

APPROVED

**HAWAI'I TEACHER STANDARDS BOARD
COMMITTEE WORK SESSIONS AND BUSINESS MEETING**

**FRIDAY, JANUARY 25, 2013
HAWAI'I TEACHER STANDARDS BOARD ROOM**

MINUTES

PRESENT: Terry Holck
Jonathan Kissida
Justin Mew
Beth Pateman for Donald Young
Felicia Villalobos
Wray Jose
Arlene Lee-Williams for Don Horner
Kerry Tom for Kathryn Matayoshi
Edward Patrick
Barry Wurst

ABSENT: Louise Cayetano
Noe Noe Tom
Alvin Parker

STAFF: Lynn Hammonds, Executive Director
Carolyn Gyuran, Education Specialist
Jill Agena, Secretary

OBSERVERS: Valentina Abordonado, Hawaii Pacific University
Joe Fraser, Halau Wanana
Elizabeth Ishii, HIDA
Yvonne Lau, Hawaii Dept. of Education/Office of Human Resources
Les McCallum, Pearson
Will Scott, Teach for America
Sue Voit, HIDA

CALL TO ORDER:

Chairperson Holck called the meeting to order at 2:32 p.m.

APPROVAL OF MINUTES:

(Mew/Patrick) The minutes of the December 7, 2012 meeting were approved as written.

- TOPIC:** **Executive Director's Report**
DISCUSSION: Executive Director Lynn Hammonds sent her report to the Board with no additions, but shared the following information with the board:
- Currently there are 15 teachers on the expired and delinquent list.
 - Commended Education Specialist Carolyn Gyuran for doing an excellent job planning the NBPTS ceremonies.
 - Possibility of Kamehameha Schools taking on the job of arranging the NBPTS ceremonies from next year.

- TOPIC:** **Legislative and By-Laws Committee**
DISCUSSION: Kissida reported that the Committee discussed and reviewed:
- §8-54-5, 6, 7, 8, 14 and new section -18

- TOPIC:** **Teacher Education Committee**
DISCUSSION: Kissida reported that the Committee discussed:
- NBI 12-13: Amendment of State Approval for the University of Phoenix – Hawaii Teacher Education Programs
 - NBI 12-17: Teach for America (TFA) Report Regarding the Status of the Recommendations of its State Approved Teacher Education (SATE) Unit and Program Review – recommends approval
 - NBI 12-18: Halau Wanana (HW) Report Regarding the Status of the Recommendations of its State Approved Teacher Education (SATE) Unit and Program Review

- TOPIC:** **Joint Teacher Standards Committee and Teacher Education Committee:**
DISCUSSION: Jose reported that the committees discussed:
- NBPTS Yearly update from Carolyn Gyuran and Carolyn Kirio
 - Update from Executive Director Hammonds on Licensure Testing; procurement process for vendor selection; score recency; options for validation of basic skills and content knowledge expertise; update on Hawaiian language test; update on ACTFL test security procedures – checking on limiting the sites

- TOPIC:** **Committee of the Whole**
DISCUSSION: Holck reported that the committee discussed:
- Presentation by Yvonne Lau, Department of Education Educator Effectiveness System

- Presentation by Terry Janicki, State Consortium on Educator Effectiveness and Consultant to the Council of Chief State School Officers
- NBI 12-19: Hawaii Teacher Standards Board Meeting Schedule 2012-2013
- NBI 12-20: Assessment of Fine for Teaching in Hawaii Public Schools Without an Active License – recommends approval

TESTIMONY, PETITION FROM THE PUBLIC: None.

NEW BUSINESS APPROVED: (See Attachments)

1. **NBI 12-13: Amendment of State Approval for the University of Phoenix-Hawaii Teacher Education Programs**
(Kissida on behalf of the Teacher Education Committee)
2. **NBI 12-16: Ratification of Hawaii Provisional Licenses, Standard Licenses, Advanced Licenses, Added Fields to Existing Licenses, Renewed Licenses, and Career and Technical Education Special Permits**
(Holck reported out approved in executive session)
3. **NBI 12-17: Teach for America (TFA) Report Regarding the Status of the Recommendations of its State Approved Teacher Education (SATE) Unit and Program Review**
(Kissida on behalf of the Teacher Education Committee)
4. **NBI 12-18: Halau Wanana (HW) Report Regarding the Status of the Recommendations of its State Approved Teacher Education (SATE) Unit and Program Review**
(Kissida on behalf of the Teacher Education Committee)
5. **NBI 12-19: Hawaii Teacher Standards Board Meeting Schedule 2012-2013**
(Holck on behalf of the Committee of the Whole)
6. **NBI 12-20: Assessment of Fine for Teaching in Hawaii Public Schools Without an Active License**
(Holck on behalf of the Committee of the Whole)

MOTIONS:

1. (Patrick/Jose) Motion to move into executive session to review license Ratification list for approval.
2. (Jose/Patrick) Motion to rise out of executive session.

ADJOURNMENT:

Chairperson Holck adjourned the meeting at 2:45 p.m.

RECORDER:



Jill Agena

DATE: January 25, 2013

**TITLE: Amendment of State Approval for the University of Phoenix- Hawaii
Teacher Education Programs**

The Hawaii Teacher Standards Board approves granting the University of Phoenix – Hawai'i its request to extend their State Approved Teacher Education Program (SATEP) approval from December, 2014 to December, 2015.

An National Council for Accreditation of Teacher Education (NCATE) onsite review of the University of Phoenix – Hawai'i was conducted in August, 2012 as part of a holistic review of the University of Phoenix (UOPX) system. After the visit, NCATE and the UOPX decided to modify the original NCATE accreditation approach to one where each campus would be reviewed as its own unit.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee



University of Phoenix®

Hawaii Campus
745 Fort St., Ste. 2000
Honolulu, HI 96813

808.535.2686 main
808.535.3848 fax

December 13, 2012

Hawaii Teacher Standards Board
650 Iwilei Rd. #201
Honolulu, HI 96817

Dear HTSB Board Members:

The University of Phoenix (UOPX), College of Education is currently seeking accreditation with the National Council for Accreditation of Teacher Education (NCATE). The original design of the NCATE accreditation schedule included site visits to multiple campuses across the university, to provide a holistic view of our programs, and to accredit our program as one unit. The first site visit was conducted in August, 2012. As a result of this visit, and after several discussions with NCATE and the University evaluation team, UOPX has decided to modify that approach and review each campus separately as its own unit. At this time, the University is continuing to work with NCATE to reestablish a process and timeline to review our multiple campus locations. Currently, there is no NCATE accreditation visit scheduled for the Hawaii Campus.

Due to these circumstances, we would like to respectfully request an extension with HTSB for program approval until December, 2015. Currently, UOPX, Hawaii campus maintains approval for Elementary initial licensure programs through 2014; and Secondary and Special Education initial licensure programs through 2013. In order to ensure that the University has an adequate timeline to complete an NCATE review, it is our sincere request for your approval of this 2015 accreditation deadline extension for our three initial licensure programs.

Thank you so much for your consideration and attention to this matter. Please feel free to contact me for additional information if necessary.

Sincerely,

A handwritten signature in cursive script that reads "Maryam Quinn".

Maryam "Mimi" Quinn, Ed.S.
Campus College Chair, College of Education

New Business Item 12-16

Introduced 1/25/13

Approved 1/25/13

TITLE: Ratification of Hawaii Provisional Licenses, Standard Licenses, Advanced Licenses, Added Fields to Existing Licenses, Renewed Licenses, and Career and Technical Education Special Permits

The Hawaii Teacher Standards Board ratifies the issuance of Provisional Hawaii licenses, Standard Hawaii licenses, Advanced licenses, Added Fields to existing licenses, and Career and Technical Education Permits as indicated on the attached list.

The Board ratifies the issuance of a renewed license for teachers as indicated on the attached list showing those who have met the criteria.

Submitted by: Terry Lynn Holck

Referred to: Committee of the Whole

January 2013 License List

Advanced Licenses					
License type	Last Name	First Name	Teaching Field	Effective Date	Expiration Date
AL	Ramos	Grace T.	Elementary K-6, Reading K-12	1/1/2013	6/30/2022
AL	Wong-Morrison	Tamara	English 7 - 12	12/1/2012	6/30/2023
AL	Wong-Morrison	Tamara	English 5 - 9	12/1/2012	6/30/2023
AL	Zuniga	Vicki	English 7 - 12	12/1/2012	6/30/2023
Standard Licenses					
License type	Last Name	First Name	Teaching Field	Effective Date	Expiration Date
SL	Alvarado	Kylie	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Ash	Jessica	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Avellana	Janice	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Ayers	Tina	Early Childhood Education PK - 3	12/1/2012	6/30/2018
SL	Ayers	Tina	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Bannon	Martina	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Barcenilla	Luca	English 7 - 12	12/1/2012	6/30/2018
SL	Barton	Abbey	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Bockert	Jeffrey	School Counselor K - 12	12/1/2012	6/30/2018
SL	Bolo	Harry Patrick	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Bonifacio	Liandra	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Bostaph	Daniel	Physical Education K - 12,	12/1/2012	6/30/2018
SL	Brooks	Chayan ee	Teaching English to Speakers of Other Languages 7 - 12	12/1/2012	6/30/2018
SL	Buckley	Patty	Elementary Education K - 6	11/1/2012	6/30/2018
SL	Buffett-Staggs	Rebecca	Music K - 12	1/1/2013	6/30/2018
SL	Bullis	Kathi	Reading K - 6	12/1/2012	6/30/2018
SL	Bullis	Kathi	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Butler	Tracey	Early Childhood Education PK - 3	12/1/2012	6/30/2018
SL	Butler	Tracey	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Calistro	Naomi	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
SL	Calistro	Naomi	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Caro	Stephanie	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Carter	James	Mathematics 7 - 12	12/1/2012	6/30/2018
SL	Castillo-Contrades	Robbi-Lynn	English 7 - 12	1/1/2013	6/30/2018

SL	Chantavong	Rachel	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Citro	Brian	Physical Education K - 12	12/1/2012	6/30/2018
SL	Citro	Brian	Health K - 12	12/1/2012	6/30/2018
SL	Clark-Graham	Melanie	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Clark-Graham	Melanie	Special Education K - 12	12/1/2012	6/30/2018
SL	Clark-Graham	Melanie	Special Education PK - 3	12/1/2012	6/30/2018
SL	Connell	Johanna	SPED - Severe/Profound PK - 3	12/1/2012	6/30/2018
SL	Connell	Johanna	SPED - Blind/Visually Impaired PK - 3	12/1/2012	6/30/2018
SL	Connell	Johanna	SPED - Severe/Profound K - 12	12/1/2012	6/30/2018
SL	Connell	Johanna	SPED - Blind/Visually Impaired K - 12	12/1/2012	6/30/2018
SL	Crawley	Shree	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Crofoot	Valera	English 7 - 12	1/1/2013	6/30/2018
SL	Crofoot	Valera	Teaching English to Speakers of Other Languages K - 12	1/1/2013	6/30/2018
SL	Crosby	Jessica	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Curnow	Kristy	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Donohue	Tammy L.	Early Childhood Education PK - 3	1/1/2013	6/30/2018
SL	Donohue	Tammy L.	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Donohue	Tammy L.	Special Education PK - 3	1/1/2013	6/30/2018
SL	Dowling	Kathryn	Special Education K - 12	11/1/2012	6/30/2018
SL	Dowling	Kathryn	Reading K - 12	11/1/2012	6/30/2018
SL	Dubicz	Robert	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
SL	Encomienda	Roxann e	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Evans	Roy	Mathematics 7 - 12	1/1/2013	6/30/2018
SL	Fesler	Ryan	Social Studies 7 - 12	12/1/2012	6/30/2018
SL	Fewtrell	Iryna	Teaching English to Speakers of Other Languages 7 - 12	11/1/2012	6/30/2018
SL	Fields	Heather	Elementary Education K - 6	11/1/2012	6/30/2018
SL	Flanagan	Maureen	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Gillis	Sarah	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Hagan	Christina	Mathematics 7 - 12	12/1/2012	6/30/2018
SL	Haker	Corinn	Early Childhood Education PK - 3	12/1/2012	6/30/2018

SL	Harris	Brittney	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Hermes da Fonseca	Rhonda	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Holt	Tammy	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Hui	Laura	Science 7 - 12	12/1/2012	6/30/2018
SL	Hui	Wing Kan	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
SL	Hunter	Cissell	Social Studies 5 - 9	1/1/2013	6/30/2018
SL	Hunter	Cissell	Social Studies 7 - 12	1/1/2013	6/30/2018
SL	Ichiyama	Jennifer	School Counselor K - 12	12/1/2012	6/30/2018
SL	Ishizaki	Cara	Elementary Education K - 6	12/1/2012	6/30/2018
SL	James	Carol	Elementary Education K - 6	1/1/2013	6/30/2018
SL	James	Carol	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	James	Carol	Special Education K - 12	1/1/2013	6/30/2018
SL	James	Napua	English 7 - 12	12/1/2012	6/30/2018
SL	Jim	Kristin	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Johansen	Melinda	Special Education K - 12	12/1/2012	6/30/2018
SL	Johansen	Melinda	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Johnson	Jessica	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Johnson	Lori	Physical Education 7 - 12	12/1/2012	6/30/2018
SL	Kamemoto	Erin	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Kawai	Christi	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Keefer	Marc	Social Studies 5 - 9	12/1/2012	6/30/2018
SL	Keefer	Marc	Physical Education K - 12	12/1/2012	6/30/2018
SL	Keefer	Marc	Health K - 12	12/1/2012	6/30/2018
SL	Keefer	Marc	Social Studies 7 - 12	12/1/2012	6/30/2018
SL	Kiejko	Jenna	Early Childhood Education PK - 3	12/1/2012	6/30/2018
SL	Kiejko	Jenna	Special Education PK - 3	12/1/2012	6/30/2018
SL	Klecan	Courtney	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Knight	Wendy	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Knight	Wendy	Early Childhood Education PK - 3	1/1/2013	6/30/2018
SL	Landry	Kathleen	English 5 - 9	1/1/2013	6/30/2018
SL	Landry	Kathleen	English 7 - 12	1/1/2013	6/30/2018
SL	Langford	April	Music K - 12	12/1/2012	6/30/2018
SL	Lawrence	Rachel	English 7 - 12	1/1/2013	6/30/2018
SL	Lee	Catrina	English 7 - 12	1/1/2013	6/30/2018
SL	Lee	Connie	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Lee	Connie	Special Education K - 6	1/1/2013	6/30/2018
SL	Lim	Cliffordn	Elementary Education K - 6	1/1/2013	6/30/2018

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SL	Lindberg	Shellee n	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Lindner	Teresa	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Lindner	Teresa	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Lindner	Teresa	SPED - Severe/Profound K - 12	1/1/2013	6/30/2018
SL	Loebig	Rachael	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Macy	Patrick	Physical Education 7 - 12	12/1/2012	6/30/2018
SL	Maddy	Aliesha	Social Studies 7 - 12	1/1/2013	6/30/2018
SL	Majzun	Stephen	Social Studies 7 - 12	1/1/2013	6/30/2018
SL	Mathis	Jack	Science 7 - 12	1/1/2013	6/30/2018
SL	Mcdougale	Kelli	English 7 - 12	12/1/2012	6/30/2018
SL	McNulty	Brittney	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Meyer	Grant	Science 7 - 12	1/1/2013	6/30/2018
SL	Michaelian	Kimberly	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
SL	Miyazono	Shauna	Mathematics 7 - 12	12/1/2012	6/30/2018
SL	Muldowney	Patrick	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Mullin	Kristin	CTE-Business 7-12	12/1/2012	6/30/2018
SL	Mullins	Summer	English 7 - 12	12/1/2012	6/30/2018
SL	Nakamura	Keri	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
SL	Newham	Melissa	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
SL	Newham	Melissa	SPED - Severe/Profound K - 12	12/1/2012	6/30/2018
SL	Newham	Melissa	SPED - Mild/Moderate PK - 3	12/1/2012	6/30/2018
SL	Newham	Melissa	SPED - Severe/Profound PK - 3	12/1/2012	6/30/2018
SL	Nguyen	Iris	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Norwood	Joseph	Special Education K - 12	12/1/2012	6/30/2018
SL	Oates-Robesch	Colleen	Social Studies 7 - 12	12/1/2012	6/30/2018
SL	Oates-Robesch	Colleen	Teaching English to Speakers of Other Languages K - 12	12/1/2012	6/30/2018
SL	Ogan	Adam	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Oswalt	Stanley	English 7 - 12	12/1/2012	6/30/2018
SL	Pa Nakea	Elizabeth	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Painter-Doan	Dana	Early Childhood Education PK - 3	1/1/2013	6/30/2018

SL	Painter-Doan	Dana	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Painter-Doan	Dana	Special Education PK - 3	1/1/2013	6/30/2018
SL	Painter-Doan	Dana	Special Education K - 12	1/1/2013	6/30/2018
SL	Parcels	Kazusa	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Park	Jessica	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Payad	Jeffrey	Social Studies 7 - 12	11/1/2012	6/30/2018
SL	Pieper	Treena	Science 7 - 12	11/1/2012	6/30/2018
SL	Putnam	Shirley	CTE-Public and Human Services 7-12	12/1/2012	6/30/2018
SL	Quimoyog	Lee-Anne	Mathematics 7 - 12	12/1/2012	6/30/2018
SL	Ramirez	Kelsey	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Ramirez	Kelsey	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Rasheed	Brendan	Social Studies 7 - 12	1/1/2013	6/30/2018
SL	Richman	Krystle	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
SL	Romeo	Charise	Science 7 - 12	12/1/2012	6/30/2018
SL	Rosal	Wendi	Science 7 - 12	12/1/2012	6/30/2018
SL	Rowland	Kenneth	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Rowland	Kenneth	Special Education PK - 3	12/1/2012	6/30/2018
SL	Rowland	Kenneth	Special Education K - 12	12/1/2012	6/30/2018
SL	Sasamura	Reed	SPED - Mild/Moderate 5 - 9	12/1/2012	6/30/2018
SL	Sasamura	Reed	SPED - Mild/Moderate 7 - 12	12/1/2012	6/30/2018
SL	Sasamura	Reed	Social Studies 7 - 12	12/1/2012	6/30/2018
SL	Sato	Jensen	Physical Education K - 12	12/1/2012	6/30/2018
SL	Schneider	Gary	Music 7 - 12	12/1/2012	6/30/2018
SL	Scott	Korina	Social Studies 5 - 9	12/1/2012	6/30/2018
SL	Scott	Korina	Science 5 - 9	12/1/2012	6/30/2018
SL	Scott	Korina	English 5 - 9	12/1/2012	6/30/2018
SL	Scott	Korina	Mathematics 5 - 9	12/1/2012	6/30/2018
SL	Scott	Rosemary	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Scott	Rosemary	Music K - 12	1/1/2013	6/30/2018
SL	Scott	Rosemary	English 5 - 9	1/1/2013	6/30/2018
SL	Shirk	Jordan	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Smith	Hannah	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Steeves	Lyndz	Mathematics 7 - 12	12/1/2012	6/30/2018
SL	Steffen	Richard	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Stensgaard	Nicole	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Stenson	Patricia	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Stenson	Patricia	Early Childhood Education	12/1/2012	6/30/2018

			PK - 3		
SL	Stevenson	Sarah	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
SL	Stewart-Scheideman	Kimberly	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Stirling	Nicole	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Stone	Allison	Science 7 - 12	12/1/2012	6/30/2018
SL	Su	Rosa	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Summers	Leigh	Special Education K - 12	11/1/2012	6/30/2018
SL	Tan	Grace Karen	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Thomas	Erin	CTE-Industrial and Engineering Technology 7-12	11/1/2012	6/30/2018
SL	Tippey	Kassandra	Elementary Education K - 6	11/1/2012	6/30/2018
SL	Tippey	Kassandra	Social Studies 5 - 9	11/1/2012	6/30/2018
SL	Tippey	Kassandra	Health 7 - 12	11/1/2012	6/30/2018
SL	Toti	Kiara	Art K - 12	12/1/2012	6/30/2018
SL	Tremblay	Cheri	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Uwekoolani-Aarona	Reba Uilani	English 7 - 12	12/1/2012	6/30/2018
SL	Voeks	Ann	Science 7 - 12	12/1/2012	6/30/2018
SL	Wakayama	Tana	Japanese 7 - 12	1/1/2013	6/30/2018
SL	Wallace	Mie	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Wilcox	Lacey	English 7 - 12	1/1/2013	6/30/2018
SL	Wilson	Daryl	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Wong	Amy	Mathematics 7 - 12	1/1/2013	6/30/2018
SL	Wong	Cassandra	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Yadao-Payad	Angelita	Elementary Education K - 6	11/1/2012	6/30/2018
SL	Yalimaiwai	Davinia	English 7 - 12	1/1/2013	6/30/2018
SL	Yamashiro	Aisha	Social Studies 7 - 12	11/1/2012	6/30/2018
SL	Young	Michelle	Elementary Education K - 6	12/1/2012	6/30/2018
SL	Zickuhr	Jennifer	Elementary Education K-6	12/1/2012	6/30/2018
SL	Zigan	Kari Lynn	Elementary Education K - 6	1/1/2013	6/30/2018
SL	Zigan	Kari	Elementary Education K-6	1/1/2013	6/30/2018
			Added Field		
License Type	Last Name	First Name	Teaching Field	Effective Date	Expiration Date
AAF	Avasthi	Sonia	Special Education PK - 3	12/1/2012	6/30/2017

AAF	Bovine	Brian	Special Education 5 - 9	12/1/2012	6/30/2016
AAF	Bow	Stacey	Science 7 - 12	12/1/2012	6/30/2017
AAF	Cupp	Sarita	Mathematics 7 - 12	11/1/2012	6/30/2015
AAF	Hollifield	Roxana	Teaching English to Speakers of Other Languages K - 12	11/1/2012	6/30/2018
AAF	Hostetter	Jill	Early Childhood Education PK - 3	11/1/2012	6/30/2017
AAF	Murphy	Colleen	English 7 - 12	12/1/2012	6/30/2017
AAF	Natoli	Lisa	Special Education 5 - 9	12/1/2012	6/30/2015
AAF	Nishimoto	Clayton	SPED - Mild/Moderate 7 - 12	11/1/2012	6/30/2017
AAF	Piianaia	Gordon	Social Studies 5 - 9	1/1/2013	6/30/2018
AAF	Silva	Joanna	English 5 - 9	12/1/2012	6/30/2016
AAF	Tsukiyama	Sandra	Spanish 7 - 12	12/1/2012	6/30/2017
AAF	Walter	Tamara	Mathematics 5 - 9	1/1/2013	5/31/2015
AAF	Walter	Tamara	English 5 - 9	1/1/2013	5/31/2015
AAF	Watterson	Peter	Teaching English to Speakers of Other Languages 5 - 9	12/1/2012	2/20/2013
AAF	Watterson	Peter	Teaching English to Speakers of Other Languages 7 - 12	12/1/2012	2/20/2013
AAF	Watterson	Peter	Teaching English to Speakers of Other Languages K - 6	12/1/2012	2/20/2013
AAF	Yund	Adam	SPED - Severe/Profound K - 6	12/1/2012	6/30/2016
			Provisional Licenses		
License type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
PL	Ventura	Eusebia	Elementary Education K - 6	12/1/2012	6/30/2014
			Special Permits		
License type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
SP	Ramos	Jay	Career and Technical Education	1/1/2013	12/31/2013

January 2013 Renewed Licenses

Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
Aburamen	Kim	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
Aczon	Genciana	Elementary Education K - 6	12/1/2012	6/30/2018
Agena	Stephanie	Elementary Education K - 6	11/1/2012	6/30/2018
Akamine	April	Elementary Education K - 6	1/1/2013	6/30/2018
Alba	Kathryn	Early Childhood Education PK - 3 Elementary Education K - 6	12/1/2012	6/30/2018
Albert	Caitlin	Social Studies 7 - 12	12/1/2012	6/30/2018
Andres	Cecilia	Elementary Education K - 6	1/1/2013	6/30/2018
Angsuco	Jane	Elementary Education K - 6	12/1/2012	6/30/2018
Armstrong	Sandra	Early Childhood Education PK - 3 SPED - Mild/Moderate K - 12 Special Education PK - 3	1/1/2013	6/30/2018
Baguio	Donna Lyn	English 7 - 12	1/1/2013	6/30/2018
Bailey	Kathryn	Mathematics 7 - 12	12/1/2012	6/30/2018
Barit	Jesusa	Elementary Education K - 6 Special Education K - 12	1/1/2013	6/30/2018
Basug	Lynele	Elementary Education K - 6	12/1/2012	6/30/2018
Beasley	Marcey	Elementary Education K - 6	1/1/2013	6/30/2018
Benigno	Anthony	SPED - Mild/Moderate 7 - 12 SPED - Mild/Moderate K - 12 Social Studies 7 - 12	12/1/2012	6/30/2018
Benjamin	Valerie	Elementary Education K - 6 Reading Specialist K - 12	1/1/2013	6/30/2018
Beppu	Cynthia	Mathematics 7 - 12	12/1/2012	6/30/2018
Bienia	Ellen	Elementary Education K - 6	12/1/2012	6/30/2018
Bobb	Sarah	Elementary Education K - 6 Social Studies 5 - 9	12/1/2012	6/30/2018
Borchers	Anna	Elementary Education K - 6	12/1/2012	6/30/2018
Broc	Cynthia	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
Brockmeier	Michael	Mathematics 7 - 12	1/1/2013	6/30/2018
Calio	Sandy	CTE-Business 7-12	12/1/2012	6/30/2018
Casem	Michael	Science 5 - 9 Science 7 - 12	12/1/2012	6/30/2018
Cauble	Joy	Social Studies 7 - 12	1/1/2013	6/30/2018
Chang	Cynthia	Elementary Education K - 6 SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
Chow	Erin	School Counselor K - 12 Social Studies 7 - 12	12/1/2012	6/30/2018
Chun	Tracie	Elementary Education K - 6	12/1/2012	6/30/2018
Cicak	Joseph	Elementary Education K - 6 Special Education K - 12	12/1/2012	6/30/2018
Colvin	Keith	Mathematics 5 - 9 Mathematics 7 - 12	1/1/2013	6/30/2018
Courtot	Judith	Early Childhood Education PK - 3 Special Education K - 6 Special Education PK - 3	12/1/2012	6/30/2018
Cuizon	Beth	Music K - 12	12/1/2012	6/30/2018
Cunningham	Mark	Science 7 - 12	12/1/2012	6/30/2018
Cutts	George	Social Studies 5 - 9 Social Studies 7 - 12	1/1/2013	6/30/2018
Davidenas	Christina	School Librarian K - 12 Social Studies 7 - 12	1/1/2013	6/30/2018

Dela Cruz	Jancie	Elementary Education K - 6	1/1/2013	6/30/2018
Doyle	Kristina	Elementary Education K - 6	1/1/2013	6/30/2018
Duggan	Jeff	Social Studies 7 - 12	1/1/2013	6/30/2018
Ellis	Christian	School Counselor K - 12	12/1/2012	6/30/2018
Encomienda	Caroline	Science 7 - 12	1/1/2013	6/30/2018
Enderes	Nancy	Elementary Education K - 6 Teaching English to Speakers of Other Languages 7 - 12	12/1/2012	6/30/2018
Epple	Andrea	School Counselor K - 6	12/1/2012	6/30/2018
Esaki	Emmi	Elementary Education K - 6 School Librarian K - 12	1/1/2013	6/30/2018
Espero	Hermelina	Elementary Education K - 6 SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
Ferguson	Kimberly	Elementary Education K - 6	1/1/2013	6/30/2018
Ferris	Ian	Social Studies 7 - 12	1/1/2013	6/30/2018
Flower	Courtney	Elementary Education K - 6	12/1/2012	6/30/2018
Ford	Laura	Elementary Education K - 6	11/1/2012	6/30/2018
Fukagawa	Dawn	Elementary Education K - 6	1/1/2013	6/30/2018
Gonsalves	Tino	Science 7 - 12	12/1/2012	6/30/2018
Guieb	Kathleen	Elementary Education K - 6	12/1/2012	6/30/2018
Hamasaki	Cleve	CTE-Arts and Communication 7-12	12/1/2012	6/30/2018
Hartsfield	Brian	Elementary Education K - 6 Mathematics 5 - 9	12/1/2012	6/30/2018
Hawkins	Catherine	Elementary Education K - 6	12/1/2012	6/30/2018
Hei	Wendy	Elementary Education K - 6	12/1/2012	6/30/2018
Hess	Alison	Elementary Education K - 6 Teaching English to Speakers of Other Languages K - 6	1/1/2013	6/30/2018
Hokama	Mari	Elementary Education K - 6	1/1/2013	6/30/2018
Hose	Kimberly	Elementary Education K - 6	1/1/2013	6/30/2018
Hui	Wing Kan	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
Ideue	Jamie	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
Ikeda	Jan	Elementary Education K - 6	12/1/2012	6/30/2018
Iokepa	Kelly	Elementary Education K - 6	12/1/2012	6/30/2018
Kawabata	Christopher	Science 7 - 12	11/1/2012	6/30/2018
Kawamura	Stacy	Japanese 7 - 12	12/1/2012	6/30/2018
Kawano	Carol	Elementary Education K - 6	1/1/2013	6/30/2018
Kellogg	Juliane	Spanish 7 - 12	12/1/2012	6/30/2018
Kennedy	Patrick	English 7 - 12	1/1/2013	6/30/2018
Keolanui	Puena	Elementary Education K - 6	12/1/2012	6/30/2018
Kim	Roberta	Elementary Education K - 6	1/1/2013	6/30/2018
Kim	Stacey Ann	Elementary Education K - 6 SPED - Mild/Moderate K - 6	1/1/2013	6/30/2018
Kimball	Shawn	CTE-Public and Human Services 7-12	1/1/2013	6/30/2018
Kling	Erik	Mathematics 7 - 12 Science 5 - 9 Science 7 - 12	11/1/2012	6/30/2018
Kobayashi	Denise	Elementary Education K - 6	1/1/2013	6/30/2018
Kodama	Trisha	Elementary Education K - 6	1/1/2013	6/30/2018

Kuboyama	Tracey	Elementary Education K - 6	12/1/2012	6/30/2018
Kuratani	Brianne	Elementary Education K - 6	1/1/2013	6/30/2018
Kurtz	Kit	Elementary Education K - 6	1/1/2013	6/30/2018
Lao	Cherry Ann	Elementary Education K - 6	12/1/2012	6/30/2018
Lau	Michael	English 7 - 12	1/1/2013	6/30/2018
Lee	Lisa	CTE-Business 7-12	1/1/2013	6/30/2018
Limon	Edna	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
Llamas	Lynda	School Counselor K - 12	1/1/2013	6/30/2018
Lopez	Christopher	Music 7 - 12	12/1/2012	6/30/2018
Makanani	Shiannte	Mathematics 7 - 12	12/1/2012	6/30/2018
Makuakane	Amber	Elementary Education K - 6	12/1/2012	6/30/2018
Markham	Kristy	Social Studies 5 - 9 Social Studies 7 - 12	1/1/2013	6/30/2018
Mason	Patricia	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
Matsutaka	Shiho	Japanese 7 - 12	1/1/2013	6/30/2018
Matthews	Anne	English 7 - 12	1/1/2013	6/30/2018
Mcdonald	James	Mathematics 7 - 12 Social Studies 7 - 12	12/1/2012	6/30/2018
McMurria	Lori	Elementary Education K - 6 SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
Millar	Natalie	Elementary Education K - 6 Special Education K - 12	12/1/2012	6/30/2018
Mills	Elaine	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
Miwa	Traci Ann	Mathematics 7 - 12	12/1/2012	6/30/2018
Murakami	Dee Ann	CTE-Business 7-12	12/1/2012	6/30/2018
Muraoka	Heather	Social Studies 7 - 12	12/1/2012	6/30/2018
Nakamura	Harmony	Science 7 - 12	1/1/2013	6/30/2018
Nakamura	Wade	Science 7 - 12	12/1/2012	6/30/2018
Narikiyo	Rosa	Elementary Education K - 6	1/1/2013	6/30/2018
Ogawa	Jason-Brian	Elementary Education K - 6	1/1/2013	6/30/2018
Okunaga	Daphne	Mathematics 7 - 12	12/1/2012	6/30/2018
Owens	Joshua	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
Pang	Sharilyn	English 7 - 12	1/1/2013	6/30/2018
Panquites	Lisa	Mathematics 7 - 12 SPED - Mild/Moderate K - 12 School Counselor K - 12	12/1/2012	6/30/2018
Pau	Keoni	Elementary Education K - 6	12/1/2012	6/30/2018
Peneyra	Amando	Social Studies 7 - 12	1/1/2013	6/30/2018
Pinho	Mark	Elementary Education K - 6	1/1/2013	6/30/2018
Poouahi	Tracy	CTE-Business 7-12	1/1/2013	6/30/2018
Popata	Laila	Elementary Education K - 6 English 7 - 12	12/1/2012	6/30/2018
Ragudo	Diane	Elementary Education K - 6	1/1/2013	6/30/2018
Ramolete	Resha	Elementary Education K - 6	12/1/2012	6/30/2018
Rawlins	Rosemarie	Elementary Education K - 6	12/1/2012	6/30/2018
Reed	Cheryl	Elementary Education K - 6	12/1/2012	6/30/2018
Reuschel	Joseph	SPED - Mild/Moderate K - 12 Social Studies 7 - 12	12/1/2012	6/30/2018
Rizzatti	Kristin	Science 7 - 12	12/1/2012	6/30/2018

Roitman	Marilyn	English 7 - 12	12/1/2012	6/30/2018
Ruggles	Rhonda	English 7 - 12	12/1/2012	6/30/2018
Saito	James	School Counselor K - 12	1/1/2013	6/30/2018
Sheffer	Denice	English 7 - 12	1/1/2013	6/30/2018
Shimomura	Malia	Health K - 12 Physical Education K - 12	12/1/2012	6/30/2018
Shinn	Randall	Science 7 - 12	12/1/2012	6/30/2018
Sondgeroth	Stefanie	Elementary Education K - 6	12/1/2012	6/30/2018
Steitz	William	English 7 - 12	12/1/2012	6/30/2018
Suzuki	Lisa	English 7 - 12	1/1/2013	6/30/2018
Takeuchi	Fay	Elementary Education K - 6	12/1/2012	6/30/2018
Tamashiro	Joanne	Elementary Education K - 6	1/1/2013	6/30/2018
Tano	Makee	CTE-Arts and Communication 7-12	1/1/2013	6/30/2018
Tawata	Stephanie	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
Tolentino	Caroline	Social Studies 7 - 12	12/1/2012	6/30/2018
Ubungen	Julia	Elementary Education K - 6	12/1/2012	6/30/2018
Uchino	Masaru	Elementary Education K - 6	1/1/2013	6/30/2018
Usher	Nancy	Science 7 - 12	12/1/2012	6/30/2018
Uyeda	Carol	SPED - Mild/Moderate K - 12	1/1/2013	6/30/2018
Vaughn	Malia	Science 7 - 12	12/1/2012	6/30/2018
Vince-Cruz	Jonathan	Elementary Education K - 6	12/1/2012	6/30/2018
Vincent	Adrienne	Elementary Education K - 6	12/1/2012	6/30/2018
Wagatsuma	Caryn Alyn	Elementary Education K - 6	1/1/2013	6/30/2018
Warne	Muriel	Elementary Education K - 6	12/1/2012	6/30/2018
Watanabe	Cindy	English 7 - 12	12/1/2012	6/30/2018
Watts	Joseph	Social Studies 7 - 12	1/1/2013	6/30/2018
Willard	Weston	Social Studies 7 - 12	12/1/2012	6/30/2018
Wong	Laurie	Elementary Education K - 6	12/1/2012	6/30/2018
Yamaguchi	Leina	SPED - Mild/Moderate K - 12	12/1/2012	6/30/2018
Zucker	Heidi	SPED - Severe/Profound K - 12	1/1/2013	6/30/2018

New Business Item 12-17

Introduced 1/25/13

Approved 1/25/13

**TITLE: Teach for America (TFA) Report Regarding the Status of the
Recommendations of its State Approved Teacher Education (SATE)
Unit and Program Review**

The Hawaii Teacher Standards Board accepts the attached reports from Teach for America as required in NBI 11-32, approved on November 18, 2011:

Submit a report to the HTSB no later than December 31, 2012 providing evidence that the unit has done the following:

- Involved the professional community in the regular evaluation of the assessment system. Included in the report will be the names of the professional community members and minutes from the meetings.
- Limit the supervision of clinical practice to no more than 18 candidates for each full time faculty member per semester. Names of faculty and the teacher candidates they supervise should be included in the report.
- Evaluate candidate inclusion of Hawaiian studies content and its impact or effect on student learning. Evidence should include a rubric or other measurement validating this evidence.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

Teach For America provides multiple faculty supervisors for each candidate. The Manager of Teacher Leadership Development (MTLD) and the Instructional Mentor (IM) both provide 1:1 and classroom support.

First Name	Last Name	School	Manager of Teacher Le	Instructional Mentor	Manager of Teaching and	Managing Director
Kevin	Argueta	Kahakai EI	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Alexis	Ballinger	Konawaena Elementary	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Abimisola	Bamidele	Pahala EI	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Roberto C	Castro	Kealakehe High	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Barry	Cogswell	Kau High and Pahala EI	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Juan	Espinal	Konawaena EI	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Alyssa	Gallego	Konawaena Middle	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
William	Georges	Konawaena Middle	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Guthrie	Graves	Holualoa EI	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Krish	Maharaj	Konawaena Middle	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Neiloufah	Mogharabi	Konawaena EI	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Antoinette	Myers	Naalehu EI	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Diana	Navarrete	Holualoa EI	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Gabrielle	Quintana	Kau High and Pahala EI	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Kyle	Rehn	Kau High and Pahala EI	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Kelly	Battin	Ewa Beach EI	Daria Silvestro	Lisette Roman	Alyson Emrick	Will Scott
Thomas	Boccafogli	Ewa Beach EI	Daria Silvestro	Lisette Roman	Alyson Emrick	Will Scott
Denise	Della	Kamaile Academy	Daria Silvestro	Lisette Roman	Alyson Emrick	Will Scott
Madeline	DeShazo	Wahiawa Middle	Daria Silvestro	Mary Shire	Alyson Emrick	Will Scott
Adam	Dooley	Nanakuli High and Inter	Daria Silvestro	Mary Shire	Alyson Emrick	Will Scott
Adam	Dreyfuss	Waianae High	Daria Silvestro	Mary Shire	Alyson Emrick	Will Scott
Danielle	Heider	McKinley High	Daria Silvestro	Mary Shire	Alyson Emrick	Will Scott
Sarita	Kapadia	Ewa Beach EI	Daria Silvestro	Lisette Roman	Alyson Emrick	Will Scott
Alan	Lee	McKinley High	Daria Silvestro	Mark Adato	Alyson Emrick	Will Scott
Waihan	Leung	Waianae High	Daria Silvestro	Mary Shire	Alyson Emrick	Will Scott
Chamroeun	Lim	Campbell High	Daria Silvestro	Mark Adato	Alyson Emrick	Will Scott
Andrew	Marinelli	Campbell High	Daria Silvestro	Mary Shire	Alyson Emrick	Will Scott
Ralph	McElvenny	Leilehua HS	Daria Silvestro	Mark Adato	Alyson Emrick	Will Scott
Jaqueline	O'Donnell	Kamaile Academy	Daria Silvestro	Mark Adato	Alyson Emrick	Will Scott
Vanessa	Shalkey	McKinley High	Daria Silvestro	Mary Shire	Alyson Emrick	Will Scott
Christian	Simoy	'Aiea High	Daria Silvestro	Mark Adato	Alyson Emrick	Will Scott
Kristin	Witcher	Leilehua HS	Daria Silvestro	Mark Adato	Alyson Emrick	Will Scott
John	Aquino	Kealakehe Inter	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Crystal	Bui	Kohala Middle School	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Erin	Deskin	Kahakai EI	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Monet	Diaz-Huth	Kohala Middle School	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Ian	Ferguson	Waimea EI	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Michaela	Gibboni	Waimea EI	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Kyle	Hartman	Waikoloa EI and Inter	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Darya	Ives	Waikoloa EI and Inter	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Heather	Paulson	Waikoloa EI and Inter	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Rochelle	Ramirez	Waikoloa EI and Inter	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott

Jacob	Robinson	Kealakehe Inter	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Darby	Sanders	Kahakai EI	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Elizabeth	Schiller	Waimea EI	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Molly	Williams	Kealakehe High	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Mathieu	Williams	Kealakehe Inter	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Lindsey	Bailey	Makakilo EI	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Anne	Calef	Hale Kula	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Nicholas	Clements	Ewa Makai	Katy DeBruin	JR Fujimoto	Alyson Emrick	Will Scott
Brent	Copple	Hale Kula	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Marko	Cristal	Ewa Makai	Katy DeBruin	Mark Adato	Alyson Emrick	Will Scott
Kamryn	Dobbins	Kailua Inter	Katy DeBruin	Mary Shire	Alyson Emrick	Will Scott
Gizelle	Gajelonia	Nanakuli EI	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Mykenna	Ikehara	Palolo Elementary	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Kayla	Jensen	Waianae Inter	Katy DeBruin	Mary Shire	Alyson Emrick	Will Scott
Melanie	Loo	Leihoku EI	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Evan	Lum	Ewa Makai	Katy DeBruin	Mary Shire	Alyson Emrick	Will Scott
Sarah	Marin	Makaha EI	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Amelia	Messinger	Nanakuli EI	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Natalie	Moreland	Pauoa EI	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Lee	Noto	Hale Kula	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Gunnye	Pak	Kahaluu EI	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Dohyoun (Esther)	Park	Hale Kula	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Isaiah	Peacott- Ricardos	Kipapa EI	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Christoper	Peck	Ewa Makai	Katy DeBruin	Mary Shire	Alyson Emrick	Will Scott
Nicole	Shirk	Kailua Inter	Katy DeBruin	Mary Shire	Alyson Emrick	Will Scott
Jasmine	Addison	Wheeler Middle	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Raimi	Ade-Salu	Wheeler Middle	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Kaily	Burton	'Aiea Inter	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Caroline	Coates	Nanakuli High and Inter	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Galen	Cook	Wheeler Middle	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Tricia	Dong	Waianae Inter	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Mason	Fitch	'Aiea Intermediate	Sarah Park	Mark Adato	Alyson Emrick	Will Scott
Gregory	Gates	Wheeler Middle	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Jennifer	Hebein	Waianae High	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Brandon	Ing	'Aiea Inter	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Matthew	Krey	Nanakuli EI	Sarah Park	Lissette Roman	Alyson Emrick	Will Scott
Zuri	Milanzi	Nanakuli High and Inter	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Ariana	Peters	Nanakuli EI	Sarah Park	Lissette Roman	Alyson Emrick	Will Scott
Melody Rose	Sagario	Aliamanu Middle	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Luis	Sanchez	Waianae Inter	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Cherisse	Sen	Farrington High	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Juan	Serrano	Wheeler Middle	Sarah Park	Mark Adato	Alyson Emrick	Will Scott
Lauriane	Stewart	Waianae Inter	Sarah Park	Mark Adato	Alyson Emrick	Will Scott
Leslie	Toy	'Aiea Inter	Sarah Park	Mark Adato	Alyson Emrick	Will Scott
Lexington	Wochner	Wheeler Middle	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott

Teach For America, Alternative Route to Credential Program Follow-Up Accreditation Report to the Hawai'i Teachers Standards Board

Upon granting of initial licensure, the Hawai'i Teachers Standards Board requested that Teach For America submit a report no later than December 31, 2012 providing evidence that the unit has done the following:

- Involved the professional community in the regular evaluation of the assessment system. Included in the report will be the names of the professional community members and minutes from the meetings.
- Limit the supervision of clinical practice to no more than 18 candidates for each full time faculty member per semester. Names of faculty and the teacher candidates they supervise should be included in the report.
- Evaluate candidate inclusion of Hawaiian studies content and its impact or effect on student learning. Evidence should include a rubric or other measurement validating this evidence.

Each area has been addressed separately in the text below, with attachments as necessary.

Involvement of the Professional Community

We meet with each of our major partners once per school year to evaluate our Alternative Route to Credential assessment system and the overall effectiveness of our program. We have two primary university partners, which provide coursework to our candidates in content-area methods and Special Education: Chaminade University of Honolulu and the Department of Special Education at the University of Hawai'i at Mānoa. We have two primary providers of Hawaiian culture, history and pedagogy: Kamehameha Schools' Teaching with Aloha Program and the Department of Education's Kahua Program. Our meetings with Kamehameha Schools' Teaching with Aloha Program and the University of Hawai'i at Mānoa, Department of Special Education have taken place already. Our meetings with Kahua and Chaminade University are scheduled for January and February. We also will survey the satisfaction and request feedback on our program from all 45 of our partner principals in Winter/Spring 2013.

Agendas, attendees, and summary notes from meetings are below.

Professional Community: Kamehameha Schools, Teaching with Aloha Program

Names: Shekinah Ilae, Colleen Robinson, Makana Garma, Alyson Emrick

Meeting Date: Monday, November 26, 2012

Agenda Items: Teaching with Aloha Seminar 2 planning, Portfolio 1 review, Planning Portfolio review, Additional work day dates

Notes: We reviewed the planning portfolio key assessment as a group. We reviewed each component of the assignment that corps members are responsible for, which include: long term plan, unit plan, unit assessment, and lesson plans. We shared how we teach and support corps members to meet each of these outputs. The feedback was positive and members of the professional community said that the plans will help corps members ensure they have rigorous lesson in their classrooms. We decided that our highest impact next step is to align the second Teaching with Aloha portfolio to the planning portfolio key assessment. We plan to use a lesson from the planning portfolio during seminar 2 and use the adjustments to the planning portfolio as

one requirement for the Teaching with Aloha portfolio. This alignment not only will strengthen our partnership but will help reinforce planning skills for our teachers.

Professional Community: University of Hawai'i at Mānoa, Department of Special Education

Names: Patricia Edelen-Smith, Matthew Schmidt, Amelia Jenkins, Cecily Ornelles, Marly Wilson, Will Scott, Alyson Emrick

Meeting Date: Monday, November 26, 2012

Agenda Items: Registration of corps members, GRE testing, specific students requiring follow up and/or additional support, ARC overview and review of key assessments

Notes: Once we discussed potential spaces for alignment of our programs and assessments we listened to feedback from our professional community at UH. The vast majority of the feedback was positive. The one piece of constructive feedback was that the assessments for course work, Kahua, Teaching with Aloha, and Teach For America seems like to much in the first year. While each assessment has a distinct purpose we will explore options to better align or combine assessments in the future to help ensure corps members are focused on practicum based assignments that will benefit their classrooms and students.

Professional Community: Chaminade University

Names: Rachel Omick, Joe Peters, Will Scott, Alyson Emrick

Meeting Date: Tuesday, January 22, 2013 or Wednesday, January 23, 2013

Agenda Items: Review of the Fall term, discussion about Winter and Spring terms, feedback on Teach For America ARC program and assessments

Professional Community: West Hawai'i Kahua

Names: Beth Custer, Anika Fernandez, Will Scott, Alyson Emrick

Meeting Date: Tuesday, February 5, 2013 or Wednesday, February 6, 2013

Agenda Items: Review of first semester Kahua partnership, support needed moving forward, alignment of and feedback on assessment systems

Professional Community: Partner Principals

We survey all of our principals each year to ensure satisfaction with Teach For America support and Teach For America corps members employed at their schools. We ask for feedback on our program as a whole as well as specifically on teacher effectiveness. Our key assessments are practicum based, so principals are a key constituent of our larger professional community and can best ensure our candidates are fully serving our students and communities.

Clinical Practice Supervision Ratio

During candidates' clinical practice they receive intensive support and evaluation by the Alternative Route to Credential program faculty. All teachers are supported by faculty members at a ratio of less than 10 teachers per faculty, with all teachers directly supported by at least two faculty members. Faculty assignments can be found in the attached document, "2012 CMRoster_TLD support." Teach For America – Hawai'i's largest staff allotment goes to Teacher Leadership Development (TLD), or teacher support. TLD's eight full-time faculty members provide direct mentorship to corps members. These professional mentors include five Managers of Teacher Leadership Development, one Manager of Teaching and Learning, one Director of Teaching and Learning, and one Managing Director of Teacher Leadership Development. All are experienced teachers with an outstanding record of results in the classroom. Role descriptions and information about each of these faculty members can be found below.

Within the Teacher Leadership Development (TLD) team, roles are outlined as follows:

Managers, Teacher Leadership Development (5)

Full time Teach For America faculty. Responsible for one-on-one coaching and development of corps members using our Teaching as Leadership framework. Regularly meet with their cohort of teachers, who are grouped into school teams. Provide subject area support across cohorts. Conduct Clinical Observations and Evaluate Student Learning Assessment and Dispositions.

Manager, Teaching and Learning (1)

Full Time Teach For America staff. Responsible for offering targeted professional development to corps members using our Teaching as Leadership framework, as well as one-on-one support as necessary. Provide subject area support across cohorts through monthly, small-group, content-based professional learning communities. Evaluates Dispositions, Institute Portfolio, and Planning Portfolio.

Director, Teaching and Learning (1)

Full Time Teach For America staff. Responsible for offering targeted professional development to corps members using our Teaching as Leadership framework, as well as one-on-one support as necessary. Provide support across cohorts in small-group, complex-based professional learning communities every month. Evaluate Dispositions, Institute Portfolio, and Planning Portfolio.

Managing Director, Teacher Leadership Development (1)

Full Time Teach For America staff. Responsible for overall program quality. Provides one-on-one support as necessary.

The Teacher Leadership Development Team in Hawai'i consists of:

Will Scott, Managing Director of Teacher Leadership Development. He grew up in Canada and attended Dartmouth College. He was a 1992 Los Angeles corps member and taught middle school social studies for three years at his placement school. He continued teaching for another four years at James Lick Middle School in San Francisco, his last year as the Humanities Department Chair. He did graduate work at the University of California at Berkeley thereafter, receiving his PhD in 2007. While in graduate school, he taught at San Quentin State Prison, worked with Oakland public school teachers, and ran a program for San Francisco high school students modeled on the Coro Fellowship. From 2007-2011, he was an Assistant Professor at the University of Delaware, where he coordinated a 200+ student teaching credential program in social studies education.

Lia Rozmiarek, Director of Teaching and Learning. She creates and manages the regional strategy, scope and sequence for our 2nd year learning communities, focusing on leadership and culturally responsive teaching. She works closely with regional teacher leadership development team members as well as Teach For America's national teaching and learning team to push corps members towards academic gains. Lia grew up on Oahu, joined the corps in 1999 in Los Angeles, and worked for 13 years at her placement school on the Compton/Watts border of south-central LA. During most of this time she taught HS English (from 9th grade to AP; drama, composition, and literature; ELL, honors, and intervention). She also served as the school's Librarian and Media Teacher and managed the school's accreditation efforts, which included doing school-site visits as a WASC accreditor, throughout California. She was the founder of a school culture day, designed to address tensions in the school around issues of race, sexuality, and personal identity. She directed three musical productions and obtained grants to support

work with the following institutions: the Japanese American National Museum; Museum of Tolerance; Korean Cultural Center of Los Angeles; the Museum of Latin American Art; Watts Towers Arts Center; Metro Art Tour. She has an M.Ed. degree from Loyola Marymount.

Alyson Emrick, Manager of Teaching and Learning. Alyson Emrick manages first-year learning communities and requirements for our alternative route to certification. Aly manages alumni leaders to enhance content-learning and leverages resources from our national Teacher Leadership Development Team. Aly was a 2006 Greater Philadelphia Camden corps member and taught sixth grade and third grade. Prior to joining Teach For America, she spent 16 years attending international schools in Australia, Japan, Indonesia and the Philippines and studied abroad in both Spain and Argentina. She received a Masters of Science in Urban Education at the University of Pennsylvania and a BA from the University of Richmond. Aly joined Teach For America Hawai'i in 2008 and later, in 2010 she transitioned to her current role as Manager of Teaching and Learning.

Katy DeBruin is a Manager of Teacher Leadership Development on the island of Oahu. Katy is a 2010 Phoenix alum and taught 5th-8th grade special education. She was the special education team leader and took on a district leadership role as a state monitoring cadre member in her second year. She was responsible for establishing new systems and protocols for special education paperwork and services district-wide and enforced such systems at her school site. In addition, Katy coached basketball and flag football during her two years at her middle school. Katy graduated from the University of Arizona with a BA in Secondary Education and Political Science and recently obtained a Master's Degree from Arizona State University in Special Education.

Anika Fernandez is a Manager, Teacher Leadership Development on the island of Hawai'i. Anika was a 2003 New Mexico corps member, where she taught Special Education at Thoreau Middle School. Anika stayed at her placement school for 2 additional years where she served as the Department Chair for Services for Exceptional Students and worked to increase inclusive practices and curriculum alignment for all middle school students. In 2007, Anika joined Teach For America staff as a program director in Phoenix and in 2010 she joined our Hawai'i team. Anika was born and raised in Northern California, and attended school at Mount Saint Mary's College in Los Angeles where she obtained her degree in Sociology with a minor in Child Development. She has a M.Ed. degree in Special Education.

Eri Higashi is a Manager of Teacher Leadership Development on the island of Hawai'i. Eri was a 2008 St. Louis corps member and taught 6th grade social studies. She was also 6th grade team leader in her second year. Staying on for a third year, she taught 6th - 8th grade ESOL and mentored the new teachers on the 6th grade team. She also worked as a Corps Member Advisor in Chicago in 2010 and as the Social Studies Learning Team Leader in St. Louis during the 2010-2011 school year. Eri holds a bachelor's degree in History/Social Studies and a social studies/ESOL teaching certificate from Western Washington University and a master's degree in Secondary Education from University of Missouri - St. Louis.

Sarah Park is a Teacher Leadership Development Manager on the island of O'ahu. Sarah was a 2008 Hawai'i corp member and taught 7th and 8th grade Pre-Algebra and Algebra at Wheeler Middle School. Sarah also worked as a Corp Member Advisor at the Atlanta Summer Institute in 2010. Sarah grew up in La Canada, a small town by the Rose Bowl in California. She graduated from Occidental College with a BA in Sociology and History. Sarah also holds a master's degree in secondary education from Chaminade University.

Daria Silvestro is a Manager, Teacher Leadership Development. She was a 2007 Hawaii Corps Member and taught 9th and 10th grade English for the last four years at Campbell High School in Ewa Beach. Within her school, she held the leadership position of 9th Grade Facilitator, School and Community Council Chair, and Advisor for the Class of 2012. Within Teach For America, Daria worked as a Professional Learning Community Facilitator and Corps Member Advisor at the Atlanta Summer Institute in 2010. Daria also had the pleasure to work as the ELA Lab Classroom Teacher at the 2011 Delta Institute. Before coming to Hawaii, Daria completed a BA in English with a secondary education certification. She credits her commitment to closing the achievement gap to her student teaching experience in an inner city school in New Jersey.

Additionally, six part-time faculty play a crucial role in mentoring our corps members. Each Instructional Mentor has demonstrated excellence in content-area knowledge and has led students in DOE schools to significant gains in academic achievement. TFA recruited from the alumni 6 hard working and committed alumni to work closely with Teach For America Hawai'i staff to implement the Alternative Route to Credential program and ensure that the first-year corps members successfully put their students on a path of expanded educational opportunities. Instructional mentors are integral in providing content area support for all teachers and ensuring that they are offering a rigorous, standards-aligned curriculum. They also provide support to corps members in the building of an effective culture of achievement in their classrooms, including relationship building with students and families. TFA recruited and selected teachers with elementary and Special Education expertise in addition to those with experience in all secondary content areas.

The following 6 instructional mentors were selected:

O'ahu

Mark Adato graduated with a degree in Business Economics and Mechanical Engineering from UCLA in June 2007. Prior to joining Teach For America Hawai'i Mark worked at Deloitte, an international management consulting firm, and worked for two years valuing and integrating multimillion dollar companies and deals across the country. In 2009, he joined Teach For America and came to Hawai'i to teach high school science at James Campbell High School in Ewa Beach, O'ahu. During his 2nd year teaching he led a school-wide initiative to implement a standardized 9th grade Physical Science curriculum that was adopted in June 2010. The next year, he did the same with 10th grade, designing half of all Physical Science curricula and testing for the 2700 student high school. He is also the team-lead for all Physical Science teachers and is the chair of the school-wide science fair. Beyond his science expertise, he also began a free SAT tutoring program, is an assistant coach for the swim and water polo teams, advisor for the Gaming Club, and was formerly the Class of 2013 Faculty Advisor. Mark brings to education and mentoring a passion for goal-oriented teaching and an unwavering work ethic.

Philip Fujimoto graduated magna cum laude from Georgetown university with a B.A. in government and a B.S. in biology. He then went on to receive a rating of "high qualified" by the Department of Education in Louisiana for passing the Practitioner Teacher Program through the New Teacher Project. As a Teach For America corps member he was selected as the only recipient out of more than 100 corps members in the South Louisiana region to be a candidate for the Sue Lehmann Excellence in Teaching Award. This award is given annually to a teacher who possesses exemplary teaching skills and effects extraordinary student achievement in his or her classroom. He was also selected as Broadmoor High School's teacher of the year out of more than 60 faculty for his efforts in establishing the first AP biology program, leading professional development on science inquiry, working with the Beta club, student government and JV

cheerleading team. After his corps experience he joined Teach For America staff in Washington D.C as a Manager of Teacher Leadership Development. He led over 70 teachers in more than 30 different schools across DC and Prince George's in Teach For America's program to close the achievement gap. He organized the first ever Science & Math Summit in the DC region to give professional development to more than 90 math and science teachers before their winter break and created plans based on data to prioritize and focus efforts in leading corps members toward their ambitious visions for their students.

Lisette Roman graduated top of her class with a bachelor's degree in human services from Metropolitan College of N.Y. She then earned her M.A. in Education from Touro University, graduating with a 4.0 grade point average. She joined Teach For America and taught in both Waianae and Las Vegas. She taught first and second grades as well as served as the second grade chair. After four years with Las Vegas Public Schools she joined Achievement First Charter Network as a Leader Fellow and Department Head. She not only reached the ambitious goal of all students achieving 90% success on grade level standards but also designed and presented ongoing workshops for teachers. She lives in Mililani and trains teachers in reading interventions.

Mary Shire graduated magna cum laude from Chapman University with a B.A in Screenwriting and then from Chaminade University with a M.Ed in secondary English. As a Teach For America corps member she taught 7th and 8th grade Language Arts and study skills at 'Aiea Intermediate. She is now in her 5th year of teaching at 'Aiea Intermediate. She teaches Hawai'i Language Arts standards to ELL students and also serves as the coordinator of the English Language Learning department. She has been selected to participate in the Na Kumu Alaka'i Teacher Leader Academy this year.

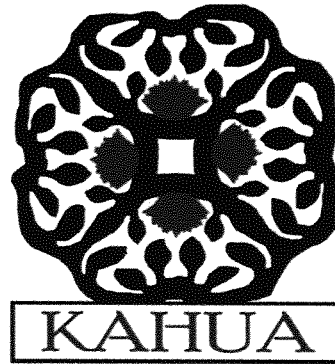
Hawai'i Island

After graduating from Kamehameha Schools, Kristen Ortiz graduated magna cum laude from Colby College with a B.A. in psychology. She then went on to earn her M.Ed in Special Education from University of Hawai'i at Mānoa. As a Teach For America corps member Kristen taught 4th and 5th grade special education at Kealakehe Elementary. She is in her third year of teaching and helping to mentor new teachers at her school. This past summer she also worked as a teacher at College Preparatory Academy in Ramallah Palestine. She taught high school math and designed and initiated college awareness seminars.

Kristen Wong graduated with a B.A. in religion from Dartmouth College and then went on to earn her M.Ed in Special Education from the University of Hawai'i at Mānoa. As a Teach For America corps member she taught Special Education at Ilima Intermediate. She went on to serve as Special Education Department Chair. After completing Teacher Leadership Academy, she moved to Hawai'i Island where she worked as the student services coordinate at Mountain View Elementary. She developed and presented professional development on eCSSS, CSSS, RTI, and data analysis of student services. She now works at Keaau High School as the student support specialist. She works with teachers to improve teacher effectiveness using research-based strategies in addition to Charlotte Danielson's Framework for Teaching, supports professional learning communities in developing pacing guides, using clear learning targets deconstructed from HCPS and Common Core standards, and designing common formative assessments. She is also a member of the Teach, Implement, Perfect and Sustain Team charged with rolling out and implementing Race to the Top initiatives such as On-Site School Reviews with School Synergy.

Evaluate Inclusion of Hawaiian Studies Content and Its Effect on Student Learning

All candidates complete a hands-on course in Hawaiian culture, language, and history offered through the Department of Education's Kahua Program or Kamehameha Schools' Teaching with Aloha Program. Each of these programs help corps members to integrate culture-based education into their classrooms and to measure the impact on student learning when they implement program lessons at the classroom level. The first portfolio assignment and rubric are attached. As an example of the how we evaluate candidate inclusion of Hawaiian Studies content and its impact on student learning, each portfolio includes student reflections on the effectiveness of a Hawaiian studies lesson. These reflections allow us to evaluate the extent of student learning of Hawaiian studies content delivered by the teacher.



Kahua 1A - An Introduction to Culture-Based Instruction

Course Information

&

Learning Results Portfolio Information & Handouts



What is a portfolio?

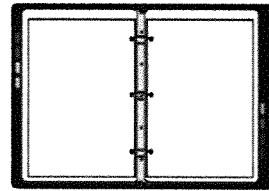
- ✦ Provides opportunities to explore, extend, showcase, and reflect on learning.
- ✦ Promotes collegial sharing, coaching, mentoring, and collaboration.
- ✦ Brings about integration of theory & practice.
- ✦ Gives participants a forum to explore ideas in a supportive environment.
 - ✦ Illustrates progress and leads to a strong sense of personal accomplishment.
 - ✦ Is owned and authored by the participants.
 - ✦ Shifts the ownership of learning onto the participants.
 - ✦ Extends over time so that changes in teaching and learning are evident.
 - ✦ The application of the participant's professional learning with students.
 - ✦ The results of the participant's application efforts with students.
 - ✦ The usefulness & effectiveness of the strategy, process, program, approach, technique or material to improve student learning for the future.



What does a portfolio contain?

- ✦ Lesson Plan Activity sheets
- ✦ Journals
- ✦ Captions/Reflections
- ✦ Student Exhibits
- ✦ Additional Course Activity Sheets (handouts attached)

Refer to Portfolio Checklist.



Important reminders!!!

- ✦ Assignments sequenced in the order of the portfolio checklist
- ✦ Typed or computer generated
- ✦ Appropriate sentence/paragraph construction and grammar;
Minimal convention errors
- ✦ Coherent and logical; Addresses each question, prompt or part of the assignment
- ✦ Meets the proficient or exemplary elements of the PDSC portfolio assessment rubric

Writing a Reflection

Reflection is thinking and wondering either individually or with colleagues of moments that touch us, of decisions made, and of the realization when something needs to change. The following guide may help participants refine their process of reflection.

1. What happened?

Begin by simply writing down what happened without jumping to analysis or judgment. Create a brief narrative of the portfolio documents and of the training activity. Only then can you move to the second step.

2. Why did it happen?

Attempting to understand why an event happened the way it did is the beginning of reflection. One searches the context within which the event occurred for explanations. One needs to consider underlying structures within the school that may be part of the event and examine deeply held values. One may find more questions than answers. Answer the questions in a way that makes sense to you. Reflection often stops here, but one needs to look more deeply. The search for meaning is step three.

3. What might it mean?

Reflection is a way to find meaning. It is only through reflection that we recognize we had choices, that we could have done something differently. Recognizing that there is no one answer is an important step. Explore possible meanings rather than determine the meaning. Understanding by itself does not create changes in classroom practice. The last step involves holding our practices to the light of those new understandings.

4. What are the implications of my practice?

Consider how your practice might change given any new understandings that have emerged from the earlier steps. What new insights have occurred? This is an entry into rethinking, changing practice and what we do with our students.

<u>What is a Caption?</u>	<u>What are Student Exhibits?</u>
<p>A caption is a statement attached to each document that:</p> <ul style="list-style-type: none">▪ Describes what the document is▪ Why it is evidence▪ What it is evident of <p>Captions transform documents into evidence. This evidence helps participants test if their efforts are consistent with their beliefs and intentions, and trace how their understanding and beliefs may have changed over time. It also provides the opportunity to describe the context of a teaching event - why this activity was appropriate in these circumstances at this time.</p> <p>Captions need not be long or elaborate but must be explicitly defined.</p>	<p>Provides evidence of growth and change and information on student progress related to the new practices and techniques being learned.</p> <p>Unless specifically noted, DO NOT submit the student work assigned. SUBMIT the students' response to the lesson.</p>

PDSC Portfolio Assessment Rubric

ELEMENTS	1 – No Credit	2 – Revision Needed	3 – Proficient	4 - Exemplary
Portfolio Requirements	Portfolio requirements are not complete and are limited in scope	Portfolio requirements are complete. Selected artifacts relate to goals, however, they do not clearly identify the growth and or learning from the experience	Portfolio requirements have been completed. Steps included in the actions are logical and reasonable for goal achievement and demonstrate attention to local or national standards of practice	Portfolio requirements have been completed utilizing the process of: <ol style="list-style-type: none"> 1. What happened? 2. Why did it happen? 3. What might it mean? 4. What are the implications for my practice? The portfolio becomes an episode of learning
Quality	The portfolio has limited evidence that a change in teaching behaviors has occurred as a result of the PD activity The portfolio is an irrelevant collection of evidence that tells the reader nothing as to the impact of the PD activity	The portfolio reflects the development of effective teaching practice but may or may not cause change in the teacher's behavior	The portfolio captures the wisdom of practice that impacts student learning and the larger school/community environment	The portfolio clearly captures and portrays the growth, integration, and learning of the teacher to be able to cause student learning through the acquisition of: <ul style="list-style-type: none"> ▪ Knowledge ▪ Skills ▪ Disposition To increase the effectiveness of the teacher
Student/Learning Results	No evidence provided to show the impact of the professional development activity on student learning	Limited artifacts to indicate growth and the identification of learning standards	Changes in teaching practices and examination of student work offer greater insights into student learning	There is a clear focus on interpreting student results and making connections to teacher actions, instructional strategies, curriculum materials, etc.
Reflections <small>Awareness: Becoming aware of their feelings and thoughts, of their teaching decisions, of the impact on student learning. Focus: Reviewing several teaching transactions in the classroom and finding meaning. Making sense through writing: Thinking is connected to writing. While the occurrences may be described in detail, the writing should also promote the meaning of that occurrence (looking below the surface, discerning patterns, finding significance for improvement in future decisions and actions.) Change in teacher behavior: Reflection leads to an insightful change in behavior</small>	No reflections or analysis to show the impact of the professional development activity on teacher growth and student learning	Reflections reveal insights about student learning and teacher learning but may not always make clear connections between actions and results	Reflections reveal examination of multiple variables for outcomes Structured reflections reveal insights regarding student and teacher learning that are used to inform future practice	Reflections provide the participant an opportunity to summarize in the documents in the portfolio and trace how the documents and the training activity have captured and portrayed growth, integration, and learning
Captions	No captions to show evidence of student and teacher learning	Contains captions but it does not explain how this documentation is evidence of learning (Sponsor does not have to make inferences about what this document in the portfolio is evidence of)	Captions provide opportunity to describe the context of teaching and provide evidence of the impact of the professional development activity to increasing student achievement.	Statements for each document in the portfolio describe what the document is, why it is evidence, and what is it evidence of Captions transform documents into evidence and assist teacher in articulating their thoughts regarding improvements in standards-based instruction



Kahua 1A - An Introduction to Culture-Based Instruction

Professional Objectives or Goals as Stated in the Professional Development Activity Application	Goal and objectives are stated but it is not clear how the professional development impacted student learning	Professional development goals and objectives are stated but evidence of accomplishing the goals and objectives are weak.	Professional development goals and objectives are aligned to the professional development activities that will impact the professional growth of the teacher and impact student learning	Professional goals and objectives are based on a school-wide professional development plan that meets the professional development needs of all teachers (beginning and tenured) and develops teacher capacity to lead school initiatives
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Portfolio Checklist

q	Exhibit: Day 1 Document (ie handout, worksheet, powerpoint, article, notes, etc.)	6
q	Caption: Day 1 Document	7
q	Reflections on Day 1	8
q	Exhibit: Day 2 (ie handout, worksheet, powerpoint, article, notes, etc.)	9
q	Caption: Day 2 Document	10
q	Reflections on Day 2	11
q	Exhibit: Day 3 (ie handout, worksheet, powerpoint, article, notes, etc.)	12
q	Caption: Day 3 Document	13
q	Reflections on Day 3	14
q	Lesson Plan 1 (Relationships)	15
q	Caption & Reflection on Lesson Plan 1	16
q	(Exhibit) Lesson Plan 1 – Student Reflections	17
q	Caption & Reflection on Lesson 1 Student Reflections	18
q	Parent/Community Involvement Plan	19
q	Caption & Reflection – Parent/Community Involvement Plan	21
q	(Exhibit) Student Reflections on Parent/Community Involvement Activity	22
q	Caption & Reflection on Student Reflections on Parent/Community Involvement Activity	23
q	Lesson Plan 2 (Learning Styles)	24
q	Caption & Reflection on Lesson Plan 2	25
q	(Exhibit) Lesson Plan 2 – Student Reflections	26
q	Caption & Reflection on Lesson 2 Student Reflections	27
q	Culminating Reflection	28



Kahua 1A - An Introduction to Culture-Based Instruction

Insert

Exhibit: Day 1 Document

(handout, worksheet, powerpoint, article, etc.)



Kahua 1A - An Introduction to Culture-Based Instruction Caption for Day 1 Document

Captions transform documents into evidence. This evidence helps participants test if their efforts are consistent with their beliefs and intentions, and trace how their understanding and beliefs may have changed over time. It also provides the opportunity to describe the context of a teaching event - why this activity was appropriate in these circumstances at this time.

Captions need not be long or elaborate but must be explicitly defined.

Caption: Briefly describe your Day 1 Document. Explain why it is evidence and what it is evident of.



Kahua 1A - An Introduction to Culture-Based Instruction

Insert

Reflections on Day 1



Kahua 1A - An Introduction to Culture-Based Instruction

Insert

Exhibit: Day 2 Document

(handout, worksheet, powerpoint, article, etc.)



Kahua 1A - An Introduction to Culture-Based Instruction Caption for Day 2 Document

Captions transform documents into evidence. This evidence helps participants test if their efforts are consistent with their beliefs and intentions, and trace how their understanding and beliefs may have changed over time. It also provides the opportunity to describe the context of a teaching event - why this activity was appropriate in these circumstances at this time.

Captions need not be long or elaborate but must be explicitly defined.

Caption: Briefly describe your Day 2 Document. Explain why it is evidence and what it is evident of.



Kahua 1A - An Introduction to Culture-Based Instruction

Insert

Reflections on Day 2



Kahua 1A - An Introduction to Culture-Based Instruction

Insert

Exhibit: Day 3 Document

(handout, worksheet, powerpoint, article, etc.)



Kahua 1A - An Introduction to Culture-Based Instruction Caption for Day 3 Document

Captions transform documents into evidence. This evidence helps participants test if their efforts are consistent with their beliefs and intentions, and trace how their understanding and beliefs may have changed over time. It also provides the opportunity to describe the context of a teaching event - why this activity was appropriate in these circumstances at this time.

Captions need not be long or elaborate but must be explicitly defined.

Caption: Briefly describe your Day 3 Document. Explain why it is evidence and what it is evident of.



Kahua 1A - An Introduction to Culture-Based Instruction

Insert

Reflections on Day 3



An Introduction to Culture and Place-Based Instruction

Insert

Lesson Plan 1 - Relationships
(highlight the specific culture/place based instructional strategies incorporated within the lesson plan)



An Introduction to Culture and Place-Based Instruction Teacher Caption and Reflection on Lesson Plan 1

Caption:

1. Briefly describe the context for developing this lesson plan.
2. Describe your lesson plan.
3. Explain why this exhibit is evidence of what was learned in the course.

Reflection: Reflect on the development of your lesson plan.

1. What insights have you gained from developing your lesson plan?
2. How can these insights inform your practices as a teacher?
3. What implications do these insights hold for you?



An Introduction to Culture and Place-Based Instruction

Lesson Plan 1 - Student Reflections

Attach a minimum of 5 Student Reflections

- ✿ Students reflect on your lesson in their own handwriting.
- ✿ Possible questions to ask students:
 - What did you like about the lesson?
 - Which activity did you like and why?
 - How did the activity help you learn?
 - How could this lesson be improved to help you learn better?



An Introduction to Culture and Place-Based Instruction
Teacher Caption and Reflection on Lesson 1 Student Reflections

Caption:

1. Briefly describe the context for the student reflections.

2. Describe your student reflections.

3. Explain why this exhibit is evidence of what was learned in the course.

Reflection: Reflect on your student reflections.

1. What insights have you gained from the student reflections?

2. How can these insights inform your practices as a teacher?

3. What implications do these insights hold for you?



An Introduction to Culture and Place-Based Instruction
Parent/Community Involvement Activity

What is the Activity?	Why should the audience do the activity?	How will you convey the message?
Where will the activity take place?	Activity Timeline & Procedures	What action or response do you want? (level of involvement)
How will students be involved?	How will you measure and document results of the activity?	Evaluation of activity.



An Introduction to Culture and Place-Based Instruction

Examples of Parent/Community Involvement Activities

Involvement in School Governance

- School Advisory Board functioning with parental representation
- SCBM
- PTA

Volunteer Support

- Volunteer Listeners
- Classroom mother, father
- Parent volunteer in school building

Teacher and School Communication

- Welcome visit by staff to students' home
- School newsletter
- Class newsletter
- Good News Note, Success Cards
- Letter from teacher to parents
- Call from teacher to parents

School Activities

- School Fairs
- Fun Nights
- School Dinners
- Coffee Hours
- Back to School Night
- Parenting Skills Classes
- Parent Workshops
- Adult Literacy Program
- School-wide Parent Involvement Programs
- Recreation Programs for Parents
- Classes for Parents
- Help at Home Projects

Involvement in Curriculum

- Curriculum demonstration



An Introduction to Culture and Place-Based Instruction
Parent/Community Involvement Plan - Student Reflections

Attach a minimum of 5 Student Reflections

- * Students reflect on your Parent/Community Involvement Activity own handwriting.
- * Possible questions to ask students:
 - o What did you like about the activity?
 - o How could this activity be improved?



An Introduction to Culture and Place-Based Instruction
Teacher Caption & Reflection on
Parent/Community Involvement Activity Student Reflections

Caption:

1. Briefly describe the context for the student reflections
2. Describe your student reflections.
3. Explain why this exhibit is evidence of what was learned in the course.

Reflection: Reflect on your student reflections.

1. What insights have you gained from the student reflections?
2. How can these insights inform your practices as a teacher?
3. What implications do these insights hold for you?



An Introduction to Culture and Place-Based Instruction



An Introduction to Culture and Place-Based Instruction

Insert

Lesson Plan #2 – Learning Styles

(highlight the specific culture/place based instructional strategies incorporated within the lesson plan)



An Introduction to Culture and Place-Based Instruction

Teacher Caption and Reflection on Lesson Plan 2

Caption:

1. Briefly describe the context for the lesson plan.
2. Explain why this exhibit is evidence of what was learned in the course.

Reflection: Reflect on your lesson plan.

1. What insights have you gained from developing your lesson plan?
2. How can these insights inform your practices as a teacher?
3. What implications do these insights hold for you?



An Introduction to Culture and Place-Based Instruction

Lesson Plan 2 - Student Reflections

Attach a minimum of 5 Student Reflections

- ✿ Students reflect on your lesson in their own handwriting.
- ✿ Possible questions to ask students:
 - What did you like about the lesson?
 - Which activity did you like and why?
 - How did the activity help you learn?
 - How could this lesson be improved to help you learn better?

Teacher Caption and Reflection on Lesson 2 Student Reflections

Caption:

1. Briefly describe the context for the student reflections.
2. Describe your student reflections.
3. Explain why this exhibit is evidence of what was learned in the course.

Reflection: Reflect on your student reflections.

1. What insights have you gained from the student reflections?
2. How can these insights inform your practices as a teacher?
3. What implications do these insights hold for you?

Culminating Reflection

Reflect on your experience taking this course.

- ✿ How have you applied/used what you learned?
- ✿ What aspects of this course have been the most helpful to you? Why?
- ✿ What did you gain from participating in cooperative learning activities/discussion and study groups with your peers?
- ✿ How is this course relevant to your district's/complex's SID?

New Business Item 12-18

Introduced 1/25/13

Approved 1/25/13

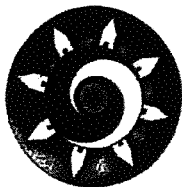
TITLE: Halau Wanana (HW) Report Regarding the Status of the Recommendations of its State Approved Teacher Education (SATE) Unit and Program Review

The Hawaii Teacher Standards Board accepts the attached documents from Halau Wanana as required in NBI 11-23Rev., approved on October 28, 2011:

- Halau Wanana will submit reports to HTSB by January 1, 2012, July 1, 2012, January 1, 2013, and July 1, 2013 on their progress toward TEAC accreditation.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee



Hālau Wānana – Indigenous Center for Higher Learning

Transforming thinking learning and teaching through indigenous knowledge systems and practices

20 December 2012

Dear Lynn,

01 January 2013 Halau Wanana Scheduled Report to HTSB on TEAC Accreditation

Our scheduled report for the TEAC January 1st milestone as set by HTSB is as follows. Staff continue to work towards accreditation and development of Halau Wanana.

- TEAC has confirmed a site visit for April 1-5, 2013. We have not been informed of the composition of the visiting team as yet.
- We continue to refine policies and processes in support of accreditation.
- We continue to liaise with TEAC and HTSB to support a successful outcome.
- Morale is high.

Anthony Fraser
Director
Halau Wanana
Indigenous Center for Higher Learning
808 594 8617
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Signed on Behalf of Anthony

Fraser: Kawika Kaula
Education Systems Administrator
Halau Wanana
Indigenous Center for Higher Learning
887-1117
Kawika@kalo.org

New Business Item 12-19

Introduced 1/25/13

Approved 1/25/13

TITLE: Hawaii Teacher Standards Board Meeting Schedule 2012-2013

The Hawaii Teacher Standards Board approves the following meeting schedule for 2012-2013:

Regularly Scheduled Meetings:

Date	Meeting
August 23, 2013	August Board Meeting
September 27, 2013	September Board Meeting
October 25, 2013	October Board Meeting
November 15, 2013	November Board Meeting
December 6, 2013	December Board Meeting
January 24, 2014	January Board Meeting
February 21, 2014	February Board Meeting
March 28, 2014	March Board Meeting
May 9, 2014	May Board Meeting
June 13, 2014	June Board Meeting

Neighbor Island Community Meetings:

October 10, 2013	Hilo Community Meeting
November 14, 2013	Kauai Community Meeting
December 10, 2013	Lanai Community Meeting
February 13, 2014	Kona Community Meeting
March 6, 2014	Molokai Community Meeting
May 1, 2014	Maui Community Meeting

Submitted by: Terry Lynn Holck

Referred to: Committee of the Whole

TITLE: Assessment of Fine for Teaching in Hawaii Public Schools Without an Active License

Hawaii Department of Education and Charter School teachers are required to hold a valid license. Hawaii Revised Statutes §302A-808 provides a penalty for individuals teaching in Hawaii public school without a valid license as well as their employers:

§302A-808 Penalty. Any person who engages in the profession of teaching in a public school without first being issued a license or hired on an emergency basis as defined in this chapter shall be fined not more than \$500. Any person who knowingly or intentionally violates this subpart by employing an individual as a public school teacher who does not possess a valid license or is not a department of education emergency hire as defined in this chapter may be fined not more than \$500. All fines shall be deposited into the Hawaii teacher standards board special fund. [L 1996, c 89, pt of §2; am L 2001, c 312, pt of §10; am L 2003, c 3, §13]

The Hawaii Teacher Standards Board approves the following regarding collection of fines for teaching in Hawaii public schools without an active license:

- Effective March 1, 2013, any teacher, school librarian or school counselor holding an expired license and practicing the profession of teaching in a Hawaii Department of Education or Charter School will be assessed a fine of \$500;
- These licensees must pay the fine prior to renewal of their license;
- Effective March 1, 2013, an employer of any teacher, school librarian or school counselor holding an expired license and practicing the profession of teaching in a Hawaii Department of Education or Charter School will be assessed a fine of \$500 for each violation;
- Effective March 1, 2013, any teacher, school librarian or school counselor holding a forfeited license and practicing the profession of teaching in a Hawaii Department of Education or Charter School will be assessed a fine of \$500;
- Individuals holding a forfeited license must pay the fine, any late fee and the license fee due prior to restoration of their license;
- Effective March 1, 2013, an employer of any teacher, school librarian or school counselor holding a forfeited license and practicing the profession of teaching in a Hawaii Department of Education or Charter School will be assessed a fine of \$500 for each violation.

Submitted by: Terry Lynn Holck

Referred to: Committee of the Whole