



Teacher Education Coordinating Committee (TECC)

Date: November 12, 2025

To: Hawai'i Teacher Standards Board
650 Iwilei Road, Suite 268
Honolulu, HI 96817

Subject: Testimony to defer on New Business Item 25-17 – Guidelines for Evidence Submission for SATEP Compliance and Program Modifications

Dear Board Chair Kristi Miyamae and Members of the Hawai'i Teacher Standards Board,

The Teacher Education Coordinating Committee (TECC), established pursuant to HRS § 304A-1202, respectfully requests that the Hawai'i Teacher Standards Board defer action on New Business Item 25-17 to allow additional time for clarification and dialogue with HTSB staff.

TECC first became aware of NBI 25-17 at its November 12, 2025 meeting, only two days prior to the item's inclusion on the November 14 HTSB agenda. Given the limited review period and the substantive nature of the proposed changes, TECC is concerned that adoption in its current form may conflict with Hawai'i Administrative Rules §8-54-18, which differentiates between major and minor program changes. As drafted, NBI 25-17 appears to introduce new procedural requirements that extend beyond clarification and could create compliance challenges for State Approved Teacher Education Programs (SATEPs).

We believe these issues can be addressed through collaboration and clarification. The following points summarize TECC's primary concerns:

1. **Scope Beyond the Intent of HAR §8-54-18**
 - NBI 25-17 extends beyond clarifying existing rules under Subchapter 6: Educator Preparation Programs.
 - The proposal would require existing licensure programs to obtain HTSB approval for minor program changes currently addressed through annual reporting.
 - This contradicts the distinction between *major* and *minor* changes set forth in HAR §8-54-18.
2. **Program and Curricular Evidence**
 - What is the standard for reviewing syllabi? Will there be a rubric or crosswalk identifying where and how each standard is addressed?
 - How are mentors evaluated and trained?
 - Without clear standards and evaluation procedures, programs may experience inconsistency in compliance and review outcomes.

3. **Candidate Performance Evidence – Performance Assessment Scores**
 - Implementing such a requirement without defined expectations, timelines, or guidance creates uncertainty for SATEPs.
 - If HTSB determines that a performance assessment is appropriate, it should be introduced as a separate proposal with clear parameters and a reasonable implementation timeline.
4. **Candidate Performance Evidence – Surveys of Completers and Employers**
 - How are pass rates determined, and what data are used?
 - Will there be a rubric or clearly defined criteria for meeting standards?
 - The proposed language lacks specificity regarding required response rates and minimum thresholds for graduates and employers.
 - Establishing consistent parameters is necessary to ensure fair and equitable application across programs.
5. **Institutional and Compliance Evidence – Faculty Qualifications**
 - The reference to “board’s minimum qualifications for academic credentials and relevant field experience” lacks citation or source documentation.
 - Clear reference materials or hyperlinks should be provided to ensure transparency and prevent misinterpretation.

In summary, TECC supports HTSB’s goal of maintaining high standards and accountability in educator preparation. However, adoption of NBI 25-17 as written may introduce regulatory inconsistencies and operational confusion. Deferring this item to a future HTSB Board meeting would allow TECC and HTSB staff to engage in collaborative discussion to clarify intent, align procedures with existing rules, and promote consistent implementation across Hawai‘i’s educator preparation programs.

Mahalo for the opportunity to provide testimony and for your continued partnership in strengthening Hawai‘i’s teacher workforce.

Respectfully submitted,



Dr. Nathan Murata, TECC Chair
Dean, College of Education
University of Hawai‘i at Mānoa



TO: November 13, 2025

FROM: Kananinohea Māka‘imoku, Chair

‘Aha Kauleo Statewide Council for Ka Papahana Kaiapuni

SUBJECT: Testimony to defer on New Business Item 25-17 Guidelines for Evidence Submission for SATEP Compliance and Program Modifications

Aloha mai e ka Luna Miyamae a me nā lālā o ka Hawai‘i Teachers Standard Board,

The ‘Aha Kauleo Statewide Council for Ka Papahana Kaiapuni (‘Aha Kauleo), respectfully requests that the Hawai‘i Teacher Standards Board **defer action on New Business Item 25-17** to allow additional time for clarification, dialogue, and collaboration with HTSB staff.

‘Aha Kauleo provides proactive leadership, direction, and advocacy for the continued growth and development of the Papahana Kaiapuni. Its members include administrators, teachers, and parent representatives from every Kaiapuni school, as well as representatives from the University of Hawai‘i SATEPs and other key partners involved in supporting the Kaiapuni educator workforce. Because Kaiapuni teachers are a scarce and vital resource that must be cultivated here in Hawai‘i, this NBI carries significant implications for the Papahana Kaiapuni.

This NBI may have significant implications for the preparation of Kaiapuni educators, particularly if Hawaiian medium programs are expected to align with Western documentation and review models. At this time, we are unsure how these requirements would impact the cultural, linguistic, and pedagogical foundations of Kaiapuni teacher preparation, and believe that continued dialogue would support clarity and collaboration. The ‘Aha Kauleo is concerned that the proposed guidelines could unintentionally adopt a “*one-size-fits-all*” approach that may not align with the distinctive nature of Indigenous and Hawaiian language teacher preparation.

Additionally, we respectfully ask whether the Board currently possesses the necessary knowledge and cultural expertise to equitably evaluate and approve program modifications—both major and minor—for Kaiapuni teacher education programs.

Under NBI 25-17, SATEP programs would be asked to submit comprehensive documentation, including syllabi and other materials. For teacher education programs, especially those delivered through the medium of Hawaiian, this raises questions about language accessibility and equity, as much of the documentation and evidence is written in ‘Ōlelo Hawai‘i. Such requirements could impose significant administrative challenges and potentially compromise the integrity of Hawaiian medium teacher education programs.

‘Aha Kauleo emphasizes the importance of ensuring that reviewers possess appropriate expertise in Hawaiian language, culture, history, and Kaiapuni pedagogy to make informed and equitable decisions.



Collaboration between HTSB and SATEPs that prepare Kaiapuni educators—as well as continued work through the HTSB Hawaiian Education Workgroup—is essential to achieving this goal.

We respectfully offer the following suggestions for further discussion and development:

1. **Engage directly with SATEPs** to co-develop clear, transparent, and culturally grounded evidence requirements.
2. **Clarify the scope and purpose** of documentation and review processes to avoid duplication of existing accreditation or program evaluation practices.
3. **Ensure reviewer expertise** in Hawaiian language and Indigenous education to support culturally appropriate evaluation.
4. **Establish an implementation timeline** that allows programs adequate time to adapt while maintaining quality and compliance.
5. **Establish an Appeal and Feedback Loop** – Create an appeal process and publish an annual summary of common issues and strong examples to promote continuous improvement and shared understanding.
6. **Create a Joint Evidence Advisory Group** – Convene a short-term advisory group of HTSB and SATEP representatives to co-develop the rubric, checklist, and examples. This co-design process would help ensure expectations are realistic, aligned with accreditation standards, and responsive to Hawai‘i’s unique teacher preparation contexts, including Kaiapuni and community-based pathways.

‘Aha Kauleo acknowledges HTSB’s dedication to high standards and accountability. We respectfully **request deferral of NBI 25-17** to allow time for a more thoughtful, collaborative, and equitable process involving stakeholders.

Mahalo nui for your consideration and for your continued partnership in supporting the Hawaiian language medium and immersion education and teacher preparation.

E OLA KA ‘ŌLELO HAWAI‘I!!!



'AHA KAULEO

STATEWIDE COUNCIL FOR KA PAPAHAHA KAIAPUNI

November 13, 2025

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

FROM: Kahea Faria
Hawaiian Education

SUBJECT: **Testimony - [NBI 25-17](#)**: Guidelines for Evidence Submission for SATEP Compliance and Program Modifications for Changes

I acknowledge the intention of NBI 25-17, however I have serious **concerns** about its negative impact on EPPs/SATEPs, and its broader effects on teacher candidates, schools, communities and the state.

This testimony provides an account of my experience with the newly implemented processes, which I have found to be unduly burdensome and lacking the appropriate level of respect and decorum toward SATEPs, particularly in matters concerning its programmatic purview and intellectual property.

In Summer 2023, I met with HTSB staff regarding a program modification (NBI 13-09) needed to recognize two grade bands (K-6 & 6-12) within our preexisting K-12 Hawaiian Language Immersion (HLI) licensure pathway. Initially, I was given a minor modification form to complete which did not need full board approval however upon submission of this form I was informed that the form was now out of date and that a new form was required. This new form was submitted to the board in March 2025 (3/31/25), follow-up questions from the HTSB staff were received the next month (4/16/25) with responses returned the following day (4/17/25). The former HTSB Vice Chair, a Hawaiian Language Immersion educator, requested that my program modifications be heard before the full board, but this has yet to happen.

The HTSB staff and board chair required additional information for the recognition of the two grade level bands (K-6 & 6-12) in the form of course syllabi, assignments and assessments used within our HLI pathway even though course descriptions,

sequencing and a list of assessments, and their descriptions were provided in our K-12 HLI pathway in NBI 13-09. Updated information was also provided with the modification/recognition of grade bands submissions. However, I found the request for course syllabi, assignments, and assessments to be unreasonable because these materials are the intellectual property of individual faculty members. Therefore, I have respectfully declined to submit this information to the HTSB staff and Board Chair Miyamae.

This process has been made unnecessarily difficult and I am left to wonder, for whose benefit?

The DOE, EPPs, HTSB and our communities share the responsibility of shaping our children's education, so I ask that we conduct ourselves as such, as partners. Based on my experiences over the last two years, I highly recommend that the HTSB work collaboratively with stakeholders (EPPs, DOE, communities) to develop the *Guidelines for Evidence Submission for SATEP Compliance and Program Modifications for Changes*. I am in support of a collaborative process that includes the SATEPS as co-creators and partners in the development of any new requirements and processes.

Mahalo for your time and consideration of what I have shared with you today and I look forward to having my program modification/recognition of grade bands be heard before the full board for your consideration.

No ka Pono a me ka Maluhia o ka Lehulehu

(1853 Legislative Session)