New Business Item 26-14
Introduced November 13, 2026

TITLE: Approval of HTSB's 2027 Annual Report

The Hawai'i Teacher Standards Board (HTSB) approves the attached 2027 Annual Report for the 2025-2026 school year and directs the Executive Director, or their designee, to submit the report to the Governor, President of the Senate, and Speaker of the House prior to the 2027 Opening Day of the Hawai'i Legislature, in accordance with Hawaii Revised Statutes (HRS) §302A-803(4).

Prior to final submission, the report may be reviewed for non-substantive corrections to ensure accuracy and clarity.

Rationale/Background:

This annual report provides a comprehensive overview of HTSB's activities, accomplishments, and initiatives during the 2025–2026 school year, including updates on teacher certification, professional standards, and programs supporting educator preparation and development.

Approval of the HTSB's 2027 Annual Report ensures compliance with statutory requirements and allows the Board to formally communicate its work and outcomes to the State's executive and legislative leadership.

Cost:

Postage costs for mailing copies to identified stakeholders and any additional recipients: $7.00 per stakeholder, up to 10 stakeholders ($70.00 total).

Submitted by: Dr. Jonathan Gillentine

Referred to: Committee of the Whole

UNAPPROVED

HAWAIʻI TEACHER STANDARDS BOARD

ANNUAL REPORT 2027

For School Year 2025-2026

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LIST OF ABBREVIATIONS

Abbreviation	Term
AAQEP	The Association for Advancing Quality in Educator Preparation
CTE	Career and Technical Education
CAEP	The Council for the Accreditation of Educator Preparation
EA	Educational Assistant
EPP	Educator Preparation Program
HAR	Hawaii Administrative Rules
HI	Hawai‘i
HIDOE	Hawai‘i Department of Education
HIPCS	Hawai‘i Public Charter School
HRS	Hawaii Revised Statutes
HSTA	Hawai‘i State Teachers Association
HTSB	Hawai‘i Teacher Standards Board
INPEACE	Institute for Native Pacific Education and Culture
MCEE	Model Code of Ethics for Educators
NBCT	National Board Certified Teacher
SATEP	State Approved Teacher Education Program
SPED	Special Education
TA	Teacher Assistants
TECC	Teacher Education Coordinating Committee
TESOL	Teaching English to Speakers of Other Languages
WINHEC	World Indigenous National Higher Education Consortium

INTRODUCTION

In 1995, Act 240 of the Eighteenth Legislature of the State of Hawai‘i established the Hawai‘i Teacher Standards Board (HTSB) (Board). Initially, the Board was composed of nine members, including four licensed teachers, three educational officers, the chairperson of the Board of Education, and the Dean of the University of Hawai‘i at Mānoa’s College of Education. The primary aim of Act 240 was to transfer the responsibility for determining public school teacher licensure standards and requirements from the Hawai‘i Department of Education (HIDOE) to the HTSB. The HTSB officially assumed responsibility for licensing teachers in 2002.

Along with setting the standards for issuing teaching licenses and credentials, the Board’s authority also extends to:

- Managing its own budget and financial affairs.
- Adopting, amending, repealing, or suspending Board policies, standards, or rules in accordance with Chapter 91.
- Receiving grants and donations from private foundations to support its work.
- Submitting an annual report to the Governor and Legislature detailing the Board’s activities and operations.
- Conducting regular reviews of teacher standards and recommending improvements.
- Setting licensing and credentialing fees, in line with Chapter 91.
- Establishing penalties related to licensure in accordance with Chapter 91.
- Issuing, renewing, forfeiting, restoring, conditioning, revoking, suspending, and reinstating teaching licenses as appropriate.
- Developing criteria for a Career and Technical Education (CTE) license, allowing qualified individuals with industry experience, content expertise, and a background in pedagogy to teach in CTE assignments.
- Reviewing emergency hire reports submitted by the Department of Education for individuals hired without licensure.
- Applying licensing standards on a case-by-case basis and conducting evaluations to ensure qualifications are met.
- Preparing and distributing teacher licensing information to schools and staff.
- Approving teacher preparation programs to ensure alignment with Board standards.
- Establishing policies for alternative pathways to teaching, including approval of non-traditional licensure programs.
- Administering reciprocity agreements with other states to recognize out-of-state licensure.
- Conducting research on teacher licensure systems, beginning teacher programs, and assessments of teaching skills.
- Engaging in initiatives related to teacher quality, professional development, and the promotion of high standards in education.
- Adopting rules and procedures necessary to carry out its responsibilities.

VISION AND MISSION

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:

- Provide every child in Hawai‘i with qualified teachers.
- Promote professionalism and teaching excellence.
- Build public confidence in the teaching profession.
- Provide more accountability to the public.

HTSB MEMBERSHIP

By statute, the Governor appoints members to the Hawai‘i Teacher Standards Board from a pool of qualified nominees recommended by various departments, agencies, representative organizations, and current Board members. The Board consists of seventeen members, including:

- at least six licensed classroom teachers who are actively teaching at the time of their appointment,
- three educational officers currently employed by the Hawai‘i Department of Education,
- the Chairperson of the Board of Education, or their designee.
- the Superintendent of the Hawai‘i Department of Education, or their designee,
- the Dean of the University of Hawai‘i at Mānoa College of Education, or a designee from the Teacher Education Coordinating Committee,
- a representative from the Hawai‘i Association of Independent Schools, and
- two public members.

Changes to the statute in 2014 required that one of the teacher representatives be from a Hawai‘i State Public Charter School. In 2018, further revisions expanded the Board’s composition to include the Chairperson of the Native Hawaiian Education Council (or their designee), and a non-voting teacher candidate representative selected on a rotating basis from the educator preparation programs across the University of Hawai‘i System.

The HTSB is grateful to the Governor and the Senate Education Committee for their role in nominating and confirming these members to serve on the Board.

	Board Member 2025-2026	Representative Organization
1.	Kristi Miyamae, Chairperson	Licensed Teacher, Oʻahu
2.	Dondra Ozaki, Vice Chairperson	Licensed Teacher, Oʻahu
3.	Dawn Raymond	Licensed Teacher, Hawaiʻi Island
4.	Dale Matsuura	Licensed Teacher, Oʻahu
5.	VACANT	Licensed Teacher, Oʻahu
6.	VACANT	Licensed Public Charter School Teacher
7.	VACANT	Principal, Oʻahu
8.	Dr. Katina Soares	Principal, Molokaʻi
9.	Justin Mew	Principal, Oʻahu
10.	The Honorable Roy Takumi (Kahele Dukelow, Designee)	Chairperson, Board of Education
11.	Keith T. Hayashi (Tammi Oyadomari -Chun, Designee)	Superintendent, Hawaiʻi Department of Education
12.	Dr. Nathan Murata (Dr. Jamie Simpson Steele, Designee)	Dean, University of Hawaiʻi at Mānoa College of Education
13.	Dr. Mark Sung Alapaki Luke (Dion Dizon, Designee)	Chair, Native Hawaiian Education Council
14.	Dr. Jonathan Gillentine	Public member, Oʻahu
15.	VACANT	Public member, Oʻahu
16.	Deanna D'Olier	Hawaiʻi Association of Independent Schools representative
17.	Vacant (non-voting)	University of Hawaiʻi system teacher candidate

Table 1. HTSB Board Members.

EXECUTIVE SUMMARY

The HTSB is fully responsible for setting licensing standards for teachers, school counselors, and school librarians, as well as issuing licenses to education professionals who meet the established criteria. The Board issues three levels of licenses: Provisional, Standard, and Advanced, along with the following special permits: CTE, Hawaiian, Student Teacher, and Emergency Hire.

In addition to its licensing duties, the Board approves state-based educator preparation programs (EPPs) for teachers, school counselors, and school librarians in Hawai‘i. HTSB also submits reports to the federal government on teacher licensing and EPPs under Title II of the Higher Education Act, and it approves, validates, and adopts licensure tests.

The Board plays an active role in advancing teacher quality, including providing support to candidates pursuing National Board Certification through the National Board for Professional Teaching Standards.

Furthermore, HTSB has the authority to establish penalties for teacher misconduct, which may include the suspension or revocation of a teaching license.

HTSB extends its continued gratitude to the Governor and the Legislature for their ongoing support and looks forward to continuing its work in collaboration with these partners to serve Hawai‘i’s educators, students, families, and communities.

FINANCIAL REPORT

Thanks to the support of the Governor and the Legislature, HTSB was able to secure full general funding for its personnel and operations, which allowed for the discontinuation of all application, license, and permit fees in 2019. This decision reflects a deep commitment to honoring the dedicated teachers who serve Hawai‘i’s students, families, and communities. It also provides much-needed funding for important work in educator professional development and the advancement of alternative routes to licensure.

Year	General Fund Personnel Costs	General Fund Operating Costs	General Fund Expense Total
2021-2022	663,762	464,573	1,128,335
2022-2023	648,762	839,100	1,487,862
2023-2024	648,762	839,100	1,487,862
2024-2025	658,562	829,300	1,487,862
2025-2026	1,355,517	753,390	2,108,907

Table 2. HTSB Funding.

HTSB remains profoundly grateful to the Legislature for its continued support in funding personnel and operations through the general fund. Educators have expressed their relief and appreciation for this gesture, recognizing it as a significant acknowledgment of their preparation

and professional licensure. We also were able to secure more staff funding to add a Business Manager and an Institutional Analyst to our team. We are forever grateful.

Staffing

The HTSB is supported by a dedicated team of twelve professionals responsible for implementing the Board's mission and ensuring the smooth operation of its various functions related to teacher licensure, professional development, and quality in Hawai‘i.

The Executive Director champions high standards for teaching, ethics, and professional integrity. The role oversees HTSB's daily operations and staff management, ensuring effective implementation of Board policies and initiatives. The Executive Director also serves as the primary liaison between HTSB, HIDOE, EPPs, and the broader community.

Licensing Specialist

The Licensing Specialists are responsible for processing applications for teacher licenses, renewals, and special permits (e.g., CTE permits, Emergency Hire permits). This includes, but is not limited to, reviewing and verifying all documents submitted by applicants to ensure that all applicants meet the necessary criteria set by HTSB for licensure/permit. The Licensing Specialists are responsible for tracking the status of applicants from the submission of the applications to their completion/cancellation.

In addition to their licensing responsibilities, the Licensing Specialists also handle a range of additional tasks:

- **Professional Fitness**

A specially assigned Licensing Specialist is responsible for handling all matters related to professional fitness/ teacher misconduct. This includes, but is not limited to: 1) Preparing all professional fitness documents (i.e. initial professional fitness letters, Demand for Hearing letters, Report for Board Action; Final Board Orders); 2) Information gathering and reviewing from a variety of sources to prepare required action documents for the Board regarding a teacher's misconduct; 2) Assisting Licensing Specialists in preparing comprehensive written communications/documents for teachers suspected of misconduct; 3) Serving as the Licensing Specialist point person for all cases that are potentially going to litigation due to teacher misconduct; 4) Preparing all legal documents necessary for due process compliance in a contested hearing matter (i.e. Demand for Hearing letter; Prehearing Order; Post-hearing notification documents; Final Board Orders); 5) Providing necessary trainings for Hearing Panel Members and Board Chair regarding procedural requirements in contested hearings; 6) Assisting the Executive Director in preparing the case for the contested hearing; 7) Assisting the Board regarding post-hearing oral argument requests by the aggrieved party; 8) Ensuring that once the Final Board Orders have been completed and time for appeal has lapsed the Final Board Order is uploaded to the NASDTEC Clearinghouse.

- **Revise Current Administrative Rules**

The Licensing Specialists meet regularly to review the current existing Hawaii Administrative Rules (HAR) and draft proposed language to present to the Board, which provides more clarity to the existing law and additional language to make the HAR more robust and comprehensive.

- **Standards and Policy**

Licensing Specialists also focus on developing, reviewing, and updating the professional standards for teachers, school counselors, and school librarians. They collaborate with stakeholders to ensure that HTSB's standards align with current educational requirements as set forth by the Hawaii Revised Statutes (HRS), HAR, and HTSB Policies, along with national data, to ensure that HTSB has taken appropriate action. They also support the development of policies surrounding alternative pathways to licensure, professional development, and quality assurance.

- **Audit and Compliance**

An assigned Licensing Specialist is responsible for conducting monthly audits of HIDOE teachers and Hawai‘i Public Charter School (HIPCS) teachers to ensure they hold an active teaching license/permit prior to teaching in the classroom, which is required by law. The Licensing Specialists' duties include, but are not limited to, preparing comprehensive audit letters, email communications, phone messages, and text messages to HIDOE and HIPCS teachers and their Administrators/Directors until all HIDOE and HIPCS teachers are in full compliance.

- **Research and Data Analysis Team**

HTSB often conducts research to improve the educator licensure system and EPP. Licensing Specialists collect data on licensure trends, teacher quality, and the effectiveness of EPPs while providing valuable insights that influence policy decisions. They also assist in preparing reports for the Governor, Legislature, and federal entities regarding teacher licensure data.

- **Public Engagement and Outreach**

Licensing Specialists are responsible for communicating with educators, the public, and educational organizations about licensure requirements, updates to standards, and available resources. They manage HTSB's website, social media presence, and outreach efforts to ensure that teachers and the public are well-informed about HTSB's work and initiatives. Licensing Specialists have provided license/permit training/presentations to various EPP teacher candidates and teachers, both on O‘ahu and on the neighbor islands. These presentations have been either in-person or delivered via a web-based platform and include an extensive, individualized PowerPoint presentation tailored to the audience.

- **Policy and Legislative Liaison**

A Licensing Specialist role involves monitoring legislative developments that may impact or violate the applicable laws pertaining to HTSB. The role also involves preparing legislation that advocates for the Board's interests at the state level. They work closely with the Governor's office, the Legislature, and other stakeholders to ensure that HTSB's initiatives and needs are supported.

- **Educator Preparation Programs**

Licensing Specialists support the EPPs by providing guidance on licensure pathways, conducting EPP reviews, auditing teacher candidates, and delivering licensing presentations. Licensing Specialists also collect and analyze data for state and federal reports. Please see the Educator Preparation Program section for additional responsibilities and initiatives.

Administrative Secretary
The Administrative Secretary provides essential administrative and logistical support to the Board and staff. Key responsibilities include coordinating and scheduling meetings, preparing necessary documents for in-state and out-of-state meetings and conferences, and managing communications with Board members, conference sponsors, stakeholders, the Executive Director, and staff.

This position also oversees employee records management, travel coordination, and logistical arrangements for the 17-member Board, 14-member staff, and other stakeholders attending or supporting HTSB-related events, meetings, and trainings. The Administrative Secretary ensures that all required documentation is submitted to the HIDOE following travel to facilitate timely reimbursements for Board members and staff.

Teacher Licensing Clerks
The Teacher Licensing Clerks are responsible for the day-to-day operations of the Board's office, including, but not limited to, tending to walk-in customer visits, responding to general licensure email inquiries and requests for HTSB online account assistance, forwarding phone correspondences appropriately, retrieving the Board's postal mail, uploading received documents to applicants' accounts, verifying identification documents, and communicating with applicants through the licensing management system.

To ensure the Board is compliant with Sunshine Law, the Licensing Clerks are responsible for posting and submitting public board meeting materials accordingly and preparing board meeting minutes that accurately document the Board's actions for public record. They are responsible for setting up and breaking down the board meeting room for both in-person and virtual attendance of Board members and the public, as well as assisting with the operations of the board meeting.

The Licensing Clerks are responsible for collaborating with their supervising Licensing Specialists on focus areas, including, but not limited to, professional fitness, educator preparation programs, public charter schools, National Board Certified Teachers, legislative matters, pre-apprenticeship, registered teacher apprenticeship, and audit and compliance. They assist the Executive Director, Administrative Secretary, and all Licensing Specialists with workgroup meetings, convenings, out-of-office events, and other tasks.

Facility
As HTSB expands its staff to support its growing initiatives, the need for additional office space has become essential. With support from the HIDOE, the HTSB continues to actively seek new office space to accommodate its increasing initiatives and workforce.

HIGHLIGHTS 2025-2026

Teacher Standards Committee
- Revised Implementation of The National Council for State Authorization Reciprocity Agreements and Clarification of Out-of-State Teacher Preparation Programs in Hawai‘i

- Approval of the Governing Submission and Acceptance of Official Records and Documentation for Licensure
- Approval of the Standard Limited Career and Technical Education Licensure Criteria to Meet Act 151
- Revised Approval of the Policy on Hawaiian Permit Requirements, Program Responsibilities, and Review
- HTSB's Continued Support of the Educators Rising Pilot
- Adoption of Praxis Licensure Exam for Elementary Education: Math Specialist
- The Expansion of School Counseling Licensure to Include New Grade Levels
- The Career and Technical Education Workgroup Recommendation to Expand from HTSB's Six CTE License Fields to Thirteen

Teacher Education Committee

- Approval of the University of Hawai'i at Mānoa American Samoa Completers
- Adoption of the Final Completion Pathway for Teach Away-Hawai'i Candidates Affected by Program Closure
- Approval of the Results and Recommendations from HTSB Annual Educator Preparation Provider Completer Audit School Year 2023-2024
- Approval of iteach- Hawai'i's Special Education Praxis Exam Transition and Program Alignment Review
- Adoption of Guidance and Sample Evidence for Submission for SATEP Compliance and Program Modifications of Changes
- Approval of the HTSB Recognition of Apprenticeship Program Hours and Content Knowledge Requirement
- Revised Approval of the Criteria for Satisfying HTSB's Clinical Experience Options
- Revised Approval of the Imposed Moratorium for Preparation Providers Seeking Initial Program Approval
- Revised Approval of the Clarification of Requirements for the Teacher Leader Added Licensure Field
- Approval of the Council for the Accreditation of Educator Preparation (CAEP) Partnership Agreement
- Approval of a One-Year Extension of iteach- Hawai'i's CAEP Accreditation
- Approval of the University of Hawai'i at West O'ahu's Early Childhood Education P-3 Add a Teaching Field Licensure Program Review Decision
- Approval of Leeward Community College's Special Education Praxis Exam Transition and Program Alignment Review
- Approval of the University of Hawai'i at West O'ahu's Special Education Praxis Exam Transition and Program Alignment Review
- Approval of the Results and Recommendations from HTSB Annual Educator Preparation Program Completer Audit School Year 2024-2025

- Approval of Teach For America Audit Findings Year 2
- Approval of the Consideration of iteach-Hawai'i Letter of Intent to Plan Initial License and Add a Teaching Field Programs in Early Childhood Education

HTSB Workgroups

HTSB forms workgroups to assess the knowledge and skills required for teachers to be effective licensed professionals. These workgroups comprise a diverse group of content experts from key stakeholders, including HIDOE, HIPCS, the Hawai'i State Teachers Association, the Institute of Higher Education, classroom teachers, and community organizations. Based on their findings, the workgroups make licensure recommendations to the HTSB Board, focusing on specific teaching fields and grade levels.

The CTE Workgroup is committed to enhancing the quality and impact of Career and Technical Education in Hawai'i. Among its recent efforts, the workgroup has recommended changes to the Hawaii Revised Statutes to allow individuals with industry experience to teach in Hawai'i public schools, broadening access to skilled professionals in the classroom. The Career and Technical Education Workgroup also recommended the expansion from HTSB's Six CTE License Fields to Thirteen Fields, which was adopted by the board.

The Cooperating/Mentor Teacher Workgroup discussed strategies to ensure that teacher candidates receive high-quality support and guidance throughout their licensure programs. Topics included selection criteria for cooperating and mentor teachers, successes and challenges in recruiting and retaining these educators, research-based and national best practices, and policies and laws from other states. The workgroup included representatives from all Hawai'i-approved State-Approved Teacher Education Programs (SATEPs), the HIDOE, the Hawai'i State Teachers Association (HSTA), and the Executive Office on Early Learning.

The Hawaiian Focus Workgroup updated the Hawaiian Permit criteria by broadening the criteria for educator preparation programs for Hawaiian Permit holders. Hawaiian Permit holders need to be engaged in job relevant professional development aligned with their cultural growth plan. The employer shall ensure practices are aligned with the recommendations of the HTSB Hawaiian Workgroup. The Hawaiian Permit, as outlined in Hawaii Administrative Rules, including its eligibility criteria, conditions, and requirements, shall undergo periodic review every three years by the HTSB, with the scope, evaluative criteria, process, and timing determined in collaboration with the Hawaiian Workgroup.

LICENSE AND PERMIT DATA

LICENSES

Provisional License

A Provisional License may be issued to individuals who have completed a state-approved teacher education program (SATEP) in Hawai'i or another U.S. state and have less than three years of full-time teaching experience within the last five years. A Provisional License is valid for three years.

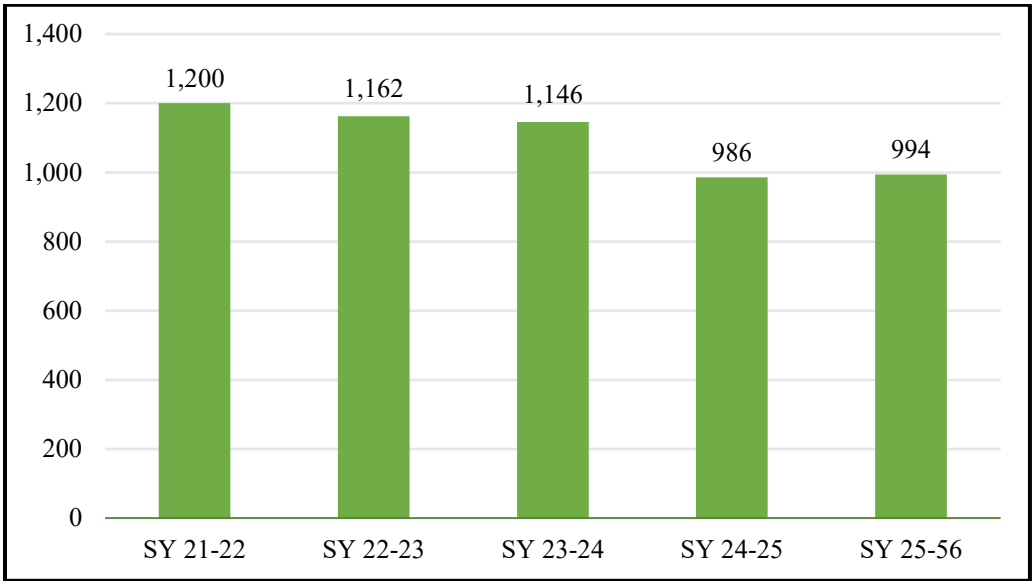


Figure 1. Approved Provisional License by school year.

Standard License

A Standard License may be issued to teachers with three or more years of full-time teaching experience within the last five years in a P-12 contracted position from a school in Hawai‘i or another U.S. state. A Standard License is valid for five years.

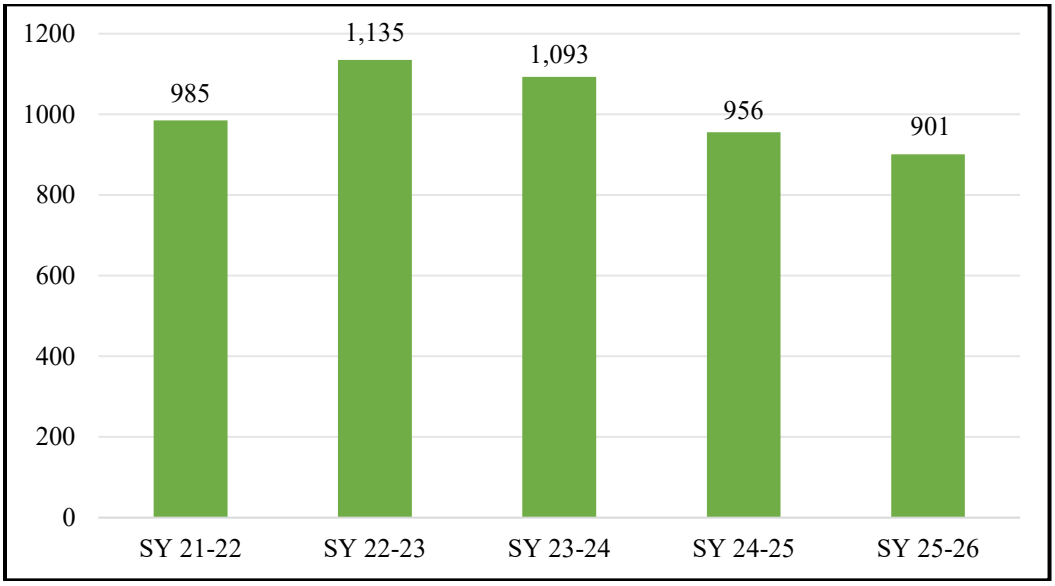


Figure 2. Approved Standard License by school year.

Advanced License

An HTSB Advanced License is a higher-level teaching license designed for experienced educators who meet specific qualifications beyond those required for the Standard License. The Advanced License recognizes teachers who have demonstrated a higher level of expertise, experience, and leadership in the field of education. An Advanced License is valid for a period of ten years.

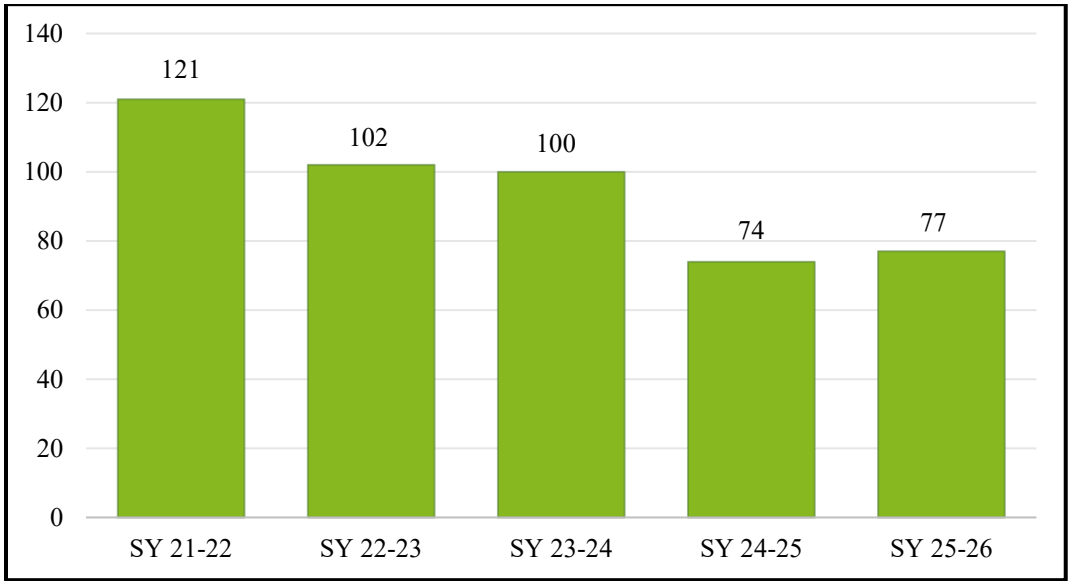


Figure 3. Approved Advanced License by school year.

Add a Teaching Field

To add a teaching field to an existing Hawai‘i teacher, school counselor, or school librarian license, applicants are required to verify both experience and content knowledge in the new license field and grade level.

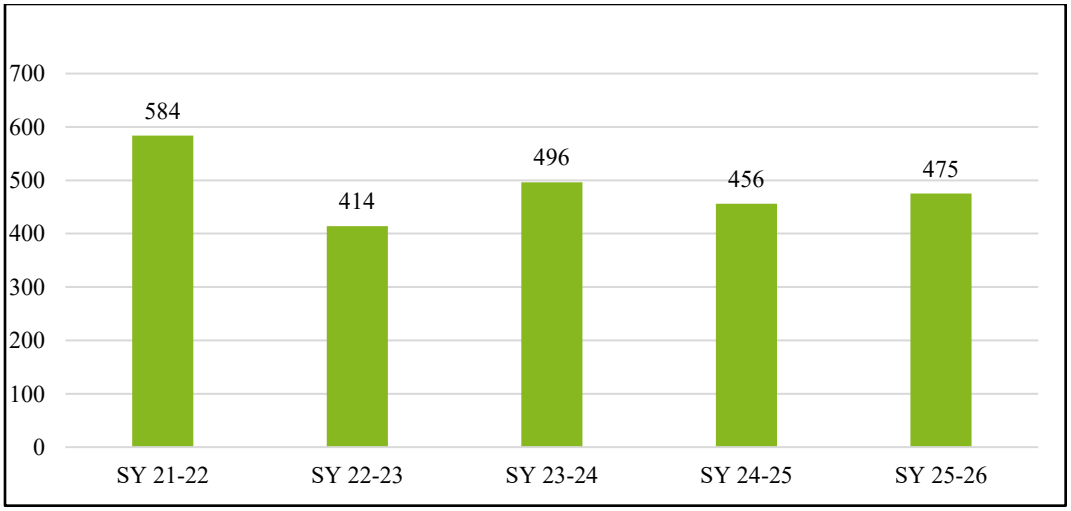


Figure 4. Approved Add a Teaching Field by school year.

License Renewals
Teachers in Hawai‘i renewing their license are required to verify both experience and demonstration of the HTSB-approved performance standards.

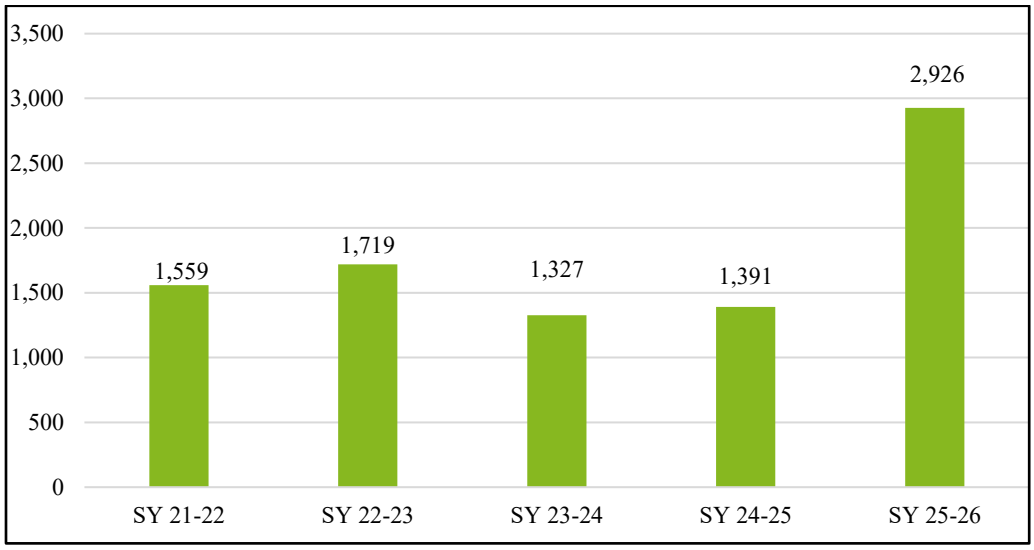


Figure 5. License renewal by school year.

PERMITS

The HTSB grants specific permits to individuals who are working toward fulfilling the requirements for teacher licensure.

Career and Technical Education Permit
A CTE Permit may be issued to an unlicensed individual employed by a HIDOE or HIPCS school in a CTE classroom when no licensed teacher is available.

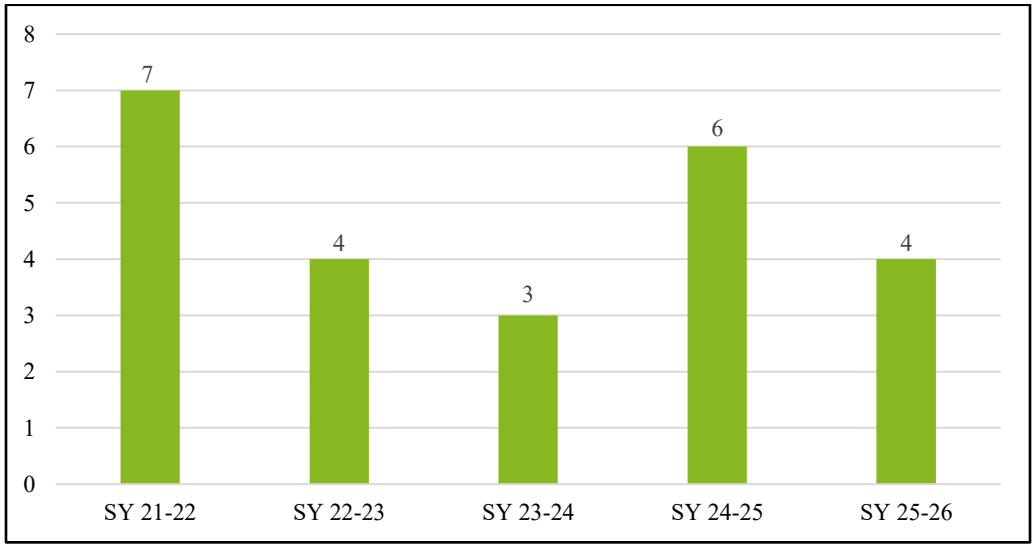


Figure 6. Approved CTE Permits by school year.

Emergency Hire Permit

An Emergency Hire Permit may be issued to an unlicensed individual who wishes to teach in a HIDOE or HIPCS school in a shortage area or hard-to-fill position when no licensed teacher is available.

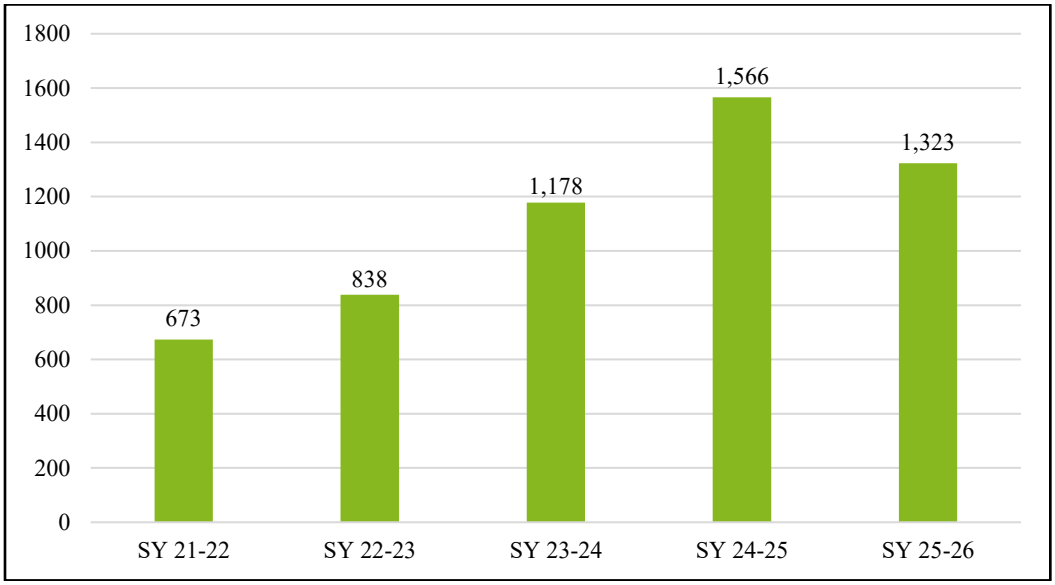


Figure 7. Approved Emergency Hire Permits by school year.

Hawaiian Permit

A Hawaiian Permit may be issued to an unlicensed individual employed by a HIDOE or HIPCS school in Kaiaʻōlelo-Kaiapuni Hawaiʻi, Hawaiian Language Immersion, or Hawaiian Knowledge classrooms when no licensed teacher is available. The Office of Hawaiian Education must recommend applicants for this permit.

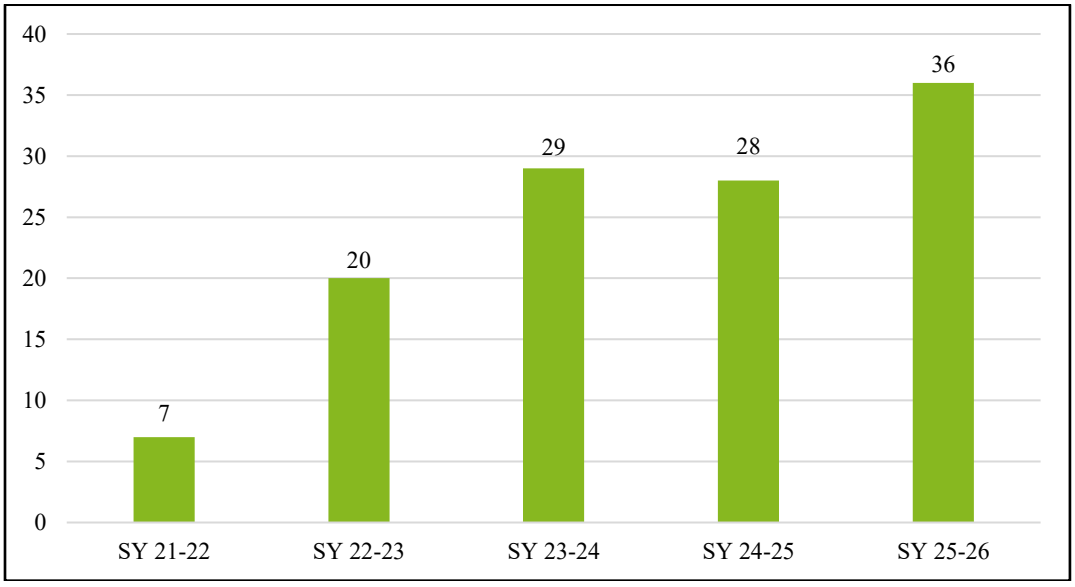


Figure 8. Approved Hawaiian Permits by school year.

Student Teacher Permit

A Student Teacher Permit may be issued to an unlicensed individual recommended by a Hawai‘i SATEP to serve as a student teacher for their clinical experience/student teaching semester.

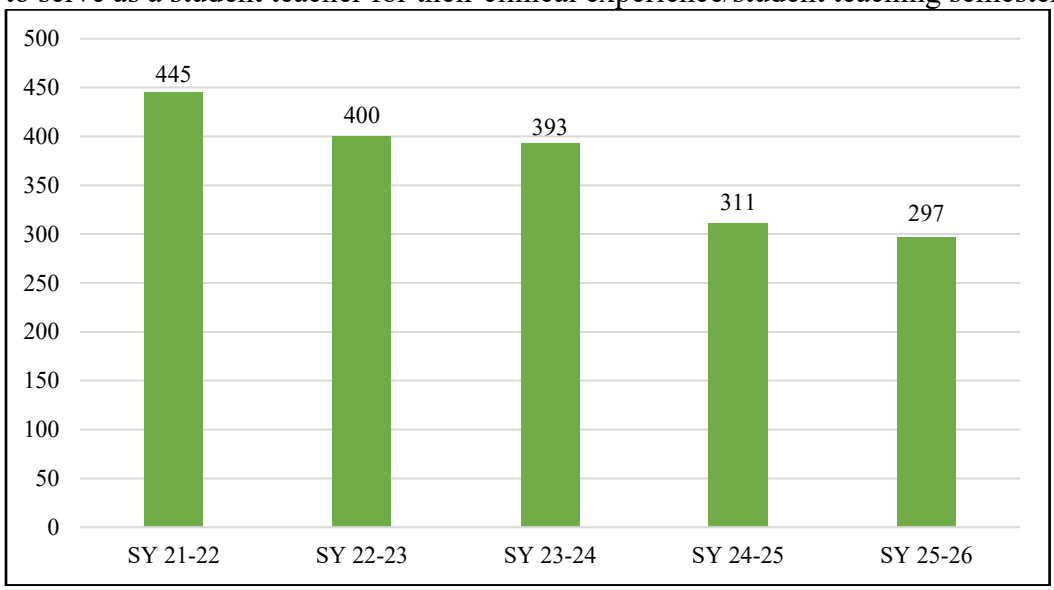


Figure 9. Approved Student Teacher Permits by school year.

TEACHER SHORTAGE DATA

As the teacher shortage persists, HTSB collaborates with public school employers, Hawai‘i EPPs, and other key stakeholders to help recruit and retain teachers. HTSB identifies staffing needs in public schools by tracking the number of Emergency Hire Permits issued and the specific positions filled each year. An Emergency Hire Permit allows an unlicensed individual to teach in a HIDOE or HIPCS school in a shortage area or other hard-to-fill position when no licensed teacher is available. These permits are valid for one year, expiring on June 30th, and may be reissued twice for up to three years as the individual works toward obtaining full licensure. [HRS Changed to allow an EHP for 5 years, instead of 3, in the 2026 Legislative Session]

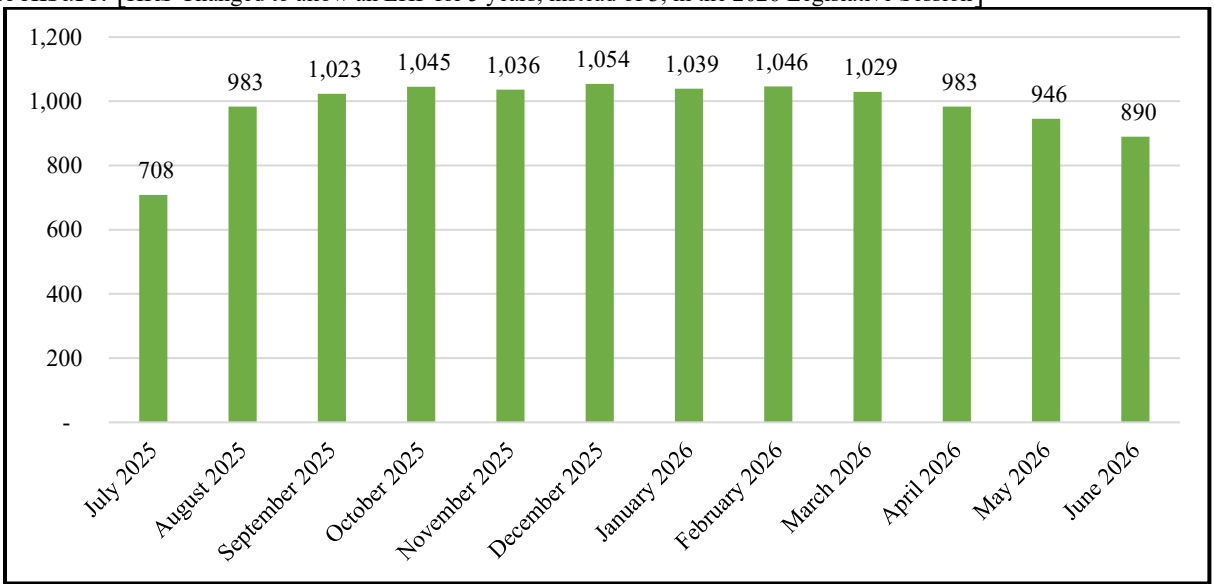


Figure 10. Existing Emergency Hire Permits for HIDOE Teachers during 2025-2026.

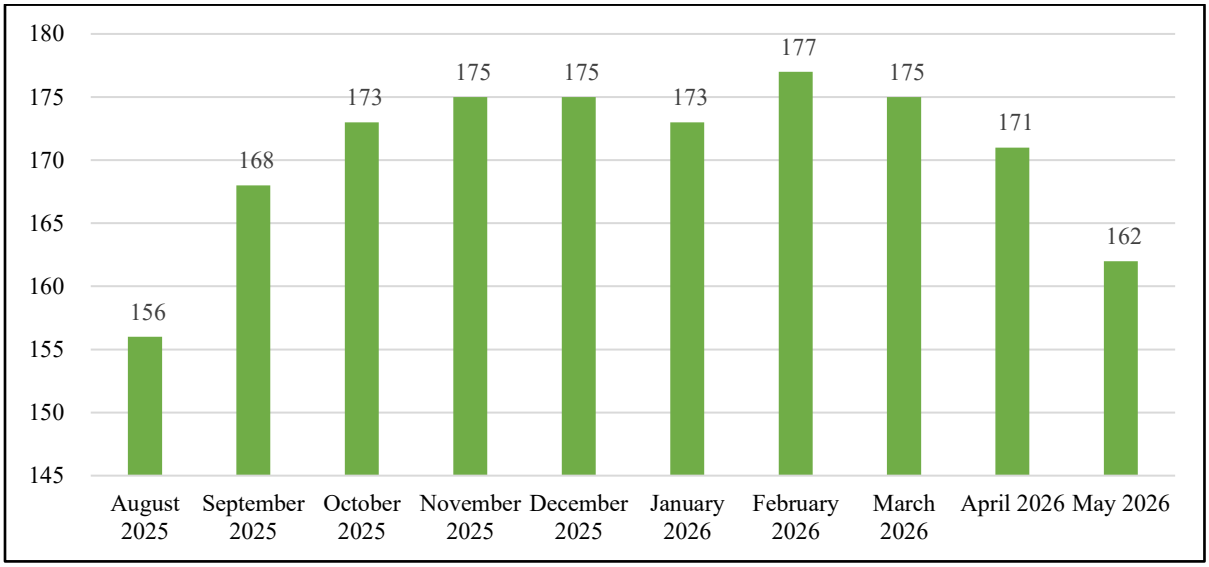


Figure 11. Existing Emergency Hire Permits for HIPCS Teachers during 2025-2026.

HIDOE EMERGENCY HIRE 2025-2026			
Teaching Assignment: Content Areas	**April 2026**	**May 2026**	**June 2026**
Academic Coach	0	0	0
Agriculture	0	0	0
Art	12	12	11
Behavior Analysis	1	1	1
Business Education	2	2	2
Computer	7	6	5
Counselor	55	53	52
Career and Technical Education (CTE)	27	25	21
Curriculum Coordinator	1	1	1
Drama	2	1	1
Early Childhood Education	19	19	16
Elementary	278	273	254
Elementary Education	1	1	1
English	74	71	64
German	0	0	0
Hawaiian	1	1	1
Hawaiian Immersion	4	4	4
Hawaiian Language	4	4	4
Health	11	11	10
Health and Physical Education	1	1	1
Home Economics	0	0	0
Japanese	4	3	3

Korean	1	1	1
Librarian	1	0	0
Math	104	100	97
Multidisciplinary	9	9	9
Music	5	5	5
Physical Education	16	16	16
Pre-School	5	5	3
Science	68	67	65
Secondary Education	2	2	2
Social Studies	36	34	34
Spanish	4	4	4
Special Education	214	200	190
Special Education Counselor	1	1	1
Special Motivation	0	0	0
Special Programs Credit Recovery	1	1	1
Special School	1	1	1
STEM	1	1	0
Student Services Coordinator (SSC)	6	6	6
Teaching English to Speakers of Other Languages (TESOL)	4	4	3
World Language Complex Area Teacher	0	0	0
TOTAL EMERGENCY HIRES	**983**	**946**	**890**

Table 3. Emergency Hire Teaching Positions from April-June 2026.

WORKFORCE DEVELOPMENT

TEACHER APPRENTICESHIP

The Hawai‘i Registered Teacher Apprenticeship Program will offer aspiring educators a unique opportunity to gain hands-on classroom experience while fulfilling the requirements for full teacher licensure. In this program, apprentices are paired with experienced mentors in the classroom, where they receive guidance and training in teaching practices, classroom management, and curriculum development. Apprentices work as Educational Assistants (EAs) or Teacher Assistants (TAs) while completing required coursework and other licensure components on their path to becoming fully licensed teachers.

The apprenticeship model is part of HTSB's efforts to address the teacher shortage by providing a supportive and structured pathway to licensure for individuals with non-traditional backgrounds or those seeking to transition into education from other careers. The program also helps to recruit and retain high-quality teachers in underserved areas and shortage fields.

TEACHER PRE-APPRENTICESHIP

The HTSB provided funding to support HIDOE's Teaching as a Profession (TAP) teachers by implementing the Educators Rising curriculum and covering the costs of student membership. Educators Rising plays a vital role in building a sustainable pipeline of homegrown teachers by engaging students early in exploring and preparing for careers in education.

LICENSE DISCIPLINE AND APPEALS

The HTSB is responsible for the licensure and regulation of educators in Hawai‘i, including overseeing disciplinary actions and appeals related to teacher licensure.

HTSB's licensing and disciplinary processes are designed to protect the integrity of the teaching profession while ensuring that educators who are licensed in Hawai‘i meet the highest standards of professionalism and competency.

Discipline Cases 2021-2026								
Year	Denied	Revoked	Suspended	Deferred or No Action	Reinstated or Approved	Reprimanded or Warned	Conditioned	Total Cases
SY 21-22	0	12	0	0	0	0	0	12
SY 22-23	0	33	0	0	0	0	0	33
SY 23-24	0	7	0	0	0	0	0	7
SY 24-25	1	13	0	0	0	0	0	14
SY 25-26	0	4	0	0	2	0	0	6

Table 4. Discipline cases from school years 2021-2026.

The Model Code of Ethics for Educators (MCEE) is a set of ethical guidelines and principles designed to provide a framework for the professional conduct of educators across the United States. Adopted by the HTSB in 2018, the MCEE serves as a critical tool for guiding educator behavior and ensuring the highest standards of professionalism, integrity, and accountability.

Implemented through Hawai‘i SATEP, the MCEE is integral to promoting ethical conduct among educators in Hawai‘i. Establishing clear ethical expectations provides a unified approach to professional behavior, informing how educators interact with students, parents, colleagues, and the broader community.

EDUCATOR PROFESSIONAL DEVELOPMENT

EDUCATOR STANDARDS

In the 2011-2012 school year, the Board introduced new performance standards for teachers, school counselors, and school librarians. In the following year (2012-2013), HTSB collaborated with these educator groups to create informational videos and resource materials to help them understand and integrate the new standards into their practices. These videos were distributed on DVD to all Hawai‘i public schools and made available on HTSB's website.

In 2013-2014, new standards were introduced to Hawai‘i SATEP. In 2015-2016, new standards for Hawaiian Language, Hawaiian Studies, and Hawaiian Language Immersion were adopted. Then, in 2016-2017, HTSB reviewed content standards for potential revisions based on updates from national specialty content organizations. In 2017-2018, HTSB adopted new standards for the review of EPPs.

Subsequently, the National Specialty Professional Associations updated their content area standards, which were reviewed by the Board. HTSB formally adopted these updated standards on March 5, 2021, with implementation for Hawai‘i SATEP starting on July 1, 2023.

In 2025-2026, the following content area standards were adopted:

- Council for Exceptional Children’s Advanced Special Education Preparation Standards
- National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators

A list of approved educator Content Area Standards is located on the HTSB website.
https://www.hawaiiteacherstandardsboard.org/apps/pages/index.jsp?uREC_ID=4412479&type=d&pREC_ID=2644381

See Appendix A for the Teacher Performance Standards and Appendix B for the Educator Preparation Program Standards.

HAWAIIAN STANDARDS

In 2024, the Hawaiian Workgroup revised the Hawaiian Program Standards for Hawai‘i SATEP. The Hawaiian Program Standards should be implemented no later than July 1, 2024.

https://media.edlio.net/e045d0de/dc9a2963/f0ad6156/50a5e74948a5440fbbc92bd353c02174?_=Rev_NBI-24-06-Adoption-of-Rev_Hawaiian-Program-Standards.pdf

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

HTSB remains committed to providing ongoing informational and support sessions for Hawai‘i’s educators. One of the key offerings is the On-Board for National Board workshop, which helps Hawai‘i teachers build a solid foundation for pursuing National Board Certification. HTSB is awaits the release of newly certified teachers from the National Board organization in December of each year.

HTSB continues its strong partnership with the Institute for Native Pacific Education and Culture (INPEACE) to address the need for highly skilled teachers on the Leeward Coast of O‘ahu. Additionally, the Hawai‘i National Board Collective, sponsored by HTSB, serves as a platform for National Board Certified Teachers (NBCTs) from across the state to collaborate. This group plays a critical role in outreach and support for teachers pursuing National Board certification and offers opportunities for NBCTs to become more engaged in statewide education initiatives.

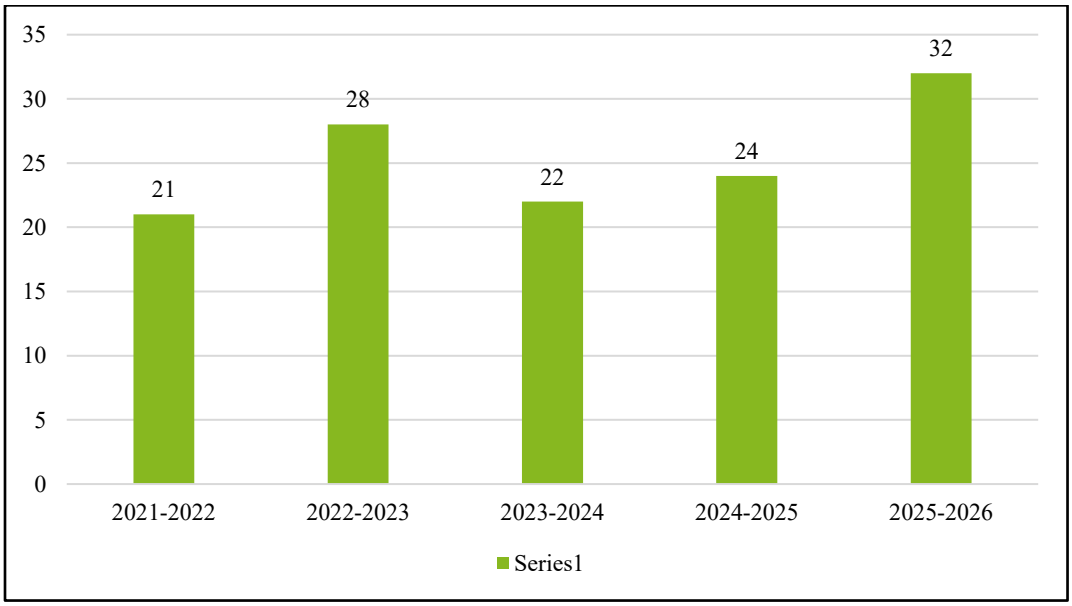


Figure 12. National Board Certified Teachers by school years.

HAWAI‘I STATE APPROVED TEACHER EDUCATION PROGRAMS

The HTSB is responsible for overseeing and ensuring the quality of teacher preparation programs within the state. This includes the management and oversight of the fourteen SATEPs. These programs, which are designed to prepare and educate teacher candidates, must meet the standards set forth by the HTSB.

HTSB continues to review, approve, and monitor the licensure programs of Board-approved teacher education providers. HTSB closely examines approved EPPs that prepare teachers in their content areas, provide a quality clinical experience, and continually follow federal and state-level policies as outlined in the HAR.

HTSB also adopted the latest revision of the national MCEE for use by Hawai‘i SATEP to help prepare teacher candidates for challenging issues they may face in their careers. HTSB staff continues to offer training in the MCEE.

THE ROLE OF HTSB IN TEACHER PREPARATION

Under HRS §302A-802, teacher candidates are required to demonstrate competencies that are established by the HTSB as part of the licensure process. This statute grants the HTSB the authority to establish the criteria and competencies that teacher candidates must meet to be eligible for licensure in the state of Hawai‘i.

Currently, all Hawai‘i SATEPs are accredited by national or international accreditation bodies, ensuring that these programs meet rigorous standards for quality and effectiveness. These accrediting organizations include:

- The Association for Advancing Quality in Educator Preparation (AAQEP)
- The Council for the Accreditation of Educator Preparation (CAEP)
- The World Indigenous Nations Higher Education Consortium (WINHEC)

These accrediting bodies play a critical role in evaluating and ensuring that teacher education programs meet high standards for preparing educators who are capable of addressing the diverse needs of students in Hawai‘i.

ACCREDITATION

AAQEP and CAEP are well-established national accreditation bodies that assess EPPs based on a range of factors, including program quality, outcomes, and the preparedness of graduates to teach effectively. These accreditations ensure that Hawai‘i’s teacher preparation programs align with national standards and are capable of preparing teachers who can meet the evolving needs of students in the classroom.

WINHEC focuses on ensuring that teacher preparation programs for Indigenous communities are culturally appropriate and effective. WINHEC’s accreditation process is unique in that it emphasizes Indigenous perspectives, knowledge, and practices, which are crucial for providing culturally responsive and community-centered education.

Hawai‘i is proud to offer Indigenous-focused teacher preparation programs. These programs are designed to honor and integrate Indigenous cultural values and knowledge into the teaching profession. These programs were among the first to undergo the WINHEC review process, which provides an accreditation process specifically tailored to the needs of Indigenous education. This collaboration between HTSB and Indigenous programs in Hawai‘i is a direct response to the importance of ensuring that teacher education is culturally appropriate and reflects the rich cultural heritage of Native Hawaiians and other Indigenous groups in the state.

These partnerships with WINHEC ensure that these programs provide high-quality training for educators who are not only skilled in pedagogy but also grounded in the cultural and spiritual values of Indigenous communities, offering a unique and deeply relevant form of teacher preparation.

This direct collaboration between the Indigenous programs has allowed for the development of a culturally appropriate review process that incorporates Indigenous knowledge systems, traditions, and worldviews into the preparation of future educators. This ensures that the programs not only meet general educational standards but also honor the cultural heritage and educational practices that are crucial for teaching Native Hawaiian and Indigenous students.

PROFESSIONAL LEARNING AND TRAINING

During the 2025-2026 school year, the HTSB offered a range of professional development opportunities for educators, EPPs, and education professionals across the state. These sessions aimed to provide essential knowledge and skills to enhance the effectiveness of Hawai‘i’s educator workforce. Many of these professional development opportunities were delivered through in-person or online training, and some were offered in partnership with external organizations to ensure a comprehensive and well-rounded learning experience. Below are the key sessions provided during this period.

ETS Praxis Presentations

Partner: Educational Testing Service (ETS)

ETS delivered presentations to SATEP staff, the Teacher Education Coordinating Committee members (TECC), and School Counseling candidates on the ETS Praxis tests. Praxis tests measure teacher candidates' content knowledge and teaching skills. For SATEP and TECC members, ETS staff explained tools to help align educator preparation program courses with national content standards and licensure test design and content. For School Counseling candidates, ETS staff presented information on understanding the Praxis tests, preparation strategies, registration process, and insights on successfully passing the tests.

Educator Preparation Program Reviews

Partners: EPP staff, HIDOE staff

These reviews assist EPP staff in approving their teacher licensure program applications. Program review committee members review applications and determine if the EPP program meets HAR and HTSB policies. In turn, they offer feedback or meet with EPP staff to support them through the approval process.

HTSB Licensing Presentations

Partner: HTSB staff

These presentations offered comprehensive guidance on the teacher licensure and permit process in Hawai‘i. Topics included the Hawaii Revised Statues, Hawaii Administrative Rules, and requirements for the different types of licenses and permits, and steps to submit an application. These sessions were designed to clarify the license or permit process for teacher candidates and educators to ensure they received information needed to successfully navigate licensure requirements.

HAWAI‘I SATEP INFORMATION

Each Hawai‘i SATEP is responsible for implementing approved EPPs that offer pathways for teacher candidates to obtain either an academic degree and teacher license, or a teacher license in specific teaching fields and grade-level spans. These programs ensure teacher candidates meet the licensure standards outlined by the HTSB.

Hawai‘i SATEP and Educator Preparation Programs

EPPs offer different pathways for teacher candidates.

Traditional Pathway. Some EPPs offer traditional pathways that provide an academic degree and a teacher license. These programs prepare teacher candidates in both their content area and pedagogical skills, ensuring they meet all licensure requirements and university degree requirements.

Alternative Pathway. Other EPPs offer pathways that focus on obtaining a teacher's license in specific subject areas and grade spans. These programs are particularly beneficial for candidates who already hold at least a bachelor’s degree from a regionally accredited institution in a specific field but need to complete the necessary licensure requirements.

Add Teaching Field Pathway. Some EPPs provide a pathway for licensed teachers to add a teaching field and gain additional content expertise.

Program Completion and Licensing. Upon successfully completing an EPP, teacher candidates are recommended for licensure by HTSB. The Board reviews the program completion to ensure the candidate has met the standards and competencies required for teaching in Hawai‘i.

This includes assessment of academic performance and field experience (i.e., clinical placements), as well as successful completion of any licensure examinations or other requirements as determined by HTSB.

Annual Progress Report. Each Hawai‘i SATEP is required to submit an annual progress report to HTSB. The report includes updates, outcomes, licensure recommendations, and compliance with HTSB standards.

Accrediting Body Report. These reports are also submitted to the program’s accreditor (i.e., AAQEP, CAEP, or WINHEC) to maintain accreditation status and ensure that programs continue to meet national and international standards.

Federal Title II Higher Education Act. The HTSB submits and validates the Federal Title II State Report Card. As part of the Federal Title II reporting process, Hawai‘i SATEPs must provide data on program completers, admission and exit requirements, the number of graduates, licensure status, and the program's effectiveness in preparing educators for the classroom.

The following section summarizes each Hawai‘i SATEP program completer's information, categorized by licensure pathway: traditional, alternative, or adding a teaching field. The highest number of completers by teaching field is bolded.

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Brigham Young University Hawai'i
Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)
Duration: June 1, 2021 – June 30, 2028

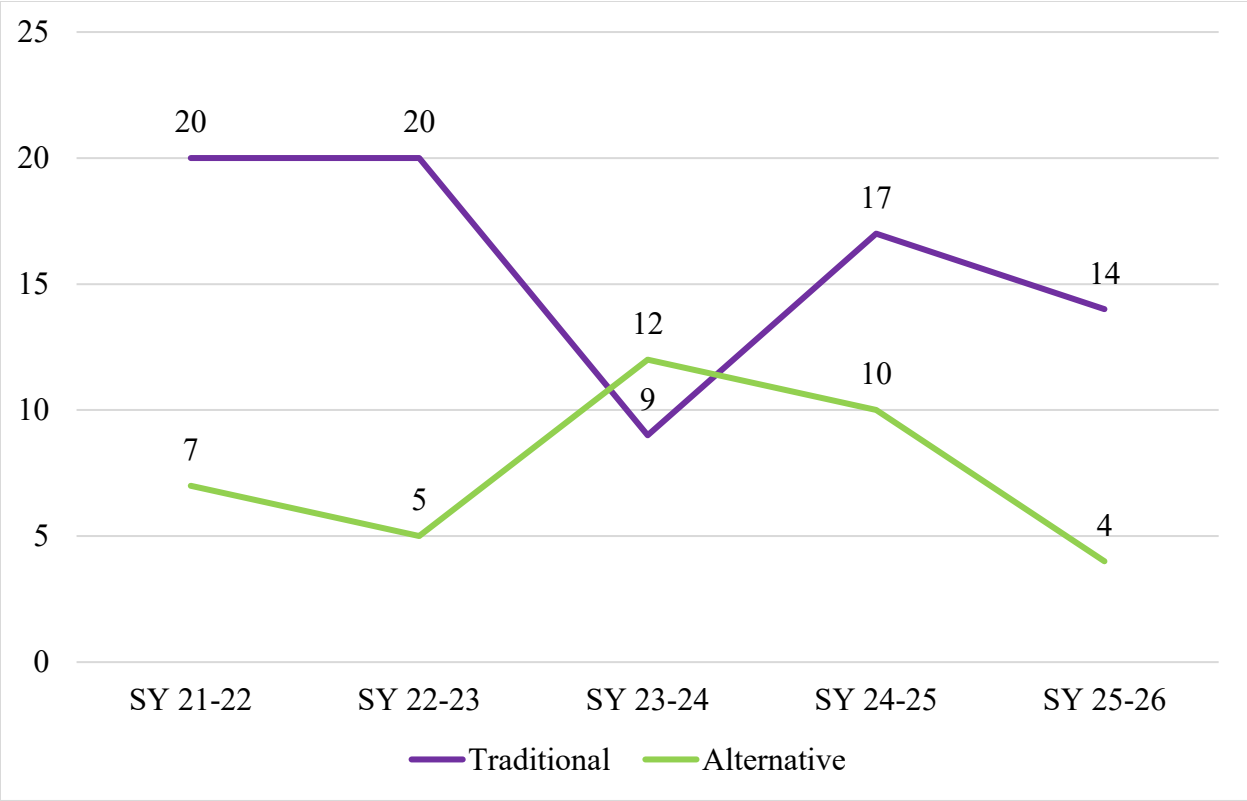


Figure 13. Brigham Young University Hawai'i (BYUH) program completers.

Traditional Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Art (6-12)	1	2	0	0	0
Biology (6-12)	0	1	0	0	0
CTE Arts and Communication (6-12)	0	0	0	0	0
CTE Business (6-12)	0	0	0	0	0
CTE Health Services (6-12)	0	0	0	0	0
CTE Natural Resources (6-12)	0	0	0	0	0
Elementary Education (K-6)	**10**	**8**	**4**	**15**	**6**
English (6-12)	0	0	0	0	2
Health (6-12)	0	0	0	0	0
History (6-12)	0	1	0	0	0
Japanese (6-12)	0	0	0	0	0
Mandarin (6-12)	0	0	0	0	0
Mathematics (6-12)	1	1	0	0	0

Traditional Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Music (6-12)	1	0	0	0	2
Physical Education (6-12)	0	0	0	0	0
Science (6-12)	2	0	0	0	1
Social Studies (6-12)	2	1	2	0	0
Spanish (6-12)	0	0	0	0	0
Special Education Mild/Moderate (K-6, K-12, 6-12)	0	0	0	0	0
TESOL (6-12)	**3**	**6**	**3**	**2**	**3**
Reported Completers	20	20	9	17	14
Total Completers	**80**				

Table 5. BYUH traditional program completers.

Alternative Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Art (6-12)	0	0	1	0	0
Biology (6-12)	0	0	0	0	0
CTE Arts and Communication (6-12)	1	0	0	0	0
CTE Business (6-12)	0	0	1	0	0
CTE Health Services (6-12)	0	0	0	0	0
CTE Natural Resources (6-12)	0	0	0	0	0
Elementary Education (K-6)	**2**	**0**	**6**	3	2
English (6-12)	0	0	0	1	0
Health (6-12)	0	0	0	0	0
History (6-12)	0	0	0	0	0
Japanese (6-12)	0	0	0	0	0
Mandarin (6-12)	1	0	0	0	0
Mathematics (6-12)	0	0	0	0	0
Music (6-12)	0	0	0	1	1
Physical Education (6-12)	0	1	0	2	1
Science (6-12)	0	1	1	0	0
Social Studies (6-12)	1	2	3	1	0
Spanish (6-12)	0	0	0	0	0
Special Education Mild/Moderate (K-6, K-12, 6-12)	**2**	**1**	**0**	1	0
TESOL (6-12)	0	0	0	1	0
Reported Completers	7	5	12	10	4
Total Completers	**38**				

Table 6. BYUH alternative program completers.

Chaminade University – School Counseling
Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)
Duration: March 4, 2024 – December 31, 2030

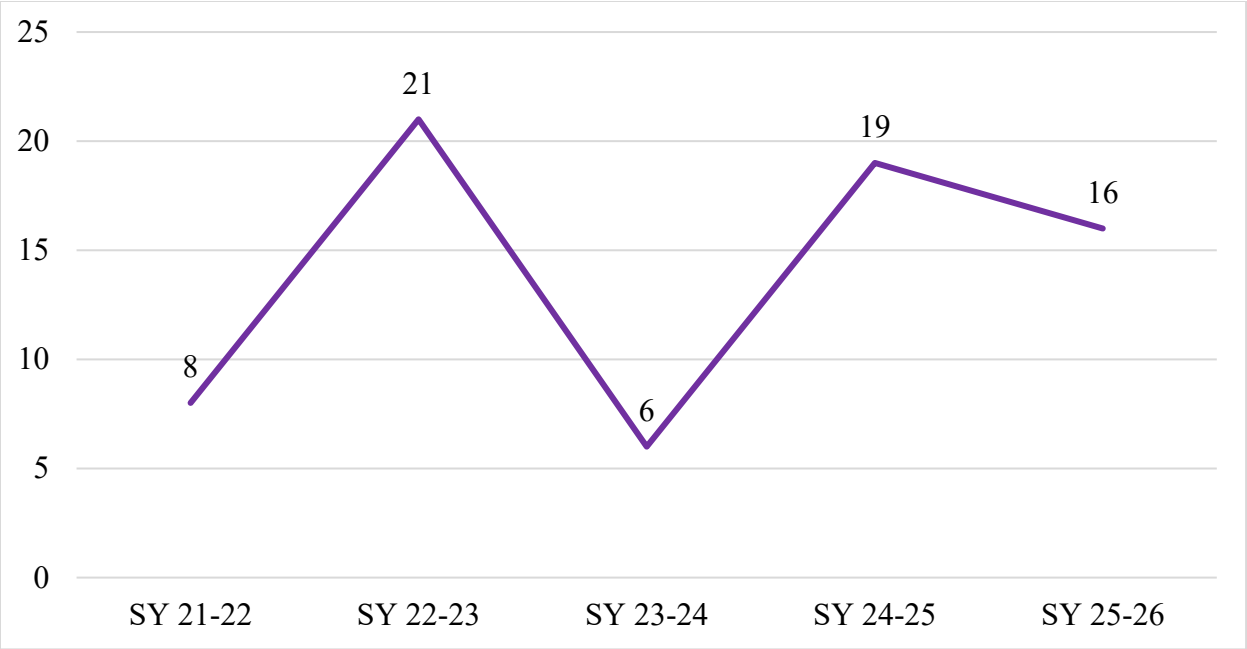


Figure 14. Chaminade University School Counseling program completers.

Traditional Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
School Counselor (K-12)	8	21	6	19	16
Total Completers	**70**				

Table 7. Chaminade University School Counseling traditional program completers.

Chaminade University – Teacher Education
Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)
Duration: March 4, 2024 – December 31, 2030

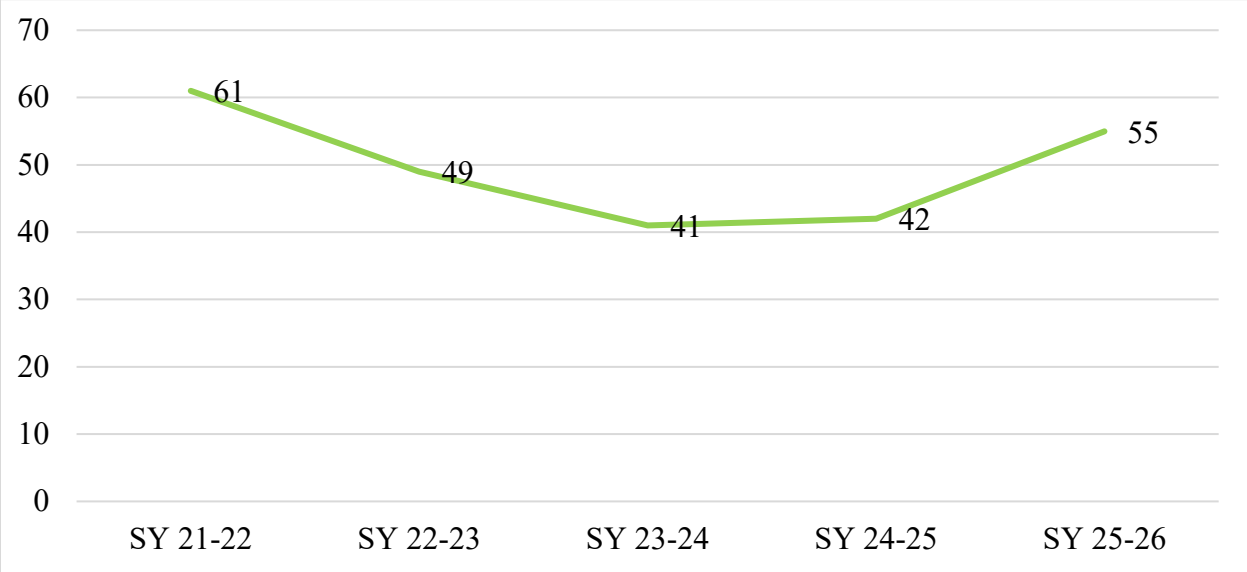


Figure 15. Chaminade University Teacher Education program completers.

Traditional Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Early Childhood Education (P-K, P-3)	6	4	9	5	22
Earth And Space Studies (6-12)	0	1	0	0	0
Elementary Education (K-6)	**27**	**22**	**11**	**12**	**16**
English (6-12)	4	3	4	3	0
Mathematics (6-12)	1	2	0	1	1
Science (6-12)	4	0	0	2	0
Social Studies (6-12)	5	7	2	4	5
Special Education Mild/Moderate (P-3, K-6, K-12, 6-12)	**14**	**10**	**15**	**15**	**11**
Reported Completers	**61**	**49**	**41**	**42**	**55**
Total Completers	**248**				

Table 8. Chaminade University Teacher Education traditional program completers.

Hawai'i Pacific University
Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)
Duration: July 1, 2021 – June 30, 2027

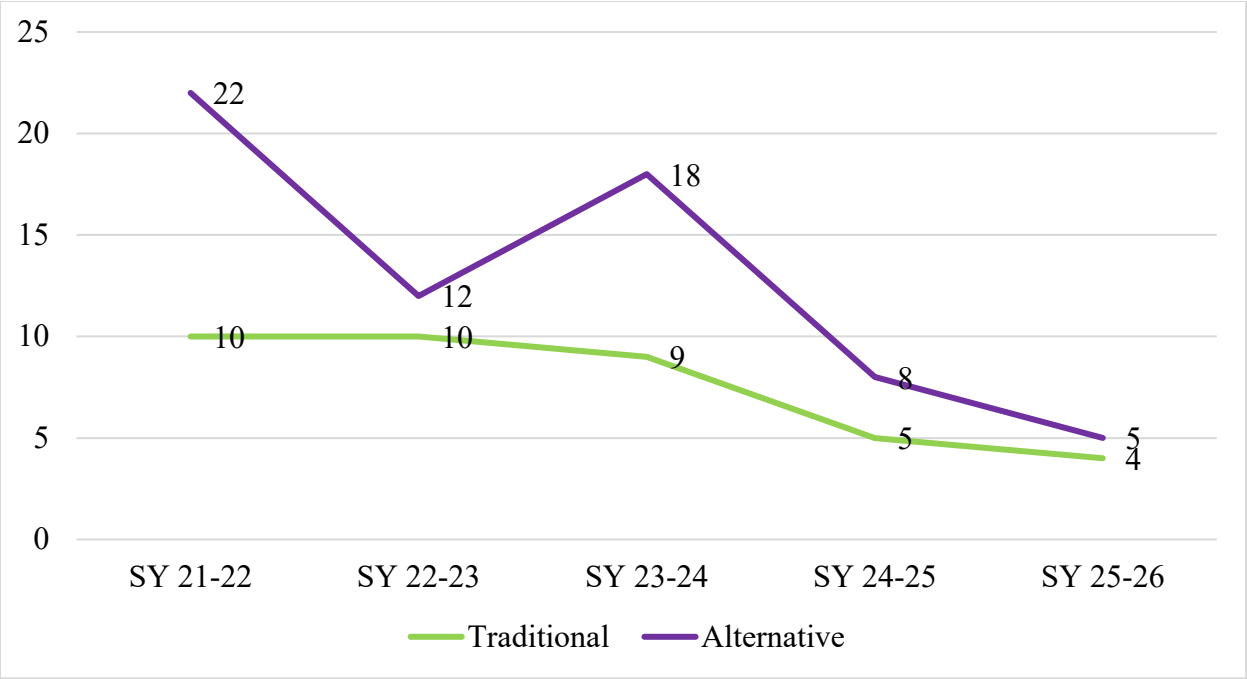


Figure 16. Hawai'i Pacific University (HPU) program completers.

Traditional Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Algebra I (6-12)	0	0	0	0	0
Elementary Education (K-6)	**10**	**10**	**9**	**5**	**4**
English (6-12)	0	0	0	0	0
Mathematics (6-12)	0	0	0	0	0
Science (6-12)	0	0	0	0	0
Social Studies (6-12)	0	0	0	0	0
TESOL (6-12)	0	0	0	0	0
Japanese (6-12)	0	0	0	0	0
Mandarin (6-12)	0	0	0	0	0
Spanish (6-12)	0	0	0	0	0
Reported Completers	**10**	**10**	**9**	**5**	**4**
Total Completers	**38**				

Table 9. HPU traditional program completers.

Alternative Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Algebra I (6-12)	0	0	1	0	0
Elementary Education (K-6)	**12**	**4**	**8**	**1**	**1**
English (6-12)	**4**	**3**	**4**	**2**	**1**
Mathematics (6-12)	2	0	1	1	0
Science (6-12)	0	2	0	2	0
Social Studies (6-12)	2	1	2	2	2
TESOL (6-12)	1	1	1	0	1
Japanese (6-12)	1	1	0	0	0
Mandarin (6-12)	0	0	0	0	0
Spanish (6-12)	0	0	1	0	0
Reported Completers	**22**	**12**	**18**	**8**	**5**
Total Completers	**65**				

Table 10. HPU alternative program completers.

iteach-Hawai‘i
Accreditation Status: Council for the Educator Preparation (CAEP)
Duration: July 1, 2020 – June 30, 2027

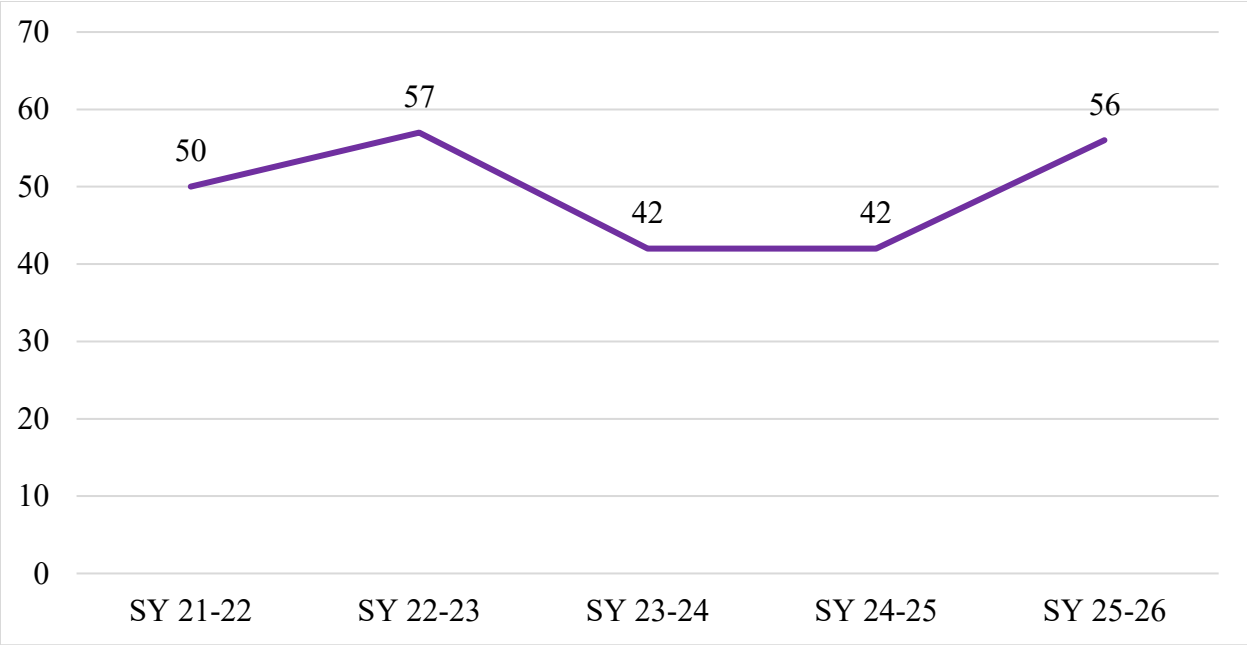


Figure 17. iteach-Hawai‘i program completers.

Alternative Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Algebra I (6-12)	0	4	0	0	1
Art (6-12)	3	0	0	0	0
Biology (6-12)	3	0	1	0	0
Computer Science (K-12)	0	1	0	0	1
CTE Health Services (6-12)	0	0	0	0	0
Elementary Education (K-6)	**15**	**15**	**10**	**11**	**11**
English (6-8, 6-12)	6	6	5	9	9
Health	0	0	0	1	4
Japanese (6-8, 6-12)	0	1	1	0	1
Mathematics (6-8, 6-12)	3	6	6	4	4
Physical Education	1	2	2	1	3
Physics (6-12)	1	0	0	0	0
Science (6-8, 6-12)	4	4	3	4	3
Social Studies (6-8, 6-12)	4	1	0	0	0
Spanish (6-12)	1	2	1	1	0

Alternative Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Special Education (K-6, K-12, 6-8, 6-12)	**5**	**13**	**12**	**10**	**17**
Special Education Mild/Moderate (K-6, K-12, 6-8, 6-12)	3	1	0	0	0
TESOL (K-6, 6-12)	1	1	1	1	2
Reported Completers	**50**	**57**	**42**	**42**	**56**
Total Completers	**247**				

Table 11. iteach-Hawai‘i alternative program completers.

Kahoʻiwai Center for Adult Teaching and Learning
Accreditation Status: World Indigenous Nations Higher Education Consortium (WINHEC)
Duration: September 2019 – December 31, 2028

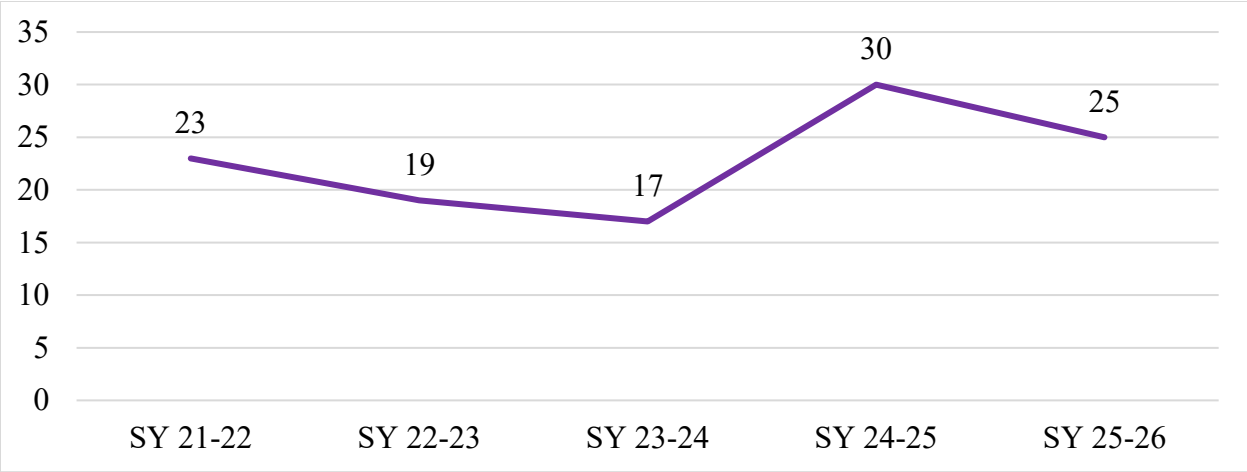


Figure 18. Kahoʻiwai program completers.

Alternative Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Algebra I (6-12)	1	0	0	0	0
Art (6-12)	0	2	0	0	0
Elementary Education (K-6)	7	0	3	3	5
English (6-12)	0	4	4	5	3
Hawaiian Studies (6-12)	**3**	**2**	**2**	**6**	**5**
History (6-12)	0	0	0	0	0
Mathematics (6-12)	0	1	0	3	2
Physical Education (6-12)	1	0	0	0	0
Science (6-12)	1	3	4	2	1
Social Studies (6-12)	**10**	**7**	**4**	**11**	**9**
Reported Completers	**23**	**19**	**17**	**30**	**25**
Total Completers	**114**				

Table 12. Kahoʻiwai alternative program completers.

Kahuawaiola Indigenous Teacher Education at the University of Hawai'i at Hilo
Accreditation Status: World Indigenous Nations Higher Education Consortium (WINHEC)
Duration: September 2019 – December 31, 2028

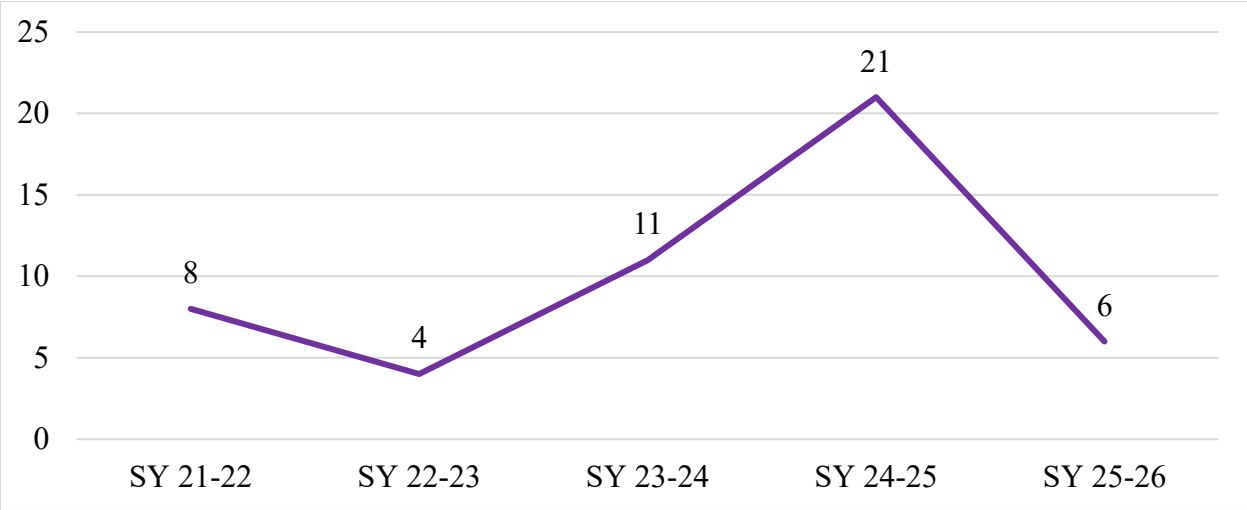


Figure 19. Kahuawaiola program completers.

Alternative Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Algebra I (6-12)	0	0	0	0	0
Elementary Education (K-6)	0	0	0	0	0
Geometry (6-12)	0	0	0	0	0
Hawaiian Knowledge (P-3, P-12, K-6, 6-12)	**4**	**2**	**6**	**10**	**3**
Hawaiian Language Immersion	0	0	5	0	0
Kaiaolelo-Kaiapuni Hawaii	4	2	0	0	0
Kaiapuni Hawai'i/Hawaiian Language Immersion	0	0	0	11	3
Mathematics (6-12)	0	0	0	0	0
Social Studies (6-12)	0	0	0	0	0
Reported Completers	**8**	**4**	**11**	**21**	**6**
Total Completers	**50**				

Table 13. Kahuawaiola alternative program completers.

Leeward Community College – Career and Technical Education
Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)
Duration: July 1, 2021 – June 30, 2028

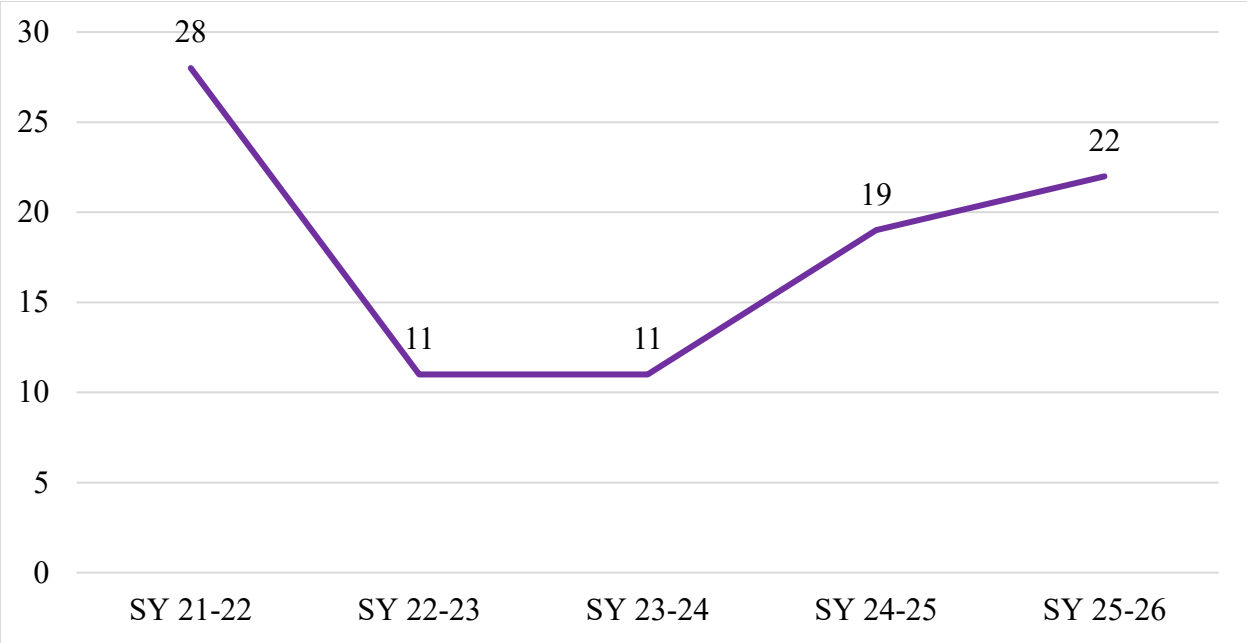


Figure 20. Leeward Community College (LCC) Career and Technical Education (CTE) program completers.

Alternative Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
CTE Health Services	0	2	0	2	0
Limited Health Services	0	0	0	0	0
CTE Arts and Communication[1]	2	2	1	5	—
CTE Business[1]	9	2	4	3	—
CTE Industrial and Engineering Technology[1]	5	1	1	1	—
CTE Natural Resources[1]	5	1	0	0	—
CTE Public and Human Services[1]	1	2	2	5	—
Limited CTE Arts and Communication	0	0	0	0	—
Limited CTE Business	0	0	0	1	—
Limited CTE Industrial and Engineering Technology	4	1	1	2	—
Limited CTE Natural Resources[1]	0	0	0	0	—
Limited CTE Public and Human Services	2	0	2	0	—
CTE Advanced Manufacturing[2]	—	—	—	—	0
CTE - Agriculture, Food, and Natural Resources[2]	—	—	—	—	1

CTE - Architectural Design and Engineering Technology[2]	—	—	—	—	0
CTE Building and Construction[2]	—	—	—	—	0
CTE - Business Management, Finance, and Marketing[1]	—	—	—	—	5
CTE - Cultural Arts, Media and Entertainment[2]	—	—	—	—	9
CTE - Education[2]	—	—	—	—	1
CTE - Energy[2]	—	—	—	—	0
CTE - Hospitality, Tourism, and Recreation[2]	—	—	—	—	2
CTE - Informational Technology and Digital Transformation[2]	—	—	—	—	2
CTE - Law and Public Safety[2]	—	—	—	—	0
CTE - Transportation Services[2]	—	—	—	—	1
Limited CTE Advanced Manufacturing[2]	—	—	—	—	0
Limited CTE - Agriculture, Food, and Natural Resources[2]	—	—	—	—	0
Limited CTE - Architectural Design and Engineering Technology[2]	—	—	—	—	0
Limited CTE Building and Construction[2]	—	—	—	—	0
Limited CTE - Business Management, Finance, and Marketing[1]	—	—	—	—	0
Limited CTE - Cultural Arts, Media and Entertainment[2]	—	—	—	—	0
Limited CTE - Education[2]	—	—	—	—	0
Limited CTE - Energy[2]	—	—	—	—	0
Limited CTE - Hospitality, Tourism, and Recreation[2]	—	—	—	—	0
Limited CTE - Informational Technology and Digital Transformation[2]	—	—	—	—	0
Limited CTE - Law and Public Safety[2]	—	—	—	—	0
Limited CTE - Transportation Services[2]	—	—	—	—	0
Reported Completers	28	11	11	19	21
Total Completers	**90**				

Table 14. LCC CTE alternative program completers.

[1]Licensure Field ended in school year 2024-2025.
[2]New Licensure Fields starting in school year 2025-2026 (see HTSB New Business Item 24-24).

Leeward Community College – Special Education
Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)
Duration: July 1, 2021 – June 30, 2028

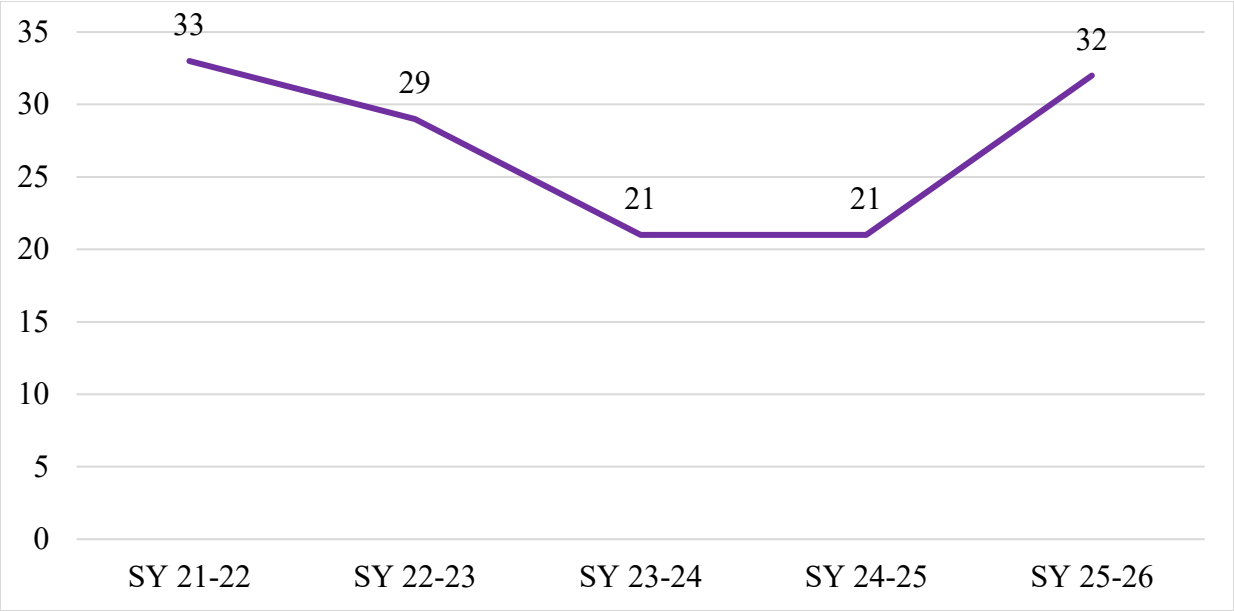


Figure 21. LCC Special Education (SPED) completers.

Alternative Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Special Education (K-6, 6-12)	**33**	**29**	**21**	**21**	**32**
Total Completers	**104**				

Table 15. LCC SPED alternative program completers by teaching field and grade level.

Added Teaching Field Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Special Education (P-3, K-6, 6-12, K-12)	0	0	1	1	4
Total Completers	**6**				

Table 16. LCC SPED added teaching field completers.

Teach For America
Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)
Duration: October 27, 2023 – June 30, 2030 (with unit conditions and program areas for improvement)

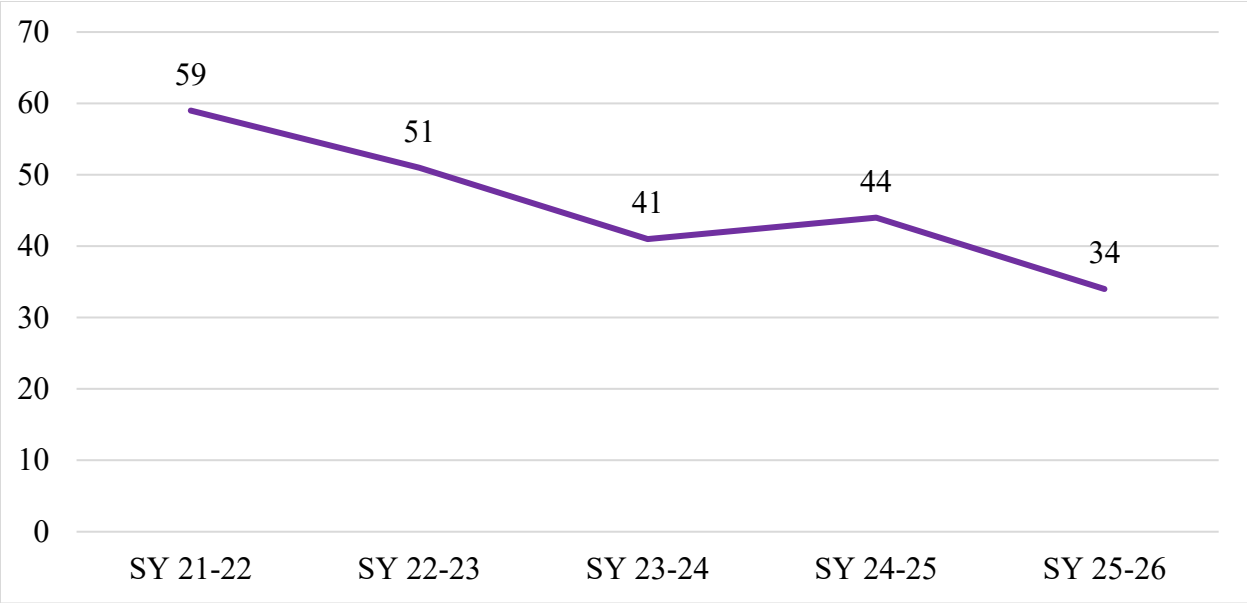


Figure 23. Teach for America (TFA) program completers.

Alternative Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Algebra I (6-12)	6	0	0	0	0
Elementary Education (K-6)	**8**	**18**	**10**	**11**	**12**
English (6-12)	**14**	**14**	**17**	**17**	**10**
Mathematics (6-8, 6-12)	17	9	8	7	9
Science (6-8, 6-12)	9	6	4	6	2
Social Studies (6-12)	5	4	2	2	0
World Languages (6-12)	0	0	0	0	0
Reported Completers	**59**	**51**	**41**	**43**	**34**
Total Completers	**229**				

Table 18. TFA alternative program completers.

University of Hawai‘i at Hilo – School of Education
Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)
Duration: January 1, 2022 – June 30, 2028

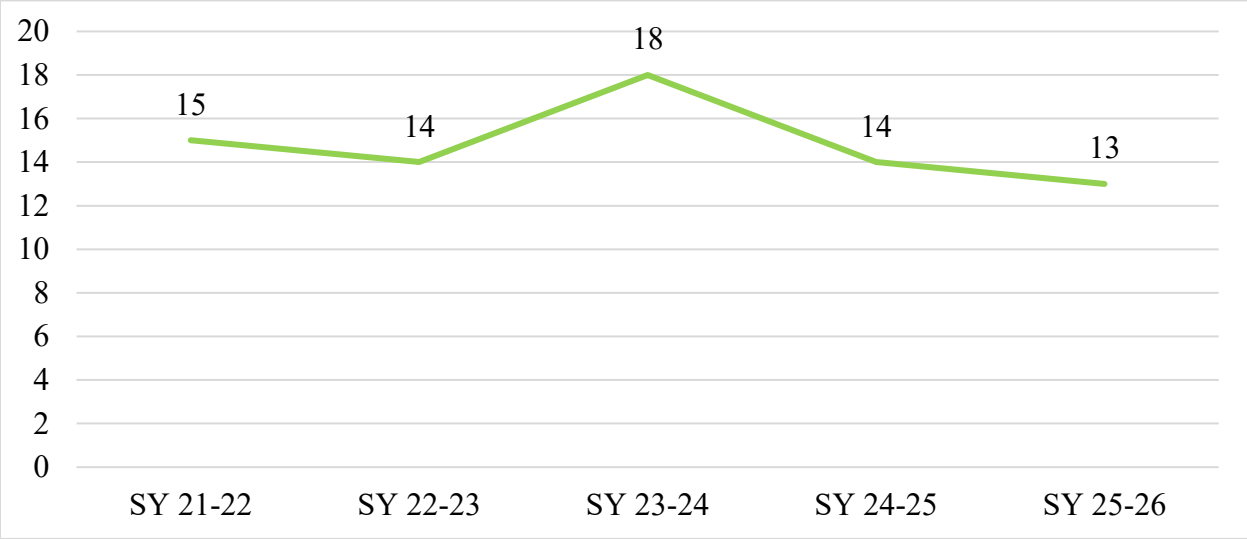


Figure 24. University of Hawai‘i at Hilo (UHH) program completers.

Traditional Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Art (6-12)	0	0	1	0	0
Computer Science (6-12)	0	0	0	0	0
CTE Business (6-12)	0	0	1	0	0
CTE Health Services (6-12)	0	0	0	0	0
CTE Natural Resources (6-12)	0	0	0	0	0
Elementary Education (K-6)	**8**	**8**	**10**	**8**	**8**
English (6-12)	0	0	1	1	0
Health (6-12)	0	0	0	0	0
Japanese (6-12)	0	0	0	0	0
Mathematics (6-12)	1	0	2	1	1
Music (6-12)	0	0	0	0	0
Physical Education (6-12)	3	2	0	0	1
Science (6-12)	**2**	**2**	**2**	**1**	**0**
Social Studies (6-12)	1	2	1	3	3
Spanish (6-12)	0	0	0	0	0
STEM (6-12)	0	0	0	0	0
Teacher Leader	0	0	0	0	0

Traditional Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Reported Completers	15	14	18	14	13
Total Completers	74				

Table 19. UHH traditional program completers.

University of Hawai'i at Mānoa – College of Education
Accreditation Status: Association for Advancing Quality in Educator Preparation (AAQEP)
Duration: January 1, 2022 – June 30, 2028

Accreditation Status: National Association of Schools of Music
Duration: November 2022 – November 2032

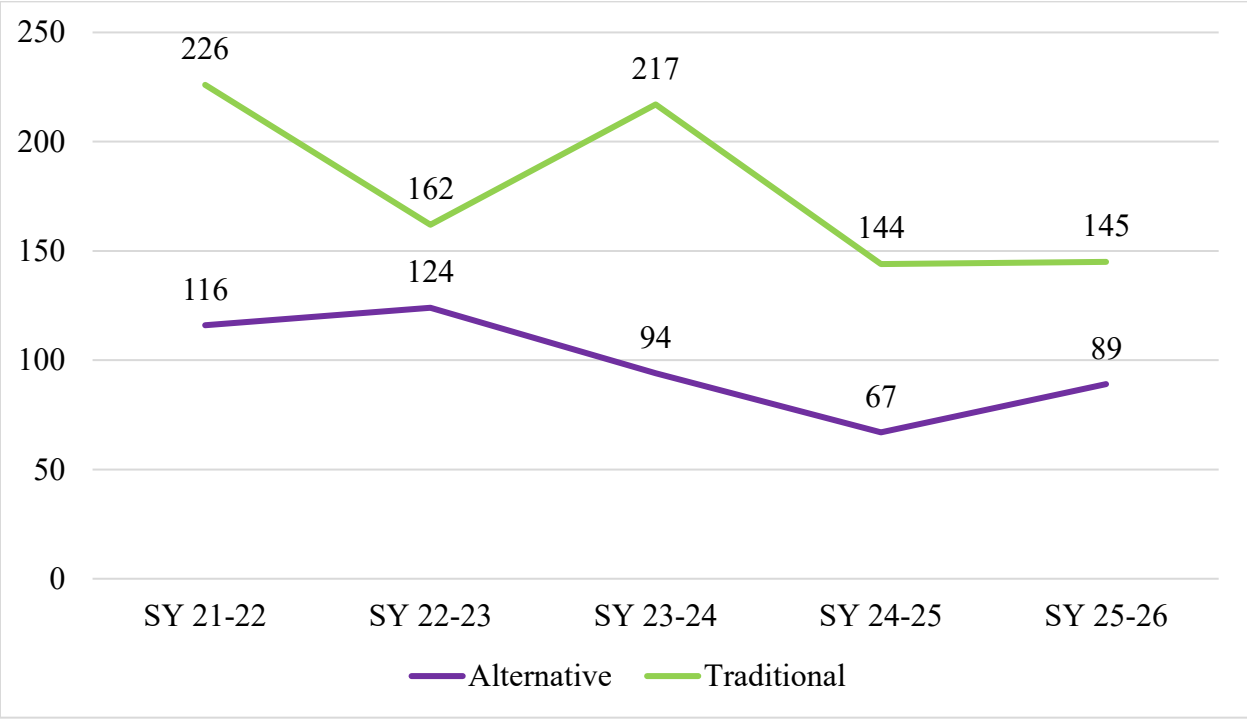


Figure 25. University of Hawai'i at Manoa (UHM) College of Education (COE) program completers.

Traditional Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Art (6-12)	0	0	0	0	0
Chinese (6-12)	0	0	1	0	0
Dance (6-12)	0	0	0	0	0
Drama Theater Arts (6-12)	0	0	0	0	0
Early Childhood Education	**41**	**11**	**35**	**8**	**14**
Elementary Education (P-3)	**84**	**81**	**75**	**65**	**64**
English (6-12)	6	1	6	9	5
French (6-12)	0	0	0	0	0
German (6-12)	0	0	0	0	0
Hawaiian Language Immersion (K-12)	0	2	0	1	1

Traditional Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Health (6-12)	5	8	6	3	0
Ilocano (6-12)	0	0	0	0	1
Japanese (6-12)	0	1	2	2	2
Korean (6-12)	0	0	0	0	0
Latin (6-12)	0	0	0	0	0
Mandarin (6-12)	0	0	0	0	0
Mathematics (6-12)	10	1	1	4	2
Music (K-12)	2	6	11	3	7
ʻŌlelo Hawaiʻi / Hawaiian Language (6-12)	0	0	1	0	0
Physical Education (K-6, K-12, 6-12)	6	7	6	3	1
Russian (6-12)	0	0	0	0	0
Samoan (6-12)	0	0	0	0	0
Science (6-12)	3	1	3	1	2
Social Studies (6-12)	4	12	4	3	7
Spanish (6-12)	0	0	2	1	0
Special Education Mild/Moderate (P-3, K-6, 6-12)	**47**	**15**	**45**	**25**	**21**
Special Education Severe Disabilities/Autism (P-3, K-6, 6-12)	0	0	12	7	9
Special Education Severe Disabilities / Profound (P-3, K-6, 6-12)	0	0	0	0	0
Tagalog (K-6, 6-12)	0	0	0	0	0
TESOL (K-6, 6-12)	18	16	7	10	9
Reported Completers	226	162	217	145	145
Total Completers	894				

Table 20. UHM COE traditional program completers.

Alternative Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Art (6-12)	5	5	1	1	10
Chinese (6-12)	1	0	1	0	0
Dance (6-12)	0	0	0	0	0
Drama Theater Arts (6-12)	1	0	1	0	0
Early Childhood Education (P-3)	0	0	0	1	0
Elementary Education (K-6)	**15**	**22**	**20**	**21**	**22**
English (6-12)	11	8	8	4	3
French (6-12)	0	0	0	0	0
German (6-12)	0	0	0	0	0
Hawaiian Language Immersion (K-12)	0	2	2	0	0
Health (6-12)	3	1	1	1	0
Ilocano (6-12)	0	0	0	1	4
Japanese (6-12)	0	0	4	3	1
Korean (6-12)	1	0	1	0	0
Latin (6-12)	0	0	0	0	0
Mandarin (6-12)	0	0	0	0	0
Mathematics (6-12)	3	1	6	1	2
Music (K-12)	0	5	2	0	1
ʻŌlelo Hawaiʻi / Hawaiian Language (6-12)	1	2	2	0	1
Physical Education (K-6, K-12, 6-12)	4	3	2	1	1
Russian (6-12)	0	0	0	0	0
Samoan (6-12)	0	0	0	0	0
Science (6-12)	8	8	6	9	6
Social Studies (6-12)	18	20	8	4	11
Spanish (6-12)	0	0	2	1	0
Special Education Mild/ Moderate (P-3, K-6, 6-12)	**23**	**30**	**18**	**11**	**23**
Special Education Severe Disabilities /Profound (P-3, K-6, 6-12)	19	0	0	0	0
Special Education Severe Disabilities/Autism (P-3, K-6, 6-12)	0	16	7	8	4
Tagalog (6-12)	0	0	0	0	0
TESOL (K-6, 6-12)	3	1	2	0	0
Reported Completers	116	124	94	67	89
Total Completers	490				

Table 21. UHM COE alternative program completers.

Added Teaching Field Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Early Childhood Education (P-3)	0	0	0	2	1
Ethnomathematics (K-6, 6-12)	1	2	0	4	**0**
Literacy Specialist	0	0	0	0	0
ʻŌlelo Hawaiʻi / Hawaiian Language (6-12)	0	0	1	0	0
Online Teaching (K-6, K-12, 6-12)	0	0	0	0	0
Social Studies (6-12)	0	0	1	0	0
Special Education Mild/Moderate (K-6, K-12, 6-12)	**0**	**0**	**11**	**9**	**3**
Special Education Severe Disabilities/Autism (K-6, K-12, 6-12)	0	0	0	3	2
STEM (K-6, 6-12)	0	3	8	1	0
Teacher Leader	**0**	**12**	**0**	**0**	**0**
TESOL (K-6, 6-12)	0	0	0	14	0
Reported Completers	1	17	21	33	6
Total Completers	78				

Table 22. UHM COE added teaching field program completers.

University of Hawai'i at Mānoa – Library and Information Science
Accreditation Status: American Library Association
Duration: February 6, 2024 – February 6, 2031

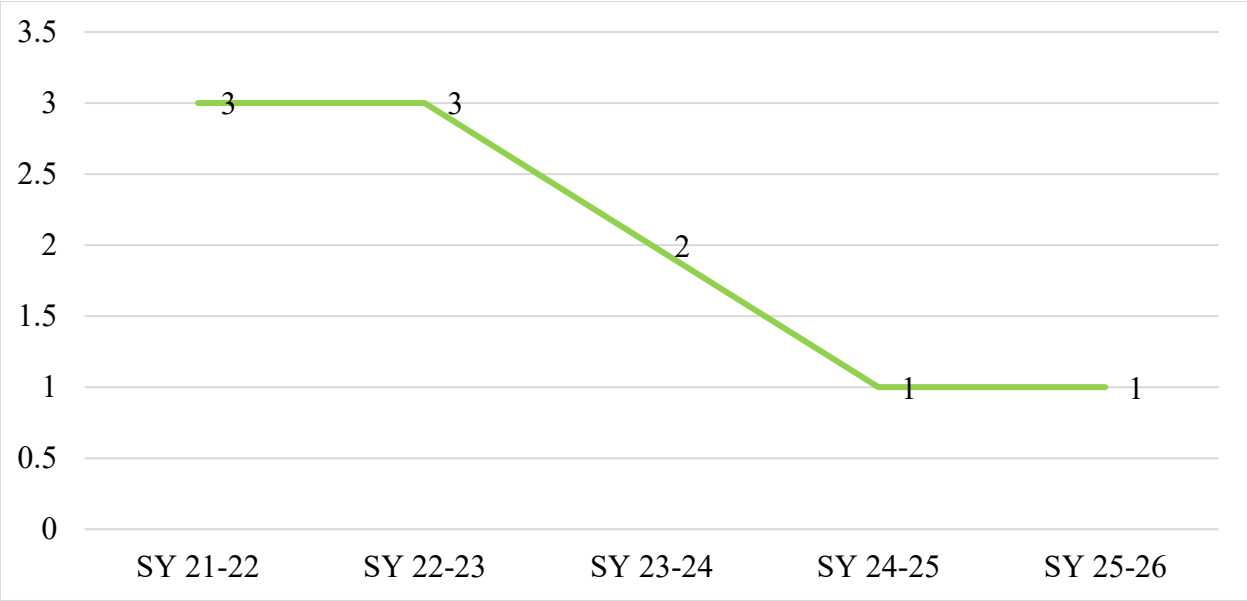


Figure 26. UHM Library Information Science (LIS) program completers.

Added Teaching Field Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
School Librarian (K-6, 6-12, K-12)	3	3	2	1	1
Total Completers	**10**				

Table 23. UHM LIS added teaching field completers.

University of Hawai‘i at West O‘ahu
Accreditation Status: Council for the Educator Preparation (CAEP)
Duration: January 1, 2021 – June 30, 2027

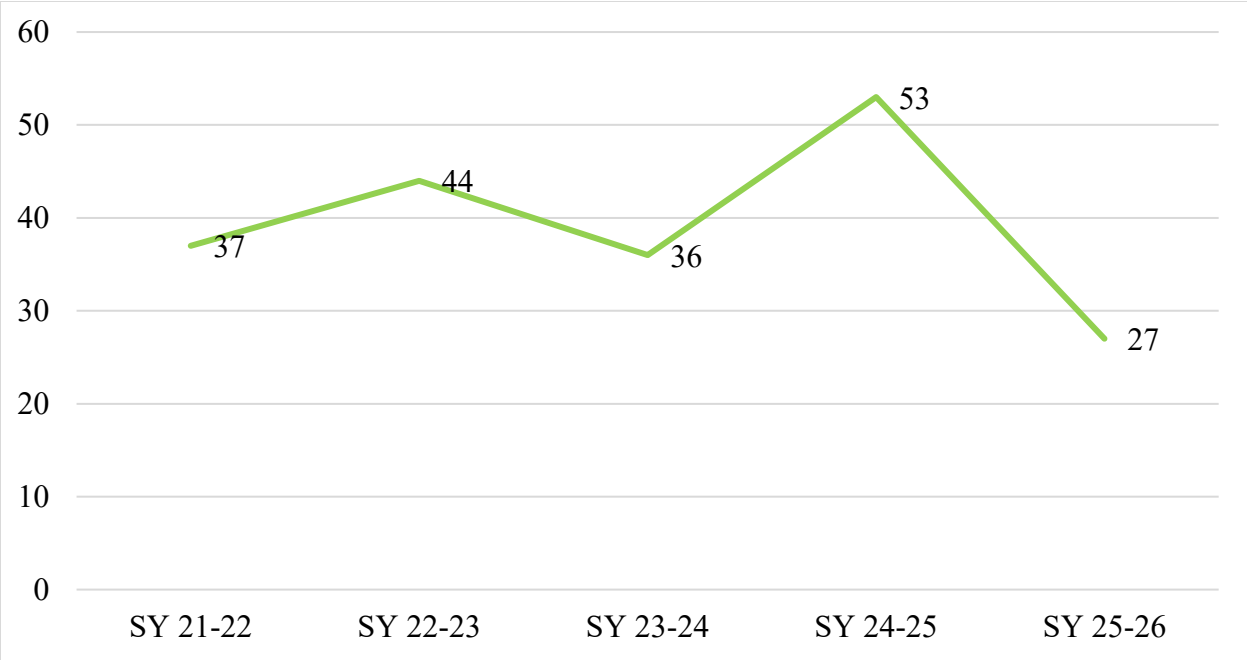


Figure 27. University of Hawai‘i at West O‘ahu (UHWO) program completers.

Traditional Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Biology (6-8, 6-12)	0	0	2	0	0
Elementary Education (K-6)	**19**	**32**	**18**	**39**	**16**
English (6-8, 6-12)	2	4	6	4	5
Mathematics (6-8, 6-12)	4	1	4	2	1
Science (6-8, 6-12)	0	0	0	1	0
Social Studies (6-8, 6-12)	**7**	**5**	**6**	**2**	**3**
Special Education (K-6, 6-8, 6-12)	5	2	0	5	2
Reported Completers	**37**	**44**	**36**	**53**	**27**
Total Completers	**197**				

Table 24. UHWO traditional program completers.

Added Teaching Field Completers	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Special Education	0	6	0	2	0
Reported Completers	**0**	**6**	**0**	**2**	**0**
Total Completers	**8**				

Table 25. UHWO added teaching field program completers.

APPENDICES

APPENDIX A. APPROVED PERFORMANCE STANDARDS

Teacher
Council of Chief State School Officers. *Interstate Teacher Assessment and Support Consortium (InTASC)*
https://learning.ccsso.org/intasc-model-core-teaching-standards-and-learning-progressions-for-teachers

School Counselor
American School Counselor Association (ASCA). *ASCA Standards for School Counselor Preparation Programs*
https://www.schoolcounselor.org/getmedia/573d7c2c-1622-4d25-a5ac-ac74d2e614ca/ASCA-Standards-for-School-Counselor-Preparation-Programs.pdf

School Librarian
American Association of School Librarians (AASL). American Association of School Librarians Standards.
https://libguides.ala.org/school-library-expert/aasl-natl-standards

APPENDIX B. APPROVED EDUCATOR PREPARATION PROGRAM STANDARDS

The HTSB approved the EPP Standards to support the additional options for Hawai‘i EPP to select state or national review for their units and programs on June 4, 2018.

New Business Item **NBI 17-39**
Update of Educator Preparation Program Standards
School Year: 2017 - 2018
Action Date: 2018-06-04
Status: Approved

State Approved Teacher Educator Program Unit Standards

Standard 1: Candidate Content Knowledge, Pedagogical Knowledge, and Dispositions
Candidates demonstrate strong subject matter knowledge, culturally relevant pedagogical knowledge, pedagogical content knowledge, and professional dispositions in instruction and in other interactions with all P-12 learners.

Standard 2: Clinical Practice and Partnerships
The educator preparation program and its associated partners have shared responsibility for the design, implementation, and evaluation of diverse clinical experiences that provide the candidate the opportunity to have a positive impact on the growth and development of learners.

Standard 3: Assessment and Evaluation
Educator preparation programs have criteria for and monitor candidate progression from admissions to student teaching, through completion, and recommendation for licensure. They gather, analyze, and interpret data for continuous improvement of the program.

Through their work with P-12 students, the candidate understands and uses multiple methods of assessment to monitor learner progress and to inform their practice. Candidates can demonstrate a positive impact on P-12 learners' growth and development.

Standard 4: Governance and Resources
The educator preparation program has sufficient faculty, financial, physical, and technological resources and capacity to support and sustain the quality of its educational program.

Standard 5: Hawai‘i Specific Requirements
The educator preparation program ensures it meets all requirements in Hawaii Administrative Rules governing the approval of Educator Preparation Programs (HAR) §8-54-19, Appendix A.