

DEPT. COMM. NO. 46

STATE OF HAWAII

HAWAII TEACHER STANDARDS BOARD

650 Iwilei Road, Suite 201
Honolulu, Hawaii 96817

December 17, 2009

The Honorable Linda Lingle
Governor of Hawaii
The Honorable Colleen Hanabusa
President of the Senate
The Honorable Calvin Say
Speaker of the House of Representatives

Dear Madames and Sir:

On behalf of the Hawaii Teacher Standards Board, I am pleased to submit the 2010 Annual Report of the Hawaii Teacher Standards Board (HTSB), in accordance with the provisions of Sec. 302A-803(4), Hawaii Revised Statutes.

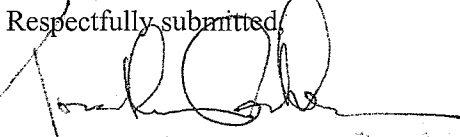
Thanks to the support of the Governor and State Legislature, the Hawaii Teacher Standards Board continues to provide various forms of support to teachers who pursue National Board Certification. Teachers who achieve National Board Certification as well as those who do not, agree that the support program is vital and that the certification process has a profound effect on their teaching so we hope that further budget cuts do not negatively impact our ability to continue this program.

Because we share your concern about having a ready supply of licensed teachers to teach in our public schools, we continue to find ways of streamlining our license requirements. We have included classroom teachers in our review of current license tests and we have removed some tests and replaced others to ensure that the tests we require remain relevant and align with the standards of national subject matter associations.

Within the past month we were relieved to receive approval from the Governor and Superintendent to fill two of our clerical vacancies. We thank them for recognizing how urgently these positions are needed to improve our ability to provide good client service.

The Board is working closely with eHawaii.gov to bring our license application and renewal processes online. Within the past month we invited teachers to beta test our different functions in the system—creating user accounts, viewing license records, linking user accounts to license records, etc. We come a long way since last year and we are determined to bring the system entirely online. We still feel this will greatly enhance our ability to service our clients. So we ask for your continued support of data sharing among us, the teacher education institutions, and the Department of Education. These efforts will play a large role in the State's Race to the Top plans for a system-wide data system.

Respectfully submitted,


Jonathan M. Gillentine
Chairperson

Enc.

DEPT. COMM. NO. 46



Hawai'i Teacher Standards Board 2010 Annual Report



HAWAII TEACHER
STANDARDS BOARD

Overview



The HTSB envisions a highly esteemed public education system with rigorous professional teacher standards that foster student success. Our mission is to collaboratively set high teacher licensing and credentialing standards to:

- Provide every child with qualified teachers.
- Promote professionalism and teaching excellence.
- Build public confidence in the teaching profession.
- Provide more accountability to the public

The following report is presented to describe the activities the Board pursued to follow its mission during the period October 1, 2008 to September 30, 2009.

Provide every child with a qualified teacher

The Hawaii Teacher Standards Board is committed to filling classrooms with qualified teachers. To accomplish this, the Board has set licensing standards that describe qualifications and set requirements for obtaining a license or permit.

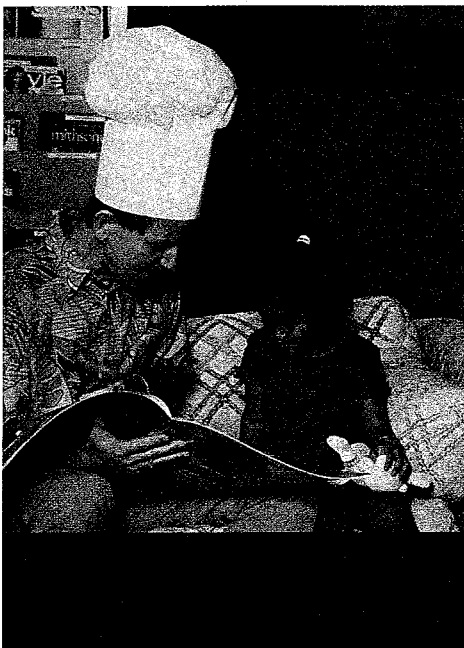
Additionally, during the past year HTSB has implemented several changes that responded to teachers' need to meet the No Child Left Behind definition of "highly qualified," streamlining the licensing process for out-of-state licensed applicants, and replacing licensing tests with more current versions that align with national standards. The highlights of the changes include:

- Requiring special education and core content field dual preparation applicants to take the content tests for both special education and the core content field so that the applicant is "highly qualified" in the core content field;
- Replacing the current elementary education test with one that aligns with standards set by the Association for Childhood Education International (ACEI);
- Replacing current Science 7-12 content tests with more comprehensive versions; and
- Accepting all fields on out-of-state Standard and Advanced licenses.

The Board processed and issued nearly 1200 new teaching licenses and 5700 license extensions. With the full implementation of an online license renewal system, we expect this number to grow. The HTSB staff is already using the Administrative part of the HTSB Web site to administer license applications.

Another large component of assuring qualified teachers for children is assuring that teacher education programs are adequately preparing teachers. To this end, the HTSB conducts state reviews of professional education units and content area programs. A big change this year in the State Approved Teacher Education process is a requirement that programs pursue national accreditation through the National Council for the Accreditation of Teacher Education (NCATE) for SATE approval. The limited pool of reviewers with State only approval processes proved to be problematic when securing objective and impartial reviewers. National review will address this problem.

Also important to note this year is a joint review with the World Indigenous Nations Higher Education Consortium (WINHEC) for the University of Hawaii at Hilo's Kahuawaiola Indigenous Teacher Education Program, thus allowing for sensitivity to and appreciation of Hawaii's indigenous language and culture.



The full listing of achievements for the 2008-2009 school year include:

1. Licensing standards describe qualifications

The Hawaii Teacher Standards Board uses 10 teacher performance standards and a Code of Ethics to describe the desired performance of licensed teachers. Hawaii's standards are aligned with standards used in about ¾ of the states. Each standard is further described through performance criteria and these can be found on the Board's Web site <http://www.htsb.org/html/details/teacherstandards/teachers.html>. School counselors and school librarians have separate sets of standards from teachers.

Here are Hawaii's teacher performance standards:

1. Focuses on the learner
2. Creates and maintains a safe and positive learning environment
3. Adapts to learner diversity
4. Fosters effective communication in the learning environment
5. Demonstrates knowledge of content
6. Designs and provides meaningful learning experiences
7. Uses active learning strategies
8. Uses assessment strategies
9. Demonstrates professionalism
10. Fosters parent and school community relationships

The Hawaii Teacher Standards Board issues three tiers of licenses and two kinds of special permits. The three license tiers parallel the licenses offered by many states across the country. This addresses teachers' concerns that when they move to Hawaii, they are issued a license of the same tier rather than one from a lower tier. The special permits enable the Department of Education to utilize the services of individuals who do not quite meet the Department's bachelor degree requirement for employment.

- Licenses
 - a. Provisional
 - b. Standard
 - c. Advanced
- Limited Duty Special Permits
 - a. Career and Technical Education (CTE)
 - b. Ni`ihau

Requirements for Licenses and Permits

Provisional License

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

Standard License

1. Complete a State Approved Teacher Education Program
2. Pass Praxis examinations in basic skills, pedagogy and content knowledge
3. Professional Fitness clearance
4. Pay fees

OR

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

OR

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

Advanced License

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

CTE Limited Duty Special Permit

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

Ni`ihau Limited Duty Special Permit

1. Instructor contracted by the Hawaii Department of Education as of June 1, 2000, on Ni`ihau
2. Recommendation from Hawaii Department of Education for showing strong progress towards meeting the licensing requirements and thus, qualifying for the Ni`ihau Limited Duty Special Permit
3. Complete baccalaureate degree and Praxis PPST requirements by August 31, 2015
4. Satisfactory contracted HDOE K-12 teaching experience may be accepted in lieu of student teaching
5. Professional Fitness clearance
6. Pay fees

Adding a Field to a License

As is true in other states, the Hawaii Teacher Standards Board provides ways by which teachers can increase the number of fields for which they are licensed to teach. In Hawai`i there are 3 ways by which a licensee can accomplish this:

1. Complete a State Approved Teacher Education Program in the new field;
2. Complete 18 hours from a State Approved Teacher Education Program in the new field (The number of hours will increase to 30 hours to meet NCLB requirements pending results of public hearings.) and verify 2 years of experience out of the last 5 in the new field; or
3. Take the Praxis content test in the new field and verify 2 years of experience out of the last 5 in the new field.

Changes in licensing requirements/rules made in past year

- a. As required by its rules, the Board set the following criteria for meeting the advanced degree requirement of the Advanced License:
 - i. The degree must be a master's, specialist or doctoral degree that was not used to qualify for the board's standard license;
 - ii. The degree must be granted by a regionally accredited institution;
 - iii. The degree must meet either of the following or both: the degree must be in the license field of the existing license or must be in an area of study that improves teaching practice.
- b. Set schedule of fees

The Board approved the following schedule of fees for services as provided for in its administrative rules § 8-54-11 (The fees will not be implemented until electronic licensing is activated):

Type of Fee	Amount
License application fee	\$30
Duplicate license fee	\$20
Adding a license field	\$20
Change of name	\$20
IHE data entry correction fee	\$200 per correction
Late payment of fee charge	\$20

- c. Established new fee payment method per Act 183

The Board approved the following ways in which a licensee or emergency hire shall pay his/her license or emergency hire fees:

 - i. Existing licensees with an effective license date prior to September 30, 2009 will have the following options for payment of their license fee when the Hawaii Department of Education license fee payroll deduction is discontinued:
 - a. Charge or submit an eCheck annual payment of \$48.00 in each remaining year of the license. A processing fee will be charged for each transaction.*
 - OR
 - b. Charge or submit an eCheck in semi-annual payments of \$24.00 in each remaining year of the license. A processing fee will be charged for each transaction.*
 - OR
 - c. Charge or submit an eCheck in quarterly payments of \$12.00 in each remaining year of the license. A processing fee will be charged for each transaction.*

OR

d. Charge or submit an eCheck lump sum payment of the remaining license fee amount due on their license. A processing fee will be charged for this transaction.*

* Processing fees are assessed by credit card companies, banks and Hawaii Information Consortium and HTSB receives no portion of these fees.

ii. Licensees with an effective license date on or after September 30, 2009 through June 30, 2014 must select one of the following options for payment of their license fees via the automated HTSB checkout system on www.htsb.org using a credit card or eCheck:

a. Make one payment of \$240.00 for the five-year license fee. A processing fee will be charged for this transaction.

OR

b. Make two payments of \$120.00 each during the first year of the license. A processing fee will be charged for each transaction.

OR

c. Make four payments of \$60.00 each during the first year of the license. A processing fee will be charged for each transaction.

OR

d. Make twelve payments of \$20.00 each during each of the twelve months of the first year of the license. A processing fee will be charged for each transaction.

iii. Licensees with an effective license date on or after July 1, 2014 must pay all license fees via automatic HTSB checkout system on www.htsb.org using a credit card or eCheck upon meeting the requirements for their license application:

a. Make one payment of \$240.00 for the five-year license.

OR

b. Make two payments of \$120.00 each during the first year of the license and pay associated convenience and transaction fees with each payment.

iv. Emergency hires with an effective permit date on or after September 30, 2009 must select one of the following options for payment of their emergency hire permit fees via the automated HTSB checkout system on www.htsb.org using a credit card or eCheck:

a. Make one payment of \$48.00 for the one-year emergency hire permit fee. A processing fee will be charged for each transaction.*

OR

b. Make two payments of \$24.00 for the one-year emergency hire permit fee. A processing fee will be charged for each transaction.*

OR

c. Make four payments of \$12.00 for the one-year emergency hire permit fee. A processing fee will be charged for each transaction.*

* In recognition of the State's economic difficulties and as an incentive to ensure that all teachers decide promptly on their payment option, the Board voted to assume the convenience or transaction fee for one year for individuals who opt to pay their fees for teachers who register online within ninety days of implementation of HTSB's online system. All others will be responsible for paying their own convenience and transaction fees.

d. Additional option for State Approved Teacher Education Programs

The Board approved a means by which Hawaii State Approved Teacher Education (SATE) Secondary Programs can recommend a teacher candidate for licensure in fields other than the specific approved license areas in their Secondary Program(s).

e. More NCLB help to teachers and DOE

In order to further assist Hawaii licensees in meeting NCLB highly qualified requirements, the Board acted to require license applicants with a dual preparation program of special education and another content field to take the required content test(s) in the teaching field and in special education so that applicants will be licensed in special education and another content field upon meeting all other licensing requirements.

f. Changes in licensing test requirements

The Hawaii Teacher Standards Board uses the Educational Testing Service's Praxis Series of tests to assess license applicants' a) basic skills in reading, writing and math; b) teaching pedagogy; and c) knowledge of content. All license applicants trained at Hawaii-based institutions must pass these tests. Applicants with valid out-of-state licenses may substitute their out-of-state basic skills, pedagogy and content tests for Hawaii's tests, but must take any test(s) that they lack.

As part of its continuing efforts to keep its tests current, the Board approved revisions to its Praxis test requirements.

i. HTSB discontinued the use of the following Praxis II tests and will discontinue the use of Elementary Education: Curriculum, Instruction & Assessment (Test 11) after Elementary Education: Content Knowledge (Test 14) is validated because Test 14 is aligned with the standards of the Association for Childhood Education International (ACEI).

The new requirements require teachers to submit evidence of competency by submitting a passing test score in one content specific test in their teaching field. This streamlines the licensure process while continuing to ensure that a beginning teacher is qualified in their content field.

Tests Discontinued Effective October 1, 2009	Test Code	Passing Score
Art: Content, Traditions, Criticism, Aesthetics	132	135
Elem. Ed: Content Area Exercises	12	135
English Language: Pedagogy	43	150
French: Productive Language Skills	171	164
German: Productive Language Skills	182	169
Mathematics: Pedagogy	65	135
Music: Concepts and Processes	111	145
Physical Education: Movement Forms- Analysis-Design	92	145
Social Studies: Pedagogy	84	144
Spanish: Pedagogy	194	150
Special Education: Application of Principles	352	141
Life Science Pedagogy	234	139
Physical Science: Pedagogy	483	151

Current Test to be Discontinued When Test 14 is Validated	Test Code	Passing Score
Elem. Ed: Curriculum, Instruction & Assessment	11	164

Current Tests to be Discontinued July 31, 2010	Test Code	Passing Score
Physics: Content Knowledge	261	144
Biology Content Knowledge, Part 1	231	161
Chemistry: Content Knowledge	241	144
General Science: Content Knowledge, Part 1	431	150



- ii. HTSB approved the following new tests for the teaching field of Science 7-12, effective September 1, 2009, because they are more comprehensive than the tests that they replace:

New Tests Effective September 1, 2009	Test Code	Passing Score
Physics: Content Knowledge	265	153
Biology Content Knowledge	235	151
Chemistry: Content Knowledge	245	154
General Science: Content Knowledge	435	152

- Previous test Physics: Content Knowledge (261) covers the categories of mechanics; electricity and magnetism; and optics and waves.
- New test Physics: Content Knowledge (265) covers the categories above and heat and thermodynamics; modern physics, atomic and nuclear structure; and history and nature of science.
- Both previous test Biology: Content Knowledge (231) and new test Biology: Content Knowledge (235) cover the categories of basic principles of science; molecular and cellular biology; classical genetics and evolution; diversity of life, plants and animals; ecology; and science, technology and society. However, Test 235 reflects the national Science Education Standards and addresses conceptual and procedural schemes that unify the various scientific principles.
- Previous test Chemistry: Content Knowledge (241) covers the categories of atomic structure, chemical periodicity, thermodynamics of chemical reactions; nomenclature, the mold, bonding and geometry; solutions and solubility; and chemical reactions and biochemistry.
- New test Chemistry: Content Knowledge (245) covers the above categories and matter and energy, heat, thermodynamics and thermochemistry; reactivity, chemical reactions, biochemistry and organic chemistry; acid-base chemistry; history and nature of science- technology and social perspectives; and mathematics, measurement and data management, laboratory procedures and safety.
- Previous test General Science: Content Knowledge, Part 1 (431) covers the categories of methodology, philosophy, math, measurement, data and laboratory science; basic principles of science; life science; and earth/space science.
- New test General Science: Content Knowledge (435) covers the above categories plus scientific techniques and history and divides the test into distinct categories of physical sciences, life sciences

and earth sciences. This test reflects the National Science Education Standards and recognizes conceptual and procedural schemes that unify the various scientific disciplines.

g. Accepting all fields on Out-of-State license for Hawaii Standard License

The Board clarified that out-of-state licensed teachers who apply for the Hawaii Standard License will be awarded all license fields listed on their out-of-state license provided they receive professional fitness clearance, submit verification of license validity, completion of a State Approved Teacher Education Program, passing scores on basic skills, pedagogy and content tests, and pay all fees. This clarification applies to all applications processed since June 6, 2007. [Note: Out of state applicants using the experience route would not qualify for this provision. Only one or two applicants annually use the experience route.]

h. Accepting all fields on Standard License when applying for Advanced License

The Board clarified that teachers who apply for the Hawaii Advanced License will be awarded all license fields listed on their Standard license provided they submit required documents to the Board.

i. Middle level license adjustments

The Board suspended its current requirements for middle level content area licenses in order to accommodate those licensees who held a license in Middle Level 5-9 (no content area specified) prior to the Board's passage of NBI 04-20, Middle Level Content License, approved on January 10, 2005, which discontinued the Middle Level (no content area specified) license.

The Board approved the issuance of a special one-year Standard License to teachers holding the Middle Level 5-9 license. These teachers may be awarded a license in the fields of English 5-9, Mathematics 5-9, Science 5-9, or Social Studies 5-9 by meeting criteria set by the Board. These content-specific licenses enable the teachers to meet NCLB middle level highly qualified requirements.

The Board also added licenses for School Counselor 5-9 and Teaching English to Speakers of Other Languages 5-9 to respond to the needs of applicants completing programs in these fields.

More licensing changes being considered

The Board is discussing the merits of requiring teacher education candidates to pass Praxis content area exams before they begin student teaching. Currently, this is left for teacher education institutions to decide.

2. Licenses issued

The time from application to issuance of a license can vary from three weeks to four months depending on whether an applicant promptly submits all required documentation or whether there are delays in any submittals. If the Hawaii Revised Statutes authorized the HTSB Executive Director to issue licenses that meet the Board's requirements without having to wait for all licenses to be approved at the Board's monthly meetings, applications submitted with all required documents could be processed and issued in less than a week.

The table below shows a breakdown of types of licenses issued in the past 5 years:

Type of License	10/1/08 - 9/30/09	2007-08	2006-07	2005-06	2004-05
Provisional	1	NA	NA	NA	NA
Standard	1165	975	1044	1155	1078
Advanced	6	NA	NA	NA	NA
CTE Permit	3	NA	NA	NA	NA
Added Fields	160	124	99	324	140
Extended licenses	5683	1614	NA	NA	1200
Reactivated Licenses	12	39	92	128	106

Of the 1165 Standard Licenses issued in the past year, 60% were from Hawaii-based institutions and 40% were from out-of-state institutions. Almost 75% of applicants use all Hawaii tests, 13% use only out-of-state tests, and almost 13% use a combination of Hawaii and out-of-state tests.

Of the 160 add-a-field applications processed, 65% used Option C (passing Praxis content test combined with teaching experience in the new field), 32.5% used Option A (completion of an SATE program), and only 2.5% used Option B (course credits combined with teaching experience in the new field).

We are currently not able to report the number of pending applications. We hope to be able to report this upon activation of our electronic licensing system. License applicants and our staff rely on when out of state licensing agencies and institutions submit test results and documents. Their delays often hinder prompt processing of applications.

Since July 2008 about 15,000 licensees were eligible to have their licenses extended. The table on page 13 shows that 5683 or roughly 38% submitted an application for an extension up through September 2009. For this reason, the Board is building a feature into its online system that will send email reminders to teachers about their approaching license expiration. Due to unfilled licensing staff vacancies, the time required to process extensions averages 3 to 4

months. The number of licenses extended in each of the past seven years can be viewed below. Every year the Department of Education loses licensed teachers due to retirement or resignation so the yearly totals are not a cumulative total of all current licensees.

Year	Extensions Issued
2009	5683
2008	1614
2007	Data with contractor
2006	Data with contractor
2005	1200
2004	8500
2003	670
2002	8800

Web site redesign

The Board redesigned its Web site in anticipation of the launch of its online license renewal system. The first component of the online system to go "live" was the back office Administrative System (Admin). The HTSB staff has been using the Admin site to input and/or modify applicant records, print licenses, track communications with applicants, and record critical information in applicants' records. Successful use of this site sets the foundation for successful integration with the applicants' ability to apply for a license or a license update online. The Board is now working with eHawaii.gov to ensure quality data.

3. SATE standards

Teacher Education Programs

Part of the responsibility for ensuring that Hawaii's children have qualified teachers lies with the teacher education programs and institutions. The Hawai'i Teacher Standards Board is responsible for conducting the state approval reviews of professional education units and their content area programs that prepare candidates to be licensed teachers, school counselors, and school librarians for Hawaii's public schools. HTSB, in partnership with these institutions, sets the performance standards used in these reviews. The standards are aligned with those set by the National Council for the Accreditation of Teacher Education (NCATE).

Hawai'i Revised Statutes (HRS) §302A-802 requires candidates to demonstrate the competencies established by the Hawai'i Teacher Standards Board while considering the nature and availability of State

Approved Teacher Education Programs. The Teacher Education Coordinating Committee (TECC), as provided for by HRS §304A-1202, is comprised of the various Hawaii-approved teacher preparation units and representatives of the Hawaii Department of Education and HTSB, and meets monthly throughout the school year to resolve issues relating to teacher education and professional development. The Dean of the College of Education, University of Hawai`i at Manoa (UHM), and the Superintendent of Education, Hawai`i Department of Education, rotate annually as chair of the TECC.

Change to HTSB agreement with National Council for the Accreditation of Teacher Education (NCATE)

The NCATE/State Partnership Protocol for Professional Education Units in the State of Hawaii continues in effect until December 2011. After discussing the desirability of requiring all Units and Programs to obtain NCATE accreditation with members of the TECC and achieving agreement, HTSB is in the process of revising the Protocol to reflect this shift.

There are important benefits to be gained by this change. One is that the NCATE review process will expand the pool of trained reviewers to include NCATE-trained out-of-state team members. Currently, HTSB is limited to using Hawaii reviewers and this can sometimes affect the objectivity of the team.

Another benefit for all programs is that successful reviews can result in national accreditation, an achievement they can proudly publicize to prospective candidates and the community.

Changes to program approval process or rules

Hawaii's institutions of higher education will all seek accreditation by the National Council for Accreditation of Teacher Education (NCATE) by following this process:

1. All Hawaii State Approved Teacher Education Units must seek unit and program accreditation from NCATE by 2016. Receiving NCATE accreditation will enable units and programs to receive State Approval from HTSB.
2. Specific licensure programs within the Units must be reviewed by a specialized professional organization (SPA) recognized by NCATE. If no such organization exists for the program, HTSB will conduct the program review.
3. Institutions have a minimum of four years in which to pursue NCATE accreditation.

HTSB is assisting institutions by arranging for an NCATE-conducted informational/training session on January 19-20, 2010 to familiarize all Units with the NCATE process.

Changes under consideration

The Board is discussing the desirability of requiring all SATE programs to require their candidates to: a) pass their Praxis basic skills tests prior to admission into a teacher education program; and b) pass their Praxis content area tests prior to being assigned to student teach.

HTSB reconvened its Career and Technical Education (CTE) Work Group to discuss national trends in CTE and identify implications for licensing and State Approval of Teacher Education. The Work Group includes members from the HTSB; faculty in the CTE field from the UH-Manoa College of Education; one teacher and one resource person assigned to CTE from the DOE; the State Director of CTE; representatives from each community college with an interest in CTE teacher preparation; and one IHE representative from TECC. The Work Group will present their findings and recommendations to the Board in December 2009. Among the recommendations will likely be providing a role for Hawaii's community colleges to play in preparing CTE teachers.

Training and Resources

The Hawaii Teacher Standards Board continues its commitment to providing training and support to all teacher education programs as they try to meet the Board's state approval of teacher education performance standards, which are based on NCATE standards.

HTSB staff responded to requests for technical assistance from Chamunani University of Honolulu, Kahuawaiola Indigenous Teacher Education Program, and University of Phoenix - Hawaii Campus as they each prepared for their SATE reviews this past year. The table at the top of page 16 lists the various types of technical assistance provided to institutions over the past year.

HTSB support for teacher education institutions also comes in the form of resources and training developed to guide and help institutions. In the past year the staff updated the HTSB SATE Manual, produced SATE materials and conducted training of teachers, DOE specialists and university faculty who are selected to serve as SATE unit and program reviewers.

Hawaiian language programs

For the 2009 SATE review of UH Hilo's Kahuawaiola Indigenous Teacher Education Program, the Hawaii Teacher Standards Board approved Kahuawaiola's request to experiment with a modification of its review procedure. This entailed HTSB approving a joint review with the World Indigenous Nations Higher Education Consortium (WINHEC). WINHEC team members met jointly with HTSB team members and offered invaluable insight into the nature and perspective of the indigenous educational approach.

Date	Institution	Training Focus
1/29/09	Chaminade University of Honolulu	Logistics for SATE review
2/4/09	Hawaii Pacific University	SATE Provisional Review process
2/18/09	University of Phoenix - Hawaii Campus	Their SPED focused review
2/18/09	Chaminade University of Honolulu	Pre-visit for team chair for unit and program reviews
3/10/09	Kahuawaiola	Pre-visit for team chair for unit and program reviews
4/6/09	Chaminade University of Honolulu	Consultation with team chair for unit review
4/9/09	Kahuawaiola	Consultation with team chair for unit review
5/12/09	Halau Wanana	Consultation with unit director on SATE review process
5/13/09	Kahuawaiola	Follow-up meeting with unit review chair
6/10/09	Wayland University	Meeting regarding requirements to implement State Approved Teacher Education Program

Kahuawaiola felt that by allowing WINHEC to participate, HTSB ensured that the review provided for the needed sensitivity to and appreciation of indigenous language and culture. Based on the success of its experiment with Kahuawaiola, the Board has been asked by Halau Wanana to use the WINHEC model in its upcoming review.

The tables below show 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 completers do not always decide to apply for a license. The University of Hawaii - Manoa prepared the largest number of individuals for Hawaiian language-related fields.

License Field	Licenses Issued 10/1/08 - 9/30/09
Hawaiian Language 7-12	8
Hawaiian Language Immersion PK-3	0
Hawaiian Language Immersion K-6	0
Hawaiian Language Immersion 7-12	0
Hawaiian Language Immersion K-12	10
Hawaiian Studies 7-12	5

Institution	Number of Program Completers
Kahuawaiola	5 completers recommended for 17 license fields
Halau Wanana	0
University of Hawaii - Manoa	13 completers for 13 fields

Status/changes

In the past year Hawaii-based teacher education units prepared 812 candidates for licensure. The University of Hawaii – Manoa produced 53% of these. The next highest producing unit was Chaminade University of Honolulu, which produced about 20%. Despite the large number of completers (812), based on the information HTSB gathered about standard licenses issued this past year, not all candidates actually applied for and received a Hawaii license. 85% did and 15% did not.

The table below summarizes the approval status and number of program completers for each Hawaii-based teacher preparation institution/agency.

Institution	Unit Approval Status and conditions	Program Approval Status and Conditions	Number of completers
Brigham Young University - Hawaii	Full approval through 6/30/14.	Undergraduate and Post-baccalaureate Programs: <ul style="list-style-type: none"> • Elementary (K-6); Dual Elementary/Special Education (K-12). • Secondary (7-12): Business, English, Mathematics, Science, and Social Studies. • K-12 Programs: Art, Computer Education, Music, Physical Education, Special Education-M/M and/or S/P, and TESOL. • Alternative Program: For contracted experienced DOE emergency hires. Requires principal's recommendation. 	36
Chaminade University of Honolulu	Full approval through 12/31/09.	Undergraduate, Post-baccalaureate and Master's Programs: <ul style="list-style-type: none"> • Early Childhood Education (PK-3) • Elementary (K-6) • Secondary (7-12)- English, Math, Science, Social Studies. • Special Ed- M/M (K-12) • Master of Education in Teaching (thru RRSC): Special Education. • Master of Science in Counseling Psychology/ School Counseling (K-12) 	167



Institution	Unit Approval Status and conditions	Program Approval Status and Conditions	Number of completers
City University of Seattle	<p>Approval with Conditions through 6/30/15.</p> <p>Conditions:</p> <ol style="list-style-type: none"> 1. The BASE Program will ensure that student teachers are placed in K-12 classrooms, in keeping with the program's approval for initial teacher licensure in Special Education K-12. 2. The BASE Program will ensure that candidates have student teaching experience at both the elementary and secondary levels, in keeping with the program's approval for initial teacher licensure in Special Education K-12. This condition goes beyond observation and requires satisfactory student teaching experience at both levels. 3. The unit must include the names and placements of all student teachers in the annual SATE report to the HTSB due no later than December 31 of each year showing the location and grade levels of both the elementary K-6 and secondary 7-12 placements for each student teacher. 	Undergraduate Program: BA in Special Education (K-12) in conjunction with DOE Training and Certification Section.	0
Halau Wanana	<p>Provisional approval through 12/31/15.</p> <p>Conditions: Candidates must complete a bachelor's degree and appropriate Praxis content tests.</p>	Undergraduate and Post-baccalaureate Programs: <ul style="list-style-type: none"> • Elementary Education K-6 • Secondary Education for 7-12 teaching area. 	0

Institution	Unit Approval Status and conditions	Program Approval Status and Conditions	Number of completers
Hawaii DOE-ARLISE	<p>Approval with conditions through 12/31/15.</p> <p>Conditions:</p> <ol style="list-style-type: none"> 1. The Unit will ensure that student teachers are placed in K-12 classrooms, in keeping with the program's approval for initial teacher licensure in Special Education K-12. 2. The Unit will ensure that candidates have student teaching experience at both the elementary and secondary levels, in keeping with the program's approval for initial teacher licensure in Special Education K-12. This condition goes beyond observation and requires satisfactory student teaching experience at both levels. 3. The unit must include the names and placements of all student teachers in the annual SATE report to the HTSB due no later than December 31 of each year showing the location and grade levels of both the elementary K-6 and secondary 7-12 placements for each student teacher. 	<p>Post-baccalaureate and Master's Programs: For individuals hired in contracted special education positions in DOE or charter schools. Specially designed SPED course work in partnership with Chaminade University of Honolulu.</p> <ul style="list-style-type: none"> • RISE ALTERNATIVE I for individuals who have already completed a State Approved Teacher Education Program in another subject area. • RISE ALTERNATIVE II for individuals who have not completed a State Approved Teacher Education Program but have at least a bachelor's degree from an accredited university. 	35
Hawaii Pacific University	<p>Approval with Conditions through 12/31/15</p> <p>Conditions:</p> <p>Submit a report to the HTSB no later than December 31, 2011 providing evidence that the unit has done the following:</p> <ol style="list-style-type: none"> 1. Review key assessment directions to align with rubrics and analysis. 2. Provide sufficient data once collected and fully analyzed, addressing both qualitative and quantitative data. 3. Explain and provide evidence that standards related to technology and development of interdisciplinary learning are being addressed. 	<p>Post-baccalaureate and Master's Programs:</p> <ul style="list-style-type: none"> • Secondary (7-12): Computer Education, English, Mathematics, Science, Social Studies, TESOL, and World Languages. 	18



Institution	Unit Approval Status and conditions	Program Approval Status and Conditions	Number of completers
Kahua-waiola	Full approval through 12/31/09.	Post-baccalaureate Programs <ul style="list-style-type: none"> • Hawaiian Language Immersion (P-6 and K-12) • Hawaiian Language (7-12) with Kahuawaiola pre-requisite • Hawaiian Studies (7-12) with Kahuawaiola pre-requisite • Elementary (K-6) • Secondary (7-12) for program completers with content area degrees and related student teaching. 	5
UH-Hilo	Full approval through 6/31/14.	Post baccalaureate programs: <ul style="list-style-type: none"> • Elementary (K-6) • Secondary (7-12)- Agriculture, Art, Computer Education, English, Hawaiian, Japanese, Mathematics, Music, Physical Education, Science, Social Studies (includes Hawaiian Studies), Spanish, and Speech. 	31
UH-Manoa	Approval with conditions through 6/31/14. Conditions: A focused review of the advanced programs must be held in November, 2009. (Review is scheduled for Nov. 2-4, 2009.)	Undergraduate, Post-baccalaureate, and Master's Programs: <ul style="list-style-type: none"> • Early Childhood (PK-3) • ** Elementary (K-6); Elementary Music (K-6) • DUAL Elementary/ Special Education (PK-6) • Hawaiian Language Immersion (K-12) • Secondary (7-12)- Agriculture; Office /Business; English; English as a Second Language; World Languages, including Hawaiian; Family Consumer Science; Marketing/ Business; Mathematics; Music; Science; Social Studies; Practical Arts/ Vocational Education (includes Industrial Arts). K-12 Areas- Art, Health, Music, Physical Education, School Counselor; School Librarian, Special Ed (M/M) and/or Special Ed (S/P)	431
UH-West Oahu	Provisional approval through 6/31/14.	Baccalaureate Programs: Bachelor's degree in Elementary Education for K-6 Elementary License. Secondary Education in Mathematics 7-12, Science 7-12, Social Studies 7-12 and English 7-12. (not yet implemented) Middle Level Education in Mathematics 5-9, Science 5-9, Social Studies 5-9 and English 5-9. (not yet implemented)	0

Institution	Unit Approval Status and conditions	Program Approval Status and Conditions	Number of completers
University of Phoenix-Hawaii Campus	<p>Approval with Conditions through 12/31/13</p> <p>Conditions:</p> <p>Because numerous Areas for Improvement were cited, the unit is granted five year approval status effective July 1, 2008 through June 30, 2013; and</p> <ol style="list-style-type: none"> 1. An HTSB onsite review is to be conducted no later than Fall 2012; and 2. Unit Areas for Improvement are to be addressed in the Unit's Annual Report due each year to HTSB no later than December 31 beginning in 2008; and 3. The Elementary Education program is granted five year full approval status effective July 1, 2008 through June 30, 2013; and 4. The Secondary Education program is granted five year full approval status effective July 1, 2008 through June 30, 2013 with the following conditions: <ul style="list-style-type: none"> Praxis II disaggregated data must be submitted in a report to the HTSB no later than September 1, 2009; and 5. A content area addendum for each licensure field should be created and implemented no later than September 1, 2009 and a copy submitted to the HTSB; and 	<p>Master's Programs</p> <ul style="list-style-type: none"> • Master of Arts in Education - Secondary Education (7-12) Content Fields consist of Math, English, Science, and Social Studies. • Master of Arts in Education - Elementary Education (K-6) • Master of Arts in Education - Secondary Education (7-12) Content Fields consist of Math, English, Science and Social Studies. 	89

Institution	Unit Approval Status and conditions	Program Approval Status and Conditions	Number of completers
University of Phoenix-Hawaii Campus (continued)	<p>6. The Special Education program is granted approval effective July 1, 2008 through September 30, 2009 with the following conditions:</p> <ul style="list-style-type: none"> a. Data must be collected, analyzed, summarized and interpreted for the purpose of program improvement and reported to the Hawaii Teacher Standards Board following the format of the Program Self Study Report no later than September 1, 2008. Non-compliance will result in non-approval status for this program effective September 2, 2009. b. A revision of the PSSR with the above additional data should be submitted to HTSB no later than February 1, 2009. Non-compliance will result in non-approval status for this program effective February 2, 2009. <p>7. The unit will schedule a focused visit for the special education program no later than September 2009. Non-compliance will result in non-approval status for this program effective October 1, 2009</p> <p>8. The Unit corrected the above conditions for the Special Education Program and the Board approved the following: The Special Education program is granted approval through December 31, 2013 with the following conditions:</p>		

Institution	Unit Approval Status and conditions	Program Approval Status and Conditions	Number of completers
University of Phoenix-Hawaii Campus (continued)	a. The Special Education Program will ensure that candidates have student teaching experience both at the elementary and secondary levels, in keeping with the program's approval for initial licensure in Special Education Mild/Moderate K-12. This condition goes beyond observation and requires satisfactory student teaching experience at both levels. b. Candidates recommended for licensure after May 31, 2010 must meet the dual placement requirement. c. The unit must include the names and placements of all student teachers in the annual SATE report to the HTSB due no later than Dec. 31 of each year showing the location and grade levels of both the elementary K-6 and secondary 7-12 placements for each student teacher enrolled in the program.		
		Total program completers	812

Status of Programs

The preceding table summarizes the status of all Hawaii-based teacher preparation programs. The review schedule is dependent upon when each institution's state approval expires. In the past year the HTSB granted the following approvals:

- The Department of Education Alternative Route to licensure in Special Education (ARLISE) received Full Approval with Conditions, effective January 1, 2009 - December 31, 2015, for its programs in Special Education Mild/Moderate K-12.
- Hawaii Pacific University received Full Approval with Conditions, effective January 1, 2009 - December 31, 2015 for its Post-baccalaureate and Master of Education in Secondary Education programs leading to licensure in Computer



Education, English, Mathematics, Science, Social Studies, Teaching English to Speakers of Other Languages and World Languages.

- The University of Hawaii-West Oahu (UH-WO) received Provisional Approval to implement a Secondary Education Program to license teachers in English 7-12, Mathematics 7-12, Science 7-12 and Social Studies 7-12. UH-WO was also approved to implement a Middle Level Education Program to license teachers in English 5-9, Mathematics 5-9, Science 5-9 and Social Studies 5-9.
- Hawaii Pacific University submitted a Letter of Intent to add an Elementary Education Program. Its Provisional Review will take place on November 5, 2009.

HTSB staff recruited and trained review teams to conduct the following unit and program reviews:

- Chaminade University of Honolulu: Unit and Program reviews
- UH Hilo Kahuawaiola: Unit and Program reviews
- University of Phoenix - Hawaii Campus: SPED focused program review
- The University of Hawaii – Manoa Fine Arts and Vocational Arts Program reviews are scheduled for early November.

Other activities

The Board nominated teachers and teacher educators to serve on the Educational Testing Service (ETS) Multi-State Standard Setting Panels in Princeton, New Jersey for licensure tests in French, Spanish, Reading and Business Education. HTSB also submitted nominees for National Advisory Committees to review tests in Health Education, Biology and Chemistry. These are special professional development opportunities for selected panelists as they work with their national counterparts to discuss content area expectations of beginning teachers and how best to assess new teachers' knowledge and skills. It is also a unique opportunity for Hawaii educators to influence the decisions made about the tests.

The Board also reviewed PPST composite score data from ETS. Over 1100 candidates have used the HTSB's composite score method to meet their PPST requirements. The data showed that Hawaii's candidate scores have improved since 2001, indicating that while the composite score is useful to applicants, the passing scores of the individual tests could be set higher. The Board decided, however, that it would not raise the passing scores at the present time.

Promote professionalism and teaching excellence

The Hawaii Teacher Standards Board is committed to promoting professionalism and teaching excellence and undertakes several activities during the year to reach this objective. First and foremost is assisting teachers with National Board Certification. To this end, the HTSB conducted 10 informational sessions – one in each district and on every island – to recruit and encourage teachers to pursue National Board Certification. HTSB held 48 support sessions to help the more than 175 teachers who elected to undertake the rigorous process.

Additionally, in September, the Board partnered with the National Board for Professional Teaching Standards to offer facilitator training to National Board Certified Teachers who were interested in providing support to future candidates.

The HTSB also conducted a license renewal pilot project to ensure a smooth implementation when license renewal rolls out to all of Hawaii's public school teachers. The participating teachers provided insightful and helpful feedback, which is now being incorporated into the program.





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