

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

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

(b) The purpose of this chapter is to set the standards by which public school teachers shall be licensed and relicensed. These standards shall be established by the Hawaii teacher

standards board. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)

§8-54-2 Historical note. The eighteenth legislature of the State of Hawaii enacted Act 240, which transferred the authority for setting public school teacher certification standards from the department of education to the Hawaii teacher standards board. Its aim was to accord the teaching profession a status comparable to that of other professions. The legislature's action was consistent with efforts occurring nationally to establish standards to evaluate teacher qualification for employment. The twenty-first legislature of the State of Hawaii enacted Act 312, which transferred the authority for issuing and renewing teaching licenses from the department of education to the Hawaii teacher standards board. [Eff 6/13/97; comp 7/18/98; am and comp 12/20/01; am and comp 8/13/04] (Auth: HRS §302A-803) (Imp: HRS §§302A-602.5, 603, 801 to -808)

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

"Board" means the Hawaii teacher standards board.

"Department" means the department of education.

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

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

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

"Licensee" means an individual awarded a Hawaii teaching license which is valid.

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

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

"Renewal" means a determination by the board granting an additional five years of validity prior to expiration of the initial license.

"State-approved teacher education program" means a teacher preparation program that meets the board's state approval

performance standards and has been reviewed and approved by the board.

"Superintendent" means the superintendent of education.

"Teacher" means a licensed employee of the department of education paid under the salary schedule contained in the unit 05 collective bargaining agreement. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04; am and comp 11/9/07] (Auth: HRS §302A-803) (Imp: HRS §§302A-801 to -808)

§8-54-4 Applicability. Any action relating to the screening and hiring of teacher applicants by the department shall be in accordance with the standards provided in this chapter. Beginning with the 2002-03 school year, no person paid under the salary schedule contained in the unit 05 collective bargaining agreement shall serve as a teacher in the department without first having obtained a license from the board in such form as the board determines. All licenses issued by the board shall be renewable every five years, provided the licensee continues to satisfy the board's licensing standards and the license renewal requirements set by the board. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04] (Auth: HRS §302A-805) (Imp: HRS §§302A-801-808)

§8-54-5 Licensing and emergency hire fee. The fee for a license shall be \$48.00 per school year, payable by the licensee. The fee for practicing the profession of teaching as an emergency hire shall be \$48.00 per school year, payable by the emergency hire. The board may suspend a license if a licensee fails to pay the license fees in the manner determined by the board. Fees shall be collected in the manner determined by the board. [Eff 6/13/97; comp 7/18/98; am and comp 12/20/01; am and comp 8/13/04] (Auth: HRS §302A-805) (Imp: HRS §§302A-801 to -808)

§8-54-6 Hawaii teacher standards board revolving fund. All fees collected shall be deposited in the Hawaii teacher standards board revolving fund established within the state treasury. All other monies received by the board as appropriations, fines, grants or donations shall be deposited in the revolving fund. The fund shall be administered by the department and used to pay the expenses of the board, including, but not limited to, the payment of all operational personnel costs and reimbursements of board members for travel expenses

incurred. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04] (Auth: HRS §302A-806) (Imp: HRS §§302A-801 to -808)

§8-54-7 Penalty. (a) Any person who engages in the profession of teaching in a public school without first being issued a license shall be fined not more than \$500. Any person who knowingly or intentionally violates this chapter by employing an individual as a public school teacher who does not possess a valid license may be fined not more than \$500. All fines collected shall be deposited into the Hawaii teacher standards board revolving fund. The \$500 fine is not applicable for emergency hires.

The board shall adopt such rules as may be necessary in carrying out this section. [Eff 6/13/97; comp 7/18/98; comp 12/20/01; am and comp 8/13/04] (Auth: HRS §302A-808) (Imp: HRS §§302A-801 to -808)

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

§8-54-9 Licensing standards. (a) Issuance of license: (i) A non-renewable provisional license may be granted for no more than three (3) years to an applicant provided that person:

- (1) satisfactorily completed a State-approved teacher, librarian or counselor education program that shows the applicant is likely to satisfy the performance standards established by the board as specified in Appendix A, B, or C, which are incorporated at the end of this chapter; provided, however, that this requirement does not apply if the applicant has met the experience conditions of the Interstate Agreement on Qualification of Personnel, chapter 315, Hawaii Revised Statutes;
- (2) met the Praxis II subject area testing requirement or such other test or other requirement as the board may deem appropriate;
- (3) obtained clearance in the professional fitness check. The board will use the department's current guidelines

and procedures relating to criminal history checks until the board promulgates its own rules related to determining professional fitness; and

(4) pays license fees as established by the board.

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

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

OR

- (2) (a) possesses a valid National Board Certification in the field for which a license is sought and holds a valid license from a state that participates in the Interstate Agreement on Qualification of Personnel;
- (b) obtained clearance in the professional fitness check. The board will use the department's current guidelines and procedures relating to criminal history checks until the board promulgates its own rules related to determining professional fitness; and
- (c) pays license fees as established by the board.

OR

- (3) (a) has received the Meritorious New Teacher Candidate (MNTC) designation on his/her valid teaching license from a state that is a signatory to the MNTC program;
- (b) obtained clearance in the professional fitness check. The board will use the department's current guidelines and procedures relating to criminal history checks until the board promulgates its own rules related to determining professional fitness; and
- (c) pays license fees as established by the board.

OR

- (4) (a) possesses a valid unrevoked teaching license from another state;
- (b) completed a State-approved teacher education program;
- (c) passed all licensing tests required by the State which issued the valid license being used to apply under this section. At a minimum, the tests must have tested for content knowledge. For test(s) not taken, the applicant must comply with requirements set by the Board;
- (d) obtained clearance in the professional fitness check. The board will use the department's current guidelines and procedures relating to criminal history checks until the board promulgates its own rules related to determining professional fitness; and
- (e) pays license fees as established by the board.

In implementing Sec. 8-54-9 (a)ii(4) above, the board will consult with the department to determine the feasibility of allowing current emergency hires who met the criteria for (a)ii(4) as of December 1, 2006, and who, by December 31, 2007, submit requested documents specified by the board to be issued a license effective August 1, 2006.

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

- (1)(a) possesses a valid unrevoked National Board Certification by the National Board for Professional Teaching Standards in the field for which a license is sought and holds a valid teaching license from a state that participates in the Interstate Agreement on Qualification of Personnel;

- (b) provides documentation of five (5) years within the last eight (8) years of satisfactory full-time teaching experience under a Hawaii Standard License or its equivalent in other states;
- (c) obtained clearance in the professional fitness check. The board will use the department's current guidelines and procedures relating to criminal history checks until the board promulgates its own rules related to determining professional fitness; and
- (d) pays license fees as established by the board.

OR

- (2)(a) has been granted a master's or doctoral degree from a regionally accredited institution in an area relevant to the field for which a license is sought and holds a valid teaching license from a state that participates in the Interstate Agreement on Qualification of Personnel. The board shall develop an approved list of degree areas for use under this section;
- (b) provides documentation of five (5) years within the last eight (8) years of satisfactory full-time teaching experience under a Hawaii Standard License or its equivalent in other states;
- (c) obtained clearance in the professional fitness check. The board will use the department's current guidelines and procedures relating to criminal history checks until the board promulgates its own rules related to determining professional fitness; and
- (d) pays license fees as established by the board.

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

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

- (1) incorporate the appropriate set of performance standards contained in Appendix A, B, or C, which are incorporated at the end of this chapter, as well as

Hawaii's student content and performance standards. Teacher Performance Standard V must be addressed by each licensee seeking license renewal;

- (2) link with the licensee's subject matter field and with teaching and pedagogy;
- (3) focus on the professional needs of the licensee as specified in a professional growth plan, which the licensee submits;
- (4) have the potential for positively impacting student learning;
- (5) show promise for a licensee's professional growth and improved performance;
- (6) use multiple criteria;
- (7) be professionally credible; and
- (8) provide continued public accountability and confidence in teachers.

Teaching licenses that have not been revoked or suspended and which expired in 2005, 2006, or 2007 will be extended for three years from the date of expiration, provided fee payments are current. If payments are not current, the board shall require the licensee to pay all delinquent fees before extending the license.

The board may allow for additional extensions, if it deems that this is necessary or appropriate.

(c) Teaching licenses expiring 2008 and later: Licensees whose five-year licenses expire on June 30, 2008 or later shall submit a professional growth plan by a date established by the board. The professional growth plan shall be submitted in a format and manner established by the board and shall comply with the procedure described in §8-54-9(b) above.

Failure to: 1) submit a professional growth plan by the dates established by the board; or 2) submit documentation and report of completion of the professional growth plan in a format and manner established by the board and at least six months prior to the expiration date of the license, shall result in the licensee having to meet the initial licensing requirements in effect at the time and submit:

- i) an application for initial license;

- ii) all documents and any other information required by the board; and
- iii) any initial license application fee/s established by the board.

All documentation and reports must meet the guidelines set by the board. Acceptance of the licensee's documentation and report shall result in a five-year license renewal, provided the licensee has paid the necessary fees specified by the board.

If a licensee's documentation and report are not accepted, the board may allow the licensee one additional opportunity to produce appropriate documentation and report of the completion of his/her professional growth plan. The board's decision after this second submittal shall be final. If a licensee wishes to contest the board's decision, he or she may pursue the matter in the circuit court of the State of Hawaii in the circuit where the licensee resides, or in the First Circuit Court of the State of Hawaii if the licensee resides outside of the State of Hawaii.

(d) Revocation of license: Until such time as it establishes its own rules, the board may follow the department's rules, regulations and guidelines for employee suitability checks to investigate questionable responses to the board's professional fitness check. If, after study and investigation, the board determines that a licensee poses a risk to student safety or wellbeing, the board shall suspend or revoke the teacher's license. The Code of Ethics contained in Appendix D sets forth expected professional behaviors of teachers and forms the basis for disciplinary action taken by the board against a licensee.

(e) Emergency hires: An applicant who is unable to meet the requirements for a license may be employed by the department for a period not to exceed one year at a time, renewable up to a maximum of four years, provided that he or she:

- (1) possesses a baccalaureate degree from a regionally accredited institution, but may not have completed a student teaching program;
- (2) submits an official transcript which bears the seal of the issuing institution;
- (3) is actively pursuing appropriate licensing, i.e., the applicant:

- A. is enrolled in a course of study that satisfies section 10(a)(1); or
  - B. if a state approved teacher, librarian or counselor education program has been satisfactorily completed, takes the examinations referred to in §8-54-9(a)(2);
- (4) has obtained clearance in the employee suitability background check; and
- (5) pays the fees specified in §8-54-5.

(f) Renewal of emergency hire status: The department may reemploy an emergency hire one year at a time, up to a maximum of four years, provided that the emergency hire (1) is actively pursuing licensing; and (2) submits evidence of satisfactory progress towards meeting the licensing standards.

(g) Adding a field to a license: If a licensee wants his/her license to indicate additional teaching fields that he/she is authorized to teach, he/she shall:

- 1) Complete a state-approved teacher education program including student teaching or validation of teaching in a K-12 setting in the new field;

OR

- 2) Demonstrate two (2) years of satisfactory contracted K-12 teaching experience in the new field within the last five (5) years of application date. The experience must be equivalent to at least one year of full-time teaching in the new field; **and**

Successfully complete 18 credit hours (12 in upper division or graduate level) of course work required in a state-approved teacher education program for the new field.

OR

- 3) Demonstrate two (2) years of satisfactory contracted K-12 teaching experience in the new field within the last five (5) years of application date. The experience must be equivalent to at least one year of full-time teaching in the new field; **and**

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

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

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

§8-54-10 Limited Duty Special Permit. (a) Issuance of Limited Duty Special Permit: Effective June 30, 2000, on the island of Ni'ihau, the board may grant a limited duty special permit to an instructor employed as of June 1, 2000, who meets the following criteria:

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

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

(c) Effective June 30, 2006, the board may also grant a limited duty special permit to an individual recommended by the Superintendent to provide instruction in career and technical education provided that the individual submits documentation to the board of: 1) a valid industry license or certification, if one exists, in the field in which instruction will be offered; and 2) 3 years of satisfactory full-time experience in the field in which instruction will be offered. This provision shall remain in effect as long as:

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

Limited duty special permits for career and technical education shall be renewable annually for up to five years provided that the instructor submits evidence showing strong progress toward satisfactory completion of required coursework, tests and other measures identified by the board. [Eff 11/9/07; Comp 11/9/07] (Auth HRS §302A-803-804) (Imp: HRS §§302A-801-808)

§8-54-11 Schedule of special fees. The board shall, at a regularly scheduled meeting, set the specific amounts of special fees. In setting the amounts, the board shall consider the cost of providing such services as well as the need to sustain its operations through a balanced budget.

<i>Type of Fee</i>	<i>Amount</i>
License application processing fee	No more than \$35
Duplicate license fee	No more than \$25
Adding a licensing field	No more than \$25
Change of name	No more than \$25
IHE Data entry correction fee (license issuance)	No more than \$300 per correction
Late payment of fee charge	No more than \$25

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

§8-54-12 Electronic capture of documents. As part of the board's implementation of its on-line licensing and relicensing system, electronic records of the board as may be certified by the custodian of records, shall constitute the official business records of the board. [Eff 8/13/04; comp 8/13/04] (Auth: HRS §302A-803) (Imp: HRS §§302A-801-808)"

Amendments to and compilation of chapter 54, title 8, Hawaii Administrative Rules, on the Summary Page dated September 10, 2007, were adopted on May 14, 2007, following public hearings held on January 11, 16-18, 23-25, 29 and April 2, 2007, after public notice was given in the Honolulu Star Bulletin, Hawaii Tribune Herald, West Hawaii Today, Maui News and Garden Isle on December 11, 2006, and the Honolulu Star Bulletin and Maui News on February 21, 2007.

They shall take effect ten days after filing with the office of the Lieutenant Governor.

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Jonathan Gillentine  
Chairperson  
Hawaii Teacher Standards Board

APPROVED:

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Linda Lingle  
Governor  
State of Hawaii

Dated: \_\_\_\_\_

APPROVED AS TO FORM:

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Deputy Attorney General

## TEACHER PERFORMANCE STANDARDS

### INTRODUCTION

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

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

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

### STANDARD I. FOCUSES ON THE LEARNER

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

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

- Provides opportunities for students to assume responsibility for their own learning, shaping tasks and pursuing their own goals and aspirations.

- Nurtures students' desire to learn and achieve.
- Demonstrates concern and interest by taking time to listen and respond to students.
- Uses student experiences, interests and real-life situations in instruction. Uses developmentally appropriate activities to promote student success.
- Makes instructional decisions which consider students' physical, social, emotional and cognitive development.

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

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

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

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

STANDARD III. ADAPTS TO LEARNER DIVERSITY

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

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

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

STANDARD IV. FOSTERS EFFECTIVE COMMUNICATION IN THE LEARNING ENVIRONMENT

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

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

- Communicates openly with all students and others working in the learning environment.
- Develops communication skills for active inquiry, collaboration and supportive interaction.
- Encourages self-expression, reflection and evaluation.
- Models and promotes clear and logical oral and written expression, using Standard English or a target language as appropriate.
- Applies principles of language acquisition and development to the teaching of communication skills.

- Fosters sensitivity to variations in meaning in verbal and non-verbal communication.
- Engages students in different modes of communication.
- Uses the school's current technologies to enrich student literacy.

STANDARD V. DEMONSTRATES KNOWLEDGE OF CONTENT

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

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

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

STANDARD VI. DESIGNS AND PROVIDES MEANINGFUL LEARNING EXPERIENCES

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

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

- Plans and implements logical, sequenced instruction and continually adjust plans based on learner needs.
- Provides learning experiences and instructional materials that are developmentally appropriate and based on desired

student outcomes, principles of effective instruction and curricular goals.

- Incorporates a variety of appropriate assessment strategies as an integral part of instructional planning.
- Links concepts and key ideas to students' prior experiences and understandings, using multiple representations, examples and explanations.
- Applies concepts that help students relate learning to everyday life.
- Provides integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods of inquiry, discussing diverse issues, dealing with ambiguity and incorporating differing viewpoints.
- Teaches for mastery of complex processes, concepts and principles contained in Hawaii's student content and performance standards.
- Provides knowledge and experiences that help students make life and career decisions.
- Organizes material and equipment to create a media-rich environment.

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

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

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

- Involves students in setting goals and standards, selecting tasks, planning, implementing and evaluating to produce quality performance and quality products.
- Helps students to question, problem-solve, access resources, use information to reach meaningful conclusions and develop responsibility for their own learning.

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

#### STANDARD VIII. USES ASSESSMENT STRATEGIES

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

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

- Evaluates students' performances and products objective and fairly.
- Uses a variety of appropriate assessment strategies to enhance knowledge of learners and appropriately modified teaching and learning strategies.
- Involves students in developing assessment standards and criteria.
- Engages students in self-assessment activities and encourages them to set personal achievement goals.
- Obtains and uses information about students' experiences, strengths, needs and progress from parents, colleagues and students themselves.

- Uses assessment data to monitor and evaluate students' progress toward achieving Hawaii's student content and performance standards.
- Maintains appropriate and accurate records of student achievement and communicates students' progress to students, parents and colleagues as needed.

STANDARD IX. DEMONSTRATES PROFESSIONALISM

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

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

- Engages in relevant opportunities to grow professionally, e.g., taking university/college or inservice coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating teacher, mentor or advisor.
- Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.
- Provides and accepts evaluative feedback in a professional manner.
- Conducts self ethically in professional matters.
- Models honesty, fairness and respect for individuals and for the laws of society.
- Demonstrates good work habits including reliability, punctuality and follow through on commitments.
- Maintains current knowledge in issues and trends in education.
- Practices effective listening, conflict resolution and group-facilitation skills as a team member.
- Works collaboratively with other professionals.
- Participates actively and responsibly in school activities.

STANDARD X. FOSTERS PARENT AND SCHOOL COMMUNITY RELATIONSHIPS

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

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

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

SCHOOL LIBRARIAN PERFORMANCE STANDARDS  
INTRODUCTION

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

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

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

STANDARD I. FOCUSES ON THE LEARNER

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

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

- Provides opportunities for students to assume responsibility for students' own learning, shaping tasks and pursuing their own goals and aspirations.

- Nurtures students' desire to learn and achieve.
- Demonstrates concern and interest by taking time to listen and respond to students.
- Uses student experiences, interests and real-life situations in instruction.
- Uses developmentally appropriate activities to promote student success.
- Makes instructional decisions which consider students' physical, social, emotional and cognitive development.

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

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

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

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

### STANDARD III. ADAPTS TO LEARNER DIVERSITY

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

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

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

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

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

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

- Communicates openly with all students and others working in the learning environment.
- Develops communication skills for active inquiry, collaboration and supportive interaction.
- Encourages self-expression, reflection and evaluation.
- Models and promotes clear and logical oral and written expression, using Standard English or a target language as appropriate.
- Applies principles of language acquisition and development to the teaching of communication skills.

- Fosters sensitivity to variations in meaning in verbal and non-verbal communication.
- Engages students in different modes of communication.
- Uses the school's current technologies to enrich student literacy.

STANDARD V. DEMONSTRATES KNOWLEDGE OF CONTENT

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

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

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

STANDARD VI. DESIGNS AND PROVIDES MEANINGFUL LEARNING EXPERIENCES

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

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

- Plans and implements logical, sequenced instruction and continually adjusts plans based on learner needs.

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

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

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

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

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

<sup>1</sup>The *Information Literacy Standards for Student Learning* was prepared by the American Association of School Librarians and the Association for Educational Communications and Technology.

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

#### STANDARD VIII. USES ASSESSMENT STRATEGIES

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

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

- Evaluates students' performances and products objectively and fairly.
- Uses a variety of appropriate assessment strategies to enhance knowledge of learners and appropriately modifies teaching and learning strategies.
- Involves students in developing assessment standards and criteria.
- Engages students in self-assessment activities and encourages them to set personal achievement goals.
- Obtains and uses information about students' experiences, strengths, needs and progress from parents, colleagues and students themselves.

- Uses assessment data to monitor and evaluate students' progress toward achieving Hawaii's student content and performance standards and *Information Literacy Standards for Student Learning*.
- Communicates students' progress to students, parents and colleagues as needed.

#### STANDARD IX. DEMONSTRATES PROFESSIONALISM

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

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

- Engages in relevant opportunities to grow professionally, i.e., taking university/college or inservice coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating librarian, mentor or advisor.
- Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.
- Provides and accepts evaluative feedback in a professional manner.
- Conducts self ethically in professional matters.
- Models honesty, fairness and respect for individuals and for the laws of society.
- Demonstrates good work habits including reliability, punctuality, and follow-through on commitments.
- Maintains current knowledge in issues and trends in education.
- Practices effective listening, conflict resolution and group-facilitation skills as a team member.
- Works collaboratively with other professionals.
- Participates actively and responsibly in school activities.

STANDARD X. FOSTERS PARENT AND SCHOOL COMMUNITY RELATIONSHIPS

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

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

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

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

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

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

- Works in partnership with the school's management team and with all faculty and staff to maintain the visibility and quality of the library media center program.
- Applies strategic planning principles in both short- and long-term planning for the program (i.e., determining needs, setting goals and objectives, devising and implementing action plans, and using on-going assessment strategies) for continuing program improvement.
- Oversees the daily operation of the library media center to enhance student learning and support to faculty.

- Establishes and updates policies and procedures to ensure effective delivery of services and reflect legal requirements and professional ethics.
- Collaborates with teachers to integrate information literacy processes throughout the school's curriculum.
- Demonstrates leadership in selecting, acquiring, organizing, and providing access to information (collection development) in various formats to meet the diverse needs of the school community.
- Employs technologies for optimal student learning and library media center management.
- Provides flexible, equitable, and timely access to information, ideas, and resources for learning within and beyond the library.
- Participates in hiring and provides leadership in training and supervision of all library media center staff to support effective teaching and learning.
- Prepares and administers a program budget to meet the school's information needs.
- Oversees the acquisition and use of space, furnishings, equipment, and resources to maximize the use of and access to library services.

## SCHOOL COUNSELOR PERFORMANCE STANDARDS INTRODUCTION

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

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

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

### STANDARD I. FOCUSES ON THE LEARNER

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

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

- Provides options for students to assume responsibility for their own learning, shaping tasks and pursuing their own goals and aspirations.

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

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

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

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

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

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

### STANDARD III. ADAPTS TO LEARNER DIVERSITY

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

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

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

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

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

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

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

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

#### STANDARD V. DEMONSTRATES KNOWLEDGE OF CONTENT

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

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

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

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

STANDARD VI. DESIGNS AND PROVIDES MEANINGFUL LEARNING EXPERIENCES

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

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

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

- Provides integrated learning experiences that enhance students' social, emotional and behavioral resources.
- Provides knowledge and experiences that help students make life and career decisions.

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

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

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

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

#### STANDARD VIII. USES ASSESSMENT STRATEGIES

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

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

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

#### STANDARD IX. DEMONSTRATES PROFESSIONALISM

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

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

- Engages in opportunities to grow professionally
- Provides and accepts feedback in a professional manner.

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

STANDARD X. FOSTERS PARENT AND SCHOOL COMMUNITY<sup>1</sup>  
RELATIONSHIPS

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

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

- Collaborates with parents and school community members to support student learning and development.
- Consistently seeks opportunities to build strong partnerships with parents and school community members.
- Supports activities and programs which encourage parents and the school community to participate actively in school-related organizations and activities.

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

- Establishes open and active lines of communication with parents and the school community.
- Utilizes parent and school community resources to enhance student learning and development.
- Provides consultation to parents and the school community on information and skills to assist them in helping students in academic, career, and personal/social development.

CODE OF ETHICS

Preface

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

**Principle I: Commitment to Students**

Hawaii P-12 educators shall:

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

**Principle II: Commitment to the Profession**

Hawaii P-12 educators shall:

- exhibit behaviors which uphold the dignity of the profession;
- be fair and equitable in their treatment of all members of the profession in a nondiscriminatory manner;

- keep information about colleagues in confidence, unless disclosure is required by law or serves a compelling professional purpose;
- continue to study, apply, and advance the professional knowledge base for P-12 educators and maintain a commitment to professional education.

**Principle III: Commitment to the Community**

Hawaii P-12 educators shall:

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