

January 11, 2026

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

FROM: Kahea Faria  
Hawaiian Education

SUBJECT: **Testimony - [NBI 25-32](#)**: Establish Committee to Strengthen Program Review Process

Aloha mai kakou,

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

I am writing in **strong support** of NBI 25-32 to establish a temporary committee to review and recommend improvements to the recent HTSB program review process. I appreciate the Board's efforts to address the concerns raised by educators across state agencies, and community members. I am hopeful that this review committee will be collaborative in nature and will include the SATEPS as co-creators and partners in the development of any new requirements and processes.

Mahalo for your time and support of NBI 25-32.

**No ka Pono a me ka Maluhia o ka Lehulehu**  
(1853 Legislative Session)



Outlook

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**[EXTERNAL] General Business Meeting Testimony**

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**From** Keokapukoa Kaohelauii <keokapu@hawaii.edu>**Date** Wed 3/11/2026 9:59 PM**To** HTSB <htsb@hawaii.gov>**TO:**

Hawaii Teacher Standards Board  
650 Iwilei Road, Suite 268  
Honolulu, Hawaii 96817

**FROM:**

Keokapukoa Kaohelauii  
Kumu Haumana

**SUBJECT:**

**Testimony - [NBI 25-32](#): Establish Committee to Strengthen Program Review Process**

Aloha mai kakou,

My name is Keokapukoa Kaohelauii, a Hawaiian Language Immersion kumu haumana of the Master of Education in Teaching (MEdT) program at the University of Hawaii - Manoa's College of Education.

I am writing in **support** of NBI 25-32 to establish a committee to review and recommend improvements to the HTSB program review process. Our kaiapuni schools need teachers, and the MEdT program offers a K-12 kaiapuni license only, therefore some of us could not take a position in either an elementary or a secondary setting.

Mahalo for looking into the HTSB's program review process.



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**[EXTERNAL] Testimony**

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**From** Theresa Lock <locktf@hawaii.edu>

**Date** Thu 3/12/2026 7:11 AM

**To** HTSB <htsb@hawaii.gov>

Aloha,

My name is Dr. Terry Lock. I am the Director of the Hawai'i Early Childhood Educator Excellence and Equity (ECE3) Project at University of Hawai'i at Mānoa College of Education.

**Meeting:** General Business Meeting - March 13, 2026

**Agenda Item:** NBI 25-32 Establish Committee to Strengthen Program Review Process

**Position:** I am in strong support of NBI 25-32, for HTSB to 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. I believe this temporary committee is the first step in supporting continuous quality improvement, increasing transparency, and reinforcing public trust in educator preparation and licensure oversight.

Mahalo for the opportunity to testify.

Terry Lock, Ed.D.

Director of Hawai'i [ECE3](#) Project

University of Hawai'i at Mānoa, College of Education

Everly Hall, room 224F

1776 University Ave.

Honolulu, HI 96822

Cell: 808-226-2148

[locktf@hawaii.edu](mailto:locktf@hawaii.edu)

My Zoom Office - <https://coehawaii.zoom.us/my/terry.zroom>

12 March 2026

Aloha Chairperson Miyamae and Members of the Hawai'i Teacher Standards Board,

My name is Kanoë Kanakaole, and I am writing in **strong support of NBI 25-22**, which clarifies policy regarding the Hawaiian Permit and the responsibilities of educator preparation programs and employers in supporting permit holders.

The Hawaiian Permit has played an important role in helping address the educator workforce needs of Kaiapuni Hawaiian Medium educational settings. At the same time, as our immersion programs continue to grow, it is essential that teachers working in these environments receive the appropriate linguistic, cultural, and pedagogical support necessary to thrive in Hawaiian-medium education.

NBI 25-22 strengthens this pathway by clarifying the responsibility of educator preparation programs to ensure that candidates holding a Hawaiian Permit receive consistent 'Ōlelo Hawai'i instructional support throughout their clinical experiences, practicum, and student teaching. This is especially important in Kaiapuni settings where language is not only the medium of instruction but also the foundation through which Hawaiian knowledge, ancestral wisdom, and community ways of knowing and being are transmitted.

Encouraging Hawaiian Permit holders to enroll in Kaiapuni educator preparation programs is also a critical step in supporting the long-term vitality of our immersion movement. These programs are uniquely designed to cultivate both linguistic proficiency and culturally grounded pedagogy, ensuring that future educators are prepared to teach in ways that honor the knowledge and data that sustain our communities.

Finally, the inclusion of a periodic review process for the Hawaiian Permit is an important measure to ensure continued accountability and responsiveness. As the needs of our Kaiapuni communities evolve, regular review in collaboration with the Hawaiian Workgroup will help ensure that policies remain aligned with the goals of language revitalization and educational excellence.

The revitalization of 'Ōlelo Hawai'i is one of the most significant educational and cultural movements in Hawai'i. Policies such as NBI 25-22 help strengthen the systems that support this work by ensuring that educators entering Kaiapuni pathways receive the preparation, mentorship, and guidance necessary to succeed.

Mahalo for your commitment to strengthening educator preparation and for supporting the continued growth and integrity of Kaiapuni education.

Na‘u nō me ka mahalo,

A handwritten signature in black ink, appearing to read "Kanoë Kanakaole". The signature is written in a cursive style with a light grey rectangular background behind it.

Kanoë Kanakaole

12 March 2026

Aloha Chairperson Miyamae and Members of the Hawai'i Teacher Standards Board,

My name is Kanoe Kanaka'ole, and I am writing in **strong support of NBI 25-32**, which proposes establishing a temporary committee to review and strengthen the HTSB program review process.

The program review process plays a critical role in ensuring the quality and integrity of Hawai'i's State Approved Teacher Education Programs. A clear, transparent, and consistent review system benefits not only teacher preparation programs, but also the communities and students those programs ultimately serve.

Establishing a committee to examine the current process is an important step toward strengthening public trust and ensuring that review expectations, timelines, and evidence requirements are clearly articulated. When preparation programs understand the criteria and expectations for review, they are better positioned to continuously improve their programs and prepare educators who are responsive to the needs of Hawai'i's diverse communities.

In particular, strengthening communication practices and transparency in reporting outcomes can help build stronger partnerships between educator preparation programs, community stakeholders, and the Board. These partnerships are essential to maintaining high standards while also honoring the unique educational and cultural context of Hawai'i.

I appreciate the Board's commitment to continuous improvement and thoughtful oversight of educator preparation in our state. Establishing this committee demonstrates a willingness to listen to stakeholder feedback and to ensure that the program review process remains fair, rigorous, and responsive.

Mahalo for the opportunity to provide testimony in support of NBI 25-32.



Na'u nō me ka mahalo,  
Kanoe Kanaka'ole

Lā: March 13, 2026 1:00 PM

Iā: Hawaii Teachers Standards Board

Maiā: Kameha'ililani Waiau

Kumuhana: TESTIMONY

Hālāwai: General Meeting

Kuleana: IV. M. NBI 25-32 Establish Committee to Strengthen Program Review Process

Mana'o: In Strong Support of NBI 25-32

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

My name is Kameha'ililani Waiau and I am the Hope Kahu/Principal of Ke Kula 'o Samuel M. Kamakau, LPCS. We are a Pre-K-12 Hawaiian Immersion School (Charter) located in Ha'ikū, Ko'olaupoko, O'ahu Island. **I am testifying in Strong Support of NBI 25-32.**

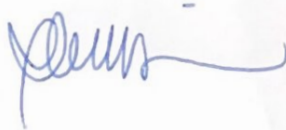
I'm sure you are already aware that the State of Hawai'i has specific kuleana to ensure that our native language (and by extension, the Kaiapuni program) have the opportunities and support to grow and reach it's highest potential as a papahana. A portion of that kuleana could very easily be fulfilled by welcoming and engaging in your work with individuals and entities with Kaiapuni expertise and experience - this includes Kaiapuni educators, leaders, and teacher preparation faculty who understand the nuanced kuleana and complexities of building and maintaining a Hawaiian language medium education program.

By passing this resolution and creating support for NBI 25-32 your board would allow for greater opportunities to decrease missteps and increase communication and pono action towards a stronger and more clear understanding of your joint kuleana to the Kaiapuni program in the State of Hawai'i.

I encourage HTSB to ensure that Kaiapuni perspectives are included at every step of the committee's work, from reviewing current processes to developing recommendations.

Me ke aloha ha'aha'a,

Kameha'ililani Waiau





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**[EXTERNAL] General Business Meeting**

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**From** Johrae Park <johrae@hawaii.edu>

**Date** Fri 3/13/2026 9:50 AM

**To** HTSB <htsb@hawaii.gov>

**TO:**

Hawaii Teacher Standards Board

650 Iwilei Road, Suite 268

Honolulu, Hawaii 96817

**FROM:**

Johrae P. Park

Kumu Haumana

**SUBJECT:**

**Testimony - NBI 25-32: Establish Committee to Strengthen Program Review Process**

Aloha mai kakou,

My name is Johrae Pumehana Park, a Hawaiian Language Immersion kumu (haumana) of the Master of Education in Teaching (MEdT) program at the University of Hawaii - Manoa's College of Education.

I am writing in **strong support** of NBI 25-32 to establish a committee to review and recommend improvements to the HTSB program review process. The MEdT program did not recommend me for a kaiapuni license because they do not offer a K-6 or a 6-12 kaiapuni license for those of us who are hired on the job in an elementary or a secondary setting. Being that I was hired as an emergency hire at a secondary school, I could not complete the k-12 requirements of student teaching at an elementary level school, therefore, postponing my licensure. There should be a license that accommodates kaiapuni 6-12 for those of us in a year-long secondary teaching position, or vice versa, for those in a year-long elementary teaching position.

Mahalo!

Johrae P. Park