partnership States. The participants' respective agencies are responsible for their travel and maintenance expenses.</p> <p>These observers can assist the BOE team with the collection of data, interviews, and the editing of the team report. However, they should not be assigned a primary writing assignment. Observers are non-voting members of the BOE team.</p>	<p><u>The NEA/AFT observer serves only as an observer and is a non-voting participant of the BOE team. The NEA/AFT observer's respective agency is responsible for travel and maintenance expenses.</u></p>
<p>G. Decision-making</p>	<p>Decisions are usually made through consensus-driving discussions of whether standards are met. When consensus cannot be reached, a vote may be taken.</p>	<p>.</p>
<p>H. Writing the</p>	<p>The NCATE chair assigns</p>	

Category	NCATE policy & options	State additions/response
<p>Report: NCATE only</p>	<p>writing responsibilities to each team member. The BOE report includes the BOE team's responses to the 6 unit standards at both the initial teacher preparation and advanced levels as appropriate. If the State or unit has additional requirements, the report should have the BOE team's responses to the State/Unit requirements attached as a Report Addendum. The final report is compiled by the BOE chair.</p> <p>The draft of the BOE report should be completed by the end of the on-site visit.</p> <p>The BOE draft report should be sent to NCATE and the team members for editing, and to the unit for correction of factual errors.</p> <p>The BOE team chair e-mails one copy of the final report to the NCATE office and a copy to each member of the NCATE team within 30 days following the visit.</p>	
<p>I. Evaluations</p>	<p>Following the on-site visit, the performance of BOE members is evaluated electronically by the unit, the other national and State BOE members, and</p>	

Category	NCATE policy & options	State additions/response
	<p>State consultants who served on the same visiting team. The evaluations are used by NCATE and the State to determine who should continue BOE service and to identify potential team chairs.</p>	
<p>J. Expenses</p>	<p>During the semester of the visit, the unit will pay NCATE a Periodic Evaluation Fee of \$1,000 per NCATE BOE team member participating in the on-site visit.</p>	
<p>III. Preparation</p>		
<p>A. Units' Intent-to-Seek request</p>	<p>For initial accreditation, at least two years before hosting an on-site visit, the unit should indicate its interest in seeking accreditation. The request should include the semester and year in which the unit plans to host the on-site review.</p>	

B. NCATE materials	In response to interest request, NCATE provide weblinks to the following materials: <ul style="list-style-type: none">• Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education;• Handbook for Accreditation Visits;• “Intent to Seek	
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Category	NCATE policy & options	State additions/response
	<p data-bbox="721 260 1019 331">NCATE accreditation” form</p> <p data-bbox="721 331 976 478">– TO BE SUBMITTED 2 YEARS BEFORE THE VISIT;</p> <ul data-bbox="675 478 1013 772" style="list-style-type: none"> • Timeline for semester and year of visit; • List of NCATE partnership States; and • Other accreditation information 	
<p data-bbox="272 814 532 848">C. Preconditions</p>	<p data-bbox="623 814 1029 1142">For first visits, the unit responds to the preconditions found on the NCATE website. The preconditions report must be submitted to the NCATE office at least eighteen months prior to the on-site visit.</p> <p data-bbox="623 1184 1023 1583"><i>All accredited units must continue to meet the preconditions for continued NCATE accreditation. Annually, NCATE reviews Title II test data and will request additional information from the unit that no longer meets the required State pass rate.</i></p>	
<p data-bbox="272 1621 581 1654">D. Program Reports</p>	<p data-bbox="623 1621 997 1879">If the Partnership Agreement requires the unit to submit program reports to NCATE, the reports must be submitted by February 1 or September 15, two</p>	

Category	NCATE policy & options	State additions/response
	<p>semesters before the continuing visit.</p> <p>For a continuing visit, NCATE requests the unit to verify online their “Status of Program Reviews,” approximately two years before the visit. This information will indicate which program reports to submit.</p> <p>For specific information on the preparation of program reports visit the NCATE website.</p>	
<p>E. Institutional Report</p>	<p>The professional education unit is required to write and submit an Institutional Report (IR) that describes the unit’s conceptual framework and evidence that demonstrates that the 6 standards are met. In continuing accreditation visits, the IR also serves as a primary documentation of the unit’s growth and development since the last accreditation visit.</p> <p>The unit sends one copy of the IR and related links to undergraduate and graduate (if applicable) catalogs to each NCATE BOE team member, State consultant, and NEA/AFT observers. Either an electronic copy of the</p>	<p>Documentation in Addendum indicating that graduates demonstrated and are likely to continue to demonstrate competencies specified in the “Teacher Performance Standards, 6/1/98.” (Please refer to attachment A.)</p>

Category	NCATE policy & options	State additions/response
	<p>Institutional Report is sent to NCATE, or the unit may send two paper copies.</p>	
<p>F. Dates of On-Site Visit</p>	<p>NCATE requests units to submit its preferred visit date to NCATE at least 1 year prior to the on-site visit. Units in Partnership States must have the date approved by the State Agency prior to submitting its request to NCATE.</p> <p>The State Agency must first agree to requests for a delay in the visit, before submitting the delay request to NCATE.</p> <p>Visits are scheduled from Saturday through Wednesday excepting special circumstances.</p>	<p>Units must confirm specific dates for visits with the HTSB before submission to NCATE.</p>
<p>F. Previsit</p>	<p>The previsit should be scheduled about 60 days before the on-site visit. See the <i>Handbook for Accreditation Visits</i> for further details.</p> <p>The State Consultant, BOE chair, head of the unit, and NCATE coordinator should be present. If the visit is joint or concurrent, the State team chair should also participate in the previsit.</p>	
<p>H. 3rd Party</p>	<p>Six months before the on-</p>	

Category	NCATE policy & options	State additions/response
<p style="text-align: center;">Testimony</p>	<p>site review, the unit must publish a “Call for Comment” inviting 3rd party testimony related to the upcoming NCATE visit to be sent to NCATE.</p> <p>Two to three months before the on-site review, NCATE sends copies of any third-party testimony it received to the unit for comment and to the BOE team chair.</p>	
<p>IV. On-Site Review</p>		
<p>A. Orientation to State Process/ Protocol</p>	<p>If the visit is being conducted jointly or concurrently, the State Consultant (or his/her designee) will facilitate an orientation to the State process and Protocol.</p>	
<p>B. Conducting the On-Site Review</p>	<p>The NCATE template for on-site visits guides the conduct of the visit as outlined in the <i>NCATE Handbook for Accreditation Visits</i> and on the NCATE website.</p>	
<p>C. Evidence/Exhibit Room</p>	<p>Electronic exhibit rooms are encouraged. Access NCATE’s electronic exhibit room guidelines.</p> <p>Performance-based evidence that demonstrates what candidates know and are able to do must be included in the exhibit room. Units must provide</p>	

Category	NCATE policy & options	State additions/response
	<p>data from: 1) assessments at admissions; 2) State licensure tests; 3) internship assessments; and 4) follow-up studies. For other assessment data examples, see “Assessing Education Candidate Performance: A Look at Changing Practices.”</p>	
<p>D. BOE Report</p>	<p>The BOE report includes the BOE team’s responses to the 6 unit standards at both the initial teacher preparation and advanced levels as appropriate. If the State/Unit has additional requirements, the report should have the BOE team’s responses to the State requirements attached as a State Addendum. The final report is compiled by the BOE chair.</p> <p>The BOE team chair e-mails one copy of the final BOE Report to the NCATE office and a copy to each member of the NCATE team within 30 days following the visit.</p>	
<p>E. Exit Conference</p>	<p>An exit conference is conducted before the team departs Wednesday. It is conducted by the NCATE team chair, State team chair, and State</p>	

Category	NCATE policy & options	State additions/response
	<p>Consultants. The unit is represented by the unit head and coordinator of the NCATE review; the president and/or provost may also attend.</p>	
<p>V. After the On-Site Review</p>		
<p>A. BOE report sent from NCATE</p>	<p>NCATE mails two copies of the report to the unit and one copy to the appropriate State Agencies.</p>	
<p>B. Rejoinder</p>	<p>The unit submits to NCATE and the State an electronic copy, or five hard copies, of its rejoinder to the BOE report within 30 days after receipt of the BOE Report.</p>	<p>The unit has 30 days to respond to the report of the Hawaii Teacher Standards Board Board.</p>
<p>C. Accreditation & Approval</p>	<p>NCATE's Unit Accreditation Board (UAB) is responsible for determining the accreditation status of professional education units, during meetings twice a year. In most cases, accreditation decisions are rendered at the UAB meeting in the semester that follows the BOE review.</p> <p>NCATE provides written notice of all accreditation decisions to the U.S. Department of Education, the appropriate state licensing or authorizing agency, all institutional</p>	

Category	NCATE policy & options	State additions/response
	<p>accrediting agencies recognized by the U.S. Department of Education and the Council for Higher Education Accreditation, and the public (via the NCATE website)</p> <p>More information about reporting accreditation decisions may be found in NCATE's Policies on Dissemination of Information. Definitions of NCATE accreditation decisions can also be found on NCATE's website, or in the Handbook for Accreditation Visits.</p>	
<p>D. Final Action Report</p>	<p>Within 30 days after NCATE's Unit Accreditation Board takes action on the accreditation of the unit, NCATE sends the chief executive officer and head of the professional education unit a letter that indicates the official action.</p>	
<p>E. Appeal Procedure</p>	<p>Units may appeal any of the following Unit Accreditation Board decisions: Provisional Accreditation, Accreditation with Conditions, Revocation of Accreditation, and Probation. See NCATE's website at for specific policies and procedures</p>	

Category	NCATE policy & options	State additions/response
	related to the appeals process .	
VI. On-Going Responsibilities		
A. Protocol Distribution	NCATE will post the State Partnership Protocol on its website; it is also available in hard copy upon request. States will distribute the protocol to all units following the creation/renewal of a Partnership or after either party makes revisions.	
B. Accreditation Cycle	<p>Units that receive accreditation for the first time will be scheduled for their next visit five years from the semester in which their visit occurred.</p> <p>Units that receive continuing accreditation will be scheduled for their next visit seven years from the semester in which their visit occurred. The seven-year cycle of visits apply only if the State has agreed to a seven-year cycle.</p> <p>Units may host a probationary or focused visit as a result of conditional, or provisional accreditation; visits will be within 2 years of the UAB's decision.</p>	<p>Units in the State of - Hawaii will move to a seven-year cycle after the first continuing accreditation review.</p> <hr/> <p>NOTE: States may determine whether to participate in probational, conditional, or provisional reviews.</p>
C. Code of Conduct	To assure units and the public that NCATE	

Category	NCATE policy & options	State additions/response
	<p>reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, BOE members, board members, program reviewers, and staff shall follow NCATE's Code of Conduct, in the Handbook for Accreditation Visits and on NCATE's website.</p> <p>Violation of any part of the Code of Conduct could result in the board member's removal from the board.</p>	
D. Annual Reviews		
1. Regional Accreditation	Units must maintain regional accreditation in order to continue its NCATE accreditation.	
2. Change in State Status	<p>The State will provide to NCATE its policy leading to a "Change in State Status."</p> <p>The State will notify NCATE within thirty days of action taken that an NCATE unit has had a Change in State Status.</p> <p>Notification of an NCATE accredited unit's Change in State Status by the State will initiate a review by NCATE's <i>Annual Report and Preconditions</i></p>	

Category	NCATE policy & options	State additions/response
	<p><i>Audit Committee.</i></p> <p>The NCATE president will notify the unit that the State has informed NCATE of a change in their state status and require the unit to submit a special report within 90 days.</p>	
<p>3. Precondition 7</p>	<p>The unit's programs are approved by the appropriate State agency or agencies, and, in States with educator licensing examinations and required pass rates, the unit's summary pass rate meets or exceeds the required State pass rate.</p>	
<p>4. Annual Report</p>	<p>Submission of the Annual Report is a requirement for all units that are accredited by NCATE or are candidates or precandidates for NCATE accreditation. Annual Reports are due October 1st and should be submitted electronically.</p>	

TITLE: Additional World Language License Fields and ACTFL Content Tests for State Licensure

The Hawaii Teacher Standards Board (HTSB) adds the following World Language license fields, effective as soon as the corresponding ACTFL tests below are available to license applicants:

World Language License Field	License Levels
Afrikaans	K-6, 5-9, 7-12 and K-12
Akan-Twi	K-6, 5-9, 7-12 and K-12
Albanian	K-6, 5-9, 7-12 and K-12
Amharic	K-6, 5-9, 7-12 and K-12
Arabic (Modern Standard Arabic)	K-6, 5-9, 7-12 and K-12
Azerbaijani	K-6, 5-9, 7-12 and K-12
Baluchi	K-6, 5-9, 7-12 and K-12
Bengali	K-6, 5-9, 7-12 and K-12
Bulgarian	K-6, 5-9, 7-12 and K-12
Burmese	K-6, 5-9, 7-12 and K-12
Cambodian	K-6, 5-9, 7-12 and K-12
Cantonese	K-6, 5-9, 7-12 and K-12
Cebuano	K-6, 5-9, 7-12 and K-12
Chavacano	K-6, 5-9, 7-12 and K-12
Czech	K-6, 5-9, 7-12 and K-12
Dari	K-6, 5-9, 7-12 and K-12
Dutch	K-6, 5-9, 7-12 and K-12
Gujarati	K-6, 5-9, 7-12 and K-12
Haitian Creole	K-6, 5-9, 7-12 and K-12
Hausa	K-6, 5-9, 7-12 and K-12
Hebrew	K-6, 5-9, 7-12 and K-12
Hindi	K-6, 5-9, 7-12 and K-12
Hmong/Mong	K-6, 5-9, 7-12 and K-12
Hungarian	K-6, 5-9, 7-12 and K-12
Igbo	K-6, 5-9, 7-12 and K-12
Ilocano	K-6, 5-9, 7-12 and K-12
Indonesian	K-6, 5-9, 7-12 and K-12
Italian	K-6, 5-9, 7-12 and K-12

Kurdish-Kurmanji	K-6, 5-9, 7-12 and K-12
Lao	K-6, 5-9, 7-12 and K-12
Malay	K-6, 5-9, 7-12 and K-12
Mandarin	K-6, 5-9, 7-12 and K-12
Nepali	K-6, 5-9, 7-12 and K-12
Norwegian	K-6, 5-9, 7-12 and K-12
Persian Farsi	K-6, 5-9, 7-12 and K-12
Polish	K-6, 5-9, 7-12 and K-12
Portuguese	K-6, 5-9, 7-12 and K-12
Punjabi	K-6, 5-9, 7-12 and K-12
Romanian	K-6, 5-9, 7-12 and K-12
Serbian-Croatian	K-6, 5-9, 7-12 and K-12
Sindhi	K-6, 5-9, 7-12 and K-12
Sinhalese	K-6, 5-9, 7-12 and K-12
Slovak	K-6, 5-9, 7-12 and K-12
Somali	K-6, 5-9, 7-12 and K-12
Swahili	K-6, 5-9, 7-12 and K-12
Swedish	K-6, 5-9, 7-12 and K-12
Tagalog	K-6, 5-9, 7-12 and K-12
Tajik	K-6, 5-9, 7-12 and K-12
Tamil	K-6, 5-9, 7-12 and K-12
Tausug	K-6, 5-9, 7-12 and K-12
Telugu	K-6, 5-9, 7-12 and K-12
Thai	K-6, 5-9, 7-12 and K-12
Turkish	K-6, 5-9, 7-12 and K-12
Turkmen	K-6, 5-9, 7-12 and K-12
Urdu	K-6, 5-9, 7-12 and K-12
Vietnamese	K-6, 5-9, 7-12 and K-12
Wu	K-6, 5-9, 7-12 and K-12
Yoruba	K-6, 5-9, 7-12 and K-12

Requirements for the new license fields are the same criteria as for existing Provisional, Standard and Advanced licenses.

The Hawaii Teacher Standards Board (HTSB) adopts following ACTFL tests as World Language Content Tests for State Licensure

The ACTFL Oral Proficiency Interview tests are adopted to demonstrate oral language proficiency:

- Oral Proficiency Interview (OPI): A telephonic interview that is interactive and adaptive to the experiences and linguistic competence of the candidate.
- Oral Proficiency Interview by Computer (OPIc): Can be delivered electronically and on demand. It is individualized to the test taker and designed to elicit a sample of ratable speech delivered via the internet.
- OPI through Academic Institutional Upgrade: An OPI conducted by a certified tester for a student within the tester's own academic institution.
- Advanced Level Check: A truncated version of an OPI and determines whether or not the candidate meets the National Council for Accreditation of Teacher Education (NCATE) standard of Intermediate High.

The ACTFL Writing Proficiency tests are adopted to demonstrate written language proficiency:

- Writing Proficiency Test (WPT): A proctored, standardized test for global assessment of functional writing ability, measuring how well a person writes in a language.
- Advanced Level Check - Writing (AL Check): A truncated version of the WPT that measures whether a candidate meets the requirements of an Advanced- Low level of writing proficiency.

The Board adopts the ~~NCATE~~ minimum required levels of oral and writing proficiency for the ACTFL tests:

- Roman alphabet based languages in both oral and writing are adopted at the Intermediate/High level.
- Non-Roman based languages in both oral and writing are adopted at the Intermediate/Middle level.

The Board adopts the following ACTFL Proficiency Assessments immediately and directs the Executive Director to complete the necessary agreements with ACTFL to deploy the tests:

Language	Tests Required	OPI Score Required	Writing Score Required
French	OPI / WPT	Intermediate High	Intermediate High
German	OPI / WPT	Intermediate High	Intermediate High
Spanish	OPI / WPT	Intermediate High	Intermediate High
Latin	N/A	N/A	N/A
Chinese	OPI / WPT	Intermediate Mid	Intermediate Mid
Japanese	OPI / WPT	Intermediate Mid	Intermediate Mid
Korean	OPI / WPT	Intermediate Mid	Intermediate Mid

Russian	OPI / WPT	Intermediate High	Intermediate Mid
Afrikaans	OPI	Intermediate High	N/A
Akan-Twi	OPI	Intermediate High	N/A
Albanian	OPI / WPT	Intermediate High	
Amharic	OPI	Intermediate High	N/A
Arabic MSA	OPI / WPT	Intermediate Mid	Intermediate Mid
Azerbaijani	OPI	Intermediate High	N/A
Baluchi	OPI	Intermediate High	N/A
Bengali	OPI	Intermediate High	N/A
Bulgarian	OPI	Intermediate High	N/A
Burmese	OPI	Intermediate High*	N/A
Cambodian	OPI	Intermediate High*	N/A
Cantonese	OPI	Intermediate Mid	[Chinese] Intermediate Mid
Cebuano	OPI	Intermediate High	N/A
Chavacano	OPI	Intermediate High	N/A
Czech	OPI	Intermediate High	N/A
Dari	OPI	Intermediate High	N/A
Dutch	OPI / WPT	Intermediate High	Intermediate High
English	OPI	Intermediate High	N/A
Gujarati	OPI	Intermediate High	N/A
Haitian Creole	OPI	Intermediate High	N/A
Hausa	OPI	Intermediate High	N/A
Hebrew	OPI	Intermediate High	N/A
Hindi	OPI / WPT	Intermediate High	Intermediate High
Hmong/Mong	OPI	Intermediate High*	N/A
Hungarian	OPI	Intermediate High	N/A
Igbo	OPI	Intermediate High	N/A
<u>Ilocano</u>	<u>OPI</u>	<u>Intermediate High</u>	<u>N/A</u>
Indonesian	OPI	Intermediate High	N/A
Italian	OPI / WPT	Intermediate High	Intermediate High
Kurdish-Kurmanji	OPI	Intermediate High	N/A
Lao	OPI	Intermediate High*	N/A
Malay	OPI	Intermediate High*	N/A
Mandarin	OPI	Intermediate Mid	[Chinese] Intermediate Mid
Nepali	OPI	Intermediate High*	N/A
Norwegian	OPI	Intermediate High	N/A
Persian Farsi	OPI / WPT	Intermediate High	Intermediate Mid
Polish	OPI / WPT	Intermediate High	Intermediate High
Portuguese	OPI / WPT	Intermediate High	Intermediate High
Punjabi	OPI	Intermediate High	N/A

Romanian	OPI	Intermediate High	N/A
Serbian-Croatian	OPI / WPT	Intermediate High	[Latin] Intermediate High
Sindhi	OPI	Intermediate High	N/A
Sinhalese	OPI	Intermediate High	N/A
Slovak	OPI	Intermediate High	N/A
Somali	OPI	Intermediate High	N/A
Spanish	OPI	Intermediate High	N/A
Swahili	OPI	Intermediate High	N/A
Swedish	OPI	Intermediate High	N/A
Tagalog	OPI	Intermediate High*	N/A
Tajik	OPI	Intermediate High	N/A
Tamil	OPI	Intermediate High	N/A
Tausug	OPI	Intermediate High	N/A
Telugu	OPI	Intermediate High	N/A
Thai	OPI	Intermediate High*	N/A
Turkish	OPI / WPT	Intermediate High	Intermediate Mid◇
Turkmen	OPI	Intermediate High	N/A
Urdu	OPI / WPT	Intermediate High	Intermediate Mid◇
Vietnamese	OPI / WPT	Intermediate High*	Intermediate High
Wu	OPI	Intermediate Mid	N/A
Yoruba	OPI	Intermediate High	N/A

* Indicates change from Intermediate Mid. Languages with this symbol are Category III, and therefore have NCATE recommendations of Intermediate High. States can determine final recommendations independently.

◇ Indicates change from Intermediate Low. Language with this symbol have non-romanized alphabet and therefore have NCATE recommendations of Intermediate Mid. States can determine final recommendations independently

Candidates admitted to a World Language SATEP before August 1, 2011 must pass their content test(s) prior to being recommended for licensure.

Candidates admitted to a World Language SATEP between August 1, 2011 and June 30, 2013 must meet one of the following options for validating content expertise prior to student teaching:

- Passing scores listed on the chart above for the ACTFL Oral Proficiency Interview and the ACTFL Writing Proficiency tests; or
- Completion of a college major in the World Language field; or
- Completion of a minimum of 30 college credits in the World Language.
- Candidates who are enrolled in a World Language SATEP in their native language may submit the American Council on the Teaching of Foreign

Languages (ACTFL) Official ACTFL Oral Proficiency Interview (OPI) with a minimum rating of “Advanced Low”.

Candidates admitted to a Hawaii SATEP on or after July 1, 2013 must pass the required ACTFL oral and written test(s) prior to being placed in a school for student teaching/internship. For World Language fields with both an ACTFL and a PRAXIS content test, either may be used to meet this requirement.

The Hawaii Department of Education and State Approved Teacher Education Programs shall be notified within 30 days of this decision.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education and Teacher Standards Committees

New Business Item 12-07

Introduced 10/19/12

App. 10/19/12

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

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

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

Submitted by: Terry Lynn Holck

Referred to: Committee

OCTOBER 2012 BOARD REPORT						
ADVANCED LICENSES						
License_type	First_name	Last_name	Teaching_fields	Options	Effective_date	Expiration_date
AL	Michael	Leung	SPED - Mild/Moderate 7 - 12	N/A	10/1/2012	6/30/2023
AL	Michael	Leung	SPED - Severe/Profound 7 - 12	N/A	10/1/2012	6/30/2023
AL	Sherida	Stone	Elementary Education K - 6	N/A	9/1/2012	6/30/2023
AL	Sherida	Stone	Early Childhood Education PK - 3	N/A	9/1/2012	6/30/2023
AL	Sherida	Stone	English 7 - 12	N/A	9/1/2012	6/30/2023
AL	Sherida	Stone	CTE-Public and Human Services 7-12	N/A	9/1/2012	6/30/2023
AL	Sherida	Stone	CTE-Business 7-12	N/A	9/1/2012	6/30/2023
AL	Sherida	Stone	Teaching English to Speakers of Other Languages PK - 3	N/A	9/1/2012	6/30/2023
AL	Sherida	Stone	Teaching English to Speakers of Other Languages K - 12	N/A	9/1/2012	6/30/2023
STANDARD LICENSES						
License_type	First_name	Last_name	Teaching_fields	Options	Effective_date	Expiration_date
SL	Daniel	Adachi	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	Terry	Alexander-Barnes	Art K - 12	N/A	10/1/2012	6/30/2018
SL	Yvette	Anderson	Mathematics 7 - 12	N/A	10/1/2012	6/30/2018
SL	Kay	Beach	SPED - Mild/Moderate K - 12	N/A	9/1/2012	6/30/2018
SL	Erin	Bishop	Elementary Education K - 6	N/A	9/1/2012	6/30/2018
SL	Carolyn	Blum	School Counselor K - 12	N/A	9/1/2012	6/30/2018
SL	Carolyn	Blum	Elementary Education K - 6	N/A	9/1/2012	6/30/2018
SL	Jordan	Braschler	Social Studies 7 - 12	N/A	9/1/2012	6/30/2018
SL	Stephen	Chang	Social Studies 7 - 12	N/A	9/1/2012	6/30/2018
SL	Phillip	Cheng	Mathematics 7 - 12	N/A	10/1/2012	6/30/2018
SL	Wing Sze	Cheng	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	Jackie	Chung	SPED - Severe/Profound K - 6	N/A	9/1/2012	6/30/2018
SL	Ann	Cornwall	Elementary Education K - 6	N/A	9/1/2012	6/30/2018
SL	Erin	Doll	Physical Education K - 12	N/A	10/1/2012	6/30/2018
SL	Erin	Doll	Special Education K - 12	N/A	10/1/2012	6/30/2018
SL	Erin	Doll	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	Elizabeth	Drazdowski	SPED - Mild/Moderate K - 12	N/A	9/1/2012	6/30/2018
SL	Elizabeth	Encarnacao	Elementary Education K - 6	N/A	9/1/2012	6/30/2018
SL	LaKeisha	Ernest	Elementary Education K - 6	N/A	9/1/2012	6/30/2018

SL	Charles	Fareira	Science 5 - 9	N/A	10/1/2012	6/30/2018
SL	Charles	Fareira	Mathematics 5 - 9	N/A	10/1/2012	6/30/2018
SL	Albert	Fletcher	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	James	Gardner	Social Studies 7 - 12	N/A	9/1/2012	6/30/2018
SL	James	Gardner	Social Studies 5 - 9	N/A	9/1/2012	6/30/2018
SL	Sabrina	Gentry	Mathematics 7 - 12	N/A	10/1/2012	6/30/2018
SL	Stephanie	Gleason	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	Stephanie	Gleason	Reading K - 6	N/A	10/1/2012	6/30/2018
SL	Stephanie	Gleason	English 5 - 9	N/A	10/1/2012	6/30/2018
SL	Stephanie	Gleason	Science 5 - 9	N/A	10/1/2012	6/30/2018
SL	Stephanie	Gleason	Social Studies 5 - 9	N/A	10/1/2012	6/30/2018
SL	Stephen	Gonzalez	CTE-Business 7-12	N/A	10/1/2012	6/30/2018
SL	Anais	Gude	Elementary Education K - 6	N/A	9/1/2012	6/30/2018
SL	Heidi	Hagen	Mathematics 7 - 12	N/A	10/1/2012	6/30/2018
SL	Heidi	Hagen	Mathematics 5 - 9	N/A	10/1/2012	6/30/2018
SL	Rebecca	Hannings	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	Rebecca	Hannings	Special Education K - 6	N/A	10/1/2012	6/30/2018
SL	Paul	Hartman	Japanese 7 - 12	N/A	10/1/2012	6/30/2018
SL	Kealohiona hoku	Ho	Elementary Education K - 6	N/A	9/1/2012	6/30/2018
SL	Rebecca	Hu	Elementary Education K - 6	N/A	9/1/2012	6/30/2018
SL	Chad	Jens	Mathematics 7 - 12	N/A	9/1/2012	6/30/2018
SL	Victor	Johnson	English 7 - 12	N/A	10/1/2012	6/30/2018
SL	Robin	Kendall	Mathematics 7 - 12	N/A	9/1/2012	6/30/2018
SL	Mary	Koseki	SPED - Mild/Moderate K - 12	N/A	10/1/2012	6/30/2018
SL	John	Kucher	Special Education K - 12	N/A	9/1/2012	6/30/2018
SL	Kimberly	Kuo	SPED - Mild/Moderate K - 12	N/A	9/1/2012	6/30/2018
SL	Meagen	Laman	English 7 - 12	N/A	10/1/2012	6/30/2018
SL	Jahna	Lau	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	Beverly	Marsh-Gates	English 7 - 12	N/A	10/1/2012	6/30/2018
SL	Namomi	McCorriston	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	Keven	Newman	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	Keven	Newman	Mathematics 5 - 9	N/A	10/1/2012	6/30/2018
SL	Keven	Newman	Special Education K - 12	N/A	10/1/2012	6/30/2018
SL	Cynthia	Nunes-Taijeron	CTE-Business 7-12	N/A	10/1/2012	6/30/2018
SL	Alison	Pierpoint	Special Education K - 12	N/A	10/1/2012	6/30/2018
SL	Alison	Pierpoint	Elementary Education K - 6	N/A	10/1/2012	6/30/2018

SL	Alison	Pierpoint	Special Education PK - 3	N/A	10/1/2012	6/30/2018
SL	Yuli	Preston	Elementary Education K - 6	N/A	9/1/2012	6/30/2018
SL	Yuli	Preston	English 5 - 9	N/A	9/1/2012	6/30/2018
SL	Yuli	Preston	Mathematics 5 - 9	N/A	9/1/2012	6/30/2018
SL	Yuli	Preston	Science 5 - 9	N/A	9/1/2012	6/30/2018
SL	Rebekah	Pulham	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	Tyler	Quillin	SPED - Mild/Moderate K - 12	N/A	9/1/2012	6/30/2018
SL	Joshua	Rosenzweig	Mathematics 7 - 12	N/A	9/1/2012	6/30/2018
SL	Jennifer	Rule	SPED - Mild/Moderate K - 12	N/A	9/1/2012	6/30/2018
SL	Tiffany	Russo	Special Education 5 - 9	N/A	9/1/2012	6/30/2018
SL	Heather	Sanders	Teaching English to Speakers of Other Languages K - 6	N/A	9/1/2012	6/30/2018
SL	Heather	Sanders	Early Childhood Education PK - 3	N/A	9/1/2012	6/30/2018
SL	Heather	Sanders	Teaching English to Speakers of Other Languages PK - 3	N/A	9/1/2012	6/30/2018
SL	Beth	Sebok	Mathematics 7 - 12	N/A	9/1/2012	6/30/2018
SL	Courtney	Shimabuku	Early Childhood Education PK - 3	N/A	10/1/2012	6/30/2018
SL	Courtney	Shimabuku	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	Sarah	Southwick	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	Sarah	Southwick	English 7 - 12	N/A	10/1/2012	6/30/2018
SL	Sarah	Southwick	Early Childhood Education PK - 3	N/A	10/1/2012	6/30/2018
SL	Donna	Squires	Special Education PK - 3	N/A	10/1/2012	6/30/2018
SL	Donna	Squires	Special Education K - 12	N/A	10/1/2012	6/30/2018
SL	James	Street	SPED - Mild/Moderate K - 12	N/A	9/1/2012	6/30/2018
SL	Chelsea	Taua	English 7 - 12	N/A	10/1/2012	6/30/2018
SL	Chelsea	Taua	English 5 - 9	N/A	10/1/2012	6/30/2018
SL	Erin	Thomas	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	Karl	Topper	Elementary Education K - 6	N/A	9/1/2012	6/30/2018
SL	Steven	Turell	English 7 - 12	N/A	9/1/2012	6/30/2018
SL	Elizabeth	Unruh	SPED - Mild/Moderate K - 12	N/A	9/1/2012	6/30/2018
SL	Stephen	Vandermolen	Mathematics 7 - 12	N/A	9/1/2012	6/30/2018
SL	Lindsay	Visco	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	Marianne	Wilkinson	CTE-Business 7-12	N/A	10/1/2012	6/30/2018
SL	Russell	Wooten	Special Education K - 12	N/A	9/1/2012	6/30/2018
SL	Russell	Wooten	Special Education PK - 3	N/A	9/1/2012	6/30/2018
SL	Nicole	Yamamoto	Elementary Education K - 6	N/A	10/1/2012	6/30/2018
SL	Emilyann	Zotz	Elementary Education K - 6	N/A	9/1/2012	6/30/2018
SL	Emilyann	Zotz	SPED - Mild/Moderate K - 6	N/A	9/1/2012	6/30/2018

ADD A FIELDS						
License_type	First_name	Last_name	Teaching_fields	Options	Effective_date	Expiration_date
AAF	Terry	Alexander-Barnes	Elementary Education K - 6	OPT_A	10/1/2012	6/30/2018
AAF	Terry	Alexander-Barnes	SPED - Mild/Moderate K - 6	OPT_A	10/1/2012	6/30/2018
AAF	Terry	Alexander-Barnes	Special Education K - 6	OPT_A	10/1/2012	6/30/2018
AAF	Hannah	Chapman	Mathematics 5 - 9	OPT_C	9/1/2012	6/30/2016
AAF	Amy	Groves	Mathematics 7 - 12	OPT_B	9/1/2012	6/30/2017
AAF	Joseph	Hajiro	Teaching English to Speakers of Other Languages K - 12	OPT_B	10/1/2012	10/4/2015
AAF	Ronald	Okita	SPED - Mild/Moderate K - 6	OPT_C	8/1/2012	6/30/2016
AAF	William	Pacheco Jr.	Physical Education 7 - 12	OPT_C	9/1/2012	6/30/2018
AAF	Megan	Perez	TESOL PK-3	OPT_A	8/1/2012	6/30/2017
AAF	Michele	Vaughn	Teaching English to Speakers of Other Languages K - 12	OPT_E	10/1/2012	6/30/2023
AAF	Jay	Visaya	Special Education 5 - 9	OPT_C	10/1/2012	5/16/2013
AAF	Ann Marie	Watanuki	English 5-9	OPT_C	4/1/2012	6/30/2016
AAF	James	Winqvist	Special Education 5 - 9	OPT_C	10/1/2012	12/28/2014
AAF	Annette	Zapata	SPED - Severe/Profound K - 6	OPT_C	10/1/2012	6/30/2017
PROVISIONAL LICENSES						
License_type	First_name	Last_name	Teaching_fields	Options	Effective_date	Expiration_date
PL	Patrick	Oline	Mathematics 7 - 12	N/A	9/1/2012	6/30/2014
PL	Joseph	Plencner	Mathematics 7 - 12	N/A	9/1/2012	6/30/2014
CORRECTIONS						
License_type	First_name	Last_name	Teaching_fields	Options	Effective_date	Expiration_date
SL	Kristine	Chong	SPED K-6, Elem. Educ. K-6	N/A	8/15/2005	7/31/2015
			Teaching field SPED K-6 was not listed. Issued 8/15/2005.			

OCTOBER 2012 BOARD REPORT OF RENEWED LICENSES					
License_type	Last_name	First_name	Teaching_field	Effective_date	Expiration_date
SL	Abbas	Corrie	SPED - Mild/Moderate K - 12	9/1/2012	6/30/2018
SL	Abbas	Corrie	English 5 - 9	9/1/2012	6/30/2018
SL	Abbas	Corrie	Social Studies 5 - 9	9/1/2012	6/30/2018
SL	Acord	Suzanne	Social Studies 7 - 12	10/1/2012	6/30/2018
SL	Adams	Keith	Science 7 - 12	9/1/2012	6/30/2018
SL	Agena	Leslie	School Counselor K - 12	9/1/2012	6/30/2018
SL	Anderson	Athena	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Bailey	Weyland	Mathematics 7 - 12	9/1/2012	6/30/2018
SL	Bermillo	Ester	Science 7 - 12	9/1/2012	6/30/2018
SL	Brown	Michael	English 7 - 12	10/1/2012	6/30/2018
SL	Cassidy	Sharon	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Cassidy	Sharon	Special Education K - 12	9/1/2012	6/30/2018
SL	Cazimero	Lisa	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Ceus	Stephanie	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Chan	Jana	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Chan	Jana	English 5 - 9	9/1/2012	6/30/2018
SL	Cortez	Pablo	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Dickinson	Teresa	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Dickinson	Teresa	Special Education K - 12	10/1/2012	6/30/2018
SL	Duncan	Heddy	SPED - Mild/Moderate K - 12	9/1/2012	6/30/2018
SL	Everingham	Anne	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Fischer	Shawna	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Fryar	Shanti	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Fujii	Rayna	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Hashimoto	Curt	Social Studies 7 - 12	9/1/2012	6/30/2018
SL	Hee	Melanie	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Heirakuji	Dorotea	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Heirakuji	Dorotea	SPED - Mild/Moderate K - 12	10/1/2012	6/30/2018
SL	Herradura	Phelia	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Higa	Christina	Mathematics 7 - 12	10/1/2012	6/30/2018
SL	Iha	Tracie Lynne	Mathematics 7 - 12	9/1/2012	6/30/2018
SL	Isabella	Cheri	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Jaremski	Karen	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Kajiyama	Nicole	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Kanahele	Tiffany	School Counselor K - 12	10/1/2012	6/30/2018
SL	Katsel	Garry	Social Studies 7 - 12	9/1/2012	6/30/2018
SL	Kay	Michelle	Elementary Education K - 6	10/1/2012	6/30/2018

SL	Kay	Michelle	Science 5 - 9	10/1/2012	6/30/2018
SL	Krause	Paula	Special Education K - 12	10/1/2012	6/30/2018
SL	Krause	Paula	Special Education PK - 3	10/1/2012	6/30/2018
EH	Kwan	Kelli		10/1/2012	9/30/2013
SL	Low	Denise	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Lozano	Robert	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Lum	Jennifer	CTE-Industrial and Engineering Technology 7-12	9/1/2012	6/30/2018
SL	Milan	Nadine	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Nakasone	Lea	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Nishimiya	Tora	Special Education K - 12	9/1/2012	6/30/2018
SL	Okahara	Joy	Special Education K - 12	9/1/2012	6/30/2018
SL	Okahara	Joy	Science 7 - 12	9/1/2012	6/30/2018
SL	Pearce	Tzaddi	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Peredo	Audrey Fae	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Ragudo-Smith	Natividad	CTE-Business 7-12	9/1/2012	6/30/2018
SL	Rahaim	Laura	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Rizor	Tina	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Robinson	Shirley	Health K - 12	9/1/2012	6/30/2018
SL	Salanoa	Frederick	SPED - Mild/Moderate K - 12	10/1/2012	6/30/2018
SL	Samsonas	Sonja	Special Education K - 12	10/1/2012	6/30/2018
SL	Samsonas	Sonja	School Counselor K - 12	10/1/2012	6/30/2018
SL	Serino	Jessica	English 7 - 12	10/1/2012	6/30/2018
SL	Slate	Lita	Special Education K - 12	9/1/2012	6/30/2018
SL	Slyater	Summer	Mathematics 7 - 12	9/1/2012	6/30/2018
SL	Sternhall	Robert	Social Studies 7 - 12	10/1/2012	6/30/2018
SL	Takemoto	Kristin	Early Childhood Education PK - 3	9/1/2012	6/30/2018
SL	Takemoto	Kristin	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Tanaka	Kimberly	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Tateyama	Judy	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Tateyama	Judy	Mathematics 7 - 12	9/1/2012	6/30/2018
SL	Tillery	Jonathan	English 7 - 12	10/1/2012	6/30/2018
SL	Tokuno	Jaelyn	Music K - 12	9/1/2012	6/30/2018
SL	Toyama	Garrett	Elementary Education K - 6	10/1/2012	6/30/2018
SL	Trachtman	Janet	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Ullman	Deborah	SPED - Mild/Moderate K - 12	10/1/2012	6/30/2018
SL	Vuong	Rhoda	English 7 - 12	10/1/2012	6/30/2018
SL	Wolz	Audrey	School Counselor K - 12	10/1/2012	6/30/2018

SL	Wordeman	Ann	School Counselor K - 12	10/1/2012	6/30/2018
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New Business Item 12-09

Introduced 10/19/12

App. 10/19/12

TITLE: Approval of Hawaii Information Consortium (HIC) “Customer Service” Statement of Work (SOW)

The Hawaii Teacher Standards approves the attached Customer Service Statement of Work (SOW) for infrastructure support provided by Hawaii Information Consortium as amended to include dates covering the initial period of costs between October 19, 2012 and September 30, 2013 and the ongoing period of costs between October 1, 2013 and September 30, 2014.

Submitted by: Terry Lynn Holck

Referred to: Budget, Personnel and Strategic Planning Committee

HAWAII INFORMATION CONSORTIUM

STATEMENT OF WORK
HAWAII TEACHER STANDARDS BOARD

INFRASTRUCTURE SUPPORT

HAWAII INFORMATION CONSORTIUM

OVERVIEW

This Statement of Work (SOW) document identifies the responsibilities between the Hawaii Teacher Standards Board (**HTSB**) and the Hawaii Information Consortium, LLC. (**HIC**) as the selected vendor providing Internet Portal services for the State of Hawaii. This document is subordinate to the requirements stated in RFP-08-11-SW, Internet Portal Manager and Service Provider, HIC's Proposal and the contract between the State of Hawaii and HIC dated January 4, 2008.

This Statement of Work covers general topics that deal with the proposed infrastructure needs and other HTSB online support.

SERVICE LEVEL AGREEMENT

This Statement of Work is subordinate to the Service Level Agreement (SLA) between the Hawaii Teacher Standards Board and HIC signed and dated November 10, 2008 and is subject to all terms and conditions thereof unless specifically designated as exceptions in this document.

PURPOSE STATEMENT

In 1995 the State Legislature created the independent Hawaii Teacher Standards Board (HTSB) to set licensing standards for Hawaii public school teachers. New teachers must meet these standards to maintain employment.

In 2002, the Legislature transferred responsibility for teacher relicensing to the HTSB. Teachers must renew their teaching license every five years to maintain employment.

By statute, the fifteen-member Board is comprised of classroom teachers, school administrators, the Dean of the UH College of Education, Superintendent of Education or designee, and the Chair of the Board of Education. The Governor appoints the teacher and administrator representatives to three-year terms while the Dean and BOE Chair serve by virtue of their office.

The HTSB envisions a highly esteemed public education system with rigorous professional teacher standards that foster student success.

HTSB's 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; and
- Provide more accountability to the public

The Board currently employs Executive Director Lynn Hammonds and a staff of ten. Over the last year, HIC has provided first- and second-tier support for HTSB.

HIC will provide critical services to HTSB including, email, calendaring, online ticketing system and customer service support as needed.

SCOPE STATEMENT

HTSB will service customer support for the licensing system beginning October 1, 2012. HTSB will request additional Customer Service assistance from HIC as needed and as outlined in the Letter of Deployment for Customer Service.

HIC will handle technical issues through live chat support for issues such as:

- a) Log in issues
- b) Problems linking an account to a license
- c) Payment issues (technical issues only)
- d) Technical questions about the site

HIC will provide hosted infrastructure services for HTSB including:

- Issue tracking and helpdesk integration (Request Tracking – i.e. RT).
- Hosted email, calendaring and contacts management (Zimbra).
- Live Chat support
- Customer service (on demand)
- Technical Support (Jira, Confluence)

PROJECT COSTS

Initial Costs (plus General Excise Tax)

- Issue Tracking system (RT up to 1015 users) \$3,200
- Hosted email, calendaring & contacts management \$3,600

(based on 12 users at \$25/user/mo)

- Customer Service Setup (3 hrs on-site training by HIC) \$250

Ongoing Costs:

- Issue Tracking system (1015 users) \$2,400 / year
- Hosted email, calendaring & contacts management \$3,600 / year

(based on 12 users at \$25/user/mo)

- Customer Service (as needed– invoiced separately) \$70 / hour
- Customer Service (On-site training by HIC) \$120/ hour

(as needed – invoiced separately)

Disbursement Schedule:

\$ 7,382.2 due upon execution of this agreement (Breakdown: \$7,050.00 + \$332.20 GE tax).
Ongoing Customer Service will be billed on a monthly basis.

\$6,282.72 due on October 1, 2013 If the Board chooses to continue using RT and Zimbra at that time; Zimbra will be recalculated upon additional users. (Breakdown: \$6,000.00 + \$282.78 GE tax)
Fees will increase 3% per year and are due on October 1st of each subsequent year, unless otherwise negotiated.

RESPONSIBILITIES OF HTSB

In addition to the existing responsibilities of this agreement:

HTSB will designate a primary point of contact with responsibility and authority for review, resolving questions and approval of deliverables under this SOW. HTSB will also identify the HTSB support staff individual that will use HIC's JIRA for the resolution of technical issues associated with the HTSB Licensing and Renewal system.

In order to accomplish the tasks outlined in this SOW and provide the deliverables in accordance with the project plan and timeline, HIC will require the following from HTSB by the agreed upon dates. If HTSB does not provide any of these items by the required date, delivery dates for HIC deliverables will be revised accordingly. HIC will not be held responsible for delays in the timetable due to unavailability of data or resources from HTSB.

HTSB will provide timely authorization for the project and for each approval required during the project

HTSB will act as the primary contact with the Department of Education and other agencies, if applicable, to access licensee information.

TERM OF AGREEMENT

This Agreement shall be effective as of date of signing by both parties and shall remain in full force and effect for up to six months at which time the agreement will be evaluated for continuation or modification or until such time as HIC and HTSB mutually agree to terminate it.

SIGN OFF

I, the undersigned, have the authority to make binding decisions on behalf of my respective agency/department regarding projects in collaboration with HIC.

I also have the authority to allocate agency/department resources towards the above-described project.

I have read the above document and understand all implications thereof. Any future changes to this Statement of Work will be made through a formal request to the HIC General Manager.

By signing, I acknowledge that the project described herein has received any required legal reviews and is in compliance with current State of Hawaii statutes and administrative rules.

Date:

Lynn Hammond s
Executive Director
Hawaii Teacher Standards Board

Russell Castagnaro
General Manager
Hawaii Information Consortium, LLC