

HAWAI'I TEACHER STANDARDS BOARD



Five-Year Strategic Plan and
Priority topics
2026 - 2031



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LETTER FROM THE BOARD CHAIR

Dear Education and Community Partners,

As Board Chair of the Hawai'i Teacher Standards Board, I am pleased to share our newly adopted five-year Strategic Plan. This plan reflects a clear and focused commitment to strengthening the teaching profession in Hawai'i while remaining responsive to the evolving needs of our schools and communities.

The Board's focus and attention over the next five years will concentrate on five strategic priorities:

- **Strengthening ethical practice and accountability** to uphold the integrity of the profession and maintain the public's trust.
- **Promoting professionalism and teacher quality** by reinforcing rigorous standards and supporting continuous professional growth.
- **Advancing Hawaiian culture and the educational context of Hawai'i** to ensure that our policies and standards honor the unique history, language, and cultural values of our state.
- **Strengthening stakeholder engagement** through meaningful collaboration with educators, preparation programs, school leaders, and community partners.
- **Expanding and strengthening community-based pathways to teacher licensure** to cultivate a sustainable, locally rooted educator workforce.

We recognize that Hawai'i, like many states, continues to experience a teacher shortage. While addressing workforce needs is critical, we remain steadfast in our responsibility to ensure that quality is never compromised. Our strategic priorities reflect a balanced approach, expanding pathways and increasing access to the profession while maintaining high standards for preparation, licensure, and ethical practice. Every student in Hawai'i deserves a well-prepared, qualified, and committed teacher, and we will continue to safeguard that expectation.

This Strategic Plan represents both continuity and progress: continuity in our commitment to excellence and accountability, and progress in strengthening culturally grounded, community-responsive pathways into the profession.

On behalf of the Board, I extend our gratitude for your continued partnership and dedication to Hawai'i's educators and students. We look forward to working together to advance this important work in the years ahead.

Sincerely,

Kristi Miyamae
Board Chair
Hawai'i Teacher Standards Board



LETTER FROM THE EXECUTIVE DIRECTOR

Dear Colleagues,

I am pleased to share that the Hawai'i Teacher Standards Board (HTSB) has finalized its new Strategic Plan, which outlines our vision and priorities for strengthening educator preparation, certification, and professional growth across the state. This plan represents a comprehensive roadmap to support teachers, students, and the broader Hawai'i educational community, ensuring that we continue to cultivate a highly skilled and diverse educator workforce.

This milestone would not have been possible without the thoughtful contributions of our Board Members, the many educational stakeholders who provided their insights and feedback, and the dedicated HTSB staff who facilitated this process. Your collective effort has been invaluable in shaping a plan that is both ambitious and actionable, reflecting the needs of our classrooms, schools, and communities.

We are committed to turning this strategic vision into reality, with initiatives that strengthen teacher preparation pathways, support continuous professional growth, and ultimately enhance student learning outcomes across Hawai'i. We look forward to partnering with all of you as we implement this plan and continue building the future of education together.

On behalf of the Hawai'i Teacher Standards Board, thank you for your dedication, engagement, and continued commitment to the teaching profession and to the students of Hawai'i.

Sincerely,

Felicia Villalobos
Executive Director
Hawai'i Teacher Standards Board



MISSION AND VISION

Provide every child in Hawai'i with qualified teachers.

Promote professionalism and teaching excellence.

HTSB envisions a highly esteemed Hawai'i public education system with rigorous professional teacher standards that foster student success. Our mission is to collaboratively set high teacher licensing and credentialing standards to:

Build public confidence in the teaching profession.

Provide more accountability to the public.



HAWAI'I TEACHER STANDARDS BOARD STRATEGIC PLAN

Guiding the Future of Teacher Licensing

Introduction

The Hawai'i Teacher Standards Board (HTSB) five-year Strategic Plan establishes a forward-looking framework to enhance teacher quality, strengthen the educator workforce, and ensure that Hawai'i's public schools are staffed with highly qualified, culturally responsive, and effective educators who support all students' academic success and lifelong learning. Guided by the Board's mission to provide every child in Hawai'i with qualified teachers, promote professionalism, enhance public confidence in the profession, and ensure accountability, the Strategic Plan outlines priorities, goals, and action strategies aligned with the broader state education vision and responsive to Hawai'i's unique challenges and opportunities in educator preparation and licensing.

At its core, the Strategic Plan responds to statewide education priorities, including cultivating a high-quality educator workforce, strengthening educator preparation pathways, improving licensure and professional standards, and aligning systems to promote effectiveness and equity, while maintaining HTSB's commitment to rigorous professional standards and continuous improvement. The Board developed the plan through extensive stakeholder engagement, including strategic planning workshops and summit meetings, to ensure broad input from educators, preparation providers, policymakers, and community partners.

Strategic Plan Priorities

The HTSB has identified the following strategic priorities to guide its work over the next five years:

- Strengthen ethical practice and accountability
- Promote professionalism and teacher quality
- Advance Hawaiian culture and the educational context of Hawai'i
- Strengthen stakeholder engagement
- Expand and strengthen community-based pathways to teacher licensure

Strategic Impact

The Strategic Plan establishes measurable goals and actionable strategies designed to build a stronger, more effective educator workforce capable of delivering equitable educational opportunities for every student in Hawai'i. By aligning educator standards, enhancing preparation and support structures, and improving systemic coordination, HTSB aims to contribute to improved student achievement and increased public confidence in the teaching profession. This work aligns with the Hawai'i State Board of Education's statewide strategic goals focused on high-quality learning for all, workforce excellence, and operational effectiveness.

Overall, the HTSB Strategic Plan serves as a roadmap for achieving the Board's mission and vision. Through focused implementation of its strategic priorities and sustained collaboration with partners statewide, HTSB seeks to ensure that every classroom in Hawai'i is led by educators equipped to support student success, cultural relevance, and educational equity—now and for generations to come.



HAWAI‘I TEACHER STANDARDS BOARD BOARD MEMBERS

The HTSB Board is comprised of 17 members representing different role groups (Hawaii Revised Statutes §302A-801).

Licensed Teachers

- Kristi Miyamae, HTSB Chairperson
- Dondra Ozaki, HTSB Vice Chairperson
- Dawn Raymond
- Dale Matsuura
- Natashya Nihipali (Charter School Teacher)

Educational Officers

- Mr. Justin Mew, Principal, Kaiser High School
- Dr. Katina Soares, Principal, Molokai High School
- Mr. Dale Arakaki, Principal, Kawanānakoā Middle School

Chairperson of The Board of Education, or their Designee

- Mr. Roy M. Takumi
- Designee: Kahele Dukelow

Dean of the University of Hawai‘i at Mānoa College of Education

- Dr. Nathan Murata, Dean
- Designee: Dr. Jamie Simpson Steele, Professor

Hawai‘i Association of Independent Schools

- Executive Director Deanna D'Olier

Chairperson of The Native Hawaiian Education Council

- Dr. Mark Sung Alapaki Luke
- Designee: Dr. Dion Dizon

Public Members

- Dr. Jonathan Gillentine
- Daphne Okunaga

University of Hawai‘i System Teacher Candidate Non-voting Representative

- Vacant



EDUCATIONAL PARTNERSHIPS

The HTSB would like to thank and acknowledge the community partners, organizations, and individual representatives who were invited or participated in the HTSB Summer Summit of 2025 and shared their insight and perspective. Their shared reflections, insights, and follow-up feedback have been valuable in shaping the direction, priorities, and implementation of HTSB's new strategic plan.

Governance and Policy Leadership

- Hawai'i Board of Education
- Hawai'i Legislature
 - House Committee on Education
 - Senate Committee on Education
 - House Committee on Higher Education
 - Senate Committee on Higher Education

State Education Agencies

- Hawai'i Department of Education
 - Office of the Deputy Superintendent of Strategy and Administration
 - Office of Talent Management
 - Recruitment and Employment
 - Career and Technical Education
 - Educator Quality
 - Hawai'i Teacher Induction Center
 - Office of Curriculum and Instructional Design
- Executive Office of Early Learning
- Early Learning Board
- Office of Hawaiian Education
- State Public Charter School Commission

Community, Cultural, and Professional Organizations

- Hawai'i State Teacher Association
- Hawai'i Education Association
- Hawai'i National Board Certified Teacher (NBCT) Collective
- Institute for Native Pacific Education and Culture (INPEACE)
- Hawai'i P-20
- HTSB Hawaiian Workgroup
- Business Solution Technologies

Educator Preparation Programs (EPPs)

- Brigham Young University – Hawai'i
- Chaminade University
- Hawai'i Pacific University
- iteach Hawai'i
- Kaho'iwai Center for Adult Teaching and Learning
- Kahuawaiola Indigenous Teacher Education – Ka Haka 'Ula O Ke'elikolani College of Hawaiian Language
- Leeward Community College: Career and Technical Education
- Leeward Community College: Special Education
- Teach for America Hawai'i
- University of Hawai'i at Hilo
- University of Hawai'i at Manoa: College of Education
- University of Hawai'i at Manoa: Library and Information Science Program
- University of Hawai'i at West O'ahu



STRATEGIC PLANNING PROCESS

June
2025

HTSB Summer Summit

- Convene community and educational stakeholders.
- Provide an opportunity for stakeholder input on the HTSB strategic plan.

June – August
2025

Synthesize Ideas

- Consolidate ideas from stakeholders.
- Realign with strategic plan goals.
- Ensure strategic plan adheres to the HTSB's mission, vision, Hawaii Revised Statutes, and Hawaii Administrative Rules.

September –
December
2025

Stakeholder Feedback

- Share the updated version and gather additional input on the revised HTSB strategic plan from stakeholders.

January - April
2026

HTSB Board Discussion and Approval

- Review stakeholder suggestions and revised HTSB strategic plan.
- Ensure strategic plan adheres to the HTSB's mission, vision, Hawaii Revised Statutes, and Hawaii Administrative Rules.
- Submit strategic plan as a New Business Item during an HTSB Board Meeting.
- Approve HTSB strategic plan as a New Business Item.



STRATEGIC PLAN IMPLEMENTATION

2026-2031

The HTSB Budget, Personnel, and Strategic Planning Committee will provide oversight, coordination, and guidance throughout implementation.

Responsibilities

- Monitor progress on strategic priorities.
- Review data, performance indicators, and milestones.
- Identify implementation challenges and recommend adjustments.
- Ensure alignment with mission, vision, statutes, and rules.
- Provide updates to the HTSB board.

Performance Measures and Data Monitoring

Annual progress will be measured using indicators aligned to each strategic priority topics, including:

- Licensing processing timelines.
- Ethics and Model Code of Ethics for Educators (MCEE) integration.
- National Board Certification participation and completion.
- Educator Preparation Program standards.
- Stakeholder engagement and feedback.
- Evidence of cultural competency in licensure.

Sources of information may include but are not limited to HTSB data systems, program reports, surveys, educational and community partnership feedback.

Annual Strategic Plan Progress Report

The HTSB will publish an Annual Strategic Plan Progress Report summarizing:

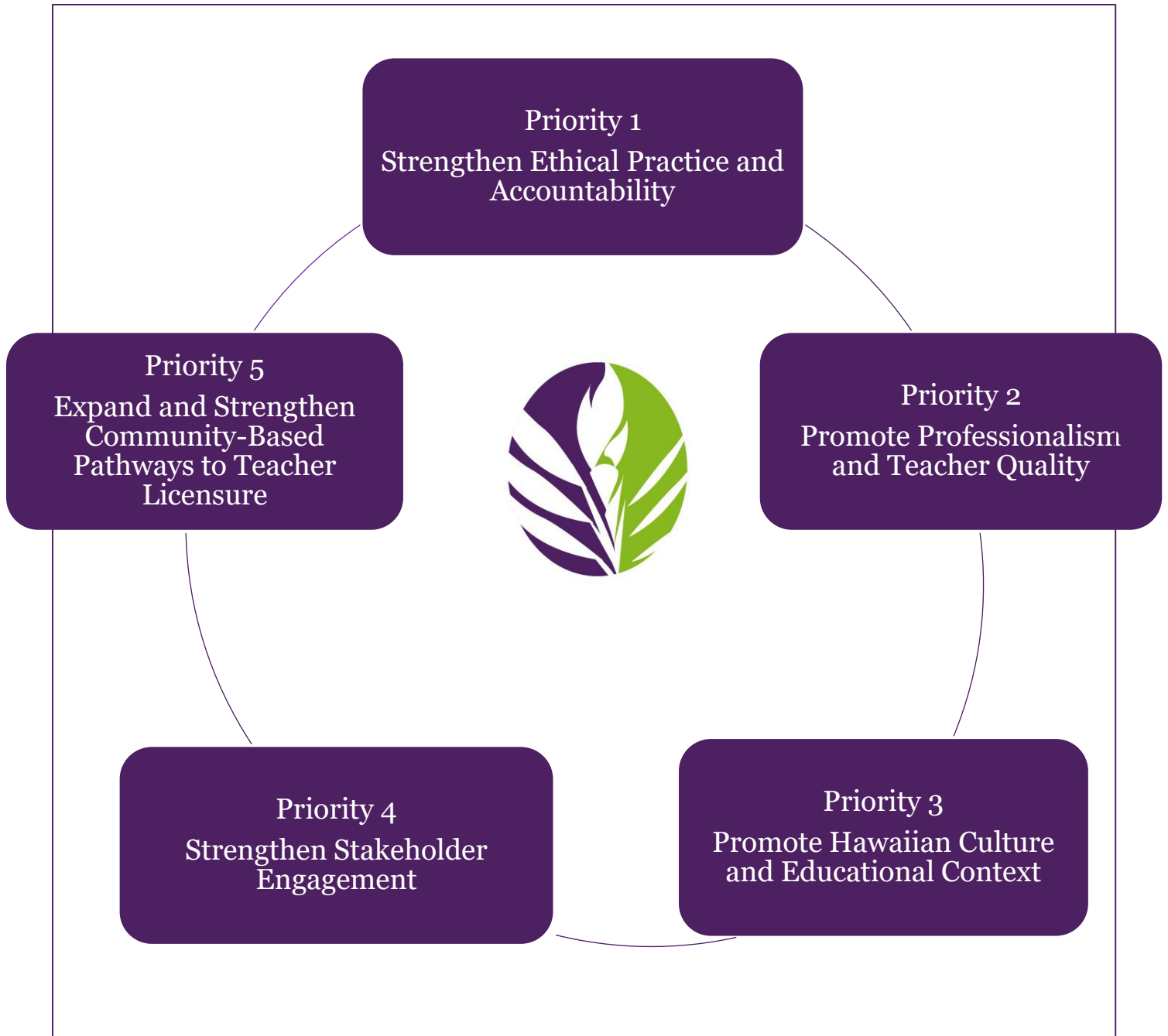
- Progress toward goals and performance measures.
- Achievements and areas requiring attention, including adjustments as needed for the upcoming year.
- Consultation with partners and measuring impacts.



STRATEGIC PLAN PRIORITIES

2026-2031

The strategic plan outlines the five priorities and supporting goals to guide HTSB’s work and advance its mission and vision. The HTSB will share updates on the priorities, goals, and anticipated adjustments regarding their Annual Strategic Plan.





PRIORITY 1: STRENGTHEN ETHICAL PRACTICE AND ACCOUNTABILITY

Goal 1.1:

Integrate a culturally responsive, statewide ethics system aligned with the Model Code of Educator Ethics (MCEE) into all licensure stages—initial, renewal, and reinstatement—by collaboratively developing, piloting, and implementing.

The HTSB adopted the Model Code of Ethics for Educators (MCEE) on June 4, 2018.

The MCEE was developed by the National Council for the Advancement of Educator Ethics (NCAEE), established in 2015 by the National Association of State Directors of Teacher Education and Certification (NASDTEC). This code was created to help educators and prospective educators understand how professional decision-making affects the safety and well-being of students, as well as the culture and mission of schools.

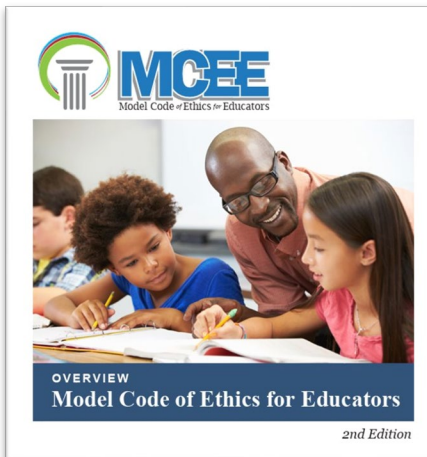


Figure 1 - Model Code of Ethics for Educators. From National Association of State Directors of Teacher Education and Certification (2018). https://www.nasdtec.net/page/MCEE_Doc

Initiated in response to the need for a shared professional framework for ethical decision-making in education.

Designed as a guiding document, not a regulatory code, to inform ethical practice across the profession.

MCEE is organized into five guiding principles.

This strategic plan outlines a phased approach to embed key priorities into the licensure system. Pilot projects will be used to test and refine this framework in real settings, with findings informing formal policy and rule adoption. Evaluation of the impact on educator quality and candidate experience will guide appropriate refinements, while successful practices are codified into permanent rules and internal procedures to institutionalize and sustain improvements over time.



PRIORITY 2: PROMOTE PROFESSIONALISM AND TEACHER QUALITY

Goal 2.1:

Develop and maintain a centralized, user-friendly section on the HTSB website to publicize professional development (PD) opportunities, resources, and tools.

As of November 2025, the HTSB has transitioned to a new website platform to improve user experience, navigation, and access to resources. New website features include, but are not limited to, improved navigation, quick-access links, an enhanced user experience through streamlined tabs, and prominently displayed updates and announcements. The goal of this redesign is to deliver a modern, user-friendly platform that simplifies access to the HTSB resources and improves overall functionality for educators and the public.



Figure 2 - Screenshot of the Hawai'i Teacher Standards Board homepage. From Hawai'i Teacher Standards Board (n.d.), <https://www.hawaiiteacherstandardsboard.org/>

Implementing the first phase of this redesign will help to map out the most effective way to create a centralized platform to publicize professional development opportunities, resources, and tools.



Figure 3 - Group photo from the Hawai'i National Board Recognition Ceremony. Photograph by Jerry Oishi (March 1, 2025).

Goal 2.2:

Maintain a statewide, cohort-based professional learning system that cultivates teacher leadership and expands access to National Board Certification (NBC) through structured mentorship, equitable support, and strategic partnerships.

The HTSB recognizes the value that National Board Certification brings to Hawai'i educators and is proud to support both the certification process and the celebration of becoming a National Board Certified Teacher. In alignment with Hawaii Administrative Rules §8-54-9 Teacher Licensing, HTSB will continue to support National Board Certified Teachers in identifying this achievement through licensure.

The National Board Collective continues to support educators pursuing National Board Certification by providing access to expert guidance and mentorship from local NBCTs. This includes supporting the Wai'anae Coast National Board Project in partnership with The Institute for Native Pacific Education (INPEACE).



PRIORITY 3: PROMOTE HAWAIIAN CULTURE AND EDUCATIONAL CONTEXT

Goal 3.1:

Establish Hawaiian history, language, and culture as required components of educator licensure, ensuring all licensed teachers demonstrate cultural competency; provide sustained support pathways to deepen educators' cultural understanding.

This goal will be advanced by embedding Hawaiian history, language, and culture into every stage of the licensure process. The agency will develop and adopt standards that define required cultural competencies for all license types, integrate these into endorsement and renewal requirements, and require evidence of competence in licensure decisions.

These competencies will be embedded into a coherent framework that aligns with existing standards and rules, identifies where in the preparation, induction, and renewal continuum they should be demonstrated, and outlines expectations for evidence of cultural competency.



Figure 4 - Huli cuttings from Ola Mau Farms in Wailuku, Hawai'i. Photograph taken July 29, 2020; used with permission from the rights holder.

Licensure applications, program review criteria, and continuing education expectations will be updated to treat cultural competency as a core requirement rather than an optional enhancement. Ongoing professional learning, mentorship, and partnerships with Native Hawaiian communities will provide sustained pathways for educators to deepen their cultural understanding throughout their careers.

Evaluation and refinement will be continuous: data from candidate outcomes, educator feedback, and community input will be used to assess whether requirements are meaningful, equitable, and impactful, leading to adjustments in standards, supports, and processes to ensure the system remains responsive to Hawai'i's communities.



Figure 5 - Taro from Ola Mau Farms in Wailuku, Hawai'i. Photograph taken December 5, 2025; used with permission from the rights holder.



PRIORITY 4: STRENGTHEN STAKEHOLDER ENGAGEMENT

Goal 4: Establish and strengthen partnerships with key educational and community stakeholders to help the Board make informed decisions.

Over the years, various educational and community stakeholders have assisted the HTSB in making informed policy decisions and creating opportunities to promote teaching excellence. Goal 4 aims to strengthen existing partnerships and build new ones.

HTSB’s staff and stakeholders have contributed to various initiatives, including establishing criteria for adding teaching fields, articulating their accreditation process and requirements, learning about becoming a National Board Certified Teacher, and allowing HTSB staff to deliver presentations about licensing information to teacher candidates, in-service teachers, or administrators. In 2025, the HTSB delivered 65 presentations to various stakeholders.

HTSB Workgroups

- Career and Technical Education
- Cooperating/Mentor Teacher
- Early Childhood Education
- Hawaiian
- Online Teaching

Accreditors and National Partners

- American Library Association
- Association for Advancing Quality in Educator Preparation
- Council for the Accreditation of Educator Preparation
- Educational Testing Services Praxis
- National Association of State Directors of Teacher Education and Certification
- National Board for Professional Teaching Standards
- World Indigenous Nations Higher Education Consortium

State Partners

- Business Solutions Technologies
- Executive Office of Early Learning
- HTSB-approved Educator Preparation Programs
- Hawai‘i Department of Education
- Hawai‘i Education Association
- Hawai‘i National Board Certified Teacher Collective
- Hawai‘i P-20
- Hawai‘i Public Charter Schools
- Hawai‘i State Teacher Association
- Institute for Native Pacific Education and Culture
- Teacher Education Coordinating Committee



PRIORITY 5: EXPAND AND STRENGTHEN COMMUNITY-BASED PATHWAYS TO TEACHER LICENSURE

Goal 5.1: Continue to ensure all educator preparation pathways meet consistent standards by setting clear licensure criteria, supporting programs with Hawai'i-specific training, gathering ongoing feedback from the field, and promoting diverse, high-quality pathways to serve all public schools and public charter schools in Hawai'i.

Goal 5.2: Establish and strengthen a culturally responsive Teacher Registered Apprenticeship Program by building on the existing licensure framework.

The HTSB believes that supporting multiple pathways for teacher preparation will enable individuals to obtain a school counselor, school librarian, or teacher license. The HTSB staff meets annually with the Hawai'i EPP staff to discuss program updates.

On July 2024, the Department of Labor and Industrial Relations and HTSB were awarded a 3-year State Apprenticeship Expansion Formula (SAEF) competitive grant for \$4.9 million

In November 2025, the HTSB's website was updated and includes information on the different Hawai'i-approved programs, their licensure pathways, and teaching fields. To support high school students pursuing teacher pathways, the HTSB was a contributing partner with the Dive Into Education and Educators' Rising events.

