

JOSH GREEN, M.D.
GOVERNOR
KE KIA'ĀINA



DEPT. COMM. NO. 105
FELICIA VILLALOBOS
EXECUTIVE DIRECTOR

STATE OF HAWAII
HAWAII TEACHER STANDARDS BOARD
650 IWILEI ROAD, SUITE 268
HONOLULU, HAWAII 96817

December 5, 2023

The Honorable Ronald D. Kouchi,
President and Members of the Senate
Thirty-Second State Legislature
State Capitol, Room 409
Honolulu, HI 96813

The Honorable Scott K. Saiki, Speaker
and Members of the House of Representatives
Thirty-Second State Legislature
State Capitol, Room 431
Honolulu, HI 96813

Dear President Kouchi, Speaker Saiki, and Members of the Legislature:

For your information and consideration, I am transmitting a copy of the Hawai'i Teacher Standards Board Annual Report for 2024, as required by Hawaii Revised Statutes §302A-803(a). In accordance with Section 93-16, Hawaii Revised Statutes, I am also informing you that the report may be viewed electronically at:

<https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/HTSBs-2024-Annual-Report.pdf>

Sincerely,

A handwritten signature in blue ink that reads "F. Villalobos".

Felicia Villalobos
Executive Director

FV:eh

Attachment



ANNUAL REPORT 2024

2024 Annual Report

Hawai‘i Teacher Standards Board

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MEMBERSHIP

By statute, the Governor appoints members of the Hawai‘i Teacher Standards Board (HTSB) from a list of qualified nominees submitted by departments, agencies, representative constituent organizations, and current members of the Board. The seventeen-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 designee; the Hawai‘i Department of Education Superintendent or designee; the Dean of the University of Hawai‘i (UH) at Mānoa College of Education or designee chosen from the Teacher Education Coordinating Committee; a representative of the Hawai‘i Association of Independent Schools (HAIS); and two public representatives. Statute changes in 2014 required one teacher representative to be a Hawai‘i State Public Charter School teacher. In 2018, additional statute changes added the Chairperson of the Native Hawaiian Education Council or designee, and a non-voting teacher candidate member, selected on a rotating basis from the University of Hawai‘i System educator preparation programs. HTSB gratefully acknowledges the Governor and Senate Education Committee for nominating and confirming these members to fill the Board.

HTSB Membership:

Board Member	Representative Organization
1. Branden Kawazoe, Chairperson	School Counselor, Oahu
2. Lokelani Han, Vice Chairperson	Charter School Teacher, Molokai
3. Kristi Miyamae	Teacher, Oahu
4. Dawn Raymond	Teacher, Hawai‘i Island
5. Kim Sanders	Principal, middle school, Oahu
6. Dr. Katina Soares	Principal, high school, Molokai
7. Justin Mew	Principal, high school, Oahu
8. The Honorable Warren Haruki (Kahele Dukelow, Designee)	Chairperson, Board of Education
9. Keith T. Hayashi (Sean Bacon, Designee)	Superintendent, Hawai‘i Department of Education
10. Dr. Nathan Murata (Dr. Cecily Ornelles, Designee)	Dean, University of Hawai‘i at Mānoa College of Education
11. Keahi Makaimoku (Elena Farden, Designee)	Chair, Native Hawaiian Education Council
12. Dr. Jonathan Gillentine	Public member, Oahu
13. Vacant	Public member
14. Vacant	Teacher member
15. Vacant	Teacher member
16. Vacant	HAIS representative
17. U‘ilani Miguel	UH System teacher candidate

INTRODUCTION

Act 240 of the Eighteenth Legislature, State of Hawai‘i, established the Hawai‘i Teacher Standards Board in 1995. The Board originally consisted of nine members, including four licensed teachers, three educational officers, the chairperson of the Board of Education, and the Dean of the University of Hawai‘i at Mānoa College of Education. The purpose of Act 240 was to transfer the responsibility for setting public school teacher licensure standards and requirements from the Hawai‘i Department of Education (HIDOE) to the Hawai‘i Teacher Standards Board. The Board assumed responsibility for licensing 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 (CTE) license—limited to CTE 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; and
- ▶ Adopting applicable rules and procedures.

VISION AND MISSION

HTSB envisions a highly esteemed Hawai‘i 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 in Hawai‘i with qualified teachers.
- ▶ Promote professionalism and teaching excellence.
- ▶ Build public confidence in the teaching profession.
- ▶ Provide more accountability to the public.

Executive Summary

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—Provisional, Standard, and Advanced—and three kinds of special permits—CTE, Hawaiian, and Emergency Hire.

The Board approves Hawai‘i-based state-approved teacher, school counselor, and school librarian educator preparation programs (EPPs); 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 candidates. In addition, the Board establishes penalties for teacher misconduct that may result in the suspension or revocation of a license.

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.

2022-2023 HIGHLIGHTS

Teacher Standards Committee:

- Formation of the 2022-2023 Online Teaching Workgroup
- Verification of Content Knowledge for Adding a Field to an Active Valid Hawai‘i License
- Acceptance of Teaching Experience from the Department of Defense
- Formation of the 2022-2023 CTE Workgroup
- Formation of the Early Childhood Education Teacher Licensing Workgroup
- The Expediting of Applications for Military and Military Spouses or Registered Domestic Partners of Active-Duty Military Personnel
- Adoption of the 2022-2023 Hawaiian Focus Workgroup Recommendation (Part 1 and Part 2)
- The Adoption of Adding Hawaiian Fields to an HTSB License

Teacher Education Committee:

- Regarding Student Teaching Policy in Hawai‘i P-12 Teacher Education
- Recommendations for Additional Clinical Experience Options
- The Provisional Approval of the University of Hawai‘i at Mānoa’s College of Education Certificate in Online Learning and Teaching (COLT) Program
- The University of Hawai‘i at Mānoa’s Request for a Dual Licensure
- Program to add TESOL to the Existing PBCTE-Elementary Program
- The University of Hawai‘i at Mānoa’s Letter of Intent to plan a New Program in School Counseling
- Consideration of the University of Hawai‘i at Mānoa’s Letter of Intent to Plan a New Program in STEM
- Approval of the University of Hawai‘i at Hilo’s Letter of Intent to Plan a Bachelor of Science in Educational Studies with a Licensure Track in Elementary Education
- HTSB’s Plan to Endorse and Support the Building of an Educators Rising Presence in Hawai‘i

Operational:

- HTSB office space expansion from 728 square feet for a staff of eight (8) to 1,902 square feet to accommodate HTSB's full staff and a Board meeting space.

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 these new standards and implementing them into their practice. These videos were distributed on DVD to all Hawai'i public schools and posted on HTSB's website. In 2013-2014, new standards were implemented for EPPs. In 2015-2016, HTSB adopted new standards for Hawaiian Language, Hawaiian Studies, and Hawaiian Language Immersion. In 2016-2017, HTSB reviewed content standards for new revisions by the national specialty content organizations, and, in 2017-2018, adopted new standards for review of EPPs.

The National Specialty Professional Associations (NSPA) updated revised content area standards. The Board conducted a review of these content area standards made by the NSPA. This review was adopted by HTSB on March 5, 2021. These standards were implemented by EPPs on July 1, 2023.

Tables depicting these standards may be found in Appendices A and B.

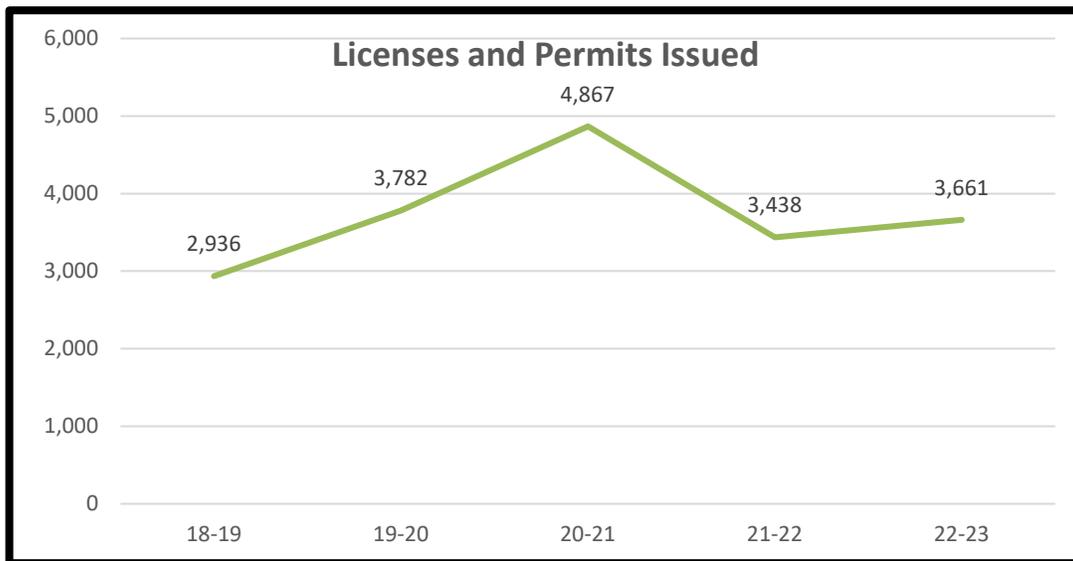
EDUCATOR LICENSURE

Licensing Requirements

Over the last five years, HTSB has issued licenses with over 18,000 license fields to Hawai'i teachers. In the past year, HTSB licensed over 3,300 new licenses and renewed over 4,000 existing licenses. 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 submitted the documentation to substantiate that they met the performance standards and had satisfactory experience within five years prior to renewal. HTSB staff worked with the HDOE and Hawai'i State Public Charter School administrators to continue to streamline the license renewal audit and collect evidence electronically. Requirements for licensing and renewal may be found in Appendix C.

LICENSE AND PERMIT DATA

LICENSES AND PERMITS ISSUED IN THE PAST 5 YEARS					
Type of License	7/1/2018-6/30/2019	7/1/2019-6/30/2020	7/1/2020-6/30/2021	7/1/2021-6/30/2022	7/1/2022-6/30/2023
Advanced License (valid for 10 years)	120	149	260	121	102
Standard License (valid for 5 years)	1,002	1,161	1,739	985	1,135
Provisional License (valid for 3 years)	1,077	1,705	1,853	1,200	1,162
Emergency Hire Permit	730	726	642	673	838
CTE Permit	3	7	11	7	4
Hawaiian Permit	4	8	6	7	20
Student Teacher Permit	NA	26	356	445	400
TOTALS	2,936	3,782	4,867	3,438	3,661

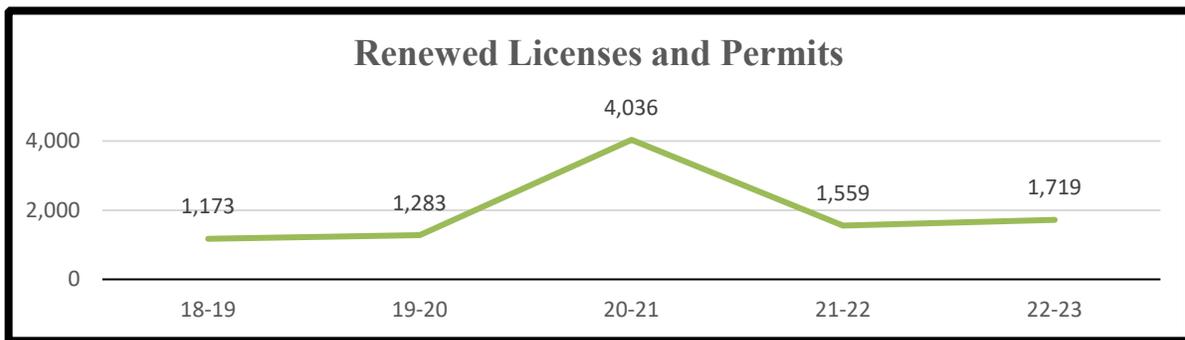


LICENSE RENEWAL

Teachers have used HTSB’s online licensing system since July 1, 2010 to renew their license. Requirements to renew a teaching license may be found in Appendix C. For this reporting period, over 1,700 teachers renewed their license or eligible permit. The majority of teachers used their employment evaluation as evidence of meeting the performance standards. HTSB continues to work with the HIDOE to ensure educators meet the performance standards using a combination of their evaluations and professional growth plans. The 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.

LICENSE RENEWAL DATA IN THE LAST 5 YEARS

School Year	Licenses Renewed by Year
18-19	1,173
19-20	1,283
20-21	4,036
21-22	1,559
22-23	1,719

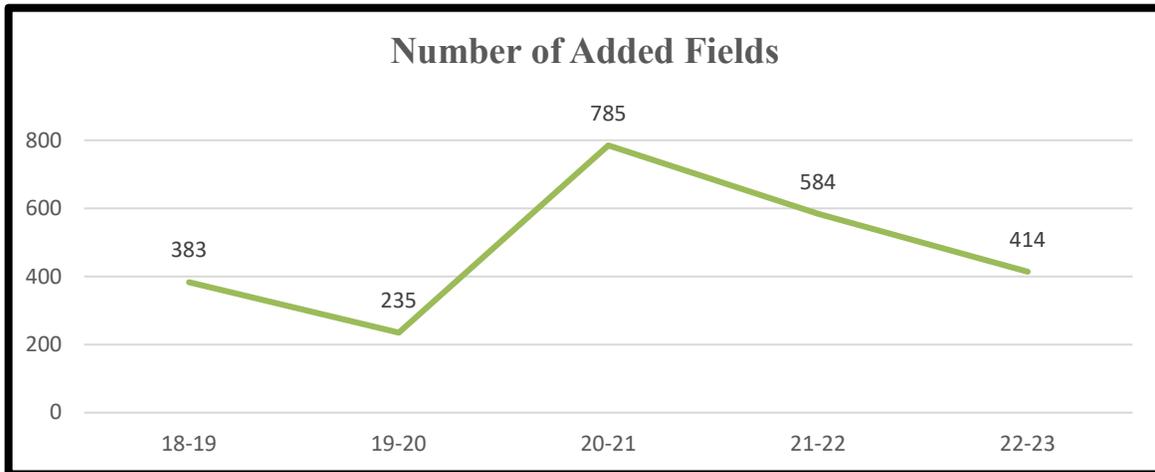


ADDED FIELDS

There are five options for adding a field to an existing license. Completion of a new state-approved preparation program is one option, in addition to combining teaching experience with passing a licensure test, coursework, or National Board Certification. Requirements for adding a field are found in Appendix C.

ADDED FIELDS ISSUED IN THE PAST 5 YEARS

SCHOOL YEAR	18-19	19-20	20-21	21-22	22-23
Number of Added Fields	383	235	785	584	414

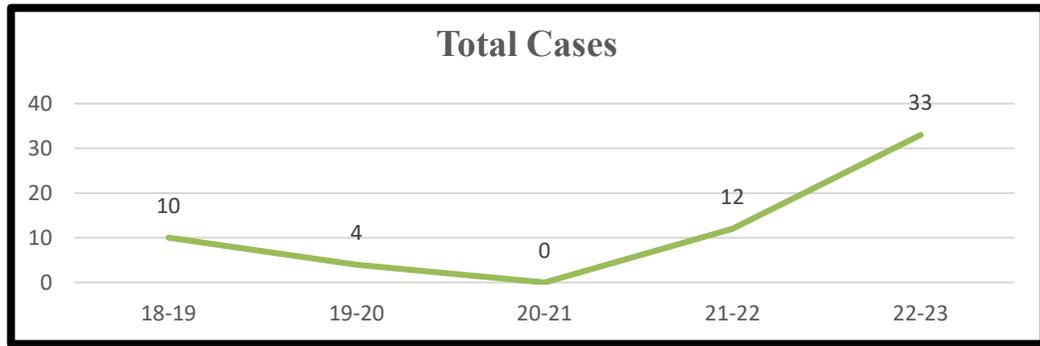


2022-2023 TOTAL ACTIVE LICENSES AND PERMITS

LICENSE/PERMIT TYPE	LICENSE/PERMIT COUNT
Advanced License	1,174
Standard License	16,562
Provisional License	4,742
Emergency Hire Permit	1,052
CTE Permit	20
Hawaiian Permit	39
Student Teacher Permit	234
TOTAL	23,823

CASES FOR LICENSE DISCIPLINE AND APPEALS

Discipline Cases 2018-2023								
Year	Denied	Revoked	Suspended	Deferred or No Action	Reinstated or Approved	Reprimanded or Warned	Conditioned	Total Cases
18-19	4	2	1	2	1	0	0	10
19-20	1	1	1	1	0	0	0	4
20-21	0	0	0	0	0	0	0	0
21-22	0	12	0	0	0	0	0	12
22-23	0	33	0	0	0	0	0	33



EDUCATOR PREPARATION PROGRAMS

HTSB is responsible for the State Approved Teacher Education Programs (SATEP) based in Hawai‘i. Hawaii Revised Statutes (HRS) §302A-802 requires candidates to demonstrate competencies established by the Board. Currently, all Hawai‘i preparation programs have national or international accreditation: the Association for Advancing Quality in Educator Preparation (AAQEP), the Council for the Accreditation of Educator Preparation (CAEP), or the World Indigenous Nations Higher Education Consortium (WINHEC). Kahuawaiola Indigenous Teacher Education Program and Kaho‘iwai Teacher Preparation Program were two of the first Indigenous-focused programs to be reviewed by WINHEC’s review process for teacher education—a direct outcome of the collaboration between HTSB and the Indigenous programs to ensure a quality, culturally-appropriate review process.

HTSB continues to review, approve, and monitor Board approved teacher education providers' licensure programs. HTSB closely examines approved programs to ensure teacher preparation programs are preparing teachers in their content areas, providing a quality clinical experience, and continually following federal and state-level policies as outlined in HAR.

HTSB also adopted the latest revision of the national Model Code of Ethics for Educators (MCEE) for use by Hawai‘i preparation programs to help prepare teacher candidates for challenging issues they may face in their careers. HTSB staff continues to offer training in the MCEE.

Training and Resources

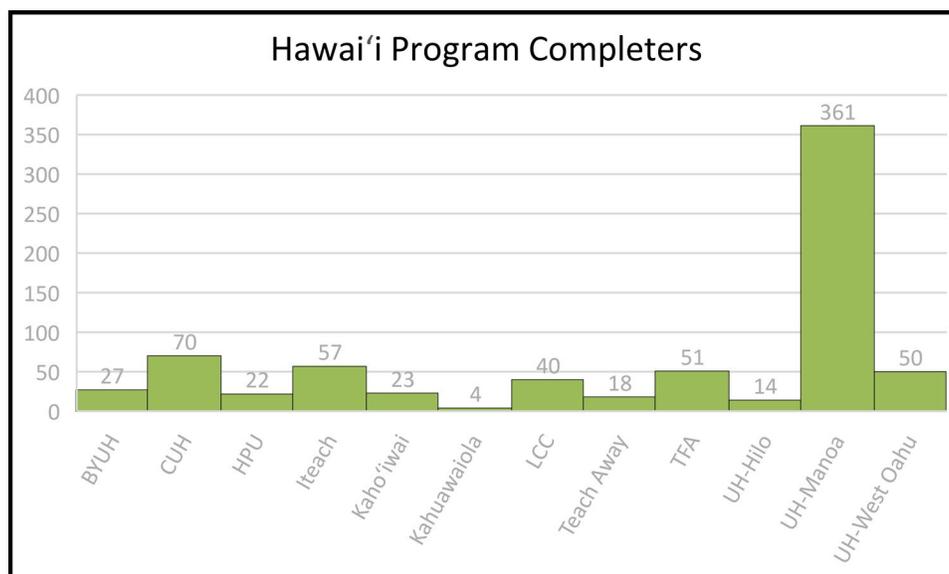
HTSB provides support to all HTSB approved teacher education programs by conducting training sessions in person and virtually, as well as arranging training by partner organizations. In the past year, there was a slight increase in the number of Hawai‘i completers. Seven hundred thirty-seven (737) individuals were recommended for licensure by Hawai‘i’s fourteen (14) preparation programs.

HAWAI‘I EDUCATOR PREPARATION PROGRAMS

Program	Licensure Fields Offered	Number of completers 7/1/2022- 6/30/2023
Brigham Young University-Hawai‘i (BYUH)	<ul style="list-style-type: none"> • Elementary Education (K-6) • English (6-12) • CTE (6-12) • CTE Arts and Communication (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • Music (6-12) • Physical Education (6-12) • Spanish (6-12) • Art (6-12) • Teaching English to Speakers of Other Languages (TESOL) (6-12) • Special Education Mild/Moderate (K-6) • Special Education Mild/Moderate (6-12) • Special Education Mild/Moderate (K-12) 	27
Chaminade University of Honolulu (CUH)	<ul style="list-style-type: none"> • English (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • Special Education Mild/Moderate (K-12) • Elementary (K-6) • Elementary (K-6)/Special Education Mild/Moderate (K-12) Dual Licensure Program • Early Childhood Education (PK-K, PK-3) • Teacher Leader 	49
	<ul style="list-style-type: none"> • Behavioral Sciences: School Counselor (K-12) 	21
Hawai‘i Pacific University (HPU)	<ul style="list-style-type: none"> • Elementary Education (K-6) • English (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • World Languages (6-12) • TESOL (6-12) 	22
iTEACH-Hawai‘i	<ul style="list-style-type: none"> • English (6-12) • Mathematics (6-12) • Science (6-12) • World Languages (6-12) • Physical Education (K-6, 6-12, K-12) • Health (K-6, 6-12, 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 	57
Kaho‘iwai	<ul style="list-style-type: none"> • Elementary Education (K-6) • Mathematics (6-12) 	23

	<ul style="list-style-type: none"> • Science (6-12) • Hawaiian Studies (6-12) • Social Studies (6-12) • English (6-12) 	
Kahuawaiola Indigenous Teacher Education Program at University of Hawai'i at Hilo	<ul style="list-style-type: none"> • Elementary Education (K-6) • Kaiapuni Hawai'i / Hawaiian Language Immersion (P-3, P-12, K-6, 6-12) • Hawaiian Knowledge (P-3, P-12, K-6, 6-12) • 'Ōlelo Hawai'i / Hawaiian Language (6-12) • Hawaiian Studies (6-12) 	4
Leeward Community College (LCC)	<ul style="list-style-type: none"> • CTE: <ul style="list-style-type: none"> ○ Arts and Communications (6-12) ○ Business (6-12) ○ Industrial and Engineering Technology (6-12) ○ Natural Resources (6-12) ○ Public and Human Services (6-12) ○ Health Services (6-12) • Special Education (K-6, 6-12) • Special Education Mild/Moderate (PK-12) 	40
Teach Away	<ul style="list-style-type: none"> • English (6-12) • Mathematics (6-12) • Science (6-12) • TESOL (K-12) 	18
Teach for America (TFA)	<ul style="list-style-type: none"> • Elementary Education (K-6) • Science (6-12) • Social Studies (6-12) • Mathematics (6-12) • English (6-12) • World Languages (6-12) 	51
University of Hawai'i at Hilo	<ul style="list-style-type: none"> • Elementary Education (K-6) • Art (6-12) • CTE-Business (6-12) • CTE-Natural Resources (6-12) • English (6-12) • STEM (6-12) • Computer Science (6-12) • Japanese (6-12) • Spanish (6-12) • Music (6-12) • Mathematics (6-12) • Physical Education (6-12) • Health (6-12) • Science (6-12) • Social Studies (6-12) • Teacher Leader 	14

<p style="text-align: center;">University of Hawai'i at Mānoa</p>	<ul style="list-style-type: none"> • Elementary Education (K-6) • Elementary Education (K-6) and Early Childhood Education (PK-3) (Dual Preparation) • Elementary Education (K-6) and Special Education (K-6) (Dual Preparation) • Special Education (PK-3) and Early Childhood Education (PK-3) (Dual Preparation) • Elementary (K-6) and Hawaiian Language Immersion (K-6) (Dual Preparation) • Elementary Education (K-6) and TESOL (K-6) (Dual Preparation) • Special Education: <ul style="list-style-type: none"> ○ Mild/Moderate (6-12) ○ Severe Disabilities/Autism (PK-3, K-6, 6-12, K-12) • English (6-12) • Mathematics (6-12) • Music (K-12) • Physical Education (K-6, 6-12, K-12) • Health (K-6, 6-12, K-12) • Science (6-12) • Social Studies (6-12) • World Language (6-12) • TESOL (6-12) • Art (6-12) • Dance (6-12) • Drama/Theater Arts (6-12) • World Languages (6-12) • SPED Mild/Moderate Disabilities (PK-3, K-6, 6-12) • SPED Severe/Autism (PK-3, K-6, 6-12) • Secondary Content Field (6-12) and Special Education (6-12) Dual Preparation • Ethnomathematics (K-6, 6-12, K-12) • Kaiapuni Hawai'i / Hawaiian Language Immersion (K-12) • 'Ōlelo Hawai'i / Hawaiian Language (6-12) • Teacher Leader • Literacy Specialist 	<p>358</p>
	<ul style="list-style-type: none"> • Library and Information Science Program (K-6, 6-12, K-12) 	<p>3</p>
<p style="text-align: center;">University of Hawai'i-West Oahu</p>	<ul style="list-style-type: none"> • Elementary Education (K-6) • Social Studies (6-8, 6-12) • English (6-8, 6-12) • Mathematics (6-8, 6-12) • Science (6-8, 6-12) • Biology (6-12) • Special Education (K-6, 6-8, 6-12) 	<p>50</p>
Total Hawai'i program completers		737



HAWAIIAN FIELDS PREPARATION PROGRAM INFORMATION

Institution	Hawaiian Fields	Number of Hawaiian Fields Recommended by Program 7/1/2022-6/30/2023
University of Hawai'i at Mānoa	Kaiapuni Hawai'i / Hawaiian Language Immersion (K-12)	2
	‘Ōlelo Hawai'i / Hawaiian Language (6-12)	2
Kahuawaiola Indigenous Teacher Education Program at University of Hawai'i at Hilo	Kaiapuni Hawai'i / Hawaiian Language Immersion (P-3, P-12, K-6, 6-12)	2
	‘Ōlelo Hawai'i / Hawaiian Language (6-12)	0
	Hawaiian Studies (6-12)	0
	Hawaiian Knowledge (P-3, P-12, K-6, 6-12)	2
Kaho'iwai	Hawaiian Studies (6-12)	2
Total		10

EDUCATOR PROFESSIONAL DEVELOPMENT

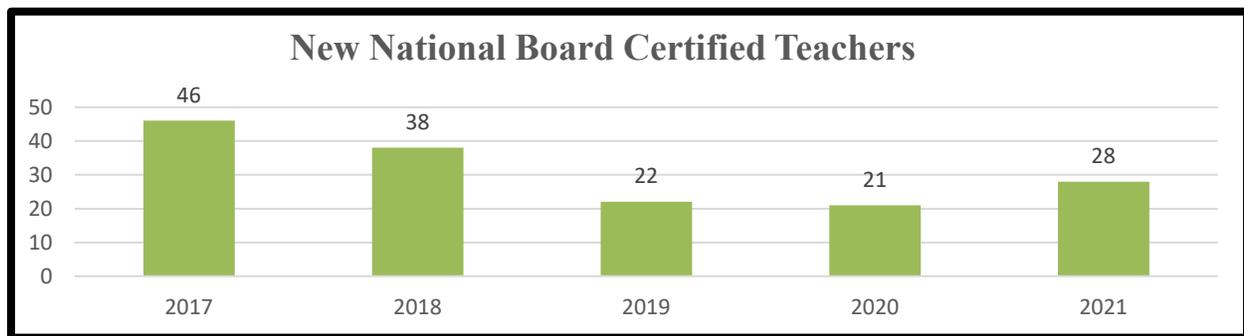
National Board for Professional Teaching Standards (NBPTS) Summary

HTSB continues to provide informational and support sessions for Hawai'i teachers. HTSB offers a National Board Pre-Candidacy professional development course to help Hawai'i teachers build a foundation for the certification process. HTSB is currently awaiting the release of newly certified teachers from the National Board organization on December 9, 2023. HTSB's continuing partnership with the Institute for Native Pacific Education and Culture (INPEACE) addresses the need for accomplished teachers on the Leeward Coast of Oahu. The Hawai'i National Board

Collective sponsored by HTSB brings together outstanding National Board-Certified Teachers (NBCTs) representing the different islands and stakeholders from across the state. These NBCTs fulfill an important role in outreach and support for Hawai‘i teachers interested in National Board certification, as well as providing opportunities for NBCTs to be more involved in education initiatives.

NBPTS HAWAI‘I DATA

YEAR	NEW NBCTS
2018	46
2019	38
2020	22
2021	21
2022	28



MODEL CODE OF ETHICS FOR EDUCATORS

HTSB adopted the Model Code of Ethics for Educators in 2018. This new code, developed by a task force of educators under the auspices of the National Association of State Directors of Teacher Education and Certification (NASDTEC), is a tool for educators to have challenging conversations about ethical dilemmas they face each day in the classroom. A core of Hawai‘i teachers was trained to be their island’s Model Code resource person, and professional development became available for teachers statewide in the spring of 2020.

TEACHER SHORTAGE DATA

As the teacher shortage continues, HTSB is actively working with public school employers, Hawai‘i preparation programs, and other educational stakeholders to recruit and retain teachers. One way HTSB can identify the needs of the public schools is through the amount of Emergency Hire Permits that are issued each year. An Emergency Hire Permit may be issued to an unlicensed individual who wishes to teach in a Hawai‘i Department of Education or Hawai‘i State Public Charter School in a shortage area or hard-to-fill position when no licensed teacher is available. An Emergency Hire Permit is valid for one (1) year and expires on June 30th. This permit may be reissued twice for a maximum of three (3) years while working to obtain a license.

Year	Emergency Hires Permits Issued to HIDOE Teachers	Emergency Hires Permits Issued to Charter School Teachers	Total by SY
2018-2019	730	87	160
2019-2020	726	76	802
2020-2021	642	86	728
2021-2022	673	88	761
2022-2023	838	488	1,326
Totals	3,609	825	3,777

2022-2023 Identified Shortage Areas by the Amount of Emergency Hires in Teaching Positions:

- Special Education
- Mathematics
- Science
- Elementary

Workforce Development Efforts

HTSB continues to work with a variety of educational stakeholders to monitor the teacher workforce needs of Hawai‘i public schools. HTSB works with their approved EPPs to develop and offer programs for teachers in shortage areas. Like most states, HTSB continues to navigate the balance of ensuring quality and robust teacher preparation without reducing licensure requirements. HTSB is currently working with educational stakeholders to start a registered teacher apprenticeship and pre-apprenticeship program.

OPERATIONS

Staffing

HTSB has the funding for an Executive Director, four licensing specialists, a secretary, and two office assistants. HTSB staff continues to strive to fully cover all areas of HTSB work: educator preparation, licensure, professional development, professional fitness, and new initiatives such as registered teacher apprenticeships.

Facilities

HTSB expanded its office space at Dole Cannery to allow for additional meeting space and space for staff to serve the public with in-person licensure/permitting needs.

FINANCIAL REPORT

Because the Governor and Legislature supported full general funding of HTSB’s personnel and operations, it was possible to discontinue collection of all application, license, and permit fees in 2019. This move honors all teachers in service to Hawai‘i’s students, families, and communities, as

well as funds much needed work in educator professional development and advancing alternative routes to licensure. HTSB continues to be most grateful to the Legislature for its support in funding personnel and operations in the general fund. Educators also expressed that they are relieved and appreciate this support honoring their preparation and professional licensure.

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
2019	639,101	329,256	746,679	1,075,935	189,335	NA	NA
2020	NA	NA	NA	NA	450,791	325,527	776,318
2021	NA	NA	NA	NA	687,933	464,734	1,152,667
2022	NA	NA	NA	NA	663,762	464,573	1,009,477
2023	NA	NA	NA	NA	648,762	839,100	1,487,862

Appendix A: Teacher, Counselor and Librarian Standards

Hawai'i Teacher Performance Standards, Aligned with InTASC Model Core Teaching Standards for Teachers

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

- 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms, *including Native Hawaiian history and culture*.
- 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.
- (g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- 2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.
- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

- 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
- 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- 3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.
- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.
- 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

- 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5(h) The teacher develops and implements supports for learner literacy development across content areas.
- 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

- 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.
- 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
- 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(o) The teacher knows when and how to evaluate and report learner progress against standards.

- 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.
- 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.
- 7(g) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(h) The teacher understands how integrating cross- disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists,

librarians, media specialists, community organizations).7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.
- 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10(h) The teacher uses and generates meaningful research on education issues and policies.
- 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10(j) The teacher advocates meeting the needs of learners, to strengthen the learning environment, and to enact system change.
- 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.
- 10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- 10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- 10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- 10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.
- 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(s) The teacher takes responsibility for contributing to and advancing the profession.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

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

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

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

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

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

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

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

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

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

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

- 5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.
- 5.2 The professional school counselor provides support for other school programs.
- 5.3 The professional school counselor develops and distributes a calendar which identifies counseling activities and programs.

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

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

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

- 7.1 The professional school counselor uses school data to make decisions regarding

student choice of classes and/or special programs.

7.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.

7.4 The professional school counselor understands and uses data to establish goals and activities to support academic achievement.

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

8.1 The professional school counselor is accountable for monitoring students' progress.

8.2 The professional school counselor implements monitoring systems appropriate to the individual school.

8.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

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

9.1 The professional school counselor collects data and analyzes results attained from school counseling activities.

9.2 The professional school counselor works with members of the counseling team, if applicable, and with the principal to clarify how programs are evaluated and how results are shared.

9.3 The professional school counselor uses program assessment to make changes as needed in the school counseling program and calendar for the following year.

9.4 The professional school counselor shares the results of the program assessment with stakeholders.

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

10.1 The professional school counselor promotes academic success of students.

10.2 The professional school counselor promotes equity and access for students.

10.3 The professional school counselor takes a leadership role within the school setting and/or community.

10.4 The professional school counselor understands reform issues and works to close the achievement gap.

10.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.

10.6 The professional school counselor is a member of effective teams and encourages collaboration among all school staff.

10.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

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

Standard 1: Teaching for Learning

School librarians are effective teachers who demonstrate knowledge of learners and learning.

They model and promote collaborative planning, instruction in multiple literacies, and inquiry based learning, enabling members of the learning community to become effective users and creators of ideas and information. They design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

1.1 Knowledge of learners and learning

School librarians demonstrate knowledge of learning styles, stages of human growth and development and cultural influences on learning. They assess learner needs and design instruction that reflect best practices in teaching. They support the learning of various members of the educational community including those with diverse learning styles, physical and intellectual abilities and needs. School Librarians base instruction on interests and needs and link it to the assessment of student achievement.

1.2 Effective and knowledgeable teacher

School librarians implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. They use a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. They document and communicate the impact of collaborative instruction on student achievement.

1.3 Instructional partner

School librarians model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. They participate in curriculum development, engage in school improvement processes, and offer professional development to various members of the educational community as it relates to library and information use.

1.4 Integration of twenty-first century skills and learning standards

School librarians advocate for twenty-first century literacy skills to support the learning needs of the school community. They collaborate with other teachers to plan and implement instruction based on of the AASL Standards for the 21st-Century Learner and curriculum standards. They employ strategies to integrate multiple literacies with content curriculum. School librarians integrate the use of technologies as a means for effective and creative teaching and to support PreK-12 students' conceptual understanding, critical thinking and creative processes.

Standard 2: Literacy and Reading

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

2.1 Literature

School librarians are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion

School librarians use a variety of strategies to promote reading for learning, personal growth, and enjoyment.

2.3 Respect for diversity

School librarians develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of PreK-12 students and their communities.

2.4 Literacy strategies

School librarians collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure PreK-12 students are able to create meaning from text.

Standard 3: Information and Knowledge

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

3.1 Efficient and ethical information-seeking behavior School librarians identify and provide support for diverse student information needs. They model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. They collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

3.2 Access to information

School librarians support flexible, open access for library services. They develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. They facilitate access to information in print, non-print, and digital formats. They model and communicate the legal and ethical codes of the profession.

3.3 Information technology

School librarians design and adapt relevant learning experiences that engage students in the use of digital tools and resources. They model and facilitate the effective use of digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a global society.

3.4 Research and knowledge creation

School librarians use evidence-based, action research to collect data. They interpret and use data to create and share new knowledge to support and improve practice in school libraries.

Standard 4: Advocacy and Leadership

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

4.1. Networking with the library community

School librarians participate and collaborate as members of a social and intellectual network of learners. They establish partnerships with other libraries for resource sharing and networking.

4.2 Professional development

School librarians model a strong commitment to the profession by participating in professional growth and leadership opportunities through joining library associations, participating in professional conferences, reading professional publications, and exploring Internet resources. They plan for ongoing professional growth.

4.3 Leadership

School librarians articulate the roles and relationships of the library program's support of student academic achievement within the context of current educational initiatives. Utilizing evidence based practice and information from education and library research, They communicate ways in which the library program can enhance school improvement efforts.

4.4 Advocacy
School librarians identify stakeholders within and outside the school community who impact the school library program. They use a range of strategies to advocate for school library and information programs, for resources, and for services.

Standard 5: Program Management and Administration

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

5.1 Collections and Information Access

School librarians evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality program of information access designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. They organize school library collections according to current

library cataloging and classification principles and standards.

5.2 Professional Ethics

School librarians practice the ethical principles of their profession, advocate for intellectual freedom and privacy and promote and model digital citizenship and responsibility. They educate the school community on the ethical use of information and ideas.

5.3 Personnel, Funding, and Facilities

School librarians apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. They organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. They develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

5.4 Strategic planning and assessment

School librarians communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. They make effective use of data and information to assess how the library program addresses the needs of their diverse communities.

Appendix B: State Approval of Teacher Education Unit Standards

Standard 1: Candidate Content Knowledge, Pedagogical Knowledge, and Dispositions

Candidates demonstrate strong subject matter knowledge, culturally relevant pedagogical knowledge, pedagogical content knowledge, and professional dispositions in instruction and in other interactions with all P-12 learners.

Standard 2: Clinical Practice and Partnerships

The educator preparation program and its associated partners have shared responsibility for the design, implementation, and evaluation of diverse clinical experiences that provide the candidate the opportunity to have a positive impact on the growth and development of learners.

Standard 3: Assessment and Evaluation

Educator preparation programs have criteria for and monitor candidate progression from admissions to student teaching, through completion and recommendation for licensure. They gather, analyze, and interpret data for continuous improvement of the program.

Through their work with P-12 students, the candidate understands and uses multiple methods of assessment to monitor learner progress and to inform their practice. Candidates can demonstrate positive impact on P-12 learners' growth and development.

Standard 4: Governance and Resources

The educator preparation program has sufficient faculty, financial, physical, and technological resources, and capacity to support and sustain the quality of its educational program.

Standard 5: Hawai'i Specific Requirements

The educator preparation program ensures it meets all requirements in Hawai'i Administrative Rules governing the approval of Educator Preparation Programs. (HAR) §8-54-19, Appendix A.

Appendix C: License Requirements

Provisional License: Non-renewable 3-year license

- 1) Hold a bachelor's degree from an accredited institution.
- 2) Complete a State Approved Teacher Education Program (SATEP).
- 3) Meet basic skills and content knowledge expertise requirement in the license field.
- 4) Professional fitness clearance.

OR

- 1) Hold a bachelor's degree from an accredited institution.
- 2) Hold a valid equivalent license from another jurisdiction.
- 3) Professional fitness clearance.

Standard License: Renewable 5-year license

- 1) Hold a bachelor's degree from an accredited institution.
- 2) Complete a State Approved Educator Preparation Program (Hawai'i EPP may assess experienced candidates using an approved performance assessment).
- 3) Meet basic skills and content knowledge expertise requirements.
- 4) Have three out of the last five years of satisfactory full-time teaching experience.
- 5) Professional Fitness clearance.

OR

- 1) Hold a bachelor's degree from an accredited institution.
- 2) Hold a valid, un-revoked out-of-state license issued for the first time since July 1, 2006.
- 3) Have three out of the last five years of satisfactory full-time teaching experience.
- 4) Professional Fitness clearance.

OR

- 1) Hold a bachelor's degree from an accredited institution.
- 2) Hold a valid, un-revoked out-of-state license issued for the first time prior to July 1, 2006.
- 3) Meet basic skills and content knowledge expertise requirements in Hawai'i or the home state.
- 4) Have three out of the last five years of satisfactory full-time teaching experience.
- 5) Professional Fitness clearance.

OR

- 1) Hold a bachelor's degree from an accredited institution.
- 2) Hold a valid, un-revoked out-of-state license with NBPTS certification or MNTC designation.
- 3) Have three out of the last five years of satisfactory full-time teaching experience.
- 4) Professional Fitness clearance.

OR

- 1) Hold a bachelor's degree from an accredited institution.
- 2) Complete a non-US State Approved Teacher Education Program.
- 3) Meet basic skills and content knowledge expertise requirements.
- 4) Professional Fitness clearance.

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.

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
 - a. 15 hours of pedagogy coursework from SATEP in the grade level of the licenseOr
 - b. 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
- 3) Meet *one* of the following content knowledge testing options:
 - a. Praxis in content field if one exists.Or
 - b. Current valid National Industry Certification in content area.Or
 - c. Current valid industry license in content area.Or
 - d. 30 hours coursework in the license field; and
- 4) Meet Professional Fitness Requirement; and
- 5) Meet basic skills requirement.

Advanced License: Renewable 10-year license

1. Hold a bachelor's degree from an accredited institution.
2. Hold a current, valid un-revoked Standard License in Hawai'i or another state.
3. Hold one of the following:
 - a) Master's, Specialist or Doctoral degree that was not used to obtain the Standard License or
 - b) A current valid National Board Certification in the license field or
 - c) Be designated as a teacher leader by the Hawai'i Department of Education, Hawai'i Charter Schools, or Hawai'i Association of Independent Schools.
4. Satisfactory completion of 5 out of the last 8 years of full-time P-12 experience under the Standard License, either in Hawai'i or another state.
5. Professional Fitness clearance.

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

1. Hawai'i Department of Education or Charter School submits directly to HTSB a Recommendation to Receive a 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.

Emergency Hire Permit

1. Hold a bachelor's degree from an accredited institution.
2. Professional Fitness clearance.

Adding a Field to an Existing Hawai'i License

Choose ONE of the options below for **content knowledge** verification requirements:

Option A: Hawai'i or Other U.S. Approved SATEP	<input type="checkbox"/> Complete a SATEP in Hawai'i or another U.S. state with clinical experience. Required for School Counseling, School Librarian, Early Childhood PK-3, Reading Specialist. Submit HTSB Form LA3009.
Option B: Coursework*	<input type="checkbox"/> Complete thirty (30) semester hours in the new field from a regionally accredited institution, fifteen (15) hours of which are upper division. Submit a copy of an official transcript.
Option C: Licensure Test	<input type="checkbox"/> Pass a licensure test or assessment approved by the board — <i>i.e.</i> , Praxis, ACTFL, HAW 490 (Hawaiian Fields). Submit official documentation of passing score (e.g., Praxis score report).
Option D: National Board Certified Teacher	<input type="checkbox"/> Become a National Board Certified Teacher. Contact HTSB for more information.
Option E: Hawai'i Advanced License <small>**Experience verification is <i>not</i> required for this option.</small>	<input type="checkbox"/> Hold a Hawai'i Advanced License. <input type="checkbox"/> Complete thirty (30) semester hours in the new field from a regionally accredited institution. Submit a copy of an official transcript. <p style="text-align: center;">— OR —</p> <input type="checkbox"/> Hold a Hawai'i Advanced License. <input type="checkbox"/> Pass a licensure test or assessment approved by the board. Submit official documentation of passing score (e.g., Praxis score report).

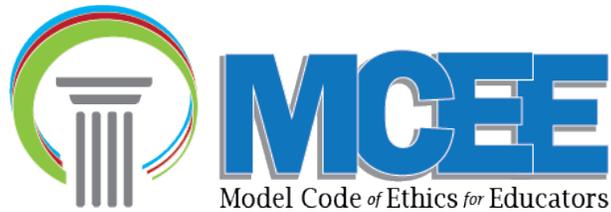
Choose ONE of the options below for **content knowledge** verification requirements:

Option A: Hawai'i or Other U.S. Approved SATEP	<input type="checkbox"/> Complete a SATEP in Hawai'i or another U.S. state with clinical experience. Required for School Counseling, School Librarian, Early Childhood PK-3, Reading Specialist. Submit HTSB Form LA3009.
Option B: Coursework*	<input type="checkbox"/> Complete thirty (30) semester hours in the new field from a regionally accredited institution, fifteen (15) hours of which are upper division. Submit a copy of an official transcript.
Option C: Licensure Test	<input type="checkbox"/> Pass a licensure test or assessment approved by the board — <i>i.e.</i> , Praxis, ACTFL, HAW 490 (Hawaiian Fields). Submit official documentation of passing score (e.g., Praxis score report).
Option D: National Board Certified Teacher	<input type="checkbox"/> Become a National Board Certified Teacher. Contact HTSB for more information.
Option E: Hawai'i Advanced License <small>**Experience verification is <i>not</i> required for this option.</small>	<input type="checkbox"/> Hold a Hawai'i Advanced License. <input type="checkbox"/> Complete thirty (30) semester hours in the new field from a regionally accredited institution. Submit a copy of an official transcript. <p style="text-align: center;">— OR —</p> <input type="checkbox"/> Hold a Hawai'i Advanced License. <input type="checkbox"/> Pass a licensure test or assessment approved by the board. Submit official documentation of passing score (e.g., Praxis score report).

License Renewal Requirements

Option A: For HIDEOE Public School Teachers, School Counselors, and School Librarians	<input type="checkbox"/> HTSB will receive a copy of your HIDEOE final evaluation rating. This will verify successful teaching experience.
Option B: For Non-HIDEOE School Teachers, School Counselors, and School Librarians	<input type="checkbox"/> Verify successful teaching experience by submitting: <input type="checkbox"/> HTSB Form RA4010 <input type="checkbox"/> HTSB Form RA6010
Option C: Verification of Successful Teaching Experience ONLY	<input type="checkbox"/> Verify successful teaching experience by submitting: <input type="checkbox"/> HTSB Form EX1000 <input type="checkbox"/> HTSB Form RA5010 <input type="checkbox"/> Supporting evidence for each Performance Standard

Appendix D: Model Code of Ethics for Educators



Principle I: Responsibility to the Profession

The professional educator knows that trust in the profession depends upon a level of professional responsibility that may be higher than the minimal standard of policy and law. This responsibility entails holding oneself and other educators to the same ethical standards.

- A. *The professional educator demonstrates responsibility to oneself and the profession by:*
1. Holding oneself responsible to Model Code of Ethics for Educators (MCEE) and other recognized professional ethics standards;
 2. Knowing and upholding the procedures, policies and laws relevant to professional practice regardless of personal views;
 3. Monitoring and maintaining sound mental, physical and emotional health necessary to perform duties and services of any professional assignment and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
 4. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
 5. Refraining from using one's position for personal gain and avoiding the appearance of impropriety;
 6. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others; and
 7. Recognizing a lack of knowledge or understanding of the MCEE is not, in itself, a defense of unprofessional conduct.
- B. *The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:*
1. Identifying and taking reasonable steps to resolve conflicts between the MCEE and the implicit or explicit demands of a person or organization;
 2. Maintaining fidelity to the MCEE by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
 3. Refraining from discriminating or retaliating against a person on the basis of having made an ethics complaint; Refraining from filing or encouraging frivolous

- ethics complaints solely to harm or retaliate; and
4. Cooperating fully and honestly during investigations and proceedings.

C. The professional educator promotes and advances the profession within and beyond the school community by:

1. Engaging in respectful discourse regarding issues that impact the profession;
2. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
3. Staying current with ethics guidelines and decisions from professional organizations and other relevant sources;
4. Engaging with the greater educational community through professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all members within the learning community.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice.

A. The professional educator demonstrates commitment to high standards of practice through:

1. Using the MCEE and other ethics codes unique to one's discipline to guide and frame educational decision-making;
2. Incorporating into one's practice state and national standards, including those specific to one's discipline;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure and/or training of one's position;
5. Reflecting upon and assessing one's professional skills, knowledge and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. The professional educator demonstrates responsible use of data, materials, research, and assessment by:

1. Recognizing others' work by appropriately citing data or materials from published, unpublished or electronic sources when disseminating information;
2. Using appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;

3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with, but not limited to, official guidance, policy and laws; and
6. Using data, data sources, or findings accurately, reliably and ethically.

C. *The professional educator demonstrates competence by acting in the best interest of all students by:*

1. Increasing students' access to the curriculum, activities and resources in order to provide a quality and equitable educational experience;
2. Working to engage the school community to close achievement, opportunity and attainment gaps; and
3. Protecting students from any practice that harms or has the reasonable potential to harm.

Principle III: Responsibility to Students

The professional educator has a primary obligation to promote the health, safety and wellbeing of all students. The professional educator treats students with dignity and respect, and establishes and maintains appropriate verbal, physical, emotional and social boundaries.

A. *The professional educator respects the rights and dignity of all students by:*

1. Respecting students by taking into account their individual characteristics, including but not limited to age, gender, culture, setting, ability and socioeconomic context.
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implications of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits students and continually keeps their health, safety and well-being in mind;
7. Avoiding multiple relationships with students that might impair objectivity and increase the risk of harm to their well-being or decrease educator effectiveness;
8. Acknowledging there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and

9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception and the possible impact on the educator's career. The professional educator ensures the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal and social needs as well as their values, beliefs and cultural background;
2. Respecting the dignity, worth and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, sexual orientation, civil status, family status, religion, age, disability, race, ethnicity, socioeconomic context and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements, to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes appropriate relationships and effective interactions with members of the school community.

A. The professional educator promotes appropriate and effective relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely, respectful and culturally sensitive manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, diversity and inclusion with parents/guardians;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and

4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes appropriate and effective relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with policy;
3. Working to ensure a workplace environment that is free from harassment;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
6. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
7. Ensuring educators who participate as mentors for new educators, cooperating teachers and leadership positions are prepared and supervised to assume these roles; and
8. Demonstrating a commitment that educators are assigned to positions in accordance with their educational credentials, preparation and/or training to maximize students' opportunities and achievement.

C. The professional educator promotes appropriate and effective relationships with the community and other stakeholders by:

1. Maintaining the highest professional standards of accuracy, honesty and appropriate disclosure of information when representing the school or district within the community and in public communications;
2. Advocating for policies and laws benefitting students and families within the school community; and
3. Collaborating with community agencies, organizations and individuals in order to advance students' best interests.

D. The professional educator promotes appropriate and effective relationships with employers by:

1. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community and profession;

2. Using property, facilities, materials and resources in accordance with local policies and state and federal laws;
3. Respecting intellectual property rights (e.g., original lesson plans, district level curricula, syllabi, gradebooks) when sharing materials; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator recognizes the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity, increase the likelihood of harm to students' learning and well-being, or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has a current or past personal relationship;
3. Considering the implications and possible ramifications of engaging in a personal relationship with parents/guardians, student teachers, colleagues and supervisors; and
4. Ensuring professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries associated with role, time and place are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

1. Using social media transparently and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology with one's interactions with students, colleagues and the general public;
2. Staying current with trends and uses of school technology;
3. Evaluating information obtained electronically for reliability and bias;
4. Respecting intellectual property rights, copyright and fair use when accessing, using and documenting proprietary materials;
5. Understanding and abiding by policy and procedures on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws;

7. Considering the implications of sharing legally protected or other sensitive information electronically either via professional or personal devices/accounts; and
8. Exercising vigilance in maintaining separate and professional virtual profiles and keeping personal and professional lives distinct.

B. The professional educator ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local school, district, state and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless there is possible risk of harm to the student or others; and
3. Being attentive to (and appropriately reporting) information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality with the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of privileged information and stored or transmitted educational records;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing student records electronically;
3. Ensuring the rights of third parties, including the right of privacy, are not violated via the use of technology; and
4. Protecting information from being shared with unintended third parties through technology.

D. The professional educator promotes the appropriate use of technology in educational settings by:

1. Advocating for equal and equitable access to technology for all students;
2. Promoting the benefits and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents and community members;
3. Promoting technological applications that assist and enhance the teaching and learning process; and
4. Practicing and advocating for cybersecurity to protect oneself, others and the integrity of the network.

MCEE Operational Definitions

Boundaries:

The verbal, physical, emotional and social distances that an educator should consider to provide structure, security and predictability. Challenges with boundaries often relate to role, time and place. Appropriate boundaries are established for the school community by respecting contracted roles, working hours and the location of the learning environment.¹

Culture:

The customary beliefs, social forms, and material traits of a racial, religious or social group, including the characteristic features of everyday existence shared by people in a place or time.²

Implicit or Explicit Demands of an Organization:

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through directives, policies, regulations or statutes.

Harm:

Any potential action that may impair physical, emotional, psychological, sexual or intellectual safety and well-being of a student or a member of the school community.

Learning Community:

Educators working together to achieve the shared goals of strengthening professional practice and student growth.

Multiple Relationships:

Multiple relationships occur when an educator is having both a professional and personal affiliation with a member(s) of the school community.

New Educators:

Pre-service educators and recently employed in-service educators.

Professional Educators:

Licensed educators and other professionals employed by a school entity who demonstrate the highest standards of ethical and professionally competent practice and are committed to advancing the interests, achievements, and well-being of students. Professional educators are also committed to supporting the school community and the education profession. They include, but are not limited to, licensed educators, paraprofessionals, teachers, teacher leaders,

¹ Stone, Carolyn (2013). *School counseling principles: ethics and law* (3rd ed.). Alexandria, VA: American School Counseling Association, 58

² <http://www.merriam-webster.com/dictionary/culture>

student support personnel, administrators, coaches, administrative assistants, custodians and other school staff.

Proprietary materials:

Materials that are protected from unauthorized use by copyright or other forms of intellectual property rights.

Risk:

A non-desirable consequence that may occur as a result of the situation (e.g., risk to student(s), educator, colleagues, school, profession).

School Community:

Stakeholders invested in the welfare of a school and its community. A school community includes school employees, students, their parents and families, school board members and other community members.³

Sensitive Information:

Information gathered through one’s professional practice that, if shared, could cause harm.

Student:

A learner enrolled in or receiving services from a P-12 school unless otherwise defined by state statute.

Technology:

Current and future tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices (e.g., computers, laptops, phones and other hardware/software) that deliver text, audio, images, animation and streaming video.

Third Party:

Third party refers to a person or a group besides those primarily involved in a situation.

Transparency:

An educator’s openness with respect to one’s behaviors, actions and communications.

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³ <http://edglossary.org/school-community/>