

2008 ANNUAL REPORT



HAWAII TEACHER
STANDARDS BOARD

*...Toward a highly esteemed public
education system with rigorous
professional teacher standards that
foster student success.*

Hawaii Teacher Standards Board
Promoting professionalism and teaching excellence...

2008 Annual Report of the Hawaii Teacher Standards Board

Executive Summary

The Hawaii Teacher Standards Board was established in 1995 and convened in 1996. It was authorized by Legislative action to license teachers and to approve teacher education programs in July 2002. This report summarizes and highlights the accomplishments of the Hawaii Teacher Standards Board during its short six-year history as a professional licensing organization with a focus on its work over the past year.

The Hawaii Teacher Standards Board has set a solid foundation for pursuing teacher quality in the State. We began by using model national standards to establish the Hawaii Teacher Performance Standards and Hawaii's performance standards for State Approval of Teacher Education. Both sets of standards align with the standards for highly accomplished teaching set by the National Board for Professional Teaching Standards. This ensures that the professional development continuum for Hawaii's teachers is cohesive and aligned.

By securing Hawaii's participation as a partner state of the National Commission on Teaching and America's Future (NCTAF), HTSB ensured that teacher quality efforts in Hawaii are in synch with those of the other 20+ partner states such as Connecticut and Kentucky. Our support for the NCTAF-Hawaii Policy Group and its comprehensive inventory of policies impacting teacher quality in our State resulted in State policy changes and the successful passage of legislation that provided: a) forgivable loans to those pursuing teaching as a career; b) grants for school and university partnerships to create professional development schools; c) the creation of incentives and support for teachers pursuing National Board Certification; d) authorization for the HTSB to be a licensing agency as well as the agency responsible for approving teacher education programs; and e) retired teachers opportunities to return to teaching without penalizing their retirement benefits.

While embracing our standards and promoting professionalism and excellence in teaching, the Board has contributed greatly to increasing the pool of quality, professional teachers available to teach in our schools while also building confidence in the teaching profession. It has:

- added in excess of 5600 teachers to the pool of licensed teachers;
- made available 18 additional license fields;
- increased the number of ways by which one can become licensed in Hawaii;
- increased the number of institutions that are State Approved in Hawaii from 7 to 11;
- made available at least 18 additional State Approved Teacher Education Programs in Hawaii;
- protected teacher quality by maintaining high teacher and teacher education standards;
- established the first Code of Ethics for licensed teachers that describes desired professional conduct; and

- established procedures to deny, suspend or revoke the licenses of those who stray away from the Code of Ethics.

As administrator of the National Board Certification candidate support program, the HTSB has promoted and valued the process that seeks to acknowledge highly accomplished teaching. This process encourages professional leadership and reflection in teachers and reinforces their progress along the continuum of professional growth. Since seizing the opportunity way back in 1998 to help teachers who sought a rigorous professional development opportunity when others had turned down the opportunity, the Board has increased the number of National Board Certified teachers from 1 to more than 200!

The Board has invited others in the community to listen and discuss critical issues in education by sponsoring teacher quality symposia and by partnering with them in special projects. We believe that assuring quality teachers is not solely the responsibility of the education community, but that others must also understand the challenges this entails and learn about which solutions from other states show the most promise for Hawaii.

We contracted professional assistance to help us assess the quality of our client services. And we were pleased to learn that our clients deem our efforts satisfactory or better. We also know that we have room to improve. Based on our findings, we have taken steps to address areas where we can improve and we will use this first study as a baseline for future reviews.

In short, the members of the Hawaii Teacher Standards Board are proud of what we have accomplished during the first 6 years of our existence as a licensing body. We believe we have contributed significantly to the dialogue about teacher quality by focusing on key issues that research has shown to “matter most.” And we have collaborated with others so that our efforts complement those of other key groups where necessary, while maintaining our professional autonomy when the situation demanded it.

We thank the Governor and Legislature for their previous support and hope that we can count on your help this Session with legislation that will facilitate our work.

Respectfully Submitted,

Members of the Hawaii Teacher Standards Board

Part I

For Consideration by the Governor and Legislature

License Fee Collection Method Problematic

When license fee deductions began in 1997 and the DOE licensed teachers, the payroll deduction method of collecting license fees made sense because the DOE as Employer, administered the payroll function and anyone who was licensed and employed had to pay the fees. However, when HTSB assumed responsibility for teacher licensing, the payroll deduction method became problematic for HTSB.

License fee deductions are reported to HTSB on hard copy payroll registers every payroll period. Tracking whether a teacher is paying fees is very cumbersome as each payroll register is several inches thick. Even more problematic is the need to find out when a teacher stopped paying fees—due to a resignation, retirement or Leave Without Pay. DAGS approved the Board to be part of its pilot electronic payroll data transfer project, but the project was put on hold since two or three years ago due to lack of funding for DAGS. We need an efficient means by which we receive and access fee payment information so we can process license transactions faster.

The HTSB staff spends inordinate amounts of time searching through the payroll registers to determine whether or when a teacher went on unpaid status so that necessary fee payment can be calculated. The Board believes that the staff's time can be better spent. For this reason, we are asking for the Governor's and Legislature's assistance in passing legislation that authorizes the Board to determine the manner of collecting its fees. As the Board moves toward an electronic licensing system, we want to be able to accept fee payments from credit cards and checking accounts electronically will be extremely helpful to us and to teachers just as other regulatory boards under the Department of Commerce and Consumer Affairs (DCCA) do.

Board Member Seats Vacant

The 2007 Legislature increased the number of members on the Hawaii Teacher Standards Board to fourteen members. Seven members are licensed public school teachers, three members are school principals, three are ex-officio members (State the Superintendent, the Dean of the University of Hawaii College of Education representing the Teacher Education Coordinating Committee, and the Board of Education Chair or designee), and one member represents the Hawaii Association of Independent Schools.

- Dr. Jonathan Gillentine, Chairperson, Rev. Benjamin Parker Elementary School
- Ms. Lorilene Pereira, Vice-Chairperson, Kamehameha Schools
- Ms. Patricia Hamamoto, State Superintendent
- Ms. Terry Holck, Voyager Charter School

- Ms. Annette Nishikawa, Kapolei Middle School
- Mr. Alvin Parker, Kawaihona PCS
- Ms. Carol Seielstad, Hanalei Elementary School
- Ms. Janice Shishido, Lihikai Elementary School
- Dr. Christine Sorensen, Dean of the University of Hawaii-Manoa College of Education and Co-Chair, Teacher Education Coordinating Committee
- Ms. Caroline Wong, Moanalua Middle School
- Ms. Maggie Cox, Board of Education
- 3 seats on the Board are currently vacant

Vacant seats on the Board result in committees having fewer members and committee work being distributed among fewer members. Efforts are made to ensure that board members represent a balance of subject areas, geographic areas, and grade levels. The vacancies prevent us from having a balanced representation of members. For this reason, we ask the Governor to nominate individuals to these positions and we are ready to assist with suggestions.

Approval to Fill Staff Vacancies Urgently Needed

In August of this year, 3 months before our contract for IT support services was to end, the Board requested an exemption from the Governor to fill our vacant data processing systems analyst (DPSA) position. Since late September we have been without IT support services when differences with the contractor resulted in the suspension of the contract. We had no email, no website, no access to our data. Thanks to the help of a “good neighbor,” our email and website were up and running in 2 days!

Without the DPSA, we are extremely vulnerable to IT problems. In a crunch we have had to call on the University of Hawaii College of Education, the Department of Education Professional Development unit and Hawaii Information Consortium, LLC for urgent help. In the meantime the HTSB staff has devised creative ad hoc solutions and workarounds to perform their duties. As an attached agency, we are also trying to clarify how much and what kind of support the DOE might provide to us. But with the budget cutbacks, we are uncertain about how much support to expect. This cannot continue permanently. Skilled IT help and support are greatly needed.

Our license renewal and National Board specialist position is also vacant. As we prepare for full implementation of our license renewal procedures, this position is critically important. So we will be requesting an exemption from the Governor to fill this position as well.

In view of the above needs, we ask for the Governor’s favorable consideration of our request. We also ask if the Governor might consider making a more expedited route available to those seeking an approval for emergency requests. We think consideration should be given to the size of an operation and the critical nature of the duties performed by frozen positions. Two vacant positions in a staff of 10 has a

much more significant impact than 2 people in a staff of 100. Just because an agency previously “managed” with vacant positions does not mean it “managed” at optimum levels. Vacancies are the result of a variety of circumstances, all of which should be given consideration.

Ability to Acquire Temporary Services Needed

Recently, one of our staff was diagnosed with a critical illness. She works, but not eight hours every day. So we asked about whether we could get temp services during the time that the employee undergoes treatment and recuperation. Thus far, the answer has been “no.” We cannot hire a “substitute” because the employee is still employed. We cannot contract temp services because that would run counter to union contracts. The Board does not seek to undermine anyone’s contract, but we believe there is a need for a solution to this dilemma because we want to provide optimal service to our clients. And we do not believe ours is a unique situation that other agencies have not encountered.

The Board, therefore, seeks advice and assistance from the Governor and Legislature about how we might resolve the above situation in the interest of our clients **and** employees.

Part III

Items of Interest

Wai’anae World – A Virtual World Project for Wai’anae High School

The NCTAF-Hawaii Policy Group (convened and subsidized by HTSB) has partnered with Wai’anae High School, Koa’e Ventures, University of Hawaii-Manoa College of Education and the Hawaii State Teachers Association on a funding proposal to the MacArthur Foundation, Office of Hawaiian Affairs and others. The project hopes to get Wai’anae High School students, teachers and community members to work as co-learners in the creation of a virtual Wai’anae World using virtual world software developed by Koa’e Ventures, a Hawaii software development company.

The project seeks to build strong learning communities of teachers, student and parents and to promote their use of Web 2.0 tools as they participate in school-based, state-based and globally-based communities of learners. As the digital world grows in rapid spurts, the Board recognizes that the role of the teacher also changes...often in ways that can threaten teachers’ confidence and comfort level. The Board believes that it can learn from this project about how we might change teacher preparation and teacher

licensing to accommodate these changing teacher roles. This is why we are strongly supportive of the Wai'anae World project.

Responses to Legislation and/or Resolutions

New Efforts in Career and Technical Education

On page 13 we described efforts and activity in the Career and Technical Education (CTE) arena. We are again initiating work with the universities, community colleges and the Department of Education related to Career Pathways. Last time the results we got for a proposed redesign of an SATEP in CTE fell short. So we are renewing our efforts with more participants and greater resolve. Based on the small number of requests we have received for CTE permits, we know that this will create a challenge for institutions contemplating offering CTE programs that lead to licensure since they will need a steady number of potential candidates to keep the program afloat.

Help for Out of State Licensees

It has been a little more than a year since the Hawaii Teacher Standards Board added a new route to licensure for teachers who hold out-of-state teaching licenses. While it may be too soon to tell, preliminary data suggests that we have licensed almost equal numbers of applicants with out-of-state SATEPs as with Hawaii SATEPs and that at least 250 of them either did not take any Hawaii tests or used a combination of Hawaii and out-of-state tests to earn their Hawaii teaching license.

The challenge for the HTSB staff is that the out-of-state licensing route is much more labor- and time-intensive. The speed (or lack of it) with which other state licensing agencies provide license reports impacts how long it takes to license a teacher. Our staff is frustrated by their lack of control over how or when the agencies respond because they are eager to license teachers as quickly as possible.

HTSB Experiments with New Review Model for Kahuawaiola

The Hawaii Teacher Standards Board has approved a request from Kahuawaiola at the University of Hawaii at Hilo for the Board to partner with the World Indigenous Nations Higher Education Consortium (WINHEC) to do a joint review of Kahuawaiola's teacher education program. The review is scheduled for Spring 2009. We look forward to seeing how this enhances the review process and preserves culturally sensitive perspectives.

Data Sharing and SB2663 Relating to the Hawaii Teacher Standards Board

In response to Part III of SB 2663 Relating to the Hawaii Teacher Standards Board, which was passed last session, the Board has been meeting with representatives of the Teacher Education Coordinating Committee (TECC) and the Department of

Education to identify the various data needed by the institutions, DOE and HTSB and how we might best share the data amongst us.

The new provisions of the federal government's Higher Education Opportunity Act (HEOA) make clear that the State **must** provide data it collects to higher education institutions that request the data for use in program improvement. This adds another compelling reason for Hawaii to make progress on this front and the universities, the DOE and the HTSB all need the Governor's and Legislature's support for providing funding to make this happen.

Part IV

HTSB Mission and Accomplishments

Vision and Mission

The Hawaii Teacher Standards Board represents the desire of the teaching profession to be independent and self-governing like other professions. In lobbying for the establishment of the Board, teachers eagerly anticipated the opportunity to set their own standards for teacher licensing and re-licensing and to serve as the gatekeeper for entry into and continuance in the teaching profession.

The Board's vision and mission make clear that its efforts are tied to the success of public schools.

VISION: The Hawaii Teacher Standards Board envisions a highly esteemed public education system with rigorous professional teacher standards that foster student success.

MISSION: The mission of the Hawaii Teacher Standards Board is to collaboratively set high teacher licensing standards in order to:

- *provide every child with qualified teachers;*
- *promote professionalism and teaching excellence;*
- *build public confidence in the teaching profession; and*
- *provide more accountability to the public.*

In pursuing its vision and mission, the Board has worked closely with the Department of Education and Hawaii's teacher preparation institutions to ensure that its efforts complement and support the development of a quality teaching workforce.

Mission: Provide Every Child with Qualified Teachers

Strong Foundation of Standards for Teacher Quality

Establishing and maintaining high teacher standards form the foundation of the Board's efforts in teacher quality. Its standards are adapted from national standards prepared by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Council for the Accreditation of Teacher Education (NCATE) and they are aligned with the standards of the National Board for Professional Teaching Standards. The following list shows the Board's standards, when they were adopted, and when they were or are scheduled for review.

Standards	Adoption	Current Status
Teacher Performance Standards	1998	Reviewed in 2007
School Counselor Performance Standards	2003	To be reviewed in 2011
School Librarian Performance Standards	2003	To be reviewed in 2011
State Approval of Teacher Education Performance Standards	2003	Revised in 2005
Teacher Code of Ethics	2007	Draft rules for implementing the Code of Ethics awaiting Attorney General's approval to go to public hearing
Basic Skills licensing tests	1986 by the DOE 2002 by the HTSB	Reviewed and adjusted in 2001
Pedagogy and Subject Area licensing tests	1986 by the DOE 2002 by the HTSB	Reviewed and adjusted in 2005

Changes Keep Standards Current

1. The Hawaii Teacher Standards Board revised its administrative rules to increase the number of credits needed to add a field to a teaching license. This change was made to ensure that our teachers meet the federal government's 30-credit requirement to demonstrate adequate content knowledge and can be considered "highly qualified" in that teaching field.
2. The Board drafted rules for professional fitness and conduct once the Governor approved our Code of Ethics. These draft rules are awaiting approval by the Attorney General and the Governor so they can be shared at public hearings.

- The Board drafted rules describing procedures for conducting contested case hearings. These procedures allow for licensees to contest actions contemplated or taken against their license. These rules are also awaiting approval by the Attorney General and Governor to proceed to public hearing.

Increased Pool of Licensed Teachers

Students stand to gain the most when schools have a large pool of licensed and qualified teachers from which to select. The following chart shows the number of licenses issued in the past year compared to the past 5 years. In the past 4 years the Board is pleased to report that **at least 90% or more of applicants have either received a license or have had a field added to their license.** During the past four years HTSB staff has received an average of 100-120 applications monthly. This means we receive an estimated 1200-1440 different types of applications per year. Unfortunately, not all result in a license being issued because applicants change their plans, move out of state, etc.

School Year	Number of Initial Licenses Issued	Number of Reactivated Licenses	Number of Licenses with Fields Added	Number of CTE Special Permits	Number of Licenses Extended
SY2007-08	975	39	124	0	1614
SY2006-07	1044	92	99	NA	Data with Contractor
SY2005-06	1155	128	324	NA	1200
SY2004-05	1078	106	140	NA	8500
SY2003-04	581		34	NA	670
SY2002-03	464		0	NA	8800
Grand Total	5297	365	721	0**	20,784

** CTE Special Permits were offered in SY2007-08, but requests for them were not received until SY2008-09.

Of the new licenses issued in SY2007-08, slightly less than half were from in-state applicants and the rest were from out-of-state applicants.

When teachers take courses or use their experience to pass subject area licensing tests, they can add a field to their license, thus demonstrating additional teaching qualification. Between SY2002-03 and SY2007-08 more than 400 teachers added fields to their license. Almost one-fourth of them added Special Education. Mathematics was

the next field added most often followed by Middle Level Science and Middle Level English/Language Arts. It is clear that new license fields established by the Board and new content area tests that the Board validated for use in Hawaii responded to teachers' interests since the vast majority of fields added were either new fields and/or new levels set by the HTSB.

Ensuring Quality Teacher Education Programs

One way to provide a ready pool of licensed teachers is to ensure that there are ample numbers of State Approved Teacher Education Programs offered by universities and others. HTSB's current agreement with the National Council for the Accreditation of Teacher Education (NCATE) remains in effect through 2010. The University of Hawaii at Manoa College of Education is still the only Hawaii institution that has been reviewed and received national accreditation through NCATE.

The Hawaii Teacher Standards Board reviews all remaining local institutions by using our State Approval of Teacher Education program standards, which are aligned with NCATE's standards. By using standards aligned with NCATE's standards, the Board provides consistency in the standards addressed by all Hawaii institutions and teacher preparation programs.

Improvements to the Program Approval Process

Just as we are constantly updating our licensing and SATE standards, HTSB continually seeks to improve the program approval process. We are revising the program review process so that both program and unit review teams can meet simultaneously to conduct their reviews on campus where faculty are available to explain their program and share evidence of how their candidates are meeting HTSB's State Approval of Teacher Education standards. Candidate interviews are also scheduled during this time to allow review team members to hear about the candidates' experiences with the programs being reviewed. Review teams have found this joint review process to be very helpful in making their recommendation about program or unit approval.

We are also studying recent NCATE modifications to its review model to further streamline and shorten our unit review process so that: a) reviewers need not be away from their jobs for as many days; b) costs for the institution are reduced as a result of less days of lodging and meals provided to team members; and c) the report preparation process is more manageable. A new, condensed review report format is one of the changes introduced by NCATE to streamline the reporting process. With this new report format, the team does not need to remain on-site for the day and a half formerly built into the review process to write a lengthy report.

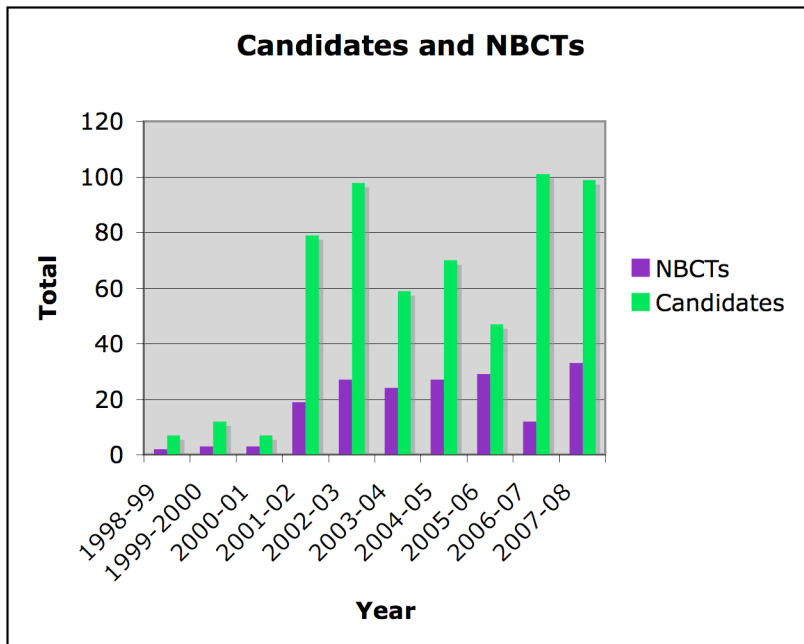
Mission: Promote Professionalism and Teaching Excellence

Steady Growth in National Board Certified Teachers

National Board Certification represents the highest demonstration of teaching excellence and those who undergo this rigorous process vouch for how it improves their teaching. They affirm how this process was the most profound professional development they have ever experienced and how it changed how they view their students and teaching.

The table that follows shows the progress being made in promoting the National Board Certification process by increasing the number of National Board Certification candidates and National Board Certified Teachers (NBCT). Candidate numbers have multiplied from 7 in SY1998-99 to 99 in SY2007-08 and NBCT numbers have increased from 1 to 161. As the number of candidates increased, we increased the number of support sessions from 1 to 5 over the same period of time while also adding a neighbor island site. Candidates on neighbor islands with insufficient numbers to warrant a support site are flown to Oahu to join the Saturday sessions conducted at HTSB so no candidate has ever been denied access to support sessions.

We have increased from 3 to 40+ the pool of National Board-trained facilitators who support candidates by offering facilitator training conducted by the National Board. After being trained, our facilitators “shadow” experienced facilitators before being assigned to conduct support sessions on their own. This ensures that the facilitators have a solid grasp of HTSB’s and the National Board’s approach to providing candidate support and can guide and facilitate effectively.



Using Technology to Expand Candidate Support

The Board is thankful for the Legislature’s funding of our National Board Certification Candidate Support Program. This year we had hoped to purchase and install video-conferencing equipment to conduct support sessions on the neighbor islands. However, due to the freeze on equipment purchases, we need to see whether we will get approval to do this.

License Renewal and Professionalism

All professions require its members to renew their license. The chart below shows the number of licenses extended in the past year compared to the past 5 years. The numbers in 2002 and 2004 are exceptionally large because they reflect the DOE’s practice of setting license validity dates that were concurrent with the school year. This meant that all licenses always expired on June 30. The HTSB slowly transitioned from this practice to using teachers’ birthdays as their license expiration date to make the renewal process more manageable and to help teachers remember when their license expires.

School Year	Number of Renewed Licenses
SY2007-08	1614
SY2006-07	Data with Contractor
SY2005-06	1200
SY2004-05	8500
SY2003-04	670
SY2002-03	8800
Grand Total	20,784

Thus far, the Board has not had to deny any applications for renewal.

9801 teachers whose licenses were expiring did not register to have their license extended. Based on our experience, many teachers do not regularly visit the HTSB website or read the newsletters and instructions sent directly to them at their school to explain how to renew or extend their license. HTSB staff receive daily inquiries from teachers asking when their license expires and what they must do to renew or extend their license. Of these teachers, many have misplaced their license and do not know whether they need to renew.

Board Awaits Results of License Renewal Pilot Project

The Board conducted a pilot project to field test its license renewal procedures and requirements prior to full implementation with teachers because prior to the HTSB

being authorized to license teachers, teachers had never been required to renew their licenses or certifications. The project is nearing completion in December 2008 so results should be available in January or February.

The pilot project coordinators have been impressed by the work and thinking exhibited by the project participants thus far. If their efforts are an indication of what all teachers will experience once the full license renewal procedure moves forward, the process will validate what teachers' professional growth choices.

Once the project results are compiled and reviewed, the Board may choose to revise license renewal rules if changes are needed to make them more relevant, understandable or do-able.

Training and Resources for Institutional Improvement

The Hawaii Teacher Standards Board is committed to providing timely training to Hawaii institutions so that they are adequately prepared for their SATE unit and program reviews. In its continuing effort to support IHEs' development and improvement, HTSB arranged for NCATE Training in March 2008 for all IHEs so that they would have a solid grasp of the NCATE standards and how to provide evidence that they are meeting the standards.

- 45 Teacher Education faculty members from all except one Hawaii teacher preparation institution attended the 4-day training.
- Participants rated the training "extremely valuable to them and their institution."
- Program Review Training
 - Prior to conducting a program review, HTSB staff provided each program review team member with an explanation of the process and an overview of the report to submit. This was done either via telephone conference or onsite before the review began.

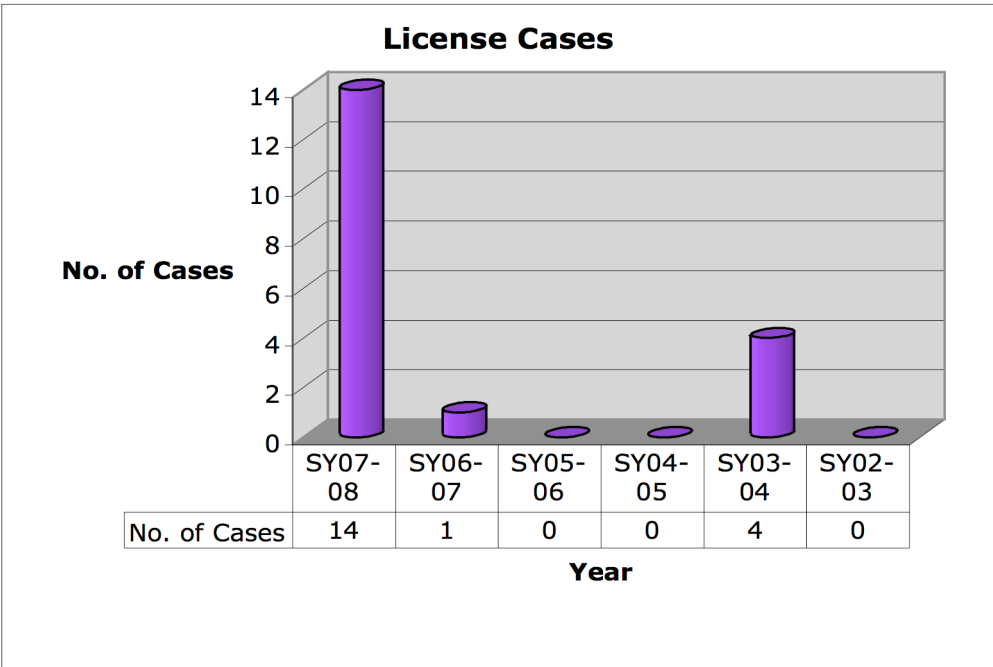
Another way in which HTSB supports SATE institutions' development and improvement is by responding to requests for technical assistance from individual programs and institutions. To this end, meetings were held both in person and by conference call with Chaminade University, Hawaii Pacific University, University of Hawaii-Hilo, Kahuawaiola, University of Hawaii-Manoa, University of Hawaii-West Oahu and University of Phoenix-Hawaii to provide technical assistance about the review process for current programs and for consultation about developing and implementing new programs.

As further assistance to institutions, HTSB developed Resource Packets containing a SATE Manual CD, all program and unit report templates, and sample reports for institutions undergoing the review process to consider.

Mission: Build Public Confidence in the Teaching Profession

Self-Regulation of Professional Conduct

One way in which the Hawaii Teacher Standards Board helps to build public confidence in the teaching profession is by showing that it self-regulates professional conduct. The Board conducts hearings to consider cases where individuals may have not conformed to the Code of Ethics. The hearings are closed, but the actions taken are not. The number of cases considered by the Board in the past year increased to 14 cases, or three times the highest number in previous years.



Of the 14 cases last year, the Board revoked 5 licenses, denied 2 licenses, granted 5 licenses after conducting an investigation, and deferred 2 cases pending the receipt of additional information. Licenses were revoked or denied based on falsification of information, action taken by another State against a licensee or due to a criminal offense. The 2 deferred cases are awaiting the outcome of court actions.

In SY 2006-07 the Board denied one license and in SY03-04 2 licenses were suspended and 2 were granted. In all of the previous years there were no suspensions, revocations, or denials.

This past year the Board received and heard 6 appeals from teachers about whether they met the Board’s licensing requirements. Two appeals were granted and four were denied. The Board granted two of the requests based on unusual circumstances, but denied the other four based on falsification of information or failure to meet requirements.

Overseeing Teacher Preparation

Another way in which the education community can build public confidence in the teaching profession is by overseeing the quality of teacher preparation programs and institutions. The Hawaii Teacher Standards Board trains and convenes teams of educators to conduct regularly scheduled program and institutional reviews at all campuses. Appendix A shows a table listing institutions that are approved to prepare teachers in the State of Hawaii and the programs they offer that are approved by the Board. Only State approved programs can be used to fulfill Hawaii teacher licensing requirements.

The following institutions underwent recent reviews:

- Hawaii Pacific University, April 2008
- DOE ARLISE/RISE Review, May 2008
- City University, December 2007
- University of Hawaii – Manoa, February 2008
- UH West Oahu, October 2008

The results of the reviews are as follows:

1. Hawaii Pacific University
 - a. Programs in Secondary Education fields granted full approval January 1, 2009 to December 31, 2015 with conditions
2. DOE ARLISE/RISE
 - a. ARLISE programs granted 7-year approval January 1, 2009 to December 31, 2015 with conditions
3. City University
 - a. BASE Program granted 7-year full approval July 1, 2008 to June 30, 2015 with conditions
4. University of Hawaii – Manoa
 - a. NCATE granted “continuing accreditation” to the initial teacher preparation level to Spring 2014 and “continuing accreditation with conditions” to the advanced preparation level to Fall 2009.
 - b. HTSB allowed UHM’s school counseling candidates to complete their program by Spring 2009 so that they can complete their licensing requirements and not forfeit the completion of a State Approved Teacher Education Program for their license. The School Counseling and Guidance program at UHM has been suspended so no new candidates can be accepted.
 - c. Fine Arts Program granted full approval through June 30, 2010 with conditions
 - d. Vocational Education Program granted full approval through June 30, 2010 with conditions
5. University of Phoenix – Hawaii Campus
 - a. Elementary Educationa program granted 5-year full approval from July 1, 2008 to June 30, 2013

- b. Secondary Education program granted 5-year full approval from July 1, 2008 to June 30, 2013 with conditions
- c. Special Education program granted 1-year approval from July 1, 2008 to September 30, 2009 with conditions

Mission: Provide More Accountability to the Public

Licensing Changes Respond to School Needs

Since the Board assumed responsibility for teacher licensing in 2002, it has made numerous changes to licensing requirements to respond to changing needs of teachers as well as the Department of Education. This past year was no exception. The changes have also helped to increase the pool of licensed teachers available to the Department of Education for employment. Some changes have helped teachers to meet the NCLB's "highly qualified" status and this ultimately serves the public good as schools are able to report more of their teachers in the highly qualified category. The Board approved the following changes in licensing requirements/ rules:

1. The Board approved additional middle level license fields enabling middle schools to report their teachers as having met the NCLB "highly qualified" definition of middle school teachers.
 - a. Special Education 5-9
 - b. SPED-Mild/Moderate 5-9
 - c. SPED-Severe/Profound 5-9
2. The Board created a Provisional License that helps emergency hires to meet "highly qualified" status and supports schools' efforts to meet their NCLB "highly qualified" requirements. Issuance of the Provisional License will begin in early 2009. The requirements for the Provisional License are:
 - Completion of a State Approved Teacher Education Program
 - Passing the Professional Fitness check
 - Meeting the Praxis II subject area testing requirement by:
 - Passing a Hawaii validated test;
 - Passing a content test in the State where an applicant completed a State Approved Teacher Education Program; or
 - Validation of a major in the subject area in the event there is no content test;
 - Payment of license fees
3. The Board developed and now issues a Career and Technical Education Special Permit, which is renewable annually for up to five years. This change was made in response to schools' need for additional CTE instructors and allows those with

trade or industry experience to provide instruction with the assistance of a mentor. Requests for the permit, however, have been few. The requirements are:

- a. Recommendation and request by the Superintendent
 - b. Possession of a valid industry/trade license or certification, if one exists, in the field in which instruction will be offered
 - c. 3 years of satisfactory full-time industry/trade experience in the field in which instruction will be offered.
 - d. Submittal of evidence showing strong progress toward satisfactory completion of required coursework, tests and other measures identified by the Board.
4. The Board added a new license tier—the Advanced License—to assist in the recruitment of experienced out-of-state licensed teachers. Many veteran teachers from other states hold an advanced license in their home state. In the past when they moved to Hawaii, they felt that their license was “downgraded” to a Standard License since we offered no Advanced License.

This should no longer be a problem once the Board starts accepting applications for Advanced Licenses in early 2009. Adequate recognition and compensation for their years of teaching experience, however, is a matter separate from licensing that can only be addressed in the teachers’ contract. Out of state applicants, especially veteran teachers returning home to Hawaii, frequently comment about the severe pay cut they suffer because all their years of teaching experience are not credited when they are placed on the teacher salary schedule.

The advanced, five-year renewable license requirements are as follows:

- Satisfactory completion of a Master’s or Doctoral degree from a regionally accredited institution in fields approved by the Board or possession of a valid National Board Certification
- Holding a valid teaching license from a state that participates in the Interstate Agreement on Qualification of Personnel
- Professional Fitness clearance
- 5 years satisfactory, full time experience under a Hawaii standard license or its equivalent in another state within 8 years prior to application
- Payment of license fees

Responding to Client Needs

Of primary interest to our license applicants is the speed with which we process their application. When applicants promptly get their State Approved Teacher Education Program (SATEP) verification and complete their testing requirements without delay, the time needed to process an application is very short. It is difficult to say exactly how long it takes for an applicant to get licensed since each application is unique, but

applicants who submit all their documentation at one time can be **licensed immediately**.

Others who submit their application before completing their teacher training or tests cannot be licensed until they meet all of the criteria. The processing of their application, thus, takes longer. This is especially true of the DOE's emergency hires, many of whom lack teacher education. The law currently allows them up to 3 years to become licensed. Still others must wait for institutions and out of state licensing agencies to submit documents. For most teachers in the latter two categories, it takes between 2-9 months for all of their documentation to be received and processed.

Loss of Licensing System Contractor Delays Processing Time

In the past the average processing time was several months. Recently, the Board lost the services of the licensing system contractor who compiled license renewal information and printed licenses according to that information. The HTSB staff has, therefore, had to creatively develop an alternative method of processing and printing renewal licenses. This resulted in delays and at this time, the staff is trying to reduce the backlog created when the contractor's services were suspended.

Once the backlog is addressed, the staff will be able to process and print license renewals more quickly. Due to our limited staff we have had to use overtime to address the backlog. But the current budget situation results in overtime use being scrutinized. If a teacher registers for a renewal, completes and returns the Professional Fitness form and keeps their license fees current, a new license can now be issued and mailed out quickly. However, if the licensing staff must wait for the teacher to return completed forms or pay fees, the turnaround time is much longer.

Researching Payroll Registers Delays Processing Time

Current law requires that license fees be collected via payroll so when a teacher takes Leave Without Pay, license fees cannot be deducted. Since fee payment is a license requirement, the HTSB staff must research when fee payment stopped to calculate the amount that is due. This is extremely time-consuming because: a) teachers commonly do not remember the exact dates of their Leaves; and b) HTSB does not receive reports from the DOE of which teachers are on Leave Without Pay. We are still working with the Department on the latter.

Convenient Office Location

The Board's office has been located in three different locations since 1997: 1) a room at Moanalua High School that was graciously provided by its principal while we searched for a more permanent location; 2) two rooms in 'Olelo TV's headquarters; and 3) 6 rooms at our current location in Dole Cannery. We have been at our current location for at least 6 years. It has served us well and with the DOE's Office of Human Resources recent move into the same building, teachers have a convenient stop for tending to their license and employment business.

Positive Client Response

In the interest of learning to what extent it is delivering quality services to its clients, the Board contracted a client survey to be done in Spring 2007. The margin of error of the study was +/- 4.3 percentage points. The research objectives were to:

1. gain insight into clients' general perceptions of HTSB;
2. measure client satisfaction with the services received from HTSB;
3. identify areas of improvement in HTSB's services to its clients; and
4. gain insight into clients' likelihood to renew their Hawaii teaching license.

Through the survey we learned that about 60% of teachers have never contacted HTSB for any reason. Most of those who did contact the Board were teachers with lesser years of teaching experience. At the time of the survey, more than half had contacted the Board more than a year prior. Most contacts that clients had were by phone or email and about 78% of the respondents indicated that they received the information they requested in a timely manner. The respondents felt the HTSB staff was knowledgeable, friendly and professional and the larger majority of clients were either "satisfied" or "extremely satisfied" with the services they received and at least 75% of clients are "likely" or "very likely" to recommend HTSB to a colleague.

The Board learned about areas where it needs to communicate more or better and it is taking steps to address these areas. For instance, the Board had its website redesigned and hopes to launch the new one as soon as we can resolve some issues with our technology contractor. We have started to distribute hard-copy newsletters again to reinforce information available on our website. And we have prepared comment postcards for random distribution to clients so they can provide feedback about the service they receive from HSTB. We hope to use last year's survey as a baseline for future surveys in hopes that we can continually provide quality service to our clients—Hawaii teachers and teacher educators.

Accounting for Qualified Teachers

The law requires that the Department of Education employ licensed teachers. However, if a licensed teacher is unavailable, the law allows the Department to employ unlicensed emergency hires that have up to 3 years to become licensed. The Department must annually report to HTSB the number of emergency hires it employs, in what fields they are employed, what the Department is doing to reduce the need to hire unlicensed individuals, and which student populations are most likely to be assigned unlicensed teachers.

The sections below elaborate on all of the above items except that the Department is still not able to report about which student populations are most likely to be taught by unlicensed individuals.

1. 13% of Teaching Force Not Licensed

In its most recent report for SY 2007-08 the Department of Education reported 1617 emergency hires. Of these:

- 517 did not complete a State Approved Teacher Education Program;
- 781 have already completed a State Approved Teacher Education Program, but still need to take and pass license tests; and
- 319 became licensed.

Many have commented that Hawaii has a teacher shortage without clarifying what they mean. The good news about the above data is that Hawaii does not have a teacher production shortage. Only 32% of the past year's emergency hires (or about 500 teachers) lacked teacher training. Greater numbers (almost 50%) of emergency hires have already completed their teacher preparation programs and are already in the process of completing their testing requirements.

2. Identified Shortage Areas

Among the emergency hires during the past year who had not completed an SATEP, the fields where need was highest were:

- Special Education: 214
- Math: 48
- English: 23
- Science: 22

NCLB Highly Qualified Teacher Status

Despite the fact that the DOE is the agency that oversees NCLB matters, HTSB staff frequently get questions about and do searches for information about teachers working to become highly qualified. We have observed a lack of understanding or confusion among teachers and administrators about what NCLB's term "highly qualified" means. Much of the confusion centers around teachers' belief that "highly qualified" only refers to being licensed. Thus, when the DOE tells them they are "not highly qualified," teachers believe it is because of their license status. As a result, our staff is frequently asked to verify teachers' license status and often mistakenly accused of preventing teachers from meeting the NCLB requirements.

In fact, for most teachers who are not "highly qualified," it is usually because the teacher accepted and/or was assigned to teach "out of field" or because the teacher did not demonstrate adequate content knowledge through a test or through a content major. The only time it is due to licensing is when the teacher is an unlicensed emergency hire.

Financial Reports

Another aspect of providing accountability to the public is to account for the Board's revenues and expenditures. The Board has two sources of income—general fund appropriations and special fund collections.

General Fund Appropriation for National Board Certification and SATE

The Legislature has provided General Fund support for HTSB functions and duties that are not directly related to licensing. These functions are: a) administer and provide support for teachers who pursue National Board Certification; and b) administer and provide technical assistance and training for State Approval of Teacher Education (SATE).

This appropriation also provides for 5 positions—the educational specialist for the National Board program, the SATE specialist position that was transferred from the DOE to HTSB in 2002 when the Board assumed responsibility for SATE and licensing, a clerk typist, and 2 clerks.

In 2002 HTSB received \$75,000 to conduct the duties described above. Over the past 6 years, this appropriation has increased to \$334,605 in FY2008. The increases were for additional staff positions and for additional costs due to program expansion, e.g. increases in National Board Certification candidates, increases in SATE institutions and programs, increases in services and costs related to these increases.

FY	General Fund Appropriation
2002	\$75,000
2003	\$115,000
2004	No info available in FMS
2005	\$182,501
2006	\$329,557
2007	\$221,710
2008	\$334,605

HTSB Special Fund Collections

The HTSB Special Fund (formerly the HTSB Revolving Fund) is the fund established to receive all HTSB license fees, grants and donations. The following table shows the total amounts of license fees collected by fiscal year, the National Commission on Teachers and America's Future grant received to prepare the Board's report on teacher quality, and donations we have received from State Farm Insurance Company to support National Board Certification.

Because the license fee is one requirement for getting a license and because the law requires that license fees be collected via payroll, when a licensee is not already a

Hawaii DOE employee, the Board collects a check for the 5-year license fee. But once the licensee becomes employed, the Board reimburses the teacher for the amount of license fees that will henceforth be deducted via payroll. Thus, in the table below, the amounts shown as “fees collected” are the net fee amount collected with the reimbursed fees already subtracted.

FY	Net Fees Collected	Grants	Corporate Donations	Total
2002	\$576,925.00			\$576,925.00
2003	\$622,804.00		\$7,430.00	\$630,234.00
2004	\$665,663.00	\$5,000.00	\$7,000.00	\$677,663.00
2005	\$725,346.00		\$6,000.00	\$731,346.00
2006	\$739,736.00		\$7,000.00	\$746,736.00
2007	\$745,524.00		\$5,000.00	\$750,524.00
2008	\$734,143.00		\$5,000.00	\$739,143.00

Expenditures

General Fund Appropriation for National Board Certification and SATE

The Board has used these funds primarily for staffing, training activities, ground and air transportation, recognition events, printing and supplies. For most of the past six years, the Board has paid for the pro-rata office facility expenses and fringe benefits for the staff described above out of its special fund because there was inadequate funds at the time that budget allotments and expenditure plans were submitted to the DOE.

Since 2003 the Board has been unable to find a suitable individual to fill the educational specialist position that would oversee the National Board Certification candidate support program. The SATE specialist and 2 clerk positions have been vacant during numerous periods over the past 6 years. Thus, much of the unexpended funds each year are due to such vacancies. The clerk typist position was recently established and it, too, has been vacant on several occasions. (See next page for table showing expenditures.)

HTSB Special Fund

From 1997 through 2001 the HTSB had only 2 employees—a secretary and an executive director-- since it had no licensing duties. During the first 3 years, the staff occupied a room at Moanalua High School at no expense to the Board. Thus, the Board had minimal expenses for office space and staff. This resulted in substantial savings and carryover of funds and the misleading appearance that the Board has greater revenues/income than is actually deposited each year.

As with the General Fund budget, much of the unexpended monies were due to savings from unfilled staff vacancies, unpaid fringe benefits and unused substitute days and temporary contracts not issued. Unexpended monies in B fund allotments

APPENDIX

Teacher Education Programs Approved under Policy, Procedures, and Standards of the

Hawai'i Teacher Standards Board

INSTITUTION	APPROVAL TYPE DATE	SATE PROGRAMS LEAD TO THESE TEACHING FIELDS FOR LICENSURE
<p>Brigham Young University- Hawai'i 55-220 Kulanui Street, #1954 Laie, HI 96762</p> <p>Dr. John Bailey, Dean School of Education</p>	<p align="center">Full Approval through June 2014</p>	<p>Undergraduate and Post-baccalaureate Programs:</p> <ul style="list-style-type: none"> Elementary (K-6); Dual Elementary/Special Education (K-12). Secondary (7-12): Business, English, Mathematics, Science, and Social Studies. <i>Note:</i> May also include candidates with degrees or content equivalencies determined by IHE in other HTSB teaching fields. K-12 Programs: Art, Computer Education, Music, Physical Education, Special Education-Mild/Moderate and/or Severe/Profound, and TESOL. Alternative Program- for contracted experienced DOE emergency hires. Requires principal's recommendation.
<p>Chaminade University of Honolulu 3140 Waialae Avenue Honolulu, Hi 96816-1578</p> <p>Education Division Dr. David Jelinek, Dean</p> <p>Behavioral Sciences Division Counseling Psychology Program/ School Counseling Emphasis Dr. Robert Santee, Chair</p>	<p align="center">Full Approval through December 2009</p> <p align="center">Full Approval through December 2009</p>	<p>Undergraduate, Post-baccalaureate and Master's Programs:</p> <ul style="list-style-type: none"> Early Childhood Education (PK-3) Elementary (K-6) Secondary (7-12)- English, Math, Science, Social Studies. <i>Note:</i> May also include candidates with degrees or content equivalencies determined by IHE in other HTSB teaching fields. Special Education- Mild/Moderate (K-12) Master of Education in Teaching (thru RRSC): Special Education. <p>Master of Science in Counseling Psychology</p> <ul style="list-style-type: none"> Master of Science in Counseling Psychology/ School Counseling (K-12)
<p>City University Hawai'i Contact for City University: Dr. Don Enoki</p>	<p align="center">Full Approval with conditions through June 2015</p>	<p>Undergraduate Program:</p> <ul style="list-style-type: none"> BA in Special Education (K-12) in conjunction with DOE Training and Certification Section.

<p>Halau Wanana POB 6511 Kamuela, Hawaii 96743 Dr. Ku Kahakalau</p>	<p>Provisional Approval through June 2010</p>	<p>Undergraduate and Post-baccalaureate Programs:</p> <ul style="list-style-type: none"> • Elementary Education for K-6 Elementary License. • Secondary Education for 7-12 teaching area. <p>Note: Teacher candidates may enter with any level of post-secondary education. Before being recommended for licensure, program completers must finish their bachelor's degree and pass PRAXIS tests required for licensure.</p>
<p>Hawai'i DOE – ARLISE/RISE Dole Cannery Building 680 Iwilei Road, Suite 400 Honolulu, HI 96817 Stephen Miyasato, ARLISE Coordinator</p>	<p>Approval with Conditions through December 2015</p>	<p>Post-baccalaureate and Master's Programs: For individuals hired in contracted special education positions in DOE or charter schools. Specially designed SPED course work in partnership with Chaminade University of Honolulu.</p> <ul style="list-style-type: none"> • RISE ALTERNATIVE I for individuals who have already completed a SATEP in another subject area. • RISE ALTERNATIVE II for individuals who have not completed a SATEP but have at least a bachelor's degree from an accredited university.
<p>Hawai'i Pacific University 1188 Fort Street Mall Honolulu, Hawaii 96813 Dr. Valentina M. Abordonado</p>	<p>Full Approval through December 2015</p>	<p>Post-baccalaureate and Master's Programs:</p> <ul style="list-style-type: none"> • Secondary (7-12): Computer Education, English, Mathematics, Science, Social Studies, TESOL, and World Languages. • Master of Education in Secondary Education
<p>University of Hawai'i-Hilo 200 West Kawili Street Hilo, HI 96720 Dr. Rich Biffle, Chair Education Department</p>	<p>Full approval through December 2012</p>	<p>Post-baccalaureate Programs</p> <ul style="list-style-type: none"> • Elementary (K-6) • Secondary (7-12)- Agriculture, Art, Computer Education, English, Hawaiian, Japanese, Mathematics, Music, Physical Education, Science, Social Studies (includes Hawaiian Studies), Spanish, and Speech. <i>Note:</i> May also include candidates with degrees or content equivalencies determined by IHE in other HTSB teaching fields. • K-12 Program: Hawaiian Language Immersion.
<p>University of Hawai'i- Hilo, Kahuawaiola Indigenous Teacher Education Program 200 West Kawili Street Hilo, HI 96720 Keiki Kawai'ae'a Kahuawaiola Program Director</p>	<p>Full Approval through June 2009</p>	<p>Post-baccalaureate Programs</p> <ul style="list-style-type: none"> • Hawaiian Language Immersion (P-6 and K-12) • Hawaiian Language (7-12) with Kahuawaiola pre-requisite • Hawaiian Studies (7-12) with Kahuawaiola pre-requisite • Elementary (K-6) • Secondary (7-12) for program completers with content area degrees and related student teaching.

<p>University of Hawai'i - Manoa 1776 University Avenue Honolulu, HI 96822</p> <p>Dr. Chris Sorensen, Dean College of Education Dr. Beth Pateman, Interim Associate Dean</p> <p>Mr. Mel Spencer, Acting Director, Office of Student Academic Services</p> <p>Counselor Education Dr. Nathan Murata, Chair</p> <p>Library and Information Science Program Dr. Violet Harada</p>	<p>Initial Programs:</p> <p>Full approval through Spring 2014</p> <p>Full Approval with Conditions through June 2010</p> <p>Advanced Programs:</p> <p>Approval with Conditions through Fall 2009</p> <p>Advanced Program:</p> <p>Full Approval Through December 2008</p>	<p>Undergraduate, Post-baccalaureate, and Master's Programs:</p> <ul style="list-style-type: none"> Early Childhood (PK-3) ** Elementary (K-6); Elementary Music (K-6) DUAL Elementary/ Special Education (PK-6) Hawaiian Language Immersion (K-6) Secondary (7-12)- Agriculture; Office /Business; English; English as a Second Language; World Languages, including Hawaiian; Family Consumer Science; Marketing/Business; Mathematics; Music; Science; Social Studies. Note: May also include candidates with bachelor's degrees or content equivalencies in other HTSB teaching fields. K-12 Areas- Health, Music, Physical Education, School Librarian, Special Ed (M/M) and/or Special Ed (S/P) ** Post-baccalaureate in Secondary (PBCSE) (7-12) ** Post-baccalaureate in Special Education (PB SPED PK-6; 7-12) DUAL Secondary/Special Education (7-12) Master of Education: Teaching (Elementary, Secondary) (Initial licensure) K-12 Area: Art Secondary 7-12: Practical Arts/Vocational Education (includes Industrial Arts) Master of Education: School Counselor (no new candidates being accepted at this time) Master of Education: Special Education (Mild/Moderate, Severe/Profound) Master of Education: Curriculum Studies (non-licensure) Master of Education: Educational Administration (non-licensure) Master of Education: Educational Technology (non-licensure) Master of Education: Educational Foundations (non-licensure) Master of Library and Information Science <p>**Offered to neighbor islands through distance education</p>
<p>University of Hawai'i – West Oahu 96-129 Ala`Ike Pearl City, HI 96782</p> <p>Dr. Mary Heller, Director Teacher Education</p>	<p>Provisional Approval through December 2010</p>	<p>Baccalaureate Programs:</p> <ul style="list-style-type: none"> Bachelor's degree in Elementary Education for K-6 Elementary License.

<p>University of Hawai'i – West Oahu 96-129 Ala`Ike Pearl City, HI 96782</p> <p>Dr. Mary Heller, Director Teacher Education</p>	<p>Provisional Approval through December 2010</p>	<p>Baccalaureate Programs:</p> <ul style="list-style-type: none"> • Bachelor's degree in Elementary Education for K-6 Elementary License.
<p>University of Phoenix-Hawai'i University Center 828 Fort Street Mall Honolulu, HI 96813</p> <p>Gene Shofner-Senior Campus Director and Associate Director of Academic Affairs</p> <p>Deborah Hornsby Campus College Chair, Education</p>	<p>Approval with Conditions through September 2009</p> <p>Full approval through June 2013</p> <p>Full approval with conditions through June 2013</p>	<p>Master's Programs</p> <ul style="list-style-type: none"> • Master of Arts in Education with Specialization in Special Education (K-12) <p>Master's Program</p> <ul style="list-style-type: none"> • Master of Arts in Education - Elementary Education (K-6) • Master of Arts in Education - Secondary Education (7-12) Content Fields consist of Math, English, Science, and Social Studies.