

**TITLE: Leeward Community College's Special Education P-3 Initial
Licensure Program Review Decision**

The Hawai'i Teacher Standards Board (HTSB) does not recommend provisional program approval for Leeward Community College's (LCC) Special Education (SPED) P-3 Initial Licensure program.

The LCC SPED Program is seeking program approval to recommend completers for initial licensure in the grade band below:

- Special Education, P-3

The Program Review Committee was originally composed of four members. But one member withdrew participation (Dr. Janet Kim). See Biography section and the attached report.

The Program Review Committee identified the following strengths of the LCC SPED P-3 Initial Licensure program:

- LCC has established partnership schools with SPED classrooms located in different communities.
- The tuition is cost-effective for teacher candidates.
- Recently, LCC hired more SPED faculty.

The Program Review Committee does not recommend the LCC SPED P-3 Initial Licensure program to the HTSB Board for the following reasons:

- The SPED P-3 Initial Licensure program has about 22 semester credits. The Program Review Committee expressed concern that post-baccalaureate students require additional courses and training in child development, working with special education students, educational theories, and developmentally appropriate practices, since their undergraduate degrees are likely not in education. Most post-baccalaureate programs are usually 30 semester credits.
- The Program Review Committee did not find that the newly developed courses would adequately prepare teacher candidates to develop their knowledge and skills regarding the Individuals with Disabilities Act (IDEA), working with families, developing and implementing interventions, and early childhood development.
- The evidence (e.g., course syllabi, assignments, and activities) did not clearly

demonstrate how teacher candidates would develop the knowledge, concepts, and understanding needed to apply assessment and instructional practices that address the developmental and diverse needs of young children. The materials from LCC's Special Education programs, grades K-6 and 6-12, had not been revised or aligned with the specific requirements for preparing teachers for a SPED early childhood classroom.

Program Reviewer Committee Biography

Akeyo H. Garcia, Ph.D., is an Early Learning State Office Teacher with the Executive Office on Early Learning. An educator in Hawai'i's public schools for 17 years, she has taught preschool, prekindergarten, preschool inclusion, and kindergarten, and mentored teacher candidates. She holds a National Board Teaching Certificate in Early Childhood Generalist and advanced licenses in general and special education. Akeyo earned her M.Ed. in Curriculum Studies and Early Childhood Education and her Ph.D. in Curriculum and Instruction from the University of Hawai'i at Mānoa. She received the 2016 Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST).

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Jennifer F.M. Padua, Ph.D., is a Licensing Specialist at the Hawai'i Teacher Standards Board (HTSB). Jennifer earned her doctoral degree in Curriculum and Instruction at the University of Hawai'i at Mānoa, where she was a faculty member for 11 years in the College of Education's Elementary Education Program. Her experiences include working as a Senior Literacy Specialist throughout the United States Affiliated Pacific Region and as a classroom and resource teacher in the Hawai'i Department of Education.

Rationale/Background:

The HTSB staff and the Program Review Committee acknowledge that the review was delayed due to revisions to the inaccurate accreditation report and to professional and personal obligations. A timeline is provided below. Dr. Christina Keaulana requested that the Program Review be included on the agenda for the March 2026 Board meeting, and Board Chair Miyamae agreed. The Program Reviewers do not recommend the LCC SPED P-3 Initial Licensure program based on the evidence provided to the Board and in the attached report.

- **September 17, 2021**
 - HTSB approves the Letter of Intent to Create SPED P-3 Program (NBI 21-10).
- **September 13, 2023**
 - LCC staff submits SPED P-3 application to HTSB staff.
- **September 2023 – August 2024**
 - HTSB staff discovers LCC's Association for Advancing Quality in Educator Preparation (AAQEP) accreditation was inaccurate. HTSB and LCC staff works with AAQEP to determine the necessary steps to correct the inaccurate accreditation information. AAQEP provides HTSB with a revised action report.

- **August 30, 2024**
 - HTSB approves NBI 21-05 Revised State Approval of Leeward Community College Educator Preparation Unit and Programs and NBI 21-10 Revised.
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 - HTSB staff works with the Program Review Committee to establish Hawai'i Department of Education Vendor Supplier accounts and the program review process.
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- **December 8, 2024**
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 - LCC faculty emails, apologizes for the delay, and states they will work on revisions.
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Cost:

All costs are included in the existing staff job duties and responsibilities.

Submitted by: Kristi Miyamae/Dondra Ozaki

Referred to: Teacher Education Committee

Deferred in committee
(No Recommendation)

New Business Item 25-29

Introduced March 13, 2026

Action Deferred due to Emergency Proclamation Meeting Cancellation

Reintroduced April 24, 2026

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- The SPED P-3 Initial Licensure program has about 22 semester credits. The Program Review Committee expressed concern that post-baccalaureate students require additional courses and training in child development, working with special education students, educational theories, and developmentally appropriate practices, since their undergraduate degrees are likely not in education. Most post-baccalaureate programs are usually 30 semester credits.
- The Program Review Committee did not find that the newly developed courses would adequately prepare teacher candidates to develop their knowledge and skills regarding the Individuals with Disabilities Act (IDEA), working with families, developing and implementing interventions, and early childhood development.
- The evidence (e.g., course syllabi, assignments, and activities) did not clearly

demonstrate how teacher candidates would develop the knowledge, concepts, and understanding needed to apply assessment and instructional practices that address the developmental and diverse needs of young children. The materials from LCC's Special Education programs, grades K-6 and 6-12, had not been revised or aligned with the specific requirements for preparing teachers for a SPED early childhood classroom.

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Submitted by: Kristi Miyamae/Dondra Ozaki

Referred to: Teacher Education Committee

Hawai'i Teacher Standards Board Program Review Report March 2026

Leeward Community College (LCC) Special Education faculty applied for an initial license program in Special Education (SPED), grades preschool through third grade (P-3) (New Business Item 21-20 Revised Approval of Leeward Community College's Letter of Intent).

In accordance with Hawaii Administrative Rules (HAR) §8-54-19(1-5) and §8-54-20(1-2), a Program Review Committee was formed to analyze all aspects of the LCC SPED P-3 initial licensure program using the Hawai'i State Approved Program Standards (New Business Item 17-39) such as course content knowledge and pedagogy, the connection to national and state standards, and clinical practice.

The Program Review Committee initially comprised four members (see Program Review Committee Members Biography). One member (Dr. Janet Kim) withdrew from the Program Review Committee in December 2025. Licensing Specialist Dr. Jennifer Padua was also part of the committee, providing information about HAR and licensure requirements, organizing evidence, and serving as the point of contact between LCC and the Program Review Committee. The Program Review Committee met virtually and worked independently. Evidence was available in a shared Google folder.

The Program Review Committee does not recommend the LCC SPED P-3 Initial License Program to the HTSB Board for the reasons listed below and in the Educator Preparation Program Standards section.

- The original application consisted of five existing approved courses (15 semester credits) and one field practicum course (1 semester credit). The SPED P-3 Initial License program was revised to about 22 semester credits. The Program Review Committee expressed concern that post-baccalaureate students require additional courses and training in child development, working with special education students, educational theories, and developmentally appropriate practices, since their undergraduate degrees are likely not in education. Most post-baccalaureate programs are usually 30 semester credits.
- The SPED Initial License P-3 program consists of existing courses from its SPED K-6, 6-12 Initial License and Add a Field (P-3, K-6, 6-12, K-12) programs. In response to the Program Review Committee, the LCC faculty developed three courses and one observation tool (see Table 1). The Program Review Committee did not find that the newly developed courses would adequately prepare teacher candidates to develop their knowledge and skills regarding the Individuals with Disabilities Act (IDEA), working with families, developing and implementing interventions, and early childhood development.

Existing Approved Courses	Newly Developed Courses
ED 330: SPED Law and IEP Development ED 331: Special Education Assessment ED 332: ELA Instruction and Interventions ED 334: Participating in a Professional Community ED 335: Educational Technology for the Inclusive Classroom	Course 1: Early Childhood Development and Intervention Theory into Practice. Course 2: IDEA Part C Part B (619) and IFSP IEP Development Course 3: Field Practicum SPED PK-3 New observation tool

- The evidence (e.g., course syllabi, assignments, and activities) did not clearly demonstrate how teacher candidates would develop the knowledge, concepts, and understanding needed to apply assessment and instructional practices that address the developmental and diverse needs of young children and all of the Hawaii Specific Requirements. The materials from LCC's Special Education programs, grades K-6 and 6-12, had not been revised or aligned with the specific requirements for preparing teachers for a SPED early childhood classroom.

Timeline

The HTSB staff and the Program Review Committee acknowledge that the review was delayed due to revisions to the inaccurate accreditation report and to professional and personal obligations. A timeline is provided below. Dr. Keaulana requested that the Program Review be included on the agenda for the March 2026 Board meeting, and Board Chair Miyamae agreed. The Program Reviewers do not recommend the LCC SPED P-3 Initial License program based on the evidence provided to the Board and in the attached report.

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HAWAII TEACHER
STANDARDS BOARD

Educator Preparation Program Standards

New Business Item 17-39

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.

Feedback: Insufficient evidence provided

The LCC SPED Initial License P-3 program consists of existing courses that were approved in SPED Initial License Program (grades K-6, 6-12) and three newly developed courses. The course syllabi are vague and do not align the course student learning outcomes, assignments, and assessments with the national content standards and student standards. Several courses are part of the approved SPED Initial License K-12 program. But these courses do not show revisions were made to tailor the information to the proposed target grade band of preschool to grade 3.

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.

Feedback: Insufficient evidence provided.

Teacher candidates will complete clinical practice in a PK–3 setting. It is unclear whether the observation tool was developed in collaboration with partners. The LCC SPED team created a new course, Field Practicum SPED PK–3, and an accompanying Early Childhood/PK–3 SPED Candidate Observation Form. Clarification is needed on how domains will be assessed (e.g., through classroom observations, evaluation of written reflections and assignments, or a combination of both). Domain 3 poses particular challenges for supervisors, as competencies such as Domain 3.1 (respectful, culturally sustaining communication with families) and Domain 3.2 (clear and collaborative information sharing) may not always be observable during site visits or the student teaching semester.

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 positive impact on P-12 learners' growth and development.

Feedback: Insufficient evidence provided

The current assessment approach does not clearly align with the course objectives, content, performance standards, and instruction. Thus, it is difficult to determine whether candidates are truly meeting PK–3 competencies. Effective assessments must be deliberately aligned with program goals and standards to accurately measure candidate growth and readiness. When this coherence is missing, it becomes difficult to determine whether candidates have developed the competencies needed for a PK classroom. Strengthening the alignment between assessment tools and evaluation criteria would greatly enhance the program's ability to evaluate candidate preparedness.

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.

Feedback: Sufficient evidence provided

LCC has three SPED faculty members.

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.

HAR §8-54-19(1) Provided evidence that their candidates meet the performance standards as applicable.

Feedback: Insufficient evidence provided.

A clearer connection between instruction and learning must be established to ensure that candidates acquire the necessary knowledge of child development, especially for children with disabilities, according to performance standards. For example, the Early Childhood Development and Intervention: Theory into Practice syllabus includes tables listing assignments and standards, but no assignments are provided as evidence of how candidates will meet the performance standards.

HAR §8-54-19(2) Provided evidence that their candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics;

Feedback: Insufficient evidence.

Evidence provided was used from existing approved programs that are not appropriate for a special early childhood education setting.

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement:

HAR §8-54-19 (3)(A) The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning, and teaching;

Feedback: Insufficient evidence.

Evidence provided was used from existing approved programs that are not appropriate for a special education early childhood setting.

Teacher candidates demonstrate knowledge and skills of the Hawaii specific requirement:

HAR §8-54-19 (3)(B) Student standards adopted by the department;

Feedback: Insufficient evidence provided.

Teacher candidates are assigned to design and implement lesson plans based on student standards. As future early childhood teachers, there is no evidence of learning how to teach other required subjects (e.g., fine arts, performance arts, health, music, and physical education) or of implementing the Hawaii Early Learning Development Standards.

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement:

HAR §8-54-19 (3)(C) Teaching of reading including working with students of reading difficulties;

Feedback: Insufficient evidence provided.

There is insufficient evidence demonstrating how teacher candidates will learn to teach reading and support language development for early learners with diverse needs in an early childhood setting. For example, ED 332: English Language Arts Instruction and Interventions was used from existing approved programs that are not appropriate for a special education early childhood setting. While the course introduces teacher candidates to the developmental continuum of literacy, it is unclear how they are expected to demonstrate their knowledge and skills. Key details about course assignments, their purpose, the standards they address, and how they connect to the assessment tool are missing, making it difficult to evaluate the effectiveness of the preparation provided for an early childhood setting.

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement:

HAR §8-54-19 (3)(D) Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

Feedback: Insufficient evidence provided.

A clearer connection between instruction and learning must be established to ensure that candidates acquire the necessary knowledge of child development, especially for children with disabilities. For example, two courses were newly developed: 1) Early Childhood Development and Intervention: Theory into Practice, and 2) IDEA Part C/Part B (619) and IFSP/IEP Development. Both syllabi include tables that reference course assignments and standards (e.g., Council for Exceptional Children, Division for Early Childhood of the Council for Exceptional Children Recommended Practices, National Association for the Education of Young Children). Only assignment titles were provided, making it difficult to determine if teacher candidates will demonstrate knowledge and skills when working with students with disabilities. In the Early Childhood Development and Intervention: Theory into Practice course, a committee member commented that candidates should be exposed to the entire IEP or IFSP, specifically what their role entails in supporting children receiving special education.

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement:

HAR §8-54-19 (3)(E) Working effectively with students who are limited English proficient;
(HIDOE requirement is 6 EL/ML course credits)

Feedback: Insufficient evidence.

Evidence provided was used from existing approved programs that are not appropriate for a special education early childhood setting.

Teacher candidates obtain knowledge of the Hawai'i specific requirement:

HAR §8-54-19 (3)(F) Working with gifted and talented students; and

Feedback: Insufficient evidence.

Evidence provided was used from existing approved programs that are not appropriate for a special education early childhood setting.

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement:

HAR §8-54-19 (3)(G) Integrating technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and (see below).

Feedback: Insufficient evidence.

Evidence provided was used from existing approved programs that are not appropriate for a special education early childhood setting.

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement:

HAR §8-54-19 (3)(G) Integrating technology... the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Feedback: Insufficient evidence.

Evidence provided was used from existing approved programs that are not appropriate for a special education early childhood setting.

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement of clinical experience.

HAR §8-54-19 (5)(A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or

HAR §8-54-19 (5)(B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or

HAR §8-54-19 (5)(C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

Feedback: Sufficient Evidence Provided

Teacher candidates will meet HAR §8-54-19 (5)(A) through the Field Practicum SPED PK-3 course and receive one college credit. Teacher candidates will document their field experience hours on a SPED Observation Log.

LCC staff did not include information on whether Option B or Option C will be integrated into its program.

HTSB Provider Approval Options

Options 2, 3, and 4 are for HTSB approved providers only

Option 1: Becoming an HTSB Approved Provider or Adding a New Program

Submit a Letter of Intent to HTSB (LINKED HERE)

Once the Letter of Intent is approved by the Board, submit the following information within

1. Accreditation decision letter and the final team report. (Link HERE)

2. All of the following Excel Sheets:

Program Information

Program-Level Curriculum/Assessment/Standard Alignment Chart (per program)

Content Standards Matrix (per program)

Hawaii Specific Requirements (per program)

HTSB Teacher Performance Standards Matrix

Program Faculty (per program)

Additional Information

Option 3: Added Field Levels (Adding Grade Levels to an Existing Program)

Submit a Letter of Intent to HTSB (LINKED HERE)

Once the Letter of Intent is approved by the Board, submit the following information:

1. Accreditation decision letter and the final team report. (Link HERE)

2. All of the following Excel Sheets:

Program Information

Program-Level Curriculum/Assessment/Standard Alignment Chart

Content Standards Matrix

Hawaii Specific Requirements

HTSB Teacher Performance Standards Matrix

Program Faculty

Additional Information

Option 2: Added Field/Program for Licensed Teachers

Submit a Letter of Intent to HTSB (LINKED HERE)

Once the Letter of Intent is approved by the Board, submit the following information within

1. Accreditation decision letter and the final team report. (Link HERE)

2. All of the following Excel Sheets

Program Information

Program-Level Curriculum/Assessment/Standard Alignment Chart

Content Standards Matrix

Hawaii Specific Requirements

Program Faculty

Additional Information

Option 4: Add a New Field to an HTSB Approved Secondary Program

Submit a Letter of Intent to HTSB (LINKED HERE)

Once the Letter of Intent is approved by the board, submit the following information:

1. Accreditation decision letter and the final team report. (Link HERE)

2. All of the following Excel Sheets

Program Information

Program-Level Curriculum/Assessment/Standard Alignment Chart

Hawaii Specific Requirements

HTSB Teacher Performance Standards Matrix

Program Faculty

Additional Information

PROGRAM INFORMATION	
1. Provider Contact Information	
Provider Name and Address	Leeward Community College Advanced Professional Certificate in SPED 96-045 Ala 'Ike Pearl City, HI 96782
Provider administrator	
Name	Christina Keaulana, Ph.D.
Title	Special Education Coordinator
Email address	ctk8@hawaii.edu
Telephone number	808-455-0480
2. Individual responsible for review correspondence	
Name	Christina Keaulana, Ph.D.
Title	Special Education Coordinator
Email address	ctk8@hawaii.edu
Telephone number	808-455-0480
3. Program Background	
a. Provide a brief (2-page maximum) description of the history and development of the Unit to provide sufficient information to help reviewers understand the context of the provider. Include the following:	
b. Provide an organizational chart of your institution/agency and, if applicable, college/school/department.	
c. If housed in an institution of higher education, provide: -Institution's current accreditation letter includes status and expiration date. -Institutional approval to plan the proposed licensure program(s), if applicable.	
3. Provider History and Contextual Information	
a. Age, history, context, and distinguishing features.	
b. Summary of demographics, including institutional and provider enrollment, organizational structure.	
c. Vision, mission, and goals of the provider	
d. The current market for complete employment	
e. Any other contexts that shape the program	
Program Background, Provider History and Contextual Information Links Leeward CC Organizational Chart Teacher Education Program Organizational Chart SPED (APC) History Add PK-3 APC in SPED Justification SPED (APC) Program Vision & Mission	

Program-Level Curriculum/Assessment/Standard Alignment Chart				
Course Number/Title (By Licensure Area)	List Key Assessments embedded in the course	Program Content Standards addressed by the key assessments	HTSB Teacher Performance Standards by the key assessments	HTSB Standard 5: Hawaii Specific Requirements (may not be addressed by each course)
Directions: List course numbers and names	Directions: Please provide a list of key assessment(s) embedded in each course listed below and links to the assessment rubrics.	Directions: 1) Identify and provide a link to the content standards in this box. 2) Indicate the standard(s) addressed by each assessment in the boxes below. OR 3) Indicate how content standards are being verified if offering a post-bacc program where candidates came with content knowledge. <u>CEC Initial Practice-Based Professional Preparation Standards for Special Educators</u>	Directions: <u>Please Identify Teacher Performance Standard(s) addressed by each course.</u> <u>HTSB - Teacher Performance Standards 1-10</u>	Directions: Please be sure to address each of the components (1) to (5) (C) listed in the Hawaii Administrative Rules §8-54-19. <u>HTSB Hawaii Specific Requirements</u> Note: If the Hawaii Specific requirements are being addressed at the Provider level, please copy and paste or make a note here.
Ex: ED123XX Intro to Education	Ex: Link (Assessment Description and Rubric)	Ex: Standard 1 & 2	Ex: Standard 1	Ex: §8-54-19 (3)(A)
<u>ED 330: SPED Law and IEP Development</u> <u>Lilian Rebamonte-Smith, MEd</u>	 IEP Referral Process and Evaluation Determination			 §8-54-19 (3)(A) §8-54-19 (3)(B) §8-54-19 (3)(D) §8-54-19 (3)(E) §8-54-19 (3)(F)
<u>ED 331: SPED Assessment</u> <u>Lilian Rebamonte-Smith, MEd</u>	 Assessing a Young Child's Development and Developing Goals	 CEC Standards 4 & 5 [E/ECSE Standards 4 & 5]	 Standards 6 & 7	 §8-54-19 (3)(A) §8-54-19 (3)(B) §8-54-19 (3)(D) §8-54-19 (3)(E) §8-54-19 (3)(F)
<u>ED 332: ELA Instruction & Interventions</u> <u>Brittini Ramos, MEd</u>	 Pre-Reading Activities; ELA Standards- Based Goals and Interventions	 CEC Standard 3 [E/ECSE Standards 5 & 6]	 Standards 4 & 5	 §8-54-19 (3)(A) §8-54-19 (3)(B) §8-54-19 (3)(C) §8-54-19 (3)(D) §8-54-19 (3)(E) §8-54-19 (3)(F)
<u>ED 334: Participating in a Professional Community</u> <u>Sandy Cameli, EdD</u>	 Organizing a Professional Learning Community (PLC) / Professional Learning Network (PLN)	 CEC Standards 1 & 7 [E/ECSE Standards 2, 3, & 7]	 Standard 9 & 10	 §8-54-19 (3)(A) §8-54-19 (3)(B) §8-54-19 (3)(D) §8-54-19 (3)(E) §8-54-19 (3)(F)

ED 335: Educational Technology for the Inclusive Classroom Danielle Mizuta, MEd	Low and High Tech Assistive Technology	CEC Standards 5 & 6 [E]/ECSE Standards 5, 6, & 7]	Standard 8	§8-54-19 (3)(A) §8-54-19 (3)(B) §8-54-19 (3)(D) §8-54-19 (3)(E) §8-54-19 (3)(F) §8-54-19 (3)(G) §8-54-19 (2) §8-54-19 (3)(A) §8-54-19 (3)(B) §8-54-19 (3)(C) §8-54-19 (3)(D) §8-54-19 (3)(E) §8-54-19 (3)(F) §8-54-19 (3)(G) §8-54-19 (5)(A) §8-54-19 (5)(B) §8-54-19 (5)(C)
ED 393S: Field Practicum II	Student Teaching	[E]/ECSE Standard 8]		

Content Standards Matrix

Sheet Descriptor: This sheet is to provide content standards required by HTSB.

Directions:

- Under the column titled Courses and Assessments, list each specific course and the related key assessment(s) that address the content standards.
- Under the column titled Content Standards, list each actual content standard and substandards.
- Place an "x" in each cell that the course/assessment addresses. More than one "x" may be placed in the row following the course.
- The information presented here should be the same information presented in the Alignment Chart for Program Approval sheet column C

Program Name	Content Standards													
	1	1	2	2	3	3	4	4	4	5	5	5	6	6
Courses and Assessments														
Ex: ED123XX Intro to Education "Ex: Link (Assessment Description and Rubric)"	x		x				x			x				
ED 330: Special Education Law and Individualized Education Program Development - Key Assessment: <u>IEP Referral Process and Evaluation Determination</u>	x	x	x	x			x	x					x	x
ED 331: Special Education Assessment - Key Assessment: <u>Assessing a Young Child's Development and Developing Goals</u>	x	x	x	x			x	x		x	x	x		x
ED 332: English Language Arts Instruction and Interventions - Key Assessment: <u>Pre-Reading Activities</u>		x	x	x	x									
ED 332: English Language Arts Instruction and Interventions - Key Assessment: <u>ELA Standards-Based Goals and Interventions</u>			x	x	x		x	x		x	x	x	x	x
ED 334: Participating in a Professional Community - Key Assessment: <u>Organizing a Professional Learning Community (PLC) / Professional Learning Network (PLN)</u>	x	x					x		x				x	x

Standard 5: Supporting Learning Using Effective Instruction	5.3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.
	5.4 Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.
	5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.
	5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.
Standard 6: Supporting Social, Emotional, and Behavioral Growth	6.1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.
	6.2 Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.
	6.3 Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.
	7.1 Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.
Standard 7: Collaborating with Team Members	7.2 Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.
	7.3 Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.
	7.4 Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

Content Standards Matrix

Sheet Descriptor: This sheet is to provide content standards required by HTSB.

Directions:

- Under the column titled **Courses and Assessments**, list each specific course and the related key assessment(s) that address the content standards.
- Under the column titled **Content Standards**, list each actual content standard and substandards.
- Place an "x" in each cell that the course/assessment addresses. More than one "x" may be placed in the row following the course.
- The information presented here should be the same information presented in the Alignment Chart for Program Approval sheet column C

Program Name	Content Standards																											
	1	1	1	1	2	2	2	3	3	3	4	4	4	4	5	5	6	6	6	6	7	7	7	7	7	7	7	7
Courses and Assessments																												
Ex: ED123XX Intro to Education	x																											
"Ex: Link (Assessment Description and Rubric)"																												
ED 330: Special Education Law and Individualized Education Program Development - Key Assessment: IEP Referral Process and Evaluation Determination	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
ED 331: Special Education Assessment - Key Assessment: Assessing a Young Child's Development and Developing Goals	x	x	x	x																								
ED 332: English Language Arts Instruction and Interventions - Key Assessment: Pre-Reading Activities	x																											
ED 332: English Language Arts Instruction and Interventions - Key Assessment: ELA Standards-Based Goals and Interventions	x	x	x	x																								
ED 334: Participating in a Professional Community - Key Assessment: Organizing a Professional Learning Community (PLC) / Professional Learning Network (PLN)		x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
ED 335: Educational Technology for the Inclusive Classroom - Key Assessment: Low and High Tech Assistive Technology	x																											

Early Intervention (EI) / Early Childhood Special Education (ECSE) Standards	EI/ECSE Standards (Sub-standards)
Standard 1: Child Development	1.1 Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.
	1.2 Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.

and Early Learning	1.3 Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.
	1.4 Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.
	2.1 Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.
	2.2 Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.
Standard 2: Partnering with Families	2.3 Candidates engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.
	3.1 Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.
Standard 3: Collaboration and Teaming	3.2 Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.
	3.3 Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.
Standard 4: Assessment Processes	4.1 Candidates understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.
	4.2 Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.
	4.3 Candidates analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.
	4.4 Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.
Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience	5.1 Candidates collaborate with families and other professionals in identifying an evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.
	5.2 Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.
	6.1 Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.
	6.2 Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction	6.3 Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.
	6.4 Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.
	6.5 Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.
	6.6 Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.
	6.7 Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.
	7.1 Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations.
	7.2 Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices.
Standard 7: Professional and Ethical Practice	7.3 Candidates exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making.
	7.4 Candidates practice within ethical and legal policies and procedures. Field and Clinical Experience Standard.
Standard 8: Field and Clinical Experience	N/A

Hawaii Specific Requirements

Sheet Descriptor: This sheet addresses the HTS8 State Approved Educator Preparation Program Standards. Standards 1-4 are addressed using current accreditation status from an HTS8 approved accreditation organization (links to the complete and final Visiting Team Report as well as the Decision Letter from the Accreditation Organization should be included in the spaces provided below). Standard 5, which are Hawaii specific requirements, are broken out down below and must be addressed in their entirety.

Area below for reviewers. Please do not write in these columns.														
Directions: List each specific course and the related assessment(s) that address the requirements for Hawaii State Specific Requirements (Standard 5) place an "x" in each of the required cells that the course/assessment addresses. More than one "x" may be placed in the row following the course.														
HTS8 Standards														
Program Name: Advanced Professional Certificate (APC) in Special Education (SPED) PreK-3	Standard 1-4 (see below)	HAR §8-54-19 (1)	HAR §8-54-19 (2)	HAR §8-54-19 (3)(A)	HAR §8-54-19 (3)(B)	HAR §8-54-19 (3)(C)	HAR §8-54-19 (3)(D)	HAR §8-54-19 (3)(E)	HAR §8-54-19 (3)(F)	HAR §8-54-19 (3)(G)	HAR §8-54-19 (4)	HAR §8-54-19 (5)(A)	HAR §8-54-19 (5)(B)	HAR §8-54-19 (5)(C)
Courses and Assessments														
ED 330: Special Education Law and Individualized Education Program Development - Key Assessment: IEP Referral Process and Evaluation Determination				x	x		x	x	x					
ED 331: Special Education Assessment - Key Assessment: Assessing a Young Child's Development and Developing Goals				x	x		x	x	x					
ED 332: English Language Arts Instruction and Interventions - Key Assessment: Pre-Reading Activities				x	x	x	x	x	x					
ED 332: English Language Arts Instruction and Interventions - Key Assessment: ELA Standards-Based Goals and Interventions				x	x	x	x	x	x					
ED 334: Participating in a Professional Community - Key Assessment: Organizing a Professional Learning Community (PLC) / Professional Learning Network (PLN)				x	x		x	x	x					
ED 335: Educational Technology for the Inclusive Classroom - Key Assessment: Low and High Tech Assistive Technology				x	x		x	x	x	x				
ED 3935: Field Practicum II (Student Teaching)			x	x	x	x	x	x	x	x	x	x	x	x

Hawaii State Approved Educator Preparation Program Standards		Meets	Insufficient
Standard 1 - 4 are addressed by accreditation process:	Please link the accreditation decision letter from one of the HTSB recognized educator preparation accreditator: AAQEP Accreditation Decision Letter		
	Please link the final team report from one of the HTSB recognized educator preparation accreditator: AAQEP Annual Report Response		
Below are the descriptions of each specific requirement. Note: Part of the state-specific requirements (grayed areas) could be addressed through national accreditation. Please indicate if it is the case.			
Standard 5: Hawaii Specific Requirements	HAR §8-54-19 (1) The unit must provide evidence that their candidates meet the performance standards as applicable, that are contained in Appendix A, B, C, and incorporated at the end of this chapter;	Addressed through national accreditation.	
	HAR §8-54-19 (2) The unit must provide evidence that their candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics;		
	In addition to the key assessments, each course requires candidates to complete an <u>assignment</u> that addresses the Model Code of Ethics for Educators.		
	The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:		
	HAR §8-54-19 (3)(A) The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching;		
	All key assessments require candidates to consider the strengths and needs of a variety of learners including Native Hawaiian learners.		
	HAR §8-54-19 (3)(8) Student standards adopted by the department;		
	HAR §8-54-19 (3)(C) Teaching of reading including working with students of reading difficulties;		
	HAR §8-54-19 (3)(D) Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;		
	HAR §8-54-19 (3)(E) Working effectively with students who are limited English proficient; (HDOE requirement is 6 EL/ML course credits)		
Hawaii Administrative Rules governing the approval of Educator Preparation Programs. (HAR) §8-54-19, Appendix A.	HAR §8-54-19 (3)(F) Working with gifted and talented students; and		
	HAR §8-54-19 (3)(G) Integrating technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and the use		
	HAR §8-54-19 (4) Each program must provide evidence that their candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.	Addressed through HTSB program approval	
	Clinical experience must meet one of the following requirements: HAR §8-54-19 (5)(A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or		
	HAR §8-54-19 (5)(B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or		
	HAR §8-54-19 (5)(C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.		
	After successfully completing all core courses in the licensure program, candidates complete ED 393S: Field Practicum II (Student Teaching), adhering to the requirements outlined in the APC in SPED Candidate Field Practicum Handbook.		

HTSB Teacher Performance Standards Matrix

Sheet Descriptor: This sheet addresses the HTSA Teacher Performance Standards.

Directions: List course number, title and key assessments. Place an "x" in each of the required cells that the assessment(s) addresses. One Key assessment could address one or more performance standard(s).

Area below for reviewers. Please do not write in these columns.

Program Name: Advanced Professional Certificate (APC) in Special Education (SPED) PreK-3	HTSB Teacher Performance Standards										Meets	Insufficient	NOTES
	1	2	3	4	5	6	7	8	9	10			
Courses and Assessments													
Ex: ED123XX Intro to Education "Ex: Link (Assessment Description and Rubric)"	x		x				x			x			
ED 330: Special Education Law and Individualized Education Program Development - Key Assessment: <u>IEP Referral Process and Evaluation Determination</u>	x	x	x										
ED 331: Special Education Assessment - Key Assessment: <u>Assessing a Young Child's Development and Developing Goals</u>						x	x						
ED 332: English Language Arts Instruction and Interventions - Key Assessment: <u>Pre-Reading Activities</u>				x	x								
ED 332: English Language Arts Instruction and Interventions - Key Assessment: <u>ELA Standards-Based Goals and Interventions</u>				x	x								
ED 334: Participating in a Professional Community - Key Assessment: <u>Organizing a Professional Learning Community (PLC) / Professional Learning Network (PLN)</u>									x	x			
ED 335: Educational Technology for the Inclusive Classroom - Key Assessment: <u>Low and High Tech Assistive Technology</u>								x					
...													

HTSB Teacher Performance Standards	Please list any additional supporting evidence that address each standard.	Meets	Insufficient	NOTES
Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.				
Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.				
Standard #3: Learning Environments The teacher works with others to create environments that				

support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.				
Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.				
Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.				
Standard #6: Assessment The teacher understands and uses multiple methods of				

assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.			
Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.			
Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.			

Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.			
Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.			

Program Faculty

Directions: List faculty members currently assigned to the program. Report any changes to the program in the annual report (ex. professor retires). Be sure degrees are completed as of application.

[illegible]

Additional Information	
Directions: Please provide any additional evidence that strengthens your program to support teachers within the state of Hawaii. Please complete all the items that correspond to your option.	
Partnerships and Practice	
1. Describe your P-12 school and community partnerships in Hawaii for candidate preparation. Include how you select, prepare, evaluate, support, and retain cooperating teachers/clinical educators, both provider- and school-based.	Option 1
2. Describe how you work with your partners in Hawaii to design clinical experiences to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development	Option 1
3. Describe the clinical experience requirements for candidates in Hawaii. Include information on the diversity of the settings and how technology is incorporated across the experiences.	Option 1
Candidate Assessment and Progression	
1. Describe how you recruit and support high-quality candidates from a broad range of backgrounds and diverse populations to meet Hawaii's needs for hard-to-staff schools and shortage fields.	Option 1
2. Describe how you establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. Include your criteria, measures used, evidence of the reliability and validity of your measures.	Option 1
3. Describe your criteria for program progression and how you monitor candidate advancement from admissions, advancing to student teaching, through completion and recommendation for licensure.	Option 1
4. Describe how you document that the candidate has reached a high standard for content knowledge in the licensure field(s) and can teach effectively with positive impacts on P-12 student learning and development.	Options 1,2,3, and 4
Completer & Graduate Follow-Up	
1. How will you know that employers are satisfied with your HTSB licensed completers/graduates' preparation for their assigned responsibilities in working with P-12 students?	Option 1
2. How will you know that your HTSB licensed program completers/graduates perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective?	Option 1
3. How will you ensure that your completers can meet the Hawaii Department of Education's Sheltered Instruction mandate (6 credits or equivalent)?	Options 1,2,3, and 4

Reviewer(s) Comments

Program Strengths

Any Weakness or Recommendation for Improvement

Follow-up Questions from the Review Team