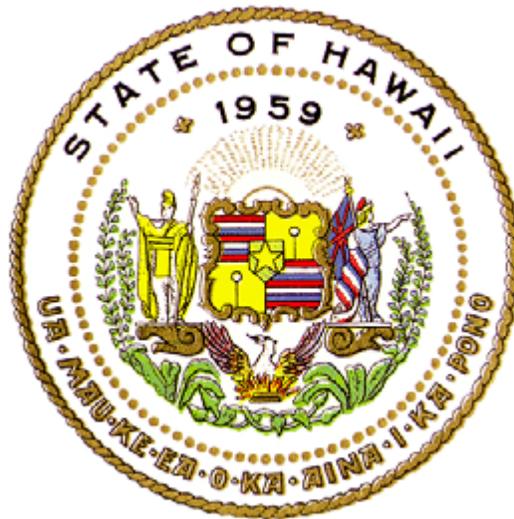


STATE OF HAWAII  
Department of Education  
Office of Talent Management  
Hawaii Qualified Teachers  
P.O. Box 2360  
Honolulu, HI 96804

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**TITLE II A**

**ESSA HAWAII QUALIFIED TEACHER  
HANDBOOK**

**SCHOOL YEAR  
2018/2019**

**Dr. Christina M. Kishimoto  
Superintendent of Education**

# SY 2018-2019

## ESSA Hawaii Qualified Teacher Handbook

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**Title II A**  
**ESSA HAWAII QUALIFIED**  
**TEACHER HANDBOOK**

**Section 1**

**HQT Resources**



**HAWAII DEPARTMENT OF EDUCATION**  
**Hawaii Qualified Teacher**  
*How to Get Help – Who to Contact*  
**School Year 2018-2019**

<b>What</b>	<b>Where</b>	<b>Contact</b>
<b>HQT Assistance</b>	DOE - EQ Section	EQ Section: 441-8499 HQT@notes.k12.hi.us eHR for HQ: <a href="http://eq.k12.hi.us">http://eq.k12.hi.us</a> - use your internet log in
<b>Licensing</b>	Hawaii Teacher Standards Board	<a href="https://hawaiiteacherstandardsboard.org">https://hawaiiteacherstandardsboard.org</a> or 586-2600
<b>PRAXIS Exams</b>	Hawaii Teacher Standards Board	<a href="https://hawaiiteacherstandardsboard.org">https://hawaiiteacherstandardsboard.org</a> or 586-2600
ACCN Information	Instructional Support Branch	Monica Mann: 305-9700
Access to PDE3	IT Help Desk	(808) 564-6000 <a href="http://help.hidoe.org">http://help.hidoe.org</a>
Charter Schools	State Public Charter School Commission	586-3775
Content Area Courses/Workshops	Office of Curriculum, Instruction, & Student Support	<a href="https://pde3.k12.hi.us">https://pde3.k12.hi.us</a>
Frequently Asked HQT Questions	EQ Web Page	<a href="http://eq.k12.hi.us">http://eq.k12.hi.us</a>
HQT Status Reports	eHR for HQ Web Page	<a href="http://eq.k12.hi.us">http://eq.k12.hi.us</a> - use your internet log in
HQT Certificates	eHR for HQ Web Page	<a href="http://eq.k12.hi.us">http://eq.k12.hi.us</a> - use your internet log in
HQT Forms	EQ Web Page	<a href="http://eq.k12.hi.us">http://eq.k12.hi.us</a>
Title II Program Manager	Office of Talent Management, Educator Quality Section	Carol Tenn: 441-8485 or Carol_Tenn@notes.k12.hi.us
HQT State Plan	EQ Web Page	<a href="http://eq.k12.hi.us">http://eq.k12.hi.us</a>
Professional Development Opportunities	PDE <sup>3</sup> Web Page	Soo Boo Tan: 441-8330 or <a href="https://pde3.k12.hi.us">https://pde3.k12.hi.us</a>
Professional Development Planning via PDE3	DOE - EQ Section	EQ Section: 441-8499 or <a href="http://eq.k12.hi.us">http://eq.k12.hi.us</a>
HSTA	Hawaii State Teacher's Assoc.	<a href="http://www.hsta.org">http://www.hsta.org</a> or 833-2711
Title I Program Manager	Special Programs Management	Carey Tambio: 305-9850 or Carey_Tambio@notes.k12.hi.us
Title II Budget Allocation and Expenditures	Title II Program Manager	Carol Tenn: 441-8485 or Carol_Tenn@notes.k12.hi.us
Federal Compliance Director	Federal Compliance and Project Management Office	Christina Tydeman: 586-3447 or Christina_Tydeman@notes.k12.hi.us
Vendor Payments and Processing	Office of Fiscal Services	586-3176



**HAWAII DEPARTMENT OF EDUCATION**  
**Hawaii Qualified Teacher**  
*ACCN/ESSA HQT Crosswalk*  
**School Year 2018-2019**

For a complete list of Authorized Courses and Code Numbers (ACCN) mapping the acceptable licenses and content equivalencies for each course, please refer to the following ACCN crosswalk:

<http://hqt.k12.hi.us/STATE/OHR/TeacherQuality.nsf/5cd7399be90745468a256c2c006ee384/614d2e542f2f70f80a25819b0072ac2e?OpenDocument>

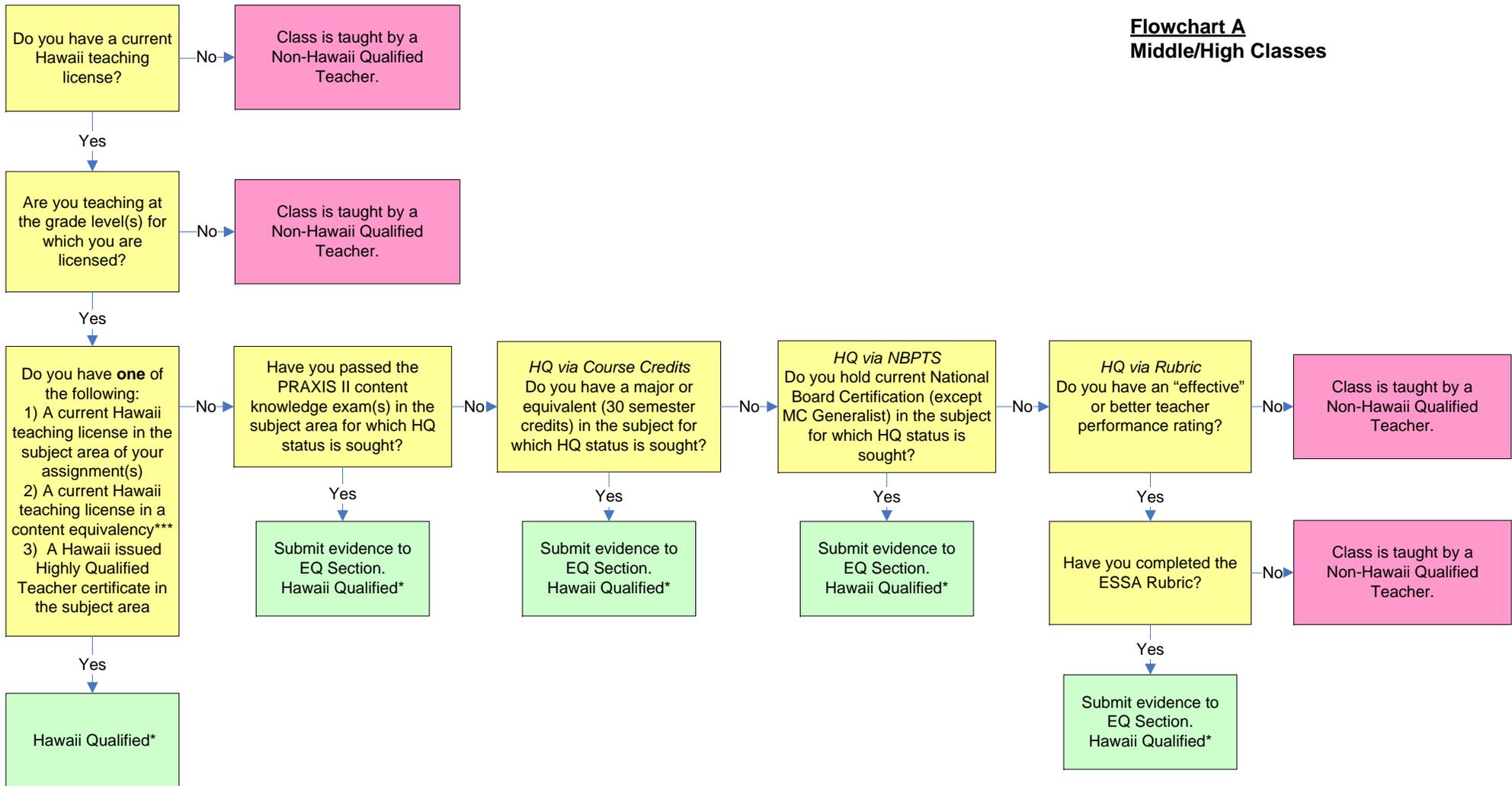
OR

<https://tinyurl.com/accncrosswalk>

A web browser with the ability to view PDF files or Microsoft Excel is required.

Hawaii Department of Education  
The Pathway to Earning the HQ Designation

**Flowchart A**  
**Middle/High Classes**



\*Hawaii Qualified if all other requirements are met

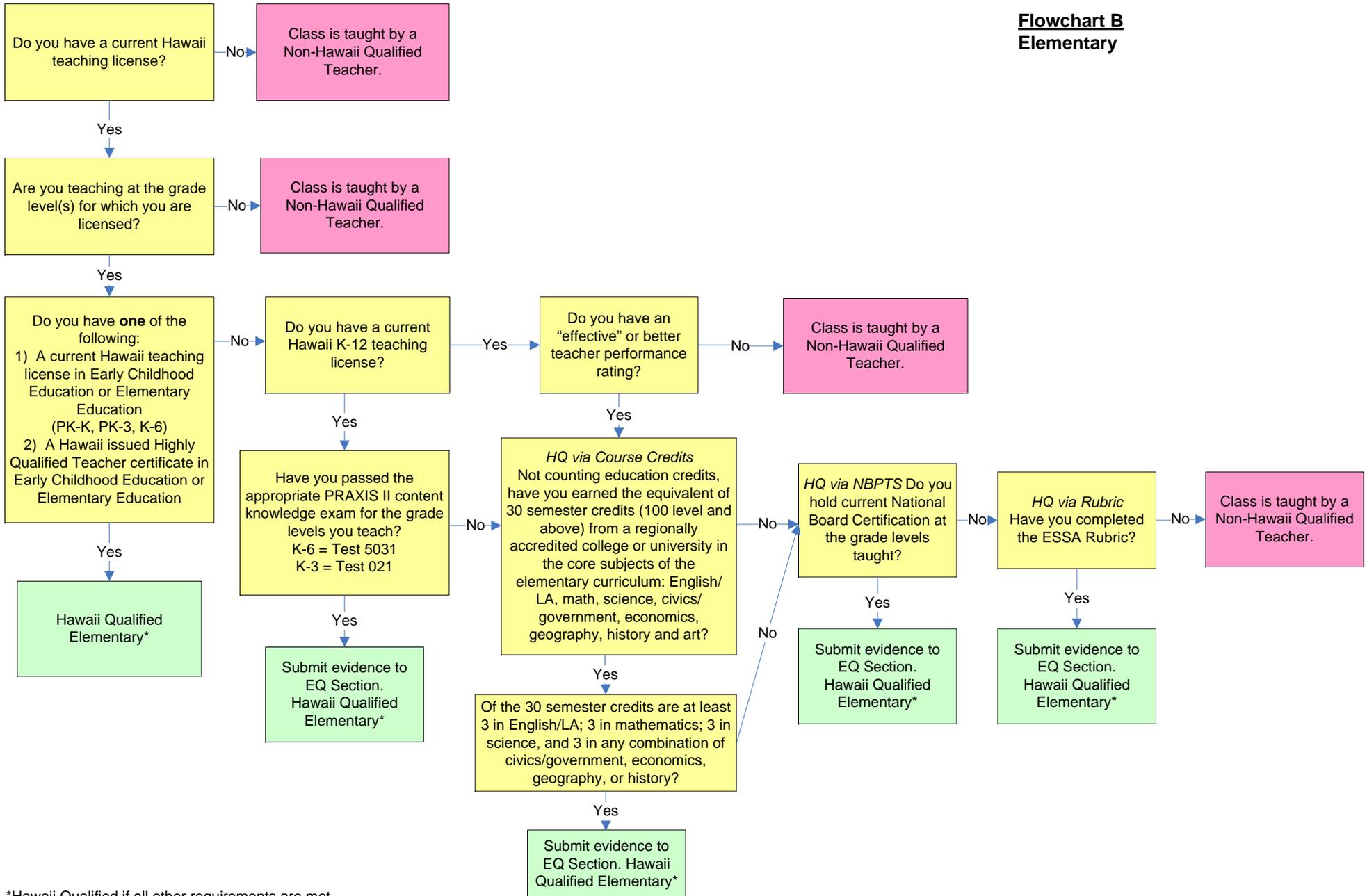
\*\*For information on licensure, testing requirements, and options visit [www.htsb.org](http://www.htsb.org)

\*\*\*See ACCN Crosswalk for a course-by-course listing of acceptable content equivalency licenses

If you need more information about HQ, visit the Educator Quality webpage at <http://hqt.k12.hi.us>

Hawaii Department of Education  
The Pathway to Earning the HQ Designation

**Flowchart B**  
**Elementary**



\*Hawaii Qualified if all other requirements are met

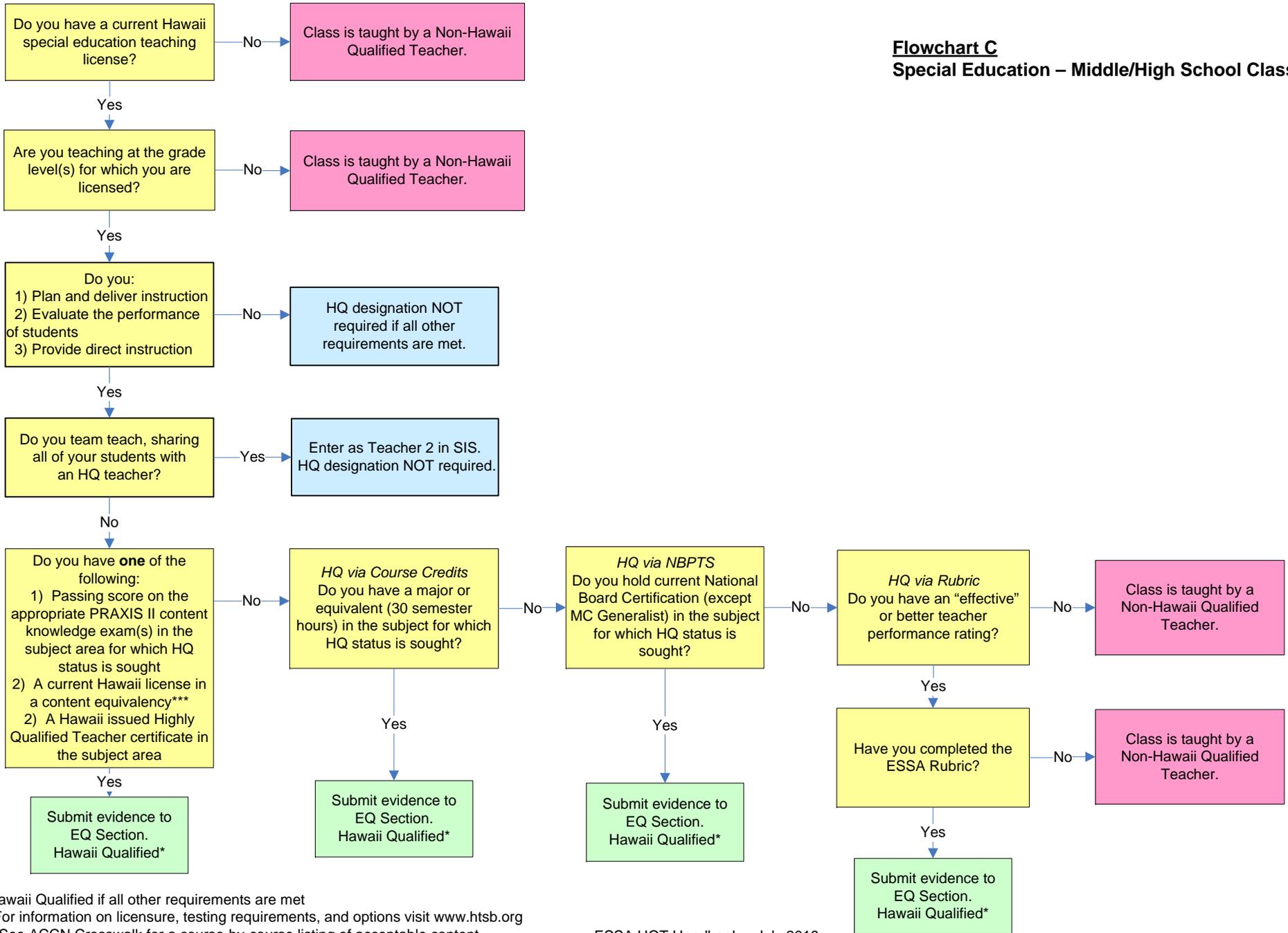
\*\*For information on licensure, testing requirements, and options visit [www.htsb.org](http://www.htsb.org)

ESSA HQT Handbook – July 2018

If you need more information about HQ, visit the Educator Quality webpage at <http://hqt.k12.hi.us>

Hawaii Department of Education  
The Pathway to Earning the HQ Designation

**Flowchart C**  
**Special Education – Middle/High School Classes**



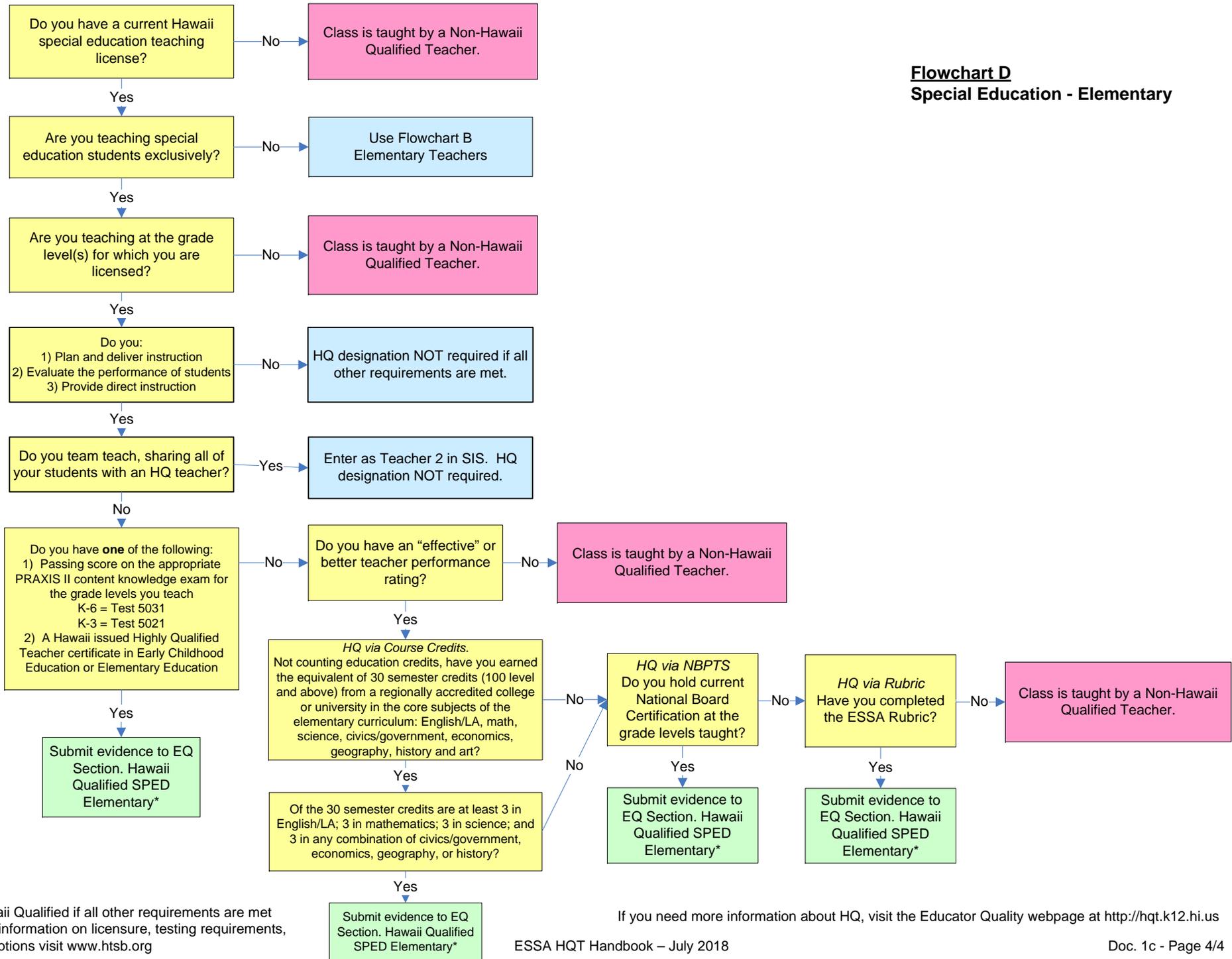
\*Hawaii Qualified if all other requirements are met

\*\*For information on licensure, testing requirements, and options visit [www.htsb.org](http://www.htsb.org)

\*\*\*See ACCN Crosswalk for a course-by-course listing of acceptable content equivalency licenses

ESSA HQT Handbook – July 2018

Hawaii Department of Education  
The Pathway to Earning the HQ Designation



**Flowchart D**  
**Special Education - Elementary**

\*Hawaii Qualified if all other requirements are met  
\*\*For information on licensure, testing requirements, and options visit [www.htsb.org](http://www.htsb.org)

If you need more information about HQ, visit the Educator Quality webpage at <http://hqt.k12.hi.us>



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*NBPTS – ESSA HQT Crosswalk*  
**School Year 2018-2019**

The National Board for Professional Teaching Standards (NBPTS) offers 25 certificate areas that cover 15 subject areas and are classified into seven student age categories. The following table represents the NBPTS age categories and associated Hawaii grade range.

NBPTS Age Categories	Hawaii Grade Range
Early Childhood	PK-3
Middle Childhood	K-6
Early & Middle Childhood	PK-6
Early Childhood through Young Adulthood	PK-12
Early Adolescence	6-8
Adolescence and Young Adulthood	6-12
Early Adolescence through Young Adulthood	6-12

The following NBPTS Certificates are recognized by the Hawaii Department of Education as demonstration of content expertise in the Subject Area as listed.

National Board Certificate	Hawaii Grade Range Conversion	Subject Area
Art/Early and Middle Childhood	PK-6	Art
Art/Early Adolescence through Young Adulthood	6-12	Art
Career and Technical Education/Early Adolescence through Young Adulthood	6-12	Career and Technical Education
English as a New Language/Early and Middle Childhood	PK-6	Teaching English as a Second Language
English as a New Language/Early Adolescence through Young Adulthood	6-12	Teaching English as a Second Language
English Language Arts/Early Adolescence	6-8	English/Language Arts
English Language Arts/Adolescence and Young Adulthood	6-12	English/Language Arts
Generalist/Early Childhood	PK-3	Elementary
Generalist/Middle Childhood	K-6	Elementary
Health Education/Early Adolescence through Young Adulthood	6-12	Health
Mathematics/Early Adolescence	6-8	Mathematics
Mathematics/Adolescence and Young Adulthood	6-12	Mathematics
Music/Early and Middle Childhood	PK-6	Music
Music/Early Adolescence through Young Adulthood	6-12	Music
Physical Education/Early and Middle Childhood	PK-6	Physical Education
Physical Education/Early Adolescence through Young Adulthood	6-12	Physical Education
Science/Early Adolescence	6-8	Science
Science/Adolescence and Young Adulthood	6-12	Science

National Board Certificate	Hawaii Grade Range Conversion	Subject Area
Social Studies - History/Early Adolescence	6-8	History, Civics/Government, Economics, Geography
Social Studies - History/Adolescence and Young Adulthood	6-12	History, Civics/Government, Economics, Geography
World Languages/Early Adolescence through Young Adulthood	6-12	Foreign Language

More information regarding NBPTS can be found at: <http://www.nbpts.org>

**Hawaii NTE and Praxis Exams and HQT Content Areas  
School Years 1986/87 to 2018/19**

Note: For all subject matter assessment tests, please visit the HTSB website at <a href="https://hawaiiteacherstandardsboard.org/content/licensure-test-categories/">https://hawaiiteacherstandardsboard.org/content/licensure-test-categories/</a>																
Subject Assessment	HQ Area	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	
Art	Art							13	13		10133	10133	10133	0133	0133	
Art Education	Art								10130 or 130	10130 or 130						
Biology	Science						23	23	10230 or 230	10230 or 230	20231			0231	0231	
Biology and General Science	Science	03	03	03	03	03	03	03	10030 or 30	10030 or 30	20231					
Biology and Life Science	Science											20231	20231			
Chemistry	Science						24	24	10240 or 240	10240 or 240	20241	20241	20241	0241	0241	
Chemistry, Physics	Science	07	07	07	07	07	07	07								
Chemistry, Physics and General Science	Science								10070 or 70	10070 or 70						
Education in the Elementary School (K-6)	Elementary	01	01	01	01	01	01	01	10010	10010	10011 & 20012	10011 & 20012	10011 & 20012	0011 & 0012	0011 & 0012	
English Language and Literature	English/language Arts	04	04	04	04	04	04	04	10040 or 40	10040 or 40	10041	10041	10041	0041	0041	
French	Foreign Language							17	17	10170 or 170	10170 or 170	10173	10173	10173	0173	0173
General Science	Science										10431	10431	10431	0431	0431	
German	Foreign Language	18	18	18	18	18	18	18	20180	20180	20180	20180	20180	0180	0180	
Mathematics	Mathematics	06	06	06	06	06	06	06	10060 or 60	10060 or 60	10061	10061	10061	0061	0061	
Physical Science	Science										20481	20481	20481	0481	0481	
Physics	Science					26	26	26	10260 or 260	10260 or 260	10261	10261	10261	0261	0261	
Social Studies	History				08	08	08	08	10080 or 80	10080 or 80	10081	10081	0081	0081	0081	
Spanish	Foreign Language	19	19	19	19	19	19	19	10190 or 190	10190 or 190	10191	10191	10191	0191	0191	
Subject Assessment	HQ Area	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	
Art	Art	0133	0133	0133	0133	0133	0133	0133	0133	0133	10133	10133	10133	0133	0133 or 5134	
Biology	Science	0231	0231	0231	0231	0231	0231	0231	0231	0231	20231	20231	20235	0235	0235 or 5235	
Biology and Life Science	Science															
Chemistry	Science	0241	0241	0241	0241	0241	0241	0241	0241	0241	20241	20241	20245	0245	0245 or 5245	
Education of Young Children	Elementary							0021	0021	0021	0021	0021	0021	0021	0021 or 5021	
Education in the Elementary School (K-6)	Elementary	0011 & 0012	0011 & 0012	0011 & 0012	0011 & 0012	0011 & 0012	0011 & 0012	0011 & 0012	0011 & 0012	0011 & 0012	10011 & 20012	10011	0014	0014 or 5014	0014 or 5014	
English	English/language Arts	0041	0041	0041	0041	0041	0041	0041	0041	0041	10041	10041	10041	0041	0041 or 5041	
French	Foreign Language	0173	0173	0173	0173	0173	0173	0173	0173	0173	20173	20173	20173	5174	5174	
General Science	Science	0431	0431	0431	0431	0431	0431	0431	0431	0431	10431	10431	10435	0435	0435 or 5435	
German	Foreign Language	0181	0181	0181	0181	0181	0181	0181	0181	0181	20181	20181	20181	5183	5183	
Mandarin														5665	5665	
Mathematics	Mathematics	0061	0061	0061	0061	0061	0061	0061	0061	0061	10061	10061	10061	0061	0061 or 5061	
Middle School English/Language Arts	English/language arts							0049	0049	0049	10049	10049	10049	0049	0049 or 5049	
Middle School Mathematics	Mathematics							0069	0069	0069	20069	20069	20069	0069	0069	
Middle School Science	Science							0439	0439	0439	10439	10439	10439	0439	0439	
Middle School Social Studies	Civics, Economics, Geography, History							0089	0089	0089	20089	20089	20089	0089	0089 or 5089	
Physical Science	Science	0481	0481	0481	0481	0481	0481	0481	0481	0481	20481	20481	20481	0481	0481	
Physics	Science	0261	0261	0261	0261	0261	0261	0261	0261	0261	10261	10261	10265	0265	0265 or 5265	
Reading	English/Language Arts												0204	0204	5204	
Reading Specialist (cannot use to add a field)	English/Language Arts							0300	0300	0300	0300	0300	0300	0300	5301	
Social Studies	History	0081														
Social Studies	Civics, Economics, Geography, History			0081	0081	0081	0081	0081	0081	0081	10081	10081	10081	0081	0081 or 5081	
Spanish	Foreign Language	0191	0191	0191	0191	0191	0191	0191	0191	0191	10191	10191	10191	5195	5195	

**Hawaii NTE and Praxis Exams and HQT Content Areas  
School Years 1986/87 to 2018/19**

**Note: For all subject matter assessment tests, please visit the the HTSB website at <https://hawaiiteacherstandardsboard.org/content/licensure-test-categories/>**

<b>Subject Assessment</b>	<b>ESSA HQT Area</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Agriculture	CTE Natural Resources				5701	5701
Algebra I	Mathematics				5162	5162
Art: Content Knowledge	Art	0134 or 5134	5134	5134	5134	5134
Biology: Content Knowledge	Science	0235 or 5235	5235	5235	5235	5235
Business Education: Content Knowledge	CTE Business				5101	5101
Chemistry: Content Knowledge	Science	0245 or 5245	5245	5245	5245	5245
Chinese (Mandarin): World Language	Chinese	5665	5665	5665	5665	5665
Earth and Space Sciences: Content Knowledge	Science	0571 or 5571	5571	5571	5571	5571
Economics	Economics	0911	5911	5911	5911	5911
Education of Young Children	Elementary PK-3	0021 or 5021	5024	5024	5024	5024
Elementary Education: Multiple Subjects	Elementary K-6	0014 or 5031	5001	5001	5001	5001
English Language Arts: Content Knowledge	English/Language Arts	0041 or 5038	5038	5038	5038	5038
Environmental Science	Science	0831				
Family and Consumer Sciences	CTE Public and Human Services				5122	5122
French: World Language	French	5174	5174	5174	5174	5174
General Science: Content Knowledge	Science	0435 or 5435	5435	5435	5435	5435
Geography	Geography	0921	5921	5921	5921	5921
German: World Language	German	5183	5183	5183	5183	5183
Government/Political Science	Civics/Government	0931	5931	5931	5931	5931
Health Education	Health				5551	5551
Mathematics: Content Knowledge	Mathematics	0061 or 5161	5161	5161	5161	5161
Middle School English/Language Arts	English/Language Arts	0049 or 5047	5047	5047	5047	5047
Middle School Mathematics	Mathematics	0069 or 5169	5169	5169	5169	5169
Middle School Science	Science	0439	5440	5440	5440	5440
Middle School Social Studies	Civics, Economics, Geography, History	0089 or 5089	5089	5089	5089	5089
Music: Content Knowledge	Music				5113	5113
Physical Education: Content Knowledge	Physical Education				5091	5091
Physical Science	Science	0481				
Physics: Content Knowledge	Science	0265 or 5265	5265	5265	5265	5265
Psychology					5391	5391
Teaching Reading	English/Language Arts	0204 or 5204	5204	5204	5204	5204
Reading Specialist (cannot use to add a field)	English/Language Arts	5301	5301	5301	5301	5301

**Hawaii NTE and Praxis Exams and HQT Content Areas  
School Years 1986/87 to 2017/18**

<b>Subject Assessment</b>	<b>ESSA HQT Area</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	
Social Studies: Content Knowledge	Civics, Economics, Geography, History	0081 or 5081	5081	5081	5081	5081	
Sociology	Sociology				5952		
Spanish: World Language	Spanish	5195	5195	5195	5195	5195	
Technology Education	CTE - Industrial and Engineering Technology				5051	5051	
English to Speakers of Other Languages	Teaching English to Speakers of Other Languages				5362	5362	



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*How to Access the eHR for HQ Site*  
**School Year 2018-2019**

- Open up an internet connection (i.e. Internet Explorer, Mozilla Firefox, Safari)
- Type in the URL address: <http://hqt.k12.hi.us>
- Educator Quality page will appear
- Click on the eHR for HQ icon

**Educator Quality**  
 Hawaii Department of Education

**Hawaii State Plan**  
 • Hawaii State ESSA Plan

**Federal HQT Reports**  
 • School  
 • State

**ESSA Hawaii Qualified Teacher Handbook**  
 • Table of Contents

**Quick Links/Forms**  
 • Principal/Director Timeline  
 • ACCN Crosswalk  
 • Teacher Reimbursement

**Private School Participation**

Effective SY2017-2018, all teachers are required to meet state certification or licensing requirements at the grade level and subject area in which the teacher has been assigned. This expands the requirement from teachers of core subject areas to all teachers in all subjects. This modifies the requirement from meeting Highly Qualified Teacher Requirements under NCLB by increasing the flexibility for States to define the qualification requirements for state certification or licensure. Hawaii in consultation with stakeholder groups has determined that any one of the following methods will qualify teachers as ESSA Hawaii Qualified (EHQ) for his/her teaching assignment:

**eHR for HQ**  
 Click Here

- Enter your user name and password

**eHR for HQ**  
 DEPARTMENT OF EDUCATION • STATE OF HAWAII

**Sign In**

**Username:**

**Password:**

**CAP TEST**

**Login Difficulties**  
 Contact the Customer Service Desk  
 Monday - Friday, 7:45am - 4:30pm (HST), except on State/Federal holidays:

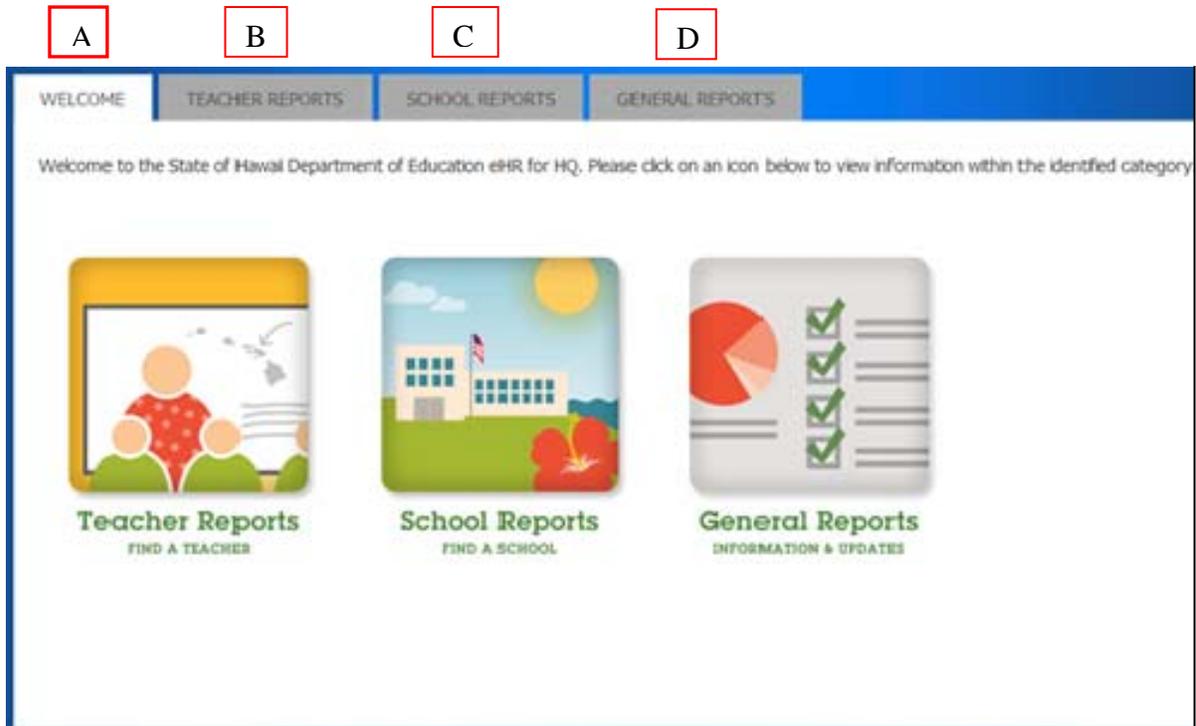
- Oahu - (808) 564-6000
- Neighbor Islands - (808) 692-7250 (toll free)

\*Unauthorized use of this site is prohibited and may subject you to civil and criminal prosecution.

The main page consists of four tabs (A-D)

- A. Welcome
- B. Teacher Reports
- C. School Reports
- D. General Reports

Click on a tab or an icon to view the information in each category.





**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*How to Access Teacher Status Reports in eHR for HQ*  
**School Year 2018-2019**

For instructions on accessing the eHR for HQ site, please refer to Document 1f of the ESSA HQT Handbook.

Click on Teacher Reports.

The screenshot shows a navigation menu with 'WELCOME', 'TEACHER REPORTS', and 'SCHOOL REPORTS'. Below the menu, a welcome message reads: 'Welcome to the State of Hawaii Department of Education eHR for HQ. Please click on an icon below to view information within the identified category.' Two icons are displayed: 'Teacher Reports' (with the text 'FIND A TEACHER') and 'School Reports' (with the text 'FIND A SCHOOL'). The 'Teacher Reports' icon is circled in red.

Search for teacher

- You can use the search box to find teacher by entering name, employee ID, or school
- Once you find your teacher, click anywhere in the row to bring up the individual report

The screenshot shows the 'Individual HQT Report Search - Complex-Kaiser' page. It includes navigation tabs: 'Summary', 'Teacher Qualifications', 'Non-Highly Qualified Teachers', 'Professional Development Plans', and 'Individual Status Report Search'. The search path is: State of Hawaii > Honolulu District > CA Farrington-Kaiser-Kalani > Complex-Kaiser > All Available Schools. Under the 'Employee' section, there are buttons for 'Show 10 entries', 'Copy Screen', 'Print Screen', and 'Download Options'. A search box contains 'pdp' and is circled in red. Below is a table with 5 columns: EMPLOYEE ID, LAST NAME, FIRST NAME, MIDDLE NAME, and SCHOOL.

EMPLOYEE ID	LAST NAME	FIRST NAME	MIDDLE NAME	SCHOOL
00043556	Pdp	Nblb	Fhsptbs	Roosevelt High
76045556	Pdp	Nfbpr	H R	Aina Haina Elem
81625556	Mprsrhdbj	Hrpdphht	W	Kamilolki Elem

Showing 1 to 3 of 3 entries

Navigation: << First | < Previous | 1 | Next > | Last >>

Teacher Status Report will appear.

- If teacher has core HQ assignments, it will be listed on the top in Green

[Export Report](#)

### Individual HQT Report

**Has 12 HQ Core Assignments**

Employee

[Toggle Empld](#)

EMPLOYEE ID	LAST NAME	FIRST NAME	NOTES
00043556	Pdp	Nbib	Some notes

Qualifications

Show  entries [Copy Screen](#) [Print Screen](#) [Download Options](#) Search:

TYPE	QUALIFICATION	GRADE LEVEL	SUBJECT	EFFECTIVE DATE	EXPIRATION DATE	ADDITIONAL INFORMATION
------	---------------	-------------	---------	----------------	-----------------	------------------------

To see what HQs teacher has, scroll down to Qualifications.

**12 HQ Assignments**

Employee

EMPLOYEE ID	LAST NAME	FIRST NAME	NOTES
00043556	Pdp	Nbib	Some notes

**Qualifications**

TYPE	QUALIFICATION	GRADE LEVEL	SUBJECT	EFFECTIVE DATE	EXPIRATION DATE	ADDITIONAL INFORMATION
EDUC	Post Bach Cert - Sec Ed	null	null	5/14/06 12:00 AM	null	Some Info
EDUC	Bach of Bus Adm	null	Economics	8/14/88 12:00 AM	null	Some Info
EDUC	Bach of Science	null	null	5/14/95 12:00 AM	null	Some Info
HQ	Highly Qualified for Economics	7th to 12th Grade	Economics	12/30/11 12:00 AM	6/30/16 12:00 AM	Some Info
HQ	Highly Qualified for	7th to 12th Grade	Math	12/30/11 12:00 AM	6/30/16 12:00 AM	Some Info
LICN	Math 7-12	7th to 12th Grade	Math	7/1/11 12:00 AM	6/30/16 12:00 AM	Some Info

If teacher is NHQ for any of their current assignments, you will see the number of assignments listed in **RED** at the top of their status report.

**11 NHQ Assignments**

**Employee**

EMPLOYEE ID	LAST NAME	FIRST NAME	NOTES
36109556	Brhbhbkp	Ypj	Some notes

**Qualifications**

TYPE	QUALIFICATION	GRADE LEVEL	SUBJECT	EFFECTIVE DATE	EXPIRATION DATE	ADDITIONAL INFORMATION
EDUC	Bach of Educ (BED)	null	null	5/18/03 12:00 AM	null	Some Info
HQ	Highly Qualified for	Elementary (K-6)	Elementary Special	10/2/12 12:00 AM	6/30/18 12:00 AM	Some Info
HQ	Highly Qualified for	Elementary (K-6)	Elementary	10/2/12 12:00 AM	6/30/18 12:00 AM	Some Info
HQ	Highly Qualified for Foreign	Middle Sohl/Inter	Foreign Language	6/23/08 12:00 AM	null	Some Info
HQ	Highly Qualified for Foreign	7th to 12th Grade	Foreign Language	6/23/08 12:00 AM	null	Some Info
HQ	Highly Qualified for Science	7th to 12th Grade	Science	7/1/06 12:00 AM	null	Some Info
HQ	Highly Qualified for Science	5th to 12th Grade	Science	10/2/12 12:00 AM	6/30/18 12:00 AM	Some Info
LICN	Science 7-12	7th to 12th Grade	Science	9/21/12 12:00 AM	6/30/18 12:00 AM	Some Info

To see the NHQ Assignments, scroll down to the NHQ Assignments Section.

**HQ Assignments/School Year**

EMPLOYEE ID	NAME	SCHOOL	COURSE	SUBJECT	SPED	LICENSED
No HQ Assignments Found						

**NHQ Assignments/School Year**

EMPLOYEE ID	NAME	SCHOOL	COURSE	SUBJECT	SPED	LICENSED
36109556	Brhbhbkp, Ypj	Kaiser High	Algebra Topics	Math	Yes	Yes
36109556	Brhbhbkp, Ypj	Kaiser High	Algebra Topics	Math	Yes	Yes
36109556	Brhbhbkp, Ypj	Kaiser High	Geometry Concepts	Math	Yes	Yes
36109556	Brhbhbkp, Ypj	Kaiser High	Geometry Conc SPED	Math	Yes	Yes
36109556	Brhbhbkp, Ypj	Kaiser High	Geometry Concepts	Math	Yes	Yes
36109556	Brhbhbkp, Ypj	Kaiser High	Algebra 1	Math	Yes	Yes
36109556	Brhbhbkp, Ypj	Kaiser High	Algebra 1	Math	Yes	Yes
36109556	Brhbhbkp, Ypj	Kaiser High	GEOMETRY	Math	Yes	Yes
36109556	Brhbhbkp, Ypj	Kaiser High	Math Wkshp Gr 9 SPED	Math	Yes	Yes
36109556	Brhbhbkp, Ypj	Kaiser High	Algebra 1 SPED	Math	Yes	Yes
36109556	Brhbhbkp, Ypj	Kaiser High	Algebra 1 SPED	Math	Yes	Yes

Teacher Status Report can be exported and saved as a pdf file.



### Individual HQT Report

Has 12 HQ Core Assignments

Employee

Print HQT Certificate

EMPLOYEE ID	LAST NAME	FIRST NAME	NOTES
00043556	Pdp	Nbib	Some notes

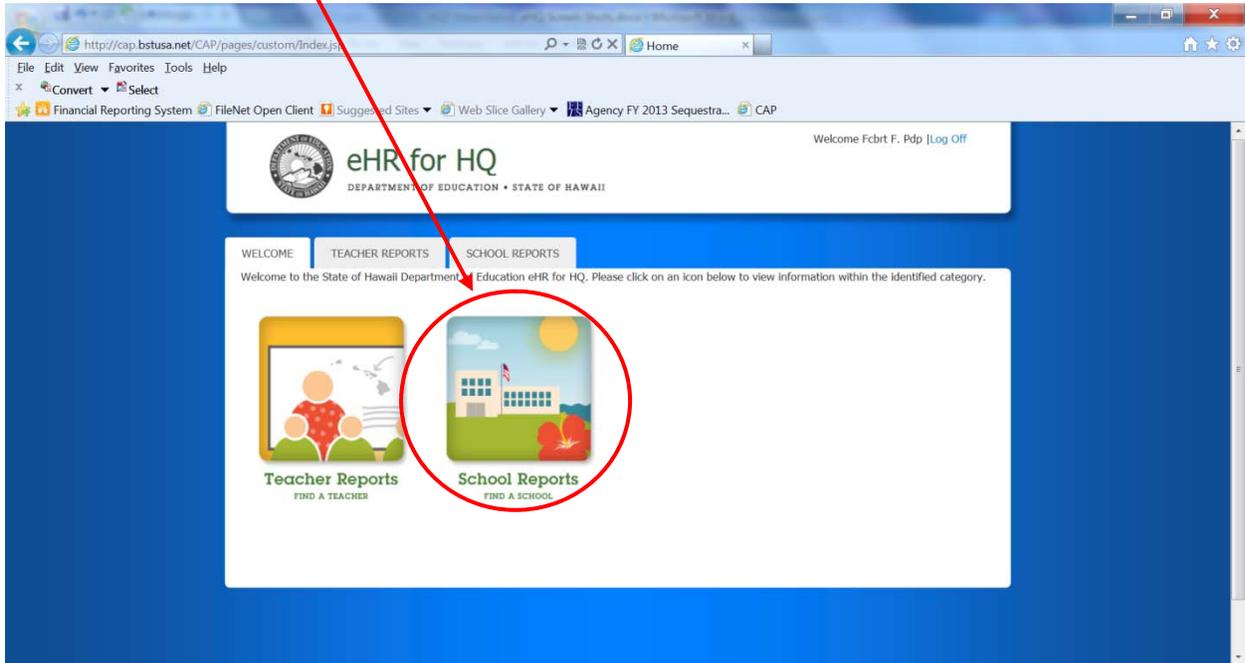
Qualifications

Show 10 entries Copy Screen Print Screen Download Options Search:

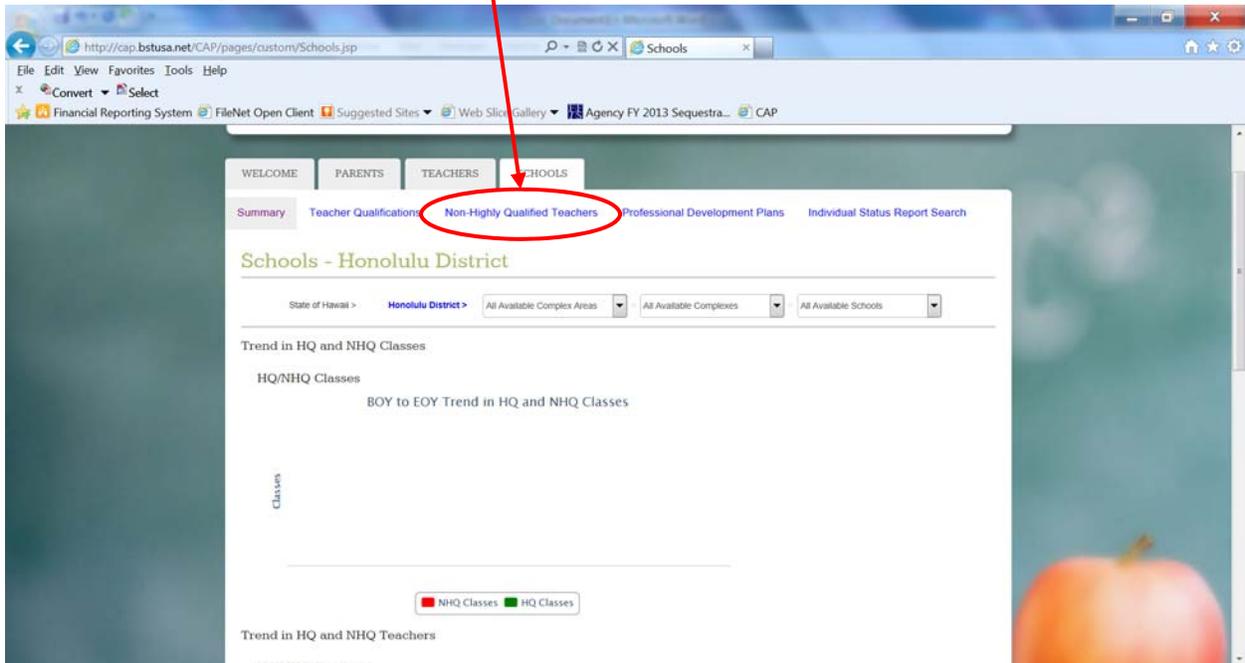
TYPE	QUALIFICATION	GRADE LEVEL	SUBJECT	EFFECTIVE DATE	EXPIRATION DATE	ADDITIONAL INFORMATION
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# How to View List of Non-Highly Qualified Teachers

Click on School Reports.



Click on Non-Highly Qualified Teachers.



List of teachers that are NHQ will display.

Non-Highly Qualified Teacher Report - Honolulu District

State of Hawaii > Honolulu District > All Available Complex Areas All Available Complexes All Available Schools

Show 10 entries Copy Screen Print Screen Download Options Search: [ ] Reset Filters

EMPLOYEE ID	TEACHER	SCHOOL	CLASS TAUGHT	NCLB SUBJECT	SPED CLASS	LICENSE
88876556	Bdrhapy, Ubhchfm	Kaimuki High	ModHist Hawaii SPED	History	Yes	Yes
88876556	Bdrhapy, Ubhchfm	Kaimuki High	Us Hist&Govt SPED	History	Yes	Yes
88876556	Bdrhapy, Ubhchfm	Kaimuki High	Us Hist&Govt SPED	History	Yes	Yes
88876556	Bdrhapy, Ubhchfm	Kaimuki High	W Hist&Cult SPED	History	Yes	Yes
88876556	Bdrhapy, Ubhchfm	Kaimuki High	Us History and Government	History	Yes	Yes
88876556	Bdrhapy, Ubhchfm	Kaimuki High	World History and Culture	History	Yes	Yes
88876556	Bdrhapy, Ubhchfm	Kaimuki High	World History and Culture	History	Yes	Yes
88876556	Bdrhapy, Ubhchfm	Kaimuki High	W Hist&Cult SPED	History	Yes	Yes

You can copy, print, and download your list.

Non-Highly Qualified Teacher Report - Honolulu District

State of Hawaii > Honolulu District > All Available Complex Areas All Available Complexes All Available Schools

Show 10 entries **Copy Screen** **Print Screen** **Download Options** Search: [ ] Reset Filters

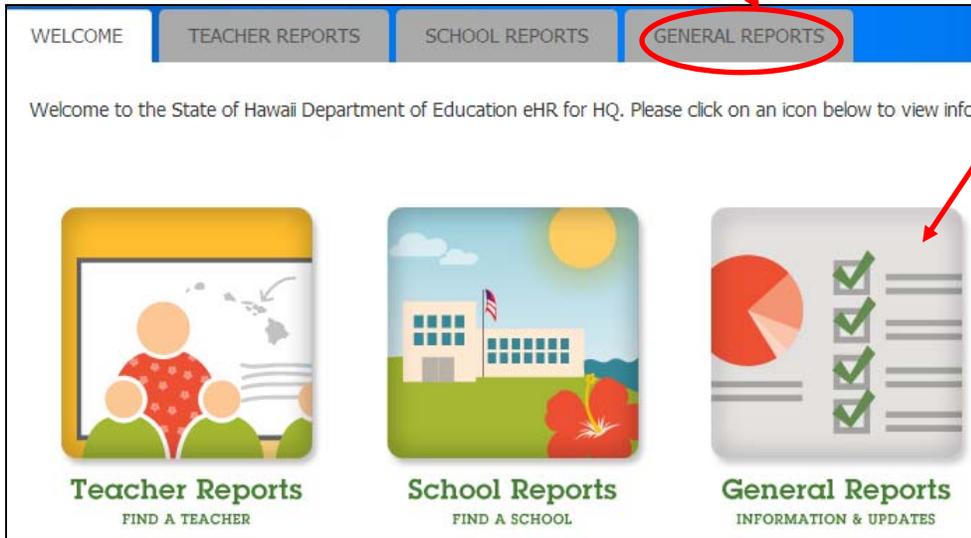
EMPLOYEE ID	TEACHER	SCHOOL	CLASS TAUGHT	NCLB SUBJECT	SPED CLASS	LICENSE
88876556	Bdrhapy, Ubhchfm	Kaimuki High	ModHist Hawaii SPED	History	Yes	Yes
88876556	Bdrhapy, Ubhchfm	Kaimuki High	Us Hist&Govt SPED	History	Yes	Yes
88876556	Bdrhapy, Ubhchfm	Kaimuki High	Us Hist&Govt SPED	History	Yes	Yes
88876556	Bdrhapy, Ubhchfm	Kaimuki High	W Hist&Cult SPED	History	Yes	Yes
88876556	Bdrhapy, Ubhchfm	Kaimuki High	Us History and Government	History	Yes	Yes
88876556	Bdrhapy, Ubhchfm	Kaimuki High	World History and Culture	History	Yes	Yes
88876556	Bdrhapy, Ubhchfm	Kaimuki High	World History and Culture	History	Yes	Yes
88876556	Bdrhapy, Ubhchfm	Kaimuki High	W Hist&Cult SPED	History	Yes	Yes



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*How to Access the HQ Substitute Teacher Report in eHR for HQ*  
**School Year 2018-2019**

For instructions on accessing the eHR for HQ site, please refer to Document 1f of the ESSA HQT Handbook.

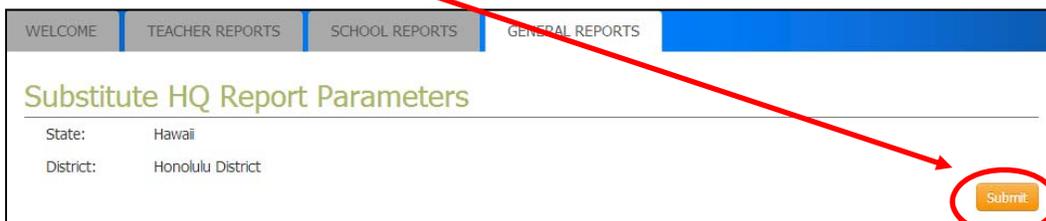
From the home screen, click on either the “General Reports” tab or the “General Reports” icon.



In the general reports page, click on the “Substitute HQ Report” icon.



The substitute teacher data is organized by districts. The system will default to the district that your school is in. Click on the “Submit” button to generate the report.



Here we see the first ten entries for substitute teachers who are Hawaii qualified in a core subject. To narrow the results further, you can use any of the filters for teacher, qualification (HQ area), qualification level (grade range), and core subject area; or you can use the “Search:” box as well.

WELCOME | TEACHER REPORTS | SCHOOL REPORTS | GENERAL REPORTS

### HQ Substitutes Report: Honolulu District

Show 10 entries Copy Screen Print Screen Download Options Search:  Reset Filters

EMPLOYEE ID	TEACHER	QUALIFICATION	QUAL LEVEL	SUBJECT	DISTRICT	PREFERRED LOCATION
2009		Highly Qualified for History	Middle Sch/Inter (5-9)	History	Honolulu District - 10	Kaimuki Middle - 116
1013		Highly Qualified for Elementary	Elementary (K-6)	Elementary	Honolulu District - 10	
1000		Highly Qualified for Arts	5th to 6th Grade	Arts	Honolulu District - 10	Kahala Elem - 114
1000		Highly Qualified for Elementary	Elementary (K-6)	Elementary	Honolulu District - 10	Kahala Elem - 114
1012		Highly Qualified for Elementary	Elementary (K-6)	Elementary	Honolulu District - 10	Kaiulani Elem - 117
1000		Highly Qualified for History	Elementary (K-6)	History	Honolulu District - 10	
1007		Highly Qualified for History	7th to 12th Grade	History	Honolulu District - 10	Kaimuki High - 115
1007		Highly Qualified for Economics	7th to 12th Grade	Economics	Honolulu District - 10	Kaimuki High - 115
1007		Highly Qualified for Civics / Government	7th to 12th Grade	Civics / Government	Honolulu District - 10	Kaimuki High - 115
1007		Highly Qualified for Geography	7th to 12th Grade	Geography	Honolulu District - 10	Kaimuki High - 115

Showing 1 to 10 of 98 entries ← First ← Previous 1 2 3 4 5 Next → Last →→

For this example, we will filter the results for a Mathematics substitute at the high school level. First, we filter on “Math.”

HQ Substitutes Report: Honolulu District

Show 10 entries Copy Screen Print Screen Download Options Search:  Reset Filters

EMPLOYEE ID	TEACHER	QUALIFICATION	QUAL LEVEL	SUBJECT	DISTRICT	PREFERRED LOCATION
2009		Highly Qualified for History	Middle Sch/Inter (5-9)	History	Honolulu District - 10	Kaimuki Middle - 116
1013		Highly Qualified for Elementary	Elementary (K-6)	Elementary	Honolulu District - 10	
1000		Highly Qualified for Arts	5th to 6th Grade	Arts	Honolulu District - 10	Kahala Elem - 114
1000		Highly Qualified for Elementary	Elementary (K-6)	Elementary	Honolulu District - 10	Kahala Elem - 114
1012		Highly Qualified for Elementary	Elementary (K-6)	Elementary	Honolulu District - 10	Kaiulani Elem - 117
1000		Highly Qualified for History	Elementary (K-6)	History	Honolulu District - 10	
1007		Highly Qualified for History	7th to 12th Grade	History	Honolulu District - 10	Kaimuki High - 115
1007		Highly Qualified for Economics	7th to 12th Grade	Economics	Honolulu District - 10	Kaimuki High - 115
1007		Highly Qualified for Civics / Government	7th to 12th Grade	Civics / Government	Honolulu District - 10	Kaimuki High - 115
1007		Highly Qualified for Geography	7th to 12th Grade	Geography	Honolulu District - 10	Kaimuki High - 115

Showing 1 to 10 of 98 entries ← First ← Previous 1 2 3 4 5 Next → Last →→

Then we filter on “7<sup>th</sup> to 12<sup>th</sup> Grade” to further narrow our results.

**HQ Substitutes Report: Honolulu District**

Show 10 entries Copy Screen Print Screen Download Options Search:  Reset: Filters

EMPLOYEE ID	TEACHER	QUALIFICATION	Q	Math	DISTRICT	PREFERRED LOC
1001	[Redacted]	Highly Qualified for Mathematics	<ul style="list-style-type: none"> <li>5th to 12th Grade</li> <li>5th to 6th Grade</li> <li>7th to 12th Grade</li> <li>Elementary (K-6)</li> <li>Middle Sch/Inter (5-9)</li> </ul>		Honolulu District - 10	
1001	[Redacted]	Highly Qualified for Mathematics	Middle Sch/Inter (5-9)	Math	Honolulu District - 10	
1013	[Redacted]	Highly Qualified for Mathematics	7th to 12th Grade	Math	Honolulu District - 10	Kaiulani Elem - 117
1000	[Redacted]	Highly Qualified for Mathematics	7th to 12th Grade	Math	Honolulu District - 10	Nuuanu Elem - 141
1001	[Redacted]	Highly Qualified for Mathematics	Middle Sch/Inter (5-9)	Math	Honolulu District - 10	Kawanakoa Middle - 126
1000	[Redacted]	Highly Qualified for Mathematics	Middle Sch/Inter (5-9)	Math	Honolulu District - 10	

Showing 1 to 6 of 6 entries

← First ← Previous 1 Next → Last →

Finally, we see our three substitute teachers that are Hawaii qualified for Mathematics at the 7<sup>th</sup> to 12<sup>th</sup> grade level. Note the “Preferred Location” entry is based on the preferred school in TSEAS, or the school that signed off on the application (104) or renewal (204) form.

**HQ Substitutes Report: Honolulu District**

Show 10 entries Copy Screen Print Screen Download Options Search:  Reset: Filters

EMPLOYEE ID	TEACHER	QUALIFICATION	QUAL LEVEL	Math	DISTRICT	PREFERRED LOCATION
1001	[Redacted]	Highly Qualified for Mathematics	7th to 12th Grade	Math	Honolulu District - 10	
1013	[Redacted]	Highly Qualified for Mathematics	7th to 12th Grade	Math	Honolulu District - 10	Kaiulani Elem - 117
1000	[Redacted]	Highly Qualified for Mathematics	7th to 12th Grade	Math	Honolulu District - 10	Nuuanu Elem - 141

Showing 1 to 3 of 3 entries

← First ← Previous 1 Next → Last →

The alternative to using the filters as mentioned above is to use the “Search:” box. By typing in “math 7<sup>th</sup>” you can get the same results as shown below.

**HQ Substitutes Report: Honolulu District**

Show 10 entries Copy Screen Print Screen Download Options Search:  Reset Filters

EMPLOYEE ID	TEACHER	QUALIFICATION	QUAL LEVEL	SUBJECT	DISTRICT	PREFERRED LOCATION
1001	[Redacted]	Highly Qualified for Mathematics	7th to 12th Grade	Math	Honolulu District - 10	
1013	[Redacted]	Highly Qualified for Mathematics	7th to 12th Grade	Math	Honolulu District - 10	Kaiulani Elem - 117
1000	[Redacted]	Highly Qualified for Mathematics	7th to 12th Grade	Math	Honolulu District - 10	Nuuanu Elem - 141

Showing 1 to 3 of 3 entries

Navigation: First Previous 1 Next Last

To review the substitute teacher’s status report, click anywhere on their name row. In this example, we are clicking on the second row.

**HQ Substitutes Report: Honolulu District**

Show 10 entries Copy Screen Print Screen Download Options Search:  Reset Filters

EMPLOYEE ID	TEACHER	QUALIFICATION	QUAL LEVEL	SUBJECT	DISTRICT	PREFERRED LOCATION
1001	[Redacted]	Highly Qualified for Mathematics	7th to 12th Grade	Math	Honolulu District - 10	
1013	[Redacted]	Highly Qualified for Mathematics	7th to 12th Grade	Math	Honolulu District - 10	Kaiulani Elem - 117
1000	[Redacted]	Highly Qualified for Mathematics	7th to 12th Grade	Math	Honolulu District - 10	Nuuanu Elem - 141

Showing 1 to 3 of 3 entries

Navigation: First Previous 1 Next Last

We are now able to view the substitute teacher’s individual status report.

Employee						
EMPLOYEE ID ▲	LAST NAME ▲	FIRST NAME ▲	NOTES ▼			
100: [REDACTED]	[REDACTED]	[REDACTED]				
Qualifications						
TYPE ▲	QUALIFICATION ▲	GRADE LEVEL ▼	SUBJECT ▼	EFFECTIVE DATE ▼	EXPIRATION DATE ▼	ADDITIONAL INFORMATION ▼
EDUC	Bach of Art (BA)		Math	1969-06-08		<b>Institution:</b> U of Hawaii At Manoa <b>State:</b> HI <b>Major:</b> Mathematics
EDUC	Prof Diploma		Math	1971-09-03		<b>Institution:</b> U of Hawaii At Manoa <b>State:</b> HI <b>Major:</b> Mathematics
HQ	Highly Qualified for Mathematics	7th to 12th Grade	Math	2012-01-30	2015-10-26	<b>State:</b> HI



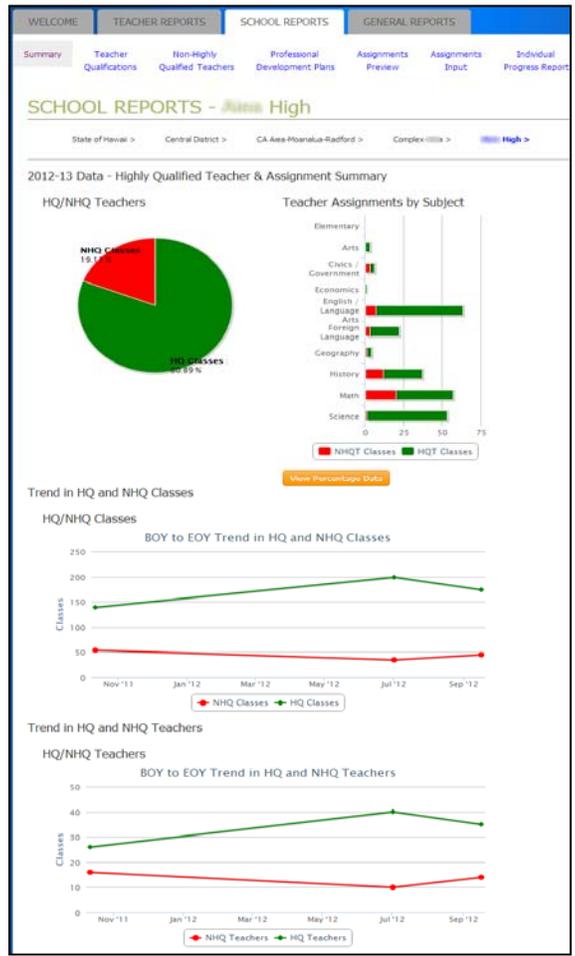
**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*How to Access the School Summary Report in eHR for HQ*  
**School Year 2018-2019**

For instructions on accessing the eHR for HQ site, please refer to Document 1f of the ESSA HQT Handbook.

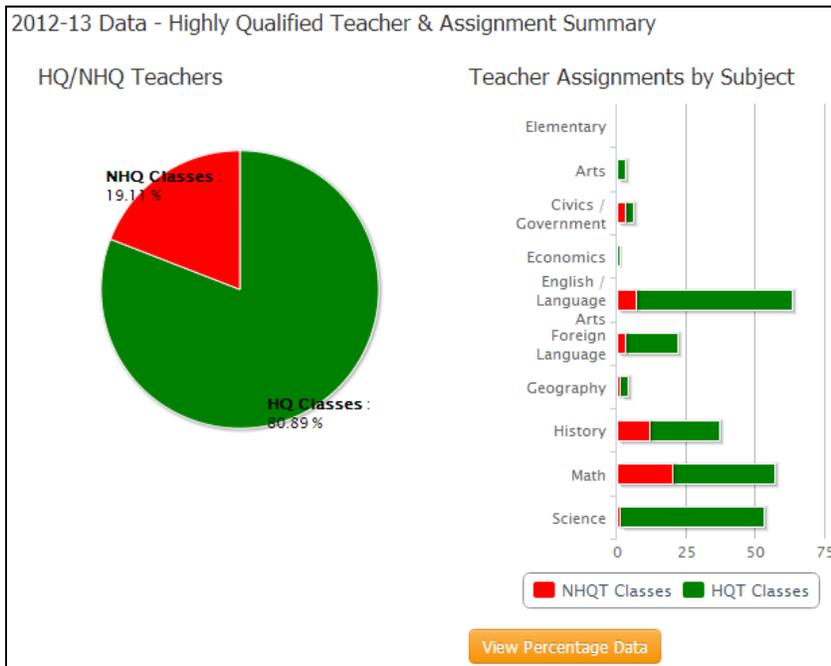
Click on the “School Reports” tab or icon to enter the school reports page.



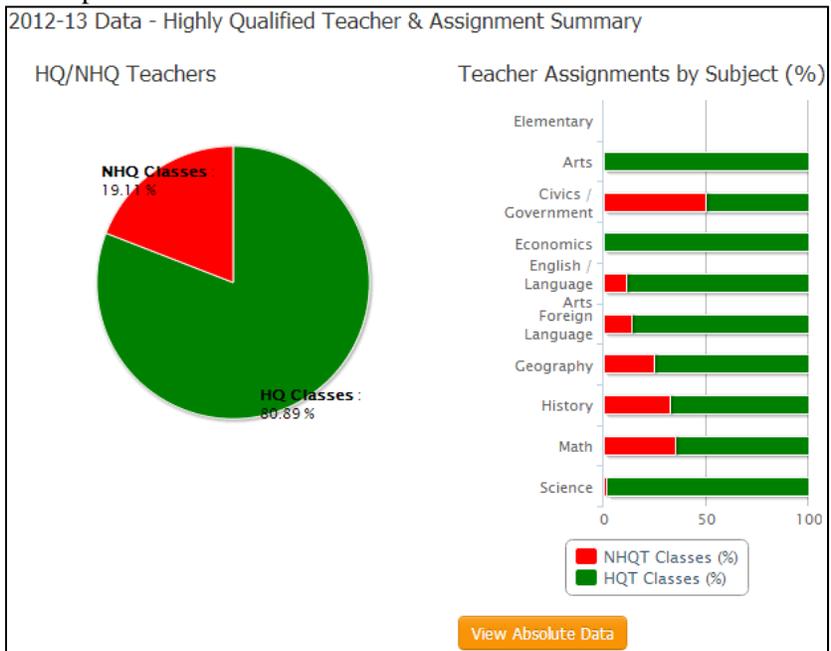
On entering the school reports page, the school summary will display. The summary includes percent HQ/NHQ, teacher assignments by subject and percent, trend of HQ/NHQ classes by beginning and end of year, and finally, the trend of HQ/NHQ teachers.



The “Teacher Assignments by Subject” toggles between class count...



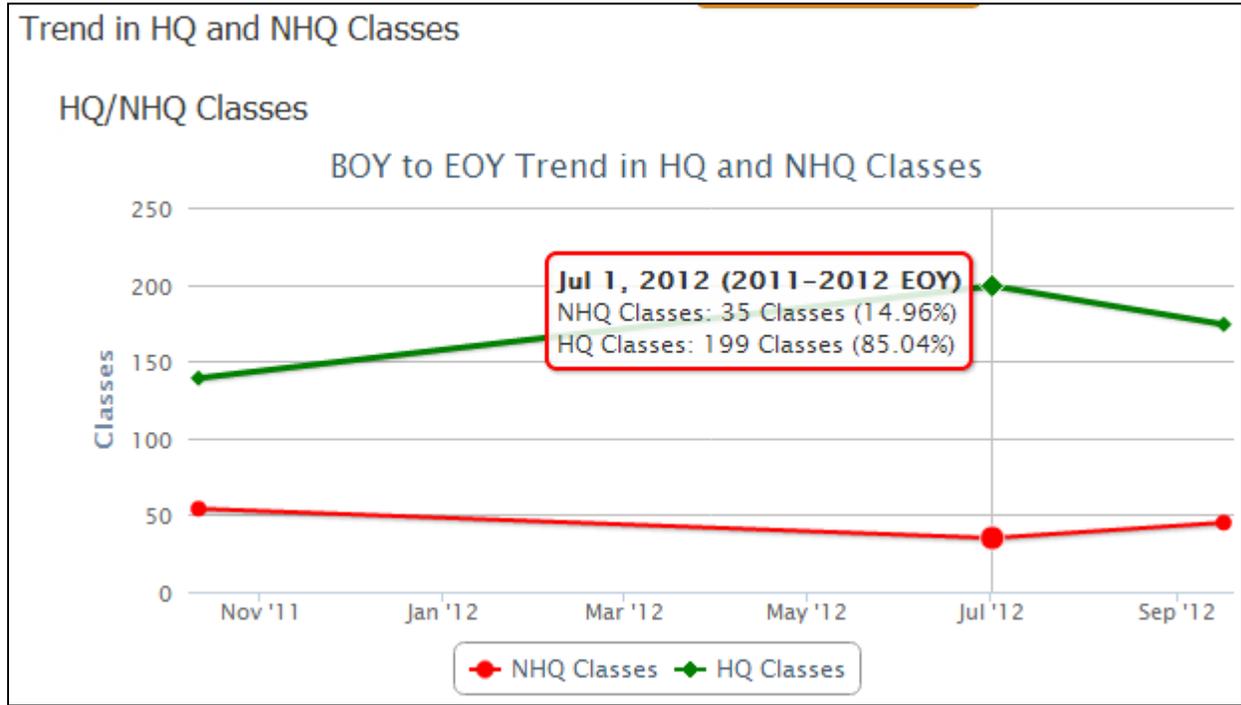
...and percent.



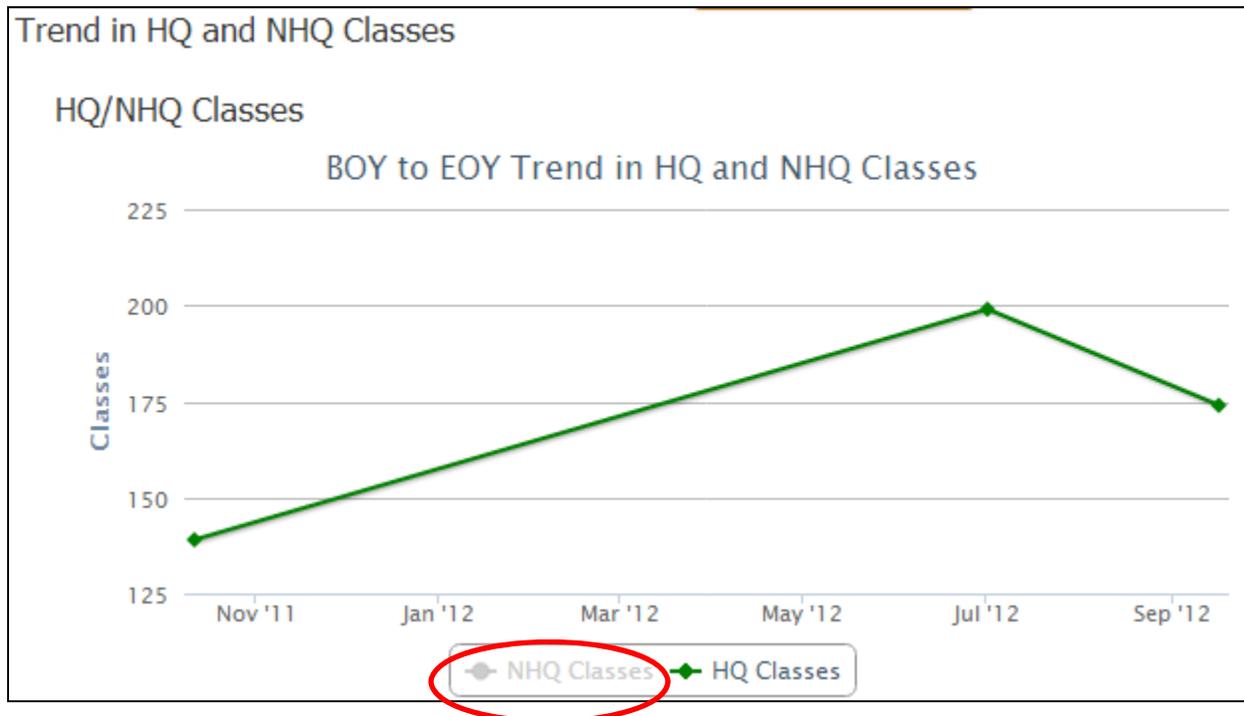
By hovering over either the green or red region of the charts, a pop-up will display the count or percent.



In the trend section of the summary page, hovering over sections of the graphs will also bring up a pop-up with details on the region the mouse cursor is closest to.



Note that by clicking on the key entry you can also toggle the display of that key element. Below we click on the “NHQ Classes” key entry to hide the NHQ classes and only display the HQ classes. Clicking the key again will toggle the display on.





**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*How to Access the Teacher Qualifications Report in eHR for HQ*  
**School Year 2018-2019**

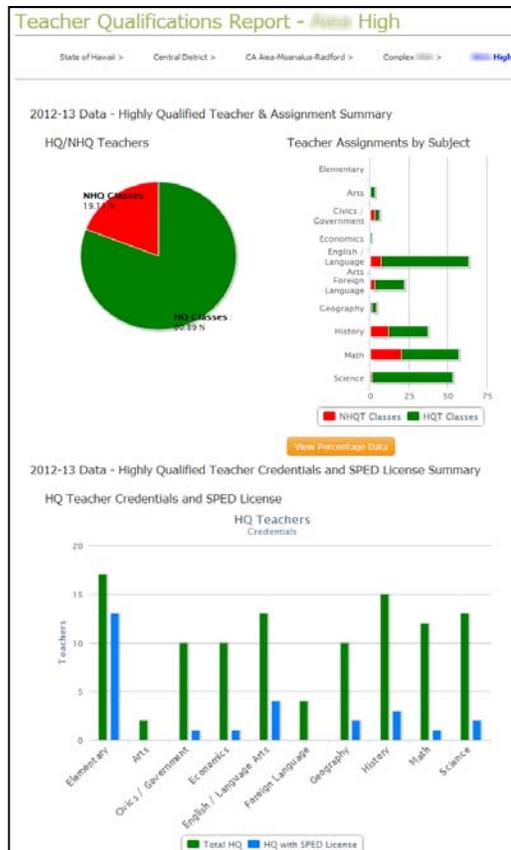
For instructions on accessing the eHR for HQ site, please refer to Document 1f of the ESSA HQT Handbook.

Within the School Reports tab, there are additional reports available in addition to the summary report for your school. The reports are as follows:

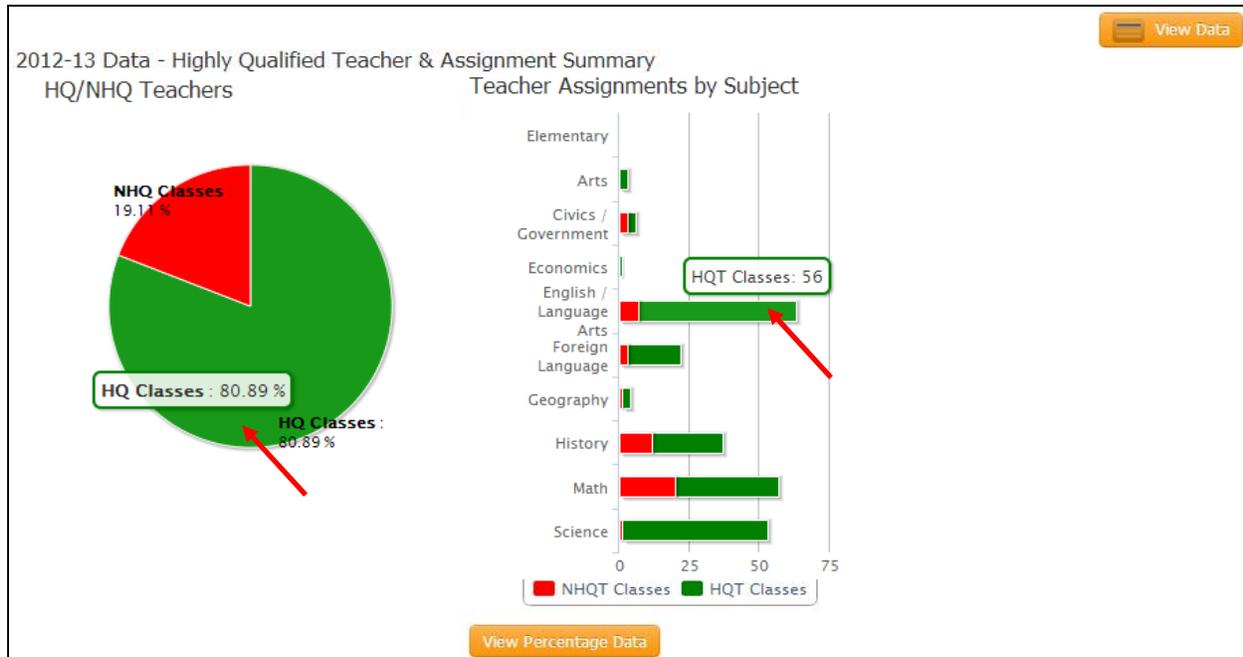
- Teacher Qualifications                      Displays HQ/NHQ teachers and HQT by subject
- Non-Hawaii Qualified Teachers            Displays list of NHQ teachers
- Professional Development Plans         Displays approved professional development plans
- Assignments Preview                        Displays assignments from SIS or eHQ (non-SIS PCS)
- Individual Progress Report                 Displays a monitoring report for your NHQ teachers



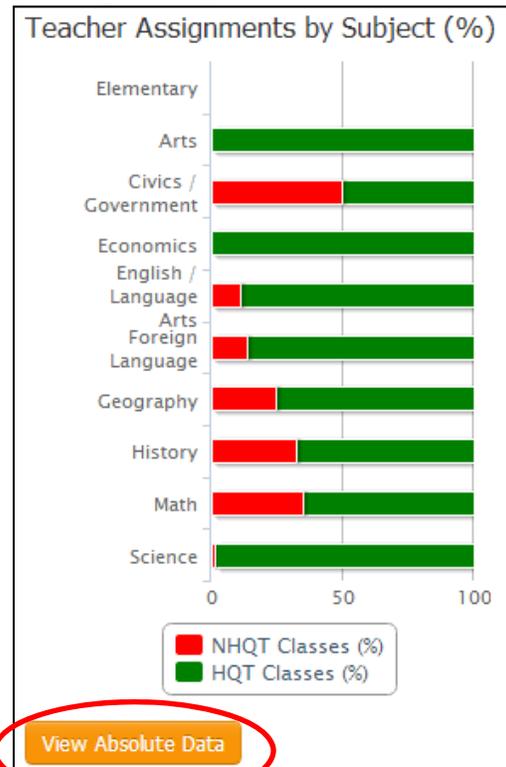
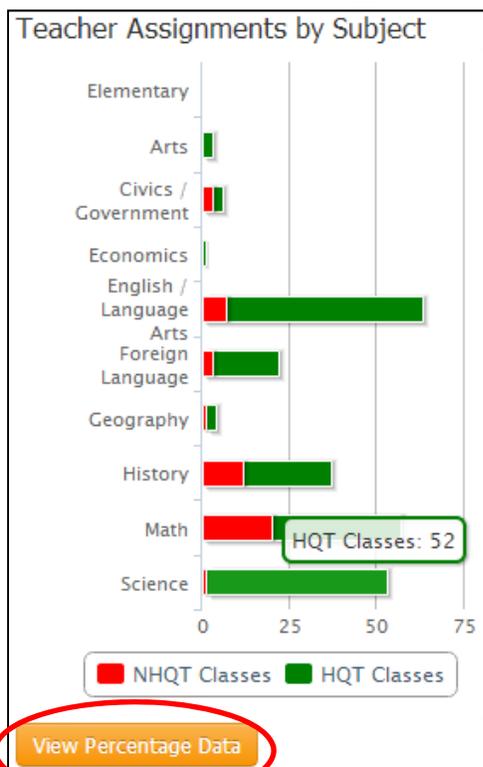
The “Teacher Qualifications” report is partially included in the summary page, and provides a school’s overall HQ/NHQ percentage and counts/percentage by core subject area. It differs from the summary in that the chart/graph allows for “drill down” to the underlying data (the teachers and their assignments or HQ records).



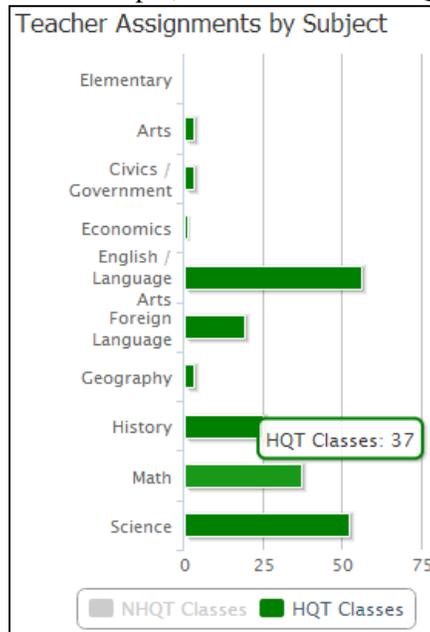
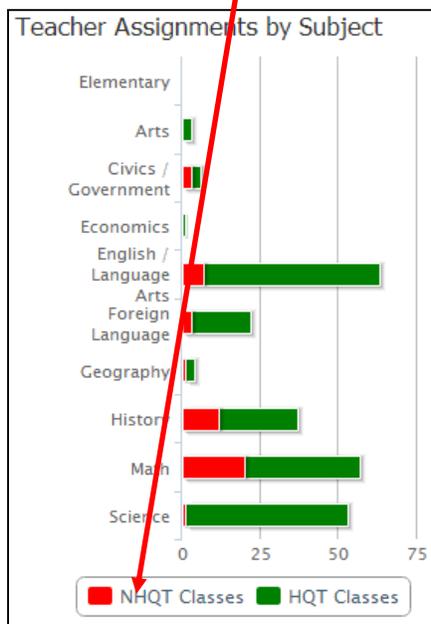
The first half of the Teacher Qualifications Report displays the HQ/NHQ class percent and core subject assignment HQ/NHQ counts. You can hover over the sections of interest to see the pop-up with percent or count information.



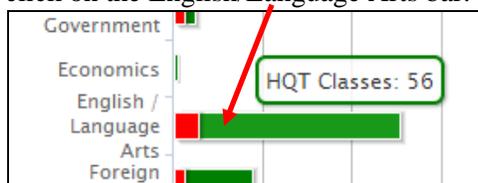
In the “Teacher Assignments by Subject” chart, clicking on the “View Percentage Data” or “View Absolute Data” button will toggle the display between counts and percentage.



By clicking on the key you can toggle off. In this example, we click on the NHQT Classes key.



As mentioned above, by clicking on the bars in the chart you can view the underlying data. Here we will click on the English/Language Arts bar:



The screen will display the teacher and assignment count. Using the search and filter tools, you can isolate a specific teacher or class.

TEACHER QUALIFICATIONS REPORT > SUBJECT DRILLDOWN

### Subject Drilldown - English / Language Arts

State of Hawaii > Central District > CA > Complex >

HIGHLY QUALIFIED TEACHERS | NON-HIGHLY QUALIFIED TEACHERS

Show 10 entries | Copy Screen | Print Screen | Download Options | Search: | Reset Filters

EMPLOYEE ID	TEACHER	SCHOOL	CLASS TAUGHT	SUBJECT	SPED CLASS
100	Highly Qualified	High	Japanese 2a	Foreign Language	No
100	Highly Qualified	High	Japanese 2a	Foreign Language	No
100	Highly Qualified	High	Japanese 2a	Foreign Language	No
100	Highly Qualified	High	English Language Arts 1 (Grade	English / Language Arts	No
100	Highly Qualified	High	English Language Arts 1 (Grade	English / Language Arts	No
100	Highly Qualified	High	English Language Arts 1 (Grade	English / Language Arts	No
100	Highly Qualified	High	English Language Arts 1 (Grade	English / Language Arts	No
100	Highly Qualified	High	English Language Arts 1 (Grade	English / Language Arts	No
100	Highly Qualified	High	English Language Arts 2 (Grade	English / Language Arts	No
100	Highly Qualified	High	English Language Arts 2 (Grade	English / Language Arts	No

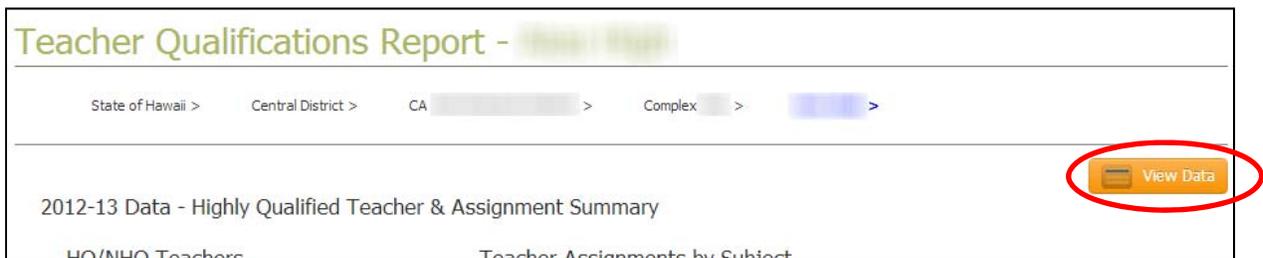
Showing 1 to 10 of 56 entries

← First | ← Previous | 1 | 2 | 3 | 4 | 5 | Next → | Last →

To return to the bar chart, do not click on the browser back arrow. Instead, click on the “TEACHER QUALIFICATIONS REPORT” link:



From the chart page, you can also click on the “View Data” button to view the summary of core subject class counts.



From the data view, you can revert back to the charts by clicking on the “View Chart” button. In the data table you can click on any of the subject rows to drill down deeper to view the individual teachers and assignment combinations.

The screenshot shows the 'Teacher Assignments by Subject' table. At the top right, a 'View Chart' button is circled in red. Below the table title, there are buttons for 'Copy Screen', 'Print Screen', and 'Download Options', and a search box. The table has the following columns: SUBJECT, TOTAL CLASSES, HQ CLASSES, HQ TEACHERS, HQ CLASSES PERCENT, NHQ CLASSES, NHQ TEACHERS, and NHQ CLASSES PERCENT. The data is as follows:

SUBJECT	TOTAL CLASSES	HQ CLASSES	HQ TEACHERS	HQ CLASSES PERCENT	NHQ CLASSES	NHQ TEACHERS	NHQ CLASSES PERCENT
Arts	3	3	1	100%	0	0	0%
Civics / Government	6	3	2	50%	3	1	50%
Economics	1	1	1	100%	0	0	0%
Elementary	0	0	0	0%	0	0	0%
English / Language Arts	63	56	10	88.89%	7	1	11.11%
Foreign Language	22	19	3	86.36%	3	1	13.64%
Geography	4	3	2	75%	1	1	25%
History	37	25	6	67.57%	12	4	32.43%
Math	57	37	7	64.91%	20	4	35.09%
Science	53	52	9	98.11%	1	1	1.89%
<b>Total</b>	<b>246</b>	<b>199</b>	<b>41</b>	<b>80.89%</b>	<b>47</b>	<b>13</b>	<b>19.11%</b>

At the bottom of the table, it says 'Showing 1 to 11 of 11 entries' and there are navigation buttons: '←← First', '← Previous', '1', 'Next →', and 'Last →→'.

In this example, we will click on the “Arts” row to view the teachers of arts classes.

**Teacher Assignments by Subject**

Copy Screen Print Screen Download Options Search:

SUBJECT	TOTAL CLASSES	HQ CLASSES	HQ TEACHERS	HQ CLASSES PERCENT
Arts	3	3	1	100
Civics / Government	6	3	2	50

Here we see the “Arts” assignments. The light colored “HAWAII QUALIFIED TEACHERS” tab indicates the current selection. The darker “NON-HAWAII QUALIFIED TEACHERS” tab indicates the non-selected group.

TEACHER QUALIFICATIONS REPORT > SUBJECT DRILLDOWN

**Subject Drilldown - Arts**

State of Hawaii > Central District > CA > Complex >

**HIGHLY QUALIFIED TEACHERS** NON-HIGHLY QUALIFIED TEACHERS

Show 10 entries Copy Screen Print Screen Download Options Search:  Reset Filters

EMPLOYEE ID	TEACHER	SCHOOL	CLASS TAUGHT	SUBJECT	SPED CLASS
		( )	General Art 2	Arts	No
		( )	Drawing and Painting 1	Arts	No
		( )	General Art 1	Arts	No

Showing 1 to 3 of 3 entries

← First ← Previous 1 Next → Last →

Here we see that the “NON-HAWAII QUALIFIED TEACHER” tab is selected.

**HIGHLY QUALIFIED TEACHERS** **NON-HIGHLY QUALIFIED TEACHERS**

Show 10 entries Copy Screen Print Screen Download Options Search:  Reset Filters

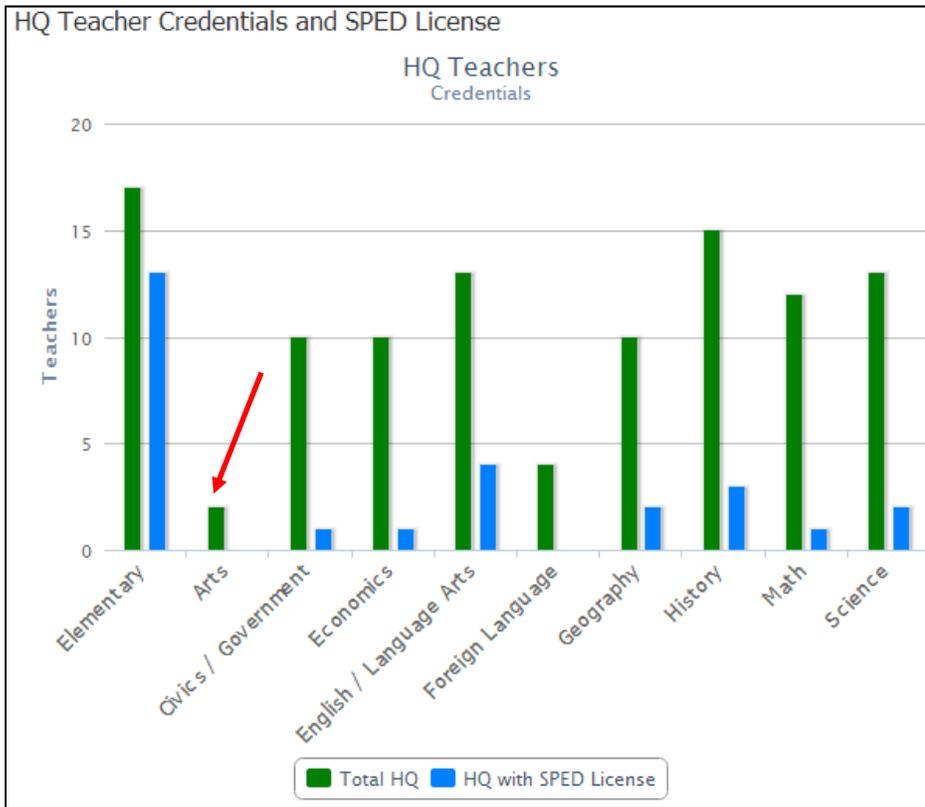
EMPLOYEE ID	TEACHER	SCHOOL	CLASS TAUGHT	SUBJECT	SPED CLASS
No data available in table					

Showing 0 to 0 of 0 entries

← First ← Previous Next → Last →

Clicking on a specific teacher’s row will display that teacher’s status report.

The second half of the “Teacher Qualifications Report” is the qualifications summary report called “HQ Teacher Credentials and SPED License” report. This report allows you to view teachers who are highly qualified in a specific subject and who are licensed in Special Education. This summary chart is in the bottom half of the Teacher Qualifications Report page. By clicking on any of the bars, you can view the underlying teachers for each subject area. Note that they are grouped by subject, so clicking on the blue or green bars will result in the same subject listing. For this example, we will click in the “Arts” link.



Here we see the details list of teachers who are Hawaii qualified in art.

TEACHER QUALIFICATIONS REPORT > CREDENTIALS DRILLDOWN BY SUBJECT

### Credentials Drilldown by Subject - Arts

State of Hawaii > Central District > CA > Complex > Arts

HIGHLY QUALIFIED TEACHERS

Show 10 entries Copy Screen Print Screen Download Options Search:

EMPLOYEE ID	TEACHER	SCHOOL	SPED CLASS
123456	TEACHER NAME	SCHOOL NAME	No
654321	TEACHER NAME	SCHOOL NAME	No

Showing 1 to 2 of 2 entries

←← First ← Previous 1 Next →→ Last →→

By clicking on the row for any teacher you can view that teacher’s status report.



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*How to Access the NHQ Teachers Report in eHR for HQ*  
**School Year 2018-2019**

For instructions on accessing the eHR for HQ site, please refer to Document 1f of the ESSA HQT Handbook.

The “Non-Hawaii Qualified Teachers” report displays all of the classes taught by non-Hawaii qualified teachers for Title II, Part A reporting purposes. The assignments captured in this report are taken from the baseline data set.



Within the report of non-Hawaii qualified teachers you can click on any row to view the teacher’s status report. You can also use the search and filtering tools to isolate a particular class, teacher, or subject.

**Non-Highly Qualified Teacher Report - *View Report***

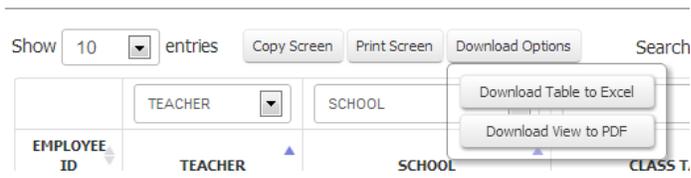
State of Hawaii > Central District > CA *View Teacher Report* > Complex > *View Report* >

Show 10 entries [Copy Screen](#) [Print Screen](#) [Download Options](#) Search:  [Reset Filters](#)

EMPLOYEE ID	TEACHER	SCHOOL	COURSE	NCLB SUBJECT	SPEI	LICE
00000001	Teacher Name	0001234 ( )	Algebra 1	Math	No	Yes
00000002	Teacher Name	0001234 ( )	Algebra 1	Math	No	Yes
00000003	Teacher Name	0001234 ( )	Algebra 1	Math	No	Yes
00000004	Teacher Name	0001234 ( )	Algebra 1	Math	No	Yes
00000005	Teacher Name	0001234 ( )	Algebra 1	Math	No	Yes
00000006	Teacher Name	0001234 ( )	Algebra 1	Math	No	Yes
00000007	Teacher Name	0001234 ( )	Math Wkshp Gr 11 SPED	Math	Yes	Yes
00000008	Teacher Name	0001234 ( )	Algebra Topics SPED	Math	Yes	Yes
00000009	Teacher Name	0001234 ( )	Probability SPED	Math	Yes	Yes
00000010	Teacher Name	0001234 ( )	Probability SPED	Math	Yes	Yes

Showing 1 to 10 of 47 entries [← First](#) [← Previous](#) 1 2 3 4 5 [Next →](#) [Last →→](#)

You can also export this report for manipulation in Excel by clicking on the “Download Options” button and selecting “Download Table to Excel.”





While the file is generated a window will pop-up.

Depending on your browser, a file will be downloaded. Here is how it will appear in Google Chrome.





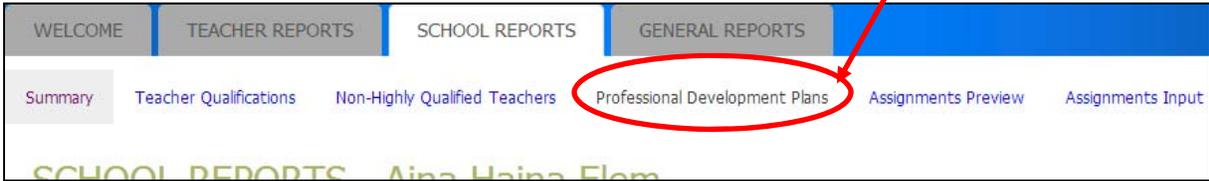
**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*How to Access Professional Development Plans in eHR for HQ*  
**School Year 2018-2019**

For instructions on accessing the eHR for HQ site, please refer to Document 1f of the ESSA HQT Handbook.

From the home screen, click on either the “School Reports” tab or the “School Reports” icon.



In the school reports page, click on the “Professional Development Plans” link.



The Professional Development Plan (PDP) report shows the list of teachers who submitted a plan which was approved by their principal or designated vice-principal.

**PDP Report - Aina Haina Elem**

State of Hawaii > Honolulu District > CA Farrington-Kaiser-Kalani > Complex-Kaiser > **Aina Haina Elem >**

Show 10 entries Copy Screen Print Screen Download Options Search: [ ] Reset Filters

EMPLOYEE ID	TEACHER	SCHOOL	ALL CORE HQ CLASSES	APPROVED PD PLAN
1011	Nakamura, Shanna K.	Aina Haina Elem (100)	No	No
1003	Narona, Christopher B.	Aina Haina Elem (100)	No	No

Showing 1 to 2 of 2 entries

← First ← Previous 1 Next → Last →

To view the teacher’s plan, you must still use the PDE3 system (<https://pde3.k12.hi.us>).



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*How to Access the Individual Progress Report in eHR for HQ*  
**School Year 2018-2019**

For instructions on accessing the eHR for HQ site, please refer to Document 1f of the ESSA HQT Handbook.

The Individual Progress Report in the School Reports tab is a report to help you monitor the progress of teachers deemed non-Hawaii qualified in the baseline snapshot. Unlike the “Non-Hawaii Qualified Teachers” report, teachers will not be removed from this report as they become Hawaii qualified. For those teachers that become HQ, the “Content Area Classes HQ” column will indicate “Yes” instead of “No.”



A teacher will have a row in the report for each core subject area for which they are not Hawaii qualified. The example below shows that teacher “N” (last two rows) is not Hawaii qualified in two subject areas (Math and Geography).

**Individual Progress Report - *[Teacher Name]***

State of Hawaii > Central District > CA *[Complex]* > Complex *[Complex]* > *[View Filter]*

Show 10 entries Copy Screen Print Screen Download Options Search:  Reset Filters

EMPLOYEE ID	TEACHER	SCHOOL	ALL CORE HQ CLASSES	SUBJECT	CONTENT AREA CLASSES HQ	PD PLAN APPROVED	HQ DOCS SUBMITTED BY 9/30	DOCUMENTS
10008922	B. [Name]	[School]	Yes	Economics	Yes	No	Yes	NBPTS, 12-OCT-12, Processed NBPTS, 24-AUG-12, No Action
20052271	C. [Name]	[School]	No	Math	No	Yes	No	
20059989	D. [Name]	[School]	No	Math	No	Yes	No	
10022866	G. [Name]	[School]	No	History	Yes	Yes	No	
10022866	G. [Name]	[School]	No	Math	No	Yes	No	
10005250	Ge. [Name]	[School]	No	History	No	Yes	No	
20057790	J. [Name]	[School]	No	History	No	Yes	No	Alternate Route to Licensure, 05-DEC-12, Approved
20057790	J. [Name]	[School]	No	Foreign Language	No	Yes	No	Alternate Route to Licensure, 05-DEC-12, Approved
20058004	N. [Name]	[School]	No	Math	No	Yes	No	
20058004	N. [Name]	[School]	No	Geography	No	Yes	No	

Showing 1 to 10 of 14 entries

← First   ← Previous   1   2   Next →   Last →→

The report shows that teacher “N” completed a Professional Development Plan. To view teacher “N”’s status report, click on either of the two rows. The “Documents” column displays the same data as the “Document Tracking” section of the teacher status report.



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*Appointment Types*  
**School Year 2018-2019**

<b>Code</b>	<b>Description</b>
1	Reg: Tenured. Asgd To Unobligated Posn. Licensed
2	Ltd: Tenured. Asgd To Oblig or Temp Posn. Licensed
4	Ltd: Probationary Appointment. Licensed
5	Ltd: TTA. Does Not Meet Min Rqmt. No SATEP/License
6	Ltd: Tenured. Asgd - Temp State/Dist Posn. Licensed
7	Ltd: Early RFL. Asgd To Non-Guar Posn. Licensed
8	OJT for School Administration. Lic Unknown
9	Ltd: Temp Teacher Appointment Agreement. Licensed
G	Educ Officer Posn. Not Qualified. Lic Unknown
Q	Dual License - Return To Special Ed. Licensed
R	Retiree Returned To Special Ed. Prev Licensed
S	State Employee at Charter School. Lic Unknown
T	Teach-For-America. Unlicensed.
V	Ltd: TTA. Meets Min Rqmt. Out of Field. Licensed
W	Ltd: TTA. Pending HTSB License. Satep/No License



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*HQT in Project-based Instructional Settings*  
School Year 2018-2019

**I. Schools that focus on project based instruction frequently differ from more traditional classes in two ways:**

1. Projects typically involve two multiple academic content areas.
2. Projects are student driven.

**II. Projects frequently consist of four stages:**

1. A student, or more commonly groups of students propose an integrated project crossing multiple content areas and academic standards the project is designed to meet. In this stage, initial research is carried out by the students as part of a written project proposal in which the students describe:
  - a. The project;
  - b. the standards or other academic criteria that will be addressed in the project;
  - c. the description and scope of the project, including evidence such as written documentation, plans, cost projections and other details to show the scope and complexity of the project; and
  - d. the evaluation upon which the project will be judged as meeting, partially meeting, or not meeting the project goals.

Teachers who serve as facilitators and academic advisors work with students in the design of the project to ensure that it is of sufficient depth and rigor to result in the academic credit proposed. They also ensure that the product that emerges from the project will be sufficient to demonstrate that the students have met the requirements of the academic standard within each of the academic core areas.

2. Student groups submit a formal written and/or oral project proposal to a group of teachers and others who are knowledgeable about the areas in which the project is aimed. This group may or may not be the same as the group that assisted the students with the preparation of the proposal. These adults listen to the proposal, look at initial research and other materials prepared for them in order to fully understand the project. They then ask questions of the students and may approve the project, ask for more information, and send the proposal back for additional refinement.
3. For successful proposals, groups of teachers and others who are knowledgeable in the areas of the project (such as scientists, artists, or other professionals, and community elders) are appointed as advisors to the students. This group may or may not be the same as that group that assisted the students with the project proposal. This group will work with the students throughout the project serving as facilitators, formative assessors, and resources during the work of the project.

4. The students present their finding and final products to a group of summative evaluators who listen, ask questions, review the submitted materials and other evidences of learning and make the final determination as to the degree to which the project goals have been met and credit to be granted. Occasionally, the final products alone are presented for review to one or more additional evaluators.

### **III. Meeting the HQ requirements:**

In order to meet the Hawaii qualified requirements, the following conditions need to be met in order to ensure that students in project based learning as described above are being taught by core academic teachers who are Hawaii qualified. To meet the Hawaii qualified requirements:

1. At least one Hawaii qualified teacher in each of the academic content areas for which academic credit or grades would be granted will serve as members of the project proposal advisory/resource team (described in 1 above).
2. At least one Hawaii qualified teacher in each of the academic content areas for which academic credit or grades would be granted will serve as members of the proposal review committee (described in 2 above).
3. At least one Hawaii qualified teacher in each of the academic content areas for which academic credit or grades would be granted will serve as members of the project advisory/resource team (described in 3 above).
4. At least one Hawaii qualified teacher in each of the academic content areas for which academic credit or grades would be granted will serve as members of the project advisory/resource team (described in 4 above).

The same Hawaii qualified teachers may or may not serve at every stage of the student's project. Depending upon the individual teacher's Hawaii qualified status, that teacher may be designated as responsible for one or more academic content areas.

### **IV. Calculating the number and percentage of HQ teachers in a project based instructional setting:**

The number and percentage of Hawaii qualified and non-Hawaii qualified teachers for each academic content class taught are reported to the US Department of Education. To calculate these data for federal reporting purposes, the following calculations will apply:

1. Each academic content area in each project shall be considered a separate class.
2. The students who are part of the project team will be considered the students in the classes within the project.
3. Each academic content area within a project will be reported separately.
4. To report that the class was taught by a Hawaii qualified teacher, conditions III-1 through III-4 must be met.

**Department of Education**

**Functions and Qualification Requirements for Part-Time Teachers (PTT) and Paraprofessional Tutors (PPT)**

Job Title	Function of PTT	ESSA Requirement for PTT
<p align="center"><b>Part-Time Teachers (PTT)</b></p>	<p><b>Direct Instruction (DIN)</b> The PTT teaches a student or group of students independent of a regular classroom teacher (e.g. pullout instruction)</p>	<p>Must be teacher licensed in subject(s) taught <b>or</b> meet ESSA teacher qualification requirements (HQT)* in the subject(s)</p> <p>*HQT requirements are available on the teacher quality website: <a href="http://hqt.k12.hi.us">hqt.k12.hi.us</a></p>
	<p><b>Direct Instructional Support (DIS)</b> The PTT, under the frequent supervision and close proximity of a regular classroom teacher, teaches a student or group of students (e.g. group instruction in the same classroom)</p>	<p>Must meet ESSA Paraprofessional requirements via one of the following:</p> <ol style="list-style-type: none"> <li>1. 48 semester credits, 100 level or higher from a regionally accredited institution of higher education, must have a minimum of:                             <ol style="list-style-type: none"> <li>a. 3 credits math, and</li> <li>b. 3 credits in English</li> </ol> </li> <li>2. Associates degree from a regionally accredited institution of higher education</li> <li>3. Passing score of 459 or higher on the ParaPro Assessment provided by Educational Testing Service</li> </ol>
	<p><b>Non-Instructional Duties (NID)</b> The PTT provides classroom, administrative, and community support (e.g. 1 – Technical Support: repairing, programming, and setting up of computers and other electronical devices; 2 – Community Support: Parent Community Networking Center; 3 – Educational Support: presenting and/or setting up workshop/training events; etc.)</p>	<p>Must meet Department qualifications for the position</p> <ol style="list-style-type: none"> <li>1. Class A – Bachelor’s degree from a regionally accredited institution of higher education</li> <li>2. Class B – Less than a Bachelor’s degree</li> </ol>

Job Title	Function of PPT	ESSA Requirement for PPT
<p align="center"><b>Para-Professional Tutors (PPT)</b></p>	<p><b>Direct Instruction (DIN)</b> Not applicable, PPTs do not provide direct instruction</p>	<p>Not applicable, PPTs do not provide direct instruction</p>
	<p><b>Direct Instructional Support (DIS)</b> The PPT, under the frequent supervision and close proximity of a regular classroom teacher, teaches a student or group of students (e.g. group instruction in the same classroom)</p>	<p>Must meet ESSA Paraprofessional requirements via one of the following:</p> <ol style="list-style-type: none"> <li>1. 48 semester credits, 100 level or higher from a regionally accredited institution of higher education, must have a minimum of:                             <ol style="list-style-type: none"> <li>a. 3 credits math, and</li> <li>b. 3 credits in English</li> </ol> </li> <li>2. Associates degree from a regionally accredited institution of higher education</li> <li>3. Passing score of 459 or higher on the ParaPro Assessment provided by Educational Testing Service</li> </ol>
	<p><b>Non-Instructional Duties (NID)</b> The PPT, under the supervision of a regular classroom teacher, performs non-instructional duties (e.g. Technical support in classroom, taking attendance, gathering class materials, setting up classroom materials and resources, duplicates worksheets for class, collects students’ assignments, etc.)</p>	<p>Must meet Department qualifications for the position</p> <ol style="list-style-type: none"> <li>1. Class A – Bachelor’s degree from a regionally accredited institution of higher education</li> <li>2. Class B – Less than a Bachelor’s degree</li> </ol>



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*Principal Quick Guide for Non Hawaii Qualified Teachers*  
School Year 2018-2019

**Step 1: Download the Site Based Technical Assistance document, 3f and HQT Assistance and Planning Checklist document, 3g.**

1. Go to Educator Quality website: [eq.k12.hi.us](http://eq.k12.hi.us)
2. Go to the heading on the left side of the page: ESSA Hawaii Qualified Teacher Handbook.
  - a. Click on the Table of Contents link
  - b. Scroll down to the School Planning Section, 3f, click on the link for the Site Based Technical Assistance document, 3f
  - c. Scroll to the HQT Assistance and Planning Checklist document, 3g, click on the Assistance and Planning Checklist
3. Review the documents
  - a. Review the steps for providing technical assistance.
  - b. Review the HQT Assistance and Planning Checklist – make sure you have a copy for each teacher identified as NHQ

**Step 2: Retrieve your Official List of Non Hawaii Qualified Teachers**

1. Login to eHR for HQ
  - a. Go to [eq.k12.hi.us](http://eq.k12.hi.us)  

  - b. Click on [Click Here](#)
  - c. Use your webmail login
2. Go to the School Reports Tab
3. Click on the Non Hawaii Qualified Teacher link

A screenshot of the eHR for HQ website. The top navigation bar includes "WELCOME", "TEACHER REPORTS", "SCHOOL REPORTS", and "GENERAL REPORTS". Below this, a secondary navigation bar lists "Summary", "Teacher Qualifications", "Non-Hawaii Qualified Teachers" (highlighted), "Professional Development Plans", "Assignments Preview", "Assignments Preview Summary", and "Assignments Input". Underneath, there are links for "Individual Progress Report" and "Equity Plan Report". The main content area shows a breadcrumb trail: "WELCOME > SCHOOL REPORTS > NON-HAWAII QUALIFIED TEACHERS REPORT". Below the breadcrumb, a message states: "The 'Non-Hawaii Qualified Teachers' screen displays all classes identified as being taught by a Non-Hawaii Qualified teacher." The title of the report is "Non-Hawaii Qualified Teachers Report - Department of Education".

### Step 3: Qualification Analysis

1. Click on the first teacher on your NHQT List, this will take you to the teacher's status report

TEACHER FIRS	SCHOOL FIRST LETTER	COURSE FIRST LETTER	SUBJECT FIRS	SPED	LICEN	
EMPLOYEE ID	TEACHER	SCHOOL	CLASS TAUGHT	SUBJECT	SPED CLASS	LICENSE
			Automotive Technology I	CTE- Industrial and Engineering Technology	No	Yes
			Mathematics Workshop, Grade 10	Math	No	No
			Mathematics Workshop, Grade 10	Math	No	No
			Geometry	Math	No	No
			Mathematics Workshop, Grade 10	Math	No	No

### Status Report:

Employee							
EMPLOYEE ID	LAST NAME	FIRST NAME	NOTES				
Qualifications							
TYPE	QUALIFICATION	GRADE LEVEL	SUBJECT	EFFECTIVE DATE	EXPIRATION DATE	ADDITIONAL INFORMATION	
EDUC	Bach of Science			2015-05-10		State: HI Major: Mathematics	
Qualification Events							
QUALIFICATION EVENT	INSTITUTION	COURSE	DATE	CREDITS	TYPE OF CREDIT	HOUSSE POINTS	SUBJECT
Under Graduate Course	Hawaii Pacific U	MATH 1105	2009-12-31	3	Semester	12	Math
Under Graduate Course	Hawaii Pacific U	PHYS 1000	2010-05-31	3	Semester	12	Science

2. Review the teacher's status report for:
  - a. Scroll to the bottom of the status report and review the "NHQ Assignments."
  - b. Go back up to the "Qualifications" section on the status report.
  - c. Compare the "Qualifications" and "Qualification Events" sections on the status report to the **HQT Assistance and Planning Checklist** for the subject area(s) the teacher is NHQ.
3. Review the ACCN Crosswalk document, 1b, look for the course that the teacher is NHQ, and determine if s/he has a license or other content equivalency for the course.
4. Meet with each NHQ teacher. Inform teacher that currently s/he appears on the NHQT list.

5. Inquire if there are other documents (see table on HQT Assistance and Planning Checklist) that can be submitted.
6. If the teacher appears to meet the HQT requirements, s/he should download the appropriate form(s) from the **Toolkit section** of the **ESSA Hawaii Qualified Teacher Handbook**.
7. Assist teachers with completing the forms and
8. Send completed form(s) and supporting documentation to the Educator Quality Section, P.O. Box 2360, Honolulu, HI 96804
9. Repeat “Step 3” for all the teachers on your NHQT List.

#### **Step 4: Professional Development Plans**

1. HQ PDPs are not required, but highly recommended, especially if teacher(s) will be reimbursed for eligible activities.
2. Instructions on how to complete the HQ PDP can be found on the Teacher Quality site, document, 2d and 2e, HQ Professional Development Plan Resource Guide and HQ Professional Development Plan Instructions.

#### **Step 5: Send Parent Letter**

1. After completing your analysis if the teacher is still NHQT, you will need to send the “Notice to Parent of Non Hawaii Qualified Teacher.”
2. Letters can be generated from the eHR for HQ NHQT List or

**Non-Highly Qualified Teachers Report - Campbell High**

State of Hawaii > Leeward District > CA Campbell-Kapolei > Complex-Campbell > Campbell High

Progress Report Print NHQ Letters

Show 10 entries Copy Screen Print Screen Download Options Search: Reset Filters

EMPLOYEE ID	TEACHER	SCHOOL	CLASS TAUGHT	SUBJECT	SPED CLASS	LICENSE
			Math Wkshp Gr 11 SPED	Math	Yes	Yes
			Math Wkshp Gr 9 SPED	Math	Yes	Yes

3. Download a template for the Teacher Quality site, document 3h

#### **Additional Assistance:**

Should you require additional assistance, please follow the HQT Assistance Protocol:

1. Contact your school Designee or Complex Area Designee. If you are unable to resolve your issue/inquiry then
2. Contact Educator Quality (fka HQT) Section 808-441-8499 or via email at [hqt@notes.k12.hi.us](mailto:hqt@notes.k12.hi.us).

**Title II A**  
**ESSA HAWAII QUALIFIED**  
**TEACHER HANDBOOK**

**Section 2**  
**HQT Toolkit**



# HQ DOCUMENTATION COVERSHEET

DEPARTMENT OF EDUCATION  
Office of Talent Management  
EQ Section  
P.O. Box 2360 Honolulu, HI 96804

## I. EMPLOYEE INFORMATION

Name: \_\_\_\_\_ Employee ID: \_\_\_\_\_  
Last First M.I.  
Tel#: \_\_\_\_\_ Email: \_\_\_\_\_ School/Office: \_\_\_\_\_

## II. HQ DESIGNATION INFORMATION

Check the grade span for which HQ designation is sought:  PK-K  PK-3  K-6  6-8  6-12  K-12

Are you currently licensed in Hawaii to teach at these grade levels?  
 Yes  No Do not complete this form. Contact HTSB for licensing requirements

Check **ONE (1)** subject in which you are currently assigned and seeking HQ designation:  
 Art  English/Language Arts  CTE: \_\_\_\_\_  Other: \_\_\_\_\_  
 Elementary  Mathematics  Foreign Language: \_\_\_\_\_  
 Elementary Special Education  Science  Social Studies: \_\_\_\_\_

Check here if you have (select only one (1)):  
 A current National Board Certification in the content area (except MC Generalist for middle school teachers)  
- Attach a copy of certificate  
 Passed the designated PRAXIS II in the content area  
- Attach a copy of PRAXIS examinee score report

Earned a major in the content area or thirty (30) semester credits in the content area  
- Complete "HQ Content Area Course Identification" form (DOE OTM 700-003) **AND attach official transcripts.**

For teachers with an "effective" or better teacher performance rating and earned thirty (30) semester credits in areas of elementary curriculum  
- Complete "HQ Content Area Course Identification" form (DOE OTM 700-003) **AND attach official transcripts.**

For teachers with an "effective" or better teacher performance rating and earned seventy-five (75) points through the ESSA Rubric  
- Complete "ESSA Rubric" (DOE OTM 700-002) and submit relevant documentation.

**Final HQT status is determined by DOE upon verification of the information submitted/indicated on this form and supporting documentation. Final approval will be reflected on <http://hqt.k12.hi.us>.**

## III. EMPLOYEE AND SCHOOL CERTIFICATION

**By signing this statement, I certify that I have accurately reported the information herein.** I understand that misrepresentation or falsification of information supplied on this form may result in sanctions including termination from employment and/or professional discipline. I agree to retain copies of all documentation related to HQ designation for future reference by the Hawaii DOE.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
MM/DD/YYYY

**VERIFICATION BY SCHOOL OFFICIAL:** By signing this statement, I certify that I have reviewed all attached documentation and validated that the information herein is correctly reported. I agree to retain copies of all documentation related to HQ designation in the teacher's yellow jacket for review during periodic Title II monitoring and to forward this documentation to any DOE school to which this teacher may transfer. I also certify that I have furnished the original of this form to the DOE OTM, EQ Section.

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
MM/DD/YYYY



# ESSA RUBRIC FORM

DEPARTMENT OF EDUCATION  
Office of Talent Management  
EQ Section  
P.O. Box 2360 Honolulu, HI 96804

This form must be accompanied by the "HQ Documentation Coversheet" (Form DOE OTM 700-001) and all necessary documentation/evidence. All documentation must be clearly identified and labeled.

**I. EMPLOYEE INFORMATION**

Name: \_\_\_\_\_ Employee ID: \_\_\_\_\_  
Last First M.I.

II. LAST EES RATING: \_\_\_\_\_ Date: \_\_\_\_\_

**III. CONTENT - MINIMUM 70 POINTS REQUIRED**

Content must be within the field of discipline in which the teacher seeks certification.

**PROFESSIONAL DEVELOPMENT**

**Teaching Experience in Content Area (Principal verification via signature on Form DOE OTM 700-001)**

Experience must be within the past 5 years.

School Year	School	State	Content Area (e.g., English, math, science)	# of Years (max 3 yrs)	Pts Per Year	# of years x 5 Total Points (max 15 pts)
					5	
					5	
					5	
<b>Section Subtotal</b>						

**Higher Education Course Credit at an accredited institution**

Undergraduate credit = 4 pts per semester credit or 2.67 pts per quarter credit. Graduate credit = 5 pts per semester or 3.33 per quarter.

<b>Total # of HQ points per eHR for HQ Status Report (obtained by principal or designee)</b>	
<b>*Additional HQ points not reflected on eHR for HQ Status Report</b>	
<b>Total estimated # of HQ points</b>	

\*Additional credits must be verified. Please submit completed "HQ Content Area Course Identification Form" (DOE OTM 700-003) and official transcripts.

**Pre-requisites for Content Area (Community College or equivalent level courses under 100 level)**

**ATTACH OFFICIAL TRANSCRIPT(S)**

College	Course #	Course Name	Date	Points per Course	Total Points (max 10 pts)
<i>Sample - Hawaii Community</i>	<i>Math 024</i>	<i>Elementary Algebra I</i>	<i>Fall 2001</i>	5	
				5	
				5	
<b>Section Subtotal</b>					

**Professional Development in Content Area - DOE HQT professional development credit through PDE<sup>3</sup>**

**ATTACH DOE COURSE COMPLETION DOCUMENTS (Maximum 6 points allowed per course)**

Date of PD	Course # and Section#	PDE <sup>3</sup> Course Title	# of Credits	Points per Credit	Total Points (max 36 pts)
			3	2	
			3	2	
			3	2	
			3	2	
<b>Section Subtotal</b>					

**Professional Development in Content Area - Workshops, In-services, Conferences**

Five (5) points per event. Must be content-area focused (excluding methods, instructional strategies, and pedagogy).

**ATTACH AGENDA AND EVIDENCE OF ATTENDANCE**

Date of PD	PD Course # and Section #	Title	Presenter/Organization	Points per Event	Total Points (max 10 pts)
				5	
				5	
				<b>Section Subtotal</b>	

**Awards, Presentations, Publications in Content Area - ATTACH DESCRIPTION AND EVIDENCE**

Date of Award, Presentation, Publication	Title of Award, Presentation, or Publication	Points per item	Total Points (max 10 pts)
		5	
		5	
		<b>Section Subtotal</b>	

**Standardized Exam in Content Area**

Five (5) points for a passing score on a standardized content exam. Exam must have been taken within the last five years.

**ATTACH A COPY OF SCORE REPORT**

Date of Test	Name of Exam	Points	Total Points
		5	
		<b>Section Subtotal</b>	

**Total Content Points:** \_\_\_\_\_

**IV. PEDAGOGY - MINIMUM 5 POINTS REQUIRED**

Pedagogy is defined as methods related to curriculum and instruction such as standards-based instruction, assessment, and grading. Pedagogy should include content-specific methods.

**Higher Education Methods Course in Content Area**

One (1) point per 3 credit course.

**ATTACH OFFICIAL TRANSCRIPT(S)**

College	Course #	Course Name	Date	Points per Course	Total Points (max 5)
				1	
				1	
				1	
				<b>Section Subtotal</b>	

**Higher Education Credits in Education/Pedagogy/Curriculum and Instruction**

One (1) point per 3 credit course.

**ATTACH OFFICIAL TRANSCRIPT(S)**

College	Course #	Course Name	Date	Points per Course	Total Points (max 5)
				1	
				1	
				1	
				<b>Section Subtotal</b>	

**PDE<sup>3</sup> Credits in Content Specific Pedagogy**

One-half (.50) point per course.

Date of PD	Course # and Section#	PDE <sup>3</sup> Course Title	Points per Course	Total Points (max 5)
			.50	
			.50	
			.50	
			.50	
			.50	
			<b>Section Subtotal</b>	

**PDE<sup>3</sup> Pedagogy Credits in Non-Content Area**

One-half (.50) point per course.

Date of PD	Course # and Section#	PDE <sup>3</sup> Course Title	Points per Course	Total Points (max 5)
			.50	
			.50	
			.50	
			.50	
			.50	
			<b>Section Subtotal</b>	

**Workshops or National Conferences in Content Specific Pedagogy**

One (1) point per workshop.

Date of PD	PD Course # and Section #	Title	Presenter/Organization	Points per Workshop	Total Points (max 5)
				1	
				1	
				1	
				<b>Section Subtotal</b>	

Total Pedagogy Points: \_\_\_\_\_

V. TOTAL POINTS EARNED (75 POINTS REQUIRED) \_\_\_\_\_

**VI. TEACHER AND PRINCIPAL VERIFICATION**

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

MM/DD/YYYY

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

MM/DD/YYYY



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Highly Qualified Teacher**  
*ESSA Rubric Reference Guide*  
**School Year 2018-19**

The table below identifies how teachers may earn points for completed professional development, identifies the documentation required, and the point system. The examples should be used to guide the teacher and principal in determining applicable professional development activities. **The ESSA Rubric may only be used by teachers who are licensed in Hawaii and have an “effective” or better teacher performance rating.**

### ESSA Rubric

<b>Content Specific Professional Development – Minimum of 70 Points Required</b>		
<b>Teaching Experience in the Content Area</b>		
<b>Description</b>	<b>Point Value</b>	<b>Examples of Documentation</b>
<p>Contracted teaching experience at a K-12 public school or private school in the elementary curriculum or content area. Experience may be either in-state or out-of-state, but must be within the past five years.</p> <p>Academic content instructor at an institution of higher education.</p> <p><i>Note re Social Studies: Experience teaching history, economics, geography, or civics can be used for all social studies areas.</i></p>	<p>5 points for each year of experience in the content area.</p> <p><i>Maximum of 15 points (3 years)</i></p> <p><i>Note: A full year equals two semesters. One semester equals 2.5 points.</i></p>	<p>K-12 instruction: Principal verification via signature on Form DOE OTM 700-001</p> <p>College level instruction: Verification letter from institution <b>or</b> completed DOE OTM 700-008 – Verification of Academic Content Instructor at Institution of Higher Learning</p>
<b>Professional Development in the Content Area</b>		
<b>Description</b>	<b>Point Value</b>	<b>Examples of Documentation</b>
<p>For middle/high classes: College coursework* in the content area (not education credits or pedagogy)</p>	<p>Undergraduate credit = 4 points per semester credit or 2.67 points per quarter credit.</p> <p>Graduate credit = 5 points per semester credit or 3.33 per quarter credit.</p>	<p>Official transcript from an accredited institution of higher education</p>
<p>For elementary: College coursework* in areas of the elementary curriculum (English/language arts [including reading and writing], mathematics, science, civics/government, economics, geography, history, and art)</p>	<p>Undergraduate credit = 4 points per semester credit or 2.67 points per quarter credit.</p> <p>Graduate credit = 5 points per semester credit or 3.33 per quarter credit.</p>	<p>Official transcript from an accredited institution of higher education</p>

\*Courses must be equivalent to courses numbered 100 or above, earned at a regionally accredited college or university, and allowed as part of a degree program

<b>Description</b>	<b>Point Value</b>	<b>Examples of Documentation</b>
Completed college course numbered below the equivalent of 100 in the content area	5 points per course <i>Maximum of 10 points</i>	Official transcript from an accredited institution of higher education
Completed qualifying professional development course designated by DOE as HQT eligible through PDE <sup>3</sup>	3 credits x 2 points (not to exceed 6 HQ points per course)  Beginning 7/1/2017, HOUSSE points will no longer be accepted; points will be awarded using the calculation above.  <i>Maximum of 36 points</i>	Completion of courses verified on PDE <sup>3</sup> transcript
Attended workshops, in-services, and national conferences in the content area (example: PRAXIS preparation workshop).  Each event must be the equivalent of one day; anything less than one day will be prorated.	5 points per event  <i>Maximum of 10 points</i>	Course description or agenda <i>and</i> certificate of completion or other evidence of attendance
<b>Awards, Presentations, Publications in the Content Area</b> (maximum 10 points allowed)		
<b>Description</b>	<b>Point Value</b>	<b>Examples of Documentation</b>
National and state teacher award	5 points	Copy of official documentation indicating award
Content presenter at a district, complex, state, or national level conference	5 points	Copy of program or agenda
Grant recipient for activities in the content area	5 points	Copy of grant letter
Content area presenter at local in-service or workshop	5 points	Copy of program or agenda
Content article published in regional, state, or national journal	5 points	Copy of published article
Passing score on standardized content exam (e.g. GRE subject exam or content exam required in another state for licensure)	5 points; exam must have been taken within the last 5 years	Copy of score report

**Pedagogy – Minimum of 5 Points Required**

Description	Point Value	Examples of Documentation
<p>Completed college methods course in the content area that demonstrates understanding of one area within a discipline</p> <p>Course must be grade level specific (e.g. methods course focused on secondary level for teachers seeking HQ status at the secondary level)</p>	<p>1 point per 3 credit course</p>	<p>Official transcript from an accredited institution of higher education</p>
<p>Completed college course in education/pedagogy/curriculum and instruction that demonstrates understanding of a specific pedagogy or theory of education (generic courses not focused on a specific content area)</p>	<p>1 point per 3 credit course</p>	<p>Official transcript from an accredited institution of higher education</p>
<p>Completed PDE<sup>3</sup> course in content specific pedagogy (e.g. social studies, science, math, art, ELL, SPED)</p> <p>Course must be grade level specific (e.g. methods course focused on secondary level for teachers seeking HQ status at the secondary level)</p>	<p>.50 points per course</p>	<p>Completion of course verified on PDE<sup>3</sup> transcript</p>
<p>Completed PDE<sup>3</sup> course in a non-content area (e.g. instructional strategies, standards) that addresses general/foundational pedagogy not specific to a content area</p>	<p>.50 points per course</p>	<p>Completion of courses verified on PDE<sup>3</sup> transcript</p>
<p>Attended workshop or national conference in content specific pedagogy</p>	<p>1 point per workshop or conference</p>	<p>Course description or agenda <i>and</i> certificate of completion or other evidence of attendance</p>



**HAWAII DEPARTMENT OF EDUCATION**  
**Hawaii Qualified Teacher**  
*HQ Professional Development Plan Resource Guide*  
School Year 2018-2019

The HQ Professional Development Plan (PDP) is an optional tool that teachers may choose to use to outline activities that will help them become ESSA Hawaii qualified. Although the HQ PDP is optional, completion of a plan is recommended, especially for those teachers seeking reimbursement for professional development activities that will enable them to meet HQ requirements.

School principals oversee the development and implementation of PDPs for teachers who have not met the designation of Hawaii qualified. The plan, developed jointly with the teacher, should include quarterly activities leading towards earning HQ designation in the content area identified, as well as the support that the school and complex area will provide to assist the teacher in carrying out the plan.

The PDP is submitted to and approved by the school principal. Teachers who are not Hawaii qualified in multiple content areas should work towards HQ status in at least one content area per year. Final approval of the Professional Development Plan will be reflected on the teacher's HQT Status Report via the eHR for HQ website at <http://hqt.k12.hi.us>.

Professional Development Plans are completed online via the PDE<sup>3</sup> website at <https://pde3.k12.hi.us>. Before the teacher initiates their plan online, they should first consult with their school principal, as he/she will be required to complete the review and approval of the plan online as well.

The following are some suggestions and sample PDP forms to assist in writing a complete and acceptable professional development plan. The plan should outline quarterly activities that demonstrate active pursuit of HQ status, and address one NHQ content area for which the teacher is not Hawaii qualified.

- I. FOR A TEACHER WITHOUT A STATE APPROVED TEACHER EDUCATION PROGRAM (SATEP), include:
  - A. Date of enrollment into a SATEP, name of SATEP college, and anticipated completion date
  
- II. FOR A TEACHER WITH A SATEP BUT NO LICENSE, include:
  - A. HTSB requirements for licensure
  - B. Target date to achieve each requirement
  - C. Target date for submission of license application
  
- III. FOR A SPED TEACHER WITH NO SPED LICENSE, include:
  - A. HTSB requirements for SPED license
  - B. Target date to achieve each requirement
  - C. Praxis II exam number and date
  - D. Target date for submission of license application

- IV. FOR A LICENSED TEACHER, but NHQ in one or more subjects currently teaching, include:
- A. Praxis II exam number and date of test administration, OR
  - B. Target date of activities for HQ points, including course name(s) and number(s)

Example 1:

Qtr 1 - Register for Windward Praxis 435 workshop

Qtr 2 - Attend Windward Praxis workshop, November 7, 2018

Qtr 3 - Take Praxis 435, content knowledge, General Science 6-12 on January 12, 2019

Qtr 4 - Will retake Praxis in May 2019 if did not pass

- How activities will result in HQ status: Passing Praxis 435 = HQ Science 6-12
- Resources provided by school or complex area to support the plan: School will reimburse \$25.00 for Praxis workbook and \$130 for passing Praxis 435

Example 2:

Qtr 1 - Register for PDE<sup>3</sup> course SCI53080=11 HQ pts; begin July 2018

Qtr 2 - Complete course Dec 2018

Qtr 3 - Will submit ESSA rubric docs and form DOE OTM 700-001 in Dec 2018

- How activities will result in HQ status: 70 accumulated pts + 11 pts PDE<sup>3</sup> course will equal 81 HQ pts, and an HQ in Science 6-12 (A minimum of 75 pts is required for the ESSA rubric.)
- Resources provided by school or complex area to support the plan: School will reimburse \$50.00 for PDE<sup>3</sup> course

- V. TEACHER ADDING A FIELD to expand license to include another grade span, include:
- A. HTSB requirements for adding a field
  - B. Target date to achieve each requirement
  - C. Target date for submission of license application

# Sample online PDP #1

[<< Back](#)    [Close Reopen Activity](#)

### Initial Teacher Professional Development Plan for EE Teacher7, test

**Select Content Area & Grade Span**

Click "Save" frequently to prevent losing data. Required fields are notated in RED.

[Edit](#)    [Delete](#)

Employee ID	
Name	EE Teacher7, test
*Content Area	Elementary Education
*Grade Span	K-6
*What route will you take to become highly qualified?	Praxis II Subject Assessment
Planned Activities for August through October	Study for Praxis 5003 and 5004. Purchase study guides.
Planned Activities for November through January	Take Praxis tests on December 13, 2017.
Planned Activities for February through April	If I did not pass one or more tests, I will attend Praxis prep workshop on March 15, 2018.
Planned Activities for May through July	Retake Praxis test(s) on May 20, 2018.
Approximate Total Cost of Activities	\$300
How will the above activities, taken together, result in meeting the ESSA Hawaii Qualified Teacher designation?	I am currently licensed in SPED K-12. I have taken and passed Praxis 5002 and 5005. Upon completion of remaining Praxis elementary tests, I will be content proficient for Elementary K-6.
Identify resources to be provided by school or complex area to support the plan.	School to hire substitute teacher for the day of my test. Complex will reimburse for study guides and Praxis tests, if passed.
*By submitting this plan, I agree to carry out the activities as described herein and I agree to retain copies of all documentation related to ESSA HQT designation for future reference by the Hawaii Department of Education. I understand that misrepresentation or falsification of information supplied on this form may result in sanctions including disciplinary action up to and including termination from employment	I agree

**Save Instructions**

TO SAVE AND SUBMIT ONLINE PD PLAN: Click on Save & Exit button. Scroll to the top of the page, place cursor on the Action menu and click on submit. Plan will be sent to your principal for approval.

\* Required

## Sample online PDP #2

PDE3-Educate, Empower, Enrich | hawaiiteacherstandardsboard.org

https://pde3.k12.hi.us/U/P/Channel/-/ExternalChannel?\_ct=ProfessionalGrowth&Path=%2Ffia%2Fapp%2Fgpp%2F... Search

Home Observer Calibration **Professional Growth** Learning Opportunities Induction/Mentoring Help Educator Effectiveness My Staff Administration

### HQ PD Plan 2017-2018

<< Back Close Reopen Activity

#### Initial Teacher Professional Development Plan for EE Teacher9, test

Select Content Area & Grade Span

Click "Save" frequently to prevent losing data. Required fields are noted in RED.

Edit Delete

Employee ID	
Name	EE Teacher9, test
*Content Area	Mathematics
*Grade Span	6-12
*What route will you take to become highly qualified?	License - Add a Field
Planned Activities for August through October	Contacted HTSB about adding a field to include grades 9-12 to my current Math 6-8 license. HTSB requires verification of one year of teaching experience in new field plus Praxis score report in new content area.
Planned Activities for November through January	Study for Praxis 5161.
Planned Activities for February through April	Take Praxis 5161 on 2/21/18. If I need to retake test, will do so on 4/14/18.
Planned Activities for May through July	Will submit to HTSB verification of one year of teaching in new field plus score report for Praxis 5161.
Approximate Total Cost of Activities	\$150
How will the above activities, taken together, result in meeting the ESSA Hawaii Qualified Teacher designation?	Passing score on Praxis subject assessment and one year of teaching experience in new field will enable me to add the Math 6-12 license to my current Math 6-8 license.
Identify resources to be provided by school or complex area to support the plan.	Complex area will reimburse me for passed Praxis exam.
*By submitting this plan, I agree to carry out the activities as described herein and I agree to retain copies of all documentation related to ESSA HQT designation for future reference by the Hawaii Department of Education. I understand that misrepresentation or falsification of information supplied on this form may result in sanctions including disciplinary action up to and including termination from employment	I agree
Save Instructions	TO SAVE AND SUBMIT ONLINE PD PLAN: Click on Save & Exit button. Scroll to the top of the page, place cursor on the Action menu and click on submit. Plan will be sent to your principal for approval.

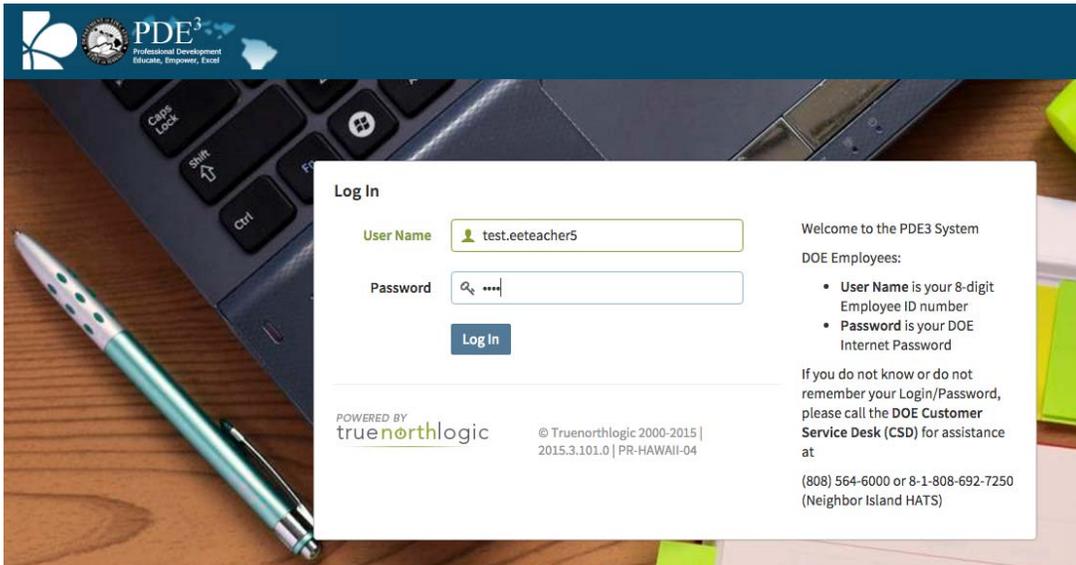
\* Required



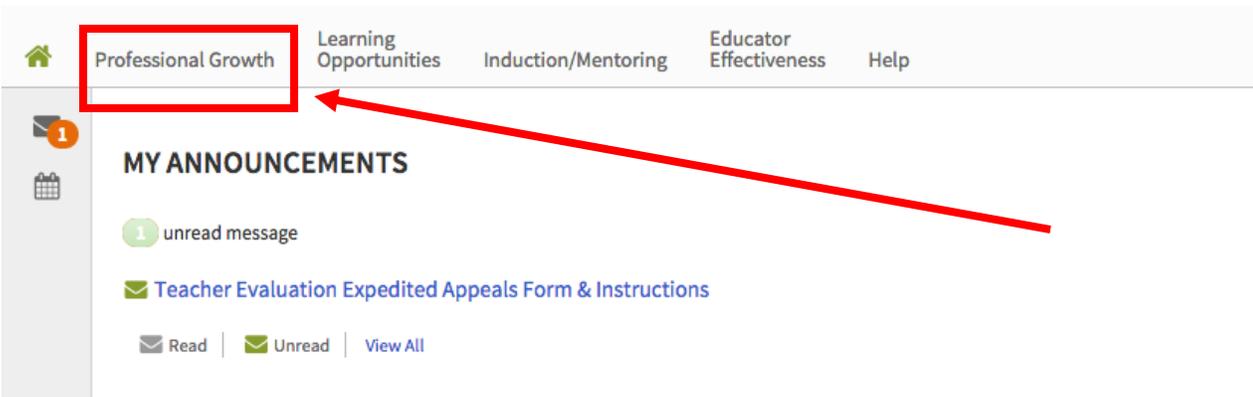
**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Highly Qualified Teacher**  
*Online HQ Professional Development Plan Instructions*  
 School Year 2018-2019

**HQ PDP Teacher Steps in PDE<sup>3</sup>**

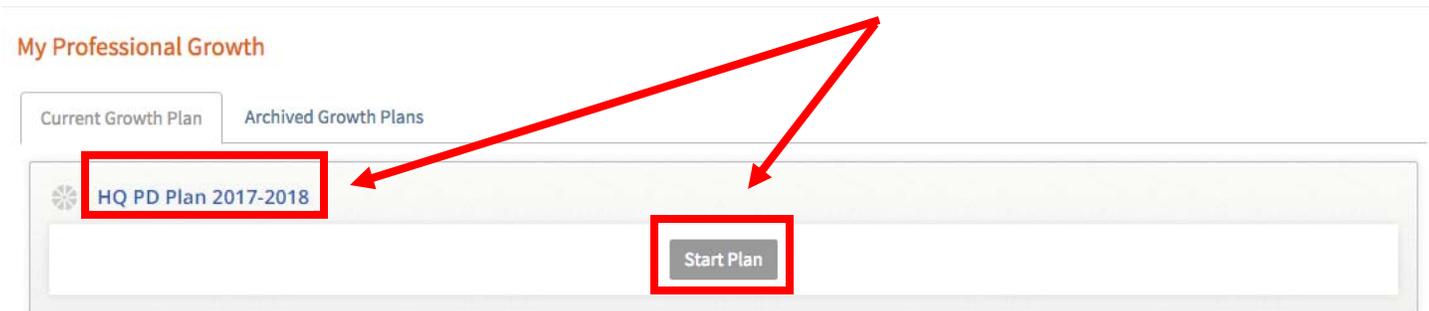
Log into PDE<sup>3</sup> (<https://pde3.k12.hi.us>) using your employee ID and your DOE password. If you do not know your DOE password, contact the Customer Service Desk (CSD) at 564-6000.



From the personalized home page, click on the “Professional Growth” link.

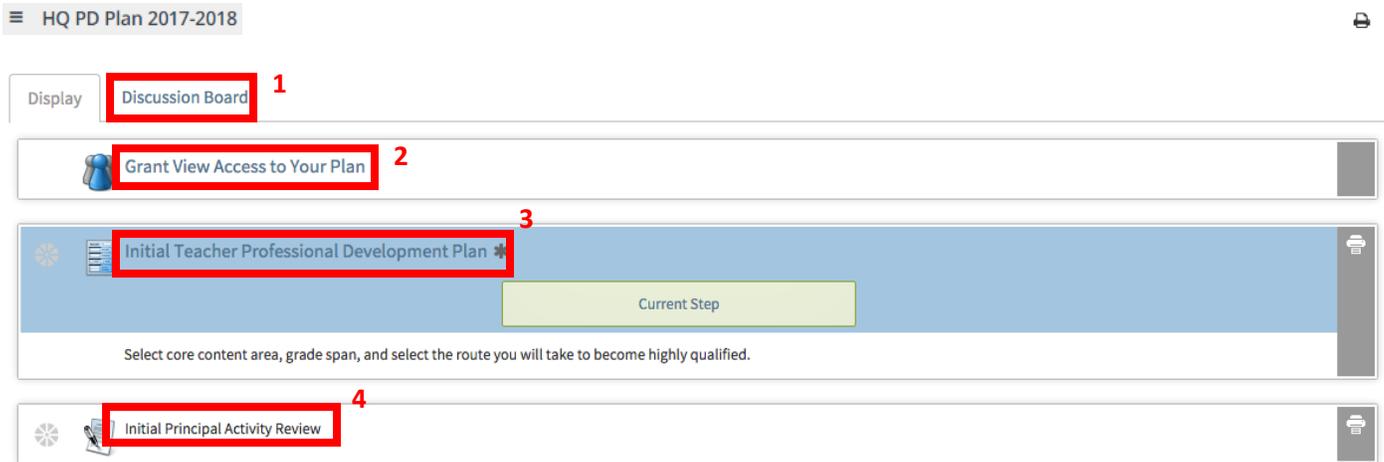


Within the “My Professional Growth” section, click on the “HQ PD Plan 2018-2019” link or “Start Plan” button.



There are four parts to the HQ PD Plan:

- 1) **Discussion Board** – used to share messages between your HQ Designee and/or school administrator
- 2) **Grant View Access** - to add your designee or anyone else in PDE<sup>3</sup> to view your plan
- 3) **Initial Teacher PDP** – where you will create your plan
- 4) **Initial Principal Activity Review** – where your principal will approve your plan



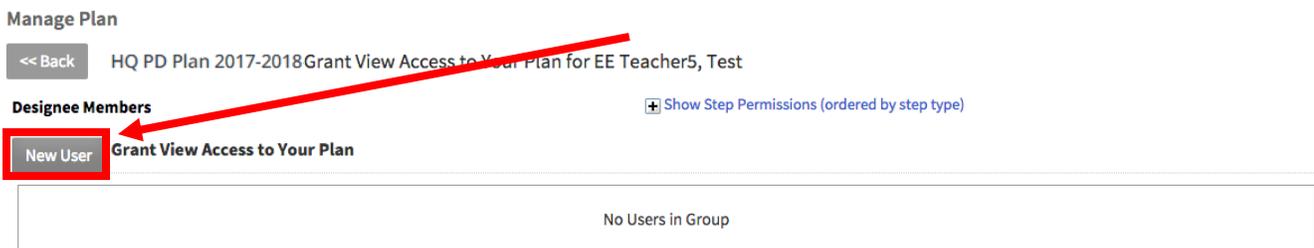
### Starting your HQ PDP

The usual steps of a PDP is that you 1) grant access to your school/complex designee, 2) you complete your plan and then 3) submit your plan to your principal who then reviews/approves your plan.

Start first by adding your HQ designee. Click on the “Grant View Access to Your Plan” link.



Click on the “New User” button to bring up the search screen to find your designee or principal.



In the search window, type the designee or principal's name and press the "Search" button.

**Member User Search**

First Name:

Last Name:

Your search results will display below the search criteria.

**Member User Search** ✕

First Name:

Last Name:

Name	Email	Site	District	County	Region	Demographics
<input type="checkbox"/> Test Principal		Test School	Test Complex	Test Complex Area	Test District	Principal

Click on the check box and then the "Add Selected Users" button.

**Member User Search** ✕

First Name:

Last Name:

Name	Email	Site	District	County	Region	Demographics
<input checked="" type="checkbox"/> Test Principal		Test School	Test Complex	Test Complex Area	Test District	Principal

Visually confirm the addition of the users you have granted view rights to or click on the “Remove” button to remove the view access user.

**Designee Members** [+ Show Step Permissions \(ordered by step type\)](#)

New User **Grant View Access to Your Plan**

Name	Email	Added By	
1. Test Principal		Test EE Teacher5 on 08/10/2015	<a href="#">Remove</a>

After adding view rights to those that you need to, click on the “<<Back” button to return to the plan steps page.

**Manage Plan**

[<< Back](#) HQ PD Plan 2017-2018:Grant View Access to Your Plan for EE Teacher5, Test

**Designee Members** [+ Show Step Permissions \(ordered by step type\)](#)

New User **Grant View Access to Your Plan**

Name	Email	Added By	
1. Test Principal		Test EE Teacher5 on 08/10/2015	<a href="#">Remove</a>
2. test teacher1	noreply@truenorthlogic.com	Test EE Teacher5 on 08/10/2015	<a href="#">Remove</a>

Once that the plan steps page, click on the “Initial Teacher Professional Development Plan” link or “Current Step” button to start completing your plan in PDE<sup>3</sup>.

☰ HQ PD Plan 2017-2018 

Display [Discussion Board](#)

 [Grant View Access to Your Plan](#)

 [Initial Teacher Professional Development Plan](#) \* 

[Current Step](#)

Select core content area, grade span, and select the route you will take to become highly qualified.

  [Initial Principal Activity Review](#) 

Don't get confused by the ‘Click “Save” frequently...’ message as once you are in the “Edit” mode you will see the save button.

To start your plan click on the “Edit” button.

HQ PD Plan 2017-2018

<< Back

Print Forms

Initial Teacher Professional Development Plan for EE Teacher5, Test

Select Core Content Area & Grade Span

Click "Save" frequently to prevent losing data.

Edit

Employee ID

Name EE Teacher5, Test

Select Core Content Area --Select One--

Grade Span --Select One--

What route will you take to become highly qualified? --Select One--

Planned Activities for August through October

Planned Activities for November through

One more thing to note is that the “Print Forms” button has an “Action Menu” pull-down button next to it. You will need to use this pull-down menu when you “Submit” your plan to your principal. If you do not submit your plan your principal cannot approve your plan.

HQ PD Plan 2017-2018

Action Menu

<< Back

Print Forms

Initial Teacher

Print Forms

Submit

Professional Development Plan for EE Teacher5, Test

Select Core Content Area & Grade Span

Click "Save" frequently to prevent losing data.

Edit

In the edit mode the screen will change where the plan pull-down menus and text-boxes become active. Here we see the “Content Area” text box. Notice the “Save,” “Save & Exit” and “Cancel” buttons at the bottom of the screen. You will need to use them correctly to ensure that you do not lose any of your data.

The screenshot shows a form titled "Select Content Area & Grade Span" with the following fields and controls:

- Employee ID
- Name: EE Teacher1, Test
- \* Content Area: A large text box, currently empty, highlighted with a red border.
- \* Grade Span (Check the grade span for which HQ designation is): A dropdown menu showing "--Select One--".
- Buttons at the bottom: Save, Save & Exit, and Cancel.

A red arrow points from the "Save & Exit" button to the "Content Area" text box.

We will now start the form. Type the content area you are completing your PDP in the “Content Area” text box.

The screenshot shows the same form as above, but with the following changes:

- The "Content Area" text box now contains the word "Mathematics".
- The "Content Area" label and the text box itself are highlighted with a red border.
- The "Save & Exit" button is no longer visible.

Next we select the grade span that the PDP is for using the “Grade Span” pull-down menu.

Employee ID

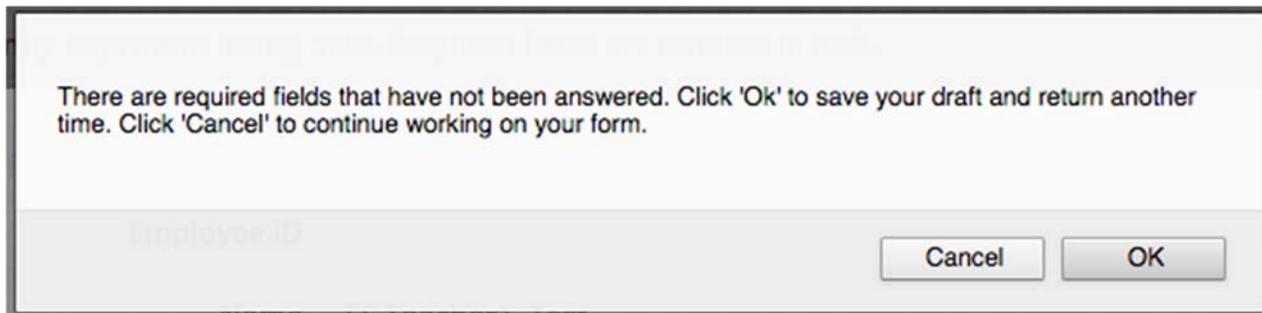
Name EE Teacher1, Test

\* Content Area Mathematics

\* Grade Span  
(Check the grade span for which HQ designation is sought)

--Select One--  
PK-3  
K-6  
6-8  
6-12  
K-12

At this point we will show how you can stop and save your plan to go back to the PDP steps page. Here we click on the “Save & Exit” button. The application will check to see if the fields with an asterisk were completed, if not you will see the message below and the incomplete asterisk fields highlighted in yellow.



After clicking on “OK” we now see the PDP display page with the three fields that we did complete as filled.

Select Core Content Area & Grade Span

Click "Save" frequently to prevent losing data.

Edit

Employee ID

Name EE Teacher5, Test

Select Core Content Area Mathematics

Grade Span 6-12

What route will you take to become highly qualified? --Select One--

We go further back to the PDP steps page by clicking on the “<<Back” button. Notice that the status “pie” icon is now icon partially filled.

Display Discussion Board

Grant View Access to Your Plan

Initial Teacher Professional Development Plan \*  
Last Status Update - 08/10/2015 @ 1:12 AM

Current Step

Select core content area, grade span, and select the route you will take to become highly qualified.

Initial Principal Activity Review

To get back to your plan to finish it, click on either the “Initial Teacher Professional Development Plan” link or the “Current Step” button. Click on the “Edit” button to get back to the edit mode of the plan.

<< Back Print Forms

Initial Teacher Professional Development Plan for EE Teacher5, Test

Select Core Content Area & Grade Span

Click "Save" frequently to prevent losing data.

Edit

Employee ID

Name EE Teacher5, Test

Select Core Content Area Mathematics

Grade Span 6-12

What route will you take to become highly qualified? --Select One--

Here in the edit mode we have selected the “Praxis II Subject Assessment” route and will be completing the activities portion of the plan.

Employee ID

Name EE Teacher5, Test

\* Select Core Content Area Mathematics

(Select ONE (1) subject in which you are currently assigned but not yet Highly Qualified)

\* Grade Span 6-12

(Check the grade span for which HQ designation is sought)

\* What route will you take to become highly qualified? Praxis II Subject Assessment

Planned Activities for August through October

Comments

In the activities portion of the form, type in the activities you will be doing to become HQ. Here we can see the first three activity quarters.

Planned Activities for August through October	Will be signing up for Praxis preparation course, request purchase or borrow Praxis exam study materials and sign up for practice Praxis exams.	Comments	
Planned Activities for November through January	Will be taking the preparation course and take practice Praxis exam. I will be studying for the actual Praxis exam as well.	Comments	
Planned Activities for February through April	Will be taking the Praxis exam.	Comments	

Save Save & Exit Cancel

This next screenshot shows the activities for the fourth quarter as well as the approximate cost and finally how the activities will make you highly qualified for the subject you are currently not highly qualified for.

Planned Activities for May through July	Upon passing the Praxis exam will submit scores to HQT unit and request reimbursement for Praxis examination fee.	Comments	
Approximate Total Cost of Activities	400		
How will the above activities, taken together, result in earning the HQ designation?	With my bachelor's degree, licenses in grade 6 to 12 and the mathematics Praxis II exam I will be HQ for mathematics in grade 6 to 12.		

The last text box to complete is to identify resources to be provided by your school or complex area to help you become highly qualified in the core subject area initially selected.

Approximate Total Cost of Activities

How will the above activities, taken together, result in meeting the ESSA Hawaii Qualified Teacher designation?

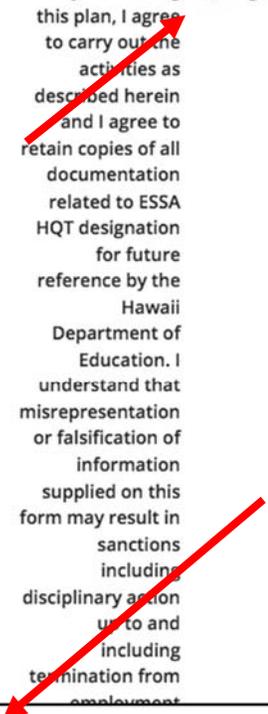
Identify resources to be provided by school or complex area to support the plan.



The second to the last step in the edit mode of the plan is to click on the “agreement” check box. Once you click on the check box, click on the “Save & Exit” button to return to the display mode of your plan.

\* By submitting  I agree

this plan, I agree to carry out the activities as described herein and I agree to retain copies of all documentation related to ESSA HQT designation for future reference by the Hawaii Department of Education. I understand that misrepresentation or falsification of information supplied on this form may result in sanctions including disciplinary action up to and including termination from employment



In the display mode of the plan, review your selections and text. If you need to edit your plan, use the “Edit” button to enter the edit mode to change anything in your plan.

HQ PD Plan 2017-2018

<< Back Print Forms

Initial Teacher Professional Development Plan for EE Teacher5, Test

Select Core Content Area & Grade Span

Click "Save" frequently to prevent losing data.

Edit

Employee ID	
Name	EE Teacher5, Test
Select Core Content Area	Mathematics
Grade Span	6-12
What route will you take to become highly qualified?	Praxis II Subject Assessment
Planned Activities for August through October	Will be signing up for Praxis preparation course, request purchase or borrow Praxis exam study materials and sign up for practice Praxis exams.
Planned Activities for November through January	Will be taking the preparation course and take practice Praxis exam. I will be studying for the actual Praxis exam as well.
Planned Activities for February through April	Will be taking the Praxis exam.
Planned Activities for May through July	Upon passing the Praxis exam will submit scores to HQT unit and request reimbursement for Praxis examination fee.
Approximate Total Cost of Activities	400
How will the above activities,taken together, result in earning the HQ designation?	With my bachelor's degree, licenses in grade 6 to 12 and the mathematics Praxis II exam I will be HQ for mathematics in grade 6 to 12.
Identify resources to be provided by school or complex area to support the plan.	materials and funds
By submitting this plan, I agree to carry out the activities as described herein and I agree to retain copies of all documentation related to HQ designation for future reference by the Hawaii Department of Education. I understand that misrepresentation or falsification of information supplied on this form may result in sanctions including disciplinary action up to and including termination from employment	I agree

Save Instructions TO SAVE AND SUBMIT ONLINE PD PLAN: Click on Save & Exit button. Scroll to the top of the page, place cursor on the Action menu and click on submit. Plan will be sent to your principal for approval.

Once you have reviewed your plan and are ready to submit it to your principal, click on the “Action Menu” triangle button in the “Print Forms” pull-down and select “Submit.”

HQ PD Plan 2017-2018

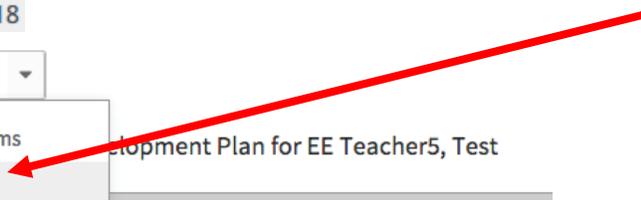
<< Back Print Forms

Initial Teacher Professional Development Plan for EE Teacher5, Test

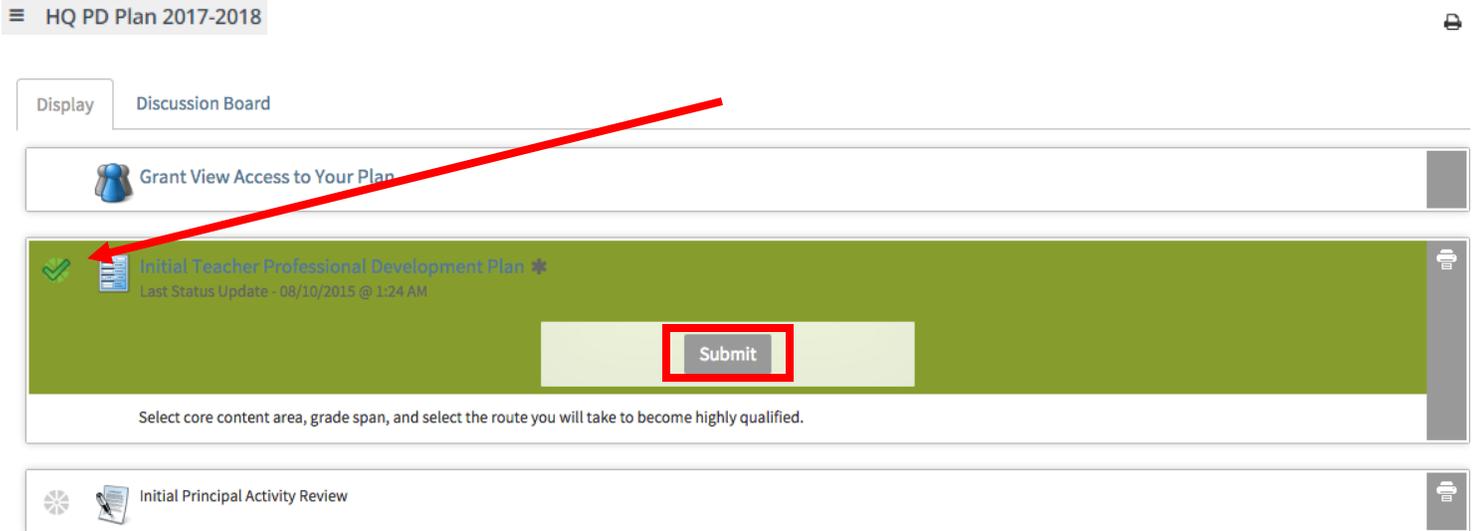
Select Core Content Area & Grade Span

Click "Save" frequently to prevent losing data.

Print Forms  
Submit

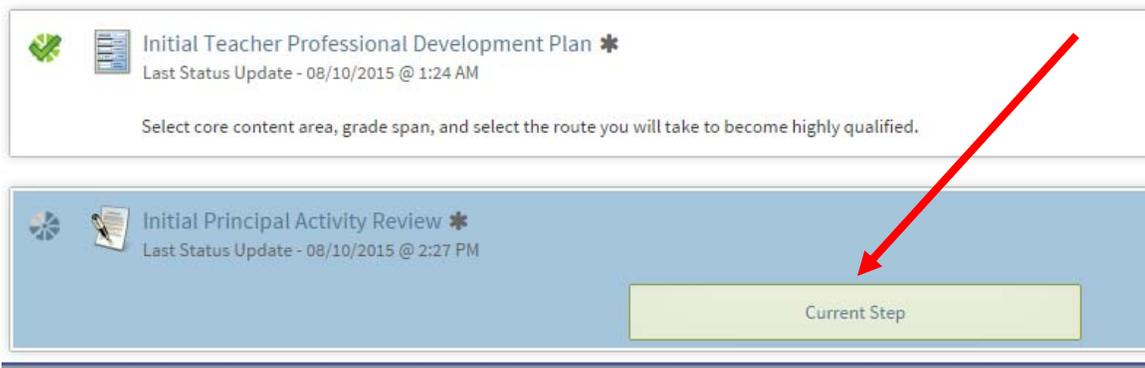


You are then returned to the PDP steps page. Notice that the status pie icon is now filled with a check mark over it. This indicates that the form is complete.

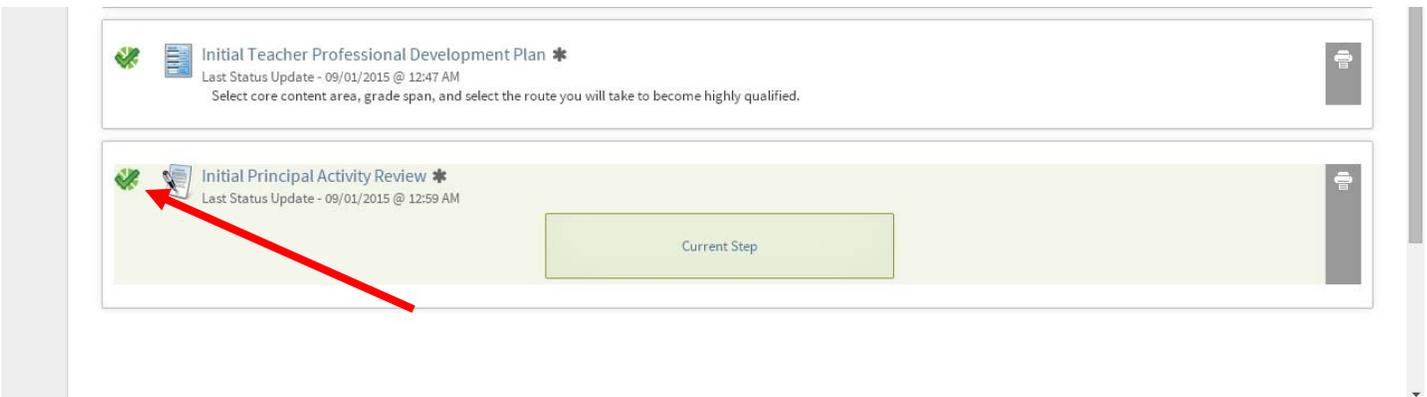


Notice that the “Submit” button still available in the above image. This indicates that the HQT PDP was actually completed but not submitted. This is a common problem, so do not forget to submit your plan.

The image below is what you should see after completing and submitting your plan as a teacher, the “Current Step” is now in the principal’s step of the plan.



Once your principal has approved your plan, you will see the complete pie icon with the green check mark.



## HQ PDP Principal Steps in PDE<sup>3</sup>

Here we are now in the PDP steps page and the principal's "Initial Principal Activity Review" link and the "Current Step" button is active.

As a principal, you should click into the "Initial Principal Activity Review" link or "Current Step" button to enter the plan.

The screenshot shows the 'HQ PD Plan 2017-2018' interface. At the top, there are navigation tabs: Learning Opportunities, Induction/Mentoring, Help, Professional Growth, Educator Effectiveness, and My Staff. A 'Test Principal' button is visible in the top right. Below the navigation, the main content area displays the plan details for 'Growth Plan for EE Teacher5, Test.' There are two main sections: 'Initial Teacher Professional Development Plan' and 'Initial Principal Activity Review'. The 'Initial Principal Activity Review' section is highlighted in blue and labeled as the 'Current Step'. Two red arrows point to the 'Initial Principal Activity Review' link and the 'Current Step' button.

While in the "display mode" of the plan, the principal can review the plan first before moving to approval.

The screenshot shows the 'View Activity' page for the 'HQ PD Plan 2015-2016 Initial Principal Activity Review for EE Teachers, Test'. The page is divided into several sections: 'Principal Certification', 'Planned Activities for August through October', 'Planned Activities for November through January', 'Planned Activities for February through April', 'Planned Activities for May through July', 'Approximate Total Cost of Activities', 'How will the above activities taken together, result in earning the HQ designation?', 'Identify resources to be provided by school or complex area to support the plan.', 'By submitting this plan, I agree to carry out the activities as described herein and I agree to retain copies of all documentation related to HQ designation for future reference by the Hawaii Department of Education. I agree understand that misrepresentation or fabrication of information supplied on this form may result in sanctions including disciplinary action up to and including termination from employment.', 'By submitting this plan, I certify I have reviewed and approved the Plan, activities, requested funding contained within and will monitor progress. I certify I have submitted this Plan to the DOE for approval and will check the PDE3 PDP Admin Report after 30 days for verification of approval. I also agree to retain all documentation related to HQ designation, including a copy of the approved PDP in the teacher's school based personnel file for review during periodic Title II monitoring.', 'Amount Allocated (Enter an amount 50 or greater)', 'Save Instructions - Evaluator', and 'Signatures'. The 'Signatures' section shows 'No Signatures'.

After reviewing the plan and deeming it acceptable, the principal will now approve the plan. Click on the “Edit” button to enter “edit mode” for the principal’s step.

The screenshot shows the top navigation bar with 'Learning Opportunities', 'Induction/Mentoring', 'Help', and 'Professional Growth'. Below this is the title 'Professional Growth' and a subtitle 'HQ PD Plan 2017-2018'. There are buttons for '<< Back' and 'Print Forms'. The main content area is titled 'Initial Principal Activity Review for EE Teacher5, Test'. A section header 'Principal Certification' is followed by a table with an 'Edit' button highlighted in a red box. Below the table are fields for 'Employee ID' and 'Name'.

In the edit mode scroll down to the bottom of the plan and click on the “I agree” pull-down menu and type in an amount for the teacher’s tier 1 reimbursement. Then click on the “Save & Exit” button at the bottom of the page.

This screenshot shows the bottom portion of the form in edit mode. It includes a text block: '\* By submitting this plan, I certify I have reviewed and approved the Plan, activities, requested funding contained within and will monitor progress. I will forward this documentation to any DOE school to which this teacher may transfer.' Below this is a dropdown menu with options '--Select One--', 'I agree', and 'I disagree'. A red arrow points to the 'I agree' option. Below the dropdown is a text input field containing the number '400', with another red arrow pointing to it. Further down is another text block: '\* Amount Allocated (Enter an amount \$0 or greater) I authorize the amount allocated for Tier 1, Title IIA to be reimbursed upon successful completion and supporting documentation provided for the approved activities on this plan.' At the bottom, there are three buttons: 'Save', 'Save & Exit', and 'Cancel'. A red arrow points to the 'Save & Exit' button. To the right of the buttons is a 'Save Instructions - Evaluator' section with detailed text about saving and completing the plan.

You will be returned to the “display mode” of the principal step page.

Professional Growth

HQ PD Plan 2017-2018

Initial Principal Activity Review for EE Teacher5, Test

Principal Certification

Employee ID	
Name	EE Teacher5, Test
Select Core Content Area	Mathematics
Grade Span	6-12
What route will you take to become highly qualified?	Praxis II Subject Assessment
Planned Activities for August through October	Will be signing up for Praxis preparation course, request purchase or borrow Praxis exam study materials and sign up for practice Praxis exams.
Planned Activities for November through January	Will be taking the preparation course and take practice Praxis exam. I will be studying for the actual Praxis exam as well.
Planned Activities for February through	...

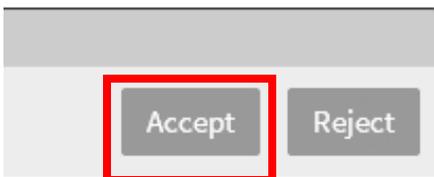
Loading...

Although you have reviewed and saved the plan, you must also “sign off” on the plan as well by “accepting” it. The acceptance button will not appear in the display mode of the principal step unless the “I agree” checkbox is checked and the allocation amount is filled (use zero if no funds will be allocated, do not leave field blank).

Scroll to the bottom of the page in display mode and at the bottom left corner you will see the “Accept” button of the page you will now have to “sign off” on the plan by clicking on the “Accept” button.

The screenshot shows the 'Professional Growth' interface. At the top, there are navigation tabs: Learning Opportunities, Induction/Mentoring, Help, Professional Growth (selected), Educator Effectiveness, My Staff, and Administration. A user profile for 'Test EE Principal' is visible in the top right. The main content area is titled 'Professional Growth' and 'HQ PD Plan 2017-2018'. Below this is a 'Principal Certification' form for 'EE Teachers, Test'. The form includes fields for Employee ID, Name, Select Core Content Area (Mathematics), Grade Span (6-12), and Planned Activities for August through October, November through January, and February through April. It also includes a section for 'Planned Activities for May through July' and an 'Approximate Total Cost of Activities' of 400. At the bottom of the form, there are two 'I agree' checkboxes. The 'Accept' button is highlighted with a red box and a red arrow points to it from the top of the form.

Click on the “Accept” button at the bottom of the page to sign-off on the plan.



Once the plan has been accepted/signed-off on you will see the “Signatures” section populated.

Signoff Status	Name	Signoff Date
Accepted	Test EE Principal	2015-09-01 @ 12:59:57

Finally the in the plan steps page, the “Initial Principal Activity Review” will show the green checkmark icon to indicate that the plan is complete.

The screenshot shows a web browser window with the URL [https://pde3.k12.hi.us/U/P/Channel/-/ExternalChannel?\\_ct=ProfessionalGrowth&Path=%2Fia%2Fempari%2Fgp%2Fentry%2FuserHome%3FgpEntryId%3C](https://pde3.k12.hi.us/U/P/Channel/-/ExternalChannel?_ct=ProfessionalGrowth&Path=%2Fia%2Fempari%2Fgp%2Fentry%2FuserHome%3FgpEntryId%3C). The page header includes the PDE<sup>3</sup> logo and navigation links for Professional Growth, Learning Opportunities, Induction/Mentoring, Educator Effectiveness, and Help. The user is identified as Test EE Teacher5. The main content area is titled "HQ PD Plan 2017-2018" and contains a "Discussion Board" section. Three items are listed:

- Grant View Access to Your Plan
- Initial Teacher Professional Development Plan \* (Last Status Update - 09/01/2015 @ 12:47 AM. Select core content area, grade span, and select the route you will take to become highly qualified.)
- Initial Principal Activity Review \* (Last Status Update - 09/01/2015 @ 12:59 AM). This item is highlighted in green and has a "Current Step" button below it.

## Principal Tools to Track Plan Status

There are two places in PDE<sup>3</sup> you can use to track the status of your teacher's plans, the Professional Growth tab and the My Staff tab.

First we will look at the "Professional Growth" tab and use the "Access Other's Professional Growth" report.

Here is what the principal's display will look like for this case in the "Professional Growth" tab for the example we completed above.

ning  
ortunities Induction/Mentoring Help **Professional Growth** Educator Effectiveness My Staff Administration Test Principa  
Stop masq

### Professional Growth Announcements

Coming Soon.

### Access Other's Professional Growth

≡ All Growth Plans

Search OwnerName:  ? Add Filter

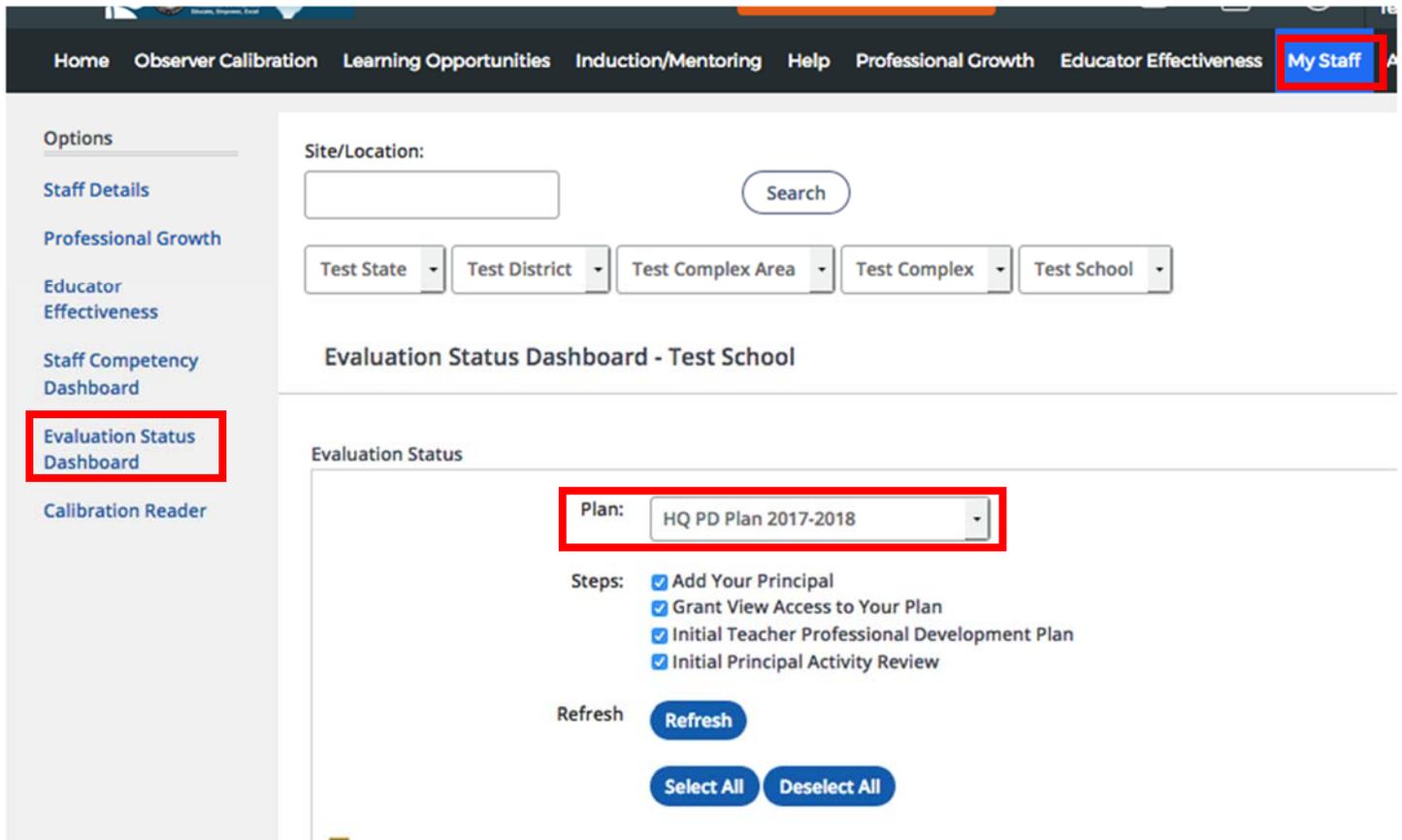
2 results

	Status	Archived	OwnerName	Program	Location	LastUpdated	Started
1		—	EE Teacher, Test	HQ PD Plan 2015-2016	Test School	6/24/2015	6/12/2015
2		—	EE Teacher5, Test	HQ PD Plan 2015-2016	Test School	8/10/2015	8/10/2015

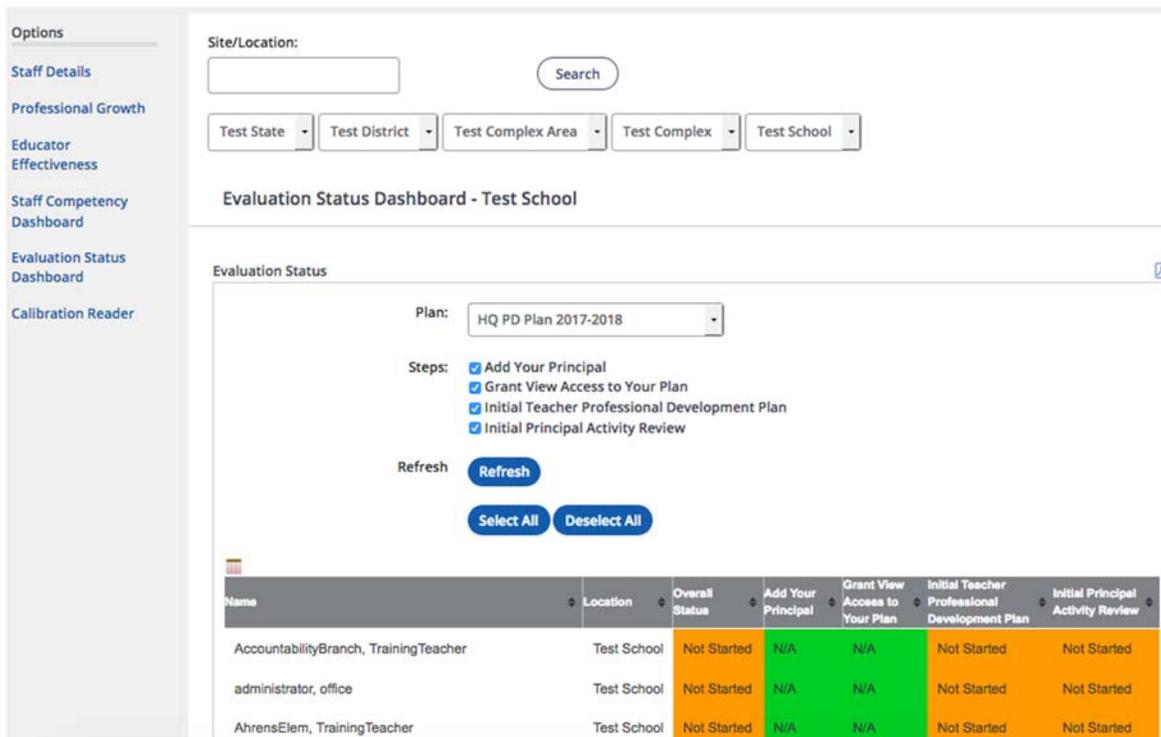
Notice that the status icon for "EE Teacher5, Test" is an incomplete status pie icon . This means that even though the green check mark is may be visible over a complete status pie icon in the teacher step, it does not reflect that the teacher submitted the plan. Check with your teacher if they submitted the plan if you are unable to access the teachers plan to approve it.

The second place we can check on a teacher’s plan status is the principal’s “Evaluation Status Dashboard” in the “My Staff” tab for “HQ PD Plan 2017-2018.”

To use the dashboard you will need to use the pull-down menu to select the “HQ PD Plan 2018-2019”.



Next you need to use the checkbox for the step to select which ones you want to see, for this dashboard we will be checking them all off (default).



Below is the status row for the teacher in our initial example above. Note that the “Initial Teacher Professional Development Plan” column is showing “Complete” in a green field and that the “Initial Principal Activity Review” is “Not Started” in an orange field.

Name	Location	Overall Status	Add Your Principal	Grant View Access to Your Plan	Initial Teacher Professional Development Plan	Initial Principal Activity Review
EE Teacher5, Test	Test School	In Progress	N/A	N/A	Complete	Not Started

Note that PDE<sup>3</sup> requires that teacher “submit” a plan to their principal and that principal’s must “accept” a plan before it is considered complete. The dashboard also share the same limitation as the first method of tracking plans in that the status only indicates that the teacher completed the plan and not that the teacher submitted the plan to you for your approval. If you are unable to enter the edit mode to approve a plan, contact the teacher remind them to submit their plan to you.



# HQ CONTENT COURSE IDENTIFICATION FORM

DEPARTMENT OF EDUCATION  
Office of Talent Management  
EQ Section  
P.O. Box 2360 Honolulu, HI 96804

Use this form if you are seeking HQ status through college credit accumulation. This form must be accompanied by the "HQ Documentation Coversheet" (DOE OTM 700-001) and official transcript(s).

## I. EMPLOYEE INFORMATION

Name: \_\_\_\_\_ Employee ID: \_\_\_\_\_  
Last First M.I.

## II. CONTENT COURSE IDENTIFICATION

**Middle and Secondary Designation:** One way to earn the designation of "Hawaii Qualified" is to accumulate thirty (30) semester credits or forty-five (45) quarter credits in the content area for which you are seeking an HQ designation.

**Elementary HQ Designation:** Teachers who are seeking the elementary HQ designation through course accumulation must have an "Effective" or better teacher performance rating and earned the equivalent of thirty (30) semester credits from an accredited college or university in the subjects of the elementary curriculum which are defined as English/language arts, mathematics, science, civics/government, economics, geography, history and arts.

College Credit Accumulation Table

College/University	Grad (G) or Undergrad (UG)	Course Number	Content Area Course Name	Date	Semester/Quarter	# of Credits
<i>Sample College</i>	<i>UG</i>	<i>BIO202</i>	<i>Plant Biology</i>	<i>Fall 2001</i>	<i>Semester</i>	<i>3</i>
<i>Sample College</i>	<i>UG</i>	<i>His 202</i>	<i>US 20th Century History</i>	<i>Fall 2002</i>	<i>Quarter</i>	<i>5</i>
<b>Total Credits from Content Courses ONLY*</b>						

\* A minimum of thirty (30) semester credits or forty-five (45) quarter credits is required.

**Title II A**  
**ESSA HAWAII QUALIFIED**  
**TEACHER HANDBOOK**

**Section 3**

**School Planning**



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*Principal's and Charter School Director's HQT Timeline*  
**School Year 2018-2019**

Required responsibilities for principals and charter school directors.

ACCN - Authorized Courses and Code Numbers	DOE - Department of Education
eHR - electronic Human Resources system	HQT - Hawaii Qualified Teacher
OTM - Office of Talent Management	NHQT - Non Hawaii Qualified Teacher
PDP - Professional Development Plan	SIS - Student Information System

Deadline	DOE Schools and SIS Charter Schools	Non-SIS Charter Schools
July 1 to September 1, 2018	Finalize assignment and class data collection from schools via SIS	Non-SIS charter schools to provide teacher assignment data for all teachers (see teacher assignment instructions for non SIS schools)
Within the first two weeks of the school year for students	Ensure parent notice of right to request the qualifications of teachers is made available to all parents (Letter #1)	Ensure parent notice of right to request the qualifications of teachers is made available to all parents (Letter #1)
Semester 1: December 1, 2018  Semester 2: May 1, 2019	Technology Based Class Exemption Request	
Ongoing	Teacher assignment preview window open for schools via <i>eHR for HQ</i>  Corrections must be made in SIS.  Note: Changes made in SIS may take up to 3 days to show in eHR for HQ	Teacher assignment preview window open for schools via <i>eHR for HQ</i>  For Corrections, the Assignment Input screen needs to be reopened by the Principal (see teacher assignment instructions for non SIS schools)
October 1, 2018	Official List of NHQ Teachers (beginning of year baseline)	Official List of NHQ Teachers (beginning of year baseline)
Semester 1: October 1 – 30, 2018  Semester 2*: January 7-31, 2019	Schools send letters (Letter #2) to parents whose children are assigned classes taught by non-HQ teachers (each course listed on school's Non-HQ Teacher Report)  * Only teachers not identified in Semester 1 need a letter sent home for Semester 2.	Schools send letters (Letter #2) to parents whose children are assigned classes taught by non-HQ teachers (each course listed on school's Non-HQ Teacher Report)  * Only teachers not identified in Semester 1 need a letter sent home for Semester 2.
On-going	Provide technical assistance in documenting HQ status	Provide technical assistance in documenting HQ status
June 30, 2019	Official Close of School Year 2018-2019.  Note: This is the Educator Quality data that will be officially reported to the USDOE.	Official Close of School Year 2018-2019.  Note: This is the Educator Quality data that will be officially reported to the USDOE.



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*Class Exemption Reporting & Flowcharts*  
**School Year 2018-2019**

Action required by December 1, 2018 for Semester 1, and May 1, 2019 for Semester 2.

**How to submit classes to DOE that are eligible for HQT data collection exemption**

- 1. Classes taught by teachers on contract with a college or university**
- 2. Fully computer-based classes**

To determine if secondary classes may be exempt from ESSA Hawaii Qualified Teacher requirements, please refer to the attached HQT Flowcharts E, F, & G.

**1. For classes being taught by a higher education faculty member through a contract with a college or university, follow the three steps below:**

- a) Prepare a cover letter, signed by the school principal including the teacher's full name, employee identification number, and the class(es) and section(s) to which the teacher is under contract with the higher education institution to teach.
- b) Attach a copy of the contract between the teacher and the higher education institution.
- c) Mail both documents to: DOE, OTM, EQ Section at PO Box 2360 Honolulu, HI 96804

**2. For each teacher who is assigned classes that use a computer based program to deliver instruction, assess, and grade students, follow the steps below and submit a complete description of the computer based program.**

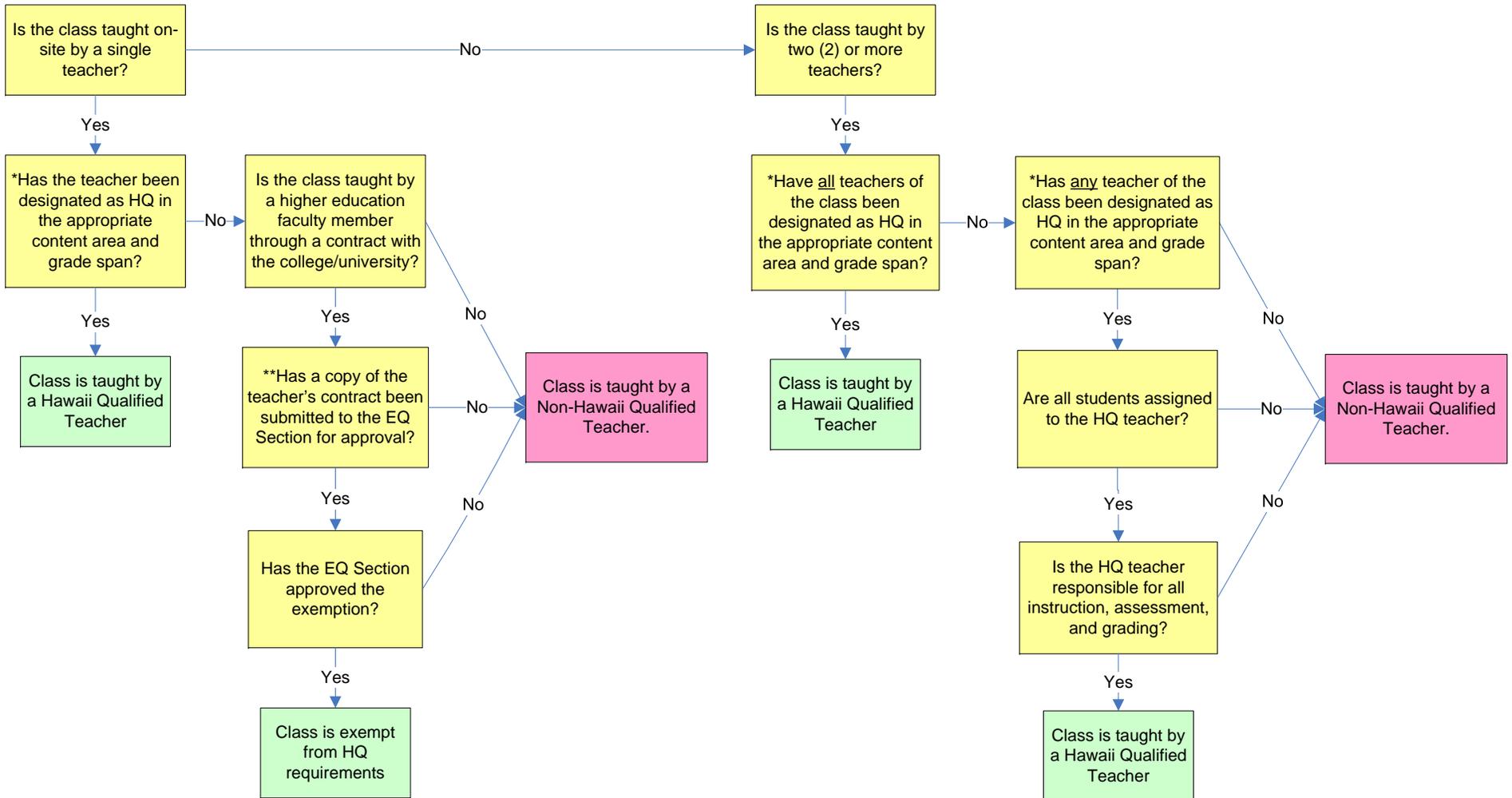
- a) Complete Request for Technology-based Class Exemption Form [DOE OTM 700-007](#)
- b) Attach purchase order or invoice
- c) Mail to: DOE, OTM, EQ Section at PO Box 2360 Honolulu, HI 96804

**The closing date to request a class exemption is December 1 2018 for Semester 1, and May 1, 2019 for Semester 2.**

Note: Classes must be approved by DOE in order to receive an exemption. Upon approval, DOE will remove classes from the HQT data collection. Principals can verify the removal of these classes from the HQT data collection during the teacher assignment preview window.

Hawaii Department of Education  
The Pathway to Earning the HQ Designation

**Flowchart E**  
**DOE Developed Classes Taught via**  
**Live On-Campus/Closed Circuit/Cable Television**

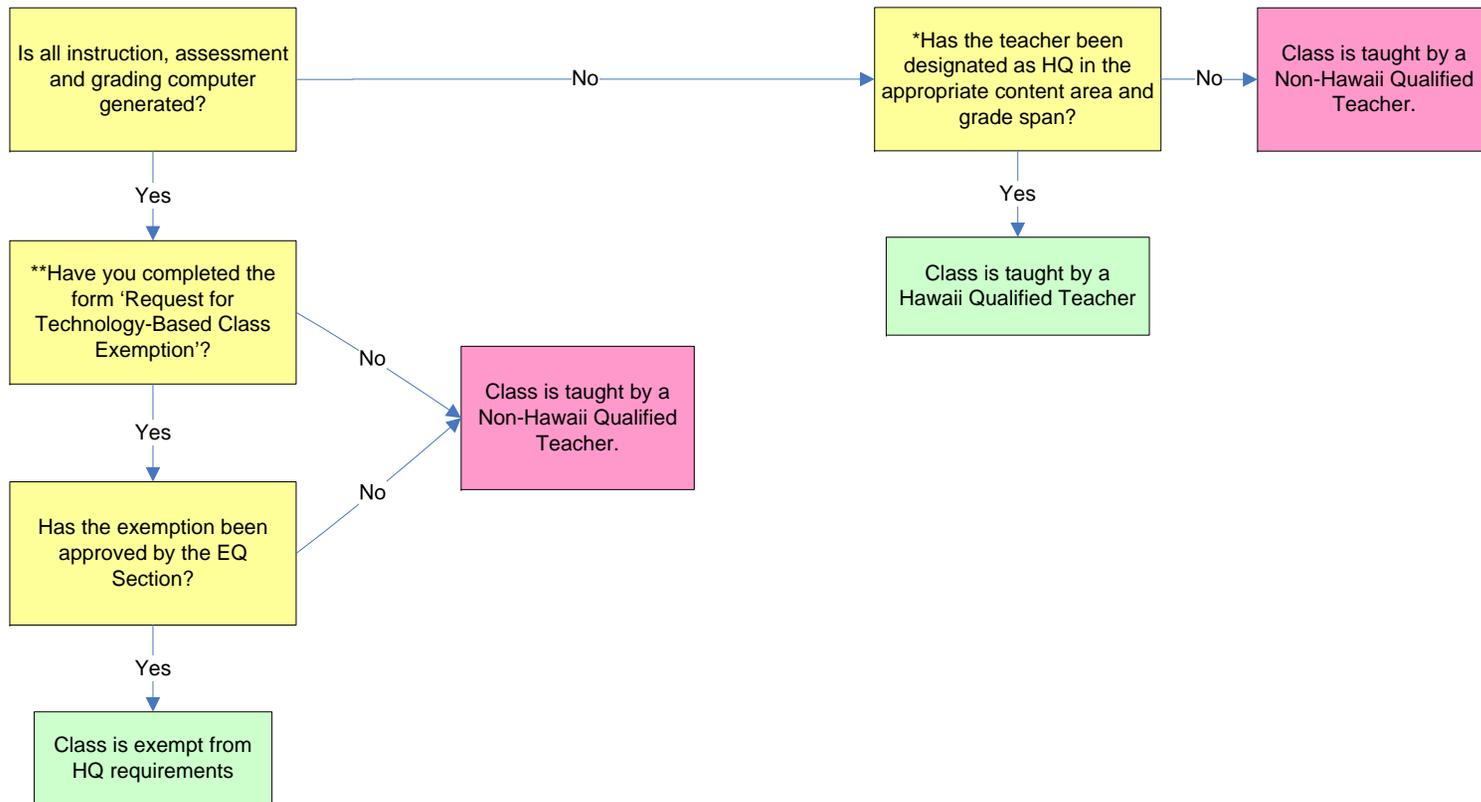


\*To determine the classes for which a teacher is designated as HQ, see eHR for HQ status report at <http://hqt.k12.hi.us>

\*\*Send copy of teacher's contract with college/university to the EQ Section at P.O. Box 2360, Honolulu, HI 96804 by December 1, 2018 for Semester 1, and May 1, 2019 for Semester 2

Hawaii Department of Education  
The Pathway to Earning the HQ Designation

**Flowchart F**  
**Computer Based Classes**

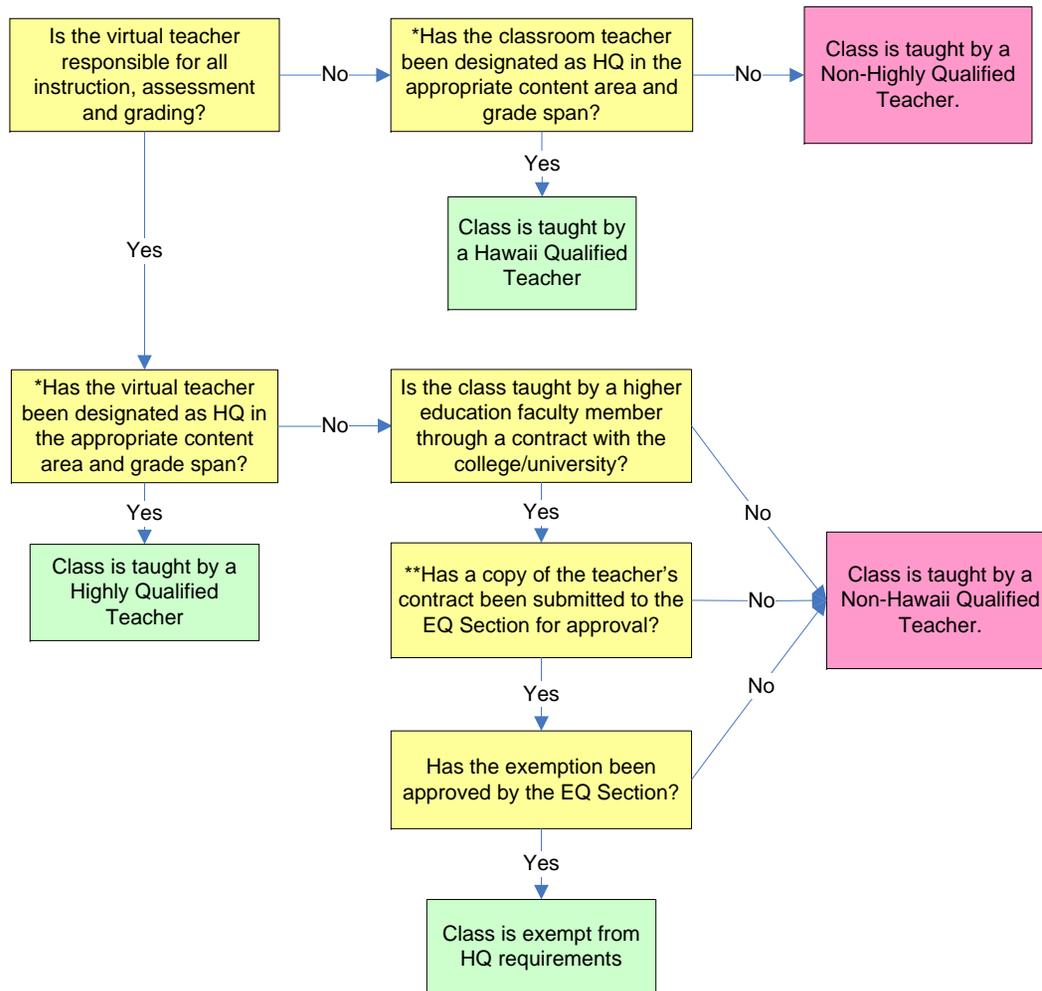


\*To determine the classes for which a teacher is designated as HQ, see eHR for HQ status report at <http://hqt.k12.hi.us>

\*\*Send completed form DOE OTM 700-007 to the EQ Section at P.O. Box 2360, Honolulu, HI 96804 by December 1, 2018 for Semester 1, and May 1, 2019 for Semester 2

Hawaii Department of Education  
The Pathway to Earning the HQ Designation

**Flowchart G**  
**Internet or Other Broadcast or Video**  
**Streamed Classes Not Created by DOE**



\*To determine the classes for which a teacher is designated as HQ, see eHR for HQ status report at <http://hqt.k12.hi.us>

\*\*Send copy of teacher's contract with college/university to the EQ Section at P.O. Box 2360, Honolulu, HI 96804 by December 1 2018 for Semester 1, and May 1, 2019 for Semester 2



# REQUEST FOR TECHNOLOGY-BASED CLASS EXEMPTION FORM

DOE OTM 700-007

Last Revised: 08/01/2018

DEPARTMENT OF EDUCATION  
Office of Talent Management  
EQ Section  
P.O. Box 2360 Honolulu, HI 96804

A technology-based class eligible for HQT exemption is defined as "A computer-based program providing all student instruction, assessment and grading." A student in this class may not be provided any instruction, assessment or grading by any on-site teacher. This type of class is fully computer-based and student self-directed. In order to exclude classes from HQT data collection, principals must submit this form each semester for classes which meet the exemption requirements. The deadline to request a technology-based exemption is December 1 for Semester 1 and May 1 for Semester 2, and must be approved by the EQ Section to receive an exemption. Please refer to Flowcharts E, F, & G in the ESSA HQT Handbook for details.

## I. REQUESTOR INFORMATION

Principal Name: \_\_\_\_\_  
Last First M.I.

Tel#: \_\_\_\_\_ Email: \_\_\_\_\_ School/Office: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
MM/DD/YYYY

## II. TECHNOLOGY-CLASS INFORMATION

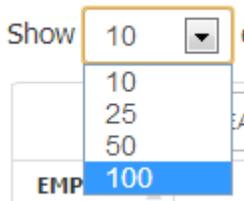
Teacher Name: \_\_\_\_\_ Employee ID: \_\_\_\_\_  
Last First M.I.

Class Name	ACCN #	Section #	Description of Computer-Based Class

Please attach a copy of the vendor invoice or vendor purchase order.



To view more than the default ten rows, use the “Show” pull-down menu to select 25, 50 or 100 rows.



You can also use the search box and filters to further isolate a specific teacher, class, or subject.

**It is important for the assignments preview report that you check for teachers who do not have any assignments in SIS.** This check ensures that we are capturing all teachers with assignments in our baseline snapshot on October 1<sup>st</sup>.

The default sort as mentioned previously is by teacher and class taught. To check for teachers without assignments in SIS you will need to do a descending sort on the class taught column.

From the default view of the assignments preview report, click on the “Class Taught” cell.

Show 10 entries Copy Screen Print Screen Download Options Search:  Reset Filters

EMPLOYEE ID	TEACHER	SCHOOL	CLASS TAUGHT	NCLB SUBJECT	SPED CLASS	TERM	SECTION	PERIOD
1000			Career and Academic Planning G		N	Year	12	9
1000			Hawaiian Dance 1		N	Year	01	4

Notice that the upper sort triangle for the “Class Taught” column is now colored after the step above. This indicates that the list is in an ascending sort.

EMPLOYEE ID	TEACHER	SCHOOL	CLASS TAUGHT	NCLB SUBJECT	SPED CLASS	TERM	SECTION	PERIOD
100			Advanced Placement (Ap) World	History	N	Year	01	1
100			Advanced Placement (Ap) World	History	N	Year	02	6

Click on the “Class Taught” cell again to get a descending sort.

EMPLOYEE ID	TEACHER	SCHOOL	CLASS TAUGHT	NCLB SUBJECT	SPED CLASS	TERM	SECTION	PERIOD
100			Advanced Placement (Ap) World	History	N	Year	01	1
100			Advanced Placement (Ap) World	History	N	Year	02	6

In this example, we see the report after the descending score and find that there are two teachers who do not have assignments in SIS. If your teachers are not assigned classes, no further action is needed; however, if they are assigned classes, check with your registrar or your registration/enrollment office assistant for the missing assignment.

## Assignments Preview - Aiea High

State of Hawaii > Central District > CA > Complex > Aiea High >

Show 10 entries [Copy Screen](#) [Print Screen](#) [Download Options](#) Search:  [Reset Filters](#)

EMPLOYEE ID	TEACHER	SCHOOL	CLASS TAUGHT	NCLB SUBJECT	SPED CLASS	TERM	SECTION	PERIOD
100								
100								
200			Yearbook Production 2		N	Year	01	5
200			Yearbook Production 1		N	Year	01	5
100			World History and Culture B	History	N	Semester 1	01	3



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*Assignment Instructions for Non-SIS Charter Schools*  
**School Year 2018 - 2019**

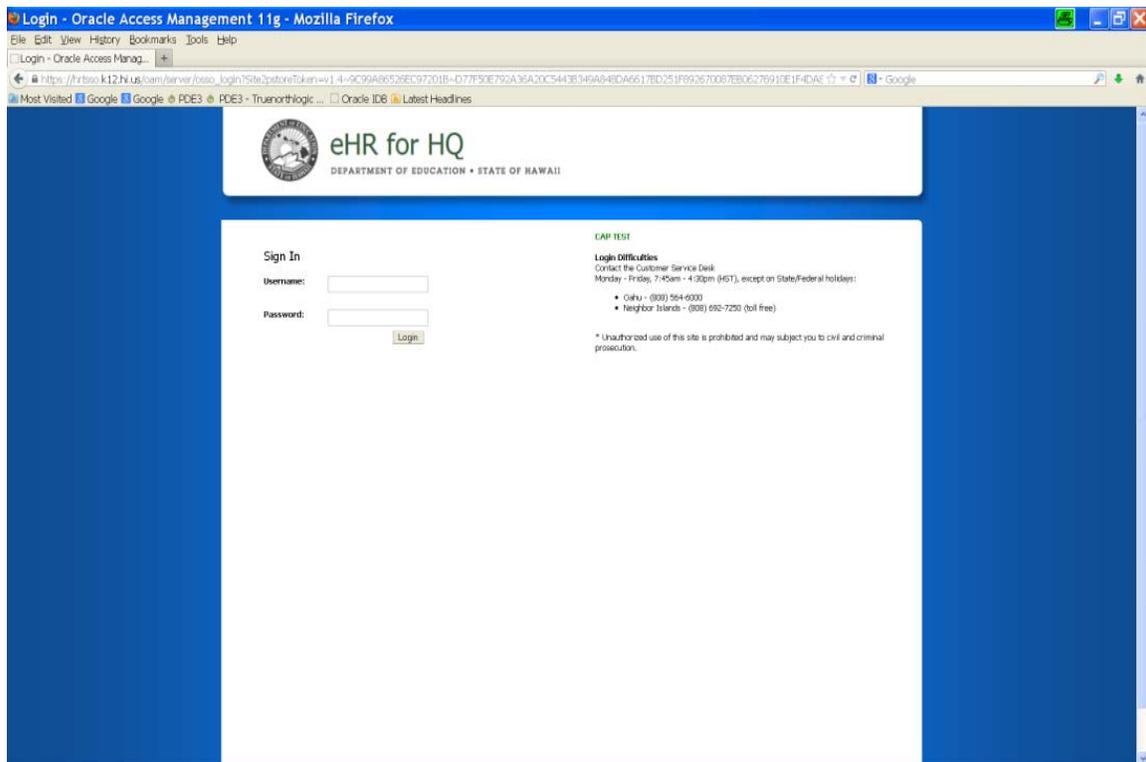
**Assignment Instructions for Non-SIS Charter Schools**  
**(Revised 7/27/2018)**

**The submission period for SY 2018-2019 teacher assignments via the Assignment Input screen is 8/06/2018 to midnight 9/01/2018**

For schools using Assignment Input, refer to Document 1f of the ESSA HQT Handbook for instructions to access the eHR for HQ site.

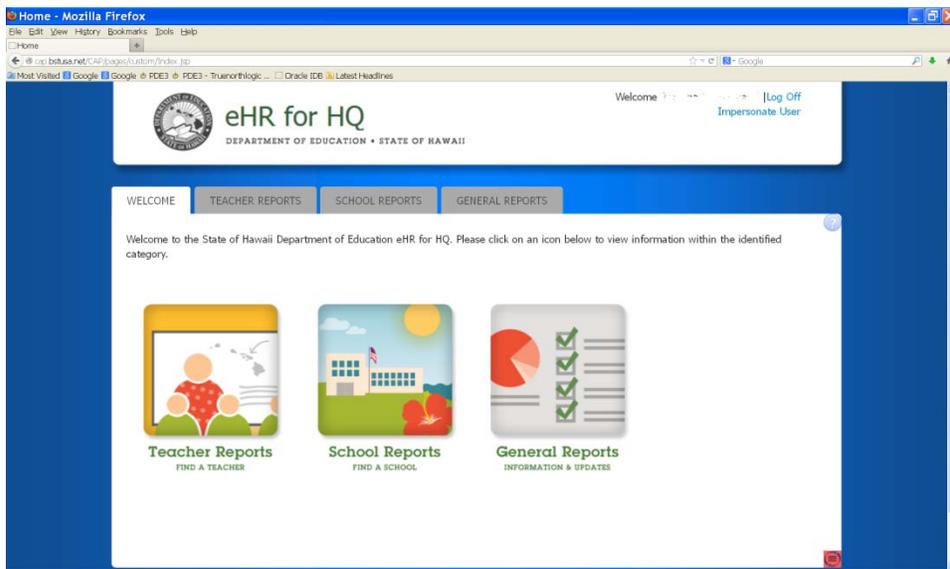
In the eHR for HQ site, enter the following information on the sign in screen:

1. In the username box, enter either your **DOE Employee ID number** or your **First name (space) Last name**
2. Hit the “tab” key to move to the password box
3. In the password box, enter your **internet password**
4. Click on the Login button

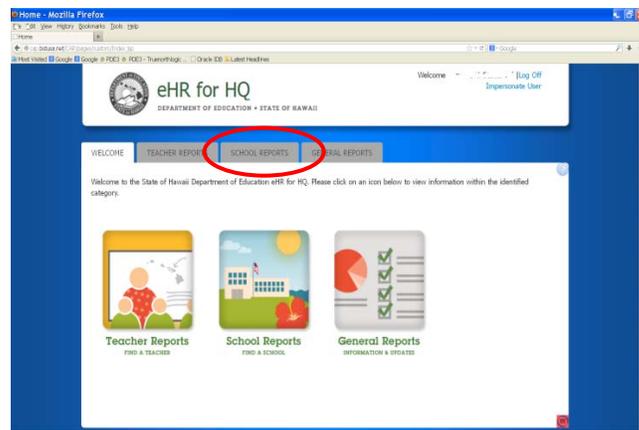


After clicking on the Login button, the welcome screen will appear with three types of reports. The reports available to Administrators are:

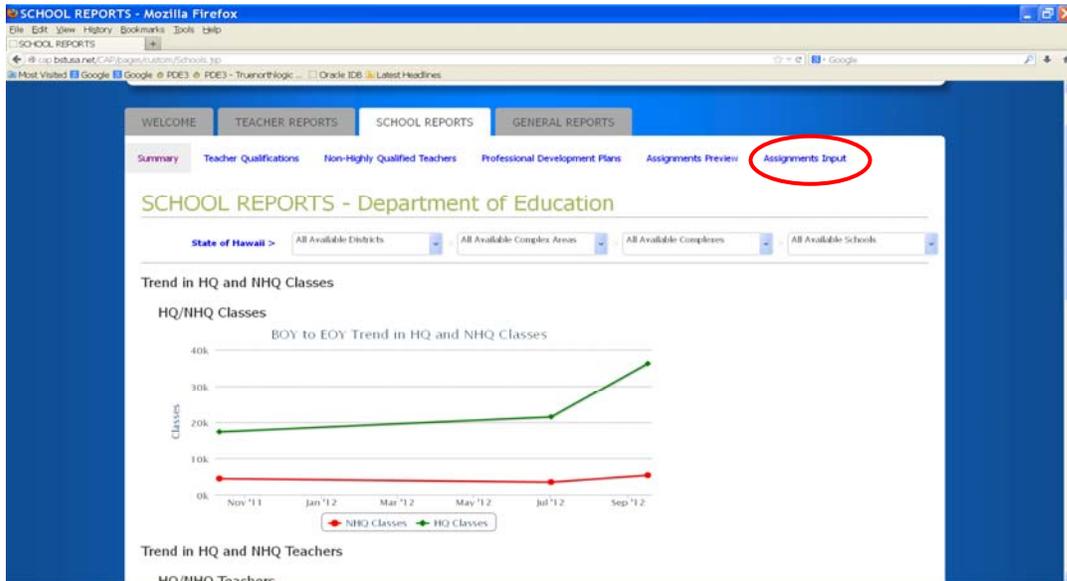
1. Teacher Reports – displays Individual Teacher Reports, HQ certificate
2. School Reports – provides reports on Teacher Assignments, Teacher Quality
3. General Reports – provides Federal Reports, Trend Reports



To enter teacher assignments in the **Assignment Input** screen, first access the **School Reports** by clicking on the school report image or school report tab.



Next, click on the [Assignments Input](#) navigation link to launch the input screen.

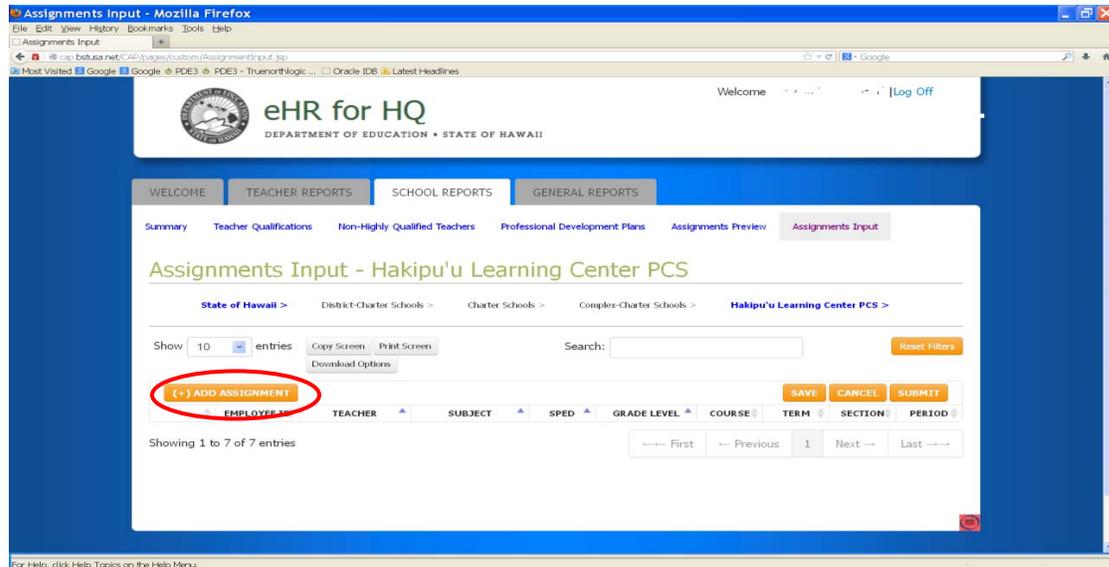


Once the Assignment Input screen opens, the teacher assignments from the previous year will be pre-loaded. If the teacher is still employed at the school, update the course assignment, if any, in the columns for the subject, SPED, grade level, term, section, and period. If the teacher is no longer employed at the school, the teacher assignment should be deleted by clicking on the “X” in that row.



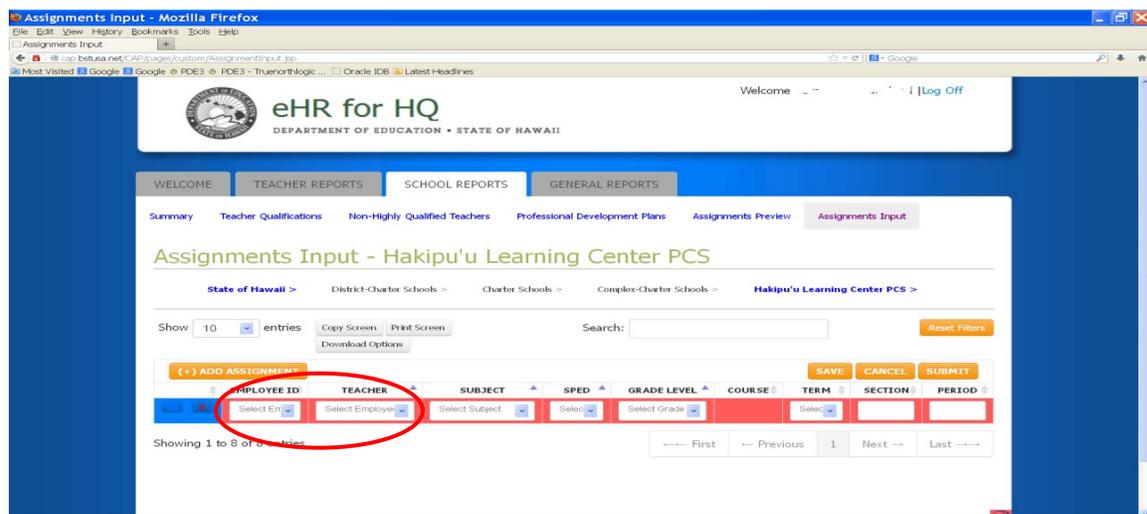
To enter a new teacher assignment, click on the “Add Assignment” button.

*Only Principal, Vice Principal and Registrar users will be able to see the “Add Assignment” button. The button will not be visible to other users.*

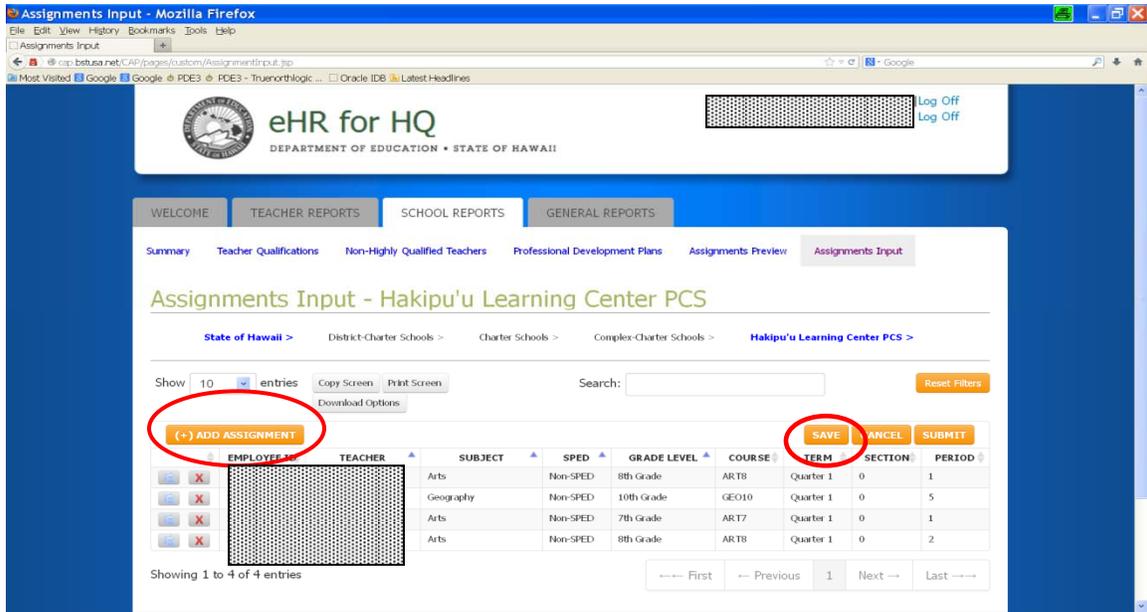


After clicking on the **Add Assignment** button, a data input row will appear. The columns that require a value will have a red background.

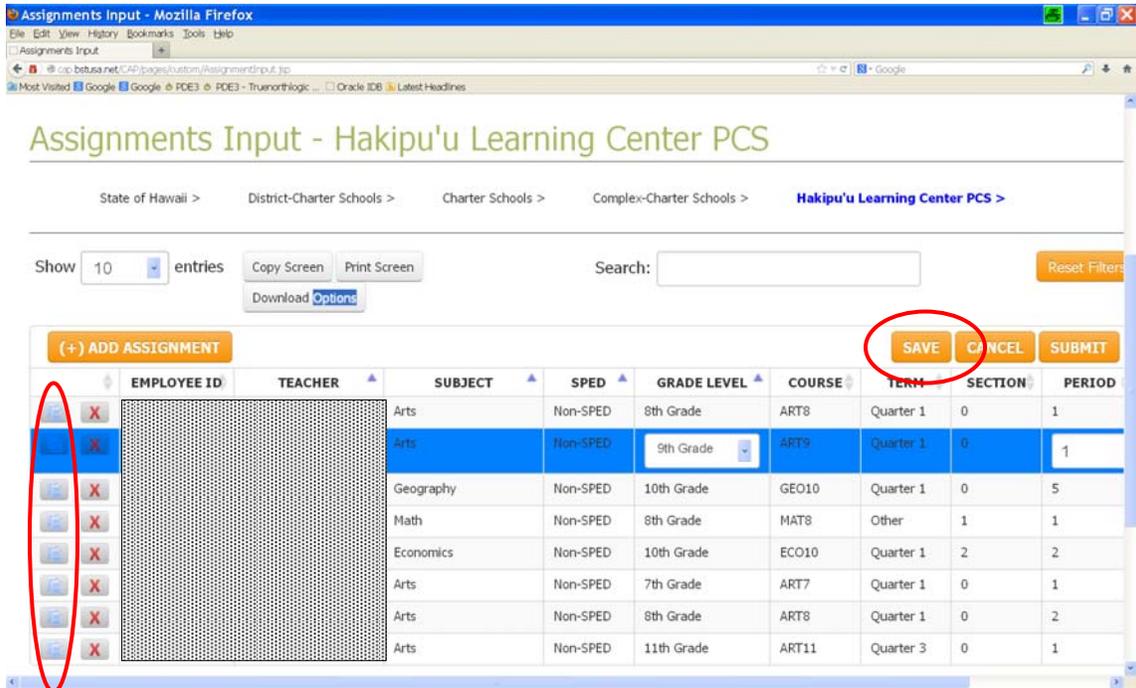
Click on the drop down arrow in each data column to select or enter the appropriate information. A teacher can be selected from either the EMPLOYEE ID column or the TEACHER column. Only one column needs to be entered with the teacher information, the system will automatically update the other column.



To enter another assignment, click on the **Add Assignment** button and repeat the same steps. Once again, it is recommended that you click on the **SAVE** button after each entry.



To duplicate a teacher row, click on the copy icon and make changes to the subject, grade level, etc. Click on “**SAVE**” after the changes.



## **Reminder:**

Under ESSA all teacher assignments including non-core subjects will need to be scheduled in Assignment Input. The drop down list in the subject column now has additional courses to select from.

For CTE course descriptions please refer to the CTE Manual or view the link below:

<http://www.hawaiipublicschools.org/DOE%20Forms/CTE/CTEhandbook.pdf>

## **SPED Assignments:**

SPED teachers should be scheduled in Assignment Input only if the SPED teacher is the Primary Teacher of Record for the course assignment. If the SPED teacher is considered Teacher 2 for the course assignment, then the SPED teacher does not have to be entered in Assignment Input.

Under the “SPED” column, there are three course types to select: (1) Non-SPED, (2) SPED, or (3) Alternate Assessment – for secondary SPED teachers with a class of all Alternate Assessment students.

1. For general education teachers, select *Non-SPED* for the course type.
2. Select *SPED* as the course type for all Elementary SPED teachers, regardless of whether or not students take the Hawaii State Alternate Assessments (HSA-Alt).

**Elementary SPED teachers need to be ESSA Hawaii Qualified for Elementary Education through one of the Hawaii Qualified Teacher options.**

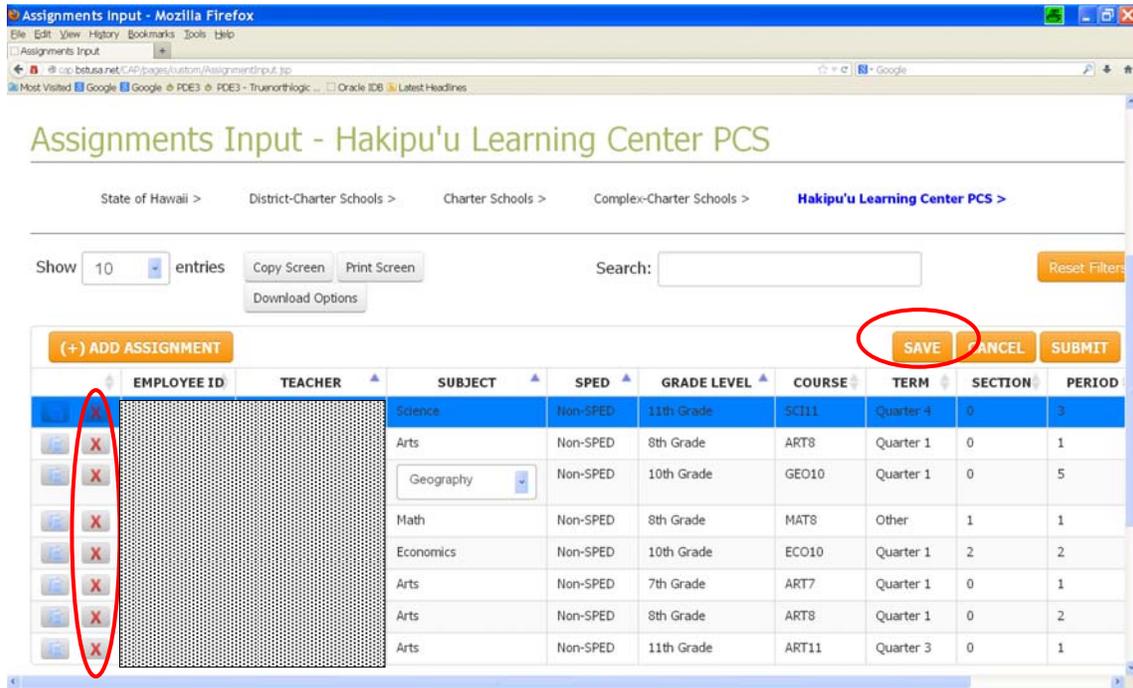
3. For Secondary SPED teachers assigned to classes where students earn credit towards a Hawaii high school diploma, select *SPED* for the course type.

**SPED teachers of these classes will need to meet the content requirement for the subject through one of the Hawaii Qualified Teacher options.**

4. For Secondary SPED teachers assigned to classes where students of significant cognitive disabilities take the Alternate Assessment (HSA-Alt), select *Alternate Assessment* for the course type.

**SPED teachers of these classes will need to meet the Elementary Education content requirement through one of the Hawaii Qualified Teacher options.**

To delete a teacher record, click on the “X”. Then click on “save” to make the deletion permanent.



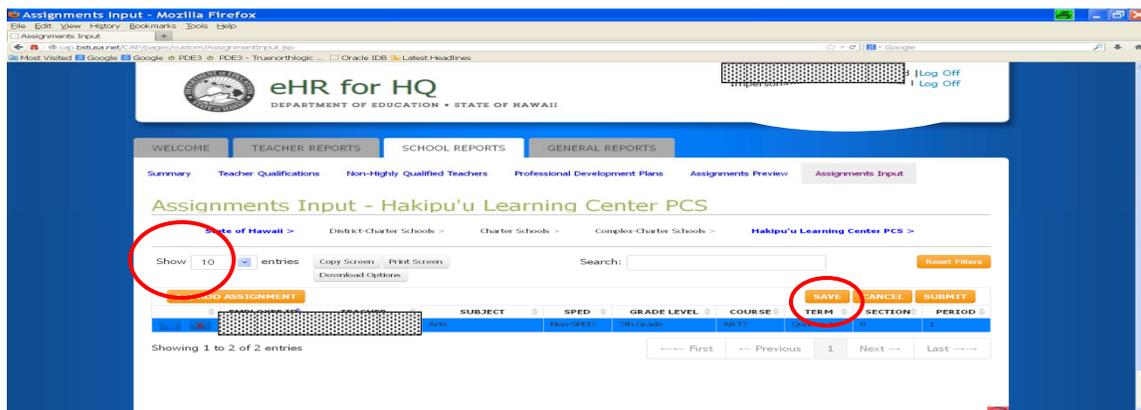
**Note:**

Employee ID number 88888888 should be used for Substitute Teachers and employee ID number 77777777 should be used for vacant positions. Once the position has been filled by a regular teacher, replace the vacant employee ID or the Substitute employee ID with the teacher’s actual employee ID number.

DO NOT CREATE A SEPARATE ROW FOR THE TEACHER.

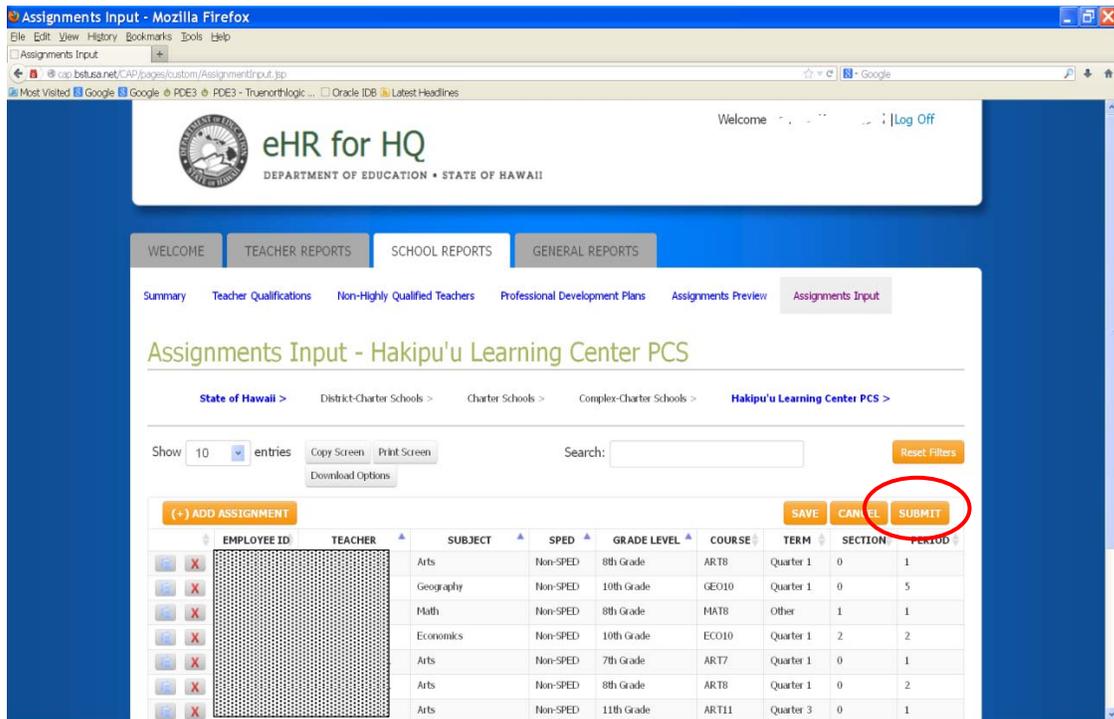
To view more than the default 10 rows, use the “Show” pull-down menu to select 25, 50 or 100 rows.

When a required value is entered, the background color of the data column will turn blue, indicating an entry has been made but not saved. To ensure you do not lose any of your work, you should click on the **SAVE** button after each entry.



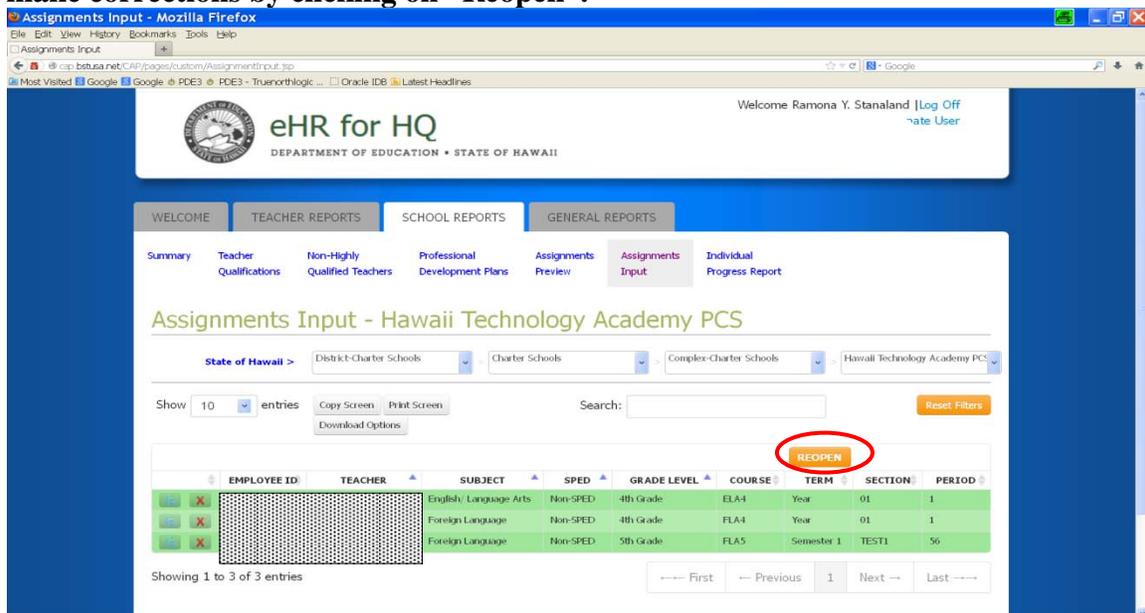
After all teacher assignments have been entered and reviewed for accuracy, hit the “Submit” button. By clicking the submit button it indicates the entries for teacher assignments are final and approved assignments that should be included in the ESSA Reporting for the upcoming school year.

*The SUBMIT button is limited to users with Principal or School Director access.*



After submitting the data, the Assignment Input data screen will change to green.

Once the “Submit” button has been selected, only the School Director will be able to make corrections by clicking on “Reopen”.



To view the completed Assignment data, go to the [Assignment Preview](#) navigation link after the nightly refresh.

The screenshot shows the 'Assignments Preview' page in the eHR for HQ system. The navigation menu includes 'Summary', 'Teacher Qualifications', 'Non-Highly Qualified Teachers', 'Professional Development Plans', 'Assignments Preview' (circled in red), 'Assignments Input', and 'Individual Progress Report'. The page title is 'Assignments Preview - Hawaii Technology Academy PCS'. Below the title, there are filters for 'State of Hawaii', 'District-Charter Schools', 'Charter Schools', 'Complex-Charter Schools', and 'Hawaii Technology Academy PCS'. The 'Show' dropdown is set to '10 entries'. A search box and 'Reset Filters' button are also present. The main data table has the following columns: EMPLOYEE ID, TEACHER, SCHOOL, CLASS TAUGHT, NCLB SUBJECT, SPED. CLASS, TERM, SECTION, and PERIOD. The table contains three rows of data:

EMPLOYEE ID	TEACHER	SCHOOL	CLASS TAUGHT	NCLB SUBJECT	SPED. CLASS	TERM	SECTION	PERIOD
		Hawaii Technology Academy PCS (551)	FLA4	Foreign Language	N	Year	01	1
		Hawaii Technology Academy PCS (551)	ELA4	English/ Language Arts	N	Year	01	1
		Hawaii Technology Academy PCS (551)	PCS Art 9	Arts	N	Quarter 2	1	0

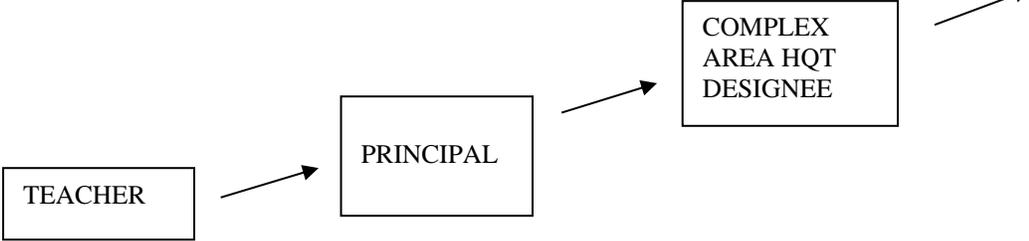
**Reminder:** Teacher Assignments should only be entered in one system, either the Assignment Input screen in eHR for HQ or in the Student Information System.



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*Site-based Technical Assistance*  
**School Year 2018-2019**

DOE HQT Section  
 441-8499 or  
 hqt@notes.k12.hi.us

HQT Communication Hierarchy



School-level Technical Assistance Process

WHEN	WHO	STEP	WHAT
October	Principals, directors, complex area designees	1	Attend the annual ESSA HQT Training Session.
October	Principals, directors, complex area designees	2	Share updates and information from training session with others in the school.
October	Principal or School Designee	3	Meet with all non-HQ teachers to discuss options to meet ESSA HQ requirements, and create or update Professional Development Plans.*
October	Principal or School Designee	4	Distribute HQT Toolkit and school contact information to each Non-HQ teacher listed on eHR for HQ.
Ongoing	Principal or School Designee	5	Set up a time to meet with each non-HQ teacher to provide assistance in documenting HQ status and create Professional Development Plans.
Ongoing	Principal or School Designee	6	Individual review process (Use doc. 3g, HQT Assistance and Planning Checklist): <ul style="list-style-type: none"> <li>• Access teacher’s status report through eHR for HQ</li> <li>• Walk teacher through appropriate flow chart (doc. 1c)</li> <li>• Identify best route for teacher to attain HQ (HQ documentation or PDP)</li> </ul>
		7a	HQ documentation options: <ul style="list-style-type: none"> <li>• NBPTS</li> <li>• PRAXIS II in Content Area and Grade Level</li> <li>• Major in Content Area</li> <li>• 30 Semester Credits (Assist in reviewing transcripts)</li> <li>• ESSA Rubric</li> </ul>
		7b	Professional Development Planning: Assist teacher in completing a PDP, discuss timelines, how activities will lead to HQ, and identify resources to be provided by school or complex area.
		8	Establish due date for completion of documentation.
		9	Discuss process to submit materials to principal or school designee.
Ongoing	Principal	10	Authorize and submit HQ documentation to DOE, HQT Section.

\*HQ Professional Development Plans are not required, but recommended for those teachers seeking reimbursement for items that help them meet subject qualification requirements.



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
*HQT Assistance and Planning Checklist*  
**School Year 2018-2019**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Non-HQ subject area(s): \_\_\_\_\_ Grade Span: \_\_\_\_\_

**License:**

1. Do you have a Hawaii teaching license?  
 **Yes**                       **No** – Contact HTSB for licensing requirements
  
2. Is your license in the subject area you are teaching?  
 **Yes** – Stop; ESSA Hawaii Qualified  
 **No** – Go to question #3.
  
3. Are you teaching at the grade level for which you are licensed?  
 **Yes**                       **No** – Contact HTSB for licensing requirements
  
4. Are you teaching at the grade level for which you are licensed, but in a subject area outside of your license?  
 **Yes** – Provide evidence of subject matter proficiency through one of the HQT options

**Hawaii Qualified Teacher Options:**

**Documentation Provided by Teacher**

Documents Received	Date	Verified By
<input type="checkbox"/> National Board Certification		
<input type="checkbox"/> Praxis II ETS Exam Score Report		
<input type="checkbox"/> Official transcripts (HQT Toolkit: DOE OTM 700-003)		
<input type="checkbox"/> ESSA Rubric (HQT Toolkit: DOE OTM 700-002)		
<input type="checkbox"/> NCLB Hawaii Highly Qualified Teacher Certificate		

- You **appear** to meet the designation of Hawaii Qualified for the subject area of \_\_\_\_\_ and need to submit the following to DOE:
- HQ Documentation Form (HQT Toolkit: [DOE OTM 700-001](#)), along with your documentation.
- You do not **appear** to meet the designation of Hawaii Qualified for the subject area of \_\_\_\_\_ and may opt to prepare a Professional Development Plan via <https://pde3.k12.hi.us> (See document 2e, HQ Professional Development Plan Instructions.)

The Hawaii Qualified Teacher assistance is **advisory** only. Final approval of HQT designation is **contingent upon the documentation and evidence submitted to DOE**. The discussion and recommendations do not provide advice on Licensing/Relicensing, Reclassification, Transfer/Assignment, Contract/Contract Renewal, Employment/Continued Employment; if information on these items is sought, please contact the appropriate unit or agency.

**Teachers:** Please make 3 copies of all your documentation (2 for your principal who will send one to DOE and place one in your yellow jacket file, and 1 for your records). Submit these materials to your principal by \_\_\_\_\_.

**Principals:** Please review and verify all HQ documentation. Place one copy in the teacher's yellow jacket folder and send the second to: Department of Education, Educator Quality Section, P.O. Box 2360, Honolulu, HI 96804. *Note: Professional Development Plans are completed and submitted online.*

For licensure information, please contact HTSB at <https://hawaiiteacherstandardsboard.org>.

For questions regarding the Hawaii Qualified Teacher options, please contact the Educator Quality Section at 441-8499 or via email at [hqt@notes.k12.hi.us](mailto:hqt@notes.k12.hi.us).

If you need additional assistance, please contact:

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**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
**Sample Notice to Parents of Non Hawaii Qualified Teacher**  
**School Year 2018-2019**

Parent Notice of Not Hawaii Qualified Teacher

Aloha Parent/Guardian:

The Every Student Succeeds Act (ESSA), which became law in December 2015 requires that all teachers meet State Certification or Licensing requirements for the grade level and subject area(s) in which the teacher has been assigned.

While we believe that all of the teachers working in our school are qualified to teach, some teachers have not yet met all of the requirements for the Hawaii Qualified Teacher designation.

This letter is to inform you that your child's teacher, <name> in <grade, subject> is in the process of meeting the Hawaii Qualified Teacher requirements and we are providing the support necessary for success. To ensure that every child in every classroom has a Hawaii Qualified teacher, our school, complex area and the Hawaii Department of Education are helping teachers meet these requirements by providing several options. Teachers may take a test or sign up for college classes or other professional development. If they have a performance rating of effective or better, they may also demonstrate their expertise through a combination of college coursework, professional development activities and experience.

Your child's teacher is dedicated to the success of every child in the class. I thank you for your continued support of your child's education and encourage you to communicate with his or her teacher on a regular basis so that together we can provide your child with the best education possible. If you have any questions or concerns, please contact me at <phone number>.

Mahalo,

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Principal



**HAWAII DEPARTMENT OF EDUCATION (夏威夷教育部)**  
**ESSA Hawaii Qualified Teacher (ESSA 夏威夷教师资格办公室)**  
**有关 Non-Hawaii Qualified Teacher (无夏威夷教师资格老师) 事宜致父母的通知**  
**样文**  
**2018-2019 学年**

有关 Not Hawaii Qualified Teacher (无夏威夷教师资格的老师) 事宜致家长的通知

The Every Student Succeeds Act (ESSA) (每个学生都成才法案), 于 2015 年 12 月成为法律, 该法案要求所有老师都要符合州证或者执照要求, 以适应该老师被分派的年段和科目要求。

虽然我们相信在我们学校任课的所有老师都是合格的, 但还是有一些教师还没有达到 Hawaii Qualified Teacher (夏威夷教师资格) 的要求。

此信函就是通知您, 您小孩的老师 (name) \_\_\_\_\_, (grade, subject) \_\_\_\_\_ 正在办理 Hawaii Qualified Teacher (夏威夷教师资格证), 我们也正在为他或她提供相应的支持助其成功。为了确保每个教室的每个孩子都有夏威夷资格教师, 我们学校、学区和 Hawaii Department of Education (夏威夷教育部) 多方渠道帮助老师获得资格证。教师们可以参加测试或者参加学院课程或者其他专业培训。如果他们的表现达到有效评分或者更好, 他们也可以展示他们的专业特长, 说明他们的学院进修课程、专业培训和经验等。

您小孩的教师致力于每个孩子的课堂成功。我感谢您对小孩教育的持续支持, 并且鼓励您和他或她的老师经常沟通, 这样老师就能尽可能提供最合适的教育。如果您有任何问题或关心的问题, 请联系我, 电话是 (phone number) \_\_\_\_\_.

致礼,

\_\_\_\_\_  
校长



**HAWAII DEPARTMENT OF EDUCATION (夏威夷教育部)**  
**ESSA Hawaii Qualified Teacher ( ESSA 夏威夷教師資格辦公室 )**  
**有關 Non-Hawaii Qualified Teacher ( 無夏威夷教師資格的老師 ) 事宜致父母的通**  
**知樣文 2018-2019 學年**

有關 Not Hawaii Qualified Teacher ( 無夏威夷教師資格的老師 ) 事宜致家長的通知

The Every Student Succeeds Act (ESSA) ( 每個學生都成才法案 )，於 2015 年 12 月成為法律，該法案要求所有老師都要符合州證或者執照要求，以適應該老師被分派的年段和科目要求。

雖然我們相信在我們學校任課的所有老師都是合格的，但還是有一些教師還沒有達到 Hawaii Qualified Teacher ( 夏威夷教師資格 ) 的要求。

此信函就是通知您，您小孩的老師 (name) \_\_\_\_\_，(grade, subject) \_\_\_\_\_ 正在辦理 Hawaii Qualified Teacher ( 夏威夷教師資格證 )，我們也正在為他或她提供相應的支援助其成功。為了確保每個教室的每個孩子都有夏威夷資格教師，我們學校、學區和 Hawaii Department of Education ( 夏威夷教育部 ) 多方管道幫助老師獲得資格證。教師們可以參加測試或者參加學院課程或者其他專業培訓。如果他們的表現達到有效評分或者更好，他們也可以展示他們的專業特長，說明他們的學院進修課程、專業培訓和經驗等。

您小孩的教师致力於每個孩子的課堂成功。我感謝您對小孩教育的持續支持，並且鼓勵您和他或她的老師經常溝通，這樣老師就能盡可能提供最適合的教育。如果您有任何問題或關心的問題，請聯繫我，電話是 (phone number)\_\_\_\_\_。

致禮，

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校長



**AN HAWAII WE PWUTAIN KÁÉÉ**  
**ESSA Ewe Sense A Tufichin Sense nón Hawaii**  
**Esinesin Ngeni Inenap me Samanap ren Ekkewe Sense Resamo Angei Ekkewe**  
**Tufichin Ar repwe wesewesen Sense nón Hawaii.**  
**Ierin Sukuun 2018-2019**

Esinesin Ngeni Inenap me Samanap ren Ekkewe Sense Resamo Angei Ekkewe Tufichin  
 Ar repwe wesewesen Sense nón Hawaii

Ran Annim Inenap me Samanap/ Chóón túmwúnúú ewe semiriit:

Ewe annuk a iteni Every Student Succeeds Act (ika ESSA), ewe a winiti ew annuk nón ewe Tisamper (December) 2015, a annukátiw an meinisín sense repwe angei nour naisenin ar repwe osukuun nón ewe mwiich (grade) me pekin (subject) ra awisa ngenir seni Mwuun Hawaii .

Am mei nuku pwun meinisín sense ekkewe ra angang nón ach kewe sukuun repwe angei tufichin ar repwe wesewesen sense (nón Hawaii), nge ekkóóch ekkei sense resamo angei meinisín ekkewe mettóóch repwe angei pwe repwe tufichin ar epwe wesewesen emon sense nón mwuun Hawaii.

Ei taropwe epwe esinei ngonuk pwun noun noumw ewe sense (name) \_\_\_\_\_ nón (grade, subject) \_\_\_\_\_ ii mei angang ngeni an epwe angei ekkewe pekin tufichin an epwe wesewesen emon sense nón Hawaii, me am mei pwan awora ngeni aninisin an epwe tori ekkei akuukun tufich. Nón ach achocho ngeni pwe meinisín ekkewe semiriit nón ekkewe nenien káéé (classroom) epwe wor neur sense mei tufichin repwe wesewesen sense nón Hawaii, ach kewe sukuun, me kininik me An Hawaii we Pwutain Káéé a anisi ekkewe sense ar repwe tori ekkewe aukukun tufich ar ra awora ngeni sokkopaten pekin káéé. Ekkewe sense ra tongeni angei ew tes ika makkei iter pwe repwe angei ekkewe class seni kanech (college) ika fen ekkóóch pwan pekin káéé (professional development). Ika pwe iir mei angei kreitin ar angang ééch epwe “effective” (ééch) ika ééchuseni, iir ra pwan tongeni pwáranó ar sinenap nón me ruu, ar káéé me nón kanech, ekkewe pekin káéé ngeni ar pekin angang me ar sine ra angei seni ar ááni ewe angang.

Noun noumw ewe sense a fokkun aturesi an ekkewe semiriit repwe nipwáákééch nón ar sukuun (class). Uwa fokkun kinissou ngonuk ren sopwosopwonóón omw anisi an noumw we pekin káéé me pesei ngonuk omw kopwe pwopworaus ngeni noun ewe sense iteitan pwun, kich fengen, sia tongeni awora ngeni noumw we pekin káéé a fokkun mwúrinné. Ika epwe wor ómw kapas eis ika meefiomw, kose mochen kékkeériei won (phone number)

\_\_\_\_\_.

Kinissou chapwúúr,

\_\_\_\_\_  
 Perensepon



**BILDUNGSMINISTERIUM HAWAII**  
**ESSA Hawaii Lehrerqualifikation**  
**Briefvolage an Eltern mit nicht für Hawaii qualifizierten Lehrern**  
**Schuljahr 2018-2019**

Benachrichtigung an Eltern mit nicht für Hawaii qualifizierten Lehrern

Aloha Eltern/Erziehungsberechtigte:

Der Every Student Succeeds Act (ESSA) ist im Dezember 2015 in Kraft getreten; das Gesetz schreibt vor, dass alle Lehrer die staatlichen Qualifizierungs- bzw. Zulassungsanforderungen für die Jahrgangsstufen und Fachgebiete erfüllen müssen, in denen sie unterrichten.

Obwohl wir davon ausgehen, dass die an unserer Schule tätigen Lehrer, hinreichend qualifiziert sind, erfüllen einige Lehrer noch nicht alle Anforderungen der Lehrerqualifikation für Hawaii.

Wir möchten Sie hiermit darüber in Kenntnis setzen, dass der Lehrer Ihres Kindes, (name) \_\_\_\_\_ im (grade, subject) \_\_\_\_\_ auf die Erfüllung der Anforderungen der Lehrerqualifikation für Hawaii hinarbeitet und dabei die notwendige Unterstützung unsererseits erfährt. Um sicherzustellen, dass alle Kinder in unseren Klassenzimmern von Lehrern mit der Qualifikation für Hawaii unterrichtet werden, unterstützen unsere Schule in Zusammenarbeit mit dem Bildungsministerium Hawaii unsere Lehrer dabei, auf die Erfüllung der Anforderungen auf verschiedenen Wegen hinzuarbeiten. Die Lehrer können etwa einen Test absolvieren oder sich für College-Klassen oder andere Fortbildungskurse anmelden. Falls ihre Leistungsbewertung bei "effektiv" oder höher liegt, können sie auch ihre Kompetenz über eine Kombination aus College-Kursarbeit, beruflicher Weiterbildung und Erfahrungsnachweisen demonstrieren.

Der Lehrer Ihres Kindes ist dem Erfolg von allen Kindern in der Klasse verpflichtet. Ich danke Ihnen für die Unterstützung bei der schulischen Laufbahn Ihres Kindes und ermutige Sie, regelmäßig mit seinen/ihren Lehrern zu kommunizieren, damit wir Ihrem Kind die gemeinsam eine Optimale Ausbildung ermöglichen können. Falls Sie irgendwelche Fragen oder Bedenken haben, kontaktieren Sie mich bitte unter (phone number) \_\_\_\_\_ .

Mahalo,

\_\_\_\_\_  
Schulleiter





**HAWAII DEPARTMENT OF EDUCATION (ハワイ教育省)**  
**ESSA Hawaii Qualified Teacher (ESSA ハワイの適格教師)**  
**Non-Hawaii Qualified Teacher (非ハワイ資格教師) についての両親へのサンプ  
 ル通知**  
**2018-2019 学年年**

Not Hawaii Qualified Teacher (非ハワイ適格教師) についての親通知

2015年12月に法律となった The Every Student Succeeds Act (ESSA) (全学生の成功法) は、全ての教師が自分に割り当てられた学年及び科目分野の州認定またはライセンス要件を満たすことを要求しています。

我々が学校で働いてる全ての教師が適格教師であることを信じてる一方、一部の教師は Hawaii Qualified Teacher (ハワイ適格教師) の指定要件を満たしてません。

該当書簡はお子供の (grade, subject) \_\_\_\_\_ 教師である (name) \_\_\_\_\_ が Hawaii Qualified Teacher (ハワイ適格教師) を申請してることを通知し、我々も彼の成功に必要な支援を提供しています。我が学校、複合地区および Hawaii Department of Education (ハワイ教育部) は各教室のすべての子供にハワイ適格教師が揃えるように幾つかの選択肢を提供して教師が必要な要件を満足するように支援しています。教師は大学の授業や他の専門的な開発のためのテストに参加又はサインアップすることができます。彼の業績評価が効果的又はその以上の場合、彼らは大学のコースワーク、専門的な開発活動及び経験を組み合わせて専門性を表すことができます。

お子供の先生はクラスの子供全員が成功するように捧げます。私は子供の教育に対する貴方の継続的な支持に感謝し、定期的に彼又は彼女の先生と連絡を取って最も適切な教育を提供されることを促します。ご不明な点がございましたら、(phone number) \_\_\_\_\_ までご連絡ください。

敬具

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校長



**HAWAII DEPARTMENT OF EDUCATION (하와이 교육부)**  
**ESSA Hawaii Qualified Teacher (ESSA 하와이 공인 교사)**  
**Non-Hawaii Qualified Teacher (비 하와이 공인 장기 대체 교사) 에 대한 학부모**  
**표본 통보서**  
**2018-2019 학년**

Not Hawaii Qualified Teacher (비 하와이 공인 장기 대체 교사) 에 대한 학부모  
 통보서

2015 년 12 월 법으로 된 The Every Student Succeeds Act (ESSA) (모든 학생의 성공법) 은 모든 교사가 자신이 배정된 학년 및 과목 영역에서 주 자격증 또는 면허 요구 사항을 충족할 것을 요구합니다.

우리가 학교에서 근무하는 모든 교사가 공인 교사임을 믿는 반면, 일부 교사는 Hawaii Qualified Teacher (하와이 공인 교사)의 지정 요건을 모두 충족시키지 못하였습니다.

이 서신은 귀하 자녀의(grade, subject) \_\_\_\_\_ 교사인 (name) \_\_\_\_\_가 Hawaii Qualified Teacher (하와이 인증 교사) 신청을 하고 있음을 알려드리며 우리도 그들의 성공에 필요한 지원을 제공하고 있습니다. 우리 학교, 복합 지역 및 Hawaii Department of Education (하와이 교육부)에서는 모든 교실의 어린이가 하와이 공인 교사를 구비하도록 여러가지 옵션을 제공하여 교사가 이러한 요구 사항을 충족하도록 지원하고 있습니다. 교사는 대학 수업이거나 기타 전문성 개발을 위한 시험에 참여하거나 등록할 수 있습니다. 그들의 성적이 유효 점수 또는 그 이상 일 경우, 그들은 자신의 대학 연수 과정, 전문 개발 활동 및 경험의 조합으로 전문성을 입증할 수 있습니다.

자녀의 교사는 학생 모두의 성공을 위하여 헌신적으로 노력합니다. 귀하 자녀의 교육에 대한 귀하의 지속적인 지원에 감사드리며 교사와의 정기적인 대화를 통하여 자녀에게 최상의 교육을 제공할 수 있도록 격려해주시요. 질문이나 문제가 있으시면 (phone number) \_\_\_\_\_ 로 저에게 연락주시요.

감사합니다.

\_\_\_\_\_  
 교장



**ພະແນກສຶກສາທິການລັດຮາວາຍ**  
**ອາຈານສອນທີ່ມີຄຸນນະທຳ ຕາມ ESSA ຂອງລັດຮາວາຍ**  
**ຕ້ອນຮັບແຈ້ງການເຖິງພະແນກທີ່ບໍ່ມີຄຸນນະທຳຂອງລັດຮາວາຍ**  
**ສົກຮຸ້ນ 2018-2019**

ແຈ້ງການເຖິງພະແນກກ່ຽວກັບອາຈານສອນທີ່ບໍ່ມີຄຸນນະທຳຂອງລັດຮາວາຍ

ສະບາຍດີພໍ່ແມ່/ຜູ້ບົກຄອງທີ່ຮັກແພງ:

ຂໍ້ກຳນົດວ່າດ້ວຍຄວາມສຳເລັດຂອງນັກຮຽນທຸກໆຄົນ (The Every Student Succeeds Act (ESSA)), ເຊິ່ງໄດ້ກາຍເປັນກົດໝາຍໃນເດືອນທັນວາ 2015 ຕ້ອງການໃຫ້ອາຈານສອນທຸກຄົນບັນລຸຕາມ ເງື່ອນໄຂການຢັ້ງຢືນ ທີ່ ການອະນຸຍາດຂອງລັດສຳລັບລະດັບເກຣດ ແລະ ຂົງເຂດວິຊາທີ່ອາຈານ ສອນໄດ້ຮັບການມອບໝາຍໃຫ້ສອນ.

ເຖິງພວກເຮົາຈະເຊື່ອວ່າ ອາຈານສອນທຸກຄົນທີ່ເຮັດວຽກຢູ່ໃນໂຮງຮຽນຂອງພວກເຮົາມີຄຸນນະທຳ ທີ່ຈະສອນໄດ້, ອາຈານສອນບາງຄົນກໍຍັງບໍ່ທັນມີເງື່ອນໄຂຄົບຖ້ວນທັງໝົດຕາມການກຳນົດໃຫ້ ເປັນອາຈານສອນທີ່ມີຄຸນນະທຳຂອງລັດຮາວາຍເທື່ອ.

ໜັງສືສະບັບນີ້ຈຶ່ງແຈ້ງໃຫ້ທ່ານຊາບວ່າ ອາຈານສອນລູກຂອງທ່ານ, (name) \_\_\_\_\_ ຢູ່ໃນ (grade, subject) \_\_\_\_\_ ແມ່ນກຳລັງຢູ່ໃນຂະບວນການຍົກລະດັບໃຫ້ໄດ້ຕາມເງື່ອນໄຂກຳ ນົດກຳນົດເປັນອາຈານສອນທີ່ມີຄຸນນະທຳຂອງລັດຮາວາຍ ແລະ ພວກເຮົາກຳລັງໃຫ້ການສະໜັບສະ ໜູນທີ່ຈຳເປັນຕໍ່ຜົນສຳເລັດນີ້. ເພື່ອຮັບປະກັນໃຫ້ເດັກນ້ອຍທຸກໆຄົນຢູ່ໃນທຸກໆຫ້ອງຮຽນມີອາ ຈານສອນທີ່ມີຄຸນນະທຳຂອງລັດຮາວາຍ, ໂຮງຮຽນຂອງພວກເຮົາ, ເຂດບໍລິການ ແລະ ພະແນກສຶກ ສາທິການລັດຮາວາຍກຳລັງໃຫ້ການຊ່ວຍເຫຼືອອາຈານສອນໃຫ້ມີຄຸນນະທຳເຫຼົ່ານີ້ຢູ່ໂດຍການໃຫ້ທາງ ເລືອກຫຼາຍຢ່າງ. ອາຈານສອນອາດຈະໄດ້ຮັບການສອບເສັງ ທີ່ ລົງທະບຽນຮຽນໃນວິທະຍາໄລ ທີ່ ການພັດທະນາທາງດ້ານຄວາມເປັນມືອາຊີບອື່ນ. ຖ້າພວກເຂົາມີຜົນອອກມາໃນລະດັບທີ່ມີປະສິດ ທິພາບ ທີ່ ດີກວ່າ, ພວກເຂົາຍັງອາດຈະຕ້ອງໄດ້ສະແດງໃຫ້ເຫັນເຖິງຄວາມຊຳນານຂອງພວກເຂົາ ຜ່ານການປະສົມປະສານວິຊາຮຽນໃນຫຼັກສູດວິທະຍາໄລ, ກິດຈະກຳພັດທະນາຄວາມເປັນມືອາຊີບ ແລະ ປະສົບການ.

ອາຈານສອນລູກຂອງທ່ານອາດຈະຕ້ອງຕົນຕໍ່ຄວາມສຳເລັດຂອງເດັກນ້ອຍທຸກໆຄົນຢູ່ໃນຫ້ອງຮຽນ. ຂ້າພະ ເຈົ້າຂໍຂອບໃຈມາຍັງທ່ານທີ່ໃຫ້ການສະໜັບສະໜູນຕໍ່ການສຶກສາລູກຂອງທ່ານຕະຫຼອດມາ ແລະ ຂໍ ໃຫ້ທ່ານຕິດຕໍ່ສື່ສານກັບອາຈານສອນລູກຂອງທ່ານໃຫ້ເປັນປົກກະຕິ ເພື່ອໃຫ້ພວກເຮົາສາມາດໃຫ້ ການສຶກສາທີ່ດີທີ່ສຸດແກ່ລູກຂອງທ່ານໄດ້ຜ່ານການເຮັດວຽກຮ່ວມກັນຂອງພວກເຮົາ. ຖ້າທ່ານມີຄຳຖາມ ຫຼື ຂໍຂ້ອງໃຈ, ກະລຸນາຕິດຕໍ່ຫາຂ້າພະເຈົ້າໄດ້ທ່ານ (phone number) \_\_\_\_\_

ມາຮາໂລ (Mahalo),

ອຳນວຍການໂຮງຮຽນ



**HAWAII DEPARTMENT IN EDUCATION**  
**ESSA Hawaii Ri-kaki me Ej Qualify**  
**Jambōl Nān Jinen/Jemen kōn juon Ri-kaki me Ejjab Qualify**  
**Iiō in Jikuuł 2018-2019**

Kōjjeļā nān Jinen/Jemen kōn juon Ri-Kake me Ejjab Qualify ilo Hawaii

Iakwe Jinen/Jemen/Ri-lale:

Every Student Succeeds Act eo (ESSA (Kajjojo Ri-jikuuł naaj Jeraamman)), me ekar erom kien ilo Tijemba 2015, ej kakien ke aolep ri-kake ro ren qualify ekkar nān kakien ko an state ikijjien kaṃool ak kōmālim ak nān kilaj eo im subject eo/ko me eṃōj jitōne ri-kaki eo ie.

Meñe kōmij tōmak ke aolepan ri-kaki ro me rej jermal ilo jikuuł in ad rej qualify nān katakin, jet ri-kaki rejañin qualify ekkar nān aolepan kakien ko nān ṇaetan Hawaii Ri-kaki me Ej Qualify.

Lōta in ej nān kōjjeļāik eok ke an nājūm ri-kake, (name) \_\_\_\_\_ ilo (grade, subject) \_\_\_\_\_ ej pād ilo kilen qualify ekkar nān kakien ko an Hawaii Ri-kaki me Ej Qualify im kōm ej leļok jipañ me ej aikuj nān an jeraamman. Nā kapen ke elōñ juon ri-kaki me ej ekkar nān Hawaii Ri-Kaki me Ej Qualify ilo ruum eo an kajjojo ajri, jikuuł kein ad im Hawaii Department in Education eo rej jipañ ri-kaki ro bwe ren ekkar nān kakien kein ilo aer leļok jet menin ekkāālel. Ri-kaki ro remaroñ in bōk juon teej ak kaddeļoñ ilo kooj ko ilo college ak bar wāween eddek ilo wāween professional. Ñe elōñ aer “joñak kōmman” me ej “elōñ tokjān” ak eṃmanļok, remaroñ in bar kowaļok aer jeļā ilo aer kobaik kooj ko ilo college, kōmmanman ekkar nān eddek ilo professional im men ko me eṃōj eñjake im imminene kake.

An nājūm ri-kaki ej lokjak bwe aolepan ajri ro ilo kilaj eo ren jeraamman wōt. Ij kaṃmoolol eok kōn am rie wōt an nājūm ekkatak im ij rōjañe eok bwe en ekkā am kōmṃao ippān ri-kaki eo an bwe jen ippān doon leļok ekkatak nāne nān joñan am maroñ. Ñe elōñ jabdewōt am kajjitōk ak inepata, jouj im contact eō ilo (phone number)

\_\_\_\_\_.

Koṃmool,

\_\_\_\_\_  
 Principal



**MATAGALUEGA O A'OGA HAWAI'I**  
**ESSA Hawaii Faia'oga Pasi**  
**Fa'asilasilaga Fa'ata'ita'i mo Matua o Sui Faia'oga Pasi mo se Taimi Umi e lē o ni**  
**Tagatanu'u o Hawaii'i**  
**Tausaga Fa'alea'oa'oga 2018-2019**

Fa'asilasilaga mo Matua o Faia'oga Pasi e Lē o ni Tagatanu'u Hawaii'i

Talofa Matua/Ē o lo'o va'aia:

O le Tulafono o Tamaiti A'oga uma e Manuia (ESSA), lea na avea ma tulafono I le masina o Tesema 2015, e mana'omia ai I faia'oga uma ona fa'amalieina fa'amaoniga a le setete po'o aiaiga tau laisene mo le vasega ma mata'upu ua tofia iai le faia'oga.

E ui matou te talitonu o faia'oga uma o lo'o galulue I le matou a'oga ua agava'a e faia'oga, o nisi o faia'oga e le'i fa'amalieina nisi o aiaiga e avea ai ma Faia'oga Pasi a Hawaii'i.

O lenei tusi e fa'ailoa atu ai ia te oe, o le faia'oga a lau tama, (name) \_\_\_\_\_  
 I le (grade, subject) \_\_\_\_\_ o lo'o fa'agasolo I le taimi nei le fa'amalieina o aiaiga o le avea ai ma Faia'oga Pasi a Hawaii'i ma o lo'o matou tu'uina atu fo'i le lagolagosua e mana'omia ina ia manuia ai. Mo le fa'amautinoa e tofu tamaiti a'oga uma I potua'oga uma ma se faia'oga Pasi a Hawaii'i, o lo'o fesoasoani le matou a'oga, vaega o lo'o iai ma le Matagaluega o A'oga a Hawaii'i ina ia fa'amalieina nei aiaiga e ala I le ofoina atu o ni mea e mafai ona filifili mai ai. E mafai ona su'e e faia'oga se su'ega pe a'o'oga ini vasega I le iunivesite po'o nisi atia'ega fa'apolofesa. Afai e lelei ma sili atu la latou taumafai, e ono mafai fo'i ona maua le avanoa e fa'aalia ai lo latou tomai e ala I le tu'ufa'atasiga o galuega I mata'upu I le iunivesite, fa'atinoga o atia'ega fa'apolofesa ma le potu masani.

E amana'ia e le faia'oga a lau tama le manuia o tamaiti a'oga uma I totonu o le vasega. Fa'afetai mo lou lagolagoina pea o le a'oa'oina o lou alo, ma u'una'ia oe ina ia feso'ota'i pea ma lana faia'oga ina ia mafai ona tatou ofoina atu fa'atasi se a'oa'oga aupito sili ona lelei mo lou alo. Afai e iai ni au fesili po'o ni popolega, fa'amolemole fa'afeso'ota'i mai I le (phone number) \_\_\_\_\_.

Fa'afetai,

\_\_\_\_\_  
 Pule A'oga



**DEPARTAMENTO DE EDUCACIÓN DE HAWÁI**  
**Educador cualificado de la Ley Cada Estudiante Triunfa (ESSA) en**  
**Hawái**  
**Carta modelo para padres en caso de contratar educadores no cualificados en**  
**Hawái**  
**Año académico 2018-2019**

Carta para padres en caso de contratar educadores no cualificados en Hawái

Estimado/a padre/madre/tutor:

La Ley Cada Estudiante Triunfa (ESSA), que adquirió dicho carácter en diciembre de 2015, dispone que todos los educadores obtengan la certificación o los requisitos de licenciatura estatal para el grado académico y el/las área/s temática/s en que se desempeñan.

Pese a que estamos convencidos de que todos los educadores en nuestra escuela están capacitados para enseñar, algunos de ellos no cumplen aún con los requisitos para ser designados Educadores Cualificados de Hawái.

Por la presente, le notificamos que la/el maestra/o de su hija/o de (grade, subject) \_\_\_\_\_, (name) \_\_\_\_\_, está en proceso de cumplimentar con los requisitos para obtener la designación de Educador Cualificado de Hawái, en cuya tarea estamos brindando el apoyo necesario para obtenerla. Con el fin de garantizar que todos los estudiantes cuenten con un Educador Cualificado de Hawái, nuestra escuela, el área compleja y el Departamento de Educación de Hawái están colaborando con las/os maestras/os para que cumplan con los requisitos mediante numerosas opciones. Las/os maestras/os pueden someterse a un examen o inscribirse en clases universitarias o en otros cursos de desarrollo profesional. Si obtienen desempeños satisfactorios o superiores, también pueden demostrar sus conocimientos mediante una combinación de clases universitarias, actividades de desarrollo profesional y experiencia.

La/El maestra/o de su hija/o está comprometida/o con el triunfo de cada uno de los estudiantes de su clase. Agradezco el apoyo constante que brinda a la educación de su hija/o y la/o aliento a conversar con la/el maestra/o de su hoja/o con regularidad para que, en conjunto, podamos otorgarle la mejor educación posible. Si tiene consultas o inquietudes, póngase en contacto conmigo al (phone number) \_\_\_\_\_.

Saludos cordiales.

\_\_\_\_\_  
Director/a



**DEPARTAMENTO NG EDUKASYON NG HAWAII**  
**ESSA Kuwalipikadong Guro ng Hawaii Hawaii**  
**Halimbawa ng Pabatid sa Mga Magulang Tungkol sa Hindi Pa Kuwalipikadong**  
**Guro ng Hawaii**  
**Taong Paaralan 2018-2019**

Pabatid sa Magulang Tungkol sa Hindi Pa Kuwalipikadong Guro ng Hawaii

Aloha Mahal Naming Magulang/Tagapag-alaga:

Ang Batas Tungkol Sa Pagtatagumpay ng Bawat Mag-aaral o Every Student Succeeds Act (ESSA), na naging batas noong Disyembre 2015, ay hinihingi sa lahat ng mga guro na kailangang makamit nila ang Sertipikasyon ng Estado o mga rekisito upang sila'y maging Lisensiyado para sa antas na pinagtuturuan at mga asignatura na kanilang itinuturo.

Bagama't naniniwala kami na ang lahat ng mga guro sa ating paaralan ay kuwalipikadong magturo, di pa nakamit ng ilan sa kanila ang lahat ng mga rekisito para sa designasyong Kuwalipikadong Guro ng Hawaii.

Ipinababatid sa inyo ng sulat na ito na ang guro ng inyong anak na si (name)

\_\_\_\_\_, sa (grade, subject) \_\_\_\_\_ ay kasalukuyang inaasikaso ang mga rekisito para makamit ang designasyong Kuwalipikadong Guro ng Hawaii at ibinibigay namin sa kanya ang kailangan suporta upang makamit niya ito. Upang masiguro na ang bawat mag-aaral sa bawat silid-paaralan ay magkakaroon ng Kuwalipikadong Guro ng Hawaii, ang ating paaralan, complex area at ang Departamento ng Edukasyon ay tumutulong sa mga guro upang makamit nila ang mga rekisito sa pamamagitan ng ilang paraan. Maaaring kumuha ang guro ng eksamen o mag-enrol para sa klase sa kolehiyo o sa iba pang kurso na magpapaunlad sa kanila bilang guro. Kung ang antas ng kanilang kagalingan ay epektibo o mas maganda pa, maaari nilang ipakita ang kanilang kaalaman sa pamamagitan ng pinagsamasamang mga gawain sa kolehiyo, mga aktibidad sa pagpapaunlad ng kanilang propesyon at karanasan.

Ang guro ng inyong anak ay inuukol ang sarili para sa pagtatagumpay ng bawat mag-aaral sa kanyang klase. Ako ay nagpapasalamat sa inyong walang sawang suporta sa pag-aaral ng inyong anak at hinihikayat po namin kayo ang madalas ninyong pakikipag-ugnayan sa guro ng inyong anak upang masiguro natin na maibibigay sa inyong anak ang pinakamagandang edukasyon na maaari nating ibigay sa kanya. Kung mayroon kayong katanungan o gustong liwanagin, maaari ninyo akong tawagan sa (phone number) \_\_\_\_\_.

Mahalo,

\_\_\_\_\_  
Prinsipal



**POTUNGAUE AKO 'A HAWAII  
ESSA Hawaii Qualified Teacher**

**Tohi Fakatokanga Fakaangaanga ki he Matu'a 'o fekau'aki mo ha Faiko 'i Hawaii 'oku  
Te'eki ke Mateuteu Fe'unga.  
Faha'i Ta'u Faka Ako 2018-2019**

Fakatokanga ki he Matu'a 'o fekau'aki mo ha Faiko 'i Hawaii 'oku  
Te'eki ke Mateuteu Fe'unga.

Aloha Matu'a/Tauhi Fanau

Ko e Every Student Succeeds Act (ESSA), na'e hoko ia koe lao 'i Tisema 2015, na'e fiema'u ki he kau faiako kotoa pe ke nau malava 'o fakakakato e fiema'u ki he setifikeiti 'a e Siteiti pea mo e ngaahi fiema'u ki he laiseni ki he kuleiti levolo pea moe ngaahi elia he lesoni 'aia 'oku 'osi tuku pau ki he faiako.

'Oku mau tui ki he katoa 'a e kau faiko 'oku nau ngaue he 'api ako 'oku nau ma'u e mafai fakafaiako ke faiako, ka 'oku 'iai pe 'a e kau faiako 'oku te'eki ke nau fakakakato 'a e ngaahi fiema'u kotoa pe mei he Hawaii Qualified Teacher 'oku 'osi tukupau atu.

Ko e tohi ni ke fakaha atu kaite koe fekau'aki moe faiako 'a ho'o fanau (name)

\_\_\_\_\_ i he (grade, subject) \_\_\_\_\_ 'oku lolotonga ngaue ki he fakakakato 'a e fiema'u 'a e Hawaii Qualified Teacher pea mo fakahoko 'a e pou pou kakato ki he ola lelei. Koe feinga 'eni ke fakapapau'i koe fanau kotoa pe 'oku 'i he lokiako 'oku 'iai a e faiako 'oku 'osi teu'i he Hawaii Qualified Teacher, 'i hotau 'api ako, koe elia kotoa 'o e api ako ni pea moe Va'a Potungaue Ako 'a Hawaii 'oku nau tokoni ki he kau faiko ko 'eni ke nau ma'u 'a e ngaahi fiema'u kotoa pea mo toe 'oatu ha ngaahi tafa'aki kehekehe ke nau ala fili kiai. 'E malava pe he faiako ke tau to'o ha sivi pe ko 'enau lesisita ki he ngaahi kalasi he kolisi pe ko ha ngaahi fakalalakaka fakapolofesinale. Kapau leva 'e ola lelei 'enau fakafotunga he ngaue pea mo to e fakalalakaka, te nau malava pe 'o fakahaa'i 'enau taukei ngaue he fakataha'i e ngaahi kalasi ako mei he kolisi, ko ha ngaahi ekitiviti fakalalakaka fakapolofesinale mo 'enau taukei.

'Oku tukupa pe 'a e faiako 'a ho'o fanau ke fakapapau'i e ma'u ha ola lelei ho'o fanau 'i he kalasi. 'Oku ou fakamalo ki he hokohoko ho'omou tokoni'I e ako ho'omou fanau pea moe fakalotolahi atu ke mou fettu'utaki mo 'ene faiako e ki'i tamasi'i pe ta'ahine 'o hokohoko ma'u pe koe 'uhi ke tau 'oange ki he fanau 'a e lelei taha fakaako te tau malava. Kapau 'oku iai ha ngaahi fehu'i pe ko ha me'a te mou tokanga kiai, kataki pe 'o fakafetu'utaki mai kiate au he (phone, number) \_\_\_\_\_.

Mahalo,

\_\_\_\_\_  
Puleako



**BỘ GIÁO DỤC HAWAII**  
**Giáo Viên Đạt Chuẩn ESSA Hawaii**  
**Thông Báo Mẫu Cho Phụ Huynh Về Giáo Viên Chưa Đạt Chuẩn Hawaii**  
**Năm học 2018-2019**

Thông Báo Cho Phụ Huynh Về Giáo Viên Chưa Đạt Chuẩn Hawaii

Xin chào Cha mẹ/Người giám hộ,

Đạo luật Thành công cho mỗi học sinh (ESSA) - vốn đã trở thành luật vào tháng 12 năm 2015 - yêu cầu tất cả giáo viên phải đáp ứng các yêu cầu Chứng nhận hoặc Cấp phép của Tiểu bang đối với cấp lớp và với (các) môn học mà giáo viên được phân công giảng dạy.

Mặc dù chúng tôi tin rằng tất cả các giáo viên công tác trong trường của chúng tôi đều đủ điều kiện giảng dạy nhưng một số giáo viên vẫn chưa đáp ứng tất cả các yêu cầu để được công nhận là Giáo viên đạt chuẩn Hawaii.

Thư này là để thông báo cho quý vị rằng giáo viên của con em quý vị -

(tên) \_\_\_\_\_ dạy (grade, subject) \_\_\_\_\_ - đang trong quá trình đáp ứng các yêu cầu của Giáo viên đạt chuẩn Hawaii và chúng tôi sẽ cung cấp sự hỗ trợ cần thiết để giúp giáo viên đó thành công. Nhằm đảm bảo mỗi học sinh trong mỗi lớp đều có một giáo viên đạt chuẩn Hawaii, nhà trường chúng tôi, hợp khu và Bộ giáo dục Hawaii sẽ giúp giáo viên đáp ứng các yêu cầu này bằng cách cung cấp nhiều lựa chọn. Giáo viên có thể làm bài kiểm tra hoặc đăng ký theo học các lớp đại học hoặc các hoạt động phát triển chuyên môn khác. Nếu họ có vị thứ xếp hạng thành tích hiệu quả hoặc tốt hơn, họ cũng có thể chứng minh được kiến thức chuyên môn của mình thông qua việc kết hợp chương trình đại học, các hoạt động phát triển chuyên môn và kinh nghiệm bản thân.

Giáo viên của con quý vị quan tâm đến thành công của mỗi em học sinh trong lớp. Tôi cảm ơn quý vị đã luôn hỗ trợ giáo dục con em và khuyến khích quý vị thường xuyên liên lạc với giáo viên để chúng ta có thể cùng nhau mang đến cho em một nền giáo dục tốt nhất có thể. Nếu quý vị có bất kỳ thắc mắc hoặc mối lo ngại nào, vui lòng liên hệ với tôi theo số điện thoại (phone number) \_\_\_\_\_.

Trân trọng,

\_\_\_\_\_  
 Hiệu trưởng



**DEPARTAMENTO SA EDUKASYON SA HAWAII**  
**ESSA Kalipikadong Magtutudlo sa Hawaii**  
**Pananglitan nga Pahibalo sa mga Ginikanan sa Magtutudlo nga Dili Kalipikado**  
**sa Hawaii**  
**Tuig Tingtungha 2018-2019**

Pahibalo sa Ginikanan sa Dili Kalipikadong Magtutudlo sa Hawaii

Kanimo Ginikanan/Tigbantay:

Ang Akta nga ang Matag Tinun-an Molampos o Every Student Succeeds Act (ESSA), diin nahimong balaod sa Disyembre 2015, nagmando nga ang tanang magtutudlo makakuha og Sertipikasyon sa Estado o panginahanglan sa Lisensiya alang sa lebel sa grado ug (mga) panulun-an diin ang magtutudlo gipatudlo.

Bisan kami nagtuo nga ang tanang magtutudlo nga nagtrabaho sa among tulunghaan kalipikado nga motudlo, ang pipila ka magtutudlo wala pa makatubag sa tanang panginahanglan alang sa designasyon sa Kalipikadong Magtutudlo sa Hawaii.

Kining maong sulat nagpahibalo kanimo nga ang magtutudlo sa imong anak,

(name) \_\_\_\_\_ Sa (grade, subject) \_\_\_\_\_

anaa sa proseso sa pagtubag sa panginahanglan sa Kalipikadong Magtutudlo sa Hawaii ug mihatag kamig suporta alang sa kalamposan. Sa tinguha nga ang matag bata sa lawak-saringan adunay Kalipikadong Magtutudlo sa Hawaii, ang among tulunghaan, lugar nga kompleks ug Departamento sa Edukasyon sa Hawaii mingtabang sa mga magtutudlo nga makatubag niining mga panginahanglan pinaagi sa paghatag og pipila ka kapilian. Ang mga magtutudlo mahimong mokuha og pasulit o mokuha og mga klase sa kolehiyo o uban pang pagpalambo sa propesyon. Kon aduna silay grado sa kahimoan nga epektibo o labaw pa, mahimo nilang ikapakita ang ilang kahanas pinaagi sa kombinasyon sa buluhaton sa kolehiyo, kalihokan nga makapalambo sa propesyon ug kasinatian.

Ang magtutudlo sa imong anak nagtinguha sa kalamposan sa matag bata sa klase. Mapasalamaton ako sa imong padayong pagsuporta sa edukasyon sa imong anak ug modasig kanimo sa pagpakigdugtong sa iyang magtutudlo sa kanunay aron sa hiniusa kita makahatag sa imong anak sa labing maayong posibleng edukasyon. Kon ikaw adunay mga pangutana ug kabana, palihok kontaka ko sa (phone number)

\_\_\_\_\_.

Matinud-anon,

\_\_\_\_\_  
 Prinsipal



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
**Sample Notice to Parents of**  
**Non-Hawaii Qualified Long Term Substitutes**  
**School Year 2018-2019**

Parent Notice of Non-Hawaii Qualified Long Term Substitute Teacher

Aloha Parent/Guardian:

The Every Student Succeeds Act (ESSA), which became law in December 2015, requires that all teachers meet state certification or licensing requirements for the grade level and subject area(s) in which the teacher has been assigned.

The Hawaii Department of Education expects all schools to notify parents if their child is being taught for four or more weeks by a teacher who does not yet meet all of the requirements for the Hawaii Qualified Teacher designation.

This letter is to notify you that your child's <grade, subject> regular teacher, <name #1>, will be on temporary leave beginning <date> and will be away for <number> weeks. In <his or her> absence, we have hired <name #2> to teach <his or her> class.

<name #2> does not currently meet the requirements of a "Hawaii Qualified" teacher, but <he or she> has served as a substitute in our school and complex area over the last <number of> years. <He or She> is very familiar with the schools policies and procedures and gets along well with the students, teachers and staff.

Your child's teacher is dedicated to the success of every child in the class. I thank you for your continued support of your child's education and encourage you to communicate with his or her teacher on a regular basis so that together we can provide your child with the best education possible. If you have any questions or concerns, please contact me at <phone number>.

Mahalo,

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Principal



**HAWAII DEPARTMENT OF EDUCATION (夏威夷教育部)**  
**ESSA Hawaii Qualified Teacher (ESSA 夏威夷教师资格办公室)**  
**有关 Non-Hawaii Qualified Long Term Substitute Teacher (无夏威夷教师资格的长期代课老师) 事宜致父母的通知样文**  
**2018-2019 学年**

有关 Non-Hawaii Qualified Long Term Substitute Teacher (无夏威夷教师资格的长期代课老师) 事宜致家长的通知

尊敬的家长/监护人:

The Every Student Succeeds Act (ESSA) (每个学生都成才法案), 于 2015 年 12 月成为法律, 该法案要求所有老师都要符合资格州证或者执照要求, 以适应该老师被分派的年段和科目要求。

The Hawaii Department of Education (夏威夷教育部) 希望, 如果他们的孩子由还没有符合夏威夷教师资格的老师授课超过四周以上的课时, 所有学校都能够通报家长们。

此信函是通知您, 您的小孩(grade, subject) \_\_\_\_\_ 日常教师  
 (name #1) \_\_\_\_\_, 从(date) \_\_\_\_\_ 开始将会临时离开长达(number) \_\_\_\_\_ 周的时间。在  
 他(his)/她 (her) 缺席这段时间, 我们安排 (name #2) \_\_\_\_\_ 来教授  
 他(his)/她 (her) 的课程。

(name #2) \_\_\_\_\_ 老师目前还没有“Hawaii Qualified”(夏威夷教师资格) 证书, 但是他(his)/她 (her) \_\_\_\_\_ 在过去(number of) \_\_\_\_\_ 年一直在我们的学校和学区里代课。他(his)/她 (her) 熟悉学校的政策以及相关措施, 并且和学生教师以及员工们相处的很好。

您小孩的教师致力于每个孩子的课堂成功。我感谢您对小孩教育的持续支持, 并且鼓励您和他或她的老师经常沟通, 这样老师就能尽可能提供最合适的教育。如果您有任何问题或关心的问题, 请联系我, 电话是(phone number) \_\_\_\_\_。

致礼,

\_\_\_\_\_  
 校长



**HAWAII DEPARTMENT OF EDUCATION(夏威夷教育部)**  
**ESSA Hawaii Qualified Teacher ( ESSA 夏威夷教師資格辦公室 )**  
**有關 Non-Hawaii Qualified Long Term Substitute Teacher ( 無夏威夷教師資格的**  
**長期代課老師 ) 事宜致父母的通知樣文**  
**2018-2019 學年**

有關 Non-Hawaii Qualified Long Term Substitute Teacher ( 無夏威夷教師資格的長期  
代課老師 ) 事宜致家長的通知

尊敬的家長/監護人:

The Every Student Succeeds Act (ESSA) ( 每個學生都成才法案 ), 於 2015 年 12 月  
成為法律, 該法案要求所有老師都要符合資格州證或者執照要求, 以適應該老師被  
分派的年段和科目要求。

The Hawaii Department of Education ( 夏威夷教育部 ) 希望, 如果他們的孩子由還  
沒有符合夏威夷教師資格的老師授課超過四周以上的課時, 所有學校都能夠通報家  
長們。

此信函是通知您, 您的小孩(grade, subject) \_\_\_\_\_ 日常教師  
(name #1) \_\_\_\_\_, 從(date) \_\_\_\_\_ 開始將會臨  
時離開長達(number) \_\_\_\_\_ 周的時間。在  
他(his) / 她(her) 缺席這段時間, 我們安排 (name #2) \_\_\_\_\_ 來教授  
他(his) / 她(her) 的課程。

(name #2) \_\_\_\_\_ 老師目前還沒有“Hawaii Qualified”( 夏威夷教  
師資格 ) 證書, 但是 他(his) / 她(her) 在過去(number of) \_\_\_\_\_ 年一直在我  
們的學校和學區裡代課。他(his) / 她(her) 熟悉學校的政策以及相關措施, 並且和學  
生教師以及員工們相處的很好。

您小孩的教師致力於每個孩子的課堂成功。我感謝您對小孩教育的持續支持, 並且  
鼓勵您和他或她的老師經常溝通, 這樣老師就能盡可能提供最適合的教育。如果您  
有任何問題或關心的問題, 請聯繫我, 電話是(phone number) \_\_\_\_\_。

致禮,

\_\_\_\_\_  
校長



**AN HAWAII WE PWUTAIN KÁÉÉ**  
**ESSA Ewe Sense A Tufichin Sense nón Hawaii**  
**Esinesin Ngeni Inenap me Samanap ren Ekkewe Resamo Angei Tufichin Ar**  
**Repwe**  
**Nukunukutiw Nenien ewe (ekkewe) Sense (Substitute Teacher) Nón Fansoun**  
**Nangattam**  
**Ierin Sukuun 2018-2019**

Esinesin Ngeni Inenap me Samanap ren Ekkewe Resamo Angei Tufichin Ar Repwe  
 Nukunukutiw Nenien ewe (ekkewe) Sense (Substitute Teacher) Nón Fansoun Nangattam

Ran Annim Inenap me Samanap/ Chóón túmwúnúú ewe semiriit:

Ewe annuk a iteni Every Student Succeeds Act (ika ESSA), ewe a winiti ew annuk nón ewe Tisamper (December) 2015, a annukátiw an meinisin sense repwe angei nour naisenin ar repwe osukuun nón ewe mwiich (grade) me pekin (subject) ra awisa ngenir seni Mwuun Hawaii .

Ewe Pwutain Káéé An Hawaii a mochen pwe meinisin sukuun repwe esinesin ngeni inenapen me samanapen nour ewe semiriit a sukuun ren emon sense nón rúwanú ika fen napeseni wiik, ewe ese mwo tori ekkewe aukukun tufichin an epwe emon wesewesen sense nón mwuun Hawaii.

Ei taropwe epwene esinei ngonuk pwe noun noumw ewe (grade, subject) \_\_\_\_\_, sense, (name #1) \_\_\_\_\_, epwene mo ekis asésé pwopwutá nón (date) \_\_\_\_\_ iwe esapw nomw nón úkúúkún (number) \_\_\_\_\_ wiik. Nón fansoun an esapw nomw, sia angei (name#2) \_\_\_\_\_ epwene wissan osukuunu an we class.

(name #2) \_\_\_\_\_ ren iei ese mwo angei ekkewe mettóoch an epwe passini an epwe emon sense mei “Hawaii Qualified” ika angei mwumwutáán me nón annuk an epwe wessen emon sense nón Hawaii, nge ii a tongeni chok wiiseni ne nukunukutiw fansoun nón wiisan ewe sense nón ach kei sukuuk ika kinikinik sukuun nón iei aukukun fansoun (number of) \_\_\_\_\_ ier. Ei mwan (he)/ika ei fefin (she) a sinei ekkewe annukun sukuun an epwe tongeni angang ngeni/fengen me ekkewe chóón sukuun, sense me chóón angangen ewe sukuun.

Noun noumw ewe sense a fokkun aturesi an ekkewe semiriit repwe nipwáákééch nón ar sukuun (class). Uwa fokkun kinissou ngonuk ren sopwosopwonóón omw anisi an noumw we pekin káéé me pesei ngonuk omw kopwe pwopworaus ngeni noun ewe sense iteitan pwun, kich fengen, sia tongeni awora ngeni noumw we pekin káéé a fokkun mwúrinné. Ika epwe wor ómw kapas eis ika meefiomw, kose mochen kékkéeriei won (phone number) \_\_\_\_\_.

Kinissou chapwúúr,

\_\_\_\_\_

Perensepon



**BILDUNGSMINISTERIUM HAWAII**  
**ESSA Hawaii Lehrerqualifikation**  
 Briefvorlage an Eltern  
 über nicht für Hawaii qualifizierte, langfristige Aushilfslehrer  
 Schuljahr 2018-2019

Benachrtigung an Eltern über nicht für Hawaii qualifizierte, langfristige Aushilfslehrer

Aloha Eltern/Erziehungsberechtigte:

Der Every Student Succeeds Act (ESSA) ist im Dezember 2015 in Kraft getreten; das Gesetz schreibt vor, dass alle Lehrer die staatlichen Qualifizierungs- bzw. Zulassungsanforderungen für die Jahrgangsstufen und Fachgebiete erfüllen müssen, in denen sie unterrichten.

Das Bildungsministerium von Hawaii erwartet, dass die Schule Eltern darüber in Kenntnis setzt, wenn ihr Kind für einen Zeitraum von mehr als vier Wochen durch Lehrer unterrichtet werden, die alle Anforderungen der Lehrerqualifikation für Hawaii nicht erfüllen.

Dieser Brief soll Sie darüber informieren, dass der Lehrer Ihres Kindes für (grade, subject) \_\_\_\_\_, (name #1) \_\_\_\_\_, ab dem (date) \_\_\_\_\_ für (number) \_\_\_\_\_ Wochen im Urlaub ist. Für seine (his) / ihre (her) Abwesenheit haben wir (name #2) \_\_\_\_\_ für den Unterricht seiner (his) / ihrer (her) Klasse angestellt.

(name #1) \_\_\_\_\_ erfüllt derzeit nicht die Anforderungen für die Lehrerqualifikation Hawaii; allerdings ist er (he) / sie (she) bereits in den letzten (number of) \_\_\_\_\_ Jahre an unserer Schule als Aushilfslehrer tätig. Er (he) / sie (she) ist mit den Richtlinien und Verfahren der Schule sehr vertraut und kommt gut mit den Schülern, Lehrern und Mitarbeitern zurecht.

Der Lehrer Ihres Kindes ist dem Erfolg von allen Kindern in der Klasse verpflichtet. Ich danke Ihnen für die Teilhabe an der schulischen Laufbahn Ihres Kindes und ermutige Sie, regelmäßig mit seinen/ihren Lehrern zu kommunizieren, damit wir Ihrem Kind gemeinsam eine optimale Ausbildung ermöglichen können. Falls Sie irgendwelche Fragen oder Bedenken haben, kontaktieren Sie mich bitte unter

(phone number) \_\_\_\_\_ .

Mahalo,

\_\_\_\_\_  
 Schulleiter



**DEPARTAMENTO TI EDUKASION TI HAWAII**  
**ESSA Kualipikado a Mannursuro iti Hawaii**  
**Pagtuladan a Pakaammo Kadagiti Nagannak Maipanggep Kadagiti Saan-a-Kualipikado**  
**a Mannursuro iti Hawaii a Nabayagen nga Agpapaay**  
**a Mangisuno a Mannursuro**  
**Tawen Akademiko 2018-2019**

Pakaammo Kadagiti Nagannak Maipanggep Kadagiti Saan-a-Kualipikado a Mannursuro  
 a Nabayagen nga Agpapaay a Mangisuno a Mannursuro

Aloha Appo a Nagannak/Agay-aywan:

Ti Linteg a Mangituyang a ti Tunggal Estudiante Agballigi wenno Every Student Succeeds Act (ESSA) a napagbalin a linteg idi Disiembre 2015, kunana a nasken nga amin a mannursuro ket addaan iti sertipikasion ti estado wenno adda lisensiana a mangisuro kadagiti agad-adal iti tukad ken iti/kadagiti asignatura a naited nga isurona.

Namnaen ti Departamento ti Edukasion ti Hawaii (Hawaii Department of Education) nga amin nga eskuela ket pakaammuanna dagiti nagannak no ti anakda ket isursuro iti uneg ti uppat wenno ad-adu pay a lawas ti maysa a mannursuro nga awanan pay kadagiti amin a rekisito wenno kasapulan para iti designation a kas Kualipikado a Mannursuro iti Hawaii (Hawaii Qualified Teacher).

Daytoy a surat ket ipakaammona a ti regular a mannursuro ti anakyo iti grade, subject \_\_\_\_\_ a ni name #1 \_\_\_\_\_ ket temporario nga agbakasion mangrugi inton date \_\_\_\_\_ ket awanto iti uneg ti number \_\_\_\_\_ a lawas. Bayat ti kaawanna, innalami ni name #2 \_\_\_\_\_ a mangisuro iti klasena.

Ni name #2 \_\_\_\_\_ ket, iti agdama, saanna pay a nagun-od dagiti rekisito a para iti Kualipikado a Mannursuro iti Hawaii, ngem nagserbina a kas mangisuno a mannursuro (substitute teacher) iti eskuelatayo ken iti complex area iti napalabasen a nasurok a number \_\_\_\_\_ a tawen. Saanen a ganggannaet kenkuana dagiti annuroten ken dagiti maar-aramid iti eskuela ken napintas ti pannakilangenna kadagiti estudiante, mannursuro ken dadduma pay nga empleado.

Napateg para iti mannursuro ti anakyo ti panagballigi ti tunggal ubing iti klasena. Agyamanak iti agtultuloy a suportayo iti panagadal ti anakyo ket ikalikagumko ti pannakikomunikaryo a masansan iti mannursurona tapno makapagtitinnulongtayo a mangipaay iti anakyo iti kapipintasanen nga edukasion a maitedtayo kenuana. No adda dagiti saludsod wenno pakaseknanyo, mabalindakami nga awagan iti phone number \_\_\_\_\_ .

Mahalo,

\_\_\_\_\_  
 Prinsipal



**HAWAII DEPARTMENT OF EDUCATION(ハワイ教育省)**  
**ESSA Hawaii Qualified Teacher (ESSA ハワイの適格教師)**  
**Non-Hawaii Qualified Long Term Substitute Teacher (非ハワイ資格の長期代替教師)**  
 についての両親へのサンプル通知  
 2018-2019 学年

Non-Hawaii Qualified Long Term Substitute Teacher (非ハワイ適格の長期代替教師) についての親通知

親愛なる親/保護者 様:

2015年12月に法律となった The Every Student Succeeds Act (ESSA) (全学生の成功法) は、全ての教師が自分に割り当てられた学年及び科目分野の州認定またはライセンス要件を満たすことを要求します。

The Hawaii Department of Education (ハワイ教育省) は、ハワイ適格教師の要件を満たしてない教師が4週間以上お子供を教える全ての学校が両親へ通知することを期待しています。

該当書簡はお子供 (grade, subject) \_\_\_\_\_ の正規教師 (name #1) \_\_\_\_\_ が (date) \_\_\_\_\_ から一時休暇になり、(number) \_\_\_\_\_ 週間離れることを通知するものです。彼又 (his)/彼女 (her) \_\_\_\_\_ の不在時、私たちは彼又 (his)/彼女 (her) の勉強を教えるように (name #2) \_\_\_\_\_ を雇います。

(name #2) \_\_\_\_\_ は目前 “Hawaii Qualified” (ハワイ適格) 教師の要件を満たしてませんが、彼又 (his)/彼女 (her) は (number of) \_\_\_\_\_ 間学校と複合地区の代用者として働いています。彼又 (his)/彼女 (her) は学校の方針と手順に非常に精通しており、学生、教師及びスタッフとうまくやっています。

お子供の先生はクラスの子供全員が成功するように捧げます。私は子供の教育に対する貴方の継続的な支持に感謝し、定期的に彼又は彼女の先生と連絡を取って最も適切な教育を提供されることを促します。ご不明な点がございましたら、(phone number) \_\_\_\_\_ までご連絡ください。

敬具

\_\_\_\_\_  
 校長



**HAWAII DEPARTMENT OF EDUCATION(하와이 교육부)**  
**ESSA Hawaii Qualified Teacher (ESSA 하와이 공인 교사)**  
**Non-Hawaii Qualified Long Term Substitute Teacher (비 하와이 공인 장기**  
**대체 교사) 에 대한 학부모 표본 통보서**  
**2018-2019 학년**

Non-Hawaii Qualified Long Term Substitute Teacher (비 하와이 공인 교사) 에 대한  
 학부모 통보서

친애하는 학부모/보호자님께:

2015 년 12 월 법으로 된 The Every Student Succeeds Act (ESSA) (모든 학생의 성공법) 은 모든 교사가 자신이 배정된 학년 및 과목 영역에서 주 자격증 또는 면허 요구 사항을 충족할 것을 요구합니다.

The Hawaii Department of Education (하와이 교육부) 는 하와이 공인 교사 지정 요건을 모두 충족하지 못한 교사가 4 주 이상 귀하의 자녀를 가르칠 모든 학교가 학부모에게 알릴 것을 기대합니다.

이 서신은 귀하 자녀 (grade, subject) \_\_\_\_\_ 의 정규 교사인  
 (name #1) \_\_\_\_\_ 가 (date) \_\_\_\_\_ 부터 임시  
 휴가중이며  
 (number) \_\_\_\_\_ 주 동안 떨어져 있을 것임을 알려드립니다. 이번에 그의(his)  
 /그녀(her) 의 부재로 우리는 그의(his) /그녀(her) 의 수업을 가르치기 위하여 (name #2)  
 \_\_\_\_\_ 를 고용하였습니다.

(name #2) \_\_\_\_\_ 는 현재 “Hawaii Qualified” (하와이 공인) 의  
 교사 요구 사항을 충족시키지 못하지만 그의(his) /그녀(her) 는 (number of)  
 \_\_\_\_\_ 년 동안 학교 및 복합 지역에서 대체 교사로  
 봉사했습니다. 그의(his) /그녀(her) 는 학교 정책 및 절차에 매우 익숙하며 학생,  
 교사 및 직원들과 잘 친하게 지냅니다.

자녀의 교사는 학생 모두의 성공을 위하여 헌신적으로 노력합니다. 귀하 자녀의  
 교육에 대한 귀하의 지속적인 지원에 감사드리며 교사와의 정기적인 대화를  
 통하여 자녀에게 최상의 교육을 제공할 수 있도록 격려해주시요. 질문이나  
 문제가 있으시면 (phone number) \_\_\_\_\_ 로 저에게 연락주시요.

감사합니다.

\_\_\_\_\_  
 교장



**ພະແນກສຶກສາທິການລັດຮາວາຍ**  
**ອາຈານສອນທີ່ມີຄຸນນະພາບຕາມ ESSA ຂອງລັດຮາວາຍ**  
**ຕົວຢ່າງແຈ້ງການເຖິງພໍ່ແມ່ກ່ຽວກັບ**  
**ຜູ້ບໍ່ປົນແທນໄລຍະຍາວທີ່ບໍ່ມີຄຸນນະພາບຂອງລັດຮາວາຍ**  
**ສົກຮບົນ 2018-2019**

ແຈ້ງການເຖິງພໍ່ແມ່ກ່ຽວກັບອາຈານສອນປຸງແທນໄລຍະຍາວທີ່ບໍ່ມີຄຸນນະພາບຂອງລັດຮາວາຍ  
 ສະບາຍດີພໍ່ແມ່/ຜູ້ປົກຄອງທີ່ຮັກແພງ:

ຂໍກຳນົດວ່າດ້ວຍຄວາມສຳເລັດຂອງນັກຮຽນທຸກໆຄົນ (The Every Student Succeeds Act (ESSA)), ເຊິ່ງໄດ້  
 ກາຍເປັນກົດໝາຍໃນເດືອນທັນວາ 2015 ຕ້ອງການໃຫ້ອາຈານສອນທຸກຄົນບັນລຸຕາມເງື່ອນໄຂການຢັ້ງຢືນ  
 ຫຼື ການອະນຸຍາດຂອງລັດສຳລັບລະດັບເກຣດ ແລະ ຂົງເຂດວິຊາທີ່ອາຈານສອນໄດ້ຮັບການມອບໝາຍໃຫ້  
 ສອນ.

ພະແນກສຶກສາທິການລັດຮາວາຍຄາດໝາຍໃຫ້ທຸກໂຮງຮຽນແຈ້ງໃຫ້ພໍ່ແມ່ນັກຮຽນຮູ້ ຖ້າລູກຂອງພວກເຮົາ  
 ຖືກອາຈານຜູ້ທີ່ບໍ່ມີຄຸນນະພາບຖ້ວນສຳລັບການກຳນົດເປັນອາຈານສອນທີ່ມີຄຸນນະພາບຖ້ວນຂອງລັດຮາ  
 ວາຍສອນໃຫ້ມາເປັນເວລາສີອາທິດ ຫຼື ຫຼາຍກວ່ານັ້ນແລ້ວ.

ໜັງສືສະບັບນີ້ແມ່ນເພື່ອແຈ້ງໃຫ້ທ່ານຊາບວ່າ ອາຈານສອນປະຈຳ (grade, subject) \_\_\_\_\_  
 \_\_\_\_\_ ຂອງລູກຂອງທ່ານ (name #1) \_\_\_\_\_ ຈະລາພັກຊົ່ວຄາວເລີ່ມຕົ້ນວັນທີ (date) \_\_\_\_\_  
 \_\_\_\_\_ ແລະ ຈະພັກເປັນເວລາ (number) \_\_\_\_\_ ອາທິດ. ໃນໄລຍະການລາພັກ \_\_\_\_\_ ຂອງ  
 ລາວ (his) / ຂອງນາງ (her), ພວກເຮົາໄດ້ຈ້າງ (name #2) \_\_\_\_\_ ມາສອນຫ້ອງຮຽນ \_\_\_\_\_  
 \_\_\_\_\_ ຂອງລາວ (his) / ຂອງນາງ (her).

(name #2) \_\_\_\_\_ ແມ່ນປະຈຸບັນບໍ່ມີຄຸນນະພາບຕາມເງື່ອນໄຂອາຈານສອນ “ທີ່ມີຄຸນນະພາບ  
 ຂອງລັດຮາວາຍ”, ແຕ່ ລາວ/ນາງໄດ້ຮັບໜ້າທີ່ເປັນຜູ້ປຸງແທນຢູ່ໃນໂຮງຮຽນ ແລະ ເຂດບໍລິການຂອງພວກ  
 ເຮົາມາຫຼາຍກວ່າ (number) \_\_\_\_\_ ປີຜ່ານມາ. ລາວ (he) / ນາງ (she) ມີຄວາມຄຸ້ນເຄີຍກັບນະໂຍ  
 ບາຍ ແລະ ຂໍນຳອອກດຳເນີນການຂອງໂຮງຮຽນດີ ແລະ ເຂົ້າກັບນັກຮຽນ, ອາຈານສອນ ແລະ ພະນັກງານໄດ້ດີ.

ອາຈານສອນລູກຂອງທ່ານອຸທິດຕົນຕໍ່ຄວາມສຳເລັດຂອງເດັກນ້ອຍທຸກຄົນຢູ່ໃນຫ້ອງຮຽນ. ຂ້າພະເຈົ້າຂໍ  
 ຂອບໃຈມາຍັງທ່ານທີ່ໃຫ້ການສະໜັບສະໜູນຕໍ່ການສຶກສາລູກຂອງທ່ານຕະຫຼອດມາ ແລະ ຂໍໃຫ້ທ່ານຕິດຕໍ່ສື່  
 ສານກັບອາຈານສອນລູກຂອງທ່ານໃຫ້ເປັນປົກກະຕິ ເພື່ອໃຫ້ພວກເຮົາສາມາດໃຫ້ການສຶກສາທີ່ດີທີ່ສຸດແກ່  
 ລູກຂອງທ່ານໄດ້ຜ່ານການເຮັດວຽກຮ່ວມກັນຂອງພວກເຮົາ. ຖ້າທ່ານມີຄຳຖາມ ຫຼື ຂໍ້ຂ້ອງໃຈບໍ່,  
 ກະລຸນາຕິດຕໍ່ຫາຂ້າພະເຈົ້າໄດ້ທີ່ເບີ (phone number) \_\_\_\_\_.

ມາຮາໂລ (Mahalo),

\_\_\_\_\_ ອຳນວຍການໂຮງຮຽນ



**HAWAII DEPARTMENT IN EDUCATION**  
**ESSA Hawaii Ri-Kaki me Ej Qualify**  
**Kōjjeļā Jambōļ nān Jinen/Jemen**  
**Substitute ro Etto-Iien Jab-Qualify ilo Hawaii**  
**Iiō in Jikuuļ 2018-2019**

Kōjjeļā nān Jinen/Jemen kōn juon Ri-kake Substitute me Ejañin Kōweeppān ilo Hawaii  
 me Enaaj Pād Iumwin Iien Etto

Iakwe Jinen/Jemen/Ri-lale:

Every Student Succeeds Act eo (ESSA (Kajjojo Ri-jikuuļ naaj Jeraamman)), me ekar  
 erom kien ilo Tijemba 2015, ej kakien ke aolep ri-kake ro ren qualify ekkar nān kakien  
 ko an state ikijjien kamool ak kōmālim ak nān kilaj eo im subject eo/ko me emōj jitōne  
 bwe en ri-kaki ie.

Hawaii Department in Education eo ej katmāne ke aolep jikuuļ ko renaaj kōjjeļaik jinen  
 im jemen elañne nājeir ej ekkatak ippān juon ri-kaki iumwin emān ak lōñļok wiik ko im  
 ejañin qualify ekkar nān aolepan kakien ko nān ñaetan āinwōt juon Hawaii Ri-Kaki me Ej  
 Qualify.

Lōta in ej nān kōjjeļaik eok ke an nājūm ri-kake ilo (grade, subject)  
 \_\_\_\_\_, ri-kaki ekkā, (name #1) \_\_\_\_\_, naaj  
 pād ilo leave me ejjab indeeo, ijino ilo (date) \_\_\_\_\_ im naaj jako  
 iumwin (number) \_\_\_\_\_ wiik. Ilo an jako, emōj am hire (name #2) \_\_\_\_\_  
 bwe en katakin an kilaj.

(name #2) \_\_\_\_\_ ejañin qualify ekkar nān kakien ko an juon ri-kake  
 me ej “Hawaii Qualify,” ak emōj an jermal āinwōt juon ri-kaki substitute jikuuļ kein am  
 iumwin iiō ko (number of) \_\_\_\_\_ me rej kab mootļok. Ej lukkuun imminene kake  
 kōn policy ko im kilen jikuuļ in im ej emman wōt an jermal ippān ri-jikuuļ, ri-kaki im ri-  
 jermal ro.

An nājūm ri-kaki ej lokjak bwe aolepan ajri ro ilo kilaj eo ren jeraamman wōt. Ij  
 kamoolol eok kōn am rie wōt an nājūm ekkatak im ij rōjañe eok bwe en ekkā am  
 kōmmao ippān ri-kaki eo an bwe jen ippān doon leļok ekkatak nane nān joñan am maroñ.  
 Ñe elōñ jabdewōt am kajjitōk ak inepata, jout im contact eō ilo (phone number)  
 \_\_\_\_\_ .

Komool,

\_\_\_\_\_  
 Principal



**MATAGALUEGA O A'OGA HAWAI'I**  
**ESSA Hawaii Faia'oga Pasi**  
**Fa'asilasilaga Fa'ata'ita'i mo Matua o Sui Faia'oga Pasi mo se Taimi**  
**Umi e lē o ni Tagatanu'u o Hawaii'i**  
**Tausaga Fa'alea'oa'oga 2018-2019**

Fa'asilasilaga mo Matua o Sui Faia'oga Pasi mo se Taimi Umi e lē o ni Tagatanu'u o Hawaii'i

Talofa Matua/Ē o lo'o va'aia:

O le Tulafono o Tamaiti A'oga uma e Manuia (ESSA), lea na avea ma tulafono I le masina o Tesema 2015, e mana'omia ai I faia'oga uma ona fa'amalieina fa'amaoniga a le setete po'o aiaiga tau laisene mo le vasega ma mata'upu ua tofia iai le faia'oga.

O lo'o iai le fa'amoemoe o le Matagaluega o A'oga a Hawaii'i e fa'ailoa I mātua pe afai e a'oa'oina lana tama I le silia ma le fa vaiaso e se faia'oga e le'i fa'amalieina atoatoa aiaiga e avea ai ma Faia'oga Pasi Hawaii'i.

O lenei tusi e fa'ailoa atu ai o lau tama ma ana vasega, mata'upu  
 (grade, subject) \_\_\_\_\_ faia'oga masani, (name #1) \_\_\_\_\_,  
 o le a livi mo se vaitaimi e amata atu I le (date) \_\_\_\_\_ ma o le a  
 toesea mo le (number) \_\_\_\_\_ vaiaso. I le lē iai ai o le ali'i (his) /  
 le tama'ita'i (her) , ua matou aumaia ai mo se taimi lē tumau (name #2) \_\_\_\_\_  
 e a'oa'oina o le ali'i (his) / le tama'ita'i (her) vasega.

(Name #2) \_\_\_\_\_ e lē fa'amalieina I le taimi nei aiaiga o se faia'oga  
 "Pasi a Hawaii'i", ae o le ali'i (he) / le tama'ita'i (she) na faigaluega o se faia'oga sui I  
 totonu o le matou a'oga ma le vaega o lo'o matou iai I le (number of) \_\_\_\_\_  
 tausaga. O le ali'i (He) / Le tama'ita'i (She) e malamalama lelei I ta'iala ma le  
 fa'agasologa o le a'oga ma e lelei fo'i le latou mafutaga ma tamaiti a'oga, faia'oga ma le  
 afaigaluega.

E amana'ia e le faia'oga a lau tama le manuia o tamaiti a'oga uma I totonu o le vasega.  
 Fa'afetai mo lou lagolagoina pea o le a'oa'oina o lou alo, ma u'una'ia oe ina ia feso'ota'i  
 pea ma lana faia'oga ina ia mafai ona tatou ofoina atu fa'atasi se a'oa'oga aupito sili ona  
 lelei mo lou alo. Afai e iai ni au fesili po'o ni popolega, fa'amolemole fa'afeso'ota'i mai I  
 le (phone number) \_\_\_\_\_.

Fa'afetai,

---

Pule A'oga



**DEPARTAMENTO DE EDUCACIÓN DE HAWÁI**  
**Educador cualificado de la Ley Cada Estudiante Triunfa**  
**(ESSA) en Hawái**  
**Carta modelo para padres en caso de contratar suplentes a largo plazo, que**  
**no estén cualificados en Hawái**  
**Año académico 2018-2019**

Carta modelo para padres en caso de contratar suplentes a largo plazo, que no estén  
 cualificados en Hawái

Estimado/a padre/madre/tutor:

La Ley Cada Estudiante Triunfa (ESSA), que adquirió dicho carácter en diciembre de 2015, dispone que todos los educadores obtengan la certificación o los requisitos de licenciatura estatal para el grado académico y el/las área/s temática/s en que se desempeñan.

El Departamento de Educación de Hawái dispone que las escuelas notifiquen a los padres cuando los educadores que no cumplan con todos los requisitos para ser designados Educadores Cualificados de Hawái permanezcan en el cargo durante cuatro semanas o más.

Por la presente, le notificamos que la/el maestra/o titular de su hijo/a (grade, subject) \_\_\_\_\_, (name #1) \_\_\_\_\_, iniciará una licencia temporaria el (date) \_\_\_\_\_, que se extenderá durante (number) \_\_\_\_\_ semanas. Para reemplazarla/o en clase durante su ausencia, hemos contratado a (name #2) \_\_\_\_\_.

(name #2) \_\_\_\_\_ no cumple actualmente con los requisitos de designación de "Educador Cualificado de Hawái"; sin embargo, se ha desempeñado como maestra/o suplente en nuestra escuela y área compleja durante los últimos (number) \_\_\_\_\_ años. Él (he) / Ella (she) \_\_\_\_\_ conoce cabalmente las políticas y los procedimientos de la escuela, y mantiene una buena relación con los estudiantes, sus colegas y el resto del personal.

La/El maestra/o de su hija/o está comprometida/o con el triunfo de cada uno de los estudiantes de su clase. Agradezco el apoyo constante que brinda a la educación de su hijo/o y la/o aliento a conversar con la/el maestra/o de su hoja/o con regularidad para que, en conjunto, podamos otorgarle la mejor educación posible. Si tiene consultas o inquietudes, póngase en contacto conmigo al (phone number) \_\_\_\_\_.

Saludos cordiales.

\_\_\_\_\_  
 Director/a



**DEPARTAMENTO NG EDUKASYON NG HAWAII**  
**ESSA Kuwalipikadong Guro ng Hawaii**  
**Halimbawa ng Pabatid sa Mga Magulang Tungkol sa Mga Hindi Pa**  
**Kuwalipikadong Guro ng Hawaii na Matagal Nang Nagtuturo Bilang Kahalili**  
**Taong Paaralan 2018-2019**

Pabatid sa Mga Magulang Tungkol sa Mga Hindi Pa Kuwalipikadong Guro ng Hawaii  
na Matagal Nang Nagtuturo Bilang Kahalili

Aloha Mahal Naming Mga Magulang/Tagapag-alaga:

Ang Batas Tungkol Sa Pagtatagumpay ng Bawat Mag-aaral o Every Student Succeeds Act (ESSA), na naging batas noong Disyembre 2015, ay hinihingi sa lahat ng mga guro na kailangang makamit nila ang sertipikasyon ng estado o mga rekisito upang sila'y maging lisensiyado para sa antas na pinagtuturuan at mga asignatura na kanilang itinuturo.

Inaasahan ng Departamento ng Edukasyon ng Hawaii (Hawaii Department of Education) ang lahat na paaralan na aabisuhan ang mga magulang kung ang kanilang anak ay tinuturuan sa loob ng apat o higit pang linggo ng isang guro na hindi pa nakakamit sa lahat ng rekisito para sa designasyong Kuwalipikadong Guro ng Hawaii (Hawaii Qualified Teacher).

Ipinaalam nitong sulat sa inyo na si (name #1) \_\_\_\_\_, ang regular na guro ng inyong anak na nasa (grade, subject) \_\_\_\_\_, ay temporaryong magbabakasyon simula (date) \_\_\_\_\_ at siya'y di magtuturo sa loob ng (number) \_\_\_\_\_ na linggo. Habang siya ay wala, kinuha namin si (name #2) \_\_\_\_\_ na magtuturo sa kanyang klase.

Sa kasalukuyan, di pa nakakamit ni (name #2) \_\_\_\_\_ ang mga rekisito ng isang Kuwalipikadong Guro ng Hawaii ngunit siya ay nanilbihan na bilang kahaliling guro sa ating paaralan at complex area sa mahigit nang (number) \_\_\_\_\_ taon. Siya ay bihasa na sa mga tuntunin at mga gawain sa paaralan at napakaganda ang kanyang pakikisama sa mga mag-aaral, mga guro at iba pang mga empleyado.

Ang guro ng inyong anak ay inuukol ang sarili para sa pagtatagumpay ng bawat mag-aaral sa kanyang klase. Ako ay nagpapasalamat sa inyong walang sawang suporta sa pag-aaral ng inyong anak at hinihikayat po namin kayo ang madalas ninyong pakikipag-ugnayan sa guro ng inyong anak upang masiguro natin na maibibigay sa inyong anak ang pinakamagandang edukasyon na maaari nating ibigay sa kanya. Kung mayroon kayong katanungan o gustong liwanagin, maaari ninyo akong tawagan sa (phone number) \_\_\_\_\_.

Mahalo,

\_\_\_\_\_  
Prinsipala



**POTUNGAUE AKO 'A HAWAII  
ESSA Hawaii Qualified Teacher**

**Ko e Tohi Fakatokanga Fakaangaanga ki he Matu'a 'o Fekau'aki mo e Kau  
Faiako Fakataimi Taimi Loloa 'oku 'i Hawaii 'oku Te'eki-Ke nau Mateuteu  
School Year 2018-2019**

Ko e Fakatokanga ki he Matu'a 'o Fekau'aki mo e Kau Faiako Fakataimi Taimi Loloa  
'oku 'i Hawaii 'oku Te'eki-Ke nau Mateuteu

Aloha Matu'a/Tauhi Fanau:

Ko e Every Student Succeeds Act (ESSA), na'e hoko ia koe lao 'i Tisema 2015, na'e  
fiema'u ki he kau faiako kotoa pe ke nau malava 'o fakakakato e fiema'u ki he setifikeiti  
'a e Siteiti pea mo e ngaahi fiema'u ki he laiseni ki he kuleiti levolo pea moe ngaahi  
lesoni he 'elia 'aia 'oku 'osi tuku pau ki he faiako.

'Oku 'iai 'a e 'amanaki mei he Va'a Potungaue Ako 'a Hawaii ki he ngaahi 'apiako kotoa  
pe ke fakaha ki he matu'a 'a e fanau 'aia 'oku faiako' i he 'uike 'e fa pe lahi ange ai 'e ha  
faiako 'oku te'eki ke nau fakakakato e ngaahi fiema'u kotoa pe 'oku tuku mai he Hawaii  
Qualified Teacher

Ko e tohi ni ko hono fie fakaha atu kiate koe ko ho'o fanau (grade, subject)

\_\_\_\_\_, faiako tu'uma'u, (name #1) \_\_\_\_\_,  
'e fakahoko 'a 'ene livi fakataimi 'o kamata ia (date) \_\_\_\_\_ pea 'e  
mama'o he (number) \_\_\_\_\_ 'uike. I he tangata (his) / fefine (her) nofo, 'oku mau  
haea (name #2) \_\_\_\_\_ ke faiako tangata (his) / fefine (her) kalasi.

(name #2) \_\_\_\_\_ 'oku te'eki ke ne fakakakato 'a e fiema'u lolotonga  
koia 'a e " ki he faiako, ka koe tangata (he) pe fefine (she) na'e fakahoko fatongia ia koe  
faiako ke ne fetongi 'i he 'api ako ni pea mo e ako 'anga ni katoa he ngaahi 'aho he  
kuohili 'o 'ova (number of) \_\_\_\_\_ ta'u. Tangata (he) /Fefine (she) oku nau 'osi  
maheni pe pea mo e ngaahi lao 'a e 'apiako pea mo e ngaahi fokotu'utu'u fakangaue pea  
'oku nau fu'u ngaue lelei aupito pea moe toenga e fanau, kau faiako pea moe kau ngaue.

'Oku tukupa pe 'a e faiako 'a ho'o fanau ke fakapapau'i e ma'u ha ola lelei ho'o fanau 'i  
he kalasi. 'Oku ou fakamalo ki he hokohoko ho'omou tokoni'i e ako ho'omou fanau pea  
moe fakalotolahi atu ke mou fetu'utaki mo 'ene faiako e ki'i tamasi'i pe ta'ahine 'o  
hokohoko ma'u pe koe 'uhi ke tau 'oange ki he fanau 'a e lelei taha fakaako te tau  
malava. Kapau 'oku iai ha ngaahi fehu'i pe ko ha me'a te mou tokanga kiai, kataki pe 'o  
fakafetu'utaki mai kiate au he (phone number) \_\_\_\_\_ .

Mahalo,

\_\_\_\_\_  
Puleako



**BỘ GIÁO DỤC HAWAII**  
**Giáo Viên Đạt Chuẩn ESSA Hawaii**  
**Thông Báo Mẫu Cho Phụ Huynh Về**  
**Giáo Viên Thay Thế Dài Hạn Chưa Đạt Chuẩn Hawaii**  
**Năm học 2018-2019**

Thông Báo Cho Phụ Huynh Về Giáo Viên Thay Thế Dài Hạn Chưa Đạt Chuẩn Hawaii

Xin chào Cha mẹ/Người giám hộ,

Đạo luật Thành công cho mỗi học sinh (ESSA) - vốn đã trở thành luật vào tháng 12 năm 2015 - yêu cầu tất cả giáo viên phải đáp ứng các yêu cầu chứng nhận hoặc cấp phép của tiểu bang đối với cấp lớp và với (các) môn học mà giáo viên được phân công giảng dạy.

Bộ giáo dục Hawaii yêu cầu tất cả các trường thông báo cho phụ huynh nếu con em họ đang được giảng dạy trong thời gian từ bốn tuần trở lên bởi một giáo viên chưa đáp ứng tất cả các yêu cầu để được công nhận là Giáo viên đạt chuẩn Hawaii.

Thư này là để thông báo với quý vị rằng giáo viên thường xuyên của con em quý vị - (grade, subject) \_\_\_\_\_, (name #1) \_\_\_\_\_ - sẽ nghỉ dạy tạm thời bắt đầu từ ngày (date) \_\_\_\_\_ và sẽ vắng mặt trong (number of) \_\_\_\_\_ tuần. Trong thời gian anh ấy (his) / cô ấy (her) nghỉ dạy, chúng tôi đã tuyển dụng (name #2) \_\_\_\_\_ dạy lớp của anh ấy (his) / cô ấy (her).

Mặc dù (name #2) \_\_\_\_\_ hiện chưa đáp ứng các yêu cầu của giáo viên “đạt chuẩn Hawaii”, nhưng anh ấy (he) / cô ấy (she) đã từng là giáo viên thay thế trong trường chúng tôi và trong hợp khu trong suốt (number of) \_\_\_\_\_ năm qua. Anh ấy (He) / Cô ấy (She) rất quen thuộc với các chính sách và thủ tục của nhà trường và phối hợp tốt với sinh viên, giáo viên cũng như nhân viên.

Giáo viên của con quý vị quan tâm đến thành công của mỗi em học sinh trong lớp. Tôi cảm ơn quý vị đã luôn hỗ trợ giáo dục con em và khuyến khích quý vị thường xuyên liên lạc với giáo viên để chúng ta có thể cùng nhau mang đến cho em một nền giáo dục tốt nhất có thể. Nếu quý vị có bất kỳ thắc mắc hoặc mối lo ngại nào, vui lòng liên hệ với tôi theo số điện thoại (phone number) \_\_\_\_\_.

Trân trọng,

\_\_\_\_\_  
 Hiệu trưởng



**DEPARTAMENTO SA EDUKASYON SA HAWAII**  
**ESSA Kalipikadong Magtutudlo sa Hawaii**  
**Pananglitan nga Pahibalo sa mga Ginikanan sa Malungtarong Dili Kalipikado**  
**nga Hulip nga mga Magtutudlo sa Hawaii**  
**Tuig Tingtungha 2018-2019**

Pahibalo sa mga Ginikanan sa Malungtarong Dili Kalipikadong Hulip nga Magtutudlo sa Hawaii

Kanimo Ginikanan/Tigbantay:

Ang Akta nga ang Matag Tinun-an Molampos o Every Student Succeeds Act (ESSA), diin nahimong balaod sa Disyembre 2015, nagmando nga ang tanang magtutudlo makakuha og sertipikasyon sa estado o panginahanglan sa lisensiya alang sa lebel sa grado ug (mga) panulun-an diin ang magtutudlo gipatudlo.

Ang Departamento sa Edukasyon sa Hawaii nagdahom sa tanang tulunghaan sa pagpahibalo sa mga ginikanan kon ang ilang anak ginatudloan sulod sa upat o kapin pang semana sa magtutudlo nga wala makatubag sa tanang panginahanglan alang sa designasyon sa Kalipikadong Magtutudlo sa Hawaii.

Kining maong sulat nagpahibalo kanimo nga ang (grade, subject) \_\_\_\_\_ regular nga magtutudlo, (name #1) \_\_\_\_\_, sa imong anak kasamtangang mobiya sa (date) \_\_\_\_\_ ug mawala sulod sa (number) \_\_\_\_\_ ka semana. Sa iyang pagkawala, among gipasulod si (name #2) \_\_\_\_\_ sa pagtudlo sa iyang klase.

Si (name #2) \_\_\_\_\_ wala makatubag sa mga panginahanglan sa “Kalipikadong Magtutudlo sa Hawaii”, apan siya nag-alagad isip hulip nga magtutudlo sa among tulunghaan ug lugar sa kompleks sulod sa uwahing (number) \_\_\_\_\_ ka tuig. Sinati na kaayo siya sa mga bataan ug pamaagi sa tulunghaan ug makisanduroton sa mga tinun-an, magtutudlo, ug kawani.

Ang magtutudlo sa imong anak nagtinguha sa kalamposan sa matag bata sa klase. Mapasalamaton ako sa imong padayong pagsuporta sa edukasyon sa imong anak ug modasig kanimo sa pagpakigdugtong sa iyang magtutudlo sa kanunay aron sa hiniusa kita makahatag sa imong anak sa labing maayong posibleng edukasyon. Kon ikaw adunay mga pangutana ug kabana, palihok kontaka ko sa (phone number) \_\_\_\_\_.

Matinud-anon,

---

Prinsipal



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
**Notice Parent's Right to Request Teacher Qualifications**  
**School Year 2018-2019**

Dear Parents and Guardians:

The Every Student Succeeds Act (ESSA) provides parent(s)/guardian(s) of a HIDOE student, the right to know the professional qualifications of the classroom teacher(s) and if the child is provided services by paraprofessionals and, if so their qualifications. Federal law allows you to ask for certain information about your child's classroom teacher(s) and paraprofessional(s) and requires us to give you this information in a timely manner upon request.

You have the right to ask for the following information about each of your child's classroom teacher(s).

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which he/she provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. Whether the teacher is teaching in the field of discipline of their teacher certification.
4. Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please contact our school office.

Mahalo,

School Principal



**HAWAII DEPARTMENT OF EDUCATION (夏威夷教育部)**  
**ESSA Hawaii Qualified Teacher (ESSA夏威夷教师资格办公室)**  
有关家长有权要求合格教师事宜的通知样文  
2018-2019学年

尊敬的家长和监护人：

The Every Student Succeeds Act (ESSA) (每个学生都成才法案) 为每个 HIDEOE 学生的家长/监护人提供权利，以知道班级教师资格情况，以及小孩是否接受准专业的教育，如果是，那这些教师的资格情况等。联邦法律允许您可以咨询您小孩所在班级老师们和准专业老师们的相关信息，并且要求我们在有要求的情况下及时为您提供相应的信息。

您有权询问您小孩每个老师的以下相关信息。

1. 该老师授课的年段和科目，是否达到州合格证和执照相对应的年段和科目教师的标准。
2. 该老师是否是在紧急情况下或者其他州资格证或执照标准已经放弃不用的条款下来授课的。
3. 该老师是否在他们的教师证所规定的相关领域规则内授课。
4. 是否有任何老师的助手或者相似的准专业人员给您的孩子授课，如果有，他们的资格情况。

如果您想收到这些信息，请联系我们的学校办公室。

致礼，

学校校长



**HAWAII DEPARTMENT OF EDUCATION (夏威夷教育部)**  
**ESSA Hawaii Qualified Teacher (ESSA夏威夷教師資格辦公室)**  
有關家長有權要求合格教師事宜的通知樣文  
2018-2019學年

尊敬的家長和監護人：

The Every Student Succeeds Act (ESSA) (每個學生都成才法案) 為每個 HODOE 學生的家長/監護人提供權利，以知道班級教師資格情況，以及小孩是否接受准專業的教育，如果是，那這些教師的資格情況等。聯邦法律允許您可以諮詢您小孩所在班級老師們和准專業老師們的相關資訊，並且要求我們在有要求的情況下及時為您提供相應的資訊。

您有權詢問您小孩每個老師的以下相關資訊。

1. 該老師授課的年段和科目，是否達到州合格證和執照相對應的年段和科目教師的標準。
2. 該老師是否是在緊急情況下或者其他州資格證或執照標準已經放棄不用的條款下來授課的。
3. 該老師是否在他們的教師證所規定的相關領域規則內授課。
4. 是否有任何老師的助手或者相似的准專業人員給您的孩子授課，如果有，他們的資格情況。

如果您想收到這些資訊，請聯繫我們的學校辦公室。

致禮,

學校校長



**AN HAWAII WE PWUTAIN KÁÉÉ**  
**ESSA Ewe Sense A Tufichin Sense nón Hawaii**  
**Esinesin ngeni Inenap me Samanap Ren Ar Pwúúng Ar Repwe Tungor/Sinei An**  
**Ekkewe Sense Tufichin Ani Ei Angang**  
**Ierin Sukuun 2018-2019**

Ran Annim Inenap me Samanap/ Chóón túmwúnúú ewe semiriit:

Ewe annuk a iteni Every Student Succeeds Act (ESSA) a awora ngeni samanap me inenap/chóón túmwúnúú ewe (ekkewe) semiriit, ar pwúúng ar repwe sinei an ekkewe sense nón ekkewe nenien káéé (classroom) tufichin ani ei wiis me ika ewe semiriit a angei an aninis seni ekkewe sia eita ngenir parapprofessionals (chóón aninis nón ekkewe classroom) me ar tufich ar repwe tongeni ani ei sokkun angang. Annukun mwuunapen Merika a mwuut ngonuk omw kopwe eis ika tungor ekkóóch pworaus noun noumw ewe sense me ekkewe chóón anisi nón kewe nenien káéé me a pwan annukutiw pwe sipwe ngonuk ekkei pworaus nón fansoun omw kopwe tungor.

Mei wor omw pwúúng omw kopwe tungor ekkei sokkun pworaus ren emon me emon noun noumw we sense.

1. Ika pwe ewe sense a angei noun naisen seni mwuun Hawaii an epwe osukuuna ewe mwiich (grade) me ewe/ekkewe pekin káéé (subject) a wissan osukuuna.
2. Ika ewe sense a osukuun nge e chok tonong nón atapwanapwan (emergency hire) ika pwan ekkóóch pekin an tonong ewe ese pwan annuku an epwe angei neun naisen.
3. Ika ewe sense mei osukuun nón ewe pekin mei wor nour setifiket ar repwe osukuuna.
4. Ika ekkewe chóón anisi ekkewe sense ika ekkewe ra anisi noumw we semiriit ir mei pwan tufich ani ekkewe pekin angang.

Ika kopwe mochen angei ekkei sókkun pworaus, kose mochen kékkéeri ach we ofesin sukuun.

Kinissou Chapwúúr,

Perenseponun ewe Sukuun



**BILDUNGSMINISTERIUM HAWAII**  
**ESSA Hawaii Lehrerqualifikation**  
**Briefvorlage an Eltern über Ihre Recht, Nachweise über die Qualifikationen der**  
**Lehrer anzufordern**  
**Schuljahr 2018-2019**

Aloha Eltern/Erziehungsberechtigte:

Der Every Student Succeeds Act (ESSA) berechtigt die Eltern/Erziehungsberechtigten von HODOE-Schülern dazu, über die beruflichen Qualifikationen des Klassenlehrers informiert zu werden, ob das Kind von Aushilfskräften unterrichtet wird, sowie deren Qualifikationen. Gesetzlich dürfen Sie bestimmte Informationen über die Klassenlehrer und Aushilfskräfte, die Ihr Kind unterrichten, anfordern; wir sind dazu verpflichtet, diese Informationen auf Anfrage zeitig bereitzustellen.

Sie sind dazu berechtigt, die folgenden Informationen über die Lehrer Ihres Kindes anzufordern.

1. Ob der/die Lehrer/in die staatlichen Qualifikations- und Zulassungskriterien für die relevanten Klassenstufen und Fachbereiche erfüllt.
2. Ob der Lehrer als Aushilfe oder auf vorläufiger Basis unterrichtet, so dass die staatlichen Qualifikations- oder Zulassungskriterien nicht zutreffen?
3. Ob der/die Lehrer/in im Fachgebiet seiner/ihrer Zulassung unterrichtet.
4. Ob Aushilfslehrer oder vergleichbare Kräfte Ihr Kind unterrichten, sowie deren Qualifikationen.

Falls Sie diese Informationen erhalten möchten, wenden Sie sich bitte an unsere Verwaltung.

Mahalo,

Schulleiter



**DEPARTAMENTO TI EDUKASION TI HAWAII**  
**ESSA Kualipikado a Mannursuro iti Hawaii**  
**Pagtuladan a Pakaammo iti Karbengan ti Nagannak a Mangkiddaw Kadagiti**  
**Kualipikasion ti Mannursuro**  
**Tawen Akademiko 2018-2019**

Patgenmi a Nagannak ken Agay-aywan:

Ti Linteg a Mangituyang a ti Tunggal Estudiante Agballigi wenno ti Every Student Succeeds Act (ESSA), ituyangna a ti/dagiti nagannak/agay-aywan iti maysa nga estudiante nga adda iti babaen ti Departamento ti Edukasion ti Hawaii (HIDOE), ket addaan iti karbengan a mangammo kadagiti propesional a kualipikasion ti/dagiti mannursuro ket no ti ubing ket maipaayan iti serbisio babaen dagiti saan pay a lisensiado a mannursuro, nasken met a maammuan dagiti kualipikasionda. Ti linteg pederal, ipalubosna kadakayo a mangammo kadagiti dadduma nga impormasion maipanggep iti/kadagiti mannursuro ken iti/kadagiti saan a lisensiado a mannursuro nga agserserbi iti anakyo ken ibilinna kadakami nga itedmi kadakayo daytoy nga impormasion iti kasapaan a gundaway no kiddawenyo daytoy kadakami.

Addaankayo iti karbengan a mangammo kadagiti sumaganad nga impormasion maipanggep iti/kadagiti mannursuro ti anakyo.

1. No nagun-od ti mannursuro dagiti pagrukodan ti kualipikasion nga intuyang ti Estado ken lisensiado para kadagiti tukad ken kadagiti asignatura nga isursurona.
2. No naala ti mannursuro a mangisuro gapu iti emerhensia a kasapulan wenno ania man a gapu ti saan a permanente a kaaddana dita ket ti pagrukodadan ti kualipikasion ti Estado ken kinalisensiado, saan a maipakat kenkuana.
3. No mangisursuro ti mannursuro iti tay-ak a paglainganna a kas nailanad iti sertipikasionna a kas mannursuro.
4. No adda man dagiti katulongan ti mannursuro wenno umasping a saan pay a lisensiado a mannursuro a mangipapaay kadagiti serbisio iti anakyo, ket no adda man, ania dagiti kualipikasionda.

No kayatyo ti makaawat iti ania man kadagitoy nga impormasion, mabalinyo nga awagan ti opisina ti eskuelatayo.

Mahalo,

Prinsipal ti Eskuela



**HAWAII DEPARTMENT OF EDUCATION (ハワイ教育省)**  
**ESSA Hawaii Qualified Teacher (ESSAハワイ適格教師)**  
適格教師の資格を求める親の権利についてのサンプル通知  
2018-2019学年

親愛なる親/保護者 様：

The Every Student Succeeds Act (ESSA) (全学生の成功法) は HIDEOE 学生の親/保護者に教師の職業資格及び子供が補助教師によるサービスを提供された場合の彼らの資格を知る権利を与えます。連邦法ではお子供の教師や準専門家に関する特定情報を尋ねることができ、要求に応じて適時に関連情報を提供することになってます。

貴方はお子供の担当してる教師に関する次の情報を求める権利があります。

1. 教師は指導を行ってる学年及び科目分野の州の資格及びライセンス基準を満たしているかどうか。
2. 教師が州の資格又はライセンスの基準が放棄されてる緊急時又はその他の暫定的な状態での授業であるかどうか。
3. 教師は教師資格の訓練分野で教えてるかどうか。
4. 教師補助官又は類似な補助教師がお子供さんにサービスを提供しれるか、もしそうである場合、その資格は。

上記の情報希望される場合、学校の事務所にお問い合わせください。

敬具

学校の校長



**HAWAII DEPARTMENT OF EDUCATION (하와이 교육부)**  
**ESSA Hawaii Qualified Teacher (ESSA 하와이 인증 교사)**  
 인증 교사를 신청할 학부모의 권리에 대한 표본 통보서  
 2018-2019학년

친애하는 학부모 및 보호자님께:

The Every Student Succeeds Act (ESSA) (모든 학생의 성공법) 은 HDOE 학생의 학부모/보호자에게 학급 교사의 전문 자격 및 보조 교사가 자녀에게 서비스를 제공하는 경우 해당 교사의 자격을 알수 있는 권리를 제공합니다. 연방법은 귀하가 자녀의 담당 교사(들) 및 준 전문가(들)에 대한 특정 정보를 요청할 수 있게 하며 요청에 따라 해당 정보를 적시에 제공하도록 요구합니다.

귀하는 자신의 자녀를 담임한 교사(들)에 대하여 다음의 정보를 요구할 수 있습니다.

1. 교사는 교육을 제공하는 학년 및 과목 영역에 대한 주 인증 및 라이선스 기준을 충족했는지 여부.
2. 교사는 주 인증 또는 라이선스 기준이 포기된 비상 사태 또는 잠정 상태에서 교습중인지 여부.
3. 교사는 교사 자격의 정계 영역내에서 가르치는지 여부.
4. 교사 보조원 또는 유사한 준 보조 교사가 자녀에게 서비스를 제공하고 있는지, 만일 자녀가 보조 서비스를 받고 있을시 그들의 인증 여부.

이상의 정보가 필요하시다면 학교 사무실에 연락하십시오.

감사합니다.

학교 교장



**ພະແນກສຶກສາທິການລັດຮາວາຍ**  
**ອາຈານສອນທີ່ມີຄຸນນະທຳຕາມ ESSA ຂອງລັດຮາວາຍ**  
**ຕົວຢ່າງແຈ້ງການວ່າດ້ວຍສິດຂອງພໍ່ແມ່ເພື່ອຂໍຄຸນນະທຳຂອງ**  
**ອາຈານສອນ**  
**ສົກຮົ່ວ 2018-2019**

ຮົ່ວທ່ານພໍ່ແມ່ແລະຜູ້ປົກຄອງທີ່ຮັກແພງ:

ຂໍ້ກຳນົດວ່າດ້ວຍຄວາມສຳເລັດຂອງນັກຮົ່ວທ່ານທຸກຄົນ (The Every Student Succeeds Act (ESSA)) ກຳນົດໃຫ້ພໍ່ແມ່/ຜູ້ປົກຄອງຂອງນັກຮົ່ວທ່ານ HIDOE ມີສິດຮູ້ຈັກຄຸນນະທຳທາງດ້ານອາຊີບຂອງຄູ່ປະຈຳຫ້ອງແລະໃຫ້ຮູ້ວ່ານັກຮົ່ວທ່ານໄດ້ຮັບການບໍລິການຈາກອາຈານມີອາຊີບໃນການໃຫ້ການຊ່ວຍເຫຼືອທີ່ເໝາະສົມ, ຖ້າໄດ້ຮັບຄຸນນະທຳຂອງພວກເຂົາມີຫຍັງແດ່. ກົດໝາຍຂອງລັດຖະບານກາງອະນຸຍາດໃຫ້ທ່ານຂໍເອົາຂໍ້ມູນສະເພາະກ່ຽວກັບອາຈານປະຈຳຫ້ອງລູກຂອງທ່ານແລະຄວາມເປັນມີອາຊີບໃນການໃຫ້ຄວາມຊ່ວຍເຫຼືອແລະຮົ່ວຮ້ອງໃຫ້ພວກເຮົາໃຫ້ຂໍ້ມູນນີ້ແກ່ທ່ານທັນຕາມເວລາການຂໍ.

ທ່ານມີສິດຂໍຂໍ້ມູນກ່ຽວກັບອາຈານປະຈຳຫ້ອງລູກຂອງທ່ານໄດ້ຕາມຂໍ້ມູນຕໍ່ໄປນີ້.

1. ອາຈານສອນມີຄຸນນະທຳແລະ ມາດຖານການອະນຸຍາດຕາມທີ່ລັດກຳນົດສຳລັບລະດັບແກຣດ ແລະ ວິຊາທີ່ລາວ/ນາງໃຫ້ການສິດສອນບໍ່.
2. ອາຈານສອນກຳລັງສອນພາຍໃຕ້ ສະພາບສຸກເສີນ ຫຼື ສະຖານະຊີວິດອື່ນໆ ເຊິ່ງຄຸນນະທຳ ຫຼື ມາດຖານການອະນຸຍາດຂອງລັດຖືກລົບລ້າງໄປແລ້ວບໍ່.
3. ອາຈານສອນກຳລັງສອນໃນຂົງເຂດວິຊາທີ່ໄດ້ຮັບການຍ້ອງຍົກການເປັນອາຈານສອນຂອງພວກເຂົາບໍ່.
4. ການຊ່ວຍເຫຼືອຂອງອາຈານສອນໃດໜຶ່ງ ຫຼື ການຊ່ວຍເຫຼືອທີ່ເປັນມີອາຊີບຄ້າຍຄືກັນໃຫ້ບໍລິການກັບລູກຂອງທ່ານບໍ່, ຖ້າມີ, ຄຸນນະທຳ ຫຼື ຂອງພວກເຂົາມີຫຍັງແດ່.

ຖ້າທ່ານຢາກໄດ້ຮັບຂໍ້ມູນນີ້, ກະລຸນາຕິດຕໍ່ຫາຫ້ອງການໃນໂຮງຮົ່ວຂອງພວກເຮົາ.

ມາຮາໂລ (Mahalo),  
ອຳນວຍການໂຮງຮົ່ວ



**HAWAII DEPARTMENT IN EDUCATION**

**Kōjjeḷā Jambōḷ kōn an Jinen/Jemen Maroñ in**

**Kajjitōk kōn an Ri-Kaki Menin Qualify**

**Iiō in Jikuuḷ 2018-2019**

Iakwe Jinen/Jemen im Ri-lale ro:

Every Student Succeeds Act eo (ESSA (Kajjojo Ri-jikuuḷ naaj Jeraamman)) ej leḷok ñan jinen/jemen/ri-lale eo/ro an juon ri-jikuuḷ ilo HIDEOE, aer maroñ in jeḷā menin karōk professional an ri-kaki eo/ro ilo ruum eo/ko im elañne elōñ ippān-professional wōt me ej leḷok jipañ ko ñan ajri eo im, ñe elōñ menin karōk ko aer. Kien federal eo ej kōmālim am kajjitōk kōn ejejjet meḷeḷe ko kōn ri-kaki eo/ro im ippān-professional eo/ro in ruum eo an nājūm im ej kakien bwe kōmin lewaj meḷeḷe kein ilo iien ekkar ñe kwōj kajjitōk kake.

Elōñ am maroñ in kajjitōk kōn meḷeḷe kein me rej ḷoor kōn an nājūm ri-kaki eo/ro ilo ruum eo/ko an.

1. Elañne ri-kaki eo ej qualify ekkar ñan kakien ko im rule ko in kōmālim an State eo ilo kilaj ko im subject ko me ej katakin kake.
2. Elañne ri-kaki eo ej katakin iumwin emergency ak bar juon status in iien ekadu me rekar kōjekdoḷon menin karōk ak kōmālim an State eo kake.
3. Elañne ri-kaki eo ej katakin ilo meḷaaj ak ekkatak eo me rekar bōk kaḷool in ri-kaki kake.
4. Elañne jabdewōt ri-jipañ ri-kaki ro ak bar ippān-professional ro āindein rej leḷok jipañ ko ñan nājūm im, ñe āindein, menin karōk ko aer.

Ñe kwō kōḷaan in bōk jabdewōt iaan meḷeḷe kein, jouj im contact wōpij in jikuuḷ eo ad.

Komḷmool,

Principal in Jikuuḷ



**MATAGALUEGA O A'OGA HAWAI'I**  
**ESSA Hawaii Faia'oga Pasi**  
**Fa'asilasilaga Fa'ata'ita'i Aiā Tatau a Matua e Talosagaina ai Agava'a o Faia'oga**  
**Tausaga Fa'alea'oa'oga 2018-2019**

Mo Matua ma Ē o lo'o va'aia,

O le Tulafono o Tamaiti A'oga uma e Manuia (ESSA) e tu'uina atu ai I matua/ē o lo'o va'aia o se tamaitiiti a'oga HIDEOE, le aiā tatau e iloa ai agava'a ma tusi pasi o le faia'oga I totonu o le potua'oga ma a fa'apea o lo'o tu'uina atu auaunaga I le tamaitiiti mai se faia'oga ua ofoina atu auaunaga fa'afaia'oga ae le'i mae'a atoatoa ona tusi pasi, ma po'o a fo'i ni ona agava'a. E fa'atagaina e tulafono a le mālō oe ona tāpā fa'amatalaga patino e tusa ai ma faia'oga a lou alo I totonu o potu a'oga po'o faia'oga ua ofoina atu auaunaga fa'afaia'oga ae le'i mae'a atoatoa ona tusi pasi ma tāpā I matou ina ia tu'uina atu ia te oe lenei fa'amatalaga I se taimi vave pe a talosagaina.

E iai lou aiā tatau ete tāpāina ai fa'amatalaga ua ta'ua I lalo e tusa ai ma faia'oga ta'itasi a lau tama.

1. Pe ua fa'amalieina e le faia'oga aiaiga o agava'a ma le fa'avasegaga o laisene a le Setete mo vasega ma mata'upu o lo'o ia tu'uina atu ai fa'atonuga.
2. Pe o lo'o a'oa'o atu le faia'oga I lalo o ni tulaga fa'afuase'i po'o nisi tulaga fa'aagaga e auala atu ai le fa'asafua o agava'a ma le fa'avasegaina o laisene a le Setete.
3. Pe o lo'o a'oa'o atu le faia'oga I le vaega tonu o lo'o iai lona tusi pasi.
4. Pe iai nisi faia'oga fesoasoani po'o nisi faia'oga ua ofoina atu auaunaga fa'afaia'oga ae le'i mae'a atoatoa ona tusi pasi, ma afai o lea, po'o a fo'i o latou agava'a.

Afai ete mana'o ete mauaina nisi o nei fa'amatalaga, fa'amolemole fa'afeso'ota'i mai le tatou ofisa a le a'oga.

Fa'afetai,

Pule A'oga



**DEPARTAMENTO DE EDUCACIÓN DE HAWÁI**  
**Educador cualificado de la Ley Cada Estudiante Triunfa (ESSA) en**  
**Hawái**  
**Carta modelo sobre el derecho de los padres a solicitar las cualificaciones de los**  
**educadores**  
**Año académico 2018-2019**

Estimado/a padre/madre/tutor:

La Ley Cada Estudiante Triunfa (ESSA) dispone que los padres/tutores de los estudiantes dentro de la órbita del Departamento de Educación de Hawái tienen el derecho a conocer las cualificaciones profesionales de las/os maestras/os de clase y, en caso de que sus hijas/os reciban instrucción por parte de paraprofesionales, a conocer las cualificaciones de estos últimos. La ley federal le permite solicitar determinada información sobre las/os maestras/os de clase y los paraprofesionales que asisten a su hija/o; además, dispone que, ante su solicitud, debemos brindar dicha información oportunamente.

Tiene derecho a solicitar la siguiente información sobre las/os maestras/os de clase de su hija/o:

1. si la/el maestro cumplió con los requisitos para obtener la cualificación estatal o la licenciatura para el nivel académico y las áreas temáticas que instruye;
2. si la/el maestra/o brinda servicios de emergencia o de carácter provisional que eximen la cualificación estatal o la licenciatura;
3. si la/el maestra/o está prestando servicio en su área o disciplina de enseñanza según su certificación profesional;
4. si cualquier otro auxiliar docente o paraprofesional similar brinda instrucción a su hija/o y, en caso afirmativo, las cualificaciones de estas personas.

Si desea recibir dicha información, póngase en contacto con nuestra oficina académica.

Saludos cordiales.

Director/a de la escuela



**DEPARTAMENTO NG EDUKASYON NG HAWAII**  
**ESSA Kuwalipikadong Guro ng Hawaii**  
**Halimbawa ng Pabatid sa Karapatan ng Magulang na Humingi ng Mga**  
**Kuwalipikasyon ng Guro**  
**Taong Paaralan 2018-2019**

Mahal Naming Mga Magulang at Mga Tagapag-alaga:

Ang Batas Tungkol Sa Pagtatagumpay ng Bawat Mag-aaral o Every Student Succeeds Act (ESSA) ay ibinibigay sa mga magulang o mga tagapag-alaga ng mag-aaral na nasa pag-aaruga ng Departamento ng Edukasyon ng Hawaii (HIDOE) ang karapatan na malaman ang kuwalipikasyong pangprosesyonal ng guro/mga guro at kung ang kanilang anak ay pinagsisilbihan ng mga di-lisensiyadong guro, at kung mayroon man, ang kanilang mga kuwalipikasyon. Ikaw ay pinahihintulutan ng batas pederal na malaman ang ilang bagay tungkol sa guro/mga guro at di/mga di-lisensiyadong mga guro at inihahabilin sa amin na ibigay ang impormasyong ito sa inyo sa pinakamadaling panahon kung ito'y iyong kinakailangan.

Karapatan mong malaman ang kasagutan sa mga katanungan sa ibaba tungkol sa guro/mga guro ng inyong anak.

1. Kung ang guro ay kuwalipikado ayon sa isinasaad ng Estado o may lisensiya para sa pagtuturo sa mga antas na tinuturuan at mga asignatura na kanyang itinuturo.
2. Kung ang guro ay nagtuturo dahil pansamantalang kailangan ang kanyang serbisyo o ano pa man ang kadahilanan ng temporaryo nitong pagtuturo at ang mga kuwalipikasyon na isinasaad ng Estado o ang lisensiya sa pagtuturo ay isinantabi muna.
3. Kung ang guro ay nagtuturo sa larang na siya ay dalubhasa ayon sa sertipikasyon niya bilang guro.
4. Kung mayroon mang mga katulong ng guro o kaparis nitong mga di-lisensiyadong guro na nagbibigay-serbisyo sa inyong anak, ano ang kanilang mga kuwalipikasyon.

Kung gusto po ninyong makatanggap ng alin man sa mga impormasyong ito, maaari po ninyong tawagan ang opisina ng ating paaralan.

Mahalo,

Prinsipal ng Paaralan



**POTUNGAUE AKO ‘A HAWAII**  
**ESSA Hawaii Qualified Teacher**  
**Ko e Tohi Fakatokanga Fakaangaanga ki he Totonu ‘a e Matu’a ke nau Likuesi e Ngaahi**  
**Tu’unga Fakaako e Faiako**  
**Faha’i Ta’u Faka Ako 2018-2019**

Ki he Matu’a pea moe Kau Tauhi Fanau:

Ko e Every Student Succeeds Act (ESSA) ‘oku ‘oatu ki he matu’a pea mo e kau tauhi fanau ako ‘i he HIDEOE, ‘a e totonu ke mou ‘ilo ‘a e tu’unga fakapolofisinale ‘a e kau faiako he lokiako pea kuopau ke fakahoko ‘a e ngaahi sevesi e kakai kuo nau ‘osi taukei fakapolofisinale, pea kapau ‘oku ‘osi ma’u e tu’unga koia. ‘Oku faka’ataa he lao ‘a e Fetulolo kiate koe ke ke fehu’i ki ha fa’ahinga me’a pe ‘oku fekau’aki mo ho’o fanau tautefito ki he’ene faiako faka kalasi ‘i loki ako pea moe kau polofisinale kotoa pea ‘oku ‘iai ‘a e fiema’u kiate kimautolu ke mau ‘oatu ia kiate kimoutolu ha taimi fe’unga ‘okapau ‘oku mou kole ke ‘oatu.

‘Oku ‘iai ho’o totonu ke ke fehu’i ‘a e ngaahi me’a ‘oku ha atu i lalo ‘o fekau’aki mo ho’o fanau mo ‘ene faiako i he lokiako.

1. Oku ‘osi fakakakato nai he faiako ‘a e fiema’u fakaako mei he Siteiti pea moe ngaahi laiseni kotoa pe ki he kuleiti levolo kotoa pea moe ngaahi leseni takitaha he elia ‘oku tuku atu ki he tangata/fevone ke nau fakahinohino.
2. ‘Oku fakapapau’i koe faiako oku ne ngaue ha tu’unga fakafiema’u fakavavevave pe, pe ko ha ngaahi fiema’u makehe ange fakangaue na’e fakafou mei he Siteiti mo e ngaahi tu’unga fakako pea mo e ngaahi laiseni kotoa ke lava ‘o ‘oua ‘e toe fakakakato.
3. Oku fakahoko ngaue ‘a e faiako ‘o faiako pe he ‘elia na’e teuteu’i ia kiai ki hono mala’e pe koe ngaahi setifikeiti fakafaiako ‘oku ne ma’u.
4. Ko ha faiako pe ‘oku tokoni pe oku tatau mo ha ni’ihi ngaue fakapolofisinale ke nau ‘oatu ‘a e sevesi kakato ki ho’o fanau, pea kapau oku fai ia pea moe tu’unga fakaako ‘oku ma’u.

Kapau ‘oku ke loto ke ma’u atu ‘a e ngaahi fiema’u ko ‘eni, kataki pe ‘o fakafetu’utaki ki he ‘ofis ‘i ‘api ako.

Mahalo,

Pule Ako Apiako.



**BỘ GIÁO DỤC HAWAII**  
**Giáo Viên Đạt Chuẩn ESSA Hawaii**  
**Thông Báo Mẫu Cho Phụ Huynh Về Quyền Yêu Cầu Được Biết Trình Độ**  
**Của Giáo Viên**  
**Năm học 2018-2019**

Xin chào Cha mẹ và Người giám hộ,

Đạo luật Thành công cho mỗi học sinh (ESSA) cung cấp cho (các) phụ huynh/người giám hộ của học sinh HIDOE quyền được biết trình độ chuyên môn của (các) giáo viên đứng lớp và liệu con em họ có được cung cấp dịch vụ bởi các giáo viên bán chuyên nghiệp hay không cũng như trình độ của họ ra sao. Luật liên bang cho phép quý vị yêu cầu được biết một số thông tin nhất định về (các) giáo viên đứng lớp và (các) giáo viên bán chuyên nghiệp của con em cũng như yêu cầu chúng tôi kịp thời cung cấp cho quý vị những thông tin đó theo yêu cầu.

Quý vị có quyền yêu cầu được biết những thông tin sau về mỗi một trong số (các) giáo viên đứng lớp của con em.

1. Giáo viên đó có đáp ứng được các tiêu chuẩn chứng nhận và cấp phép của Tiểu bang đối với các cấp lớp và các môn học mà họ giảng dạy hay không.
2. Giáo viên đó có đang giảng dạy trong trường hợp khẩn cấp hoặc trong các tình trạng tạm thời khác mà qua đó các tiêu chuẩn chứng nhận và cấp phép của Tiểu bang đã được miễn hay không.
3. Giáo viên đó có đang giảng dạy trong lĩnh vực ngành nghề mà họ được chứng nhận giảng dạy hay không.
4. Có hay không bất cứ các trợ lý hoặc các giáo viên bán chuyên nghiệp nào tương tự tham gia cùng với giáo viên cung cấp dịch vụ cho con em quý vị hay không, và nếu có thì bằng cấp của họ ra sao.

Nếu quý vị muốn nhận bất kỳ thông tin nào trong số các thông tin trên, vui lòng liên hệ với văn phòng nhà trường.

Trân trọng,

Hiệu trưởng nhà trường



**DEPARTAMENTO SA EDUKASYON SA HAWAII**  
**ESSA Kalipikadong Magtutudlo sa Hawaii**  
**Pananglitang Pahibalo sa Katungod sa Ginikanan sa Paghangyo sa Kalipikasyon sa**  
**Magtutudlo**  
**Tuig Tingtungha 2018-2019**

Mahal nga mga Ginikanan ug mga Tigbantay:

Ang Akta nga ang Matag Tinun-an Molampos o Every Student Succeeds Act (ESSA) naghatag sa (mga) ginikanan/(mga) tigbantay sa HODOE nga tinun-an, sa katungod nga masayod sa propesyonal nga kalipikasyon sa (mga) magtutudlo sa lawak-saringan o kon ang bata nahatagan bag pangalagad sa luyo-luyong propesyonal ug kon duna man, ang ilang mga kalipikasyon. Ang balaod Pederal nagtugot kanimo sa pagpangutana og pipila ka pangutana labot sa (mga) magtutudlo sa imong anak ug (mga) luyo-luyong propesyonal ug nagpugos kanamo sa paghatag kanimo niining kasayoran sa tukmang paagi human sa paghangyo.

Aduna kay katungod sa pagpangutana sa mosunod nga kasayoran sa matag magtutudlo sa imong anak.

1. Kon ang magtutudlo nakatubag ba panukdanan sa estado labot sa kalipikasyon ug lisensiya sa lebel sa grado ug panulun-an diin siya mihatag og pagpanudlo.
2. Kon ang magtutudlo nagatudlo ba ilawom sa emerhensiya o uban pang kasamtangang kahimtang diin ang panukdanan sa kalipikasyon ug lisensiya sa estado gibakwi..
3. Kon ang magtutudlo nagatudlo ba sa natad sa disiplina diha sa ilang sertipikasyon sa magtutudlo.
4. Kon ang bisan unsa nga kaabag sa magtutudlo o susamang luyo-luyong propesyonal nagatahag bag pangalagad sa imong anak ug, kon anaa man, ang ilang kalipikasyon.

Kon buot kang makadawat sa bisan hain niining kasayoran, palihog kontaka ang buhatan sa tulunghaan.

Matinud-anon,

Prinsipal sa Tulunghaan



**NOTIFICATION OF SPECIAL POPULATION CLASS FORM –  
 ALC, HAWAIIAN LANGUAGE IMMERSION OR ENGLISH LEARNER**

The ALC, Hawaiian Language Immersion and English Learner classes are considered special populations and need to be reported separately for ESSA.

Teacher requirements for these special populations are:

- ALC assignments - Teachers must have a valid HTSB secondary license in the grade level they are assigned to teach.
- Hawaiian Language Immersion assignments - Teachers must have a valid HTSB Hawaiian Language Immersion license in the grade level they are assigned to teach and meet the content proficiency in the assigned content area.
- EL assignments - Teachers must have a valid HTSB TESOL license in the grade level they are assigned to teach and meet the content proficiency in the assigned content area.

**I. PRINCIPAL CERTIFICATION**

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle Name \_\_\_\_\_

DOE School \_\_\_\_\_ Daytime Phone Number \_\_\_\_\_

Your *Lotus Notes* email: \_\_\_\_\_

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

**II. SPECIAL POPULATION CLASS INFORMATION**

- Special Population codes: Alternative Learning Center (U)  
 Hawaiian Language Immersion (I)  
 English Learner (J)

Teacher Name \_\_\_\_\_ Employee ID \_\_\_\_\_

<u>CLASS NAME</u>	<u>ACCN#</u>	<u>SPECIAL POPULATION CODE</u>

**Title II A**  
**ESSA HAWAII QUALIFIED**  
**TEACHER HANDBOOK**

**Section 4**

**Funding**



**HAWAII DEPARTMENT OF EDUCATION**  
**ESSA Hawaii Qualified Teacher**  
***Allowable Uses of Funds – Title II A***  
**School Year 2018-2019**

**Hawaii Department of Education**  
**ESSA Hawaii Qualified Teacher**  
**Allowable Uses of Funds – Title IIA**

Great teachers, principals, and other school leaders (collectively, educators) matter enormously to the learning and the lives of children. The Title II, Part A program is designed, among other things, to provide students from low-income families and minority students with greater access to effective educators. It is critical that State educational agencies (SEAs) and local educational agencies (LEAs) consider how to best use Title II, Part A funds, among other funding sources, to ensure equity of educational opportunity. New provisions in Title II, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), offer new opportunities to more effectively attract, select, place, support, and retain excellent educators; revisit traditional uses of these funds; and consider new and additional uses of Title II, Part A funds that are innovative and evidence-based.

**ESSA Title II A PURPOSE:** “**SEC. 2001. PURPOSE.** The purpose of this title is to -

1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools;
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

**The Hawaii Department of Education Leadership has prioritized and established Title IIA guidelines to meet the goals and objectives of the Title II A program requirements aligned to the Hawaii Department of Education Strategic Plan.**

**Any expenditure of Title IIA funds shall meet the requirement for the Every Student Succeeds Act (ESSA) Hawaii Qualified Teacher Allowable Uses of Funds. Any other expenditure is prohibited.**

**Title II A List of Program IDs Effective July 1, 2018  
Tier One Funds**

<b>Program ID</b>	<b>Description</b>
20696	Assistance to NHQ Teacher to become HQ

**Tier Two Funds**

<b>Program ID</b>	<b>Description</b>
20656	Recruitment and Retention
20657	Targeted Professional Development
20658	Educator Effectiveness System
20659	Professional Development - OCISS
20697	Professional Development
20698	Support to New Teachers and Principals
20699	Consolidated Title II A Programs

**Tier One Funds**

<p style="text-align: center;"><b>Program ID 20696</b></p> <p style="text-align: center;"><b>Assistance to Non-Hawaii Qualified Teachers (NHQT) to become Hawaii Qualified (HQ)</b></p>	<p style="text-align: center;"><b>Allowable Activities</b></p>
<p>Under ESEA section 2101(c)(4)(B)(i), SEAs may use Title II, Part A funds to support reform/efforts with the entities that oversee preparation standards and approval, certification, licensure, and tenure in order to ensure that:</p> <ul style="list-style-type: none"> <li>● Teachers have the necessary subject-matter knowledge and teaching skills in the academic subjects that they teach to help students meet challenging State academic standards (as demonstrated through measures determined by the State, which may include teacher performance assessments);</li> <li>● Principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet challenging State academic standards; and</li> <li>● Teacher certification or licensing requirements are aligned with challenging State academic standards.</li> </ul> <p>Funds in this category are to <b>assist Teachers and Principals to meet State Certification and Licensure requirements:</b></p> <ol style="list-style-type: none"> <li>1. Funds help to support teachers to have the necessary subject-matter knowledge and teaching skills. Funds may be used to pay for professional development and activities that support the Non Hawaii Qualified Teacher (NHQT) in pursuit of meeting Hawaii Qualified Teacher (HQT) requirements.</li> <li>2. Funds help to support principals or other school leaders to have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards;</li> </ol>	<ul style="list-style-type: none"> <li>● Exam Fees</li> <li>● Registration</li> <li>● Stipends</li> <li>● Content related PD including College Courses</li> <li>● Travel Expense related to PD</li> <li>● Substitute Teacher cost</li> </ul>

## Tier Two Funds

<b>Program ID (20656)</b> <b>Recruitment and Retention</b>	<b>Allowable Activities</b>
<p>Funds in this category are to assist complex areas in reducing the chronic vacancies in teacher and school leader positions by:</p> <ul style="list-style-type: none"><li>● Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards or schools and complex areas with chronic vacancies</li><li>● Efforts to improve equity distribution of ESSA qualified and effective teachers</li><li>● School leader training on effective strategies to increase the retention of effective teachers and school leaders</li><li>● Incentives for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas or with chronic vacancies. (Note: May require contractual agreement).</li></ul>	<ul style="list-style-type: none"><li>● Training and Support for school leaders</li><li>● Materials and registration cost related to recruitment and retention</li><li>● Stipends/Incentives</li><li>● Contracts</li><li>● Travel related to recruiting</li><li>● Capacity Building and Calibration</li></ul>

<p style="text-align: center;"><b>Program ID 20658</b></p> <p style="text-align: center;"><b>Educator Effectiveness System</b></p>	<p style="text-align: center;"><b>Allowable Activities</b></p>
<p>Funds in this category are to Support, Design and Implementation of Evaluation Systems for Teachers, Administrators, and other School Leaders.</p> <p>EES funds can only be used for the following purposes:</p> <p><b>Activity 1: Teachers rated as less than effective</b> -- The Principal may require or provide teachers who are rated as less than effective support including but not limited to peer mentoring; recommended or prescribed course work; or professional development activities.</p> <p><b>Activity 2: EES Calibration</b> - Administrators regularly review and closely monitor the quality of the EES measures and feedback provided by administrators to ensure they are accurate, fair, impartial, and consistent. The calibration activities strengthen accuracy and inter-rater reliability of the EES measures.</p> <p><b>Activity 3: Building Capacity</b> - Train Educator Effectiveness System (EES) Educational Officers, resource teachers, and other teacher leaders to serve as trained "experts" in the EES measures to support teachers and administrators.</p> <p><b>Activity 4: Professional Development to Improve Teacher Effectiveness</b> - Train teachers in their understanding of the evaluation system and how to use evaluation data to improve teacher practice. Resources may require personnel to deliver specific training, attending professional development to improve teacher practice, and/or materials to deliver the Professional Development activity.</p>	<ul style="list-style-type: none"> <li>● Support and training for Marginal Teachers</li> <li>● Substitute Teacher cost</li> <li>● Stipends</li> <li>● Contracts</li> <li>● Travel for EES PD</li> <li>● Capacity Building and Calibration</li> </ul>

<p style="text-align: center;"><b>Program ID 20659 Professional Development OCISS/ Program ID 20697 Professional Development/ Program ID 20657 Targeted Professional Development</b></p> <p style="text-align: center;">Professional Development (Teachers, Educational Assistants, Counselors, and Administrators) and</p> <p style="text-align: center;">Targeted Professional Development (Limited to the following five key focus areas: Special Education, English Language Learners, Computer Science, Math and Advanced Placement (AP) Training)</p>	<p style="text-align: center;">Allowable Activities</p>
<p>ESSA updates the definition of Professional Development, as activities that are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused.” (S. 1177, Section 8002, page 295, paragraph 42)</p> <p>Funds in this category are for providing professional development that is evidence-based, to the extent that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to:</p> <ul style="list-style-type: none"> <li>● Help educators to address and reduce the academic achievement gap.</li> <li>● Help educators to address and increase percentage of students that are college and career ready</li> <li>● Effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);</li> <li>● Use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the ‘Family Educational Rights and Privacy Act of 1974’) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Development (workshops, college courses, conferences, contracted services)</li> <li>● Substitute Teacher cost</li> <li>● Stipends</li> <li>● Travel related to PD</li> <li>● Equitable Services to Private Schools</li> <li>● Targeted Professional Development (Limited to the following five key focus areas: Special Education, English Language Learners, Computer Science, Math and Advanced Placement (AP) Training)</li> </ul>

- Effectively engage parents, families, and community partners, and coordinate services between school and community;
- Help all students develop the skills essential for learning readiness and academic success; including activities that increase educators abilities to effectively teach children with disabilities and learners and English learners.
- Develop policy with school, local educational agency, community, or State leaders;
- Participate in opportunities for experiential learning through observation;
- Professional Development for Equitable Services to Private Schools

Funds in this category may include purchase or access to professional development that is delivered or accessed via technology such as online courses, threaded discussions, video tapes, digital learning and virtual conferencing.

Funds may be used to pay for college courses, workshops, professional conferences, exams, and costs related to attending and preparing for that professional development such as tuition, fees, registration, substitute costs, release time, stipends, travel and other expenses related to the professional development.

Conferences are allowable when they are part of a comprehensive professional development plan and costs are reasonable and necessary for meeting an established need. Consideration should be given toward requiring conference participants to provide turn-around training to colleagues that should involve meaningful training sessions or professional learning community (PLC) types of activities.

<p style="text-align: center;"><b>20698</b></p> <p style="text-align: center;"><b>Support to Teachers and Principals</b></p>	<p style="text-align: center;"><b>Allowable Activities</b></p>
<p><b>Support to Teachers and Principals</b></p> <p>Funds in this category are to pay for sustained, intensive, job embedded professional development for:</p> <ol style="list-style-type: none"> <li>1. Teachers as part of a program of support to new teachers in their first three years of employment, including mentoring and induction programs.</li> <li>2. Principals and vice principals in their first three years of assignment and for principal interns and aspiring principals in CISL and other principal preparation programs.</li> </ol> <p>Activities Include:</p> <ul style="list-style-type: none"> <li>• Career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (including hybrid roles that allow instructional coaching and mentoring while remaining in the classroom), school leadership, and involvement with school improvement and support;</li> <li>• New teacher, principal, or other school leader induction and mentoring programs that are, evidence based to the extent such evidence is reasonably available, evidence-based, and designed to (a) Improve classroom instruction and student learning and achievement, including through improving school leadership programs; and (b) increase the retention of effective teachers, principals, or other school leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Induction and Mentoring</li> <li>• Coaching of teachers, principals, and other school leaders</li> <li>• Leadership professional development and training</li> <li>• School Improvement development and training</li> <li>• Professional Development (Includes CISL, TLA, workshops, college courses, conferences) related to the support and development of new teachers, principals, and other school leaders</li> <li>• Substitute Teacher cost</li> <li>• Stipends</li> <li>• Travel related to PD</li> <li>• Curriculum Alignment and Assessments</li> </ul>

<p style="text-align: center;"><b>20699</b></p> <p style="text-align: center;"><b>Consolidated Title II A Programs</b></p>	<p style="text-align: center;"><b>Allowable Activities</b></p>
<p>Funds in this category cover other Title II A Program required and/or allowable activities and Technical Support.</p> <p>For Complex Areas: All Salaried FTE will be paid from this program ID</p>	<ul style="list-style-type: none"> <li>● Employee Salary(s)</li> <li>● Fringe Cost</li> <li>● State Office use for compliance, monitoring, technical support and other allowable uses.</li> </ul>



**HAWAII DEPARTMENT OF EDUCATION  
ESSA Hawaii Qualified Teacher  
Allowable Uses of Funds – Title II A  
School Year 2018-2019**

Great teachers, principals, and other school leaders (collectively, educators) matter enormously to the learning and the lives of children. The Title II, Part A program is designed, among other things, to provide students from low-income families and minority students with greater access to effective educators. It is critical that State educational agencies (SEAs) and local educational agencies (LEAs) consider how to best use Title II, Part A funds, among other funding sources, to ensure equity of educational opportunity. New provisions in Title II, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), offer new opportunities to more effectively attract, select, place, support, and retain excellent educators; revisit traditional uses of these funds; and consider new and additional uses of Title II, Part A funds that are innovative and evidence-based.

**ESSA Title II A PURPOSE:** “**SEC. 2001. PURPOSE.** The purpose of this title is to—

1. *increase student achievement* consistent with the challenging State academic standards;
2. *improve the quality and effectiveness* of teachers, principals, and other school leaders;
3. increase the number of teachers, principals, and other school leaders who are *effective in improving student academic achievement in schools*;
4. provide *low-income and minority students greater access to effective teachers*, principals, and other school leaders.

**Following are allowable use of Title II A Funds in which Hawaii Department of Education Leadership has deemed appropriate and prioritized in meeting the Department's Strategic Plan goals and objectives and Title II A program requirements.**

**All use of Title II A Funds, must fall within the following Allowable Uses of Funds. Anything that is not listed within this document should be considered NOT allowed.**

**Title II A List of Program IDs Effective July 1, 2018**

**Tier One Funds**

<b>Program ID</b>	<b>Description</b>
20696	Assistance to NHQ Teacher to become HQ

**Tier Two Funds**

<b>Program ID</b>	<b>Description</b>
20658	Educator Effectiveness System
20659	Professional Development - OCISS
20697	Professional Development
20698	Support to New Teachers and Principals
20699	Consolidated Title II A Programs

**Tier One Funds**

<b>Program ID 20696 Assistance to Non-Hawaii Qualified Teachers (NHQT) to become Hawaii Qualified (HQ)</b>	<b>Allowable Activities</b>
<p>Preparation Standards and Approval, Certification, Licensure, and Tenure Under ESEA section 2101(c)(4)(B)(i), SEAs may use Title II, Part A funds to support reform efforts with the entities that oversee preparation standards and approval, certification, licensure, and tenure in order to ensure that: ♣ Teachers have the necessary subject-matter knowledge and teaching skills in the academic subjects that they teach to help students meet challenging State academic standards (as demonstrated through measures determined by the State, which may include teacher performance assessments); ♣ Principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet challenging State academic standards; and ♣ Teacher certification or licensing requirements are aligned with challenging State academic standards.</p> <p>Funds in this category are to <b>assist Teachers and Principals to meet State Certification and Licensure requirements:</b></p> <ol style="list-style-type: none"> <li>1. Funds help to support teachers to have the necessary subject-matter knowledge and teaching skills. Funds may be used to pay for professional development and activities that support the Non Hawaii Qualified Teacher (NHQT) in pursuit of meeting Hawaii Qualified Teacher (HQT) requirements.</li> <li>2. Funds help to support principals or other school leaders to have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards;</li> </ol>	<ul style="list-style-type: none"> <li>• Exam Fees</li> <li>• Registration</li> <li>• Stipends</li> <li>• Content related PD including College Courses</li> <li>• Travel Expense related to PD</li> <li>• Substitute Teacher cost</li> </ul>

**Tier Two Funds**

<p style="text-align: center;"><b>Program ID 20658</b></p> <p style="text-align: center;"><b>Educator Effectiveness System</b></p>	<p style="text-align: center;"><b>Allowable Activities</b></p>
<p><b>Support, Design and Implementation of Evaluation Systems for Teachers, Administrators, and other School Leaders</b></p> <p>EES funds can only be used for the following purposes:</p> <p><b>Activity 1: Teachers rated as less than effective</b> -- The Principal may require or provide teachers who are rated as less than effective support including but not limited to peer mentoring; recommended or prescribed course work; or professional development activities.</p> <p><b>Activity 2: EES Calibration</b> - Administrators regularly review and closely monitor the quality of the EES measures and feedback provided by administrators to ensure they are accurate, fair, impartial, and consistent. The calibration activities strengthen accuracy and inter-rater reliability of the EES measures.</p> <p><b>Activity 3: Building Capacity</b> - Train Educator Effectiveness System (EES) Educational Officers, resource teachers, and other teacher leaders to serve as trained "experts" in the EES measures to support teachers and administrators.</p> <p><b>Activity 4: Professional Development to Improve Teacher Effectiveness</b> - Train teachers in their understanding of the evaluation system and how to use evaluation data to improve teacher practice. Resources may require personnel to deliver specific training, attending professional development to improve teacher practice, and/or materials to deliver the Professional Development activity.</p>	<ul style="list-style-type: none"> <li>● Support and training for Marginal Teachers</li> <li>● Stipends</li> <li>● Contracts</li> <li>● Travel for EES PD</li> <li>● Capacity Building and Calibration</li> </ul>

<p style="text-align: center;"><b>Program ID 20697</b> <b>Professional Development (Teachers and Administrators)</b></p>	<p style="text-align: center;"><b>Allowable Activities</b></p>
<p>ESSA updates the definition of Professional Development, as activities that are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused.” (S. 1177, Section 8002, page 295, paragraph 42)</p> <p>Funds in this category are for providing professional development that is evidence-based, to the extent that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to:</p> <ul style="list-style-type: none"> <li>• Effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);</li> <li>• Use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the ‘Family Educational Rights and Privacy Act of 1974’) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;</li> <li>• Effectively engage parents, families, and community partners, and coordinate services between school and community;</li> <li>• Help all students develop the skills essential for learning readiness and academic success; including activities that increase teachers abilities to effectively teach children with disabilities and learners and English learners.</li> <li>• Develop policy with school, local educational agency, community, or State leaders;</li> <li>• Participate in opportunities for experiential learning through observation;</li> </ul> <p>Funds in this category may include purchase or access to professional development that is delivered or accessed via technology such as online courses, threaded discussions, video tapes, digital learning and virtual conferencing. Funds may be used to pay for college courses, workshops, professional conferences, exams, and costs related to attending and preparing for that professional development such as tuition, fees, registration, substitute costs, release time, stipends, travel and other expenses related to the professional development.</p>	<ul style="list-style-type: none"> <li>• Professional Development (workshops, college courses, conferences, contracted services)</li> <li>• Substitutes</li> <li>• Stipends</li> <li>• Travel related to PD</li> </ul>

<b>Program ID 20698</b> <b>Support to Teachers and Principals</b>	<b>Allowable Activities</b>
<p><b>Support to Teachers and Principals</b></p> <p>Funds in this category are to pay for sustained, intensive, job embedded professional development for:</p> <ol style="list-style-type: none"> <li>1. Teachers as part of a program of support to new teachers in their first three years of employment, including mentoring and induction programs.</li> <li>2. Principals and vice principals in their first three years of assignment and for principal interns and aspiring principals in CISL and other principal preparation programs.</li> </ol> <p>Activities Include:</p> <ul style="list-style-type: none"> <li>• Career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (including hybrid roles that allow instructional coaching and mentoring while remaining in the classroom), school leadership, and involvement with school improvement and support;</li> <li>• New teacher, principal, or other school leader induction and mentoring programs that are, evidence based to the extent such evidence is reasonably available, evidence-based, and designed to (a) Improve classroom instruction and student learning and achievement, including through improving school leadership programs; and (b) increase the retention of effective teachers, principals, or other school leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Induction and Mentoring</li> <li>• Coaching of teachers, principals, and other school leaders</li> <li>• Leadership professional development and training</li> <li>• School Improvement development and training</li> <li>• Professional Development (Includes CISL, TLA, workshops, college courses, conferences) related to the support and development of new teachers, principals, and other school leaders</li> <li>• Substitutes</li> <li>• Stipends</li> <li>• Travel related to PD</li> <li>• Curriculum Alignment and Assessments</li> </ul>

<b>Program ID 20699</b> <b>Consolidated Title II A Programs</b>	<b>Allowable Activities</b>
<p><b>Consolidated Title II A Programs</b></p> <p>Funds in this category cover other Title II A Program required and/or allowable activities, such as Private School Participation and Technical Support.</p> <p>For Complex Areas: All Salaried FTE will be paid from this program ID</p>	<ul style="list-style-type: none"> <li>• Employee Salary(s)</li> <li>• Fringe Cost</li> <li>• State Office Use for compliance, monitoring, technical support and other allowable uses.</li> </ul>



**HAWAII DEPARTMENT OF EDUCATION**  
**Highly Qualified Teacher**  
*Reimbursement Policy*  
**School Year 2018-2019**

**Reimbursement Policy**

1. Teacher must be employed with the Hawaii Department of Education as a teacher to receive the reimbursement.
2. All coursework reimbursements must be accompanied by documentation that identifies:
  - a. Date of course
  - b. Passing grade
  - c. Course number
  - d. Course name
  - e. Institution or Organization of course provider
3. Reimbursements cannot be grouped into general categories, such as "college courses."
4. For Tier I funds:
  - a. Teacher must have been identified as NHQT in the content area for the expense to be eligible for reimbursement (i.e. if the teacher is not identified as NHQT for Science, he/she cannot submit for reimbursement for a science course).
  - b. Praxis II exam must be for area that teacher is identified as NHQT.
  - c. Activity must have been identified on an approved Professional Development Plan or in a verification letter by principal.



**HAWAII DEPARTMENT OF EDUCATION**  
**Highly Qualified Teacher**  
*Praxis Reimbursement Process*  
**School Year 2018-2019**

The procedure for requesting reimbursement of PRAXIS Exam fees is now uniform across the state. In the past, each complex area developed and implemented its own procedure. The new uniform procedure will allow teachers with passing test scores to submit all required forms and documents correctly at the beginning of the process.

The following steps outline the procedures for requesting reimbursement:

- Teacher submits PRAXIS reimbursement request form and all required documents;
- The principal or HQ designee verifies that the exam is part of the teacher's Professional Development Plan;
- School establishes FMS Vendor Number for the teacher and submits the reimbursement request to the complex area office;
- Complex Area Superintendent approves the request for payment, and determines if payment will come from Complex Area office, or from school; and
- Check is mailed to teacher by Office of Fiscal Services, Vendor Payment Unit.

Forms, detailed instructions, and samples are available at <http://hqt.k12.hi.us>, under Quick Links/Forms, Teacher Reimbursement.

**Title II A**  
**ESSA HAWAII QUALIFIED**  
**TEACHER HANDBOOK**

**Section 5**  
**Monitoring**



**HAWAII DEPARTMENT OF EDUCATION**  
**Hawaii Qualified Teacher**  
*Title II A Monitoring Cycle*  
**School Year 2018-2019**

## Title II A Monitoring Cycle

FALL		
Fall 2018	Fall 2019	Fall 2020
Aiea-Moanalua-Radford	Kailua-Kalaheo	Campbell-Kapolei
Leilehua-Mililani-Waiialua	Castle-Kahuku	Pearl City-Waipahu
		Nanakuli-Waianae
SPRING		
Spring 2019	Spring 2020	Spring 2021
Farrington-Kaiser-Kalani	Hilo-Laupahoehoe-Waiakea	Hana-Lahainaluna-Lanai-Molokai
Kaimuki-McKinley-Roosevelt	Honokaa-Kealakehe-Kohala-Konawaena	Baldwin-Kekaulike-Maui
Kapaa-Kauai-Waimea	Kau-Keaau-Pahoa	



**HAWAII DEPARTMENT OF EDUCATION**  
**Hawaii Qualified Teacher**  
**2018-2019 School Monitoring Template**  
**(Monitoring for School Year 2017-18)**

**Section 1: HQT Progress**

	Question	Evidence
1.1	Percent of classes taught by HQTs BOY 2017-2018	Monitor: Provide data
1.2	Percent of classes taught by HQTs EOY 2017-2018	Monitor: Provide data
1.3	Percent of classes taught by HQTs BOY 2018-2019	Monitor: Provide data

HQTs =Hawaii Qualified Teachers, BOY=Beginning of Year, EOY=End of Year

**Section 2: Professional Development/Support to Educators**

	Question	Answer/Evidence
2.1	In 2017-18 what professional development and other activities did the <u>school</u> provide to increase the number of classes taught by state certified or licensed teachers?	School: Provide list and Sign In
2.2	What was the amount of Title II A Tier-One funds used to support these activities?	Provide amount, PO or Contract, ATP
2.3	What was the total amount of Tier-One funds spent? If different from above.	School: Provide Title II expenditure report and supporting documents as applicable
2.4	In 2017-18 what professional development and other activities did the <u>complex area</u> provide to increase the number of classes taught by state certified or licensed teachers?	School: Provide list and Sign In
2.5	What other professional development and activities did the <u>school</u> support in 2017-18 (all administrators and teachers)?	School: Provide list
2.6	What was the amount of Title II A Tier-two funds used for these activities?	Provide amount, PO or Contract, ATP
2.7	What was the total amount of Tier-Two funds spent? If different from above.	School: Provide Title II expenditure report and supporting documents as applicable
2.8	What other professional development and activities did the <u>complex area</u> support in 2017-18 (all administrators and teachers)?	School: Provide list
2.9	What mentoring and induction support does the complex area provide to schools?	

**Section 3: School Data Collection**

	Question	Answer/Evidence
3.1	Does the master schedule match the course offerings, teacher assignment, and student course assignments submitted to DOE?	School: Provide copy of 2017-18 master schedule
3.2	Was the course and assignment data submitted in SIS by September 1 and within 30 days of any new course assignment?	Monitor: Check SIS data
3.3	Did the school confirm the HQT data accuracy including ACCN teaching assignment(s) during the September 2017 Preview?	Monitor: Confirm accurate assignments
3.4	Does the school maintain a copy of all HQ documentation in each teacher's yellow jacket files (e.g. PDP Plan (optional), HQ Form with attached documents, NHQT parent letter)?	School: Separate all 2017-18 HQ records from teachers' Yellow Jacket files and provide to monitor for review Monitor: Review for completeness
3.5	Does the school forward all HQ documentation when a teacher transfers to another DOE school?	School: Provide names of teachers who transferred to DOE schools at end of 2017-18 and school to which they transferred.
3.6	Did the school request for a Technology Based Exemption?	

	<p>If yes, what teacher(s) was it submitted for?</p> <p>Did the technology used provide 100% of the instruction, assessment and grading of the student(s)?</p>	<p>School: Provide list Provide copies of P.O., Invoice and ATP Provide copy of student(s) grade report (name and PII of student to be removed)</p>
3.7	<p>Did the school hire any Casual Hire Personnel Part-time teachers (PTT)?</p>	<p>School: Provide list of names</p>
3.7a	<p>If so, How many were Direct Instruction (DIN)?</p> <p>How many were Direct Instructional Support (DIS)?</p> <p>How many were Non-Instructional Duties (NID)?</p>	<p>School: provide count for each category</p>
3.7b	<p>Did the school ensure:</p> <p>The DIN PTT meets the HQT Requirements?</p> <p>The DIS PTT meet the Paraprofessional Requirements?</p>	<p>School: Provide response for each casual employee</p>
3.7c	<p>Does the school maintain a copy of all required employment forms (Application, I9 Form, HQT/Paraprofessional Documentation)? <i>Note: Application &amp; I9 Forms employment requirements and are required as part of the Educator Quality monitoring requirement.</i></p>	<p>School: Provide copies of the employment forms</p>
3.7d	<p>Did the school forward the supporting HQT/Paraprofessional documentation to the Educator Quality Section?</p>	<p>Monitor: verify records received in OTM EQS</p>
3.8	<p>Did the school hire any Casual Hire Personnel Paraprofessional Tutor (PPT)?</p>	<p>School: Provide list of names</p>
3.8a	<p>If so, How many were Direct Instructional Support (DIS)?</p> <p>How many were Non-Instructional Duties (NID)?</p>	<p>School: provide count for each category</p>
3.8b	<p>Did the school ensure:</p> <p>The DIS PPT meet the Paraprofessional Requirements?</p>	<p>School: Provide response for each casual employee</p>
3.8c	<p>Does the school maintain a copy of all required employment forms (Application, I9 Form, HQT/Paraprofessional Documentation)? <i>Note: Application &amp; I9 Forms employment requirements and are required as part of the Educator Quality monitoring requirement.</i></p>	<p>School: Provide copies of the employment forms</p>
3.8d	<p>Did the school forward the supporting Paraprofessional documentation to the Educator Quality Section?</p>	<p>Monitor: verify records received in OTM EQS</p>

Section 4: School Assurances

	Requirement	Document/Evidence
4.1	The school assures that parents or guardians were notified when their child had been assigned or had been taught for four or more consecutive weeks by a teacher or substitute who is non-HQ.	School: Provide evidence that parental notification letters were sent to parents of NHQTs and substitutes. <ul style="list-style-type: none"> <li>• Provide the list of teachers and substitute teachers whose students received NHQT letters or</li> <li>• Provide a copy of each letter sent</li> </ul>
4.2	The school assures that all parents were notified of their right to request and receive information on the qualifications of their children’s teachers.	School: Provide a copy of the school’s notification to parents and the method of distribution.
4.3	The school assures that parents were provided information on the qualifications of their children’s teachers upon request.	School: Provide evidence of the school’s response to a parental request.

*Note: Compliance will be monitored by DOE. Failure to meet program regulations and/or established deadlines may result in sanctions, including an interruption of federal funds.*



**HAWAII DEPARTMENT OF EDUCATION**  
**Hawaii Qualified Teacher**  
*2018-2019 Complex Area Monitoring Template*  
**(Monitoring for School Year 2017-18)**

Section 1: HQT Progress

	Question	Evidence
1.1	Percent of classes taught by HQTs in all CA schools BOY 2017-18	Monitor: Provide data
1.2	Percent of classes taught by HQTs in all CA schools EOY 2017-18	Monitor: Provide data
1.3	Percent of classes taught by HQTs in all CA schools BOY 2018-19	Monitor: Provide data
1.4	HQT status of each CA school BOY 2018-19	

HQTs =Hawaii Qualified Teachers, BOY=Beginning of Year, EOY=End of Year

Section 2: Overview

	Question	Answer/Evidence
2.1	How successful has the complex area been in reducing the number of NHQs?	
2.2	How does the complex area monitor school progress in reducing the number of NHQTs?	
2.3	Although not required for SY17-18, for those schools that have not made progress in reducing the number of HQ teachers, what steps has the complex area taken?	CA: Provide documentation of steps taken
2.4	In 2017-18 what professional development and other activities did the <u>complex area</u> provide to increase the number of classes taught by HQTs (Tier-One funds)?	CA: Provide list of PD activities and other supports
2.5	What was the total amount of 2017-18 Title IIA funds spent in support of the complex area's Tier-One activities?	CA: Provide FRS Report 3.8 with drill down of expenditures for Tier One program IDs. Delineate by school expenditures and CA expenditures. Please directly associate the use of Tier One funds with recipient non-HQ teachers. (Note: expenditures should align with 2.4 activities above)

2.6	What additional opportunities would be helpful to your efforts to assist/require non-HQ teachers to become HQ?	
2.7	What induction and mentoring activities did the <u>complex area</u> support with Title IIA funds in 2017-18?	CA: Provide list of activities and include the following documents as appropriate: event title, date, roster of attendees, contracts, and position descriptions
2.8	What other professional development and activities did the <u>complex area</u> support with Title IIA Tier-Two funds in 2017-18?	CA: Provide list of activities and include the following documents as appropriate: event title, date, roster of attendees, contracts, and position descriptions
2.9	What was the total amount of 2017-18 Title IIA funds spent in support of the complex area's Tier-Two activities?	CA: Provide FRS Report 3.8 with drill down of expenditures for Tier Two program IDs. Delineate by school expenditures and CA expenditures. Include the following documents as appropriate: Evidence Based Strategy Requirement, Purchase Order, Invoice, Payroll Certifications. (Note: expenditures should align with 2.7 and 2.8 activities above)
2.10	What has the State Offices done to support the complex area and your schools' professional development efforts?	
2.11	How could State Offices better support the complex area and your schools' professional development efforts?	

### Section 3: Assurances

	Question	Answer/Evidence
3.1	How does the complex area work with schools to ensure that teachers hired in Title I schools are HQ at the time of hire?	
3.2	How successful has the complex area been in reducing the number of non-HQ teachers hired in Title I schools?	

3.3	How does the complex area ensure that every non-HQ teacher hired in Title I schools has a plan in place to become HQ?	CA: Provide documentation
3.4	How does the complex area monitor the hiring and assignment of substitute teachers?	
3.5	How does the complex area ensure all component schools notified parents or guardians when their child had been assigned or had been taught for four or more consecutive weeks by a teacher or substitute who is non-HQ?	CA: Provide documentation
3.6	How does the complex area ensure that its component schools notified parents of their right to request and receive information on the qualifications of their children's teachers?	CA: Provide list of schools and method of notification
3.7	Please provide payroll certification forms for Title II A funded positions	CA: Provide copies of certification forms for all Title II A funded positions
3.8	Are there any corrective actions that should have been undertaken since the last Title II monitoring, but were not? If so, what was not completed and why?	

*Note: Compliance will be monitored by DOE. Failure to meet program regulations and/or established deadlines may result in sanctions, including an interruption of federal funds.*

**Title II A**  
**ESSA HAWAII QUALIFIED**  
**TEACHER HANDBOOK**

**Section 6**

**FAQs/Administrative Review**



**HAWAII DEPARTMENT OF EDUCATION**  
**Hawaii Qualified Teacher**  
*Frequently Asked Questions*  
**School Year 2018-2019**

	<b>Question</b>	<b>Answer</b>
1	Are teachers still required to earn the highly qualified designation?	The new ESSA law requires all teachers to meet state licensing or certification requirements in the subject area of their assignment. This expands the requirement from teachers of core subjects to all teachers in all subjects.
2	Can I be designated highly qualified under the NCLB requirements?	Documentation postmarked by June 30, 2017 was processed under the NCLB requirements. All documentation postmarked after June 30, 2017 will be processed under the ESSA HQT requirements.
3	I was deemed highly qualified under NCLB and received a highly qualified certificate. Is this still valid?	Yes, we will accept the Hawaii issued certificate that you earned under NCLB, as long as your Hawaii license remains current.
4	Will Hawaii accept highly qualified certificates from other states?	No. However, teachers may pursue a reciprocal Hawaii teaching license through the Hawaii Teacher Standards Board (HTSB).
5	Do charter school teachers need to earn the ESSA HQT designation?	Yes.
6	Do private school teachers need to earn the ESSA HQT designation?	No.
7	How do I earn the ESSA Hawaii Qualified designation?	To be considered ESSA Hawaii Qualified for your teaching assignment, you must: <ol style="list-style-type: none"> <li>1. Hold a valid Hawaii teaching license in the subject area and grade level for the teaching assignment <b>or</b></li> <li>2. Hold a valid Hawaii teaching license in any subject area for the grade span assigned, <b>and</b> meet one of the requirements under the following methods:               <ul style="list-style-type: none"> <li>● Passing score on a Praxis content exam or other accepted content exam for the subject area and grade span</li> <li>● National Board certification in the subject area</li> <li>● College major or 30 credits in the subject area</li> <li>● Completed ESSA Hawaii Qualified Teacher rubric in the subject area</li> <li>● Hawaii issued Highly Qualified Teacher certificate in the subject area</li> </ul> </li> </ol>

8	What does “fully licensed” mean?	Hawaii’s Provisional, Standard or Advanced licenses are considered full state licensure for the purposes of ESSA.
9	Will HOUSSSE be accepted for ESSA?	No. HOUSSSE applications postmarked by June 30, 2017 were processed as a HOUSSSE under NCLB guidelines. HOUSSSE has been replaced by the ESSA HQT Rubric.
10	What is the ESSA HQT Rubric?	The ESSA HQT rubric is a qualifying method to demonstrate content area expertise through professional experience, professional development, and pedagogy. Teachers must have received an “effective” or better teacher performance rating to be eligible to complete the ESSA HQT rubric. The ESSA Rubric Form (DOE OHR 700-002) and the ESSA Rubric Reference Guide (Doc. 2c) is located at <a href="http://hqt.k12.hi.us">http://hqt.k12.hi.us</a> .
11	Can workshops or college courses in reading be used for ESSA Rubric points in English/language arts?	Yes. State Approved Teacher Education Program (SATEP) classes concentrated in the content of reading such as literature, phonics, fluency vocabulary, comprehension, and classes in the assessment of reading such as diagnosis and intervention may be submitted for professional development in English/language arts. Note: With the exception of these reading classes, education classes cannot be used as “content” towards HQ points.
12	Do special education teachers need to be ESSA HQT?	<p>Special education teachers who provide direct instruction in a subject area must meet the ESSA definition of a “Hawaii Qualified” teacher, including an appropriate demonstration of subject competence. Direct instruction is defined as:</p> <ul style="list-style-type: none"> <li>● Planning curriculum, delivering instruction, and evaluating the performance of the student in any subject area;</li> <li>● Providing direct instruction in a subject area in a resource room setting;</li> <li>● Providing direct instruction in a subject area in any setting; and</li> <li>● Teaching elective credits in a subject area.</li> </ul> <p>Special education teachers who do not provide direct instruction to special education students in a subject area, or who provide only consultation to Hawaii qualified teachers in adapting curricula, using behavioral supports and interventions, and selecting appropriate accommodations, teaching life skills, providing community based instruction, or assisting students with study skills or organizational skills to reinforce instruction that the child has already received from a Hawaii qualified teacher in that academic subject are <u>not required to meet the definition for Hawaii qualified teachers</u>.</p> <p>Additionally, SPED teachers who co-teach an academic subject as “Teacher of Record 2” with a Hawaii qualified teacher of that subject who is listed in SIS as “Teacher of Record 1” (primary</p>

		teacher) are not required to demonstrate subject matter competence. However, <b>all</b> SPED teachers are required to have full state certification in special education.
13	I teach a fully self-contained class for severely disabled students. Am I excluded from ESSA HQT requirements?	No. However, if you are a secondary teacher assigned to a class where <b>all</b> students take the Hawaii State Alternate Assessment, you must meet the ESSA HQT standards that apply to elementary special education teachers (full state certification in special education and elementary content proficiency).
14	Are Professional Development Plans required for teachers who are NHQT?	HQ Professional Development Plans (HQ PDP) are optional; however, completion of a plan is recommended, especially for those teachers seeking reimbursement for professional development activities that will enable them to meet HQ requirements. PDPs are completed online at via the PDE <sup>3</sup> website at <a href="https://pde3.k12.hi.us">https://pde3.k12.hi.us</a> . See document 2e in the ESSA HQT Handbook for instructions on using the HQ PDP tool.
15	Who approves the HQ PDPs?	Principals are responsible for reviewing and approving HQ PDPs for teachers at their school.
16	Can I apply for temporary HQ status if I am enrolled in an alternative route to licensure program such as Teach for America?	No. Under NCLB, temporary HQ status was granted to teachers enrolled in a DOE approved alternative route to licensure program and who had demonstrated content proficiency in the subjects they were assigned to. ESSA law requires <b>all</b> teachers to meet state licensing or certification requirements.
17	Must substitute teachers be Hawaii qualified?	The Hawaii DOE recommends, but does not require that substitute teachers meet the Hawaii qualified requirements.
18	Do parent notification requirements apply to substitute teachers?	Parents must be notified if the substitute teacher has taught for four or more consecutive weeks a subject in which he/she is not Hawaii qualified. See ESSA HQT Handbook, document 3i for a sample notification letter.
19	I am a retired teacher whose Hawaii teaching license has expired. I was considered highly qualified prior to my retirement. My license was in the area of my current teaching assignment. Is the certification program that I completed to receive my education degree sufficient under ESSA?	No. If you are considered the teacher of record for the class, you will need to have a valid Hawaii license issued by HTSB. Your education degree will not qualify you for your teaching assignment.
20	What is a technology based exemption?	Schools may request a technology based exemption for each teacher who is assigned a class that uses a computer based program to deliver instruction, assess, and grade students. The Request for Technology-Based Exemption Form (DOE OHR 700-007 and the Class Exemption Reporting and Flowcharts (Doc. 3b) are located at <a href="http://hqt.k12.hi.us">http://hqt.k12.hi.us</a> .

21	What are the requirements for teachers assigned to students at an Alternative Learning Center?	Teachers assigned to students at an Alternative Learning Center must have a valid HTSB Secondary License in the grade level they are assigned to teach (K-12, 5-8, 6-12) in any subject area.
22	Is the Assignment Preview in eHR for HQ the same as Roster Verification?	<p>No. Assignment Preview is used by the principal to verify that teacher assignments in the Student Information System (SIS) are correct. Any corrections must be made in SIS.</p> <p>Roster Verification uses the Battelle for Kids system to verify students that are assigned to teachers for each class period.</p>
23	Will Title II A funds be available to help teachers meet certification requirements?	Yes, a portion of the funds will be available to help teachers meet certification requirements. There will be a reimbursement process similar to existing HQT processes.



**HAWAII DEPARTMENT OF EDUCATION  
ESSA Hawaii Qualified Teacher  
Administrative Review Process  
School Year 2018-2019**

**ESSA Hawaii Qualified Teacher  
Administrative Review Process**

The administrative process provides an opportunity for the review of:

- A. The addition/removal of ESSA qualification subject on the ACCN Crosswalk.
- B. The request for a re-evaluation of a NHQ decision based on documentation submitted by a teacher to become HQ in a subject area assignment.
- C. A request to change an ESSA Hawaii Qualified Teacher policy or procedure.

**Procedure to submit a request of an Administrative Review:**

1. Submit the ESSA HQT Administrative Review Form to OHR Title II A Program Manager, via <http://bit.ly/HHQTAdminReview>
2. OHR will consult with appropriate subject matter expert on the issue or concern.
3. If required, Stakeholder input will be obtained.
4. Decision will be made on the requested review.
5. Requestor will be notified of the decision.