New Business Item 25-32 Revised
Introduced March 13, 2026
Deferred: Meeting Canceled by Emergency Proclamation
Reintroduced April 24, 2026
Deferred June 3, 2026
Reintroduced September 11, 2026

TITLE: ~~Establish Committee to Strengthen Program Review Process~~
Establishment of a Program Review Process Review Workgroup

~~The Hawai'i Teacher Standards Board will establish a temporary committee to review and recommend improvements to the HTSB program review process to enhance transparency, consistency, and responsiveness to community concerns, and report back to the Board within one year.~~

The Hawai'i Teacher Standards Board (HTSB) approves the following appointments for The Hawai'i Teacher Standards Board will establish a **Program Review Process Review Workgroup** to conduct a comprehensive review of the statutes, administrative rules, policies, procedures, standards, and practices governing Hawai`i Teacher Standards Board (HTSB) educator preparation program review and approval of State Approved Teacher Education Programs (SATEPs) and to recommend improvements to ensure a rigorous, transparent, consistent, timely, equitable, and collaborative program review system.

Rationale/Background:

~~The program review process is central to ensuring the quality and integrity of Hawai'i's State Approved Teacher Education Programs (SATEPs). Recent feedback from preparation programs and community stakeholders indicates a need for clearer articulation of review criteria, evidence expectations, timelines, communication practices, and reporting of outcomes. Establishing a committee to examine and strengthen the process will support continuous improvement, increase transparency, and reinforce public trust in educator preparation and licensure oversight.~~

Recent HTSB and Board of Education discussions regarding the educator preparation program review process have generated a significant amount of testimony from educator preparation programs, faculty, teachers, school leaders, professional organizations, and other education stakeholders. While the testimony demonstrates broad support for HTSB's responsibility to maintain rigorous standards and ensure high-quality educator preparation, it also identifies recurring concerns about the administration of the program review process. The volume and consistency of these concerns warrant a comprehensive examination of the current statutory, regulatory, policy, and procedural framework.

Major themes identified through testimony include:

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- **Timeliness and predictability**: Lengthy and uncertain review periods, sometimes extending months or years, coupled with very short response deadlines for educator preparation programs.

- **Clarity and transparency**: Changing documentation requirements, unclear expectations, and limited transparency regarding review criteria and decision-making.

- **Consistency and standardization**: Concerns regarding whether standards, criteria, and procedures are consistently applied across programs, institutions, reviewers, and types of applications.

- **Scope of review**: Questions regarding whether some information requested through program review extends beyond HTSB's statutory responsibility for determining whether educator preparation programs meet established standards.

- **Duplication and administrative burden**: Potential duplication of institutional curriculum review, national accreditation, federal reporting, and other existing quality-assurance requirements.

- **Reviewer qualifications and process**: Concerns regarding reviewer selection, appropriate subject-matter expertise, cultural competency, training, conflicts of interest, and consistency among review teams.

- **Stakeholder engagement**: A need for meaningful consultation with educator preparation programs, practitioners, and affected communities when substantive policies, procedures, or interpretations are developed or changed.

- **Workforce impact**: Concern that delays or unnecessary barriers may impede Hawaiʻi's ability to prepare teachers in high-need areas, including special education, Kaiapuni, and rural and neighbor-island communities.

- **Kaiapuni and specialized pathways**: The need for review processes that recognize the linguistic, cultural, pedagogical, and workforce context of Hawaiian language-medium education and other specialized pathways.

- **Transition protections**: The need for adequate notice and reasonable transition provisions when requirements or interpretations change, particularly for candidates already enrolled in educator preparation programs.

These concerns suggest an opportunity to ensure that HTSB's program review system maintains appropriate rigor while also being clear, transparent, consistent, timely, equitable, and responsive to Hawaiʻi's educator workforce needs.

PROPOSED WORKGROUP CHARGE

The Program Review Process Review Workgroup shall:

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1. Review applicable Hawaiʻi Revised Statutes, Hawaiʻi Administrative Rules, HTSB policies, New Business Items, standards, forms, guidance, and procedures governing SATEP approval, modification, continuing approval, and review.

2. Map and evaluate the current program review process, including roles and responsibilities, timelines, documentation requirements, review criteria, communication, and Board action.

3. Examine reviewer selection, qualifications, training, subject-matter expertise, cultural competency, conflicts of interest, and accountability.

4. Identify opportunities to reduce unnecessary duplication by appropriately recognizing institutional review, national accreditation, federal reporting, and other established quality-assurance processes.

5. Examine how substantive changes to policies, procedures, or interpretations are communicated and recommend appropriate stakeholder consultation and transition processes.

6. Evaluate the impact of program review requirements on educator workforce development, including high-need, rural, neighbor-island, Kaiapuni, and other specialized pathways.

7. Recommend statutory, administrative rule, policy, procedural, or operational changes necessary to strengthen the program review system.

PROPOSED WORKGROUP COMPOSITION

The Workgroup should include balanced representation from HTSB and the institutions, agencies, practitioners, and communities directly affected by program review:

HTSB – three

- HTSB Board member, Chair
- Teacher Education Committee representative
- HTSB member with educator preparation/licensure expertise

Educator Preparation Programs – four

- University of Hawaiʻi four-year educator preparation program
- University of Hawaiʻi community college educator preparation program
- Private educator preparation program
- Hawaiian-medium educator preparation program

Hawaiʻi Department of Education – two

- Office of Talent Management
- Office of Hawaiian Education

Practitioners and Stakeholders – three

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● Public school teacher or administrator
● Kaiapuni educator or school leader
● Hawai‘i State Teachers Association representative

External Expertise – one

● Individual with expertise in educator preparation accreditation, program approval, or national/state teacher licensure systems

Total: 13 members
HTSB staff should provide technical and administrative support. The Workgroup may also invite legal counsel and other subject-matter experts to participate as resources when appropriate.

PROPOSED TIMELINE

October–November 2026 | Review and Assessment

● Convene Workgroup.
● Review statutes, rules, policies, NBIs, standards, and procedures.
● Map the existing program review process.
● Review testimony and recent program review experiences.

December 2026–January 2027 | Stakeholder Consultation

● Conduct listening sessions with EPPs and affected stakeholders.
● Review selected program review cases.
● Examine national accreditation requirements and other state models.

February–March 2027 | Recommendations

● Develop proposed improvements to timelines, criteria, documentation, reviewer processes, stakeholder consultation, and transition procedures.
● Identify potential statutory or administrative rule changes.

April–May 2027 | Public Review and Final Report

● Circulate draft recommendations for stakeholder input.
● Revise recommendations based on feedback.
● Present final recommendations and proposed actions to HTSB by May 31, 2027.

Cost:

- Virtual Meetings- $186 per 1 substitute per meeting for bargain unit 5 members (for meetings during workday)
- At least two, and up to four, workgroup members will be teachers ($186 x 3 = $558)

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- In-person Meetings $373 per person (flights, substitutes, meals, parking)
- $237 additional costs (meeting room and car rental)

Submitted by: Dr. Jonathan Gillentine

Referred to: Teacher Education Committee

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