

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

**FRIDAY, OCTOBER 3, 2014
Dole Cannery Meeting Room 158**

MINUTES

PRESENT: Louise Cayetano
Wray Jose
Justin Mew
Noe Noe Tom
Terry Holck
Arlene Lee-Williams for Don Horner
Kerry Tom for Kathryn Matayoshi
Felicia Villalobos

ABSENT: Lisa DeLong
Edward Patrick
Beth Pateman for Donald Young

STAFF: Lynn Hammonds, Executive Director
Randy Schrader, Licensing Specialist
Lorin Toma, DPSA
Jill Agena, Secretary

CALL TO ORDER:

Chairperson Holck called the meeting to order at 1:03 p.m.

ANNOUNCEMENTS:

Chairperson Holck thanked board members Jose, DeLong and Cayetano as well as staff members Hammonds, Schrader and Toma for attending the public hearing on October 1, 2014 at Radford High School.

APPROVAL OF MINUTES:

(Cayetano/Jose) The minutes of the September 5, 2014 meeting were approved as written.

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

- (2) Submits an official transcript from the issuing institution to the department or charter school;
- (3) Is actively pursuing appropriate licensing, through the following:
 - (A) Is enrolled in a professional educator preparation program accepted for licensure by the board; or
 - (B) A state approved teacher, librarian or counselor education program has been satisfactorily completed, takes the examinations or meets other options for verifying basic skills and subject area competency accepted for licensure by the board; and
 - (C) Has obtained clearance in the employee suitability background check;
 - (D) Applied for an Emergency Hire permit in a manner prescribed by the board; and
 - (E) Pays the fees to practice the profession of teaching as specified in §8-54-2.4.

(b) The public school may reemploy an emergency hire one (1) year at a time, up to a maximum of three (3) years, provided that emergency hire:

- (1) Is actively pursuing licensing; and
- (2) Submits evidence of satisfactory process towards obtaining a standard license.

§8-54-9.5 Adding a field to a license. (a) If a licensee wants to add additional teaching fields to their teaching license the person shall:

- (1) Complete a state-approved teacher education program that includes appropriate experiences in a P-12 setting in the new field; or
- (2) Successfully complete thirty (30) credit hours of course work in a state-approved teacher education program or the equivalent of a subject major for the new field and submit one of the following:
 - (A) The equivalent of one (1) 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; or
 - (B) Submit verification of three (3) or more years of contracted P-12 experience in the same license grade level span under a Hawai'i Standard License or its equivalent in another state; or

- (C) Submit passing scores on a pedagogy licensure examination approved by the board in the new grade level; or
- (3) Submit passing subject area examination scores for the new teaching field. The passing score must be the same as that used for program completers of the state-approved teacher education program and submit one of the following:
- (A) The equivalent of one (1) 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; or
- (B) Submit verification of three (3) or more years of contracted P-12 experience in the same license grade level span under a Hawai'i Standard License or its equivalent in another state; or
- (C) Submit passing scores on a pedagogy licensure examination approved by the board in the new grade level; or
- (4) Possess a valid National Board Certification in the new field; or
- (5) Possess an Advanced License in one field and submit one of the following:
- (A) The equivalent of a content major in the new field; or
- (B) Passing score for the subject area test in the new field.

(b) Adding "school librarian", reading specialist, and literacy specialist as a field shall be subject to the provisions of (a)(1) of this subsection.

(c) Upon submittal of appropriate documentation of the method selected by the licensee and receipt of the required fees, and subject to meeting all requirements, the Board will add the new field to the license. The licensee's license will include the new teaching field and be subject to the same expiration date for renewal of the current license.

§8-54-9.6 Limited duty special permit. (a) Up to but no later than August 31, 2015, the board may grant a limited duty special permit to an instructor employed by a public school where instruction is conducted in the Ni`ihau dialect. The instructor shall provide evidence showing progress towards becoming properly licensed.

(b) Effective June 30, 2006, the board may also grant a five-year limited duty special permit to an individual recommended by the Superintendent or charter school administrator to provide instruction in career and technical

education provided that the individual submits the following documentation to the Board.

- (1) A valid industry license or certification, if one exists, in the field in which instruction will be offered; and
- (2) Three (3) years of satisfactory full-time experience in the field in which instruction will be offered. This provision shall remain in effect as long as:
 - (A) The department's and charter schools' annual report to the Board includes career and technical education as an official shortage area;
 - (B) The department and charter school suspend the requirement of a baccalaureate degree for career and technical education emergency hires; and
 - (C) Teacher preparation programs offer courses to prepare a permit-holder for classroom instruction and classroom responsibilities.

Limited duty special permits for career and technical education shall be renewable once for an additional five (5) years provided that the instructor continues to meet the permit criteria.

(c) Effective July 1, 2009, the board may also grant a limited duty special permit to an individual recommended by the superintendent or charter school administrator to provide instruction as an emergency hire in a declared shortage area where no licensed teacher is available and the individual is assigned to a school that is identified as hard to staff, provided that the individual meets the following criteria:

- (1) Obtained criminal history clearance and
- (2) Pays the emergency hire fee to practice the profession of teaching as established by the Board.

Limited duty special permits issued to emergency hires may be renewed annually for no more than three years provided the individual submits required documentation to the department or charter school and the superintendent or charter school administrator recommends that a special permit be renewed.

§8-54-9.7 License and permit renewal criteria; term; forfeiture; restoration; termination. (a) The board shall determine the criteria that shall be considered for renewal of a license or permit of which shall minimally include the performance standards contained in Appendix A, B, C, which are incorporated at the end of this chapter, link with the licensee's subject matter field and with teaching and pedagogy, incorporate multiple criteria, be professionally credible, and provide public accountability.

(b) By or before the expiration date of the current licensure or permit period each licensee or permittee shall be responsible for timely renewing the license or permit and satisfying the renewal requirements provided by law and this chapter.

(c) At the time of license renewal, each licensee shall submit a completed renewal application and all applicable fees, and shall comply with any other renewal requirements. Renewals may be completed through an online renewal system or in hard copy sent by United States mail which shall be considered timely filed if the envelope bears a postmark of the required renewal date.

(d) The board may renew a teaching license provided the licensee meets renewal requirements.

(e) A licensee holding a standard license must renew their license every five (5) years.

(f) A licensee holding an advanced license must renew their license every ten (10) years. Licensees using NBPTS route to acquire the advanced license must also renew their National Board Certification to keep their advanced license.

(g) The failure to timely renew a license or permit, the failure to pay all applicable renewal fees, the dishonoring of any check upon first deposit, or the failure to comply with any other renewal requirements provided by law or this chapter shall cause the automatic forfeiture of the license and permit, whether involuntarily or voluntarily and without any prior consultation or notice to the licensee. A person with a forfeited license or permit is prohibited from engaging in the teaching profession.

(h) A licensee or permittee shall have two years to restore the license/permit after automatic forfeiture. Proof of compliance with the renewal requirements and payment of all assessed renewal and late fees will be required for restoration. A license or permit that is timely restored shall constitute a valid teaching license.

(i) The failure to timely restore a forfeited license or permit shall cause the automatic termination of the license and permit, whether involuntarily or voluntarily and without any prior consultation or notice to the licensee. A person holding a terminated license or permit shall be required to apply for a new license or permit and meet current application requirements.

§8-54-9.8 License renewal audit. (a) The board shall conduct random audits of licensees who have renewed their

license to ensure that renewals are in compliance with the criteria set by the board.

(b) The board will collect a minimum of ten (10) audit samples per month, not to exceed one hundred eighty (180) annually, and conduct all reviews of renewal documentation, drawn randomly from those renewals occurring from July 1, 2010 and thereafter.

(c) Licensees whose five-year or ten-year licenses expire on July 1, 2010 or later shall meet the audit guidelines set by the board. Acceptance of the licensee's audit documentation shall result in a license renewal, provided the licensee has paid the necessary fees specified by the board.

(d) A licensee selected for audit shall be required to submit documentation for audit in a manner prescribed by the board. If a licensee fails to respond to a request for audit the board may institute disciplinary action against the licensee for failure to demonstrate compliance with renewal requirements.

(e) The board may contract with an independent, external organization to conduct the random audits and evaluate the renewals and their compliance with the criteria set forth by the board. The board may also commission the organization to review and evaluate the effectiveness of the renewal process.

§8-54-9.9 [RESERVED]

§8-54-9.10 [RESERVED]

§8-54-9.11 [RESERVED]

§8-54-9.12 [RESERVED]

SUBCHAPTER 3

DISCIPLINE

§8-54-9.13 Disciplinary action; basis. (a) The Code of Ethics contained in Appendix D sets forth expected professional behaviors of teachers and forms the basis for disciplinary action taken by the board against a licensee. The provisions of section 8-54-9.14 also constitute behaviors for which disciplinary action may be taken by the board against a licensee.

(b) The board may impose disciplinary action upon a licensee's license after a hearing conducted in accordance with chapter 91.

§8-54-9.14 Grounds for refusal to renew, reinstate, or restore, and for revocation, suspension, denial, or condition of a license or permit. In addition to any other acts or conditions provided by law, the board may refuse to renew, reinstate or restore, or may deny, revoke, suspend, or condition in any manner, any license for any one or more of the following acts or conditions on the part of the licensee, permittee or the applicant thereof:

- (1) A felony conviction;
- (2) Misdemeanor convictions as defined in this chapter;
- (3) Conviction of crimes against children and sexual offenses;
- (4) Having sexual contact with a minor or student;
- (5) Possessing, producing, or distributing illegal images or images of minors or students;
- (6) Committing a crime on school premises or while fulfilling the duties of a teacher;
- (7) Practicing the profession of teaching while possessing, using, distributing or being under the influence of illegal drugs;
- (8) Practicing the profession of teaching in a manner contrary to the recognized standards of ethics adopted by the Hawai'i Teacher Standards Board in its Code of Ethics;
- (9) Practicing the profession of teaching with a fraudulent teaching license;
- (10) Making and/or submitting false, inaccurate or misleading statements and/or documents in applying for a license, permit, license or permit update, or renewal;
- (11) Having a license or permit denied, revoked, not renewed or suspended by another jurisdiction;
- (12) Violation of any condition or limitation on a licensee's license;
- (13) Misrepresents or falsifies information on their application;
- (14) Provides falsified or fraudulent documents with an application;
- (15) Does not meet the board's licensing or renewal requirements;
- (16) Does not meet the professional fitness portion of the application; or
- (17) Does not pay the required license or permit fees.

§8-54-9.15 Forms of disciplinary sanctions Notwithstanding any other others powers of the board to discipline a license the board may impose the following:

- (1) The revocation of a license or permit the duration of which shall be set by the board but may not be less than five years; provided that conviction of crimes against children and sexual offenses may result in the lifetime revocation of a license;
- (2) The suspension of a license or permit the duration of which shall be set by the board but may not exceed five years;
- (3) Place conditions on the licensee or permit holder for a specified amount of time, which may include, but are not limited to, activities directed toward improving a teacher's performance in the area of the violation;
- (4) Censure or warn the licensee or permit holder if the board determines that a violation has occurred that does not necessitate a more severe action to be taken on a licensee or permit holder. A copy of the censure or warning will be placed in the board's file of the licensee or permit holder. A copy will be sent to the licensee or permit holder and he/she will have thirty (30) calendar days to file a written response. The response will be placed in the board's file of the licensee or permit holder; and
- (5) Monetary penalties.

§8-54-9.16 Reporting of violations. (a) Reports of violations(s) to the Code of Ethics or for conduct listed in §8-54-9.14 shall be filed in writing with the board on a signed form and in a manner provided by the board.

(b) The superintendent or charter school administrator or their designee in any Hawaii'i public school shall report violations. A private or independent school administrator is authorized to report violations. The report shall contain the name, address, and social security number of any licensed educator, permit holder or emergency hire who:

- (1) Is terminated or not re-hired for cause;
- (2) Resigns under threat of termination or non-employment for cause;
- (3) Is convicted of a felony or misdemeanor as defined in this chapter.

(c) Licensed educators, permit holders and emergency hires who may have engaged in action that could result in denial, non-renewal, revocation or suspension of a license shall be required to report to the Board, in a manner provided for by the Board, within 30 calendar days of the event, the following:

- (1) Been terminated or not rehired for cause;
- (2) Resigned under threat of termination or non-employment for cause; and
- (3) Been convicted of a felony or misdemeanor as defined in this chapter.

(d) Signators of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Contract shall report actions taken by them to deny a license to an individual or to revoke, suspend or refuse to renew licenses of licensees in their state within 30 calendar days from when they are made aware that the individual is applying for a license, renewal of a license or permit.

(e) The board shall report actions taken to deny, suspend or revoke a license or permit to the superintendent, charter school administrator, headmaster or president of any Hawai'i school, district, or system and to the NASCTEC Clearinghouse.

§8-54-9.17 Board action on reports of violations.

(a) The board may initiate action based on a written, signed report submitted by one or more of the following:

- (1) Any school, district, or system administrator or educator;
- (2) Self-report received from any licensed educator, permit holder or emergency hire;
- (3) Report of license or permit revocation, suspension, refusal to renew or denial by another state; or
- (4) Report submitted by individuals who witness a violation.

(b) The board may initiate an investigation whereby minimally the following actions shall be taken:

- (1) The executive director will verify the complaint;
- (2) The applicant, permit holder or licensee will be notified in writing posted by restricted certified and regular mail of the complaint. A copy of the notification will be placed in the board's file of the applicant, permit holder or licensee;
- (3) The applicant, permit holder or licensee will have thirty (30) calendar days to file a written response, which will be placed in the board's file of the applicant, permit holder or licensee; and
- (4) The board may contract with another state agency or private agency to investigate the complaint and determine if a hearing is warranted.

(c) Following an investigation the board may dismiss the complaint if the alleged violations are not substantiated and the complaint form will be removed from the applicant or

licensee's file. If the complaint is substantiated the board may request the assistance and services of the Office of the Attorney General or contract with another state agency or a private agency for attorney(s) to prepare and represent the board at a hearing. If a hearing is not warranted, the applicant or licensee will be notified and a copy of the notification will be placed in the board's file of the applicant or licensee.

(d) The board may impose a fee against an applicant or licensee as reimbursement for all or part of the costs of investigations, hearings, or appeals that result in disciplinary action against the licensee.

§8-54-9.18 [RESERVED]

§8-54-9.19 [RESERVED]

§8-54-9.20 [RESERVED]

SUBCHAPTER 4 PRACTICE AND PROCEDURES

~~§8-54-10 Contested Case. A license or permit applicant or licensee or permit holder may contest the application of the board's rules on a license, extension, special duty permit or license renewal application if the applicant, licensee or permit holder believes the rules were improperly applied resulting in the denial of a license or special duty permit or non-extension, non-renewal, or suspension of a license, extension, or special duty permit. A licensee or permit holder may also contest the board's decision to hear a request to suspend or revoke the individual's license or permit. The contested case shall be heard by the board as long as the applicant or licensee submits a written request for a contested case hearing within 30 calendar days of being informed in writing of the denial, non-renewal, suspension, or revocation of the license, extension or special duty permit. The hearing shall be scheduled at a time and place determined by the board chairperson or designated hearing officer within 90 calendar days of the receipt of a written request in consultation with the board's executive director.~~

~~(a) Notice. The applicant, licensee or permit holder shall be notified in writing posted by registered or mail to the mailing address provided by the applicant, licensee or permit holder of:~~

- ~~(1) the date, time place and nature of the hearing;~~
- ~~(2) the legal authority under which the hearing is to be held;~~

- ~~(3) the particular sections of the board's rules involved;~~
- ~~(4) the issues involved and the facts alleged by the board in support thereof;~~
- ~~(5) his or her right to retain counsel or consultant at his or her own expense or to appear on his or her own behalf;~~
- ~~(6) his or her rights under statute and procedures for confidential or open hearing. The applicant, licensee or permit holder shall notify the hearing officer or her/his decision seven (7) business days prior to the opening of the formal contested case hearing; and~~
- ~~(7) A copy of the rules of procedure for contested case hearings before the Hawai'i Teacher Standards Board.~~

~~Unless otherwise provided by law, the notice of hearing shall be served on all parties and persons who are entitled to such notice at their last recorded address at least fifteen (15) calendar days before the hearing.~~

~~(b) Hearing. The Board or a panel of the Board shall constitute the hearing panel and the Board chair or designed shall serve as the hearing officer.~~

- ~~(1) Hearing officer, powers. The hearings officer shall preside at the contested case hearing and shall have the power to administer oaths, receive and rule in questions of evidence, schedule pre-hearing conferences to formulate or simplify the issues, rule upon all objections or matters that do not involve a final determination of the proceeding, receive offers of proof, fix the length, form and time of filing briefs, dispose of any other matter that normally and properly arises in the course of a hearing and take lawful action as deemed necessary to the orderly and just conduct of a hearing. Restitution of costs exclusive of attorney's fees may be ordered by the board. The hearing officer may also ask questions during the hearing on behalf of the panel members.~~
- ~~(2) The hearing officer shall announce that statute provides for confidentiality of the proceedings, but if the applicant, licensee or permit holder chooses to have the hearing open, doors will be open and the hearing will no longer be confidential.~~
- ~~(3) All parties shall be allowed to only present evidence and argument on the issues involved to the hearing panel.~~
- ~~(4) The applicant, licensee or permit holder shall be informed that he/she has the burden of proof and must prove his/her case by a preponderance of the evidence.~~

- ~~(5) The hearing will be taped to assist the panel in note taking and preparation of its decision.~~
- ~~(6) Panel members may also take individual notes, but these will be collected and destroyed at the end of the proceeding.~~
- ~~(7) The applicant, licensee or permit holder shall be allowed to present evidence and argument first.~~
- ~~(8) The board or designee shall present evidence and argument next.~~
- ~~(9) The applicant, licensee or permit holder may then offer rebuttal before the executive director or designee is allowed to rebut evidence or argument.~~
- ~~(10) Any hearing procedure may be modified or waived by stipulation of the parties and informal disposition may be made of any contested case by stipulation, agreed settlement, consent order, or default.~~

~~(c) Record. For the purpose of the board's decisions, the record shall include:~~

- ~~(1) All pleadings, motions, intermediate rulings,~~
- ~~(2) Evidence received or considered, including oral testimony, exhibits, and a statement of matters officially noticed,~~
- ~~(3) Offers of proof and rulings thereon,~~
- ~~(4) Proposed findings and exceptions,~~
- ~~(5) Report of the officer who presided at the hearing,~~
- ~~(6) Staff memoranda submitted to members of the board in connection with their consideration of the case.~~

~~The record need not be transcribed unless requested by the hearing officer for purposes of rehearing or court review. Transcripts: If any party to a contested case hearing requests transcripts, the party requesting the transcripts shall be responsible for the costs.~~

~~(d) Rules of evidence.~~

- ~~(1) Any oral or documentary evidence may be received with the exception of irrelevant, immaterial, or unduly repetitious evidence. No sanction shall be imposed or rule or order be issued except upon consideration of the whole record or such portions thereof as may be cited by any party and as supported by and in accordance with the reliable, probative, and substantive evidence. The rules of privilege recognized by law shall be in effect.~~
- ~~(2) Documentary evidence may be received in the form of copies or excerpts, if the original is not readily available; provided that upon request, parties shall~~

~~be given an opportunity to compare the copy with the original.~~

~~(3) Every party shall have the right to conduct such cross-examination as may be required for a full and true disclosure of the facts and shall have the right to submit rebuttal evidence.~~

~~(4) Agencies may take notice of judicially recognizable facts. In addition, they may take notice of generally recognized technical or scientific facts within their specialized knowledge; but parties shall be notified either before or during the hearing, or by reference in preliminary reports or otherwise, of the material so noticed, and they shall be afforded an opportunity to contest the facts so noticed.~~

~~(5) Except as otherwise provided by law, including the burden of producing evidence as well as the burden of persuasion. The degree or quantum of proof shall be a preponderance of the evidence.~~

~~(e) Examination of evidence. Whenever the board has not heard and examined all of the evidence, the decisions, if adverse to a party to the proceeding other than the Board itself, shall not be made until a proposal for decision containing a statement of reasons and including determination of each issue of fact or law necessary to the proposed decision has been served upon the parties, and an opportunity has been afforded to each party adversely affected to file exceptions and present argument to the officials who are to render the decision, who shall personally consider the whole record or such portions thereof as may be cited by the parties.~~

~~(f) Decisions and orders. Decision making shall be made in closed session. Every decision and order adverse to a party to the proceeding, rendered by the Board, shall be in writing or stated in the record and shall be accompanied by separate findings of fact and conclusions of law. If any party to the proceeding has filed proposed findings of fact, the board shall incorporate in its decision a ruling upon each proposed finding so presented. The Board shall notify the parties to the proceeding by delivering or mailing, but regular mail and restricted certified return receipt, a certified copy of the decision and order and accompanying findings and conclusions within a reasonable time to each party or to the party's attorney of record.~~

~~(g) Judicial review. (1) Any person aggrieved by a final decision and order in a contested case or by preliminary ruling of the nature that deferral of review pending entry of a subsequent final decision would deprive appellant of adequate relief is entitled to judicial review thereof under this~~

~~chapter. Notwithstanding any other provision of this section to the contrary, for the purposes of this section, the term "person aggrieved" shall include the Board as a party to a contested case proceeding before itself or another agency.~~

~~(2) [2004 amendment repealed June 30, 2010. L 2006, c 94, §1.] Except as otherwise provided herein, proceedings for review shall be instituted in the circuit court within thirty days after the preliminary ruling or within thirty days after service of the certified copy of the final decision and order of the Board pursuant to rule of court, except where a statute provides for a direct appeal to the intermediate appellate court, subject to chapter 603. In such cases, the appeal shall be treated in the same manner as an appeal from the circuit court to the intermediate appellate court, including payment of the fee prescribed by section 607-5 for filing the notice of appeal (except in cases appealed under sections 11-51 and 40-91). The court in its discretion may permit other interested persons to intervene.~~

~~(3) The proceedings for review shall not stay endorsement of the board decisions or the confirmation of any fine as a judgment pursuant to section 92-17(g); but the reviewing court may order a stay if the following criteria have been met:~~

~~(i) There is a likelihood that the subject person will prevail on the merits of an appeal from the administrative proceeding to the court;~~

~~(ii) Irreparable damage to the subject person will result if a stay is not ordered;~~

~~(iii) No irreparable damage to the public will result from the stay order; and~~

~~(iv) Public interest will be served by the stay order.~~

~~(4) Appeal. Any appeal of a board license or permit hearing decision will be filed in the circuit court of the circuit in which the applicant or licensee resides in the manner provided in chapter 91; out of state applicants, licensees, and permit holders shall file their appeals with the first circuit court of Hawai'i.~~

~~(5) Immunity. Members of the Hawai'i teacher standards board, members of the hearing committees, hearing officers, board counsel, staff, volunteers, and experts shall be immune from suit and liability for any conduct in the course of their official duties.~~

§8-54-10.1 Applicability. The general procedures specified in this subchapter shall, in part, effectuate and carry out the purposes of chapter 91, HRS and shall apply to all contested cases that may come before the board relating to the denial of an application for a license or permit or to discipline a licensee or permittee.

§8-54-10.2 Notification of denial of application or proposed disciplinary action against a licensee or permittee. In the event an application for a license or permit is denied, or the board intends to discipline a licensee or permittee, written notification shall be provided to the denied applicant, or to the licensee of the intended action. The notification shall include a concise statement of the reasons therefore and a statement informing the applicant or licensee or permittee of the right to a hearing if the applicant or licensee or permittee so desires. The notification shall further provide the time frame that a demand for hearing shall be filed.

§8-54-10.3 Demand for a hearing. Any person whose application is denied, or a licensee or permittee who is to be disciplined by the board, shall be entitled to a hearing if a demand for hearing is filed with the board's office within sixty days of the date of the letter informing the applicant of the denial or the licensee or permittee of the intent to discipline, respectively. The demand for hearing shall contain concise statements of: (1) the legal authority under which the hearing is to be held; (2) the denial or matter that is being contested by the petitioner; (3) the basic facts and issues raised; and (4) the relief to which the petitioner deems itself entitled.

§8-54-10.4 Action by the board; notification of hearing. If a demand for hearing is filed within sixty days of the date of the letter of denial or intent to discipline, the board, or a panel of the board, or a hearing officer approved by the board shall be designated as the hearings officer to conduct the hearing, and make recommendations in writing to the board. The hearings officer shall commence the hearing process and proceed to schedule a hearing and provide all parties written notice of the hearing by registered or certified mail with return receipt requested at least fifteen days before the hearing.

§8-54-10.5 Notice of hearing. The hearing notice shall include:

- (1) The date, time, place, and nature of the hearing;
- (2) The legal authority under which the hearing is held;

- (3) The particular sections of the statutes and rules involved; and
- (4) A short and concise statement of the issues involved and the facts giving rise to the petition.

The notice shall further apprise each party of their right to retain legal counsel if so desired.

§8-54-10.6 Hearing. (a) All hearings shall be conducted pursuant to chapter 91, HRS and this subchapter. All hearings shall be held before a hearings officer duly designated by the board. All parties shall be afforded full opportunity to present evidence and argument on all issues involved. The hearing shall be at the time and place set forth in the notice of hearing, but at that time and place may be continued from day to day or adjourned thereof at the hearing.

(b) The presiding hearings officer shall have the power to give notice of the hearing, arrange for the administration of oaths and affirmations, subpoena and examine witnesses, issue subpoenas, certify to official acts, rule on offers of proof, receive relevant evidence and exclude evidence which is irrelevant, immaterial, repetitious, cumulative, or merely scandalous and accordingly may restrict lines of questioning, regulate the course and conduct of the hearing, regulate the manner of any examination so as to prevent the needless and unreasonable harassment, intimidation, or embarrassment of any witness or party at the hearing, remove disruptive individuals including any party, legal counsel, witness, or observer, hold conferences including prehearing conferences, before or during the hearing, for the settlement or simplification of issues, rule on motions and to dispose of procedural matters, dispose of any other matters that normally and properly arises in the course of the proceedings, and take any action authorized by this subchapter or chapter 91, HRS, and perform such other duties necessary for the proper conduct of hearings.

(c) In a hearing where the issue for determination is whether the board properly denied an application for a license or permit, the record shall consist of only the information presented to the board's office for consideration in reviewing the application. No other information regarding qualification for approval of the license or permit shall be admitted unless agreed upon by all parties.

(d) The hearings officer shall submit in writing any report or recommended decision together with the findings of facts and conclusions of law and a recommended order to the board for its consideration and final disposition.

(e) The record of the hearing shall be in conformance with section 91-9, HRS.

(f) The hearings officer may engage the services of a stenographer, or someone similarly skilled, to take a verbatim record of the evidence presented at the hearing. If a verbatim record is taken, any party may request a certified transcript of the proceedings. The party making the request shall be responsible for the fees for the transcript.

§8-54-10.7 Recommended decision. (a) As expeditiously as possible after the close of the hearing, the hearings officer shall file with the board a recommended decision together with separate findings of fact, conclusions of law, and a recommended order. The decision, findings of fact, conclusions of law, and any order recommended by the hearings officer shall be based upon the whole record and supported by the reliable probative and substantial evidence, including facts of which the hearings officer properly took judicial notice.

(b) The hearings officer shall cause a copy of the recommended decision, including therein findings of fact, conclusions of law, and any recommended order, to be served upon each party by registered or certified mail, return receipt requested. Service of the recommended decision shall be deemed complete upon its mailing to the party's last known address.

(c) Any party adversely affected by the hearings officer's recommended decision within fifteen days after receipt of a copy of the decision, may file with the hearings officer written exceptions to the whole or any part of the recommended decision and request review by the board. Each written exception shall specify the portions of the record and authorities relied upon to sustain each point. A copy of the written exceptions shall be served by the party so excepting upon each party to the proceeding. Unless the time has been extended, no written exceptions shall be filed or accepted for filing after the time specified.

(d) Any party may file with the hearings officer and serve upon all other parties a statement in support of the recommended decision within fifteen days after receipt of a copy of the written exceptions filed pursuant to subsection (c).

(e) The hearings officer shall transmit to the board the entire record together with the recommended decision, any timely filed exceptions, and any timely filed statement in support.

§8-54-10.8 Argument of written exceptions; no written exceptions; issuance of final decision and order. (a) Whenever written exceptions have been timely filed and a party has requested the opportunity to present oral argument, all parties to the proceedings shall be afforded the opportunity to present oral argument to the board concerning the recommended decision.

The board shall personally consider the whole record or portion of the record as may have been cited by the parties either in support of or in opposition to the recommended decision. All parties shall be served with notice of the time and place of argument at least five days prior to the time for argument. Within a reasonable time after argument has been heard, the board shall issue a written final decision and order.

(b) When no written exceptions have been filed, the board, within a reasonable time after the hearings officer's recommended decision has been filed, shall issue a written final decision and order.

§8-54-10.9 Final decision and order. (a) The board's final decision and order shall either adopt, modify, or reverse, in whole or in part, the hearings officer's recommended decision. The board shall state with specificity in the final decision the reasons for any modification or reversal, in whole or in part, of the hearings officer's recommended decision.

(b) The board shall cause a copy of the final decision and order to be served upon each party by personal service or by registered or certified mail, return receipt requested. Service of the final decision and order shall be deemed complete upon its mailing to the party's last known address.

§8-54-10.10 Judicial review of contested cases. Any party aggrieved by a final decision of the board is entitled to judicial review in conformance with section 91-14, HRS. Any party requesting judicial review shall serve a copy of the request upon the board and all other parties to the proceeding in accordance with the Hawaii Rules of Civil Procedure.

~~**§8-54-11 Emergency hires:** An applicant who is unable to meet the requirements for a license may be employed by the department for a period not to exceed one year at a time, renewable up to a maximum of four years, provided that he or she:~~

- ~~(1) possesses a baccalaureate degree from a regionally accredited institution despite not having completed a student teaching program;~~
- ~~(2) submits an official transcript which bears the seal of from the issuing institution;~~
- ~~(3) is actively pursuing appropriate licensing, through the following:
 - ~~A. is enrolled in a course of study that satisfies section 10(a)(1) 8-54-9 (a) 2 ; or~~
 - ~~B. if a state approved teacher, librarian or counselor education program has been~~~~

- ~~satisfactorily completed, takes the examinations referred to in §8-54-9(a)(2);~~
- ~~(4) has obtained clearance in the employee suitability background check;~~
 - ~~(5) applied for a limited duty special an Emergency Hire permit as described in §8-54-11(d); and~~
 - ~~(6) pays the fees specified in §8-54-5.~~

~~Renewal of emergency hire status: The department may reemploy an emergency hire one year at a time, up to a maximum of four years, provided that emergency hire:~~

- ~~(1) is actively pursuing licensing; and~~
- ~~(2) submits evidence of satisfactory process towards meeting the licensing standards.~~

~~**§8-54-12 Adding a field to a license:** If a licensee wants his/her license to indicate additional teaching fields that he/she is authorized to teach, he/she shall:~~

- ~~(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 submit one of the following:~~

~~Verification of three (3) or more years of contracted P-12 experience in the same license grade level span under a Hawai'i Standard License or its equivalent in another state;~~

~~OR~~

~~Submit passing scores on a pedagogy licensure examination approved by the board in the new grade level;~~

~~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) Submit passing PRAXIS II scores for the new teaching field. The passing score must be the same as that used for program completers of the state approved teacher education program.~~

~~AND submit one of the following:~~

~~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.~~

~~OR~~

~~Verification of three (3) or more years of contracted P-12 experience in the same license grade level span under a Hawai'i Standard License or its equivalent in another state.~~

~~OR~~

~~Submit passing scores on a pedagogy licensure examination approved by the board in the new grade level.~~

~~and~~

~~Submit passing PRAXIS II scores for the new teaching field. The passing score must be the same as that used for program completers of the state approved teacher education program.~~

~~OR~~

- ~~(4) Possess a valid National Board Certification in the new field.~~

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

~~Adding "school librarian" as a field shall be limited to Option (1) of this subsection.~~

~~Upon submittal of appropriate documentation of the method selected by the licensee and a processing fee of not more than \$25.00, the amount to be set at a regular board meeting, the Board will add the new field to the license and re-issue the license. The re-issued license will include the new teaching field, but will retain the same expiration date as the license being updated. [Eff 7/1/01; am and comp 12/20/01; am and comp 8/13/04; am and comp 11/9/07; am and comp OCT 27 2011] (Auth: HRS §302A 802 803, §302A 807) (Imp: HRS §§302A 801 808)~~

~~— **§8-54-13 limited Duty Special Permit.** (a) Issuance of Limited Duty Special Permit: Effective June 30, 2000, on the island of Ni'ihau, the Board may grant a limited duty special permit to an instructor employed as of June 1, 2000, who meets the following criteria:~~

- ~~(1) Instructor shall provide evidence showing strong progress towards becoming properly licensed;~~
- ~~(2) Instructor shall have satisfactory prior contracted department of education teaching experience which may be accepted in lieu of student teaching; and~~
- ~~(3) Instructor shall by August 31, 2015, have completed a baccalaureate degree and passed the PRAXIS Pre-Professional Skills test.~~

~~(b) The limited duty special permits issued above shall be effective provided that the instructor submits evidence showing strong progress towards meeting the licensing requirements as shown by satisfactory completion of required coursework, tests and other measures identified by the board. Up to but no later than August 31, 2015, a permit holder who meets the requirements for emergency hires may be eligible to pursue emergency hire status pursuant to 8-54-9(c). [Eff 12/20/01; Comp 12/20/01; am and comp 8/13/04; am and comp 11/9/07] (Auth: HRS §302A 803 804) (Imp: HRS §§302A 801 808)~~

~~(b) Effective June 30, 2006, the board may also grant a limited duty special permit to an individual recommended by the Superintendent to provide instruction in career and technical education provided that the individual submits the following documentation to the Board.~~

- ~~1) a valid industry license or certification, if one exists, in the field in which instruction will be offered; and~~
- ~~2) Three years of satisfactory full-time experience in the field in which instruction will be~~

~~offered. This provision shall remain in effect as long as:~~

- ~~(1) the department's annual report to the Board includes career and technical education as an official shortage area;~~
- ~~(2) the department suspends its requirement of a baccalaureate degree for career and technical education emergency hires;~~
- ~~(3) the university system offers courses to prepare a permit holder for classroom instruction and classroom responsibilities; and~~
- ~~(4) funding is available to ensure that coursework, support and resources can be provided to permit holders.~~

~~Limited duty special permits for career and technical education shall be renewable annually for up to five years provided that the instructor submits evidence showing strong progress toward satisfactory completion of required coursework, tests and other measures identified by the Board.~~

~~(c) Effective July 1, 2009, the board may also grant a limited duty special permit to an individual recommended by the superintendent to provide instruction as an emergency hire in a declared shortage area where no licensed teacher is available and the individual is assigned to a school that is identified as hard to staff, provided that the individual meets the following criteria:~~

- ~~1) obtained criminal history clearance.~~
- ~~2) pays the emergency hire fee to practice the profession if teaching as established by the Board.~~

~~Limited duty special permits issued to emergency hires may be renewed annually for no more than three years provided the individual submits required documentation to the department and the superintendent recommends that a special permit be renewed. [Eff 11/9/07; Comp 11/9/07; am and comp OCT 27 2011] (Auth HRS §302A-803-804) (Imp: HRS §§302A-801-808)~~

~~**§8-54-14 Schedule of special fees.** The Board shall, at a regularly scheduled meeting, set the specific amounts of special fees. In setting the amounts, the Board shall consider the cost of providing such services as well as the need to sustain its operations through a balanced budget.~~

Type of Fee	Amount
License application processing fee	No more than \$35
Duplicate license fee	No more than \$25

Adding a licensing field	No more than \$25
Change of name	No more than \$25
IHE Data entry correction fee (license issuance)	No more than \$300 per correction
Late payment of fee charge	No more than \$25
Restoration fee	No more than \$25

~~[Eff 8/13/04; comp 8/13/04] (Auth: HRS §302A-803 (Imp: HRS §§302A-801-808)~~

~~§8-54-15 Electronic capture of documents.~~ As part of the Board's implementation of its on-line licensing and relicensing system, electronic records of the Board as may be certified by the custodian of records, shall constitute the official business records of the board. ~~[Eff 8/13/04; comp 8/13/04; am and comp OCT 27 2011] (Auth: HRS §302A-803) (Imp: HRS §§302A-801-808)~~

SUBCHAPTER 5

SUSPENSION OF THE BOARD RULES

§8-54-16 Suspension of the rules. (a) If the board determines that extenuating circumstances exist to justify suspending its rules, the board may, at a scheduled board meeting, vote to temporarily suspend any of its administrative rules, or any portion thereof, by a majority vote. In doing so the board shall also determine the length of time for which the suspension shall remain in effect. The following are extenuating circumstances that may require the suspension of rules:

- (1) An emergency condition, including natural disaster, exists that prevents compliance with the rules;
- (2) Extenuating circumstances or compelling reasons exist that are caused by medical need, life-threatening condition, or personal tragedy;
- (3) Active military duty impinges on compliance with the board's rules; or
- (4) An unforeseen event beyond the control of the board or teacher prevents or delays the ability to comply with the rules.

(b) The following describes the procedure for suspending rules:

- (1) Any person or agency directly impacted by the rules may submit a signed written request to the board, citing

the rule or portion thereof to be suspended, with at least thirty (30) calendar days' notice prior to the next regularly scheduled board meeting unless extenuating circumstances prevent the individual or agency from meeting this timeframe. The request shall also contain the name of the individual(s) or agency impacted by the rule and the reason and rationale for the request.

- (2) A majority vote of board members is required to suspend the rules or any portion thereof.
- (3) Robert's Rules of Order pertaining to suspension of the rules will be followed.
- (4) In considering the motion to suspend, the board may also determine if another resolution to the request exists and act accordingly.
- (5) If a motion to suspend the rules or any portion thereof fails, a future request may be heard again if new, relevant information is obtained relating to the request. [Eff OCT 27 2011; compiled OCT 27 2011] (Auth: HRS §302A-803) (Imp HRS §§302A-801-808)

~~§8-54-17 Delegation of Powers. The board delegates authority to the Executive Director to complete the following actions. All delegated actions will be presented to the Board at their next regularly scheduled meeting. Grant initial licenses, added fields and permits when the following criteria have been met:~~

- ~~(1) All forms, tests and documentation for meeting licensing and permit requirements have been submitted by the applicant and received by HTSB, and~~
- ~~(2) Forms and documentation are complete, and~~
- ~~(3) There are no professional fitness issues, and~~
- ~~(4) All fees have been paid.~~

~~Grant license and permit renewals when the following criteria have been met:~~

- ~~(1) All forms and documentation for meeting renewal requirements have been submitted by the applicant and received by HTSB, and~~
- ~~(2) Forms and documentation are complete, and~~
- ~~(3) There are no professional fitness issues, and~~
- ~~(4) All fees have been paid.~~

SUBCHAPTER 6

EDUCATOR PREPARATION PROGRAMS

§8-54-18 Purpose. Educator preparation programs represent public and private colleges and universities, agencies, associations, organizations, centers, and commercial companies dedicated to the preparation of teachers and other school personnel. Preparation programs are governed by the preparation standards and review procedures adopted by the board.

§8-54-19 Approval of educator preparation programs. When applying for approval of an educator preparation program the following requirements shall be met:

- (1) The unit must provide evidence that their candidates meet the performance standards as applicable, that are contained in Appendix A, B, C, and incorporated at the end of this chapter;
- (2) The unit must provide evidence that their candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics;
- (3) The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:
 - (A) The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching;
 - (B) Student standards adopted by the Department;
 - (C) Teaching of reading including working with students of reading difficulties;
 - (D) Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;
 - (E) Working effectively with students who are limited English proficient;
 - (F) Working with gifted and talented students; and
 - (G) Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.
- (4) Each program must provide evidence that their candidates meet the standards from a national

organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

- (5) Clinical experience must meet one of the following requirements:
- (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
 - (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
 - (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

§8-54-20 Procedure for first-time provisional unit or program review. (a) When applying for approval of a first-time provisional unit or program review the following requirements shall be met:

- (1) The letter of intent and preconditions must be submitted for consideration no less than eighteen (18) months prior to proposed program implementation; and
- (2) Within six (6) months of acceptance of the letter of intent and preconditions, the unit must submit one (1) unit report and a program report for each program that will prepare educators for initial licensure.

(b) The board staff will convene a review team and conduct a virtual provisional review of the unit and programs within three (3) months of acceptance of the unit and program reports after staff review and board approval.

(c) The board will review the panel's recommendation and issue a decision within three (3) months.

(d) A unit must receive board approval before advertising programs for initial licensure, implementing programs and accepting candidates into any educator preparation program.

§8-54-21 Procedure for continuing unit review. When applying for continuing unit review the following requirements shall be met:

- (1) Units must obtain accreditation from a national accrediting body authorized by the US Department of Education prior to the expiration of their provisional approval and/or to be eligible for continued state approval; and
- (2) It is the unit's responsibility to apply for renewal or extension and submit all documentation required for the board's review at least six (6) months in advance of the expiration of provisional approval and one (1) year in advance of the expiration of an existing continuing approval period.

§8-54-22 Procedure for continuing program review. (a) Programs may elect national review by the appropriate SPA. The program must receive national recognition or national recognition with conditions.

- (b) Programs not seeking national recognition shall:
 - (1) Be reviewed as part of the unit report; and
 - (2) Submit an audit to the board as an appendix to their annual report.

§8-54-23 Recommendations for approval. (a) Provisional review teams may make the following recommendations to the board:

- (1) Provisional approval;
- (2) Provisional approval with unit conditions and/or program areas for improvement; or
- (3) Deny approval.
- (b) Unit and program reports from continuing reviews conducted by national accrediting bodies will be submitted by the unit and programs and considered by the board for continuing seven (7) year state approval.

§8-54-24 Procedure for added field program. (a) A unit or other organization may be approved to prepare licensed educators to add a field to an existing license.

- (b) The program will be initially reviewed under the provisional review process.
- (c) If the review is part of a unit, subsequent reviews will be conducted at the time of continuing unit review.
- (d) If the program is not part of an educator preparation unit but is an organization whose main purpose is to train educators in the specialty area, the program will be reviewed by a state review team. This program may not be used for initial licensure.

§8-54-25 Board action following review. (a) The board may take the following actions for provisional unit and program review:

- (1) Provisional approval for three (3) years;
- (2) Provisional approval with unit conditions and/or program areas for improvement for up to three (3) years;
or
- (3) Deny approval. The unit may appeal or reapply for approval under the process determined by the board.

(b) The board may take the following actions for continued review:

- (1) Full approval for seven (7) years;
- (2) Approval with unit conditions and/or program areas for improvement for up to seven (7) years;
- (3) Probationary approval and designation as "at-risk" for up to two (2) years. The unit and programs must correct the conditions and areas for improvement within two (2) years. The unit may appeal under the process determined by the board;
- (4) Denied and designation as "low performing". The unit may appeal under the process determined by the board; or
- (5) Revoke approval. The unit may appeal under the process determined by the board.

§8-54-26 Annual reporting by educator preparation programs. (a) Educator preparation programs will submit an annual report on a specified form to include at a minimum the following:

- (1) Current contact information for the unit;
- (2) A list of all current traditional and alternative licensure programs offered by the unit;
- (3) Substantive changes within the reporting year;
- (4) Progress toward addressing any conditions or areas for improvement on their current approval; and
- (5) Progress toward obtaining or continuing national accreditation.

(b) Hawaii educator preparation programs must submit a recommendation for licensure for program completers within six (6) weeks of program completion on a form specified by the board. Out of state preparation programs which work primarily

with active military and military spouses may also report program completers on this form.

§8-54-27 Modification of programs. (a) For minor modifications, the unit will describe the modifications in the annual report and include evidence that program quality is not affected.

(b) For major modifications, the unit will submit a request to the board for implementation, including a description of the changes and evidence that standards will continue to be met.

(c) For program elimination, the unit will submit information to the board in writing stating when the program will end, reasons for elimination, and assurances that current candidates will be able to complete the program.

§8-54-28 At-risk educator preparation programs. (a) A unit will be designated "at-risk" under the following conditions:

- (1) The unit receives continuing accreditation/approval for less than five (5) years based on their national/state review; or
- (2) The unit's summary pass rate on content examinations falls below eighty per cent (80%).

(b) A program will be designated "at-risk" under the following conditions:

- (1) The program fails to correct conditions of its SPA approval within the timeline specified by the SPA;
- (2) The program receives an approval decision of "Recognition with Probation" on its SPA report;
- (3) The program is given areas for improvement on its board approval and fails to correct the areas within the timeline specified by the board; or
- (4) The program's summary pass rate on content examinations falls below eighty per cent (80%) for a three (3) year average, if applicable.

(c) Once a unit or program is designated as being "at-risk", the board will conduct periodic monitoring throughout the conditional period.

§8-54-29 Low performing programs. (a) A unit is designated "low performing" under the following conditions:

- (1) It receives continuing accreditation/approval for less than five (5) years based on their national/state review

and fails to correct deficiencies and gain full approval within three (3) years;

- (2) It receives a national accreditation/state approval decision of "Denied" or "Revoked"; or
- (3) The unit's summary pass rate on content examinations falls below seventy per cent (70%).

(b) A program is designated "low performing" under the following conditions:

- (1) It receives a continuing review decision of Not Nationally Recognized on its SPA review;
- (2) The program receives a status of Denied Approval on its HTSB review; or
- (3) The program's summary pass rate on content examinations falls below seventy per cent (70%) for a three (3) year average where applicable.

(c) Once a unit or program is designated as being "low performing", the unit must:

- (1) Post its status on a website accessible to the public;
- (2) Not accept candidates seeking licensure into the unit/program affected;
- (3) Submit a list to the board of all candidates remaining in the affected unit/program and the expected dates of completion;
- (4) Counsel all affected candidates about choices for program completion both in the unit and transferring to other preparation programs; and
- (5) Submit evidence of progress toward meeting these conditions in their annual report to the board.

§8-54-30 Appeals. (a) Any Hawaii educator preparation program that receives an adverse decision may appeal that decision. An adverse decision includes:

- (1) The denial of an application for state approval of a unit of program;
- (2) The conditional approval of a unit or program;
- (3) The designation of "at-risk" or "low performing" status; or
- (4) The denial or revocation of approval of a unit or program.

- (b) An appeal must be based on the following grounds:
- (1) National or state standards were disregarded;
 - (2) Stated procedures were not followed;
 - (3) Evidence favorable to the unit or program provided to the review team was not considered; or
 - (4) Evidence favorable to the unit or program provided to the board was not considered.

(c) An appeal will be heard by an administrative hearing officer who will make a recommendation to the board to either:

- (1) Uphold the approval decision;
- (2) Conduct a second board review of the original team findings; or
- (3) Assign a new review team to review the unit or program to make another recommendation to the board.

§8-54-31 Reference materials for units and programs. The board shall maintain an electronic repository of guidance materials for prospective and approved units. Reports from unit and program reviews and board approval will be posted electronically on the board's website.

1. Material, except source notes, to be repealed is bracketed. New materials is underscored.
2. Additional to update source notes to reflect these amendments and compilation of chapter 8-54, Hawaii Administrative Rules, shall take effect ten days after filing with the Office of the Lieutenant Governor.

I certify that the forgoing are copies of the rules, drafter in the Ramseyer format pursuant to the requirements of section 91-4.1, Hawaii Revised Statutes, which were adopted on February 28, 2011 and filed with the Office of the Lieutenant Governor.

Terry Lynn Holck
Chairperson
Hawaii Teacher Standards Board

APPROVED AS TO FORM:

Deputy Attorney General

Appendix A
Rev. ~~5/5/03~~ 8/26-11

TEACHER PERFORMANCE STANDARDS

INTRODUCTION

~~The effective teacher focuses on students' long-term development into responsible and independent learners. Effective students acquire the basic skills and dispositions necessary to achieve autonomy, literacy, responsibility to self and others, and lifelong learning. The ultimate goal is for students to become positive, confident, competent, caring learners who demonstrate initiative, solve problems, set goals, and make decisions that help them to function successfully in a rapidly changing technological society. The educational system must develop citizens who can govern themselves and have a global perspective. The citizens must be flexible, resourceful and able to deal with open-endedness, complexity, information explosion and accelerated growth in technologies, while maintaining a set of values, individual stability and integrity.~~

~~The general outcomes of public education in Hawaii sought for all learners include the following general skills and dispositions:~~

- ~~• Being responsible for one's own learning~~
- ~~• Working with others~~
- ~~• Using complex thinking and problem-solving skills~~
- ~~• Recognizing and generating quality performance and quality products~~
- ~~• Communicating effectively~~
- ~~• Using technology effectively and ethically~~

~~STANDARD I. FOCUSES ON THE LEARNER~~

~~STANDARD STATEMENT I: The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.~~

~~Performance Criteria for Standard I: The extent to which the teacher:~~

- ~~(1) Provides opportunities for students to assume responsibility for their own learning, shaping tasks and pursuing their own goals and aspirations.~~
- ~~(2) Nurtures students' desire to learn and achieve.~~
- ~~(3) Demonstrates concern and interest by taking time to listen and respond to students.~~
- ~~(4) Uses student experiences, interests and real life situations in instruction. Uses developmentally appropriate activities to promote student success.~~
- ~~(5) Makes instructional decisions which consider students' physical, social, emotional and cognitive development.~~

~~STANDARD II. CREATES AND MAINTAINS A SAFE AND POSITIVE LEARNING ENVIRONMENT~~

~~STANDARD STATEMENT II: The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.~~

~~Performance Criteria for Standard II: The extent to which the teacher:~~

- ~~• Promotes empathy, compassion and mutual respect among students.~~
- ~~• Uses effective classroom management techniques that foster self-control, self-discipline and responsibility to others.~~
- ~~• Models a caring attitude and promotes positive interpersonal relationships.~~

- ~~Promotes students' intrinsic motivation by providing meaningful and progressively challenging developmentally appropriate learning experiences that enable student success.~~
- ~~Provides learning experiences which actively engage students as individuals and as members of collaborative groups.~~
- ~~Manages a classroom where students are encouraged to reflect, express interests, make choices, set goals, plan and organize, self-evaluate and produce quality work.~~

~~STANDARD III. ADAPTS TO LEARNER DIVERSITY~~

~~STANDARD STATEMENT III: The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.~~

~~Performance Criteria for Standard III: The extent to which the teacher:~~

- ~~Develops rapport with all students.~~
- ~~Fosters an appreciation of human and cultural differences.~~
- ~~Helps every student achieve success.~~
- ~~Adapts instruction to students' differences in development, learning styles, strengths and needs.~~
- ~~Seeks additional resources to support student achievement.~~
- ~~Fosters trust, respect and empathy among diverse learners.~~

~~STANDARD IV. FOSTERS EFFECTIVE COMMUNICATION IN THE LEARNING ENVIRONMENT~~

~~STANDARD STATEMENT IV: The effective teacher consistently enriches communication in the learning environment.~~

~~Performance Criteria for Standard IV: The extent to which the teacher:~~

- ~~▪ Communicates openly with all students and others working in the learning environment.~~
- ~~▪ Develops communication skills for active inquiry, collaboration and supportive interaction.~~
- ~~▪ Encourages self-expression, reflection and evaluation.~~
- ~~▪ Models and promotes clear and logical oral and written expression, using Standard English or a target language as appropriate.~~
- ~~▪ Applies principles of language acquisition and development to the teaching of communication skills.~~
- ~~▪ Fosters sensitivity to variations in meaning in verbal and non-verbal communication.~~
- ~~▪ Engages students in different modes of communication.~~
- ~~▪ Uses the school's current technologies to enrich student literacy.~~

~~STANDARD V. DEMONSTRATES KNOWLEDGE OF CONTENT~~

~~STANDARD STATEMENT V: The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.~~

~~Performance Criteria for Standard V: The extent to which the teacher:~~

- ~~▪ Keeps abreast of current developments in content area(s).~~
- ~~▪ Teaches mastery of language, complex processes, concepts and principles unique to content area(s).~~
- ~~▪ Utilizes the school's current technologies to facilitate learning in the content area(s).~~
- ~~▪ Connects knowledge of content area(s) to students' prior experiences, personal interests and real life situations.~~

- ~~Possesses an understanding of technology appropriate to the content area e.g. computer-assisted instruction.~~

~~STANDARD VI. DESIGNS AND PROVIDES MEANINGFUL LEARNING EXPERIENCES~~

~~STANDARD STATEMENT VI: The effective teacher consistently plans and implements meaningful learning experiences for students.~~

~~Performance Criteria for Standard VI: The extent to which the teacher:~~

- ~~Plans and implements logical, sequenced instruction and continually adjust plans based on learner needs.~~
- ~~Provides learning experiences and instructional materials that are developmentally appropriate and based on desired student outcomes, principles of effective instruction and curricular goals.~~
- ~~Incorporates a variety of appropriate assessment strategies as an integral part of instructional planning.~~
- ~~Links concepts and key ideas to students' prior experiences and understandings, using multiple representations, examples and explanations.~~
- ~~Applies concepts that help students relate learning to everyday life.~~
- ~~Provides integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods of inquiry, discussing diverse issues, dealing with ambiguity and incorporating differing viewpoints.~~
- ~~Teaches for mastery of complex processes, concepts and principles contained in Hawaii's student content and performance standards.~~
- ~~Provides knowledge and experiences that help students make life and career decisions.~~
- ~~Organizes material and equipment to create a media-rich environment.~~

~~STANDARD VII. USES ACTIVE STUDENT LEARNING STRATEGIES~~

~~STANDARD STATEMENT VII: The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills.~~

~~Performance Criteria for Standard VII: The extent to which the teacher:~~

- ~~▪ Involves students in setting goals and standards, selecting tasks, planning, implementing and evaluating to produce quality performance and quality products.~~
- ~~▪ Helps students to question, problem solve, access resources, use information to reach meaningful conclusions and develop responsibility for their own learning.~~
- ~~▪ Provides challenging learning experiences which develop higher order thinking skills.~~
- ~~▪ Varies instructional roles (e.g., instructor, facilitator, coach, co learner, audience) in relation to the content and purpose of instruction and students' needs.~~
- ~~▪ Engages students in active, hands on, creative, open ended, problem based learning experiences.~~
- ~~▪ Provides opportunities for students to apply and practice what is learned.~~
- ~~▪ Uses the school's current technologies as tools for teaching and learning.~~

~~STANDARD VIII. USES ASSESSMENT STRATEGIES~~

~~STANDARD STATEMENT VIII: The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.~~

~~Performance Criteria for Standard VIII: The extent to which the teacher:~~

- ~~▪ Evaluates students' performances and products objective and fairly.~~

- ~~• Uses a variety of appropriate assessment strategies to enhance knowledge of learners and appropriately modified teaching and learning strategies.~~
- ~~• Involves students in developing assessment standards and criteria.~~
- ~~• Engages students in self-assessment activities and encourages them to set personal achievement goals.~~
- ~~• Obtains and uses information about students' experiences, strengths, needs and progress from parents, colleagues and students themselves.~~
- ~~• Uses assessment data to monitor and evaluate students' progress toward achieving Hawaii's student content and performance standards.~~
- ~~• Maintains appropriate and accurate records of student achievement and communicates students' progress to students, parents and colleagues as needed.~~

~~STANDARD IX. — DEMONSTRATES PROFESSIONALISM~~

~~STANDARDS STATEMENT IX: The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.~~

~~Performance Criteria for Standard IX: The extent to which the teacher:~~

- ~~• Engages in relevant opportunities to grow professionally, e.g., taking university/college or inservice coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating teacher, mentor or advisor.~~
- ~~• Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.~~
- ~~• Provides and accepts evaluative feedback in a professional manner.~~
- ~~• Conducts self ethically in professional matters.~~

- ~~Models honesty, fairness and respect for individuals and for the laws of society.~~
- ~~Demonstrates good work habits including reliability, punctuality and follow through on commitments.~~
- ~~Maintains current knowledge in issues and trends in education.~~
- ~~Practices effective listening, conflict resolution and group facilitation skills as a team member.~~
- ~~Works collaboratively with other professionals.~~
- ~~Participates actively and responsibly in school activities.~~

~~STANDARD X. FOSTERS PARENT AND SCHOOL COMMUNITY RELATIONSHIPS~~

~~STANDARD STATEMENT X: The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning.~~

~~Performance Criteria for Standard X: The extent to which the teacher:~~

- ~~Collaborates with parents and school community members to support student learning.~~
- ~~Consistently seeks opportunities to build strong partnerships with parents and community members.~~
- ~~Supports activities and programs which encourage parents to participate actively in school-related organizations and activities.~~
- ~~Establishes open and active lines of communication with parents.~~
- ~~Utilizes community resources to enhance student learning.~~

INTRODUCTION

The board adopted the Interstate Teacher Assessment and Support Consortium (InTASC) new "core teaching standards" which represent a major revision to the Model Standards for Beginning

Teacher Assessment and Development. No longer limited to assessment and support of new teachers, the new standards define standards of professional practice for all teachers.

There are ten individual standards organized into four priority areas:

The Learner & Learning (standards 1-3)

Content (standards 4-5)

Instructional Practice (standards 6-8)

Professional Responsibility (standards 9-10)

Each standard is divided into the areas of performances, essential knowledge, and critical dispositions.

The core teaching standards include a focus on 21st century knowledge and skills; personalized learning for diverse learners; a collaborative professional culture; improved assessment literacy; and new leadership roles for teachers and administrators.

The core teaching standards describe what teachers should know and be able to do in today's learning context to ensure students attain these learning goals, as well as encourage teachers to build literacy and thinking skills across the curriculum, and help students address multiple perspectives in exploring ideas and solving problems. The core teaching standards also address interdisciplinary themes and the teacher's ability to build on content that draws upon multiple disciplines.

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.

I(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.

I(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.

Appendix B

6/2/03-4/27/12

SCHOOL LIBRARIAN PERFORMANCE STANDARDS

INTRODUCTION

~~The effective school librarian focuses on students' long term development into responsible and independent learners. Effective students acquire the basic skills and dispositions necessary to achieve autonomy, literacy, responsibility to self and other, and lifelong learning. The ultimate goal is for students to become positive, confident, competent, caring learners who demonstrate initiative, solve problems, set goals, and make decisions that help them to function successfully in a rapidly changing technological society. The educational system must develop citizens who can govern themselves and have a global perspective. The citizens must be flexible, resourceful and able to deal with open endedness, complexity, information explosion and accelerated growth in technologies, while maintaining a set of values, individual stability and integrity.~~

~~The general outcomes of public education in Hawaii sought for all learners include the following general skills and dispositions:~~

- ~~Being responsible for one's own learning~~
- ~~Working well with others~~
- ~~Using complex thinking and problem-solving~~
- ~~Recognizing and generating quality performance and quality products~~
- ~~Communicating effectively~~
- ~~Using technology effectively and ethically~~

~~STANDARD I. FOCUSES ON THE LEARNER~~

~~STANDARD STATEMENT I: The effective school librarian consistently engages students in appropriate experiences that support students' development as independent learners.~~

~~Performance Criteria for Standard I. The extent to which the school librarian:~~

- ~~Provides opportunities for students to assume responsibility for students' own learning, shaping tasks and pursuing their own goals and aspirations.~~
- ~~Nurtures students' desire to learn and achieve.~~
- ~~Demonstrates concern and interest by taking time to listen and respond to students.~~
- ~~Uses student experiences, interests and real-life situations in instruction.~~
- ~~Uses developmentally appropriate activities to promote student success.~~
- ~~Makes instructional decisions which consider students' physical, social, emotional and cognitive development.~~

~~STANDARD II. CREATES AND MAINTAINS A SAFE AND POSITIVE LEARNING ENVIRONMENT~~

~~STANDARD STATEMENT II: The effective school librarian consistently creates a safe and positive learning environment~~

~~that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.~~

~~Performance Criteria for Standard II: The extent to which the school librarian:~~

- ~~• Promotes empathy, compassion, and mutual respect among students.~~
- ~~• Uses effective classroom management techniques that foster self-control, self-discipline and responsibility to others.~~
- ~~• Models a caring attitude and promotes positive interpersonal relationships.~~
- ~~• Promotes students' intrinsic motivation by providing meaningful and progressively challenging developmentally appropriate learning experiences that enable student success.~~
- ~~• Provides learning experiences which actively engage students as individuals and as member of collaborative groups.~~
- ~~• Manages a library media center where students are encouraged to reflect, express interests, make choices, set goals, plan and organize, self-evaluate and produce quality work.~~

STANDARD III. ADAPTS TO LEARNER DIVERSITY

~~STANDARD STATEMENT III. The effective school librarian consistently provides opportunities that are inclusive and adapted to diverse learners.~~

~~Performance Criteria for Standard III. The extent to which the school librarian:~~

- ~~• Develops rapport with all students.~~
- ~~• Fosters an appreciation of human and cultural differences.~~
- ~~• Helps every student achieve success.~~
- ~~• Adapts instruction and informational resources to students' differences in development, learning styles, strengths and needs.~~

- ~~• Seeks additional resources to support student achievement.~~
- ~~• Fosters trust, respect and empathy among diverse learners.~~

~~STANDARD IV. FOSTERS EFFECTIVE COMMUNICATION IN THE LEARNING ENVIRONMENT~~

~~STANDARD STATEMENT IV: The effective school librarian consistently enriches communication in the learning environment.~~

~~Performance Criteria for Standard IV: The extent to which the school librarian:~~

- ~~• Communicates openly with all students and others working in the learning environment.~~
- ~~• Develops communication skills for active inquiry, collaboration and supportive interaction.~~
- ~~• Encourages self-expression, reflection and evaluation.~~
- ~~• Models and promotes clear and logical oral and written expression, using Standard English or a target language as appropriate.~~
- ~~• Applies principles of language acquisition and development to the teaching of communication skills.~~
- ~~• Fosters sensitivity to variations in meaning in verbal and non-verbal communication~~
- ~~• Engages students in different modes of communication.~~
- ~~• Uses the school's current technologies to enrich student literacy.~~

~~STANDARD V. DEMONSTRATES KNOWLEDGE OF CONTENT~~

~~STANDARD STATEMENT V. The effective school librarian consistently demonstrates competency in information literacy to develop student knowledge and performance.~~

~~Performance Criteria for Standard V: The extent to which the school librarian:~~

- ~~• Keeps abreast of current developments in information literacy.~~

- ~~• Teaches mastery of language, complex processes, concepts and principles unique to information literacy.~~
- ~~• Utilizes the school's current technologies to facilitate learning in information literacy.~~
- ~~• Connects knowledge of information literacy to students' prior experiences, personal interests and real life situations.~~
- ~~• Possesses an understanding of technology appropriate to information literacy, e.g. computer-assisted instruction.~~

~~STANDARD VI. DESIGNS AND PROVIDES MEANINGFUL LEARNING EXPERIENCES~~

~~STANDARD STATEMENT VI: The effective school librarian consistently plans and implements, meaningful learning experiences for students.~~

~~Performance Criteria for Standard VI: The extent to which the school librarian in collaboration with the classroom teacher:~~

- ~~• Plans and implements logical, sequenced instruction and continually adjusts plans based on learner needs.~~
- ~~• Provides learning experiences and instructional materials that are developmentally appropriate and based on desired outcomes, principles of effective instruction and curricular goals.~~
- ~~• Incorporates a variety of appropriate assessment strategies as an integral part of instructional planning.~~
- ~~• Links concepts and key ideas to students' prior experiences and understandings, using multiple representations, examples and explanations.~~
- ~~• Applies concepts that help students relate learning to everyday life.~~
- ~~• Provides integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods of inquiry, discussing diverse issues, dealing with ambiguity and incorporating differing viewpoints.~~
- ~~• Teaches for mastery of complex processes, concepts and principles contained in Hawaii's student content and performance standards and *Information Literacy Standards for Student Learning*¹.~~
- ~~• Provides knowledge and experiences that help students make life and career decisions.~~
- ~~• Organizes material and equipment to create a media rich environment.~~

~~STANDARD VII. USES ACTIVE STUDENT LEARNING STRATEGIES~~

~~STANDARD STATEMENT VII: The effective school librarian consistently uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills.~~

~~Performance Criteria for Standard VII: The extent to which the school librarian:~~

- ~~• Involves students in setting goals and standards, selecting tasks, planning, implementing and evaluating to produce quality performance and quality products.~~

~~The Information Literacy Standards for Student Learning was prepared by the American Association of School Librarians and the Association for Educational Communications and Technology.~~

- ~~• Helps students to question, problem solve, access resources, use information to reach meaningful conclusions and develop responsibility for their own learning.~~
- ~~• Provides challenging learning experiences which develop higher order thinking skills.~~
- ~~• Varies instructional roles (e.g., instructor, facilitator, coach, co-learner, audience) in relation to the content and purpose of instruction and students' needs.~~
- ~~• Engages students in active, hands on, creative, open ended, problem based learning experiences.~~
- ~~• Provides opportunities for students to apply and practice what is learned.~~
- ~~• Uses the school's current technologies as tools for teaching and learning.~~

~~STANDARD VIII. USES ASSESSMENT STRATEGIES~~

~~STANDARD STATEMENT VIII: The effective school librarian consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.~~

~~Performance Criteria for Standard VIII: The extent to which the school librarian in collaboration with the classroom teacher:~~

- ~~• Evaluates students' performances and products objectively and fairly.~~

- ~~▪ Uses a variety of appropriate assessment strategies to enhance knowledge of learners and appropriately modifies teaching and learning strategies.~~
- ~~▪ Involves students in developing assessment standards and criteria.~~
- ~~▪ Engages students in self-assessment activities and encourages them to set personal achievement goals.~~
- ~~▪ Obtains and uses information about students' experiences, strengths, needs and progress from parents, colleagues and students themselves.~~
- ~~▪ Uses assessment data to monitor and evaluate students' progress toward achieving Hawaii's student content and performance standards and *Information Literacy Standards for Student Learning*.~~
- ~~▪ Communicates students' progress to students, parents and colleagues as needed.~~

~~STANDARD IX. DEMONSTRATES PROFESSIONALISM~~

~~STANDARD STATEMENT IX: The effective school librarian continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.~~

~~Performance Criteria for Standard IX: The extent to which the school librarian:~~

- ~~▪ Engages in relevant opportunities to grow professionally, i.e., taking university/college or inservice coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating librarian, mentor or advisor.~~
- ~~▪ Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.~~
- ~~▪ Provides and accepts evaluative feedback in a professional manner.~~
- ~~▪ Conducts self ethically in professional matters.~~
- ~~▪ Models honesty, fairness and respect for individuals and for the laws of society.~~
- ~~▪ Demonstrates good work habits including reliability, punctuality, and follow-through on commitments.~~

- ~~▪ Maintains current knowledge in issues and trends in education.~~
- ~~▪ Practices effective listening, conflict resolution and group facilitation skills as a team member.~~
- ~~▪ Works collaboratively with other professionals.~~
- ~~▪ Participates actively and responsibly in school activities.~~

~~STANDARD X. FOSTERS PARENT AND SCHOOL COMMUNITY RELATIONSHIPS~~

~~STANDARD STATEMENT X: The effective school librarian establishes and maintains strong working relationships with parents and members of the school community to support student learning.~~

~~Performance Criteria for Standard X: The extent to which the school librarian:~~

- ~~▪ Collaborates with parents and school community members to support student learning.~~
- ~~▪ Consistently seeks opportunities to build strong partnerships with parents and community members.~~
- ~~▪ Supports activities and programs which encourage parents to participate actively in school related organizations and activities.~~
- ~~▪ Establishes open and active lines of communication with parents.~~
- ~~▪ Utilizes community resources to enhance student learning.~~

~~STANDARD XI: DESIGNS AND PROVIDES QUALITY LIBRARY MEDIA PROGRAMS AND SERVICES~~

~~STANDARD STATEMENT: The effective school librarian establishes and administers quality library media center programs and services that support and enhance student learning.~~

~~Performance Criteria for Standard XI: The extent to which the school librarian:~~

- ~~▪ Works in partnership with the school's management team and with all faculty and staff to maintain the visibility and quality of the library media center program.~~

- ~~Applies strategic planning principles in both short and long-term planning for the program (i.e., determining needs, setting goals and objectives, devising and implementing action plans, and using on-going assessment strategies) for continuing program improvement.~~
- ~~Oversees the daily operation of the library media center to enhance student learning and support to faculty.~~
- ~~Establishes and updates policies and procedures to ensure effective delivery of services and reflect legal requirements and professional ethics.~~
- ~~Collaborates with teachers to integrate information literacy processes throughout the school's curriculum.~~
- ~~Demonstrates leadership in selecting, acquiring, organizing, and providing access to information (collection development) in various formats to meet the diverse needs of the school community.~~
- ~~Employs technologies for optimal student learning and library media center management.~~
- ~~Provides flexible, equitable, and timely access to information, ideas, and resources for learning within and beyond the library.~~
- ~~Participates in hiring and provides leadership in training and supervision of all library media center staff to support effective teaching and learning.~~
- ~~Prepares and administers a program budget to meet the school's information needs.~~
- ~~Oversees the acquisition and use of space, furnishings, equipment, and resources to maximize the use of and access to library services.~~

INTRODUCTION

The effective school librarian focuses on students' long-term development into responsible and independent learners. Effective students acquire the basic skills and dispositions necessary to achieve autonomy, literacy, responsibility to self and other, and lifelong learning. The ultimate goal is for students to become positive, confident, competent, caring learners who

demonstrate initiative, solve problems, set goals, and make decisions that help them to function successfully in a rapidly changing technological society. The educational system must develop citizens who can govern themselves and have a global perspective. The citizens must be flexible, resourceful, and able to deal with open-endedness, complexity, information explosion, and accelerated growth in technologies while maintaining a set of values, individual stability, and integrity.

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 community.

Appendix C

6/2/03-4/27/12

SCHOOL COUNSELOR PERFORMANCE STANDARDS

INTRODUCTION

~~The effective school counselor focuses on students' long-term academic, career, and personal/social development. The effective counselor demonstrates the basic skills and dispositions to promote students' autonomy, literacy, responsibility to self and others, and lifelong learning. With developmentally appropriate counseling and guidance, the ultimate goal is for students to become positive, courageous, confident, competent, and caring human beings. The educational system must develop citizens who can govern themselves and have a global perspective. The citizens must be flexible, resourceful and able to deal with open-endedness, complexity, and accelerated growth in technologies, while maintaining a set of values, individual stability and integrity. The effective school counselor promotes students' autonomy, literacy, responsibility to self and others, and lifelong learning through developmentally appropriate counseling and guidance.~~

~~The general outcomes of public education in Hawaii sought for all learners include the following general skills and dispositions:~~

- ~~• Being responsible for one's own learning~~
- ~~• Working with others~~
- ~~• Using complex thinking and problem solving skills~~
- ~~• Recognizing and generating quality performance and quality products~~
- ~~• Communicating effectively~~
- ~~• Using technology effectively and ethically~~

STANDARD I. FOCUSES ON THE LEARNER

~~STANDARD STATEMENT I: The effective school counselor consistently engages students in appropriate experiences that support their development as lifelong learners.~~

~~—Performance Criteria for Standard I. The extent to which the school counselor:~~

- ~~• Provides options for students to assume responsibility for their own learning, shaping tasks and pursuing their own goals and aspirations.~~
- ~~• Nurtures students' desire to learn and achieve.~~

- ~~• Demonstrates concern and interest by taking time to listen and respond to students.~~
- ~~• Uses student experiences, interests and real life situations in counseling and guidance.~~
- ~~• Uses developmentally appropriate counseling and guidance activities to promote student success.~~
- ~~• Makes counseling and guidance decisions which consider students' physical, social, emotional and cognitive development.~~
- ~~• Addresses students' personal/social, educational, and career development needs.~~

~~STANDARD II. CREATES AND MAINTAINS A SAFE AND POSITIVE LEARNING ENVIRONMENT~~

~~STANDARD STATEMENT II: The effective school counselor consistently promotes an inclusive school community where members feel connected, respected and valued.~~

~~Performance Criteria for Standard II: The extent to which the school counselor:~~

- ~~• Promotes empathy, compassion, and mutual respect among students.~~
- ~~• Uses effective counseling and guidance techniques that foster self-control, self-discipline and responsibility to others.~~
- ~~• Models a caring attitude and promotes positive interpersonal relationships and supports individuality.~~
- ~~• Promotes students' intrinsic motivation and success through developmentally appropriate counseling and guidance.~~
- ~~• Provides experiences which actively engage students as individuals and as members of collaborative groups.~~
- ~~• Promotes an environment where students are encouraged to reflect, express interests, make choices, set goals, plan and organize, self-evaluate and produce quality work.~~

- ~~• Promotes a school community that honors our humanity, diversity and uniqueness.~~
- ~~• Ensures confidentiality and respect for student concerns in counseling relationships.~~

~~STANDARD III. ADAPTS TO LEARNER DIVERSITY~~

~~STANDARD STATEMENT III. The effective school counselor consistently provides counseling and guidance opportunities that are inclusive and adapted to diverse learners.~~

~~Performance Criteria for Standard III: The extent to which the school counselor:~~

- ~~• Adapts counseling and guidance to students' differences in development, learning styles, strengths, and experiences.~~
- ~~• Develops rapport with all students.~~
- ~~• Fosters an appreciation of human diversity.~~
- ~~• Helps every student achieve success.~~
- ~~• Seeks additional resources to support student success.~~
- ~~• Consults and collaborates with school community to address the needs of diverse learners.~~

~~STANDARD IV. FOSTERS EFFECTIVE COMMUNICATION IN THE LEARNING ENVIRONMENT~~

~~STANDARD STATEMENT IV: The effective school counselor consistently enriches communication in the learning environment.~~

~~Performance Criteria for Standard IV: The extent to which the school counselor:~~

- ~~• Models and promotes appropriate interpersonal skills for effective communication.~~
- ~~• Communicates openly with all students and others working in the learning environment.~~

- ~~▪ Supports the development of students' communication skills for active inquiry, collaboration and supportive interaction.~~
- ~~▪ Encourages self-expression, reflection and evaluation.~~
- ~~▪ Models and promotes clear and logical oral and written expression, using Standard English or a target language as appropriate.~~
- ~~▪ Fosters sensitivity to variations in meaning in verbal and non-verbal communication.~~
- ~~▪ Engages students in different modes of communication.~~

STANDARD V. DEMONSTRATES KNOWLEDGE OF CONTENT

~~STANDARD STATEMENT V. The effective school counselor consistently demonstrates competency in counseling and guidance to promote students' academic, career, and personal/social development.~~

~~Performance Criteria for Standard V: The extent to which the school counselor:~~

- ~~▪ Demonstrates an understanding of human growth and development.~~
- ~~▪ Keeps abreast of current developments in counseling and guidance.~~
- ~~▪ Demonstrates knowledge and proficiency in the application of counseling and human development theories.~~
- ~~▪ Demonstrates an understanding of career development and related life factors and an awareness of related resources.~~
- ~~▪ Keeps abreast of issues and trends in a multicultural and diverse society.~~
- ~~▪ Demonstrates proficiency in counseling and consultation processes.~~
- ~~▪ Possesses the ability to use group counseling theories, methods, and skills.~~

- ~~Utilizes individual and group approaches to assessment and evaluation.~~
- ~~Provides resources and information important to encourage career exploration and positive lifestyle development.~~
- ~~Utilizes knowledge of research methods and basic statistics in implementing counseling and guidance programs.~~
- ~~Understands and advocates for the unique role of school counselors in the school community.~~
- ~~Connects knowledge of counseling and guidance to students' prior experiences, personal interests and real-life situations.~~
- ~~Possesses an understanding of and utilizes technology appropriate to counseling and guidance.~~

~~STANDARD VI. DESIGNS AND PROVIDES MEANINGFUL LEARNING EXPERIENCES~~

~~STANDARD STATEMENT VI: The effective school counselor consistently plans and implements meaningful counseling and guidance experiences for students.~~

~~Performance Criteria for Standard VI: The extent to which the school counselor:~~

- ~~Plans, coordinates, and implements a counseling and guidance program and continually adjusts plans based on student needs.~~
- ~~Provides experiences and materials that are developmentally appropriate and based on desired student outcomes and effective counseling and guidance.~~
- ~~Incorporates appropriate assessment strategies as an integral part of the counseling and guidance program planning.~~
- ~~Links concepts and key ideas to students' prior experiences and understandings, using multiple representations, examples and explanations.~~

- ~~▪ Applies concepts that help students relate learning to everyday life.~~
- ~~▪ Provides integrated learning experiences that enhance students' social, emotional and behavioral resources.~~
- ~~▪ Provides knowledge and experiences that help students make life and career decisions.~~

~~STANDARD VII. USES ACTIVE STUDENT LEARNING STRATEGIES~~

~~STANDARD STATEMENT VII: The effective school counselor consistently uses a variety of techniques to develop students' thinking, problem solving and learning skills.~~

~~Performance Criteria for Standard VII: The extent to which the school counselor:~~

- ~~▪ Involves students in setting goals and standards, selecting tasks, planning, implementing and evaluating their choices to promote life skills.~~
- ~~▪ Helps students to question, problem solve, access resources, use information to reach meaningful decisions and develop responsibility for their own choices.~~
- ~~▪ Provides challenging learning experiences which develop higher order thinking skills.~~
- ~~▪ Varies counseling roles (e.g., instructor, facilitator, coach, co-learner, audience, and consultant) in relation to the content and purpose of instruction and students' needs.~~
- ~~▪ Engages students in active, hands-on, creative, open-ended, problem solving based learning experiences.~~
- ~~▪ Provides opportunities for students to apply and practice what is learned.~~
- ~~▪ Uses the school's current technologies as tools for counseling and guidance.~~

~~STANDARD VIII. USES ASSESSMENT STRATEGIES~~

~~STANDARD STATEMENT VIII. The effective school counselor consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.~~

~~Performance Criteria for Standard VIII: The extent to which the school counselor:~~

- ~~▪ Engages students in self-assessment activities and encourages them to set personal achievement goals.~~
- ~~▪ Obtains and uses information about students' experiences, strengths, needs and progress from parents, colleagues and students.~~
- ~~▪ Assesses and evaluates student performance and behavior using ethical standards.~~
- ~~▪ Uses a variety of assessment strategies to address students' personal/social, career, and educational development.~~
- ~~▪ Uses assessment data to monitor and evaluate student's progress toward achieving Hawaii's student content and performance standards and other school-identified standards.~~
- ~~▪ Maintains appropriate and accurate records and shares results of assessments with parents, professionals, and students in a meaningful way.~~
- ~~▪ Respects confidentiality of student records and assessment results to protect the rights of students.~~
- ~~▪ Assesses and evaluates the school counseling and guidance program for effectiveness.~~
- ~~▪ Uses appropriate computer based assessments.~~

STANDARD IX. DEMONSTRATES PROFESSIONALISM

~~STANDARD STATEMENT IX: The effective school counselor continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.~~

~~Performance Criteria for Standard IX: The extent to which the school counselor:~~

- ~~• Engages in opportunities to grow professionally~~
- ~~• Provides and accepts feedback in a professional manner.~~
- ~~• Models honesty, fairness and respect for individuals and for the laws of society.~~
- ~~• Demonstrates good work habits including reliability, punctuality, and follow through on commitments.~~
- ~~• Maintains current knowledge of issues and trends in education.~~
- ~~• Practices effective listening, conflict resolution and group facilitation skills as a team member.~~
- ~~• Adopts and conforms to a set of professional ethics to guide his/her practice.~~
- ~~• Works collaboratively with other professionals.~~
- ~~• Participates actively and responsibly in school activities.~~
- ~~• Conducts a self evaluation to determine strengths and areas needed for improvement.~~

STANDARD X. FOSTERS PARENT AND SCHOOL COMMUNITY[†]
RELATIONSHIPS

~~STANDARD STATEMENT X: The effective school counselor establishes and maintains strong working relationships with parents and members of the school community to support student learning and development.~~

~~Performance Criteria for Standard X: The extent to which the school counselor:~~

- ~~• Collaborates with parents and school community members to support student learning and development.~~
- ~~• Consistently seeks opportunities to build strong partnerships with parents and school community members.~~

- ~~▪ Supports activities and programs which encourage parents and the school community to participate actively in school-related organizations and activities.~~
- ~~▪ Establishes open and active lines of communication with parents and the school community.~~
- ~~▪ Utilizes parent and school community resources to enhance student learning and development.~~
- ~~▪ Provides consultation to parents and the school community on information and skills to assist them in helping students in academic, career, and personal/social development.~~

INTRODUCTION

The effective school counselor focuses on students' long-term academic, career, and personal/social development; effective school counselor demonstrates the basic skills and dispositions to promote students' autonomy, literacy, responsibility to self and others, and lifelong learning. With developmentally appropriate counseling and guidance, the ultimate goal is for students to become positive, courageous, confident, competent, and caring human beings. The educational system must develop citizens who can govern themselves and have a global perspective. The citizens must be flexible, resourceful and able to deal with open-endedness, complexity. The effective school counselor promotes students' autonomy, literacy, responsibility to self and others, and lifelong learning through developmentally appropriate counseling and guidance.

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.

~~¹School community includes, but is not limited to, the following: students, parents, teachers, administrators, support staff and community.~~

Appendix D

5/14/07

CODE OF ETHICS

Preface

The Hawaii Teacher Standards Board Code of Ethics supports the vision, core values, and mission of the board in fostering professional standards for teachers, not only with regard to academic rigor, but to include the highest ethical standards of professional conduct which foster commitment to students, the profession, and the community. This code is intended to advance the teaching profession, to guide the professional behavior of P-12 educators in the State of Hawaii, and to form the basis for disciplinary action taken by the Board, as authorized in Hawaii Revised Statutes §302A-807.

Principle I: Commitment to Students

Hawaii P-12 educators shall:

- ❑ provide students with appropriate educational services based on research and accepted best practices
- ❑ provide services to students in a nondiscriminatory manner;
- ❑ take all reasonable precautions to protect the health, safety and well being of students;
- ❑ maintain a respectful, professional relationship with students;
- ❑ keep information about students in confidence, unless disclosure is required by law or serves a professional purpose;
- ❑ nurture in students a life-long respect and compassion for themselves and others.
- ❑ promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
- ❑ not exploit professional relationships with students for personal gain.

Principle II: Commitment to the Profession

Hawaii P-12 educators shall:

- exhibit behaviors which uphold the dignity of the profession;
- be fair and equitable in their treatment of all members of the profession in a nondiscriminatory manner;
- keep information about colleagues in confidence, unless disclosure is required by law or serves a compelling professional purpose;
- continue to study, apply, and advance the professional knowledge base for P-12 educators and maintain a commitment to professional education.

Principle III: Commitment to the Community

Hawaii P-12 educators shall:

- distinguish between personal and institutional views in communication to the public;
- be truthful in representing facts concerning educational matters;
- decline any gratuity, gift or favor that would impair or influence professional decisions or actions;
- make information about education research and best practices available to students, parents, colleagues, and the public;

be open and honest with students, parents, colleagues, and the public.

New Business Item 14-14

Introduced 10/3/14

Approved 10/3/14

TITLE: License Affirmation

The Hawaii Teacher Standards Board approves the attached lists of Hawaii Provisional Licenses, Standard Licenses, Advanced Licenses, Added Fields to Existing Licenses, Renewed Licenses and Special Permits.

Submitted by: Terry Lynn Holck

Referred to:

Initial Licenses					
			Advanced Licenses		
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
AL	Bensley	Stephanie	Elementary Education K - 6 English 6 - 12 English 6 - 8 Reading Specialist K - 12	9/1/2014	6/30/2025
AL	Gravesen	Dana	Elementary Education K - 6 Mathematics 6 - 8 Special Education K - 12	9/1/2014	6/30/2025
AL	Walter	Stephanie	Art K - 12 Elementary Education K - 6 Social Studies 6 - 12	9/1/2014	6/30/2025
AL	Wong Jones	Melanie	Elementary Education K - 6 Teaching English to Speakers of Other Languages K - 6	9/1/2014	6/30/2025
AL	Wurst	Patricia	Elementary Education K - 6	8/1/2014	6/30/2025
AL	Nakama-Kawamoto	Phyllis	Elementary Education K-6, Early Childhood Education PK-3, Teacher Leader K-6	6/1/2014	6/30/2024
			Standard Licenses		
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
SL	Agcaoili	Leah	Mathematics 6 - 12	9/1/2014	6/30/2020
SL	Atherton	Shenita	Early Childhood Education PK - 3	7/1/2014	6/30/2019
SL	Betancourt	Stephanie	Science 6 - 12	9/1/2014	6/30/2020
SL	Black	Angela	Art 6 - 12 Elementary Education K - 6 Music K - 6	8/1/2014	6/30/2020
SL	Bliss	Zoe	English 6 - 12	9/1/2014	6/30/2020

			Mathematics 6 - 12		
SL	Bowen	Mary	Early Childhood Education PK - 3 Elementary Education K - 6	8/1/2014	6/30/2020
SL	Butler	Crystal	Elementary Education K - 6	9/1/2014	6/30/2020
SL	Callison	Anne	Early Childhood Education PK - 3 Elementary Education K - 6 School Librarian K - 12	8/1/2014	6/30/2020
SL	Carrillo	Gina	Hawaiian Language K - 12 Hawaiian Studies 6 - 12	9/1/2014	6/30/2020
SL	Chavez	Nancy	Early Childhood Education PK - 3 Elementary Education K - 6 Teaching English to Speakers of Other Languages K - 6 Teaching English to Speakers of Other Languages PK - 3	9/1/2014	6/30/2020
SL	Dansky	Caleb	Special Education K - 6	9/1/2014	6/30/2020
SL	Das	John	Biology 6 - 12 Elementary Education K - 6	9/1/2014	6/30/2020
SL	Emerson	Soojin	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Fienhold	Lyn	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Gage	Beto	Drama/Theatre Arts 6 - 12 English 6 - 12	9/1/2014	6/30/2020
SL	Gallo	Kevin	Physical Education K - 12 Social Studies 6 - 12 Social Studies 6 - 8	9/1/2014	6/30/2020
SL	Gardner	Michael	English 6 - 12 Mathematics 6 - 8 Social Studies 6 - 12	9/1/2014	6/30/2020

SL	Gaskell	Jelyn	CTE-Business 6 - 12 Elementary Education K - 6 SPED - Mild/Moderate K - 12	9/1/2014	6/30/2020
SL	Hata	Stacie	Mathematics 6 - 12	8/1/2014	6/30/2020
SL	Hatten	Kellie	Elementary Education K - 6	9/1/2014	6/30/2020
SL	Heintz	Robert	Social Studies 6 - 12	9/1/2014	6/30/2020
SL	Hollingsworth	Kimberly	Early Childhood Education PK - 3	9/1/2014	6/30/2020
SL	Jack	Richard	School Counselor K - 12	8/1/2014	6/30/2020
SL	Joaquin	Naupaka	Hawaiian Language Immersion PK - 3	9/1/2014	6/30/2020
SL	Joseph	Angie	Early Childhood Education PK - 3	8/1/2014	6/30/2020
SL	Joslin	Benjamin	Elementary Education K - 6	9/1/2014	6/30/2020
SL	Keeler	Michelle	Mathematics 6 - 12	8/1/2014	6/30/2020
SL	Kitsu	Geraldine	Social Studies 6 - 12	9/1/2014	6/30/2020
SL	Kutcher	Elise	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Lane	Christine	Elementary Education K - 6 English 6 - 8	8/1/2014	6/30/2020
SL	Lauansing	Abigail	SPED - Mild/Moderate K - 12	9/1/2014	6/30/2020
SL	MacCormack	Joshua	History 6 - 12 Social Studies 6 - 12	9/1/2014	6/30/2020
SL	Miyasaki	Evi	Early Childhood Education PK - 3 Elementary Education K - 6	9/1/2014	6/30/2020
SL	Paul	Joy	Elementary Education K - 6 Teaching English to Speakers of Other Languages P - 12	9/1/2014	6/30/2020
SL	Pe'a	Taira	Hawaiian Language Immersion K - 6	9/1/2014	6/30/2020

SL	Rader	Gabriella	Elementary Education K - 6	9/1/2014	6/30/2020
SL	Roberts	Laurie	English 6 - 12	9/1/2014	6/30/2020
SL	Roxas	Marissa	Mathematics 6 - 12	9/1/2014	6/30/2020
SL	Saguilla	Desiree	English 6 - 12 English 6 - 8	9/1/2014	6/30/2020
SL	Savara	Varun	Social Studies 6 - 12	8/1/2014	6/30/2020
SL	Shimomura	Jayna	School Counselor K - 12	8/1/2014	6/30/2020
SL	Shoda	Taryn	SPED - Mild/Moderate K - 6	9/1/2014	6/30/2020
SL	Stewart	Shan	Special Education 6 - 12	9/1/2014	6/30/2020
SL	Taguma Nakasone	Terry	School Counselor K - 12	9/1/2014	6/30/2020
SL	Thompson	Nanette	Elementary Education K - 6 Reading K - 6 Teaching English to Speakers of Other Languages K - 6	9/1/2014	6/30/2020
SL	Thompson	Sharyla	Elementary Education K - 6	9/1/2014	6/30/2020
SL	Valdez	Jo-Hannah Liz	Mathematics 6 - 12	9/1/2014	6/30/2020
SL	Wong	Lorena	CTE-Business 6 - 12	9/1/2014	6/30/2020
SL	Young	Kimi	Elementary Education K - 6 Special Education K - 6	8/1/2014	6/30/2020
			Added Fields		
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
AAF	Calori	William	English 6-8	8/1/2014	6/30/2017
AAF	Chang	Brandy	Special Education 6-12	8/1/2014	6/30/2019
AAF	Cross	Kari	English 6-12	9/1/2014	6/30/2019
AAF	Cuaresma	Jannica	Teacher Leader	8/1/2014	6/30/2015
AAF	Means	Robert	English 6-12	9/1/2014	6/30/2017
AAF	Medeiros	Jonathon	Teacher Leader	9/1/2014	6/30/2018
AAF	Morikone	Kyle	Teacher Leader	9/1/2014	6/30/2018
AAF	Peterson	Shann	SPED - Orthopedically Handicapped PK-3	8/1/2014	6/30/2017
AAF	Souza	Steven	CTE-Public and	8/1/2014	7/31/2015

			Human Services 6-12		
AAF	Victor	Karen	Mathematics 6-12	9/1/2014	6/30/2018
AAF	Watanuki	Brock	SPED - Severe/Profound 6-12	9/1/2014	6/30/2018
AAF	Zirzow	Nichole	SPED - Blind/Visually Impaired K-12, SPED-Blind/Visually Impaired PK-3	8/1/2014	6/30/2016
			Emergency Hires		
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
EH	Freitas	Ikona	Emergency Hire	9/1/2014	6/30/2015
EH	Gibbs	Kristi	Emergency Hire	9/1/2014	6/30/2015
EH	Mayer	John	Emergency Hire	8/1/2014	6/30/2015
EH	Padilla	Daniel	Emergency Hire	8/1/2014	6/30/2015
EH	Quitán	Walter	Emergency Hire	9/1/2014	6/30/2015
EH	Schmidt	Areeyah-Michaela	Emergency Hire	8/1/2014	6/30/2015
EH	Young	Tasha	Emergency Hire	9/1/2014	6/30/2015

		Advanced Licenses		
Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
Seielstad	Carol	Elementary Education K - 6 Reading Specialist K - 12 Special Education K - 12	8/27/2014	6/30/2025
		Standard Licenses		
Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
Alivado	Ashley	Elementary Education K - 6	9/10/2014	6/30/2020
Angeles	Fay	School Counselor K - 12	9/14/2014	6/30/2020
Asano	Rena	SPED - Severe/Profound PK - 3	8/27/2014	6/30/2020
Avelino	Jennifer Ann	Elementary Education K - 6 Hawaiian Language 6 - 12 Hawaiian Language Immersion K - 12 Hawaiian Studies 6 - 12	9/4/2014	6/30/2020
Banning	Cyndi	Elementary Education K - 6 Special Education K - 6	8/27/2014	6/30/2020
Blakemore	Stephenie	SPED - Mild/Moderate K - 12	8/28/2014	6/30/2020
Brandsen	Erik	Elementary Education K - 6	8/27/2014	6/30/2020

Ching	Diana	Mathematics 6 - 12	8/27/2014	6/30/2020
Collins	Jennifer	Health 6 - 12 Social Studies 6 - 12	8/27/2014	6/30/2020
Estes	Amy	SPED - Mild/Moderate K - 12 SPED - Mild/Moderate PK - 3 SPED - Severe/Profound K - 12 SPED - Severe/Profound PK - 3 Special Education K - 12 Special Education PK - 3	8/27/2014	6/30/2020
Ferrin	Skip	Science 6 - 12	9/15/2014	6/30/2020
Gangano	Talia	Elementary Education K - 6	9/3/2014	6/30/2020
Golden	Jessica	Mathematics 6 - 12	9/14/2014	6/30/2020
Grinder	Lisa	Elementary Education K - 6	9/1/2014	6/30/2020
Harris	Lori	School Counselor K - 12	9/8/2014	6/30/2020
Hoye	Vincent	Physical Education K - 12 Science 6 - 8	8/27/2014	6/30/2020
Jaeger	Jacquelyn	Elementary Education K - 6	9/9/2014	6/30/2020
Jensen	Erica	Elementary Education K - 6	9/22/2014	6/30/2020
Kahawai	Trina	Elementary Education K - 6	8/28/2014	6/30/2020
Kaneshiro	Anna	Mathematics 6 - 12	8/27/2014	6/30/2020
Kemsley	Holly	Elementary Education K - 6	8/27/2014	6/30/2020
Leialoha	Keola	Elementary Education K - 6	9/14/2014	6/30/2020
Leong	Kelly	Elementary Education K - 6 Special Education K - 6	9/17/2014	6/30/2020
Leslie	Michael	Elementary Education K - 6	8/25/2014	6/30/2020
Lind	Giovanna	Elementary Education K - 6	8/31/2014	6/30/2020
Lowland	Ian	CTE-Business 6 - 12 Social Studies 6 - 12 Teaching English to Speakers of Other Languages 6 - 12	9/17/2014	6/30/2020
Lowland	Megan	Spanish 6 - 12 Teaching English to Speakers of Other Languages 6 - 12	9/17/2014	6/30/2020
Lum	Anthony	Social Studies 6 - 12	9/14/2014	6/30/2020
Makanani	Deirdre	Elementary Education K - 6 SPED - Mild/Moderate K - 12	9/4/2014	6/30/2020
Martinez	Rebeca	Social Studies 6 - 12 Teaching English to Speakers of Other Languages 6 - 12	8/25/2014	6/30/2020

Masterson	Jessica	English 6 - 12	8/27/2014	6/30/2020
Mizufuka	Courtney	Early Childhood Education PK - 3 Elementary Education K - 6	8/27/2014	6/30/2020
Morimoto	Kari	Elementary Education K - 6	8/27/2014	6/30/2020
Morishita	Corey	Mathematics 6 - 12	8/27/2014	6/30/2020
Morvay	Bryan	Elementary Education K - 6 Special Education K - 6	8/27/2014	6/30/2020
Robins	Eleanor	Social Studies 6 - 12 Special Education K - 12	8/26/2014	6/30/2020
Ryan	John	Health K - 12 Mathematics 6 - 8 SPED - Mild/Moderate K - 12 Science 6 - 8 Teaching English to Speakers of Other Languages K - 12	8/27/2014	6/30/2020
Sapida	Theresa	Elementary Education K - 6	9/14/2014	6/30/2020
Shinsato	Dawn	Elementary Education K - 6	8/31/2014	6/30/2020
Tashima	Michael	Elementary Education K - 6 Special Education K - 6	8/27/2014	6/30/2020
Tokumi	Joshua	Elementary Education K - 6	9/1/2014	6/30/2020
Van Weemen Van Noord	Haley	Science 6 - 12	8/27/2014	6/30/2020
Watanabe	Jessica	Elementary Education K - 6 Special Education K - 6	9/18/2014	6/30/2020
Yamada	Craig	School Counselor K - 12	9/17/2014	6/30/2020
Yap	Melissa	Early Childhood Education PK - 3 Special Education PK - 3	9/14/2014	6/30/2020
		Special Permits		
Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
Gomes	Robin	CTE-Arts and Communication 6 - 12	9/1/2014	8/31/2015

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

- NBI 14-09: Educational Testing Service (ETS) Test Revisions – recommends approval
- NBI 14-10: Hawaiian Standards, Preparation and Licensure Work Group – recommends approval
- NBI 14-11: Licensure Work Group – recommends approval

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

- Update of the Financial Plan – report by Executive Director Hammonds
- Review of Customer Service Survey Responses
- Personnel Update by Executive Director Hammonds and Licensing Specialist Schrader

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

- NBI 14-12: Approval of Annual Report – changes were made and committee recommends approval
- NBI 14-13: Approval of Hawaii Administrative Rules

TOPIC: **Report out of Executive Session**
DISCUSSION: Chairperson Holck reported out:

- Approved executive session minutes for the September 5, 2014 meeting.
- Approved NBI 14-14: License Affirmation.

TESTIMONY, PETITIONS FROM THE PUBLIC: None.

NEW BUSINESS APPROVED: (See Attachments)

- 1. NBI 14-09: Educational Testing Service (ETS) Test Revisions**
(Jose on behalf of the Teacher Standards Committee)
- 2. NBI 14-10: Hawaiian Standards, Preparation and Licensure Work Group**
(Jose on behalf of the Teacher Standards Committee)
- 3. NBI 14-11: Licensure Work Group**
(Jose on behalf of the Teacher Standards Committee)
- 4. NBI 14-12: Adoption of 2015 Annual Report**
(Holck on behalf of the Committee of the Whole)
- 5. NBI 14-13: Approval of Final Version of Revised Hawaii Administrative Rules**
(Holck on behalf of the Committee of the Whole)

6. NBI 14-14: License Affirmation

(Holck reported out approved in executive session)

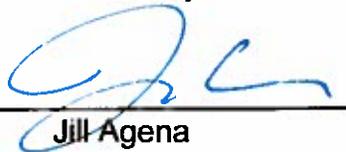
MOTIONS:

1. (Cayetano/Jose) Motion to move into executive session to review license ratification list for approval.
2. (Cayetano/Jose) Motion to rise out of executive session.

ADJOURNMENT:

Chairperson Holck adjourned the meeting at 1:37 p.m.

RECORDER:



Jill Agena

DATE: October 3, 2014

TITLE: Educational Testing Service (ETS) Test Revisions

The Hawaii Teacher Standards Board adopts the following new test to be used immediately for initial licensure and adding a field to an existing license. This information will be posted on the HTSB website and Hawaii Educator Preparation Programs and the Department of Education will be informed that this test is now available.

License Field	Test Name and Code	Passing Score
CTE- Natural Resources 6-12	Agriculture (5701)	147

Submitted by: Terry Lynn Holck

Referred to: Teacher Standards and Teacher Education Committee

New Business Item 14-10

Introduced 10/3/14

Approved 10/3/14

TITLE: Hawaiian Standards, Preparation and Licensure Work Group

The Hawaii Teacher Standards Board approves the following criteria for a work group to make recommendations for standards, preparation, program review, and licensure. The Executive Director will conduct two meetings of this group and report their recommendations back to the Board at the June 2015 meeting for possible action.

The work group shall be composed of the following representatives:

- Up to three total teachers with experience and an active license in each of the following fields: Hawaiian Language, Hawaiian Language Immersion and Hawaiian Studies;
- Board of Education representative recommended by the Chairperson of the BOE;
- Hawaii State Public Charter School Commission representative from a Hawaiian focused charter school recommended by the Chairperson of the SPCSC;
- Hawaii Department of Education representative recommended by the Superintendent;
- One teacher preparation faculty from each indigenous preparation program, Kahuawaiola Indigenous Teacher Education Program at UH-Hilo and Ho`okulaiwi at UH-Manoa, recommended by the head of their respective colleges;
- Hawaii State Teachers Association representative recommended by the President of HSTA.

Submitted by: Terry Lynn Holck

Referred to: Teacher Standards Committee

New Business Item 14-11

Introduced 10/3/14

Approved 10/3/14

TITLE: Licensure Work Group

The Hawaii Teacher Standards Board approves the following criteria for a work group to make recommendations for licensure, including special education, TESOL and elementary education licensure. The Executive Director will conduct two meetings of this group and report their recommendations back to the Board at the June 2015 meeting for possible action.

The work group shall be composed of the following representatives:

- National Board certified teachers or Teachers of the Year with experience and an active license in special education, TESOL and elementary education;
- Hawaii Department of Education representative recommended by the Superintendent;
- Hawaii State Public Charter School Commission representative recommended by the Chairperson of the SPCSC;
- Teacher preparation faculty in special education, TESOL and elementary education recommended by the Chairperson of the Teacher Education Coordinating Committee;
- Hawaii State Teachers Association representative recommended by the President of HSTA.

Submitted by: Terry Lynn Holck

Referred to: Teacher Standards Committee

New Business Item 14-12
Introduced 10/3/14
Approved 10/3/14

TITLE: Adoption of 2015 Annual Report

The Hawaii Teacher Standards Board approves the 2015 Annual Report with recommended changes and directs the Executive Director to submit the report to the Governor, Legislature and Board of Education according to the procedure required by statute.

Submitted by: Terry Lynn Holck



HAWAI'I TEACHER STANDARDS BOARD

ANNUAL REPORT 2015

2015 Annual Report

Hawai`i Teacher Standards Board

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MEMBERSHIP

By statute, the Governor appoints members of the Hawai'i 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 Hawai'i College of Education or his/her designee chosen from the Teacher Education Coordinating Committee; a representative of the independent schools; and two public representatives. Statute changes in 2014 required one teacher representative to be a charter school teacher.

HTSB Membership:

Board Member	Representative Organization
1. Terry Lynn Holck, Chairperson	Teacher
2. Wray Jose, Vice Chairperson	Teacher
3. Louise Cayetano	Teacher
4. Felicia Villalobos	Teacher
5. Vacant	Teacher
6. Vacant	Teacher
7. Lisa DeLong	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	H AIS Representative
14. Noe Noe Tom	Public
15. Edward Patrick	Public

INTRODUCTION

Act 240 of the Eighteenth Legislature, State of Hawai'i, established the Hawai'i 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 Hawai'i 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 Hawai'i 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;
 - ▶ Issuing, renewing, forfeiting, restoring, conditioning, revoking, suspending, and reinstating licenses;
 - ▶ Developing criteria for a full career and technical education license, limited to career and technical education teaching assignments, allowing qualified individuals with at least an associate's degree, pedagogy coursework, industry experience, and content expertise to teach;
 - ▶ Reviewing reports from the department on individuals hired on an emergency basis;
 - ▶ Applying licensing standards on a case-by-case basis and conducting licensing evaluations;
 - ▶ Preparing and disseminating teacher licensing information to schools and operational personnel;
 - ▶ Approving teacher preparation programs;
 - ▶ Establishing policies and procedures for approving alternative pathways to teaching;
 - ▶ Administering reciprocity agreements with other states relative to licensing;
 - ▶ Conducting research and development on teacher licensure systems, beginning teacher programs, the assessment of teaching skills, and other related topics;
 - ▶ Participating in efforts relating to teacher quality issues, professional development related to the board's standards, and promotion of high teacher standards and accomplished teaching;
- ▶ Adopting applicable rules and procedures.

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 three kinds of special permits. The Board approves Hawai'i based state approved teacher, counselor and librarian Educator Preparation Programs (EPP); reports to the federal government on licensing and teacher education programs under Title II; 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 completed a three year revision of its Hawaii Administrative Rules. Changes broaden options for teachers to become licensed or add a new field to an existing license; added rules for approval of educator preparation programs and reformatted the rules into more user friendly subchapters.

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

2013-2014 Accomplishments

The HTSB continues to improve its services to Hawai'i professional educators while enhancing the licensing process and working effectively with state and national partners. Between July 1, 2013 and June 30, 2014, the Board adopted the following new policies and procedures:

Licensing:

- NBI 13-14 approved a direct process for Hawaii educator preparation programs to report teacher candidate verification of basic skills and content knowledge, so that when an EPP reports to HTSB that a candidate has completed their program they are ready to be licensed;
- NBI 13-17 added the Career and Technical Education (CTE) license field of Health Services and Health Services Vocational;
- NBI 13-29 added the following license levels to existing license fields:
 - K-6 and K-12 to the CTE fields;
 - P-3, K-6 and 6-12 to the field of Reading Specialist;
 - K-6 and 6-12 to the field of School Librarian;

- P-3, K-6, 6-12 and K-12 to the field of Literacy Specialist;
- K-6, 6-12 and K-12 to the field of Online Teaching
- NBI 13-21 approved the requirements for the new field of Teacher Leader;
- NBI 13-22 approved the requirements for the new Literacy Specialist license field;
- NBI 13-33 approved the requirements for the new Online Teaching license field;

Legislative:

- NBI 13-26 approved revisions to HTSB's Hawaii Administrative Rules. The rules are currently awaiting final approval by the governor;
- Act 39 (SLH 2014) (SB2331 SD2 HD1) was approved by the Governor after passing through both houses of the Legislature. This bill clarifies the HTSB nomination process and the requirements of the Charter School Commission and Charter School Governing Boards in reporting licensees and emergency hires to HTSB;

Teacher Standards:

- NBI 13-24 adopted the Council for Accreditation of Educator Preparation (CAEP) unit standards, which will be used to review Hawaii programs undergoing national accreditation;

Teacher Education:

- NBI 13-04 granted full state approval to Kaho`iwai, the first native Hawaii focused teacher preparation unit to attain national accreditation from the Teacher Education Accrediting Council (TEAC);
- NBI 13-08 granted continued full approval to the University of Hawaii's Hawaii Language Educator Preparation Program;
- NBI 13-09 granted continued full approval to the University of Hawaii's Hawaii Language Immersion Educator Preparation Program;
- NBI 13-10 granted continued full approval to the University of Hawaii's Visual Arts Educator Preparation Program;
- NBI 13-11 granted continued full approval to the University of Hawaii's Library and Information Science Educator Preparation Program;
- NBI 13-12 granted full state approval to the University of Hawaii-West Oahu unit and elementary education program based on their National Council of Accreditation of Teacher Education (NCATE) accreditation;
- NBI 13-19 granted full state approval to iTeach-HAWAII based on their NCATE accreditation in the following fields: English, mathematics, science, world languages, physical education and health;
- NBI 13-25 allows iTeach-HAWAII to develop program plans to offer preparation in the following fields once reviewed and approved by the HTSB: CTE, Teaching English to Speakers of Other Languages (TESOL), elementary education and special education;

Licensure Testing:

- NBI 13-31 adopted yearly changes to tests offered and updated score reports for Educational Testing Service (ETS) tests;
- NBI 13-32 set a passing score for the Stanford edTPA, a performance assessment, for use in the alternative route to licensure

Operational:

- NBI 13-03 identified priorities for HTSB's Executive Director under the EMCP Performance Evaluation System;
- NBI 13-05 approved deployment of a mobile app developed by Hawaii Information Consortium (HIC) at no cost to allow public lookup of HTSB issued licenses via mobile devices;
- NBI 13-28 broadened the educational requirements for the HTSB's Licensing Specialist position to include educational degrees as an option in addition to business;
- Approved reappointment of the Executive Director.

STANDARDS

In 2011-2012, the Board adopted new performance standards for teachers, school counselors and school librarians. Subsequently, in 2012-2013 HTSB worked with all three groups of educators to produce informational videos and generate resource materials to assist educators in learning about the new standards and implementing them into their practice. These videos were distributed on DVD to all Hawai'i public schools and posted on the HTSB website. In 2013-2014 new standards were implemented for educator preparation programs.

Tables depicting the Standards may be found in Appendix A.

EDUCATOR LICENSURE

Licensing Requirements

HTSB licensed over 1,300 new teachers and renewed approximately 500 existing licenses. Because of the cyclical nature of license renewal there was a significant drop in the number of license renewals from the prior year. The online license system was expanded to include Advanced License and Added Field online applications and viewing of documentation by applicants and licensees.

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.

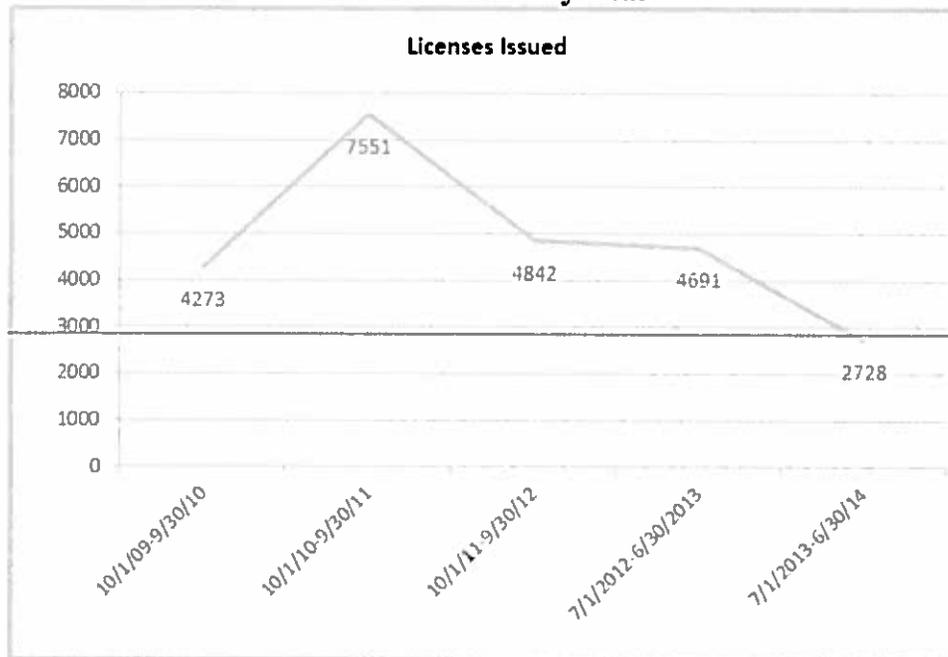
Requirements for licensing may be found in Appendix B.

Initial and Renewal Issuance:

Licenses issued to individuals in the past 5 years

Type of License	7/1/2013- 6/30/14	7/1/2012- 6/30/2013	10/1/11- 9/30/12	10/1/10- 9/30/11	10/1/09- 9/30/10
Provisional	4	10	25	58	21
Standard	1633	1600	1451	1224	1271
Advanced	50	40	56	52	23
CTE Permit	4	4	3	6	10
Added Fields	117	188	186	174	142
Extended licenses	NA	NA	NA	0	1730
Reactivated	NA	NA	NA	1	0
Renewed	920	2849	3121	6036	1076
TOTALS	2728	4691	4842	7551	4273

Licenses Issued by Year



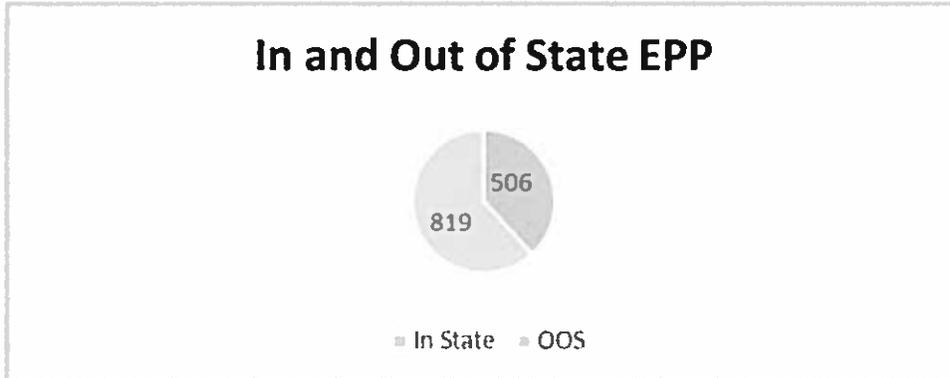
Licenses Issued by Teaching Field 7/1/2013-6/30/2014

Licenses Issued by Field Since July 1, 2013	PK-K	P-3	K-6	6-8	6-12	K-12	P-12	Total
Art	0	0	3	0	4	18	0	25
Biology 6-12	0	0	0	0	4	0	0	4
Chemistry	0	0	0	0	1	0	0	1
CTE- Arts and Communication 6-12	0	0	0	0	5	0	0	5
CTE- Arts and Communication Vocational 6-12	0	0	0	0	6	0	0	6
CTE- Business 6-12	0	0	0	0	17	0	0	17
CTE- Business Vocational 6-12	0	0	0	0	3	0	0	3
CTE- Industrial and Engineering Technology 6-12	0	0	0	0	6	0	0	6
CTE- Industrial and Engineering Technology Vocational 6-12	0	0	0	0	0	0	0	0
CTE- Natural Resources 6-12	0	0	0	0	0	0	0	0
CTE- Natural Resources Vocational 6-12	0	0	0	0	0	0	0	0
CTE- Public and Human Services 6-12	0	0	0	0	2	0	0	2
CTE- Public and Human Services Vocational 6-12	0	0	0	0	0	0	0	0
Drama/Theatre Arts	0	0	0	0	3	1	0	4
Early Childhood Education PK-3	3	57	0	0	0	0	0	60
Earth and Space Science 6 - 12	0	0	0	0	1	0	0	1
Elementary Education K-6	0	0	604	0	0	0	0	604
English	0	0	0	39	113	0	0	152

Guidance 6-12	0	0	0	0	0	0	0	0
Hawaiian Language	0	0	0	0	3	2	0	5
Hawaiian Language Immersion	0	0	0	0	1	4	0	5
Hawaiian Studies	0	0	0	0	4	1	0	5
Health	0	0	0	0	4	6	0	10
History	0	0	0	0	5	0	0	5
Chinese	0	0	0	0	0	0	0	0
Filipino	0	0	0	0	1	0	0	1
French	0	0	0	1	1	0	0	2
German	0	0	0	0	0	0	0	0
Japanese	0	0	0	0	5	2	0	7
Korean	0	0	0	0	0	1	0	1
Latin	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0
Spanish	0	0	0	1	8	4	0	13
Tagalog	0	0	1	0	0	0	0	1
Literacy Specialist	0	0	2	0	0	0	0	2
Mathematics	0	0	0	46	84	0	0	130
Music	0	0	0	0	5	19	0	24
Physical Education	0	0	0	0	10	33	0	43
Psychology	0	0	1	0	0	0	0	1
Physics	0	0	0	0	2	0	0	2
Reading	0	0	7	0	3	12	0	22
Reading Specialist K-12	0	0	0	0	0	9	0	9
School Counselor	0	0	0	0	4	31	0	35
School Librarian K-12	0	0	0	0	0	10	0	10
Science	0	0	0	23	69	0	0	92
Social Studies	0	0	0	37	92	6	0	135
Special Education	0	34	62	12	9	63	4	184
SPED – Blind/Visually Impaired	0	0	0	0	0	0	0	0
SPED – Deaf/Hard of Hearing	0	4	0	0	0	8	0	12
Special Education Mild Moderate	0	3	18	1	11	58	1	92
SPED - Orientation and Mobility	0	0	0	0	0	0	0	0
SPED - Orthopedically Handicapped	0	0	0	0	0	0	0	0
Special Education Severe Profound	0	3	4	1	2	7	2	19
Speech 6-12	0	0	2	0	1	0	0	3
Teacher Leader	0	0	0	0	0	0	0	8
TESOL	0	4	8	4	10	15	0	41
TOTAL	3	105	712	165	499	310	7	1809

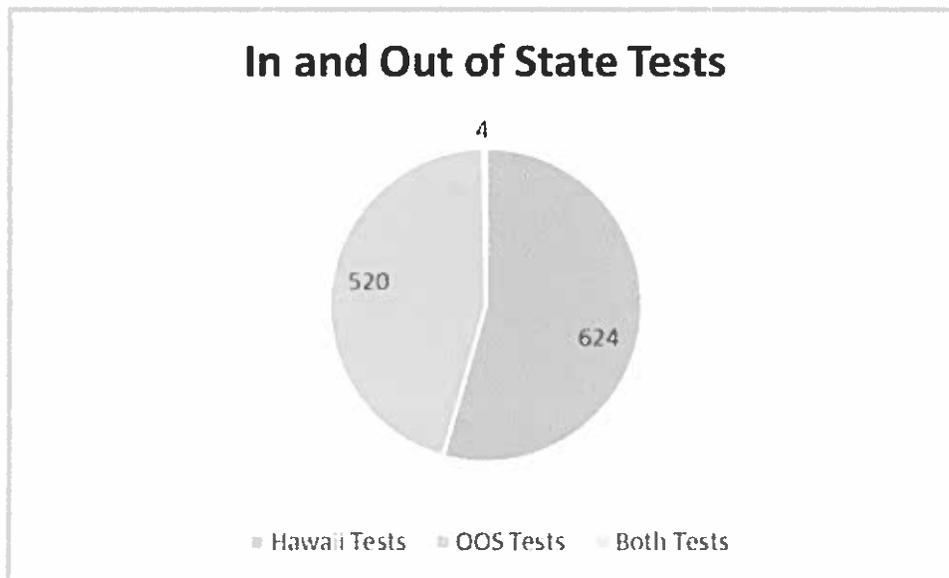
Comparison of Hawai'i and Out of State (OOS) Educator Preparation Programs (EPP) for Licenses 7/1/2013-6/30/2014

EPP Information	
Hawai'i EPP	506
OOS EPP	819



Comparison of Hawai'i and Out of State Licensure Tests 7/1/2013-6/30/2014

TEST Information	
All Hawai'i Tests	624
All OOS Tests	520
Combination of HI/OOS Tests	4



Renewed Licenses

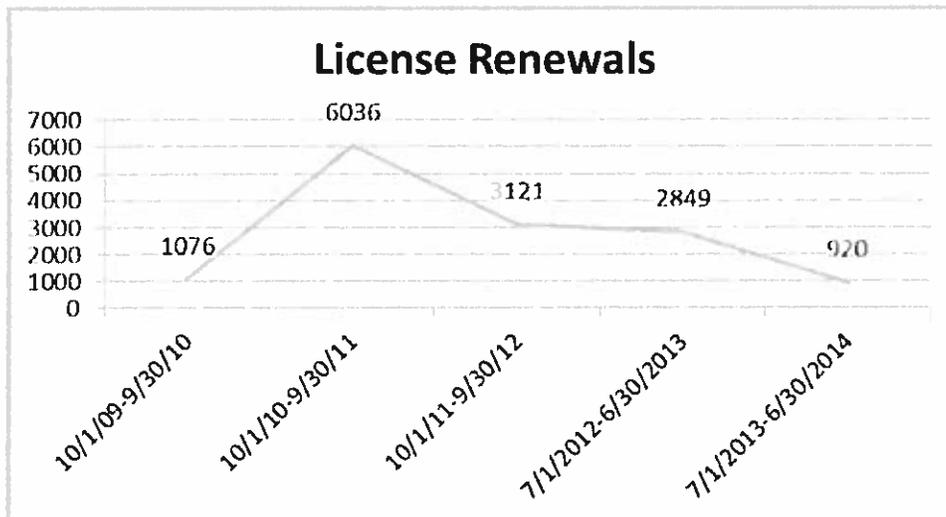
Teachers have used the HTSB online licensing system since July 1, 2010 to renew their license and pay their license fee. Requirements to renew a teaching license are:

1. Have satisfactory teaching experience within the last five years;
2. Show evidence of meeting all ten Hawai'i Teacher, Counselor or Librarian Performance Standards;
3. Professional Fitness clearance;
4. Pay the renewal fee.

For this reporting period, 920 teachers renewed their license. Since license expiration dates are cyclical, there was a decrease in the number of renewals in this reporting period. Over ninety percent (90%) of teachers used their employment evaluation as evidence of meeting the performance standards. HTSB continues to work with the DOE to ensure educators meet the performance standards using a combination of their new evaluations and professional growth plans. The new Educator Effectiveness System, combined with an individual's professional development plan, validates that a person meets all ten performance standards over a five year period.

Renewed licenses in the last 4 years

10/1/09-9/30/10	1076
10/1/10-9/30/11	6036
10/1/11-9/30/12	3121
7/1/2012-6/30/2013	2849
7/1/2013-6/30/2014	920



Added Fields

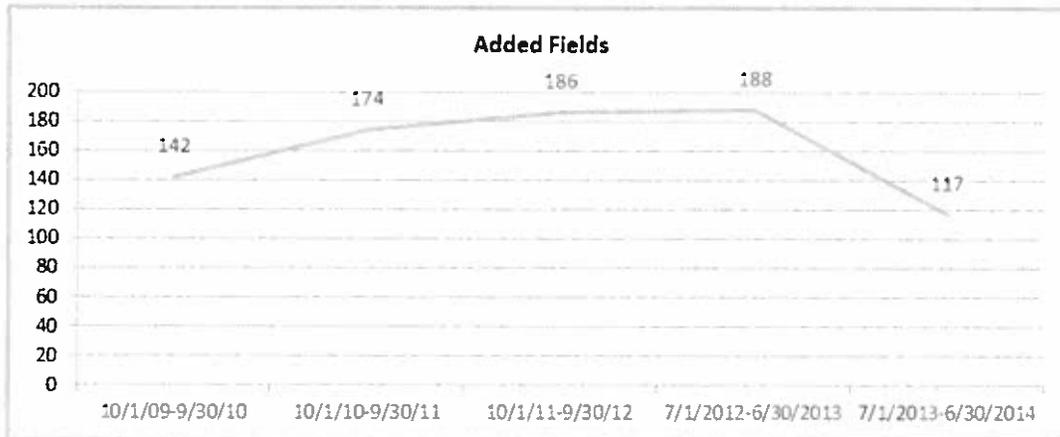
There are five options for adding a field to an existing license pursuant to amendments to the Administrative Rules that were approved and adopted:

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 content area test 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

	7/1/2013-6/30/2014	7/1/2012-6/30/2013	10/1/11-9/30/12	10/1/10-9/30/11	10/1/09-9/30/10
Number of Added Fields	117	188	186	174	142

Added Fields



Methods for Adding a Field to an Existing License 7/1/2013-6/30/2014

Method to Add Fields	
A (Preparation Program)	18
B (Coursework and Experience)	16
C (Test and Experience)	81
D (National Board Certification)	1
E (Advanced License)	1

Cases for License Denial and License Discipline

The Board heard two professional fitness cases in the past year and had no appeals.

Cases for License Denial and License Discipline 7/1/2013-6/30/2014

Year	Total Cases	Denied	Revoked	Suspended	Deferred or No Action	Reinstated or Approved	Reprimanded or Warned
7/1/2013-6/30/2014	0	0	0	0	0	0	0
10/1/12-6/30/13	2	0	1	0	0	0	1
10/1/11-9/30/12	3	0	0	1	0	2	0
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 7/1/2013-6/30/2014: None

EDUCATOR PREPARATION PROGRAMS

Requirements

The HTSB is responsible for the approval of teacher education programs based in Hawai'i. 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 currently two approved accrediting agencies: NCATE and TEAC. Currently, three programs, the University of Hawai'i-Manoa, the University of Hawai'i-West Oahu and iTEACH-Hawai'i are NCATE accredited. The University of Phoenix-Hawaii is a candidate for NCATE accreditation. Kaho'iwai and Hawaii Pacific University are TEAC accredited. Chaminade University of Honolulu, Leeward Community College, Teach for America-Hawaii, Brigham Young University-Hawaii, the University of Hawai'i-Hilo are candidates for TEAC accreditation. Kahuawaiola Indigenous Teacher Education Program has not declared their selection yet. HTSB is assisting in review training for multiple programs that plan to complete the accreditation process in the next two years.

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. In 2013-2014, the HTSB adopted new CAEP unit accreditation standards as well as new program, discipline specific standards for specific license areas.

The Board adopted the Stanford edTPA and the Educational Testing Service (ETS) Praxis Performance Assessment for Teachers (PPAT), two pre-service performance assessments that are required to be implemented by July 1, 2016 by all Hawai'i EPPs. These assessments may be used immediately as an alternative route to licensure for experienced teachers or career changers who do not need to complete a full preparation program to be deemed ready to teach.

Training and Resources

The HTSB provides support to all Hawai'i based teacher education programs by conducting training sessions in person and via teleconference and videoconference as well as arranging training by partner organizations, CAEP, ETS and Stanford edTPA/Evaluation Systems by Pearson.

Preparation Program Assistance Between 7/1/2013-6/30-2014

Date	Institution(s)	Training/Support Focus
7/2/2013	Kahuawaiola	Yearly Update
7/8/2013	UH-Manoa	Visual Arts program review
7/9/2013	UH-WO	Yearly Update
7/9/2013	LCC	Yearly Update

7/10/2013	UH-Manoa	Yearly Update
7/10/2013	UH-Manoa	Visual Arts program review
7/11/2013	UH-Hilo	Yearly Update
7/12/2013	Halau Wanana	Yearly Update
7/15/2013	UH-Manoa	Hawaiian Language/Hawaiian Language Immersion program review
7/17/2014	UH-Manoa	Hawaiian Language/Hawaiian Language Immersion program review
7/18/2013	TFA	Yearly Update
7/25/2013	Chaminade School Counselors	Yearly Update
7/26/2013	HPU	Yearly Update
7/29/2013	BYU-Hawaii	Yearly Update
12/3/2013	HPU	TEAC Legacy onsite Review
12/16/2013	UH-Manoa	NCATE Legacy offsite review
1/13/2014	UofP	NCATE Legacy offsite review
3/12/2014	All	Troy Hutchings Ethics Workshop
4/1/2014	UofP	NCATE Legacy pre-visit
4/13/2014	UH-Manoa	NCATE Legacy onsite review
5/11/2014	UofP	NCATE Legacy onsite review
6/24/2014	UH-Hilo	HTSB Audit/Yearly Update
6/26/2014	iteach-Hawaii	TESOL program review
6/27/2014	iteach-Hawaii	Elementary Education program review

Status of Preparation Programs

Institution	Unit Approval Status and Conditions	Program Approval Status and Conditions	Number of completers 7/1/2013-6/30/2014	Number of candidates licensed 7/1/2013-6/30/2014
Brigham Young University-Hawai'i	Full approval through December 2015	<p>Traditional Undergraduate Program leads to the following license fields:</p> <ul style="list-style-type: none"> • Elementary Education (K-6) • English (6-12) • CTE-Business (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • Music (6-12) • Physical Education (6-12) • Spanish (6-12) • Art (6-12) • TESOL (6-12) <p>Traditional Post-baccalaureate Program leads to the following license fields:</p> <ul style="list-style-type: none"> • Elementary Education (K-6) • English (6-12) • CTE-Business (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • Music (6-12) • Physical Education (6-12) • Spanish (6-12) • Art (6-12) • TESOL (6-12) 	26	26
Chaminade University of Honolulu	Full approval through December 2016	<p>Traditional Undergraduate Program leads to the following license fields:</p> <ul style="list-style-type: none"> • English (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • Special Ed- Mild/Moderate (K-12) • Elementary (K-6) • Elementary (K-6)/Special Education Mild/Moderate (K-12) Dual Licensure Program <p>Traditional Post-baccalaureate Program leads to the following license fields:</p> <ul style="list-style-type: none"> • English (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • Special Ed- Mild/Moderate (K-12) • Elementary (K-6) 	104	89

		<ul style="list-style-type: none"> • Elementary (K-6)Special Education Mild/Moderate (K-12) Dual Licensure Program • Early Childhood Education (PK-3) • Early Childhood Education (PK-K) <p>Traditional Master's Program leads to the following license fields:</p> <ul style="list-style-type: none"> • English (6-12) • Mathematics (6-12) • Science (6-12) • 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 • Early Childhood Education (PK-3) • Early Childhood Education (PK-K) <p>Traditional Master's Program leads to the following license fields:</p> <ul style="list-style-type: none"> • School Counselor (K-12) 		
Kaho'iwai	Approval through June 2018	<p>Alternative Post-baccalaureate Program leads to the following license fields:</p> <ul style="list-style-type: none"> • Elementary Education (K-6) • Mathematics (6-12) • Science (6-12) • Hawaiian Studies (6-12) • Social Studies (6-12) • English (6-12) 	0	1
Hawai'i Pacific University	Approval with Conditions through June 2019	<p>Traditional Undergraduate, Post-baccalaureate and Master's Program leads to the following license fields:</p> <ul style="list-style-type: none"> • Elementary Education (K-6) <p>Alternative Master's Program leads to the following license fields:</p> <ul style="list-style-type: none"> • English (6-12) • Mathematics (6-12) • Science(6-12) • Social Studies (6-12) • World Languages (6-12) 	67	21
iTEACH-Hawai'i	Full approval through December 2018	<p>Alternative Post-baccalaureate Program leads to the following license fields:</p> <ul style="list-style-type: none"> • English (6-12) • Mathematics (6-12) • Science (6-12) • World Languages (6-12) • Physical Education (K-6) • Physical Education (6-12) • Physical Education (K-12) • Health (K-6) • Health (6-12)) • Health (K-12) 	3	2

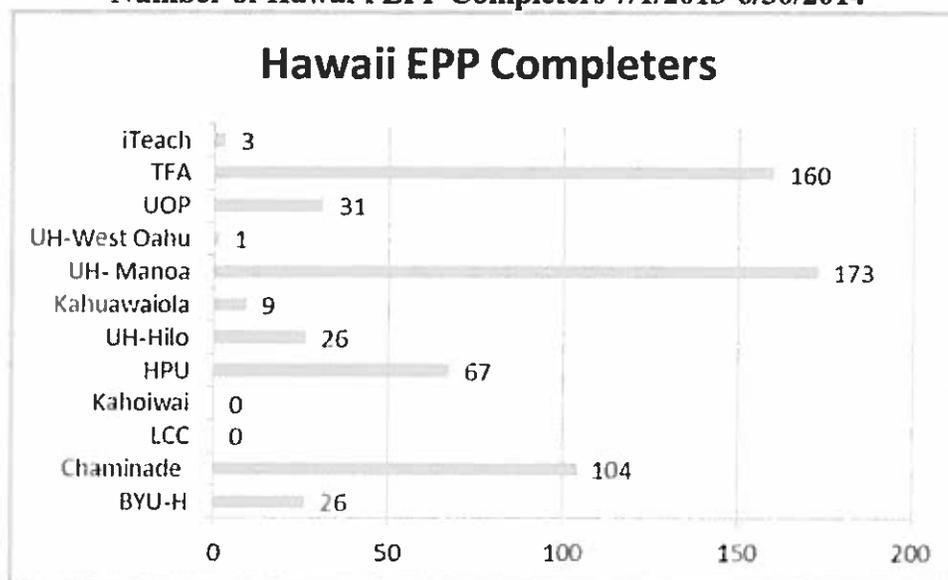
		<ul style="list-style-type: none"> • Special Education (P-3, K-6, 6-8, 6-12, K-12, P-12) • TESOL (P-3, K-6, 6-8, 6-12, K-12) • Elementary Education K-6 		
Kahuawaiola Indigenous Teacher Education Program at UH-Hilo	Full approval through December 2016	Alternative Post-baccalaureate Program leads to the following license fields: <ul style="list-style-type: none"> • Hawaiian Language Immersion (P-12) • Hawaiian Language Immersion (K-6) • Hawaiian Language Immersion (P-3) • Hawaiian Language (6-12) • Hawaiian Studies (6-12) • Elementary Education (K-6) 	9	10
Leeward Community College	Provisional approval through December 2015	<ul style="list-style-type: none"> • CTE Arts and Communications (6-12) • CTE Business (6-12) • CTE Industrial and Engineering Technology (6-12) • CTE Natural Resources (6-12) • CTE Public and Human Services (6-12) 	0	0
Teach for America	Provisional approval through December 2016	Alternative Post-baccalaureate Program leads to the following license fields: <ul style="list-style-type: none"> • Elementary Education (K-6) • Science (6-12) • Social Studies (6-12) • Mathematics (6-12) • English (6-12) • World Languages (6-12) 	160	52
UH-Hilo Education Department	Full approval through December 2016	Alternative Post-baccalaureate Program leads to the following license fields: <ul style="list-style-type: none"> • Elementary Education (K-6) • Art (6-12) • CTE-Business (6-12) • English (6-12) • Japanese (6-12) • Mathematics (6-12) • Music (6-12) • Physical Education (6-12) • Science (6-12) • Social Studies (includes Hawaiian 	26	10

		<p>Studies) (6-12)</p> <ul style="list-style-type: none"> • Spanish (6-12) • Hawaiian Language Immersion (K-12) 		
UH-Manoa	Full NCATE Approval through June 2015	<p>Traditional Undergraduate Program leads to the following license fields:</p> <ul style="list-style-type: none"> • 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 (6-12) • Mathematics (6-12) • Physical Education (K-6) • Physical Education (6-12) • Physical Education (K-12) • Science (6-12) • Social Studies (6-12) • World Language (6-12) <p>Alternative Post-baccalaureate Program leads to the following license fields:</p> <ul style="list-style-type: none"> • English (6-12) • TESOL(6-12) • Mathematics (6-12) • Art (6-12) • Physical Education (K-6) • Physical Education (6-12) • Physical Education (K-12) • Science (6-12) • Social Studies (6-12) • SPED Mild/Moderate (PK-3, K-6 and 6-12) • SPED Severe/Profound (PK-3 and K-6) • SPED Deaf/Hard of Hearing (PK-3 and K-12) • World Language (6-12) <p>Alternative Master's Program leads to the following license fields:</p> <ul style="list-style-type: none"> • Elementary Education (K-6) • English (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • Hawaiian Immersion (K-12) • Hawaiian Language (6-12) 	173	250
UH-West Oahu	Full approval through June 2019 for Elementary Program and through	<p>Traditional Baccalaureate Program leads to the following license fields:</p> <ul style="list-style-type: none"> • Elementary Education for (K-6) <p>Programs Not Yet Implemented</p> <p>Traditional Baccalaureate Program leads to the following license fields:</p>	1	17

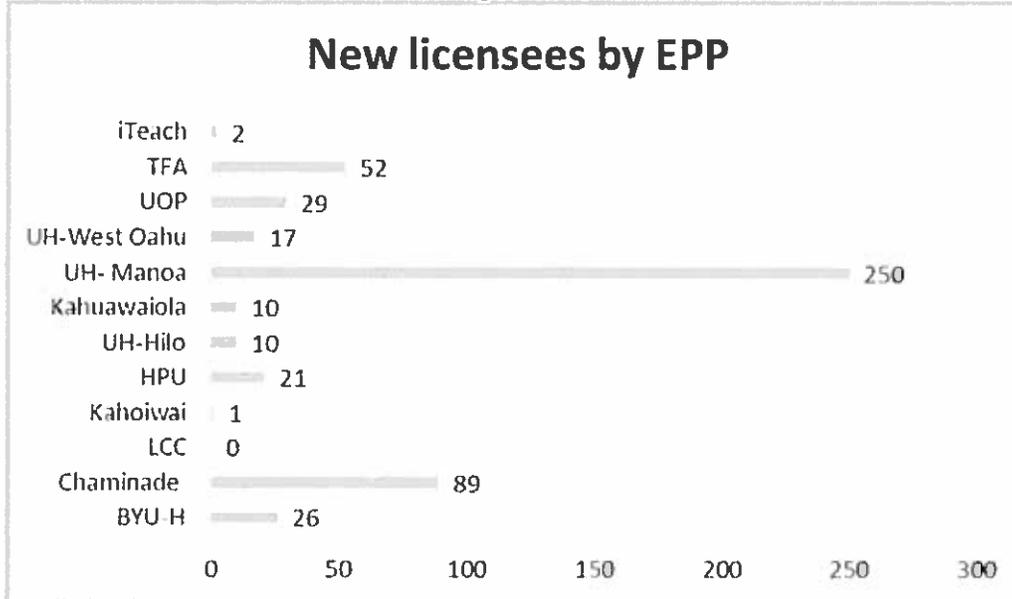
	December 2015 for secondary and middle level programs	<ul style="list-style-type: none"> • Mathematics 6-12) • Mathematics (6-8) • Social Studies (6-12) • Social Studies (6-8) • English (6-12) • English (6-8) • Science (6-12) • Science (6-8) 		
University of Phoenix- Hawai'i Campus	Approval through December 2015	Traditional Undergraduate Program leads to the following license fields: <ul style="list-style-type: none"> • Elementary Education (K-6) Traditional Master's Program leads to the following license fields: <ul style="list-style-type: none"> • Elementary Education (K-6) • Mathematics (6-12) • English (6-12) • Science (6-12) • Social Studies (6-12) • Special Education (K-12) • Special Education (K-6) • Special Education (6-12) 	31	29
		Total Hawai'i program completers and licensees	602	511

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

Number of Hawai'i EPP Completers 7/1/2013-6/30/2014



Number of Hawai'i EPP Completers Licensed 7/1/2013-6/30/2014



New Programs Currently in EPP Provisional Review Process:

- iTeach-Hawaii: Career and Technical Education 6-12

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

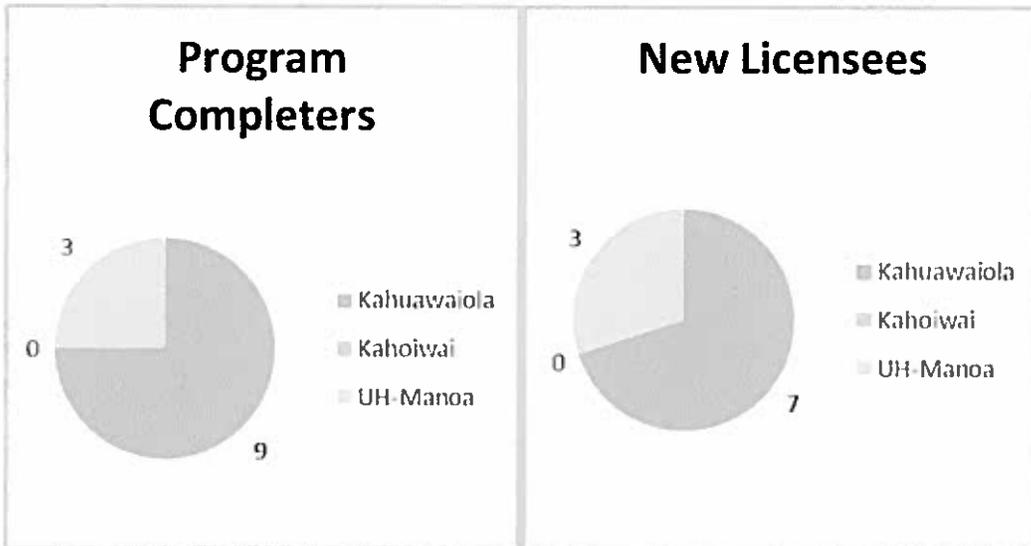
License Field	Licenses Issued 2013-2014
Hawaiian Language 6-12	4
Hawaiian Language Immersion PK-3	0
Hawaiian Language Immersion K-6	0
Hawaiian Language Immersion 6-12	1
Hawaiian Language Immersion K-12	6
Hawaiian Studies 6-12	3

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

Candidates Prepared by Institution for Hawaiian Fields 7/1/2013-6/30/2014

Institution	Number of Program Completers 7/1/2013-6/30/2014	Number of Program Completers Licensed 7/1/2013-6/30/2014
Kahuawaiola	6	7
Kahoivai	0	2
Ho'okulaiwi at UH-Manoa	0	5

**Hawaiian Fields Program Completers and
Hawaiian Field Program Completers Who Were Licensed 7/1/2013-6/30/2014**



EDUCATOR PROFESSIONAL DEVELOPMENT

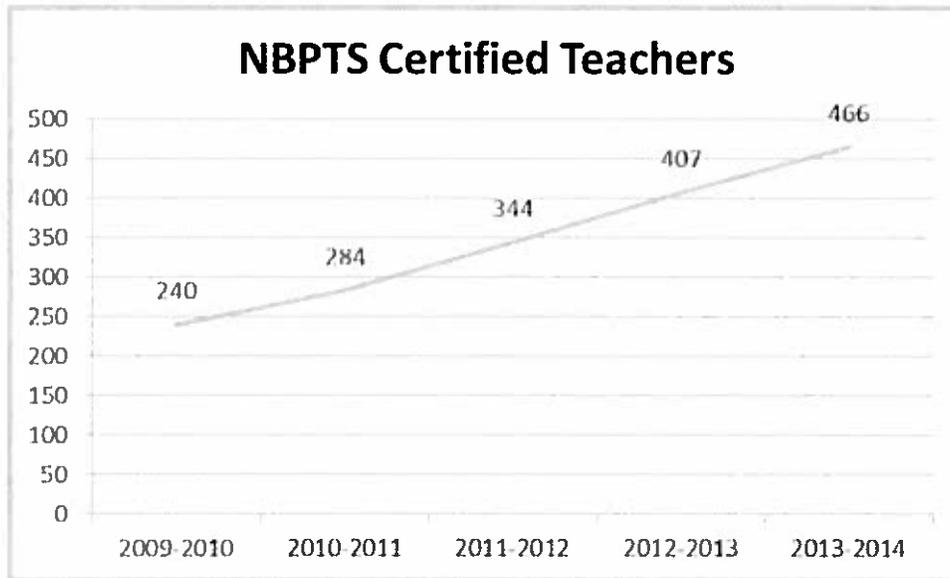
NBPTS Summary

HTSB offered online informational and support sessions to teachers statewide. There were fifty-nine new NBPTS certified teachers in 2014 and eleven teachers who renewed their certification. Unfortunately, the National Board organization terminated its registration fee subsidy funding, so no awards were made this year.

NBPTS Hawai'i Data

Year	Newly Certified	Total Certified
2013-2014	59	466
2012-2013	63	407
2011-2012	60	344
2010-2011	44	284
2009-2010	40	240

Total NBPTS Certified Teachers by Year

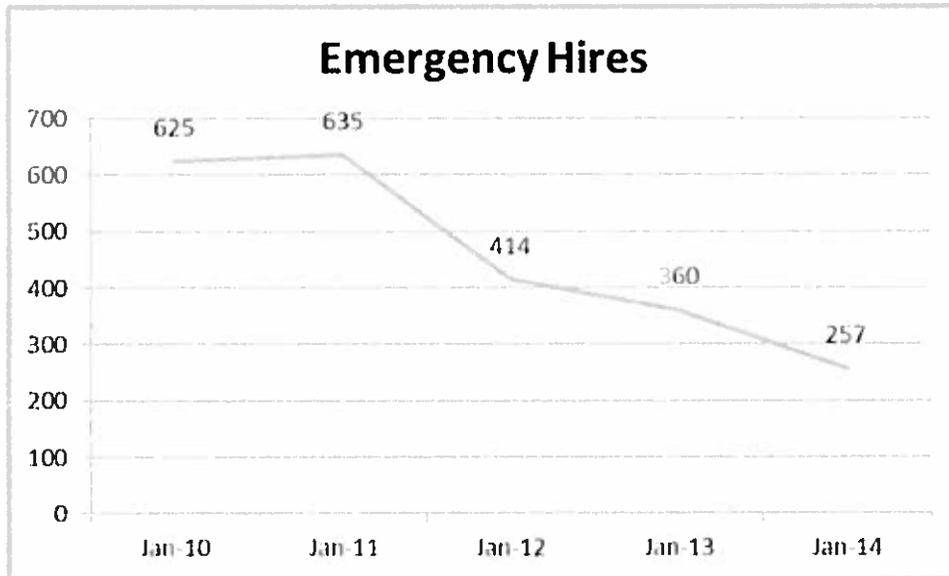


DATA FROM DEPARTMENT OF EDUCATION

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

Year	Emergency Hires	No State Approved Teacher Education Program (Code 5)	State Approved Teacher Education Program Complete (Code W)
September 2014	257	194	43
September 2013	360	227	133
September 2012	414	266	148
September 2011	635	229	406
September 2010	625	288	337



Identified Shortage Areas

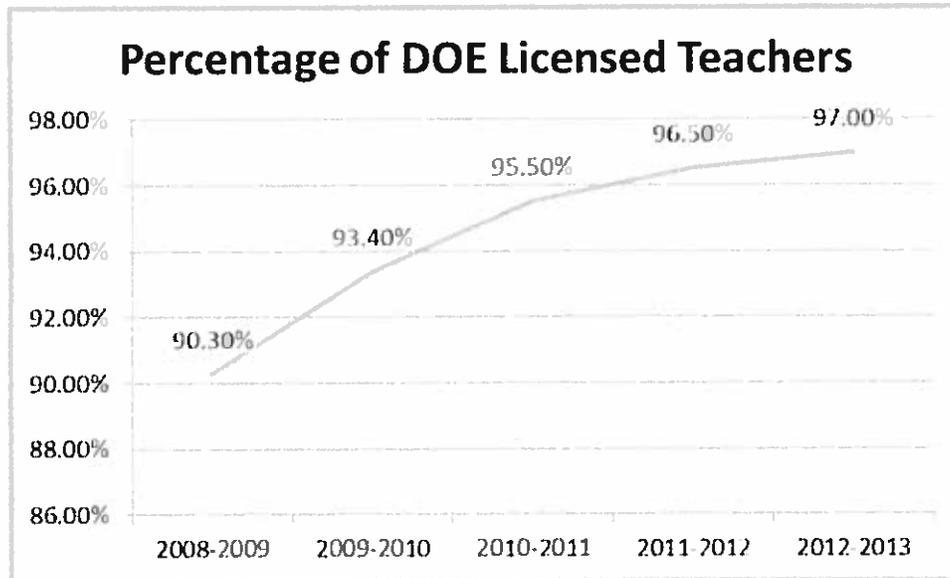
The Department of Education identified the following teaching fields as shortage areas for 2012-2013: Reading, Social Studies, Speech and Drama, Elementary Education, Special Education, Career and Technical Education.

HQT Status

For the 2012-2013 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	#	#	%	%
2012-2013	11,392.2	NA	97.0%	95%
2011-2012	10,862.5	10,927	96.5%	89%
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%



Workforce Development Efforts

The HTSB continues to monitor the needs of public schools and encourages Hawai'i based educator preparation programs to develop and offer programs for teachers in shortage areas.

OPERATIONS

Staffing

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

Facilities

HTSB is conveniently located in Dole Cannery but also provides Skype meetings for Neighbor Island and worldwide license applicants and inquiries.

Data Systems

HTSB has continued its partnership with Hawai'i Information Consortium (HIC), which developed both the teacher and administrative portions of the system and a rejuvenated website that served as a model for other state agencies and departments. The online licensing and payment system is heavily utilized and all applications and payments are expected to be completed online by July 1, 2015.

FINANCIAL REPORT

Expenditures and Revenues

HTSB became self-sufficient beginning July 1, 2012. Because of the rotating nature of license issuance and renewal, income is cyclical mainly over five years.

Funding by Source and Year

Allotted Budget Ceiling	Special Fund ID 25323	General Fund ID 25321	Total
2014	2,321,746	NA	2,321,746
2013	2,321,746	NA	2,321,761
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

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
2014	603,979	695,986	264,027	960,013	NA	NA	NA
2013	699,759	678,608	241,819	920,427	NA	NA	NA
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

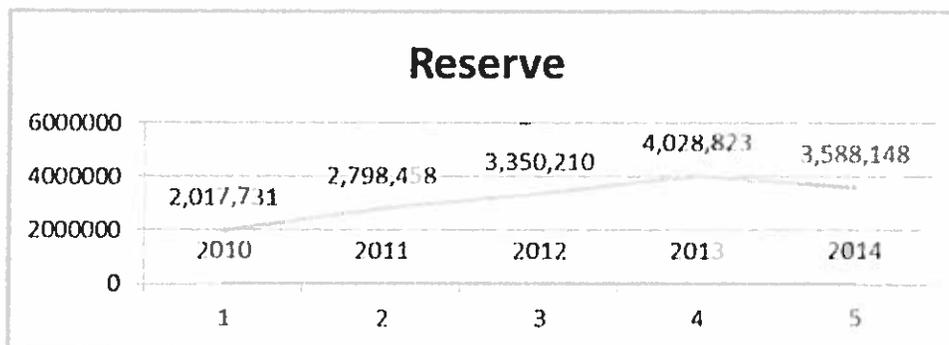
Payment of license fees is cyclical; teachers may pay the entire five year or ten year fee when their license is issued, or they may select a license fee payment plan.

Ending Cash Balance*

Special Fund ID 25323

2014	3,588,148
2013	4,028,823
2012	3,350,210
2011	2,798,458
2010	2,017,731

*Cash balance is the reserve that is needed to fund HTSB over a period of 3 years at minimum, consistent with the cyclical 5 year licensure renewal period.



RESPONSES TO LEGISLATION AND ADMINISTRATIVE RULES

The HTSB completed revision of its Administrative Rules in October 2014 and has submitted the final version for final approval by the governor. 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: Teacher, Counselor and Librarian Standards

Hawai'i Teacher Performance Standards, Aligned with 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.

Hawai'i 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.

Hawai'i 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) Meet content knowledge expertise requirement in the license field
- 3) Professional fitness clearance
- 4) Pay fees

Standard License: Renewable 5 year license

- 1) Complete a State Approved Educator Preparation Program (Hawai'i EPP may assess experienced candidates using an approved performance assessment)
 - 2) Meet basic skills and content knowledge expertise requirements
 - 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) Meet criteria for expertise 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 Hawai'i 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. Meet basic skills requirement; and
 7. Pay fees.

Advanced License: Renewable 10 year license

1. Hold a current, valid un-revoked Standard License in Hawai'i 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 Hawai'i or another state
4. Professional Fitness clearance
5. Pay fees

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

1. Hawai'i 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 Hawai'i Department of Education as of June 1, 2000, on Ni'ihau
2. Have a recommendation from Hawai'i 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 Hawai'i License

A Hawai'i licensed teacher may add a field to their existing license in five 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 an Advanced License and a major or equivalent in the new field.

License Renewal Requirements

1. Possess evidence of meeting all ten Hawai'i 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: Code of Ethics:

Preface

The Hawaii Teacher Standards Board Code of Ethics supports the vision, core values, and mission of the board in fostering professional standards for teachers, not only with regard to academic rigor, but to include the highest ethical standards of professional conduct which foster commitment to students, the profession, and the community. This code is intended to advance the teaching profession, to guide the professional behavior of P-12 educators in the State of Hawaii, and to form the basis for disciplinary action taken by the Board, as authorized in Hawaii Revised Statutes §302A-807.

Principle I: Commitment to Students

Hawaii P-12 educators shall:

- Provide students with appropriate educational services based on research and accepted best practices
- Provide services to students in a nondiscriminatory manner
- Take all reasonable precautions to protect the health, safety and well being of students
- Maintain a respectful, professional relationship with students
- Keep information about students in confidence, unless disclosure is required by law or serves a professional purpose
- Nurture in students life-long respect and compassion for themselves and others
- Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential
- Not exploit professional relationships with students for personal gain

Principle II: Commitment to the Profession

Hawaii P-12 educators shall:

- Exhibit behaviors which uphold the dignity of the profession
- Be fair and equitable in their treatment of all members of the profession in a nondiscriminatory manner
- Keep information about colleagues in confidence, unless disclosure is required by law or serves a compelling professional purpose
- Continue to study, apply, and advance the professional knowledge base for P-12 educators and maintain a commitment to professional education

Principle III: Commitment to the Community

Hawaii P-12 educators shall:

- Distinguish between personal and institutional views in communication to the public
- Be truthful in representing facts concerning educational matters

- Decline any gratuity, gift, or favor that would impair or influence professional decisions or actions
- Make information about education research and best practices available to students, parents, colleagues, and the public
- Be open and honest with students, parents, colleagues, and the public

Appendix D: State Approval of Teacher Education Unit Standards

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

New Business Item 14-13

Introduced 10/3/14

Approved 10/3/14

TITLE: Approval of Final Version of Revised Hawaii Administrative Rules

The Hawaii Teacher Standards Board approves the attached Hawaii Administrative Rules to be submitted to the Governor's office for approval subject to technical non-substantive changes related to rule drafting.

A public hearing was held on October 1, 2014 at Radford High School Cafeteria. The hearing also provided a toll free number to accept testimony from Neighbor Island residents.

The Executive Director shall prepare the rules as required by the Office of the Governor to request final approval.

Submitted by: Terry Lynn Holck

Referred to: Legislative Committee

DEPARTMENT OF EDUCATION
Amendment and Compilation of Chapter 8-54
~~February 28, 2011~~ May 23, 2014

~~1. Chapter 8-54, Hawaii Administrative Rules entitled
"Teacher Licensing Standards" is amended and compiled
To read as follows:~~

"HAWAII ADMINISTRATIVE RULES" TITLE 8
DEPARTMENT OF EDUCATION SUBTITLE 2
EDUCATION PART I
PUBLIC SCHOOLS CHAPTER 54
TEACHER LICENSING STANDARDS

Subchapter 1 General Provisions

- §8-54-1 Statement of purpose
- §8-54-1.1 Authority
- §8-54-2 Historical note REPEALED
- §8-54-2.1 Applicability
- §8-54-2.2 Delegation of powers
- §8-54-2.3 Electronic capture of documents
- §8-54-2.4 License and permit fees
- §8-54-2.5 Approved payment plan
- §8-54-2.6 Hawai'i teacher standards board special fund
- §8-54-3 Definitions
- §8-54-3.1 Penalties
- §8-54-3.2 [Reserved]
- §8-54-3.3 [Reserved]
- §8-54-3.4 [Reserved]
- §8-54-4 Applicability REPEALED
- §8-54-5 Licensing and emergency hire fee REPEALED
- §8-54-6 Hawaii teacher standards Board revolving fund REPEALED
- §8-54-7 Penalty REPEALED
- §8-54-8 Authority REPEALED
- §8-54-9 Licensing standards REPEALED

Subchapter 2 License and Permits; Renewals

- §8-54-9.1 Provisional license
- §8-54-9.2 Standard license
- §8-54-9.3 Advanced license
- §8-54-9.4 Emergency hires
- §8-54-9.5 Adding a field to a license
- §8-54-9.6 Limited duty special permit
- §8-54-9.7 License and permit renewal criteria; term; forfeiture; restoration; termination
- §8-54-9.8 License renewal audit
- §8-54-9.9 [Reserved]
- §8-54-9.10 [Reserved]
- §8-54-9.11 [Reserved]
- §8-54-9.12 [Reserved]

Subchapter 3 Discipline

- §8-54-9.13 Disciplinary action; basis
- §8-54-9.14 Grounds for refusal to renew, reinstate, or restore, and for revocation, suspension, denial, or condition of a license
- §8-54-9.15 Forms of disciplinary sanctions

- §8-54-9.16 Reporting of violations
- §8-54-9.17 Board action on reports of violations
- §8-54-9.18 [Reserved]
- §8-54-9.19 [Reserved]
- §8-54-9.20 [Reserved]

Subchapter 4 Practice and Procedure

- §8-54-10 Contested Cases REPEALED
- §8-54-10.1 Applicability
- §8-54-10.2 Notification of denial of application or proposed disciplinary action against a licensee or permittee
- §8-54-10.3 Demand for a hearing
- §8-54-10.4 Action by the board; notification of hearing
- §8-54-10.5 Notice of hearing
- §8-54-10.6 Hearing
- §8-54-10.7 Recommended decision
- §8-54-10.8 Argument of written exceptions; no written exceptions; issuance of final decision and order
- §8-54-10.9 Final decision and order
- §8-54-10.10 Judicial review of contested case
- §8-54-11 Emergency Hires REPEALED
- §8-54-12 Adding a field to a license REPEALED
- §8-54-13 Limited Duty Special Permit REPEALED
- §8-54-14 Schedule of special fees REPEALED
- §8-54-15 Electronic capture of documents REPEALED

Subchapter 5 Suspension of the Board Rules

- §8-54-16 Suspension of the rules
- §8-54-17 Delegation of Powers REPEALED

Subchapter 6 Teacher preparation programs

- §8-54-18 Purpose
- §8-54-19 Approval of educator preparation programs
- §8-54-20 Procedure for first-time provisional unit or program review
- §8-54-21 Procedure for continuing unit review
- §8-54-22 Procedure for continuing program review
- §8-54-23 Recommendation for approval
- §8-54-24 Procedure for added field program
- §8-54-25 Board action following review
- §8-54-26 Annual reporting by educator preparation programs
- §8-54-27 Modification of programs
- §8-54-28 At-risk educator preparation programs

<u>§8-54-29</u>	<u>Low performing programs</u>
<u>§8-54-30</u>	<u>Appeals</u>
<u>§8-54-31</u>	<u>Reference materials for units and programs</u>

SUBCHAPTER 1

GENERAL PROVISIONS

§8-54-1 Statement of purpose. (a) All of Hawaii's public school children deserve to be taught by teachers who are qualified to practice the profession of teaching. The provision of quality education for all public school children is a critical function of state government. The highest standards must be applied to the training of teachers, the screening of applicants for employment and the continued employment of teachers. Teacher standards ~~will also~~ strengthen the school system's accountability to the public by ensuring that qualified teachers are employed in the public school system.

(b) The purpose of this chapter is to set the standards by which public school teachers shall be licensed and relicensed. These standards shall be established by the Hawaii teacher standards board. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)

§8-54-1.1 Authority. The Hawaii teacher standards board shall administer the licensing and relicensing process in accordance with applicable provisions in chapter 302A, Hawai'i Revised Statutes, and the standards provided in this chapter. No person paid under the salary schedule contained in the unit 05 collective bargaining agreement shall serve as a teacher in the department or a charter school without first having obtained a license or permit from the board in such form as the board determines. The superintendent of the department of education and charter school administrator shall administer the emergency hire process in accordance with applicable provisions in sections 302A-801-808, Hawai'i Revised Statutes and the standards provided in this chapter.

~~§8-54-2 Historical note.~~

~~The eighteenth legislature of the state of Hawaii enacted Act 240, which transferred the authority for setting public school teacher certification standards from the department of education to the Hawaii teacher standards board. Its aim was to accord the teaching profession a status comparable to that of other professions. The legislature's action was consistent with efforts occurring nationally to establish standards to evaluate~~

~~teacher qualification for employment. The twenty first legislature of the State of Hawaii enacted Act 312, which transferred the authority for issuing and renewing teaching licenses from the department of education to the Hawaii teacher standards board.~~

§8-54-2.1 Applicability. Any action relating to the screening and hiring of teacher applicants by the department or charter schools shall be in accordance with the standards provided in this chapter. All licenses and permits issued by the board shall be renewable provided the licensee or permittee continues to satisfy the board's standards and the renewal requirements.

§8-54-2.2 Delegation of Powers. (a) The board delegates authority to the Executive Director to complete the actions set forth in subsections (b) and (c). All delegated actions will be presented to the Board at their next regularly scheduled meeting.

(b) The Executive Director is authorized to grant initial licenses, added fields and permits when the following criteria have been met:

- (1) All forms, tests and documentation for meeting licensing and permit requirements have been submitted by the applicant and received by the board's office;
- (2) Forms and documentation are complete;
- (3) There are no professional fitness issues; and
- (4) All fees have been paid.

(c) The Executive Director is further authorized to grant license and permit renewals when the following criteria have been met:

- (1) All forms and documentation for meeting renewal requirements have been submitted by the applicant and received by the board's office;
- (2) Forms and documentation are complete;
- (3) There are no professional fitness issues; and
- (4) All fees have been paid.

§8-54-2.3 Electronic capture of documents. Electronic records of the Board as may be certified by the custodian of records, shall constitute the official business records of the board.

§8-54-2.4 License and permit fees. (a) The payment of fees is a requirement for issuance of the license or permit. In the case of an approved payment plan for payment of license or

renewal fees, interval payments shall be made according to the payment plan agreement and if in non-compliance may be grounds for appropriate action.

(b) If a licensee fails to pay the license or permit fees, the license or permit may be automatically forfeited until the licensee or permittee restores the license in a manner determined by the board.

(c) Once a license or permit has been issued there shall be no refund of fees.

(d) When the board is fiscally able to apply a discount for online applications and renewals, it may decrease the amount charged to the applicant, licensee or permittee for fee payments made using the online licensing system. The board shall specify the length of time the discount will be in effect at a regularly scheduled meeting. Nothing shall require the continuance of an online discount when the board determines it cannot fiscally do so.

(e) The following fees shall be applicable when applying for a license or permit:

<u>Provisional license fee per year</u>	<u>not more than \$54</u>
<u>Standard license fee per year</u>	<u>not more than \$54</u>
<u>Advanced license fee per year</u>	<u>not more than \$54</u>
<u>Emergency Hire fee per year</u>	<u>not more than \$54</u>
<u>CTE special permit fee per year</u>	<u>not more than \$54</u>
<u>Niihau special permit fee per year</u>	<u>not more than \$54</u>
<u>License application fee using paper form</u>	<u>\$25</u>
<u>Adding a licensing field to an existing license, per field</u>	<u>\$25</u>
<u>Name change using paper form</u>	<u>\$25</u>
<u>Late payment of license or renewal fee</u>	<u>\$25</u>
<u>Restoration fee</u>	<u>\$25</u>
<u>SATEP Data Entry Correction Fee per error</u>	<u>\$300</u>
<u>Registration Fee for Out of State Education Preparation Providers operating in Hawaii</u>	<u>\$500</u>
<u>Provisional Review fee for each new license field</u>	<u>\$500</u>
<u>Provisional Review fee for new Units</u>	<u>\$1,000</u>

§8-54-2.5 Approved payment plan. (a) As allowed by the board, a licensee or permittee may elect to participate in various payment plans set forth by the board to pay license and renewal fees.

(b) Failure to keep compliant with timely and complete payments shall be regarded as failure to pay required fees for license or renewal and shall be grounds for automatic forfeiture of the license or permit. A person with a forfeited license is prohibited from engaging in the teaching profession.

(c) The board may restore a forfeited license under these circumstances if the licensee becomes current with all payments. Failure to restore in a timely manner as determined by the board shall cause the forfeited license to be terminated. A person with a terminated licensed must apply for a new license or permit and meet current application requirements.

§8-54-2.6 Hawaii'i teacher standards board special fund.

All fees collected shall be deposited in the Hawaii'i teacher standards board special fund established within the state treasury. All other monies received by the board as appropriations, fines, grants or donations shall be deposited in the special fund. The fund shall be administered by the department and used to pay the expenses of the board, including but not limited to, the payment of all operational personnel costs and reimbursements of board members for travel expenses incurred.

§8-54-3 Definitions. As used in this chapter:

"Accreditation" means a process for assessing and enhancing academic and educational quality through peer review. National accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality. National accrediting bodies are approved by the US Department of Education to accredit teacher education programs.

"Board" means the Hawaii teacher standards board.

~~"Censure" means an official reprimand by the Hawaii Teacher Standards Board~~ a formal or stern warning given by the board.

"Charter schools" means public schools holding charters to operate as charter schools under chapter 302D, including start-up and conversion charter schools, that have the flexibility to implement alternative frameworks with regard to curriculum, facilities management, instructional approach, length of the school day, week, or year, and personnel management.

"Charter School Administrator" means head of a local school board of a Charter School.

"Code of Ethics" means the contents of Appendix D, which describes the desired conduct of P-12 teachers as members of the teaching profession.

"Condition" means a qualification, restriction, limitation, or requirement imposed on the licensee or permittee that must be true or done.

"Criminal action against children" means any crime involving minors deemed by the Hawaii teacher standards board to have a direct bearing on an individual's ability to serve as a teacher.

"Deny" means to withhold or refuse to grant a license or permit.

"Department" means the department of education.

"Educator Preparation Provider" means a teacher, school counselor or school librarian preparation program that meets the board's state approval performance standards and has been reviewed and approved in an approval process specified by the board.

"Emergency Hire" means an unlicensed employee of the department—a public school paid under the salary schedule contained in the unit 5 collective bargaining agreement.

"Employer" means any public, charter, independent or private school which hires teachers, school counselors and school librarians.

"Executive Director" means the executive officer of the Hawaii teacher standards board.

"Fee" means any monetary amount assessed to process, issue, modify, correct, or approve a license or permit. Fee also means any monetary amount assessed to process, issue, modify, correct, or approve a teacher education program; or to an institution for the processing or correction of data or information.

"Felony" is defined as those acts which are criminal acts defined as felonies by the Hawaii Revised Statutes or similar criminal acts which were committed in other jurisdictions.

"Forfeit" or "forfeited" or "forfeiture" shall refer to and mean the status of a license or permit that has been automatically cancelled for failure to renew the license or permit, or for failure to comply with the provisions of section 8-54-2.4.

"Internet crimes" means internet crimes as defined by Hawaii Revised Statutes.

"License" means the document signifying ~~the board's grant of permission~~ recognition granted by the board to practice the profession of teaching.

"Licensee" means ~~an individual awarded a~~ the holder of a valid Hawaii teaching license ~~which is valid.~~

"Meritorious New Teacher Candidate" means a designation awarded to teacher candidates in states—approved by the board who meet rigorous criteria in areas that have been shown to correlate with student learning gains; strong verbal skills; a high level of mastery of their subject matter; in-depth student teaching, and excellence in their professional program.

"Misdemeanor" for the purpose of these rules is defined as those misdemeanor convictions that pose a substantial risk of harm to the health, safety or welfare of students, minors or others.

"National Board Certification" means the voluntary advanced certification developed and administered by the National Board for Professional Teaching Standards.

"Payment plan" shall refer to and mean a binding agreement on the licensee or permittee to make required payments in a timely manner to comply with license, permit, or renewal requirements.

"Permit" means a limited duty special permit as defined by §8-54-~~11~~9.6.

"PRAXIS" means the set of tests developed and administered by the Educational Testing Service.

"Private Employer" for purposes of teacher licensure refers to non-public employers of teachers.

"Program" means a planned sequence of courses and experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings. Programs may lead to a degree, a recommendation for a state license, both, or neither.

"Public school" means an academic and non-college type school established and maintained by the department of education or a charter school chartered by the board of education in accordance with law.

"Reinstate" or "reinstatement" shall refer to and mean a determination by the board to allow a person who has met requirements set by the board to engage in the practice of teaching following a license or permit suspension or disciplinary condition.

"Renewal" "Renew" or "renewal" means a determination by the board, prior to expiration of a ~~the initial~~ license or permit, to ~~granting an grant~~ additional five years of validity based on the number of years the license or permit is eligible to be renewed.

"Reprimand" shall have the same meaning as "Censure".

"Revocation" means ~~permanent lifetime~~ loss of a teaching license or permit ~~for not less than five years.~~

"Sex offense" means sexual offenses as defined by Hawai'i Revised Statutes.

"School Counselor" means a person whose duties are primarily promoting and enhancing the learning process within the context of academic development, career development and personal/social development and may also include the same definition as "teacher" for purposes of this chapter.

"School Librarian" means a person whose duties are primarily administering the library media program at the individual school level and also includes the same definition as "teacher" for purposes of this chapter.

"Specialized Professional Associations" or "SPAs" are national organizations that represent teachers, professional

education faculty, and other school professionals who teach a specific subject matter, teacher students at a specific developmental level, teacher students with specific needs, or provide services to students.

"State-approved teacher education program" means a teacher preparation program that meets the board's state approval performance standards and has been reviewed and the approved by the Board.

"Superintendent" means the state superintendent of the department of education.

"Suspension" means temporary loss of a teaching license/permit for not more than five years due to a disciplinary action by the board.

"Teacher" means a person whose duties in the public school system are primarily teaching or instruction of students or related activities centered primarily on students and who is in close and continuous contact with students, and shall include but not be limited to classroom teachers, school librarians, counselors, registrars, and special education teachers.

"Teacher Leader" means an educator identified by his/her employer who assumes formally or informally one or more of a wide array of leadership roles to support teaching and learning.

"Terminate" or "Terminated" or "Termination" shall refer to and mean the status of a license or permit that has been automatically cancelled for failure to timely restore a forfeited license or permit.

"Unit" or "professional education unit" means the college, school, department, or other administrative body in colleges, universities, or other organizations with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution. The professional education unit must include in its accreditation review all programs offered by the institution for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings.

"Valid license or valid permit" means a license or permit issued or renewed by the board after all criteria set by the Board have been met and authorizes the licensee or permittee to engage in the teaching profession.

"Warning" means an admonition relating to a violation of the Code of Ethics that the board deems not warranting a censure or other disciplinary action. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; am and comp 11/9/07; am and comp] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)

§8-54-3.1 Penalties. (a) Any person who engages in the profession of teaching as a classroom teacher, school librarian or school counselor in a public school without first being issued a license shall be fined \$500 per school year.

(b) Any employer who knowingly or intentionally violates this chapter by employing an individual as a public school classroom teacher, school librarian or school counselor who does not possess a valid license may be fined \$500 per school year.

(c) All fines collected shall be deposited into the Hawai'i teacher standards board special fund.

(d) The \$500 fine is not applicable for emergency hires. The board shall adopt such rules as may be necessary in carrying out this section.

§8-54-3.2 [RESERVED]

§8-54-3.3 [RESERVED]

§8-54-3.4 [RESERVED]

~~§8-54-4 Applicability.~~

~~Any action relating to the screening and hiring of teacher applicants by the department shall be in accordance with the standards provided in this chapter. Beginning with the 2002-03 school year, no person paid under the salary schedule contained in the unit 05 collective bargaining agreement shall serve as a teacher in the department without first having obtained a license or permit from the board in such form as the board determines. All licenses and permits issued by the board shall be renewable every five years, provided the licensee or permittee continues to satisfy the board's licensing standards and the license renewal requirements set by the Board. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04] (Auth: HRS §302A-805) (Imp: HRS §§302A-801-808)~~

~~§8-54-5 Licensing and emergency hire fee.~~ The fee for a license shall be \$48.00 per school year, payable by the licensee. The fee for practicing the profession of teaching as an emergency hire shall be \$48.00 per school year, payable by the emergency hire. The Board may suspend a license if a licensee fails to pay the license or permit fees in the manner determined by the Board. Fees shall be collected in the manner determined by the board.

~~§8-54-6 Hawai'i teacher standards board revolving fund.~~ All fees collected shall be deposited in the Hawai'i teacher standards board revolving fund established within the state

~~treasury. All other monies received by the board as appropriations, fines, grants or donations shall be deposited in the revolving fund. The fund shall be administered by the department and used to pay the expenses of the board, including but not limited to, the payment of all operational personnel costs and reimbursements of board members for travel expenses incurred. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04] (Auth: HRS §302A-806) (Imp: HRS §§302A-801 to 808)~~

~~**§8-54-7 [Penalty] Penalties.** (a) Any person who engages in the profession of teaching as a classroom teacher, school librarian or school counselor in a public school without first being issued a license shall be fined up to \$500 per school year.~~

~~(b) Any person employer who knowingly or intentionally violates this chapter by employing an individual as a public school classroom teacher, school librarian or school counselor who does not possess a valid license may be fined up to \$500 per school year.~~

~~(c) All fines collected shall be deposited into the Hawai'i teacher standards board revolving fund.~~

~~(d) The \$500 fine is not applicable for emergency hires. The board shall adopt such rules as may be necessary in carrying out this section. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04 am and comp] (Auth: HRS §302A-808) (Imp: HRS §§302A-801-808)~~

~~**§8-54-8 Authority.** The board shall administer the licensing and relicensing process in accordance with applicable provisions in chapter 302A, Hawai'i Revised Statutes, and the standards provided in this chapter. The superintendent shall administer the emergency hire process in accordance with applicable provisions in sections 302A-801-808, Hawai'i Revised Statutes and the standards provided in this chapter. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to 808)~~

~~**§8-54-9 Licensing standards:**~~

~~(a) Issuance of license:~~

~~(i) A non-renewable provisional license may be granted for no more than three (3) years to an applicant provided that the individual has met the following criteria:~~

~~(1) satisfactorily completed a State approved teacher, librarian or counselor education program that shows the applicant is likely to satisfy the performance standards established by the Board as specified in~~

~~Appendix A, B, or C, which are incorporated at the end of this chapter, provided, however, that this requirement does not apply if the applicant has met the experience conditions of the Interstate Agreement on Qualification of Personnel, chapter 315, Hawai'i Revised Statutes;~~

- ~~(2) met the Praxis II subject area testing requirement or such other test or other requirement such as an academic major or other HTSB approved demonstration of content mastery if there is no validated Praxis II subject area test;~~
- ~~(3) obtained clearance in the professional fitness check; and~~
- ~~(4) pays license fees as established by the Board.~~

~~(ii) A standard renewable license may be granted to an applicant for five (5) years provided that the individual has:~~

- ~~(1) (a) satisfactorily completed a State approved teacher, librarian or counselor education program that shows the applicant is likely to satisfy the performance standards established by the board as specified in Appendix A, B, or C, which are incorporated at the end of this chapter; provided, however, that this requirement does not apply if the applicant has met the experience conditions of the Interstate Agreement on Qualification of Personnel, chapter 315, Hawai'i Revised Statutes;~~
 - ~~(b) attained passing scores on the PRAXIS exams or such other minimum competency test as the Board may approve if the Board discontinues use of the PRAXIS exams.~~
 - ~~(c) obtained clearance in the professional fitness check; and~~
 - ~~(d) pays license fees as established by the Board.~~

OR

- ~~(2) (a) possesses a valid National Board Certification in the field for which a license is sought and holds a valid license from a state that participates in the Interstate Agreement on Qualification of Personnel;~~
 - ~~(b) obtained clearance in the professional fitness check; and~~
 - ~~(c) pays license fees as established by the Board.~~

OR

~~(3) (a) has received the Meritorious New Teacher Candidate (MNTC) designation on his/her valid teaching license from a state that is a signatory to the MNTC program;~~
~~(b) obtained clearance in the professional fitness check; and~~
~~(c) pays license fees as established by the Board.~~
OR

~~(4) (a) possesses a valid unrevoked teaching license from another state;~~
~~(b) completed a State-approved teacher education program;~~
~~(c) passed all licensing tests required by the State which issued the valid license being used to apply under this section. At a minimum, the tests must have tested for content knowledge. For test(s) not taken, the applicant must comply with requirements set by the Board;~~
~~(d) obtained clearance in the professional fitness check; and~~
~~(e) pays license fees as established by the Board.~~

~~(iii) A renewable advanced license may be granted for 5 years to an applicant provided that individual:~~

~~(1) (a) possesses a valid unrevoked National Board Certification by the National Board for Professional Teaching Standards in the field for which a license is sought and holds a valid teaching license from a state that participates in the Interstate Agreement on Qualification of Personnel;~~
~~(b) provides documentation of five (5) years within the last eight (8) years of satisfactory full-time teaching experience under a Hawai'i Standard License or under its equivalent license;~~
~~(c) obtained clearance in the professional fitness check; and~~
~~(d) pays license fees as established by the Board.~~

OR

~~(2) (a) has been granted a master's or doctoral degree from a regionally accredited institution~~

~~in an area relevant to the field for which a license is sought; and~~

~~(b) holds a valid teaching license from a state that participates in the Interstate Agreement on Qualification of Personnel. The Board shall develop an approved list of degree areas for use under this section;~~

~~(b) provides documentation of five (5) years within the last eight (8) years of satisfactory full-time teaching experience under a Hawai'i Standard License or its equivalent from the issuing state in other states in the state in which it was issued;~~

~~(c) obtained clearance in the professional fitness check; and~~

~~(d) pays license fees as established by the Board.~~

~~The board may assess a license application processing fee, provided the amount of the fee is set at a regular meeting of the board.~~

~~(b) Renewal of license: A licensee holding a standard or advanced license must renew his/her license every five years. The board may renew a teaching license provided the licensee satisfactorily completes the Board's license renewal requirements. This procedure will:~~

- ~~1. incorporate the performance standards contained in Appendix A, B, C, which are incorporated at the end of this chapter;~~
- ~~2. link with the licensee's subject matter field and with teaching and pedagogy;~~
- ~~3. use multiple criteria;~~
- ~~4. be professionally credible; and~~
- ~~5. provide public accountability.~~

~~Teaching licenses that have not been revoked or suspended and which expired in 2004 or June 30, 2010 will be extended for three years from the date of expiration, provided fee payments are current. If payments are not current, the Board shall require the licensee to pay all delinquent fees before extending the license.~~

~~(c) Licensees whose five year licenses expire on July 1, 2010 or later shall meet the guidelines set by the board. Acceptance of the licensee's documentation shall result in a five year license renewal, provided the licensee has paid the necessary fees specified by the board.~~

~~Each year, HTSB will conduct random audits of licensees who have renewed to ensure that renewals are in compliance with the criteria of meeting the Teacher Performance Standards and satisfactory experience, set by the Board.~~

~~HTSB will collect a minimum of ten audit samples per month, not to exceed one hundred eighty annually, and conduct all reviews of renewal documentation, drawn randomly from those renewals occurring from July 1, 2010 and thereafter.~~

~~Licensees will submit documentation for audit in a manner prescribed by the board; if a licensee fails to respond to a request for audit, disciplinary action on the license may occur.~~

~~An independent, external organization may be contracted by the board to evaluate the renewals and their compliance with the criteria of meeting the Teacher Performance Standards and satisfactory experience and report to the Board. They may also provide information on methods used to meet criteria Teacher Performance Standards and provide feedback on the effectiveness of the renewal process.~~

~~If a licensee is found not to be in compliance as a result of the audit, disciplinary action on the license may occur.~~

~~If a licensee wishes to contest the board's decision, he or she may pursue the matter in the circuit court of the State of Hawai'i in the circuit where the licensee resides, or in the First Circuit Court of the State of Hawai'i if the licensee resides outside of the State of Hawai'i.~~

~~(d) Revocation, suspension, denial, non-renewal, non-extension of license or permit and imposing conditions on a license: The Code of Ethics contained in Appendix D sets forth expected professional behaviors of teachers and forms the basis for disciplinary action taken by the Board against a licensee. After hearing an individual's possible breach(es) of the Code of Ethics, the board may revoke, suspend, deny, not renew, or extend, or impose conditions upon a licensee or permit holder.~~

- ~~(1) Revocation: Revocation of a license or permit is permanent. Crimes against children and sexual offenses may result in the immediate lifetime revocation of a license.~~
- ~~(2) Suspension: The duration of a licensee's or permit holder's suspension shall be set by the Board. A license or permit may be reinstated when the license~~

- ~~or permit holder demonstrates he/she has fulfilled the requirements for reinstatement. The burden of proof shall be on the licensee or permit holder.~~
- ~~(3) Denial: A license or permit may be denied if the applicant:~~
- ~~(i) misrepresents or falsifies information on his/her application;~~
 - ~~(ii) provides falsified or fraudulent documents with an application;~~
 - ~~(iii) does not meet the Board's licensing requirements;~~
 - ~~(iv) does not meet the professional fitness portion of the application; or~~
 - ~~(v) does not pay the required license or permit fees.~~
- ~~(4) Failure to Renew or Extend: A license or permit may not be renewed or extended if the applicant:~~
- ~~(i) misrepresents or falsifies information on his/her application;~~
 - ~~(ii) provides falsified or fraudulent documents with an application;~~
 - ~~(iii) does not meet license renewal or extension requirements;~~
 - ~~(iv) does not meet the professional fitness portion of the application; or~~
 - ~~(v) does not pay the required license fees.~~
- ~~(5) Conditions: The Board may impose conditions on the licensee or permit holder for a specified amount of time, which may include, but is not limited to, activities directed toward improving a teacher's performance in the area of the violation.~~
- ~~(6) During this period the burden of proof is on the licensee or permit holder to demonstrate compliance with the conditions. Before the end of the specified period, the HTSB may extend or terminate the conditions imposed or take further disciplinary actions.~~
- ~~(6) Censure or warning. The Board may issue a written censure or warning if it determines that a violation has occurred that does not necessitate a more severe action to be taken on a licensee or permit holder:~~
- ~~(i) A copy of the censure or warning will be placed in the Board's file of the licensee or permit holder.~~
 - ~~(ii) A copy will be sent to the licensee or permit holder and he/she will have thirty (30) calendar days to file a written response. The response~~

~~will be placed in the board's file of the licensee or permit holder.~~

~~The board may revoke, suspend, deny or refuse to renew or extend, issue a written reprimand, warning or censure, or impose conditions upon any licensee or permit holder, based upon, but not limited to, any of the following reasons or a breach of the Code of Ethics:~~

- ~~(1) A felony conviction;~~
- ~~(2) Misdemeanor convictions as defined in this chapter;~~
- ~~(3) Having sexual contact with a minor or student;~~
- ~~(4) Producing, possessing at one's work site or distributing pornographic images or images of minors or students engaged in sexual conduct;~~
- ~~(5) Producing or performing verbal or visual material or acts that embody violence, coercion, discrimination, force or brutality on women, men, children, or animals in sexual acts, and representing them in a degrading manner;~~
- ~~(5) Committing a crime on school premises or while fulfilling the duties of a teacher;~~
- ~~(6) Possessing, using, distributing or being under the influence of illegal drugs;~~
- ~~(7) Practicing the profession of teaching while under the influence of alcohol or illicit drugs;~~
- ~~(8) Practicing the profession of teaching while impaired by or suffering from mental instability which poses a safety risk to the school or students;~~
- ~~(9) Practicing the profession of teaching with a fraudulent teaching license;~~
- ~~(7) Exhibiting conduct or teaching practice in a manner contrary to the recognized standards of ethics adopted by the Hawai'i Teacher Standards Board in its Code of Ethics;~~
- ~~(8) Making false, inaccurate or misleading statements in applying for a license, permit, license update, extension or renewal;~~
- ~~(9) Submitting false, fraudulent or misleading documents in applying for a license or permit, extension or renewal; or~~
- ~~(10) Having a license or permit denied, revoked, not renewed or suspended by another jurisdiction.;~~
- ~~(11) A license may be automatically suspended for non-payment of license fees. Not paying license fees~~

~~will result in an automatic suspension and shall be reported to NASCTEC.~~

~~(e) Reporting. Reports of known violations(s) to the Code of Ethics shall be filed in writing with the board on a signed form and in a manner provided by the board.~~

~~The superintendent, headmaster, president or his/her designee in any Hawai'i school, district or system is authorized to report violations of the Code of Ethics. The report shall contain the name, address, and social security number of the following individuals:~~

- ~~a. Any licensed educator, permit holder or emergency hire who is terminated or not re-hired for cause;~~
- ~~b. Any licensed educator, permit holder or emergency hire who resigns under threat of termination or non-employment for cause;~~
- ~~c. Any licensed educator, permit holder or emergency hire who is placed on administrative leave for cause;~~
- ~~d. Any licensed educator, permit holder or emergency hire who is indicted for a felony or misdemeanor;~~
- ~~e. Any licensed educator, permit holder or emergency hire who is indicted for convicted of a crime against children.~~

~~(1) Duty to Report: Licensed educators, permit holders and emergency hires who may have engaged in action that could result in denial, non-renewal, revocation or suspension of a license shall be required to report to the Board, in a manner provided for by the Board, within 30 calendar days of the event, the following:~~

- ~~a. Been terminated or not rehired for cause;~~
- ~~b. Resigned under threat of termination or non-employment for cause;~~
- ~~c. Been placed on administrative leave for cause;~~
- ~~d. Been indicted for a felony or misdemeanor;~~
- ~~e. Been indicted for convicted of a crime against children;~~
- ~~e. Engaged in any activity that violates the Code of Ethics;~~
- ~~f. Engaged in any action that could result in revocation or suspension of a license or permit.~~

~~(2) Signators of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Contract shall report actions taken by them to deny a license to an individual or to revoke, suspend or refuse to renew licenses of licensees in their state within 30 calendar days from when they are made aware that the individual is applying for a license, renewal of a license or permit.~~

~~(3) The board shall report actions taken to deny, suspend or revoke a license or permit to the superintendent, headmaster or president of any Hawai'i school, district, or system and to the NASCTEC Clearinghouse.~~

~~(f) Initiating action. The board may initiate action based on a written, signed report submitted by one or more of the following:~~

- ~~(i) Any school, district, or system administrator or educator;~~
- ~~(ii) Self report received from any licensed educator, permit holder or emergency hire;~~
- ~~(iii) Report of license or permit revocation, suspension, refusal to renew or denial by another state;~~
- ~~(iv) Report submitted by an individual or individuals who is witness (are witnesses) to a violation of the Code of Ethics.~~

~~(g) Investigations:~~

- ~~(i) The executive director will verify the complaint.~~
- ~~(ii) The applicant, permit holder or licensee will be notified in writing of the complaint. A copy of the notification will be placed in the Board's file of the applicant, permit holder or licensee.~~
- ~~(iii) The applicant, permit holder or licensee will have thirty calendar days to file a written response, which will be placed in the board's file of the applicant, permit holder or licensee.~~
- ~~(iv) The board will contract with another state agency or private agency to investigate the complaint and determine if a hearing is warranted.~~

~~The board may request the assistance and services of the Office of the Attorney General or contract with another state agency or a private agency for attorney(s) to prepare and represent the Board at a hearing. If a hearing is not warranted, the~~

~~applicant or licensee will be notified and a copy of the notification will be placed in the board's file of the applicant or licensee.~~

~~a. If the complaint is found to be false, the complaint form will be removed from the applicant or licensee's file.~~

~~b. The board may impose a fee against an applicant or licensee as reimbursement for all or part of the costs of investigations, hearings, contested cases or appeals that result in disciplinary action against the licensee.~~

SUBCHAPTER 2

LICENSE AND PERMITS; RENEWALS

§8-54-9.1 Provisional license. A non-renewable provisional license may be granted to an applicant for three (3) years provided that the individual has met the following criteria:

- (1) Satisfactorily completed a State-approved teacher, librarian or counselor education program;
- (2) Demonstrated basic skills and subject area competency in a manner prescribed by the board;
- (3) Obtained clearance in the professional fitness check;
and
- (4) Pays license fees as established by the board.

§8-54-9.2 Standard license. (a) A renewable standard license may be granted to an applicant for five (5) years provided that the individual has met the following criteria:

- (1) Satisfactorily completed a State-approved teacher, librarian or counselor education program;
- (2) Demonstrated basic skills and subject area competency in a manner prescribed by the board;
- (3) Obtained clearance in the professional fitness check;
- (4) Pays license fees as established by the board; and
- (5) Effective July 1, 2015, submits verification of at least three (3) out of the last five (5) years of satisfactory full time teaching in Hawaii or another state;

(b) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:

- (1) Possesses a valid National Board Certification in the field for which a license is sought and holds a valid

license from a state that participates in the Interstate Agreement on Qualification of Personnel;

- (2) Obtained clearance in the professional fitness check;
- (3) Pays license fees as established by the board; and
- (4) Effective July 1, 2015, submits verification of at least three (3) out of the last five (5) years of satisfactory full time teaching in Hawaii or another state;

(c) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:

- (1) Has received the Meritorious New Teacher Candidate (MNTC) designation on their valid teaching license from a state that is a signatory to the MNTC program;
- (2) Obtained clearance in the professional fitness check;
- (3) Pays license fees as established by the board; and
- (4) Effective July 1, 2015, submits verification of at least three (3) out of the last five (5) years of satisfactory full time teaching in Hawaii or another state;

(d) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:

- (1) Possesses a valid unrevoked teaching license from another state issued for the first time on or after July 1, 2006;
- (2) Obtained clearance in the professional fitness check;
- (3) Pays license fees as established by the board; and
- (4) Effective July 1, 2015, submits verification of at least three (3) out of the last ~~seven~~ five (5) years of satisfactory full time teaching in Hawaii or another state;

(e) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:

- (1) Possesses a valid unrevoked teaching license from another state for at least three (3) out of the last five (5) years;
- (2) Passed all licensing tests required by the State which issued the valid license being used to apply under this section. If the other state did not test for subject area and basic skills competency the applicant must demonstrate basic skills and subject area competency in a manner prescribed by the Board;
- (3) Obtained clearance in the professional fitness check;
- (4) Pays license fees as established by the board; and

- (5) Effective July 1, 2015, submits verification of at least three (3) out of the last five (5) years of satisfactory full time teaching in Hawaii or another state.

(f) A renewable standard license may also be granted to an applicant for five (5) years provided that the individual has met the following criteria:

- (1) Pass a board approved performance assessment normed for Hawaii in combination with any other requirements determined by a Hawaii preparation program to be recommended for licensure by the program;
- (2) Demonstrated basic skills and subject area competency in a manner prescribed by the board;
- (3) Obtained clearance in the professional fitness check;
- (4) Pays license fees as established by the board; and
- (5) Effective July 1, 2015, submits verification of at least three (3) out of the last five (5) years of satisfactory full time teaching in Hawaii or another state.

§8-54-9.3 Advanced license. (a) A renewable advanced license may be granted to an applicant for ten (10) years provided that individual has met the following criteria:

- (1) Possesses a valid unrevoked National Board Certification by the National Board for Professional Teaching Standards in the field for which a license is sought and holds a valid teaching license from Hawai'i or a state that participates in the Interstate Agreement on Qualification of Personnel, chapter 315, Hawaii Revised Statutes;
- (2) Provides documentation of five (5) years within the last eight (8) years of satisfactory full-time teaching experience under a current and valid Hawai'i Standard License or an equivalent license issued by another state;
- (3) Obtained clearance in the professional fitness check; and
- (4) Pays license fees as established by the board.

(b) A renewable advanced license may also be granted to an applicant for ten (10) years provided that individual has met the following criteria:

- (1) Has been granted a master's, specialist or doctoral degree or has passed a minimum of thirty hours of graduate coursework from a regionally accredited institution either in an area relevant to the field for which a license is sought or which improves professional practice;
- (2) Holds a valid standard teaching license from Hawai'i or from a state that participates in the Interstate Agreement on Qualification of Personnel;
- (3) Provides documentation of five (5) years within the last eight (8) years of satisfactory full-time teaching experience in Hawai'i under a Hawai'i Standard License or under an equivalent license from the issuing state;
- (4) Obtained clearance in the professional fitness check; and
- (5) Pays license fees as established by the board.

(c) A renewable advanced license may also be granted to an applicant for ten (10) years provided that individual has met the following criteria:

- (1) Is designated as a teacher leader or master teacher by the Hawaii Department of Education, Hawaii Charter School or a member school of the Hawaii Association of Independent Schools;
- (2) Holds a valid Hawaii standard teaching license or from a state that participates in the Interstate Agreement on Qualification of Personnel;
- (3) Provides documentation of five (5) years within the last eight (8) years of satisfactory full-time teaching experience in Hawai'i under a Hawai'i Standard License;
- (4) Obtained clearance in the professional fitness check; and
- (5) Pays license fees as established by the board.

§8-54-9.4 Emergency hires. (a) An applicant who is unable to meet the requirements for a license may be employed by a public school for a period not to exceed one (1) year at a time, renewable up to a maximum of three (3) years, provided that the person:

- (1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;