HAWAI'I TEACHER STANDARDS BOARD

ANNUAL REPORT 2016

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2016 Annual Report
Hawai`i Teacher Standards Board

Table of Contents

MEMBERSHIP 2
INTRODUCTION 3
STANDARDS 6
EDUCATOR LICENSURE 6
EDUCATOR PREPARATION PROGRAMS 12
EDUCATOR PROFESSIONAL DEVELOPMENT 18
DATA FROM DEPARTMENT OF EDUCATION 19
OPERATIONS 21
FINANCIAL REPORT 22
LEGISLATION AND ADMINISTRATIVE RULES 22
APPENDICES 23
- Appendix A: Teacher, Counselor and Librarian Standards 23
- Appendix B: License Requirements 38
- Appendix C: Code of Ethics: 41
- Appendix D: State Approval of Teacher Education Unit Standards 42

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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. The HTSB gratefully acknowledges the Governor and Senate Education Committee for nominating and confirming new members to fill the Board.

HTSB Membership:

Board Member	Representative Organization
1. Terry Lynn Holck, Chairperson	Teacher
2. Felicia Villalobos, Vice Chairperson	Teacher, Kauai
3. Louise Cayetano	Teacher
4. Branden Kawazoe	School Counselor
5. Kariane Park Toyama	Teacher, Maui
6. Roxane Stewart	Charter School Teacher, Hawaii Island
7. Lisa DeLong	Principal, middle school
8. Justin Mew	Principal, high school
9. Steve Nakasato	Principal, elementary school
10. Lance Mizumoto (Arlene Lee-Williams, designee)	Board of Education
11. Kathryn Matayoshi (Kerry Tom, designee)	Department of Education
12. Dr. Donald Young (Dr. Beth Pateman, designee)	Dean, UH-Manoa College of Education
13. Gerald Teramae	HAIS Representative
14. Noe Noe Tom	Public
15. Les Murashige	Public

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INTRODUCTION

Act 240 of the Eighteenth Legislature, State of Hawaiʻi, established the Hawaiʻi 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 Hawaiʻi 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 Hawaiʻi 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.

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- 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.

2014-2015 Accomplishments

July 1, 2014 and June 30, 2015, the Board adopted the following new policies and procedures:

Legislative or Executive Branch:

Submitted revised Hawaii Administrative Rules (HAR) to the Governor’s office for approval. Following public hearing the rules were subsequently signed into law.

Teacher Standards:

Convened two work groups to review and gather recommendations on Hawaiian standards, licenses and preparation program review and to identify and recommend changes to licensure, especially related to new fields such as STEM (Science, Technology, Engineering and Mathematics) education.

Teacher Education:

•Granted provisional approval to iteach-Hawaii Education Preparation Provider (EPP) to offer the following programs: Special Education, TESOL, and Elementary Education;
•Granted continuing state approval to Hawaii Pacific University, based on its Teacher Education Accreditation Council (TEAC) national accreditation in the following fields: Elementary Education, English, Mathematics, Science, Social Studies, and World Languages;

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•Granted continuing state approval to the University of Hawaii-Manoa based on its National Council for Accreditation of Teacher Education (NCATE) national accreditation in the following fields: Elementary Education, dual Elementary Education and Early Childhood Education, dual Elementary Education and Special Education, English, Mathematics, Physical Education, Science, Social Studies, World Language, TESOL, Art, Special Education, Mild/Moderate Disabilities, Special Education, Severe/Autism, Special Education, Deaf/Hard of Hearing, Hawaiian Immersion, Hawaiian Language;
•Approved a program at UH-Manoa for those wishing to add the field of Literacy Specialist to an existing license;
•Granted continuing state approval to the University of Phoenix-Hawaii based on its NCATE accreditation in the following fields: Elementary Education, Mathematics, English, Science, Social Studies, and Special Education;
•Modified Chaminade University of Honolulu's Special Education K-12 program so that candidates could also seek K-6 and 6-12 SPED licensure;
•Approved Brigham Young University-Hawaii's request to add a special education program and revive their alternative licensure program;
•Approved UH-Manoa's request to develop a Teacher Leader program for those wishing to add a field to an existing license;
•Modified the state approval review process for indigenous teacher education Programs so that the World Indigenous Nations Higher Education Consortium (WINHEC) can participate in a joint state/WINHEC review process;
•Granted a three year extension of state approval to Hawaii units with national accreditation in order to allow time for CAEP to become nationally recognized by the US Department of Education and account for the subsequent backlog of reviews;
•Extended the timeline for implementation of the performance assessment for EPP from 2016 to 2019 due to a delay by the testing company in deployment of one of the assessments.

Licensure Testing:

•Adopted a new Career and Technical Education test for agriculture candidates;
•Granted an extension for applicants to take Elementary Education Content Knowledge test for an additional year to give programs additional time to prepare for the new test;
•Added ACT Reading and Mathematics as options for meeting basic skills requirements;
•Approved a Request for Proposal for licensure testing and conducted the RFP process according to Procurement guidelines. The outcome is pending;
•Adopted scores for the Earth and Space Sciences, Geography and Sociology licensure tests;

Operational:

•Updated the HTSB By-Laws to reflect changes in membership as required in statute and to conform language to current usage;
•Revised HTSB's two specialist positions to support a team approach to licensure evaluation and customer service support;
•Adjusted staffing to account for automation of work.

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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 Hawaiʻi 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 1,900 new teachers and renewed approximately 2,000 existing licenses. There is a cyclical nature to license renewal and this year showed an upswing in the number of 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 individuals renewing statewide, licensees submit the documentation to substantiate that they met the Performance Standards and had satisfactory 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	7/1/2014-6/30/2015	7/1/2013-6/30/14	7/1/2012-6/30/2013	10/1/11-9/30/12	10/1/10-9/30/11
Provisional	2	4	10	25	58
Standard	1589	1633	1600	1451	1224
Advanced	51	50	40	56	52
CTE Permit	1	4	4	3	6
Added Fields	209	117	188	186	174
Renewed	2000	920	2849	3121	6036
TOTALS	3852	2728	4691	4842	7551

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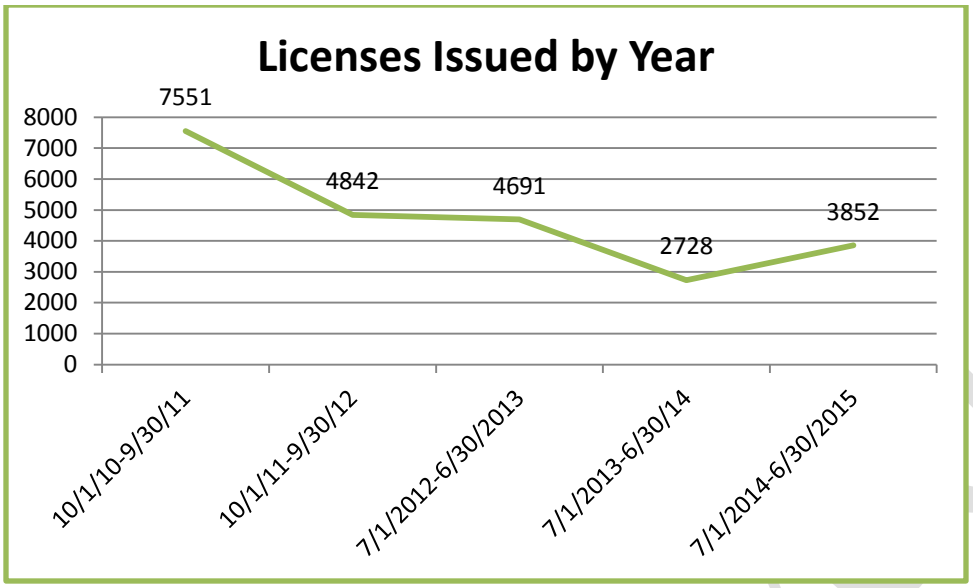

Licenses Issued by Teaching Field 7/1/2014-6/30/2015

Licenses Issued by Field Since July 1, 2014	PK-K	PK-3	K-6	6-8	6-12	K-12	P-12	No Field	Total
Art	0	0	1	0	11	24	0	0	**36**
Biology	0	0	0	0	20	0	0	0	**20**
Chemistry	0	0	0	0	3	0	0	0	**3**
CTE – Arts and Communication	0	0	0	0	4	1	0	0	**5**
CTE – Arts and Communication Vocational	0	0	0	0	1	0	0	0	**1**
CTE – Business	0	0	0	0	18	1	0	0	**19**
CTE – Business Vocational	0	0	0	0	1	0	0	0	**1**
CTE – Industrial and Engineering Technology	0	0	0	0	7	5	0	0	**12**
Limited CTE – Industrial and Engineering Technology	0	0	0	0	2	0	0	0	**2**
CTE – Natural Resources	0	0	0	0	5	0	0	0	**5**
CTE – Public and Human Services	0	0	0	0	7	1	0	0	**8**
Drama/Theatre Arts	0	0	0	0	8	3	0	0	**11**
Early Childhood Education	11	111	0	0	0	0	0	0	**122**
Earth and Space Science	0	0	0	0	7	0	0	0	**7**
Economics	0	0	0	0	3	0	0	0	**3**
Elementary Education	0	0	777	0	0	0	0	0	**777**
Emergency Hire	0	0	0	0	0	0	0	25	**25**
English	0	0	0	35	191	0	0	0	**226**
Environmental Science	0	0	0	0	2	0	0	0	**2**
Geography	0	0	0	0	4	0	0	0	**4**
Government/Political Science	0	0	0	0	8	0	0	0	**8**
Guidance	0	0	0	0	1	0	0	0	**1**
Hawaiian Language	0	0	0	0	7	1	0	0	**8**
Hawaiian Language Immersion	0	2	7	0	0	0	4	0	**13**
Hawaiian Studies	0	0	0	0	4	0	0	0	**4**

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Health	0	0	2	0	9	4	0	0	**15**
History	0	0	0	0	13	0	0	0	**13**
Literacy Specialist	0	0	1	0	1	0	0	0	**2**
Mathematics	0	0	0	42	113	0	0	0	**155**
Music	0	0	8	0	4	27	0	0	**39**
Online Teaching	0	0	0	0	4	0	0	0	**4**
Physical Education	0	0	3	0	18	23	0	0	**44**
Physics	0	0	0	0	3	0	0	0	**3**
Psychology	0	0	0	0	6	0	0	0	**6**
Reading	0	0	5	0	2	7	0	0	**14**
Reading Specialist	0	0	4	0	0	5	0	0	**9**
School Counselor	0	0	4	0	3	80	0	0	**87**
School Librarian	0	0	0	0	0	7	0	0	**7**
Science	0	0	0	21	75	0	0	0	**96**
Social Studies	0	0	0	31	139	0	0	0	**170**
Special Education	0	23	85	8	22	68	16	0	**222**
SPED Blind/Visually Impaired	0	1	0	0	0	1	0	0	**2**
SPED Deaf/Hard of Hearing	0	0	0	0	0	8	0	0	**8**
SPED Mild/Moderate	0	4	7	1	20	50	2	0	**84**
SPED Orientation and Mobility	0	0	0	0	0	1	1	0	**2**
SPED Orthopedically Handicapped	0	1	0	0	0	0	2	0	**3**
SPED Severe/Profound	0	3	3	0	3	6	2	0	**17**
Speech	0	0	0	0	3	0	0	0	**3**
Teaching English to Speakers of Other Languages	0	4	13	2	4	13	9	0	**45**
Teacher Leader	0	0	0	0	0	0	0	46	**46**
French	0	0	0	0	2	4	0	0	**6**
Ilocano	0	0	0	0	1	0	0	0	**1**
Japanese	0	0	0	0	6	1	0	0	**7**
Mandarin	0	0	0	0	0	1	0	0	**1**
Russian	0	0	0	0	1	0	0	0	**1**
Spanish	0	0	2	1	13	9	0	0	**25**

Comparison of Hawai‘i and Out of State (OOS) Educator Preparation Programs (EPP) for Licenses 7/1/2014-6/30/2015

EPP Information	
Hawai‘i EPP	882
OOS EPP	649

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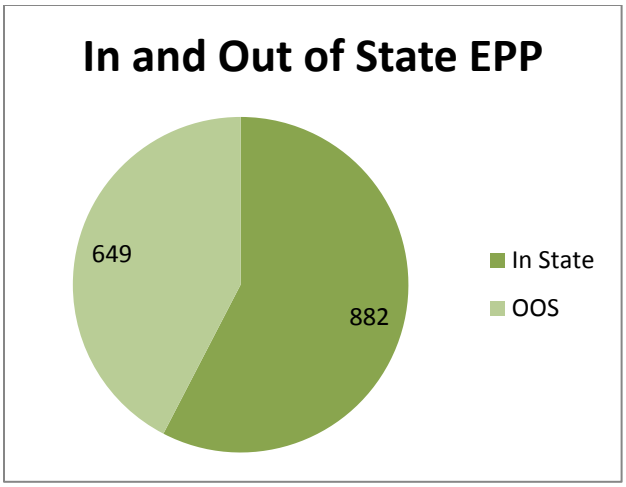

Renewed Licenses

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, 2,000 teachers renewed their license. License expiration dates are cyclical and there was an increase in the number of renewals in this reporting period. The majority 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 5 years

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
7/1/2014-6/30/2015	2000

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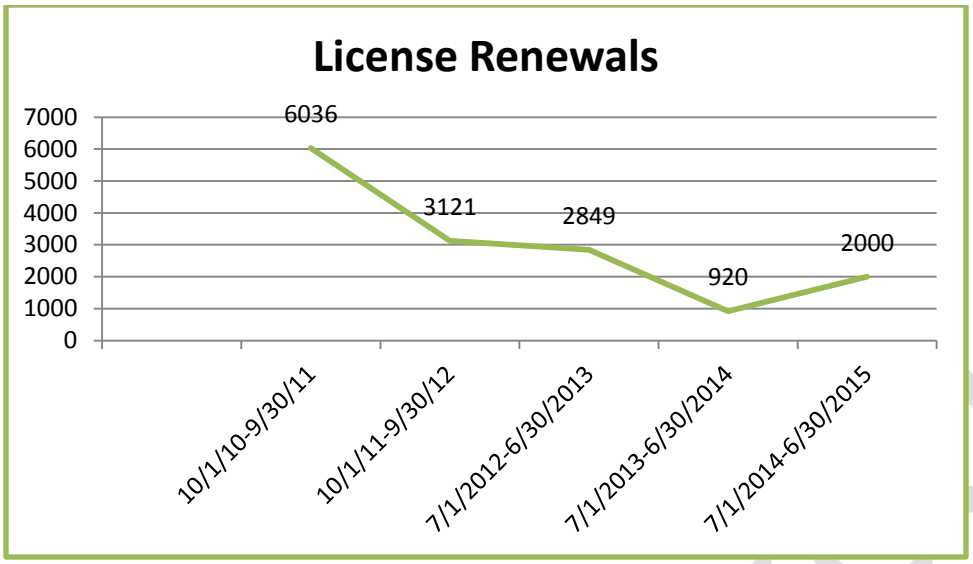

Added Fields

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

	7/1/2015-6/30/2015	7/1/2013-6/30/2014	7/1/2012-6/30/2013	10/1/11-9/30/12	10/1/10-9/30/11
Number of Added Fields	170	117	188	186	174

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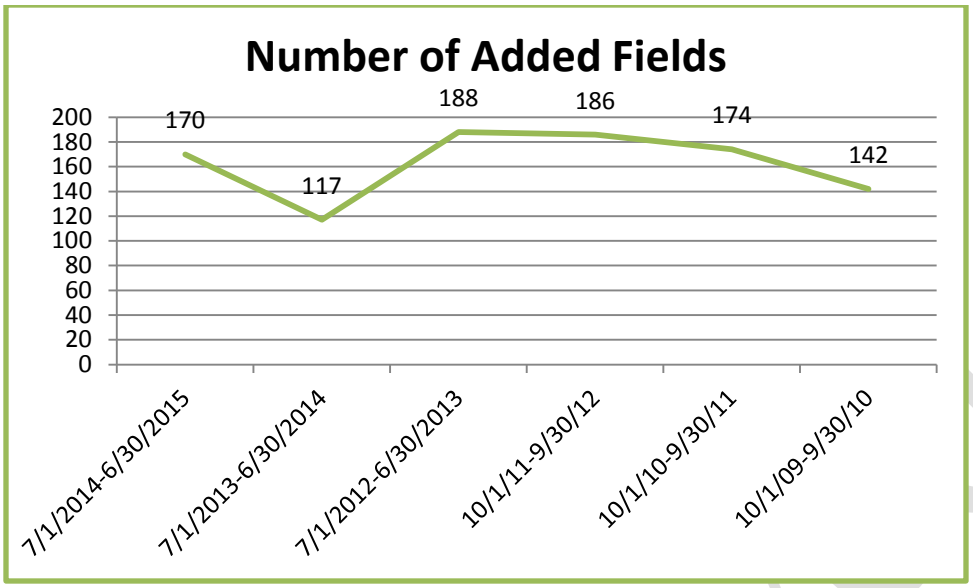

Methods for Adding a Field to an Existing License 7/1/2014-6/30/2015

Method to Add Fields	
A (Preparation Program)	38
B (Coursework and Experience)	17
C (Test and Experience)	94
D (National Board Certification)	13
E (Advanced License)	8

Cases for License Discipline and Appeals

The Board heard two professional fitness cases in the past year and had no appeals. Currently, three cases are pending a hearing in October 2015.

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
7/1/2014-6/30/2015	1	1	0	0	0	0	0
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

Appeals Heard by the Board 7/1/2014-6/30/2015: None

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EDUCATOR PREPARATION PROGRAMS

Requirements

The HTSB is responsible for the state approval of teacher education (SATE) 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: the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accrediting Council (TEAC). Both of these organizations have merged into the Council for Accreditation of Educator Preparation (CAEP). Currently, three programs, the University of Hawai‘i-Manoa, the University of Hawai‘i-West Oahu, iTEACH-Hawai‘i and the University of Phoenix-Hawaii are NCATE accredited. Kaho’iwai and Hawaii Pacific University are TEAC accredited. Leeward Community College and Brigham Young University-Hawaii are awaiting their accreditation decisions based on TEAC reviews in spring 2015. Chaminade University of Honolulu’s Education Division and School Counseling Program, Teach for America-Hawaii, and the University of Hawai‘i-Hilo have scheduled reviews in 2015-2016 for TEAC accreditation. Kahuawaiola Indigenous Teacher Education Program will be reviewed by a joint World Indigenous Nations Higher Education Consortium (WINHEC)-HTSB so indigenous programs are appropriately reviewed.

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 HTSB encourages all programs to consider adding new programs in shortage areas specified by the Department of Education and Charter School Commission. Currently, BYU-H is adding a special education and alternative licensure program and UH-Manoa is adding a teacher leader program. Other SATEP are considering adding shortage area programs as well to help meet Hawaii’s needs.

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, 2019 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.

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Status of Preparation Programs

Institution	Unit Approval Status and Conditions	Program Approval Status and Conditions	Number of completers 7/1/2014-6/30/2015	Number of candidates licensed 7/1/2014-6/30/2015
Brigham Young University-Hawai'i	Full approval through December 2015 (Awaiting national accreditation)	**Traditional Undergraduate Program leads to the following license fields:** • 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) • SPED MM and SP (K-12) • Art (6-12) • TESOL (6-12) **Traditional Post-baccalaureate Program leads to the following license fields:** • 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) • SPED MM and SP (K-12) • Art (6-12) • TESOL (6-12)	18	30
Chaminade University of Honolulu	Full approval through December 2016	**Traditional Undergraduate Program leads to the following license fields:** • 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 **Traditional Post-baccalaureate Program leads to the following license fields:** • English (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • Special Ed- Mild/Moderate (K-12)	108	125

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		• 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) **Traditional Master's Program leads to the following license fields:** • 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) **Traditional Master's Program leads to the following license fields:** • School Counselor (K-12)		
Kaho'iwai	Approval through June 2018	**Alternative Post-baccalaureate Program leads to the following license fields:** • Elementary Education (K-6) • Mathematics (6-12) • Science (6-12) • Hawaiian Studies (6-12) • Social Studies (6-12) • English (6-12)	2	1
Hawai'i Pacific University	Approval with Conditions through June 2019	**Traditional Undergraduate, Post-baccalaureate and Master's Program leads to the following license fields:** • Elementary Education (K-6) **Alternative Master's Program leads to the following license fields:** • English (6-12) • Mathematics (6-12) • Science(6-12) • Social Studies (6-12) • World Languages (6-12)	70	61
iTEACH-Hawai'i	Full approval through December 2018	**Alternative Post-baccalaureate Program leads to the following license fields:** • 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))	2	1

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		• Health (K-12) • 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:** • 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)	19	10
Leeward Community College	Provisional approval through December 2015	• 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 • CTE Health Services (6-12)	12	0
Teach for America	Provisional approval through December 2016	**Alternative Post-baccalaureate Program leads to the following license fields:** • Elementary Education (K-6) • Science (6-12) • Social Studies (6-12) • Mathematics (6-12) • English (6-12) • World Languages (6-12)	68	149
UH-Hilo Education Department	Full approval through December 2016	**Alternative Post-baccalaureate Progran leads to the following license fields:** • Elementary Education (K-6) • Art (6-12) • CTE-Business (6-12) • English (6-12) • Mathematics (6-12) • Physical Education (6-12) • Science (6-12) • Social Studies (includes Hawaiian Studies) (6-12)	23	58
UH-Manoa	Full NCATE Approval through June 2015	**Traditional Undergraduate Program leads to the following license fields:** • 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)	277	381

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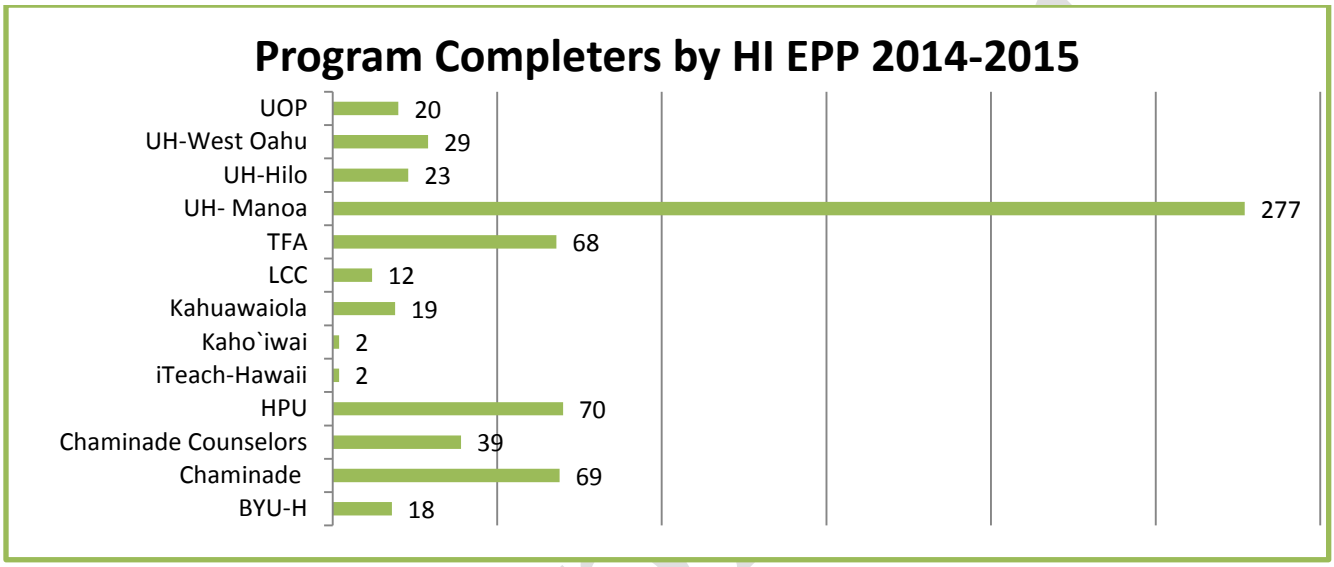
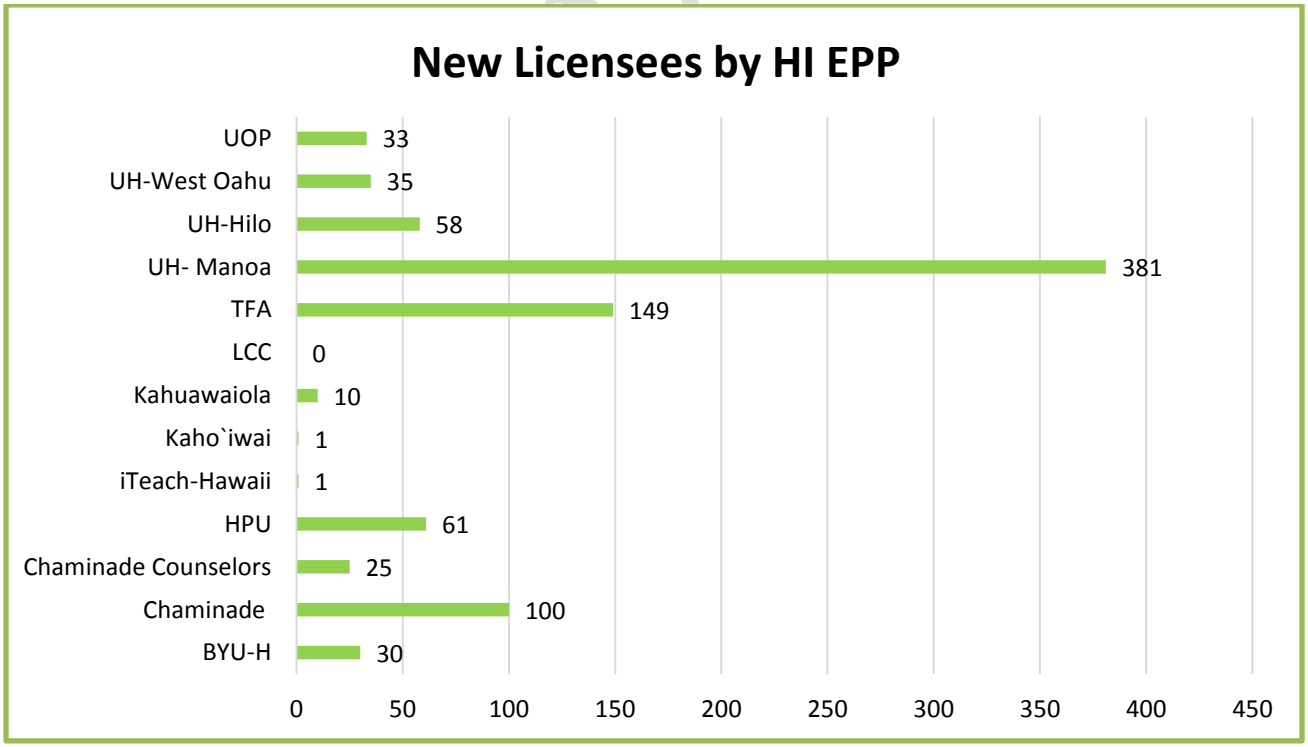
		• Physical Education (6-12) • Physical Education (K-12) • Science (6-12) • Social Studies (6-12) • World Language (6-12) **Alternative Post-baccalaureate Program leads to the following license fields:** • English (6-12) • TESOL(6-12) • Mathematics (6-12) • Art (6-12) • Physical Education (K-6) • Physical 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 an K-12) • World Language (6-12) **Alternative Master's Program leads to the following license fields:** • 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)		
UH-West Oahu	Full approval through June 2019 for Elementary Program and through December 2015 for secondary and middle level programs	**Traditional Baccalaureate Program leads to the following license fields:** • Elementary Education for (K-6) **Traditional Baccalaureate Program leads to the following license fields:** • 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)	29	35
University of Phoenix- Hawai'i Campus	Approval through December 2015	**Traditional Undergraduate Program leads to the following license fields:** • Elementary Education (K-6) **Traditional Master's Program leads to the following license fields:** • Elementary Education (K-6) • Mathematics (6-12) • English (6-12)	20	33

Unapproved

		• Science (6-12) • Social Studies (6-12) • Special Education (K-12) • Special Education (K-6) • Special Education (6-12)		
		Total Hawai‘i program completers and licensees	**648**	**884**

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





New Programs Currently in EPP Provisional Review Process:

- UH-M Teacher Leader Program
- BYU-H Special Education Program
- BYU-H Alternative Licensure Program

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.

License Field	Licenses Issued 2014-2015
Hawaiian Language 6-12	8
Hawaiian Language Immersion PK-3	2
Hawaiian Language Immersion K-6	7
Hawaiian Language Immersion 6-12	0
Hawaiian Language Immersion K-12	0
Hawaiian Studies 6-12	4

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

Institution	Number of Program Completers 7/1/2014-6/30/2015	Number of Program Completers Licensed 7/1/2014-6/30/2015
Kahuawaiola	8	17
Kahoiwai	1	2
Ho`okulaiwi at UH-Manoa	5	4

EDUCATOR PROFESSIONAL DEVELOPMENT

NBPTS Summary

HTSB offered online informational and support sessions to teachers statewide. There were fifty-seven new NBPTS certified teachers in 2015. The certification process is undergoing revision by the national organization but local support from the Hawaii State Teachers Association (HSTA) and Kamehameha Schools (KS) has broadened support for all Hawaii teachers.

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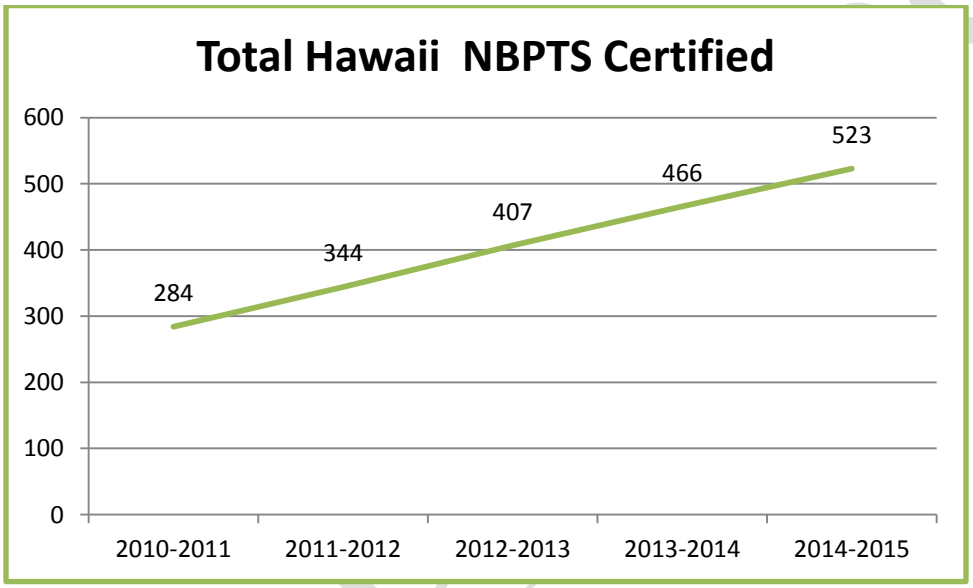
NBPTS Hawai‘i Data

Year	Newly NBPTS Certified	Total
2014-2015	57	523
2013-2014	59	466
2012-2013	63	407
2011-2012	60	344
2010-2011	44	284



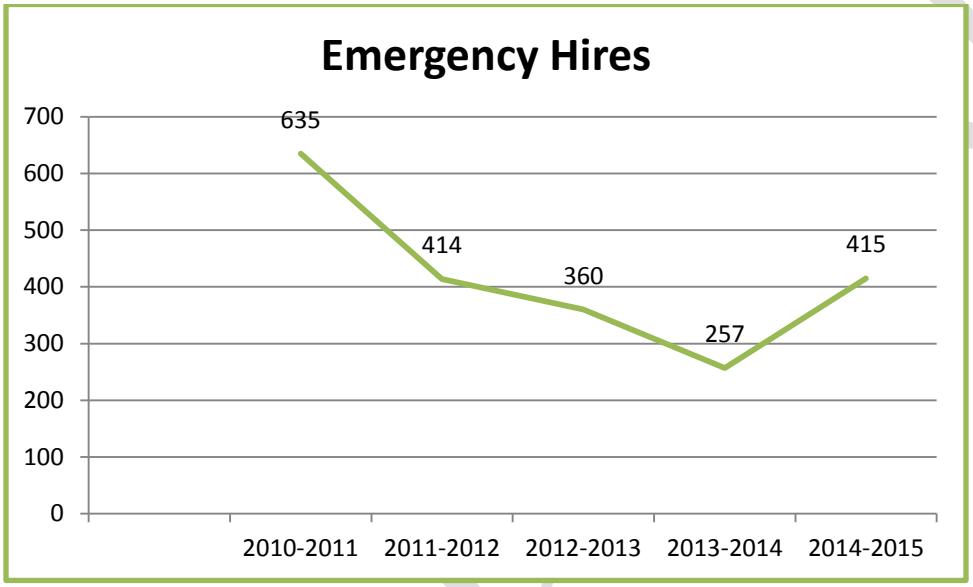
DATA FROM DEPARTMENT OF EDUCATION

The Department of Education has made significant progress in reducing the number of emergency hire, or non-licensed, teachers in the last five years although numbers for this year are higher than the previous year.

Emergency Hires

Year	Emergency Hires	No State Approved Teacher Education Program (Code 5)	State Approved Teacher Education Program Complete (Code W)
September 2015	415	357	58

September 2014	257	194	43
September 2013	360	227	133
September 2012	414	266	148
September 2011	635	229	406



Identified Shortage Areas

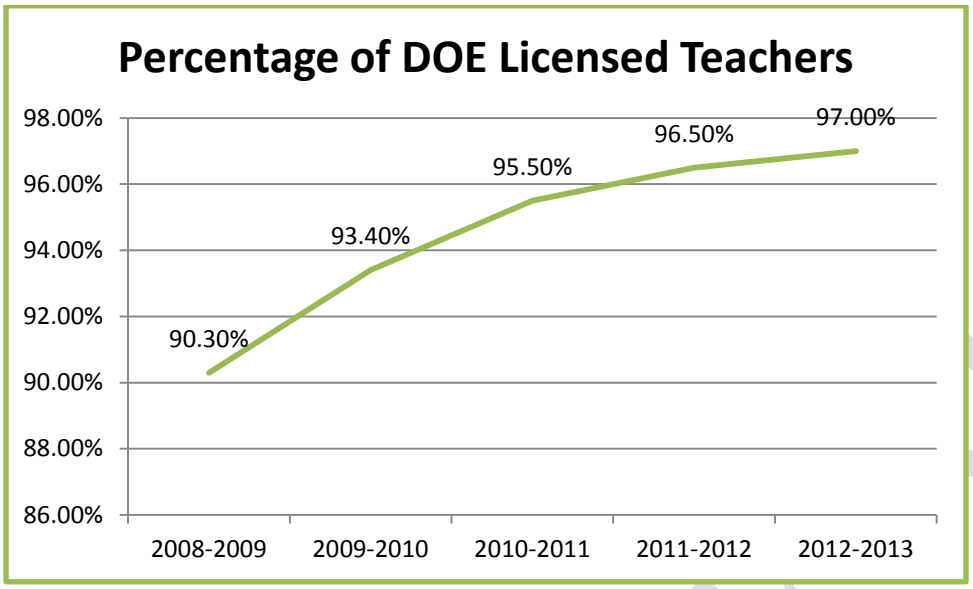
The Department of Education identified the following teaching fields as shortage areas for 2012-2013: Reading, Social Studies, Speech and Drama, Elementary Education, Special Education, Career and Technical Education.

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, so this section of HTSB's report remains the same as last year:

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, three licensing clerks and a Data Processing Systems Analyst. Currently, all positions are filled except for one clerk position. As automation increases HTSB is continually evaluating the appropriate number of staff needed to support the functions and responsibilities of the office.

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 maintained in the online licensing system.

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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
2015	2,321,746	NA	2,321,746
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

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
2015	569,702	777,788	265,656	1,043,445	NA	NA	NA
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

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
2015	2,535,637
2014	3,588,148
2013	4,028,823
2012	3,350,210
2011	2,798,458

*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.

LEGISLATION AND ADMINISTRATIVE RULES

The HTSB completed revision of its Administrative Rules in October 2014, submitted the final version for final approval by the governor and received approval for changes effective October 30, 2014. Changes included more user friendly language; additional routes to licensure and adding fields; and criteria for state approval of professional preparation programs.

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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.

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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.

Unapproved

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.

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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.

Unapproved

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

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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.

Unapproved

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.

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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.

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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.

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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.

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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

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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.

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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

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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.

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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.

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Appendix B: License Requirements

Provisional License: Non-renewable 3 year license

1) Complete a State Approved Teacher Education Program (SATEP)
2) Meet basic skills and content knowledge expertise requirement in the license field
3) Professional fitness clearance
4) Pay fee

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) Have three out of the last five years of satisfactory full time teaching experience
4) Professional Fitness clearance
5) Pay fee

OR

1) Hold a valid, un-revoked out-of-state license issued for the first time since July 1, 2006
2) Have three out of the last five years of satisfactory full time teaching experience
3) Professional Fitness clearance
4) Pay fee

OR

1) Hold a valid, un-revoked out-of-state license issued for the first time prior to July 1, 2006
2) Meet basic skills and content knowledge expertise requirements in Hawaii or the home state
3) Have three out of the last five years of satisfactory full time teaching experience
4) Professional Fitness clearance
5) Pay fee

OR

1) Hold a valid, un-revoked out-of-state license with NBPTS certification or MNTC designation
2) Have three out of the last five years of satisfactory full time teaching experience
3) Professional Fitness clearance
4) Pay fee

OR

1) Complete a non-US State Approved Teacher Education Program
2) Meet basic skills and content knowledge expertise requirements
3) Professional Fitness clearance
4) Pay fee

Note:
Standard 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.

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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 fee

Advanced License: Renewable 10 year license

1. Hold a current, valid un-revoked Standard License in Hawaiʻi 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 or be designated as a teacher leader by the Hawaii Department of Education, Hawaii Charter Schools or Hawaii Association of Independent Schools
3. Satisfactory completion of 5 out of the last 8 years of full-time P-12 experience under the Standard License, either in Hawaiʻi or another state
4. Professional Fitness clearance
5. Pay fee

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

1. Hawaiʻi Department of Education or Charter School 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

Niʻihau Limited Duty Special Permit: Renewable up to August 31, 2015

1. Be contracted by the Hawaiʻi Department of Education on Niʻihau or in a Niʻihau dialect

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charter school

2. Have a recommendation from Hawai‘i Department of Education or Charter School 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 fee to practice the profession of teaching

Emergency Hire Permit

1. Be contracted by the Hawai‘i Department of Education or Charter School
2. Professional Fitness clearance
3. Pay fee to practice the profession of teaching

Adding a Field to an Existing Hawai‘i License

1. A Hawai‘i licensed teacher may add a field to their existing license in five ways:
   a) Complete a State Approved Teacher Education Program in the new field;
   OR
   b) 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
   c) 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
   d) Attain NBPTS certification in the new field;
   OR
   e) Hold and Advanced License and a major or equivalent in the new field.
2. Pay added field fee

License Renewal Requirements

1. Possess evidence of meeting all ten Hawai‘i Teacher (Counselor, Librarian) 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.

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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

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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.