Outlook

[EXTERNAL] Testimony - in Strong Support - General Business Meeting, IV. Teacher Standards Committee G. NBI 25-32, Establish Committee to Strengthen Program Review Process

From Kahea Faria <kaheaf@hawaii.edu>
Date Mon 9/7/2026 10:09 AM
To HTSB <htsb@hawaii.gov>

Aloha mai kakou,

My name is Kahea Faria, a former K-12 Hawaiian Language Immersion (HLI) classroom teacher, and currently a faculty member of the Master of Education in Teaching (MEdT) program at the University of Hawaii - Manoa's College of Education.

I am writing in **strong support** of NBI 25-32, establishing a committee to strengthen the HTSB's program review process.

The MEdT program prepares HLI teacher candidates for grades K-12 (NBI 13-09), which affords the candidates flexibility to support HLI teacher needs in elementary and/or secondary settings statewide. This pathway works well for teacher candidates who are not hired in teaching positions. However, due to the high demand for HLI teachers, we have candidates who enter the program already employed in an emergency hire position or who are hired shortly after enrolling in our teacher preparation program. In an effort to support candidates in these situations, while simultaneously addressing the critical shortage of teachers, we requested a program modification to recognize two grade bands (K-6 & 6-12) within our preexisting K-12 Hawaiian Language Immersion (HLI) licensure pathway (NBI 13-09).

After multiple meetings, email correspondences, completing two different program modification forms since June 3, 2024, our program team finally had an opportunity to meet with the Review Committee on July 21, 2026 to respond and address their questions and comments. We were able to address all questions and comments by the September 1, 2026 deadline with the understanding that our program modification would be heard by the Board in September 2026. Unfortunately, as of today, September 7, 2026, our program modification is not on the HTSB's September 11, 2026 meeting agenda.

I am writing in **strong support** of NBI 25-32, establishing a committee to strengthen the HTSB's program review process as this will help ensure a process that is clear and guided by established criteria, respectful of university faculty's intellectual property, and efficient and timely, among other important considerations.

No ka Pono a me ka Maluhia o ka Lehulehu

(1853 Legislative Session)

****

Kahea Faria
College of Education,
School of Teacher Education-
Master of Education in Teaching
University of Hawaii at Manoa
Honolulu, HI 96822

Outlook

[EXTERNAL] Testimony_SUPPORT_NBI 25-32 Revised: Establish Committee to Strengthen Program Review Process

From k C <[redacted]>
Date Mon 9/7/2026 11:40 PM
To HTSB <htsb@hawaii.gov>

1 attachment (68 KB)
Testimony_SUPPORT_NBI25-32 REVISED_Establish Committee to Strengthen Program Review Process_2026.pdf;

Aloha,
Attached is my testimony in SUPPORT of NBI 25-32 Revised: Establish Committee to Strengthen Program Review Process.
Aloha...Kimo Cashman, PhD

TO: Hawaii Teacher Standards Board Members
Teacher Education Committee Members
General Business Meeting Members
htsb@hawaii.gov

FROM: Kimo Cashman, PhD
Faculty, University of Hawai'i, Mānoa, College of Education

SUBJECT: Testimony in Strong Support - NBI 25-32 Revised, Establish Committee to Strengthen Program Review Process

Aloha mai,

My name is Kimo Cashman and I am a faculty member in the College of Education at the University of Hawai'i at Mānoa. I am writing in STRONG SUPPORT of *establishing a committee to strengthen the HTSB's program review process.*

- Establishing a committee that represents the state's various agencies ensures that decisions regarding the review process reflect the collective perspectives and interests of those most affected.
- The establishment of a committee may help with setting timelines and clear expectations for the review process (e.g., new programs, add-a-field, minor program modification, major program modification, etc.) to prevent delayed program approvals for months to years.

I urge the Committee to approve NBI 25-32 Revised. Mahalo for the opportunity to provide written testimony in strong support.

Outlook

[EXTERNAL] Testimony

From Stephanie Kamai <[redacted]>
Date Tue 9/8/2026 9:00 AM
To HTSB <htsb@hawaii.gov>
Cc Cathy Ikeda <[redacted]>

1 attachment (49 KB)
HTSB Testimony 9.11.26.pdf;

Aloha,

Attached is joint testimony from Cathy Ikeda and Stephanie Kamai. Mahalo for the opportunity.

Stephanie

FIFTY YEARS 1976-2026

Stephanie H Kamai, EdD
Coordinator of Field Experience

Education Division
Phone: [redacted] |
Email: [redacted]

University of Hawai'i–West O'ahu
91-1001 Farrington Hwy, Kapolei, HI 96707
westoahu.hawaii.edu

Testimony

TO: Hawaii Teacher Standards Board Members
Teacher Education Committee Members
General Business Meeting Members
htsb@hawaii.gov

FROM: Cathy K Ikeda, EdD
Full Professor/Secondary Teacher Education
Stephanie H Kamai, EdD
Specialist/Coordinator of Field Experience
University of Hawaiʻi, West Oʻahu

SUBJECT: Testimony in Strong Support – NBI 25-32 Revised, Establish Committee to Strengthen Program Review Process

Aloha mai,

We are writing in STRONG SUPPORT of *establishing a committee to strengthen the HTSBʻs program review process*.

We understand that the HTSB envisions a highly esteemed Hawaiʻi public education system with rigorous professional teacher standards that foster student success. Systems that promote collaboration and consistency support a timely response for educator providers to meet the needs in the community. For example, being able to offer our Early Childhood Education program was stalled due to additional requests and requirements.

We also understand that the goals of HTSB is to promote professionalism and teaching excellence; build public confidence in the teaching profession; provide more accountability to the public; collaboratively set high teacher licensing and credentialing standards; and provide every child in Hawaiʻi with qualified teachers.

The EA to Kumu Apprenticeship Pilot Program at UHWO is a specialized pathway and is being launched Fall 2026. By specifically having the capacity for reviewers to look beyond traditional programs ("look fors") we can embrace the possibilities of innovation in solving the generational issues facing educator recruitment and retention in the nation.

In conclusion, while we understand HTSB's mission, we are primarily seeking consistency and standardization across all traditional and specialized programs that align with that mission and vision.

We urge the Committee to approve NBI 25-32 Revised. Mahalo for the opportunity to provide written testimony in strong support.

Outlook

[EXTERNAL] HTSB NBI 25-32 Revised - Written testimony

From Hali Pacheco <[redacted]>
Date Tue 9/8/2026 12:41 PM
To HTSB <htsb@hawaii.gov>

1 attachment (89 KB)
Pacheco, Hali NBI 25 32 REVISED.pdf;

Aloha Board,
Please find my written testimony below for HTSB NBI 25-32 Revised.

Na'u me ka mahalo,
Kanoe

Hali (Kanoe)lani Pacheco
Kumu Kula Kaiapuni
[redacted]
Phone: [redacted]

This is a staff email account managed by Hawaii Department Of Education School District. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.

TO: Hawaii Teacher Standards Board Members
Teacher Education Committee Members
General Business Meeting Members
htsb@hawaii.gov

FROM: Hali Kanoelani Pacheco

SUBJECT: Testimony in Strong Support - **NBI 25-32 Revised, Establish Committee to Strengthen Program Review Process**

Aloha mai,

My name is Hali Kanoelani Pacheco and I am a Kaiapuni kumu/ graduate from Kekaulike High School. I am writing in **STRONG SUPPORT** of **NBI 25-32,** *Establishing a committee to strengthen the HTSB's program review process.*

- **Kaiapuni and specialized programs require appropriate expertise.** Program review should recognize the unique linguistic, cultural, pedagogical, and workforce contexts of Hawaiian language-medium education and other specialized pathways. Reviewers and decision-makers should have the appropriate subject-matter and cultural expertise to understand the programs they are reviewing.
- **Program review directly affects our ability to prepare Kaiapuni teachers.** Hawaiʻi continues to experience a need for qualified educators in high-need areas, including Kaiapuni, special education, rural schools, and neighbor-island communities. Delays or unnecessary barriers in approving or modifying educator preparation programs can affect how quickly qualified teachers reach our classrooms.
- **Kaiapuni should have a voice in decisions that affect Kaiapuni teacher preparation.** The proposed committee includes representation from a Hawaiian-medium educator preparation program, the Office of Hawaiian Education, and a Kaiapuni educator or school leader. Including those most directly affected helps ensure that recommendations are informed by appropriate knowledge and lived experience.
- **Program review should be clear, consistent, and predictable.** Clear criteria, timelines, documentation requirements, and expectations from the beginning of the process can help prevent unnecessary delays and changing requirements.
- **Changes should not unfairly affect candidates already enrolled in a program.** When policies, requirements, or interpretations change, programs and teacher candidates should receive adequate notice and reasonable transition provisions.
- **Stakeholders should be meaningfully involved.** Educator preparation programs, practitioners, and affected communities should have meaningful opportunities to

provide input when policies, procedures, or interpretations affecting their programs are developed or changed.

- **Rigor and responsiveness can coexist.** We support HTSB's responsibility to maintain rigorous standards and ensure high-quality educator preparation. A strong program review process should also be transparent, consistent, timely, equitable, and responsive to Hawaiʻi's educator workforce needs.

These points closely track the issues the proposed committee is actually charged with examining—including reviewer expertise and cultural competency, stakeholder consultation, and the effect of program review on high-need, rural, neighbor-island, Kaiapuni, and other specialized pathways.

In conclusion, I am in **STRONG SUPPORT** of **NBI 25-32,** *Establishing a committee to strengthen the HTSB's program review process.*

I urge the Committee to **approve** **NBI 25-32 Revised**. Mahalo for the opportunity to provide written testimony in **strong support**.

Outlook

[EXTERNAL] Testimony - HTSB NBI 25-32 Revised

From Brandi Cutler <[redacted]>
Date Tue 9/8/2026 1:55 PM
To HTSB <htsb@hawaii.gov>

1 attachment (73 KB)
Testimony NBI 25 32 REVISED Cutler.pdf;

Aloha mai,
Please find my testimony for HSTB NBO 25-32 attached.
E mālama pono, Brandi

TO: Hawaii Teacher Standards Board Members
Teacher Education Committee Members
General Business Meeting Members
htsb@hawaii.gov

FROM: Brandi Cutler

SUBJECT: Testimony in Strong Support - **NBI 25-32 Revised, Establish Committee to Strengthen Program Review Process**

Aloha mai,

My name is Brandi Cutler and I am a Kaiapuni parent from Ke Kula Kaiapuni O Pūʻōhala. I am writing in **STRONG SUPPORT** of **NBI 25-32,** *Establishing a committee to strengthen the HTSB's program review process.*

- **Kaiapuni should have a voice in decisions that affect Kaiapuni teacher preparation.** The proposed committee includes representation from a Hawaiian-medium educator preparation program, the Office of Hawaiian Education, and a Kaiapuni educator or school leader. Including those most directly affected helps ensure that recommendations are informed by appropriate knowledge and lived experience.
- **Program review should be clear, consistent, and predictable.** Clear criteria, timelines, documentation requirements, and expectations from the beginning of the process can help prevent unnecessary delays and changing requirements.
- **Changes should not unfairly affect candidates already enrolled in a program.** When policies, requirements, or interpretations change, programs and teacher candidates should receive adequate notice and reasonable transition provisions.
- **Stakeholders should be meaningfully involved.** Educator preparation programs, practitioners, and affected communities should have meaningful opportunities to provide input when policies, procedures, or interpretations affecting their programs are developed or changed.

In conclusion, I support measures that strengthen our kula kaiapuni.

I urge the Committee to **approve NBI 25-32 Revised**. Mahalo for the opportunity to provide written testimony in **strong support**.

E mālama pono,
Brandi Cutler (BrandiLCutler@gmail.com)

Outlook

[EXTERNAL] Testimony - HTSB NBI 25-32 Revised

From Hui Makua o Puohala <[redacted]>
Date Tue 9/8/2026 3:00 PM
To HTSB <htsb@hawaii.gov>

1 attachment (74 KB)
HMOP Testimony NBI 25 32 REVISED Teacher Education Committee.pdf;

Aloha mai,
Please find Hui Makua O Pūʻōhala testimony for HSTB NBO 25-32 attached.
E mālama pono, HMOP

http://huimakuaopuohala.weebly.com @huimakuaopuohala
Any views or opinions presented in this email are solely those of the author and do not necessarily represent those of the organization. You are receiving emails from Hui Makua because you are part of our ke Kula Kaiapuni ʻohana! If you would like to be removed, please reply to this email & type UNSUBSCRIBE in the subject line. Mahalo.

TO: Hawaii Teacher Standards Board Members
Teacher Education Committee Members
General Business Meeting Members
htsb@hawaii.gov

FROM: Hui Makua O Pūʻōhala

SUBJECT: Testimony in Strong Support - **NBI 25-32 Revised, Establish Committee to Strengthen Program Review Process**

Aloha mai,

Hui Makua O Pūʻōhala is the parent group supporting the haumana, kumu, kula, ʻohana and kaiaulu at Ke Kula Kaiapuni O Pūʻōhala. We are writing in **STRONG SUPPORT** of **NBI 25-32,** *Establishing a committee to strengthen the HTSB's program review process.*

- **Program review directly affects our ability to prepare Kaiapuni teachers.** Hawaiʻi continues to experience a need for qualified educators in high-need areas, including Kaiapuni. Delays or unnecessary barriers in approving or modifying educator preparation programs can affect how quickly qualified teachers reach our classrooms.
- **Kaiapuni should have a voice in decisions that affect Kaiapuni teacher preparation.** The proposed committee includes representation from a Hawaiian-medium educator preparation program, the Office of Hawaiian Education, and a Kaiapuni educator or school leader. Including those most directly affected helps ensure that recommendations are informed by appropriate knowledge and lived.
- **Stakeholders should be meaningfully involved.** Educator preparation programs, practitioners, and affected communities should have meaningful opportunities to provide input when policies, procedures, or interpretations affecting their programs are developed or changed.

In conclusion Hui Makua O Pūʻōhala supports all efforts to strengthen and support kaiapuni education.

We urge the Committee to **approve NBI 25-32 Revised**. Mahalo for the opportunity to provide written testimony in **strong support**.

E mālama pono,
Hui Makua O Pūʻōhala
www.HuiMakuaOPuohala.weebly.com
HuiMakuaOPuohala@gmail.com
@HuiMakuaOPuohala

Outlook

[EXTERNAL] written testimony in support of NBI 25-32 Revised (9/11 Teacher Ed Committee meeting, Agenda item IIIA)

From Sara Cook <[redacted]>
Date Tue 9/8/2026 3:09 PM
To HTSB <htsb@hawaii.gov>

1 attachment (97 KB)
Cook writtentestimony.pdf;

Aloha,
Please see attached for written testimony regarding NBI 25-32 Revised.

Thank you,
Sara

--
Sara Cothren Cook, PhD
Pronouns: *she* | *her* | *hers*
Professor
University of Hawai'i at Mānoa
Department of Special Education

TO: Hawaii Teacher Standards Board Members
Teacher Education Committee Members
General Business Meeting Members
htsb@hawaii.gov

FROM: Sara Cook, Professor, University of Hawai‘i at Mānoa, College of Education, Department of Special Education

SUBJECT: Testimony in Strong Support - **NBI 25-32 Revised, Establish Committee to Strengthen Program Review Process**

Aloha mai,
My name is Dr. Sara Cook, and I am a Professor of Special Education at the University of Hawai‘i at Mānoa. I am writing in **STRONG SUPPORT** of *establishing a committee to strengthen the HTSB's program review process.*

I strongly support NBI 25-32 Revised and the establishment of a committee to strengthen the educator preparation program review process. A committee that includes representatives from the state agencies and organizations most directly involved will bring important perspectives to the table and support shared decision-making. This collaborative structure recognizes that maintaining high standards for teacher preparation is a collective responsibility among HTSB, educator preparation programs, HIDOE, and other partners.

The committee can also help establish clear and consistent review criteria from the outset, as well as reasonable timelines and expectations for different types of submissions, including new programs, add-a-field programs, and program modifications. Greater clarity and consistency will help all parties plan effectively, reduce unnecessary delays, and maintain a rigorous review process that is responsive to Hawai‘i's educator workforce needs.

NBI 25-32 Revised provides a constructive opportunity for stakeholders to work together to strengthen the program review process and identify solutions that support transparency, efficiency, and collaboration.

I urge the Committee to **approve NBI 25-32 Revised**. Mahalo for the opportunity to provide written testimony in **strong support**.

Outlook

[EXTERNAL] Written testimony NBI 25-32 Revised

From Ku'ulei Serna <[redacted]>
Date Wed 9/9/2026 12:58 AM
To HTSB <htsb@hawaii.gov>

1 attachment (53 KB)
Serna_Testimony_Establish Committee to Strengthen Program Review Process_2026 (2).pdf;

Aloha,
I have attached my written testimony in strong support to approve NBI 25-32 Revised.
Sincerely,

A. Ku'ulei Serna, PhD
Professor
Chair, Department of Special Education

College of Education
UNIVERSITY OF HAWAI'I AT MĀNOA

Phone: [redacted]
"O ke aloha, ua ho'omanawanui, a ua lokomaikai..."

TO: Hawaii Teacher Standards Board Members
Teacher Education Committee Members
General Business Meeting Members
htsb@hawaii.gov

FROM: A. Kuʻulei Serna, Professor
University of Hawaii at Mānoa, College of Education

SUBJECT: Testimony in Strong Support - NBI 25-32 Revised, Establish Committee to Strengthen Program Review Process

Aloha mai,

My name is Kuʻulei Serna and I am a professor and interim SPED chair in the College of Education at the University of Hawaiʻi at Mānoa. I am writing in STRONG SUPPORT of *establishing a committee to strengthen the HTSB's program review process.*

I believe the establishment of a committee will help to ensure there are clear program review criteria from the outset, therefore preventing unnecessary changes throughout the review process. Establishing this committee may help to inform appropriate, reasonable, and achievable timelines and expectations for the review process (e.g., new programs, add-a-field, minor program modification, major program modification, etc.) to prevent delayed program approvals for months to years.

In conclusion, NB! 25-32 revised will positively impact efficiency and ensure quality control of licensing excellent teachers in Hawaiʻi. Therefore, I urge the Committee to approve NBI 25-32 Revised. Mahalo for the opportunity to provide written testimony in strong support.

Outlook

[EXTERNAL] Testimony in Strong Support - NBI 25-32 Revised, Establish Committee to Strengthen Program Review Process

From Tiffany Nerveza <leilani2777@gmail.com>
Date Wed 9/9/2026 8:22 AM
To HTSB <htsb@hawaii.gov>

TO: Hawaii Teacher Standards Board Members
Teacher Education Committee Members
General Business Meeting Members
htsb@hawaii.gov

FROM: Tiffany L. Nerveza-Clark

Aloha mai,

‘O wau nei ‘o Tiffany Leilani Nerveza-Clark, no Hilo, Hawai‘i mai au.

My name is Tiffany Leilani Nerveza-Clark and I am the Kaiapuni program leader from the State Kaiapuni Distance Learning Program. I am writing in **STRONG SUPPORT** of **NBI 25-32,** *Establishing a committee to strengthen the HTSB’s program review process.*

- **Kaiapuni and specialized programs require appropriate expertise.** Program review should recognize the unique linguistic, cultural, pedagogical, and workforce contexts of Hawaiian language-medium education and other specialized pathways. Reviewers and decision-makers should have the appropriate subject-matter and cultural expertise to understand the programs they are reviewing.
- **Program review directly affects our ability to prepare Kaiapuni teachers.** I experienced this firsthand last year when I posted two positions; only one was barely filled. I have the ability to hire teachers throughout the pae‘āina, yet these positions remain hard-to-fill in high-need areas, and my program's kumu are still exempt from the hard-to-fill bonus.

In conclusion, strengthening the HTSB’s program review process and ensuring reviewers possess specialized expertise are critical steps toward resolving the ongoing teacher recruitment and retention challenges facing our Kaiapuni programs.

I urge the Committee to **approve NBI 25-32 Revised**. Mahalo for the opportunity to provide written testimony in **strong support.**

T. Leilani Nerveza-Clark

Easy to spot a yellow car when you are always thinking of a yellow car.
Easy to spot an opportunity when you are always thinking of opportunity.
Easy to spot reasons to be mad when you are always thinking of being mad.
You become what you constantly think about. Mind your mind.

E ola mau ka ʻŌlelo Hawaiʻi
May the Hawaiian language be perpetuated.

E haliʻi ʻia mai ka lā e like me ka loaʻa o kou lima.
May the day spread out (like a mat) according to what your hands have gathered.

Outlook

[EXTERNAL] Testimony NBI 25-32 Revised

From Stephanie Furuta <[redacted]>
Date Wed 9/9/2026 8:35 AM
To HTSB <htsb@hawaii.gov>

1 attachment (61 KB)
HTSB Sept 2026 Testimony for NBI 25 32Rev.pdf;

Aloha,
Please find my testimony for NBI 25 32 Revised attached to this email.
Mahalo,
Stephanie Furuta

Stephanie Furuta, PhD
Program Chair of Graduate & Non-Licensure Programs
Graduate Chair, STE
School of Teacher Education
email: [redacted]
office: [redacted]
voffice: [redacted]

College of Education
UNIVERSITY OF HAWAI'I AT MĀNOA

TO: Hawaii Teacher Standards Board
General Business Meeting & Teacher Education Committee
650 Iwilei Road, Suite 268
Honolulu, Hawaii 96817

FROM: Stephanie Furuta
Program Chair of Graduate & Non-Licensure Programs
School of Teacher Education, University of Hawai‘i at Mānoa

SUBJECT: General Business Meeting (Item G) & Teacher Education Committee Meeting (Item A)
Testimony, NBI 25-32 Revised: Establishment of a Program Review Process Review Workgroup

POSITION: Support

Aloha,
My name is Stephanie Furuta, and I am the Program Chair of Graduate & Non-Licensure Programs in the School of Teacher Education (STE) at UH-Mānoa.

I appreciate the opportunity to write in strong support of NBI 25-32 Revised to establish a workgroup to conduct a comprehensive review of the statutes, administrative rules, policies, procedures, standards, and practices governing Hawai`i Teacher Standards Board (HTSB) educator preparation program review and approval of State Approved Teacher Education Programs (SATEPs) and to recommend improvements to ensure a rigorous, transparent, consistent, timely, equitable, and collaborative program review system

I appreciate the Board’s efforts to address the concerns raised by educators across state agencies, and its community members. It is my hope that the HTSB review process can be streamlined, more transparent with clearer guidance and criteria, and application reviews occur within reasonable timeframes. I am hopeful that this review workgroup will be collaborative in nature and will include the SATEPS as co-creators and partners in the development of any new requirements and processes. Working together, the EPPs, HIDOE, community and education stakeholders, and the HTSB can have a positive and powerful impact on our education system and most importantly, our teacher candidates.

Mahalo for your leadership, your attention to this very important issue, and your commitment to strengthen Hawai‘i’s public education system.

Outlook

[EXTERNAL] Testimony: NBI 25-32 Revised

From Larry Kimura <[redacted]>
Date Wed 9/9/2026 8:39 AM
To HTSB <htsb@hawaii.gov>

1 attachment (53 KB)
TO Teacher Board.pdf;

Please find attached my testimony for NBI 25_32 Revised.

Mahalo. Dr. Kimura

On Time Testimony for 9/11/2026 Board Meeting

TO: Hawaii Teacher Standards Board Members
Teacher Education Committee Members
General Business Meeting Members
htsb@hawaii.gov

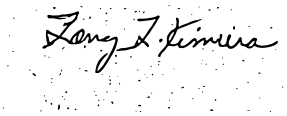
FROM: Dr. Larry L. Kimura
College of Hawaiian Language
University of Hawai‘i at Hilo

ECT: Testimony in Strong Support - **NBI 25-32 Revised**, **Establish Committee to Strengthen Program Review Process**

Aloha mai,

Mahalo for continuing this vital process to maintain the highest standards to nurture Hawai‘i‘s Hawaiian medium education program. At the very beginning, 39 years ago in 1987 when our DOE made the decision to allow a probationary Hawaiian medium program from kindergarten to third grade, the DOE sought support from progressive community work in partnership with critical advancements at the tertiary level that established the College of Hawaiian Language. This community to university collaboration I believe to be at the core of increased family interest in Hawaiian medium education. I encourage the same coordination by the Teachers Standards Board in seeking the best standards for Hawai‘i's exceptional Hawaiian medium education program.

Me ka ‘oia‘i‘o,



Outlook

[EXTERNAL] HIDOE Testimony for NBI 25-32 Revised

From Anela Iwane [redacted]
Date Wed 9/9/2026 9:53 AM
To HTSB <htsb@hawaii.gov>
Cc Dawn Sang [redacted] Lorraine Hezekia [redacted]

2 attachments (515 KB)

09_11_26. HIDOE GBM Agenda Item No. IV. G. NBI 25-32 Revised DKS.pdf; 09_11_26. HIDOE TEC Agenda Item No. III. A. NBI 25-32 Revised DKS.pdf;

Aloha: kākou:

The Hawai'i Department of Education respectfully submits these testimonies of support for NBI 25 32 Revised for the Teacher Education Committee, Agenda Item III. A. and the General Business Meeting, Agenda Item No. IV. G.

Mahalo nui.

na'u me ke aloha,
na 'Ānela Iwane
Kaiapuni Educational Specialist
Office of Hawaiian Education

This is a staff email account managed by Hawaii Department Of Education School District. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.

JOSH GREEN, M.D.
GOVERNOR

KEITH T. HAYASHI
SUPERINTENDENT

STATE OF HAWAIʻI
DEPARTMENT OF EDUCATION
KA ʻOIHANA HOʻO NAʻAUAO
P.O. BOX 2360
HONOLULU, HAWAIʻI 96804

OFFICE OF HAWAIIAN EDUCATION

September 9, 2026

TO: Teacher Education Committee Members
Hawaiʻi Teacher Standards Board

FROM: Dawn Kauʻi Sang
Director, Office of Hawaiian Education, Hawaiʻi Department of Education

SUBJECT: Hawaiʻi Teacher Standards Board, General Business Meeting
Agenda Item IV. G. NBI 25-32 Revised- Establish Committee to Strengthen Program Review Process

Aloha Members of the Hawaiʻi Teacher Standards Board:

The Hawaiʻi Department of Education (Department) appreciates the opportunity to provide testimony on **Agenda Item IV. G. New Business Item (NBI) 25-32 Revised Committee to Strengthen Program Review Process**.

The Department supports establishing a temporary committee to review and recommend improvements to the Hawaiʻi Teacher Standards Board (HTSB) program review process. Enhancing transparency, consistency, and responsiveness to community concerns within this process is critical to supporting our state's educator workforce and school communities.

Specifically, the Department supports the proposed language of NBI 25-32 Revised and welcomes representation from both the **Office of Talent Management** and the **Office of Hawaiian Education**, as well as a **Kaiapuni educator or school leader**. Their insights will be essential to ensuring the review process reflects the diverse needs of our schools and immersion programs.

Thank you for the opportunity to testify in support of NBI 25-32 Revised. Should you have any further questions, please contact ʻĀnela Iwane by email at, anela.iwane@k12.hi.us.

DS:lh

Outlook

[EXTERNAL] NBI 25 - 32 Testimony

From Kananinohea Māka'imoku [redacted]
Date Wed 9/9/2026 10:20 AM
To HTSB <htsb@hawaii.gov>

1 attachment (78 KB)
Māka'imoku_HTSB NBI 25_32 Revised testimony (1).pdf;

Aloha,

Please find the attached testimony pertaining to NBI 25-32 for the Teacher Education Committee and General Business Meeting.

Mahalo,
Kananinohea Måka'imoku

TO: Hawaii Teacher Standards Board Members
Teacher Education Committee Members
General Business Meeting Members
htsb@hawaii.gov

FROM: Kananinohea Mākaʻimoku

SUBJECT: Testimony in Strong Support - **NBI 25-32 Revised, Establish Committee to Strengthen Program Review Process**

Aloha mai kākou,

I submit this testimony in my personal capacity as a former Kaiapuni classroom teacher, a current Kaiapuni parent, a Kaiapuni graduate, the Coordinator of the Kahuawaiola Indigenous Teacher Education Program at UH Hilo, the Chair of the ʻAha Kauleo Kaiapuni advisory council, and a member of the HTSB Hawaiian Fields Workgroup. I am writing in **STRONG SUPPORT** of **NBI 25-32**, *Establishing a committee to strengthen HTSB's program review process.*

I commend the revised version of NBI 25-32. This revision is a positive step toward addressing concerns raised when the original NBI regarding program review was proposed last year.

Establishing this workgroup provides a proactive way to ensure that HTSB is informed by representatives who are deeply engaged in and knowledgeable about educator preparation, workforce needs, subject-matter expertise, and cultural competency. This is especially important in specialized educational contexts such as Kaiapuni.

I especially appreciate that the proposed composition provides multiple opportunities for Kaiapuni perspectives to inform the work, including representation from a Hawaiian-medium educator preparation program, the Office of Hawaiian Education, and a Kaiapuni educator or school leader. Together, these representatives can bring educator preparation, system, and practitioner perspectives to the workgroup.

As the workgroup examines reviewer qualifications, I encourage consideration of linguistic competency alongside cultural competency and subject-matter expertise. Kaiapuni should be understood as a distinct linguistic, cultural, and pedagogical context. In Hawaiian-medium education, understanding the language of instruction, pedagogical context, and standards and expectations of the pathway is essential to conducting an informed review. A rigorous program review process should maintain clear expectations for quality while recognizing that appropriate evidence, implementation, and expertise may look different across educational pathways.

As the workgroup is constituted, I encourage consideration of how representatives are selected so that those filling specialized seats have direct knowledge and experience relevant to the communities and pathways they represent.

Finally, I appreciate that the proposed timeline provides opportunities for stakeholder consultation through listening sessions and review of draft recommendations before final recommendations are presented to the Board. Meaningful engagement with educator preparation programs, practitioners, and affected communities throughout this process will help ensure that the resulting recommendations are informed and responsive. For matters affecting Kaiapuni, the ‘Aha Kauleo can serve as a valuable resource for stakeholder feedback, bringing together perspectives from across the Kaiapuni educational community.

For these reasons, I strongly support the revised NBI 25-32 and the establishment of a workgroup that can help ensure that Hawai‘i’s program review process is rigorous, transparent, consistent, equitable, and responsive to the diverse contexts in which Hawai‘i’s educators are prepared and serve.

Mahalo for your time and consideration.