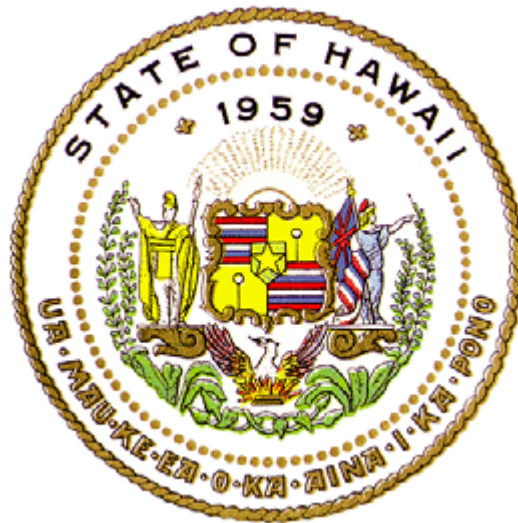


STATE OF HAWAII
Department of Education
Office of Talent Management
Hawaii Qualified Teachers
P.O. Box 2360
Honolulu, HI 96804



TITLE II A

**ESSA HAWAII QUALIFIED TEACHER
HANDBOOK**

**SCHOOL YEAR
2020/2021**

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

SY 2020-2021

ESSA Hawaii Qualified Teacher Handbook Table of Contents

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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 2020-2021

| What | Where | Contact |
|---|---|---|
| HQT Assistance | DOE - EQ Section | EQ Section: 441-8499 hqt@k12.hi.us eHR for HQ: https://hidoeotm.org/eq - use your internet log in |
| Licensing | Hawaii Teacher Standards Board | https://hawaiiteacherstandardsboard.org or 586-2600 |
| PRAXIS Exams | Hawaii Teacher Standards Board | https://hawaiiteacherstandardsboard.org or 586-2600 |
| ACCN Information | Curriculum Innovation Branch | 305-9700 |
| Access to PDE3 | IT Help Desk | (808) 564-6000 http://help.hidoe.org |
| Charter Schools | State Public Charter School Commission | 586-3775 |
| Content Area Courses/Workshops | Office of Curriculum & Instructional Design | https://pde3.k12.hi.us |
| Frequently Asked HQT Questions | EQ Web Page | https://hidoeotm.org/eq |
| HQT Status Reports | eHR for HQ Web Page | https://hidoeotm.org/eq - use your internet log in |
| HQT Certificates | eHR for HQ Web Page | https://hidoeotm.org/eq - use your internet log in |
| HQT Forms | EQ Web Page | https://hidoeotm.org/eq |
| Title II Program Manager | Office of Talent Management, Educator Quality Section | Carol Tenn: 441-8485 or Carol.Tenn@k12.hi.us |
| HQT State Plan | EQ Web Page | https://hidoeotm.org/eq |
| Professional Development Opportunities | PDE ³ Web Page | Kevin Okazaki: 441-8327 or https://pde3.k12.hi.us |
| Professional Development Planning via PDE3 | DOE - EQ Section | EQ Section: 441-8499 or https://hidoeotm.org/eq |
| HSTA | Hawaii State Teacher's Assoc. | https://www.hsta.org or 833-2711 |
| Title I Program Manager | School Transformation Branch | Carey Tambio: 305-9850 or Carey.Tambio@k12.hi.us |
| Title II Budget Allocation and Expenditures | Title II Program Manager | Carol Tenn: 441-8485 or Carol.Tenn@k12.hi.us |
| Federal Compliance Director | Monitoring and Compliance Branch | Cara Tanimura: 307-3600 or Cara.Tanimura@k12.hi.us |
| Vendor Payments and Processing | Office of Fiscal Services | 784-6130 |



HAWAII DEPARTMENT OF EDUCATION
Hawaii Qualified Teacher
ACCN/ESSA HQT Crosswalk
School Year 2020-2021

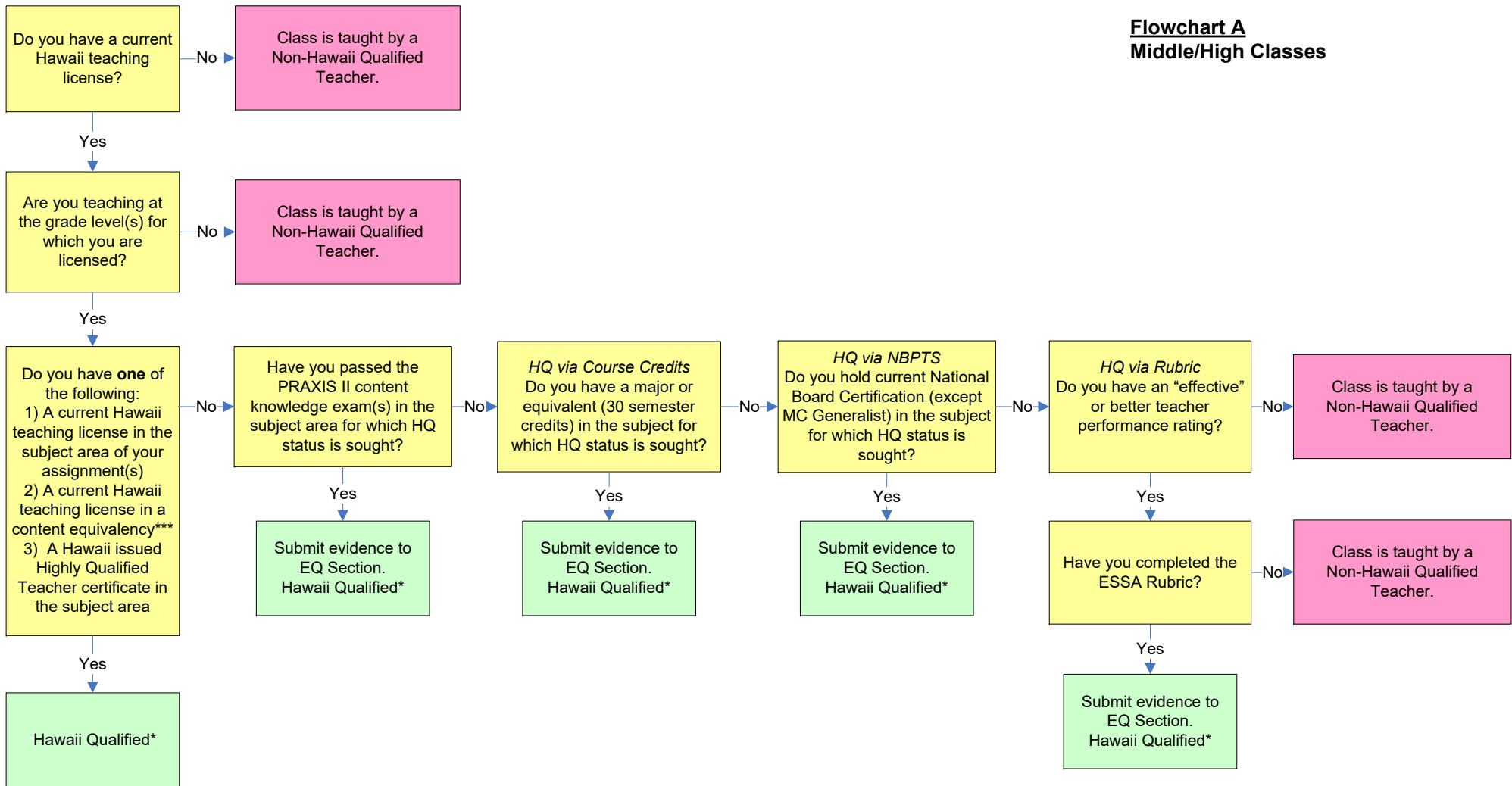
For a complete list of Authorized Courses and Code Numbers (ACCN) mapping the acceptable licenses and content equivalencies for each course, please refer to the following ACCN crosswalk:

<https://hidoeotm.org/eq/accn.html>

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

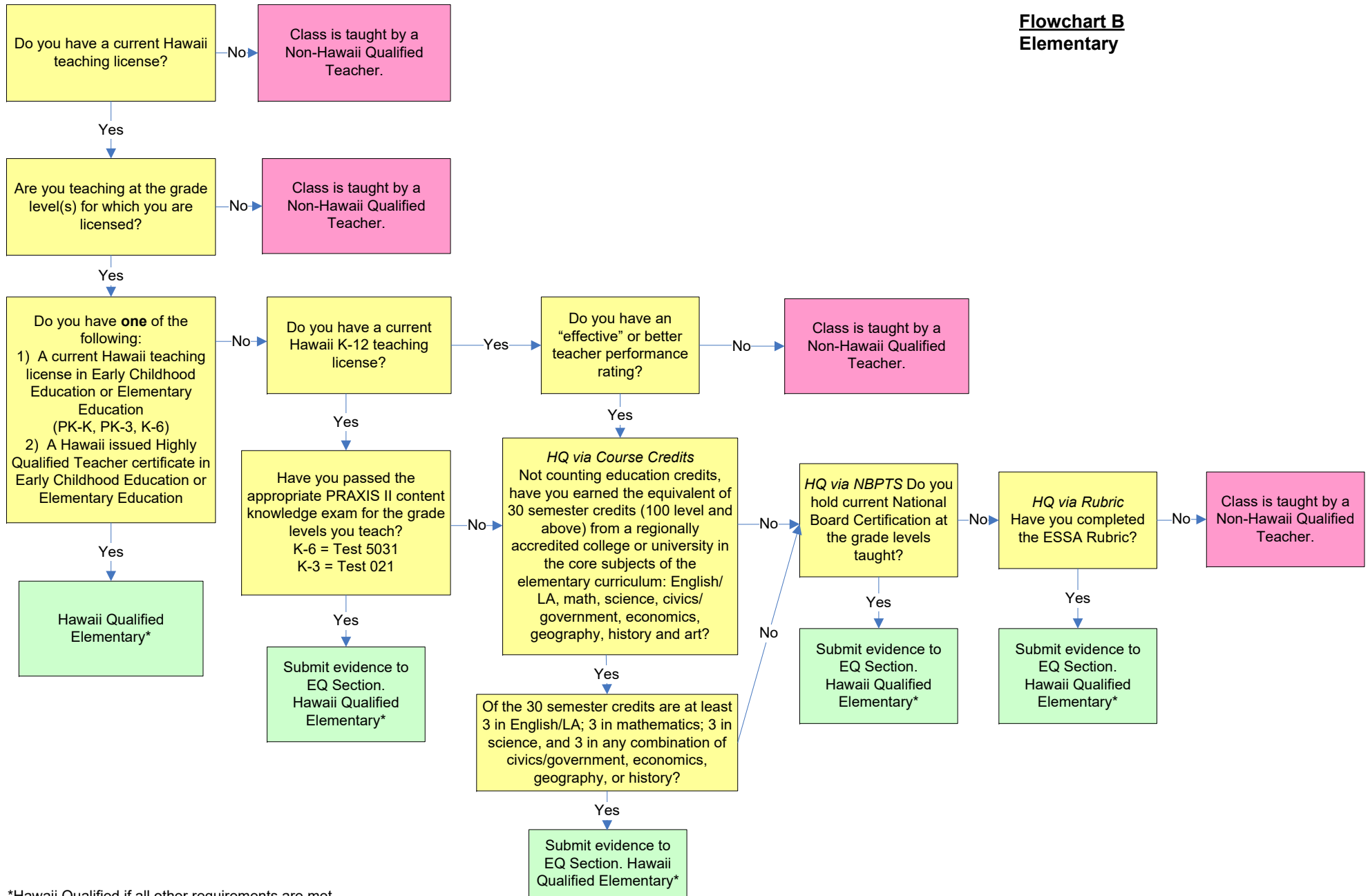
**For information on licensure, testing requirements, and options visit www.htsb.org

***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 <https://hideoetm.org/eq>

Hawaii Department of Education
The Pathway to Earning the HQ Designation

Flowchart B
Elementary



*Hawaii Qualified if all other requirements are met

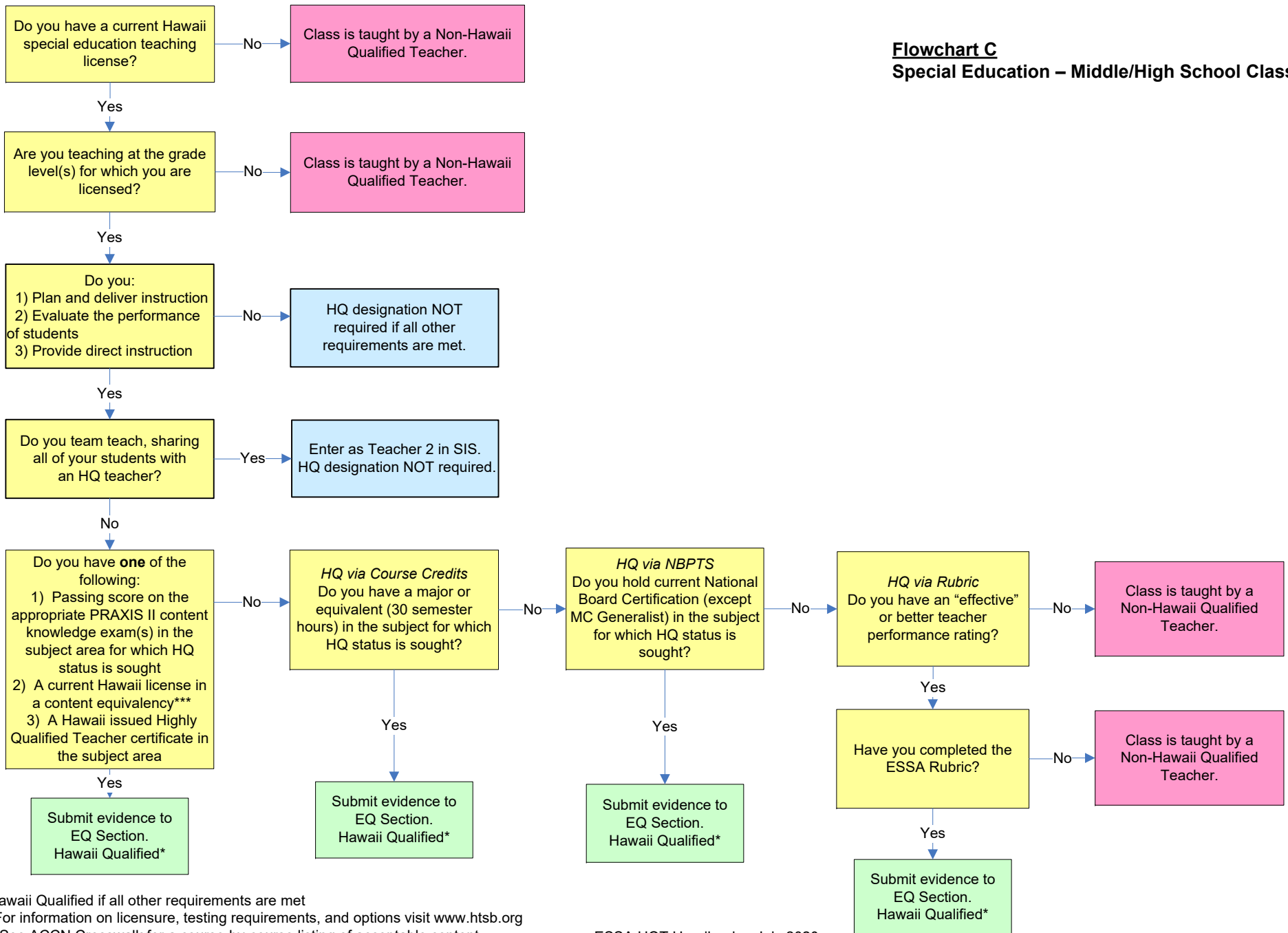
**For information on licensure, testing requirements, and options visit www.htsb.org

ESSA HQT Handbook – July 2020

If you need more information about HQ, visit the Educator Quality webpage at <https://hidoeotm.org/eq>

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

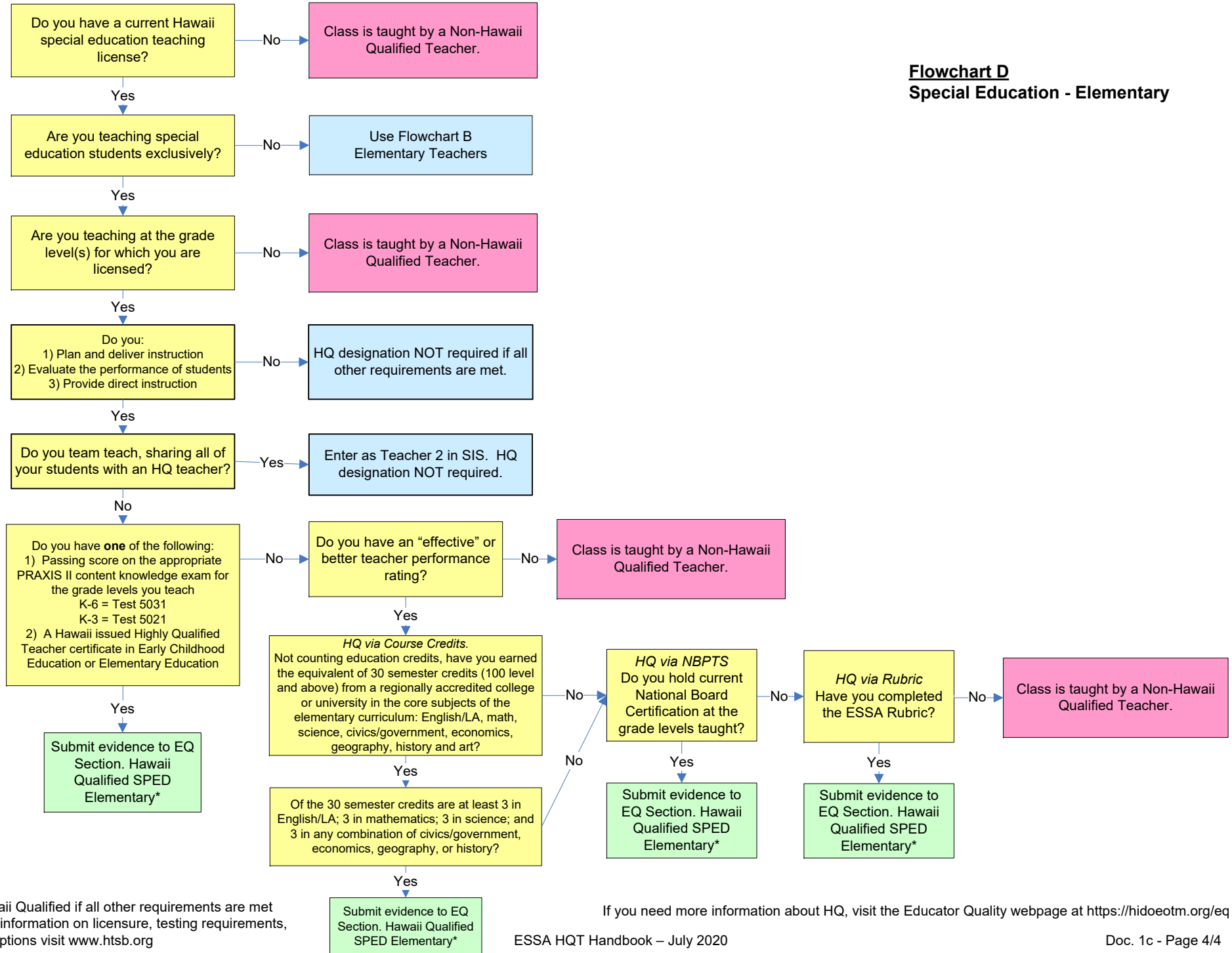
***See ACCN Crosswalk for a course-by-course listing of acceptable content equivalency licenses

ESSA HQT Handbook – July 2020

If you need more information about HQ, visit the Educator Quality webpage at <https://hideoetm.org/eq>

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



HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
NBPTS – ESSA HQT Crosswalk
School Year 2020-2021

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 2020/21**

| Note: For all subject matter assessment tests, please visit the HTSB website at https://hawaiiteacherstandardsboard.org/content/licensure-test-categories/ | | | | | | | | | | | | | | | | |
|--|---------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--|
| 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 | | 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 | | | | | | | | | |
| Chemistry, Physics and General Science | Science | | | | | | | 07 | 10070 or 70 | 10070 or 70 | | | | | | |
| Education in the Elementary School (K-6) | Elementary | 01 | 01 | 01 | 01 | 01 | 01 | 01 | 10010 | 20010 | 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 | 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 | 10133 | 10133 | 10133 | 0133 | 0134 or 5134 | 0134 or 5134 | |
| Biology | Science | 0231 | 0231 | 0231 | 0231 | 0231 | 0231 | 0231 | 0231 | 20231 | 20231 | 20235 | 0235 | 0235 or 5235 | 0235 or 5235 | |
| Biology and Life Science | Science | | | | | | | | | | | | | 0245 or 5245 | 0245 or 5245 | |
| Chemistry | Science | 0241 | 0241 | 0241 | 0241 | 0241 | 0241 | 0241 | 0241 | 20241 | 20241 | 20245 | 0245 | 0021 or 5021 | 0021 or 5021 | |
| Education of Young Children | Elementary | | | | | | | 0021 | 0021 | 0021 | 0021 | 0021 | 0021 | 0014 or 5014 | 0014 or 5014 | |
| Education in the Elementary School (K-6) | Elementary | 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 | 0014 or 5014 | |
| English | English/language Arts | 0041 | 0041 | 0041 | 0041 | 0041 | 0041 | 0041 | 0041 | 10041 | 10041 | 10041 | 0041 | 0041 or 5041 | 0041 or 5041 | |
| French | Foreign Language | 0173 | 0173 | 0173 | 0173 | 0173 | 0173 | 0173 | 0173 | 20173 | 20173 | 20173 | 5174 | 5174 | 5174 | |
| General Science | Science | 0431 | 0431 | 0431 | 0431 | 0431 | 0431 | 0431 | 0431 | 10431 | 10431 | 10435 | 0435 | 0435 or 5435 | 0435 or 5435 | |
| German | Foreign Language | 0181 | 0181 | 0181 | 0181 | 0181 | 0181 | 0181 | 0181 | 20181 | 20181 | 20181 | 5183 | 5183 | 5183 | |
| Mandarin | | | | | | | | | | | | | | 5665 | 5665 | |
| Mathematics | Mathematics | 0061 | 0061 | 0061 | 0061 | 0061 | 0061 | 0061 | 0061 | 10061 | 10061 | 10061 | 0061 | 0061 or 5061 | 0061 or 5061 | |
| Middle School English/Language Arts | English/language arts | | | | | | 0049 | 0049 | 0049 | 10049 | 10049 | 10049 | 0049 | 0049 or 5049 | 0049 or 5049 | |
| Middle School Mathematics | Mathematics | | | | | | 0069 | 0069 | 0069 | 20069 | 20069 | 20069 | 0069 | 0069 | 0069 | |
| Middle School Science | Science | | | | | | 0439 | 0439 | 0439 | 10439 | 10439 | 10439 | 0439 | 0439 | 0439 | |
| Middle School Social Studies | Civics, Economics, Geography, History | | | | | | 0089 | 0089 | 0089 | 20089 | 20089 | 20089 | 0089 | 0089 or 5089 | 0089 or 5089 | |
| Physical Science | Science | 0481 | 0481 | 0481 | 0481 | 0481 | 0481 | 0481 | 0481 | 20481 | 20481 | 20481 | 0481 | 0481 | 0481 | |
| Physics | Science | 0261 | 0261 | 0261 | 0261 | 0261 | 0261 | 0261 | 0261 | 10261 | 10261 | 10265 | 0265 | 0265 or 5265 | 0265 or 5265 | |
| Reading | English/Language Arts | | | | | | | | | | | | 0204 | 0204 | 0204 | |
| Reading Specialist (cannot use to add a field) | English/Language Arts | | | | | | 0300 | 0300 | 0300 | 0300 | 0300 | 0300 | 0300 | 5301 | 5301 | |
| Social Studies | History | 0081 | | | | | | | | | | | | | | |
| Social Studies | Civics, Economics, Geography, History | | | 0081 | 0081 | 0081 | 0081 | 0081 | 0081 | 10081 | 10081 | 10081 | 0081 | 0081 or 5081 | 0081 or 5081 | |
| Spanish | Foreign Language | 0191 | 0191 | 0191 | 0191 | 0191 | 0191 | 0191 | 0191 | 10191 | 10191 | 10191 | 5195 | 5195 | 5195 | |

**Hawaii NTE and Praxis Exams and HQT Content Areas
School Years 1986/87 to 2020/21**

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

| Subject Assessment | ESSA HQT Area | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Agriculture | CTE Natural Resources | | | | 5701 | 5701 | 5701 | 5701 |
| Algebra I | Mathematics | | | | 5162 | 5162 | 5162 | 5162 |
| Art: Content Knowledge | Art | 0134 or 5134 | 5134 | 5134 | 5134 | 5134 | 5134 | 5134 |
| Biology: Content Knowledge | Science | 0235 or 5235 | 5235 | 5235 | 5235 | 5235 | 5235 | 5235 |
| Business Education: Content Knowledge | CTE Business | | | | 5101 | 5101 | 5101 | 5101 |
| Chemistry: Content Knowledge | Science | 0245 or 5245 | 5245 | 5245 | 5245 | 5245 | 5245 | 5245 |
| Chinese (Mandarin): World Language | Chinese | 5665 | 5665 | 5665 | 5665 | 5665 | 5665 | 5665 |
| Computer Science | Computer Science | | | | | | 5652 | 5652 |
| Earth and Space Sciences: Content Knowledge | Science | 0571 or 5571 | 5571 | 5571 | 5571 | 5571 | 5571 | 5571 |
| Economics | Economics | 0911 | 5911 | 5911 | 5911 | 5911 | 5911 | 5911 |
| Education of Young Children | Elementary PK-3 | 0021 or 5021 | 5024 | 5024 | 5024 | 5024 | 5024 | 5024 |
| Elementary Education: Multiple Subjects | Elementary K-6 | 0014 or 5031 | 5001 | 5001 | 5001 | 5001 | 5001 | 5001 |
| English Language Arts: Content Knowledge | English/Language Arts | 0041 or 5038 | 5038 | 5038 | 5038 | 5038 | 5038 | 5038 |
| Environmental Science | Science | 0831 | | | | | | |
| Family and Consumer Sciences | CTE Public and Human Services | | | | 5122 | 5122 | 5122 | 5122 |
| French: World Language | French | 5174 | 5174 | 5174 | 5174 | 5174 | 5174 | 5174 |
| General Science: Content Knowledge | Science | 0435 or 5435 | 5435 | 5435 | 5435 | 5435 | 5435 | 5435 |
| Geography | Geography | 0921 | 5921 | 5921 | 5921 | 5921 | 5921 | 5921 |
| German: World Language | German | 5183 | 5183 | 5183 | 5183 | 5183 | 5183 | 5183 |
| Government/Political Science | Civics/Government | 0931 | 5931 | 5931 | 5931 | 5931 | 5931 | 5931 |
| Health Education | Health | | | | 5551 | 5551 | 5551 | 5551 |
| Mathematics: Content Knowledge | Mathematics | 0061 or 5161 | 5161 | 5161 | 5161 | 5161 | 5161 | 5161 |
| Middle School English/Language Arts | English/Language Arts | 0049 or 5047 | 5047 | 5047 | 5047 | 5047 | 5047 | 5047 |
| Middle School Mathematics | Mathematics | 0069 or 5169 | 5169 | 5169 | 5169 | 5169 | 5169 | 5169 |
| Middle School Science | Science | 0439 | 5440 | 5440 | 5440 | 5440 | 5440 | 5440 |
| Middle School Social Studies | Civics, Economics, Geography, History | 0089 or 5089 | 5089 | 5089 | 5089 | 5089 | 5089 | 5089 |
| Music: Content Knowledge | Music | | | | 5113 | 5113 | 5113 | 5113 |
| Physical Education: Content Knowledge | Physical Education | | | | 5091 | 5091 | 5091 | 5091 |
| Physical Science | Science | 0481 | | | | | | |
| Physics: Content Knowledge | Science | 0265 or 5265 | 5265 | 5265 | 5265 | 5265 | 5265 | 5265 |
| Psychology | | | | | 5391 | 5391 | 5391 | 5391 |
| Teaching Reading | English/Language Arts | 0204 or 5204 | 5204 | 5204 | 5204 | 5204 | 5204 | 5204 |

**Hawaii NTE and Praxis Exams and HQT Content Areas
School Years 1986/87 to 2020/21**

| Subject Assessment | ESSA HQT Area | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Reading Specialist (cannot use to add a field) | English/Language Arts | 5301 | 5301 | 5301 | 5301 | 5301 | 5301 | 5301 |
| Social Studies: Content Knowledge | Civics, Economics, Geography, History | 0081 or 5081 | 5081 | 5081 | 5081 | 5081 | 5081 | 5081 |
| Sociology | Sociology | | | | 5952 | | 5952 | 5952 |
| Spanish: World Language | Spanish | 5195 | 5195 | 5195 | 5195 | 5195 | 5195 | 5195 |
| Technology Education | CTE - Industrial and Engineering Technology | | | | 5051 | 5051 | 5051 | 5051 |
| English to Speakers of Other Languages | Teaching English to Speakers of Other Languages | | | | 5362 | 5362 | 5362 | 5362 |



HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
How to Access the eHR for HQ Site
School Year 2020-2021

- Open up an internet connection (i.e. Internet Explorer, Mozilla Firefox, Safari)
- Type in the URL address: <https://hidoeotm.org/eq>
- 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:



- Enter your user name and password

eHR for HQ

DEPARTMENT OF EDUCATION - STATE OF HAWAII

Sign In

* Username

* Password

Current DOE Employees:

- **Username** is your First and Last name (i.e. John Smith) **OR** the Employee ID number on your DOE ID badge.
- **Password** is your DOE Internet Password.

Reminder: Passwords are case sensitive.

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

Login Difficulties

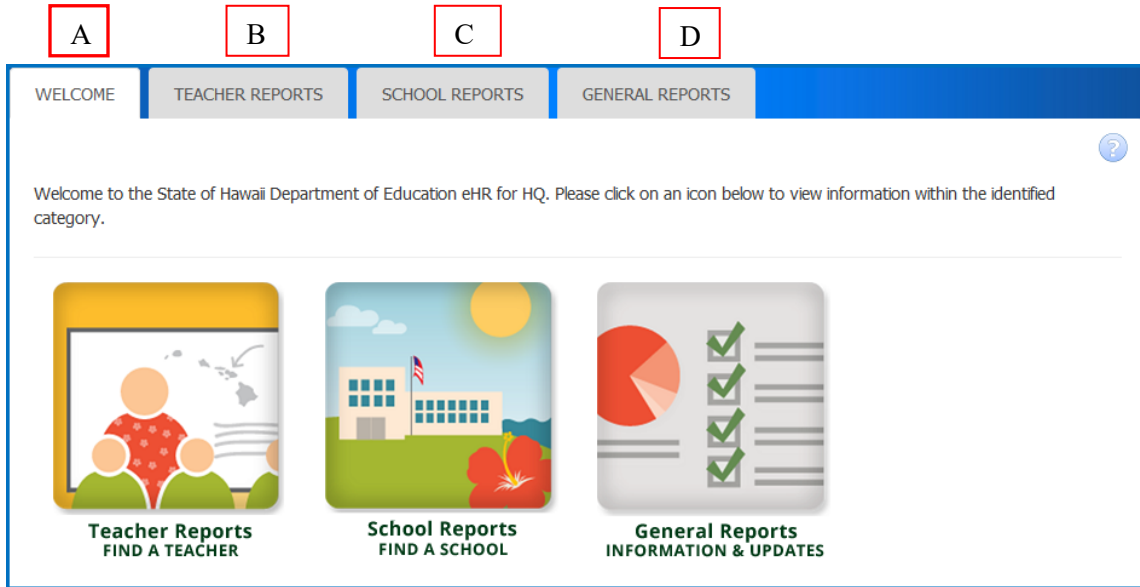
Contact the IT Help Desk
Monday - Friday, 7:45am - 4:30pm (HST), except on State/Federal holidays:

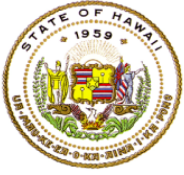
- Oahu - (808) 564-6000
- Neighbor Islands - (HATS) 8-1-808-692-7250
- <http://help.hidoe.org> (Service Now)

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 2020-2021

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

Click on Teacher Reports.

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

WELCOME | TEACHER REPORTS | SCHOOL REPORTS | GENERAL REPORTS

Individual Status Report | Individual Status Report Search

WELCOME > TEACHER REPORTS > INDIVIDUAL HQT REPORT SEARCH

Search the **Employee** list below and click an individual to see their **Individual Status Report**.

Individual HQT Report Search - Complex-Kaiser

State of Hawaii > Honolulu District > CA Farrington-Kaiser-Kalani > Complex-Kaiser > All Available Schools

Employee List

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

| EMPLOYEE ID | LAST NAME | FIRST NAME | MIDDLE NAME | SCHOOL |
|-------------|-----------|------------|-------------|-----------------------|
| ██████ | ██████ | ██████ | ██████ | Aina Haina Elem (100) |
| ██████ | ██████ | ██████ | ██████ | Aina Haina Elem (100) |
| ██████ | ██████ | ██████ | ██████ | Aina Haina Elem (100) |
| ██████ | ██████ | ██████ | ██████ | Aina Haina Elem (100) |

Teacher Status Report will appear.

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

Individual HQT Report

Export Report

Print HQT Certificate

Has 6 Current Year HQ Assignments

Employee

| EMPLOYEE ID ▲ | LAST NAME ▲ | FIRST NAME ▲ | NOTES ▼ |
|---------------|-------------|--------------|---------|
| ██████ | ██████ | ██████ | |

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

Qualifications

| TYPE ▲ | QUALIFICATION ▲ | GRADE LEVEL ▼ | SUBJECT ▼ | EFFECTIVE DATE ▼ | EXPIRATION DATE ▼ | ADDITIONAL INFORMATION ▼ |
|--------|-------------------------|-------------------|----------------------------|------------------|-------------------|--|
| EDUC | Bach of Science | | | 2002-12-22 | | Institution: U of Hawaii At Manoa State: HI Major: Travel Industry Mgt (Tim) |
| EDUC | Post Bach Cert - Sec Ed | | | 2010-05-15 | | Institution: U of Hawaii At Manoa State: HI Major: Secondary Education |
| LICN | SL Art 6-12 | 6th to 12th Grade | Arts | 2011-12-01 | 2022-06-30 | Institution: Hawaii Teacher Standards Board State: HI Support: Hawaii Teacher Standards Board |
| ESSA | HQ for TIM | 6th to 12th Grade | Travel Industry Management | 2017-05-12 | 2022-06-30 | State: HI |
| ESSA | HQ for Arts | 6th to 12th Grade | Arts | 2017-05-12 | 2022-06-30 | State: HI |

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.

Has 5 Current Year NHQ Assignments

| Employee | | | | | | |
|----------------|-------------------------------------|--------------------|------------------------------|----------------|-----------------|--|
| EMPLOYEE ID | LAST NAME | FIRST NAME | NOTES | | | |
| ██████ | ██████ | ██████ | | | | |
| Qualifications | | | | | | |
| TYPE | QUALIFICATION | GRADE LEVEL | SUBJECT | EFFECTIVE DATE | EXPIRATION DATE | ADDITIONAL INFORMATION |
| EDUC | Bach of Science | | | 1984-05-07 | | Institution: Liberty U State: VA Major: Pastoral |
| EDUC | Certification Program | | | 2002-01-17 | | Institution: Cal St U, Northridge State: CA Major: Basic Spec Ed M/M |
| LICN | SL Sped S/P K-12 | Kdgn to 12th Grade | Special Education | 2017-02-01 | 2022-06-30 | Institution: Hawaii Teacher Standards Board State: HI Support: Hawaii Teacher Standards Board |
| LICN | SL Sped M/M K-12 | Kdgn to 12th Grade | Special Education | 2017-02-01 | 2022-06-30 | Institution: Hawaii Teacher Standards Board State: HI Support: Hawaii Teacher Standards Board |
| ESSA | HQ for Elementary | Elementary (K-6) | Elementary | 2017-02-21 | 2022-06-30 | State: HI |
| ESSA | HQ for Elementary Special Education | Elementary (K-6) | Elementary Special Education | 2017-02-21 | 2022-06-30 | State: HI |

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

| NHQ Assignments/School Year | | | | | | | | | |
|-----------------------------|-------------------------------------|---------|--------------------|-------------|----------------------|------------|------------|------------|--------------|
| COURSE ID | COURSE DESCRIPTION | SUBJECT | GRADE LEVEL | SCHOOL YEAR | SCHOOL | TERM | SPED CLASS | SUBJECT HQ | SPED LICENSE |
| HLE1000SPED | Health-Today and Tomorrow SPED | Health | High School (9-12) | 2019 | Konawaena High (374) | Semester 2 | Yes | No | Yes |
| MAX1090SPED | Modeling Our World - Course 1a SPED | Math | High School (9-12) | 2019 | Konawaena High (374) | Semester 1 | Yes | No | Yes |
| MAX1090SPED | Modeling Our World - Course 1a SPED | Math | High School (9-12) | 2019 | Konawaena High (374) | Semester 1 | Yes | No | Yes |
| MAX1095SPED | Modeling Our World - Course 1b SPED | Math | High School (9-12) | 2019 | Konawaena High (374) | Semester 2 | Yes | No | Yes |
| MAX1095SPED | Modeling Our World - Course 1b SPED | Math | High School (9-12) | 2019 | Konawaena High (374) | Semester 2 | Yes | No | Yes |
| HLE1000SPED | Health-Today and Tomorrow SPED | Health | High School (9-12) | 2018 | Konawaena High (374) | Semester 2 | Yes | No | Yes |
| HLE1000SPED | Health-Today and Tomorrow SPED | Health | High School (9-12) | 2018 | Konawaena High (374) | Semester 2 | Yes | No | Yes |

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

Individual HQT Report

[Export Report](#)
[Print HQT Certificate](#)

Has 6 Current Year HQ Assignments

Employee

| EMPLOYEE ID ▲ | LAST NAME ▲ | FIRST NAME ▲ | NOTES |
|---------------|-------------|--------------|-------|
| ██████ | ██████ | ██████ | |

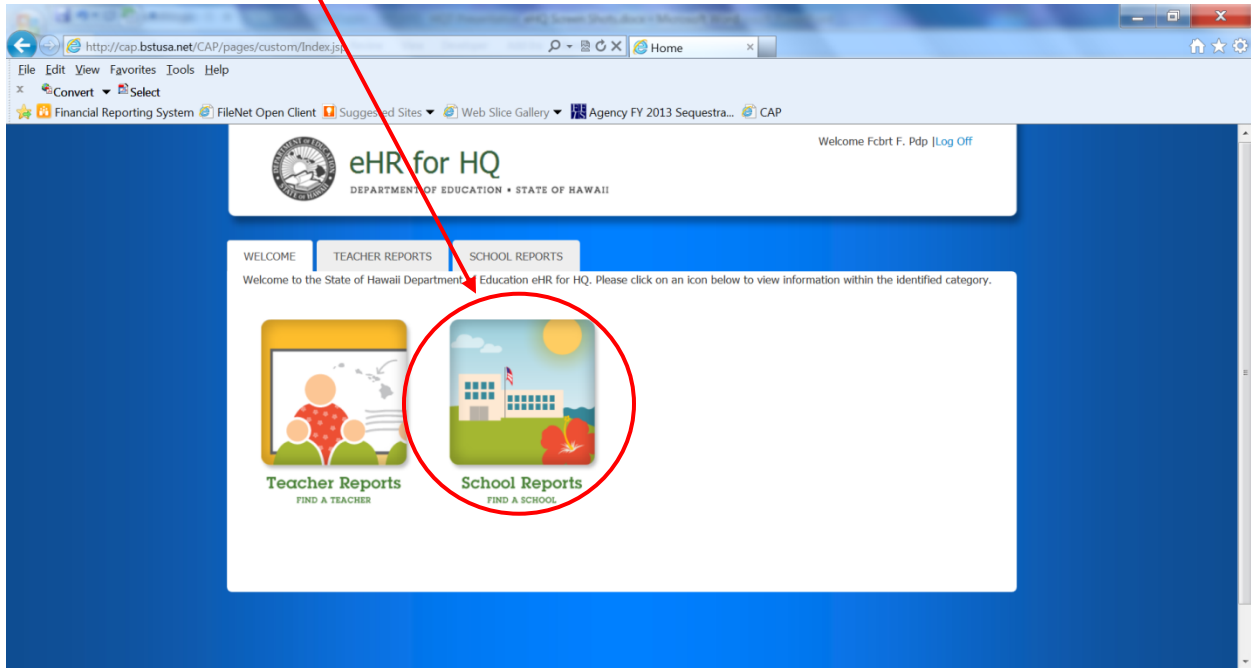
[Print HQT Certificate](#)

Qualifications

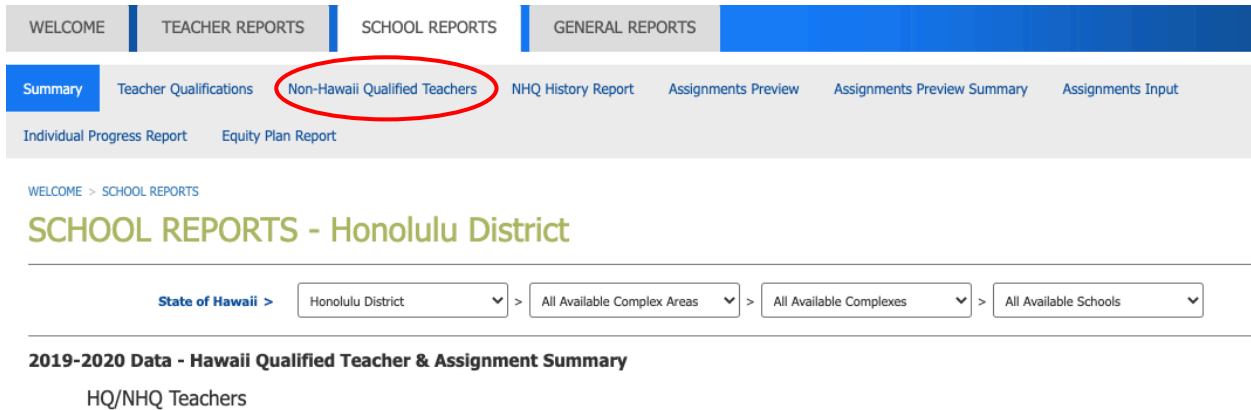
| TYPE ▲ | QUALIFICATION ▲ | GRADE LEVEL ▲ | SUBJECT ▲ | EFFECTIVE DATE ▲ | EXPIRATION DATE ▲ | ADDITIONAL INFORMATION ▲ |
|--------|-------------------------|-------------------|----------------------------|------------------|-------------------|--|
| EDUC | Bach of Science | | | 2002-12-22 | | Institution: U of Hawaii At Manoa State: HI Major: Travel Industry Mgt (Tim) |
| EDUC | Post Bach Cert - Sec Ed | | | 2010-05-15 | | Institution: U of Hawaii At Manoa State: HI Major: Secondary Education |
| LICN | SL Art 6-12 | 6th to 12th Grade | Arts | 2011-12-01 | 2022-06-30 | Institution: Hawaii Teacher Standards Board State: HI Support: Hawaii Teacher Standards Board |
| ESSA | HQ for TIM | 6th to 12th Grade | Travel Industry Management | 2017-05-12 | 2022-06-30 | State: HI |
| ESSA | HQ for Arts | 6th to 12th Grade | Arts | 2017-05-12 | 2022-06-30 | State: HI |

How to View List of Non-Hawaii Qualified Teachers

Click on School Reports.



Click on Non-Hawaii Qualified Teachers.



List of teachers that are NHQ will display.

Non-Hawaii Qualified Teachers 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:

[Progress Report](#) [Reset Filters](#)

| TEACHER FIRST | SCHOOL FIRST LETTER | COURSE FIRST LETTER | SUBJECT FIRST LET | SPEC | TERM | | LICENSE | |
|---------------|---------------------|---------------------|--|--------------------|------------|------------|---------|---------|
| EMPLOYEE ID | TEACHER | SCHOOL | CLASS TAUGHT | SUBJECT | SPED CLASS | TERM | SECTION | LICENSE |
| [REDACTED] | [REDACTED] | [REDACTED] | Physical Education Lifetime Activities (PEP1010) | Physical Education | No | Semester 1 | 5017757 | Yes |
| [REDACTED] | [REDACTED] | [REDACTED] | Team Sports A (PTP0630) | Physical Education | No | Semester 1 | 3806918 | Yes |
| [REDACTED] | [REDACTED] | [REDACTED] | Team Sports A (PTP0630) | Physical Education | No | Semester 2 | 3806919 | Yes |
| [REDACTED] | [REDACTED] | [REDACTED] | Physical Education Lifetime Activities (PEP1010) | Physical Education | No | Year | 3806880 | Yes |
| [REDACTED] | [REDACTED] | [REDACTED] | Health Strategies (HLE5000) | Health | No | Year | 3806872 | Yes |
| [REDACTED] | [REDACTED] | [REDACTED] | Integrated Science (SAH2003) | Science | No | Year | 4954557 | No |
| [REDACTED] | [REDACTED] | [REDACTED] | Hawaiiana 2A (FVX2001) | Arts | No | Year | 3806739 | No |
| [REDACTED] | [REDACTED] | [REDACTED] | Biology 1 (SLH2203) | Science | No | Year | 3806778 | No |

You can copy, print, and download your list.

Non-Hawaii Qualified Teachers 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:

[Progress Report](#) [Reset Filters](#)

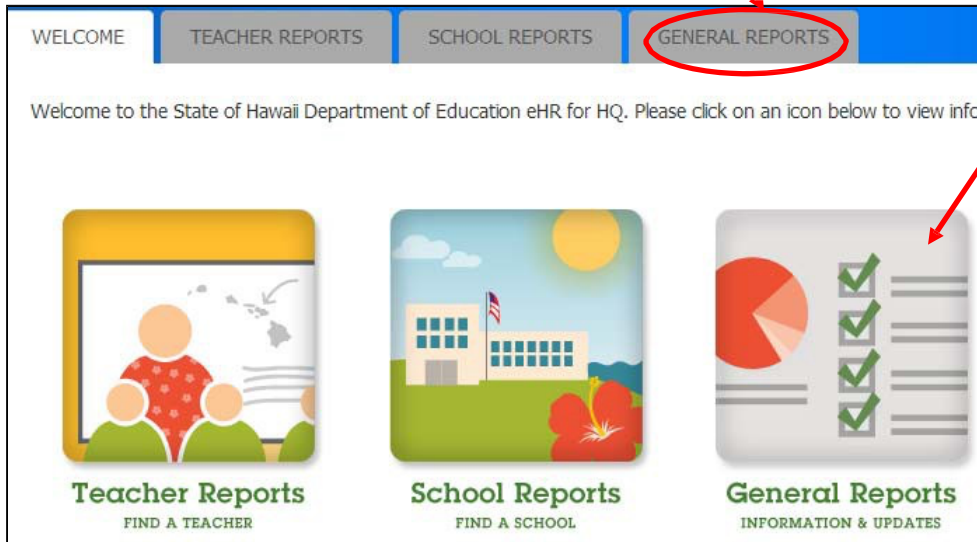
| TEACHER FIRST | SCHOOL FIRST LETTER | COURSE FIRST LETTER | SUBJECT FIRST LET | SPEC | TERM | | LICENSE | |
|---------------|---------------------|---------------------|--|--------------------|------------|------------|---------|---------|
| EMPLOYEE ID | TEACHER | SCHOOL | CLASS TAUGHT | SUBJECT | SPED CLASS | TERM | SECTION | LICENSE |
| [REDACTED] | [REDACTED] | [REDACTED] | Physical Education Lifetime Activities (PEP1010) | Physical Education | No | Semester 1 | 5017757 | Yes |
| [REDACTED] | [REDACTED] | [REDACTED] | Team Sports A (PTP0630) | Physical Education | No | Semester 1 | 3806918 | Yes |
| [REDACTED] | [REDACTED] | [REDACTED] | Team Sports A (PTP0630) | Physical Education | No | Semester 2 | 3806919 | Yes |
| [REDACTED] | [REDACTED] | [REDACTED] | Physical Education Lifetime Activities (PEP1010) | Physical Education | No | Year | 3806880 | Yes |
| [REDACTED] | [REDACTED] | [REDACTED] | Health Strategies (HLE5000) | Health | No | Year | 3806872 | Yes |
| [REDACTED] | [REDACTED] | [REDACTED] | Integrated Science (SAH2003) | Science | No | Year | 4954557 | No |
| [REDACTED] | [REDACTED] | [REDACTED] | Hawaiiana 2A (FVX2001) | Arts | No | Year | 3806739 | No |
| [REDACTED] | [REDACTED] | [REDACTED] | Biology 1 (SLH2203) | Science | No | Year | 3806778 | No |



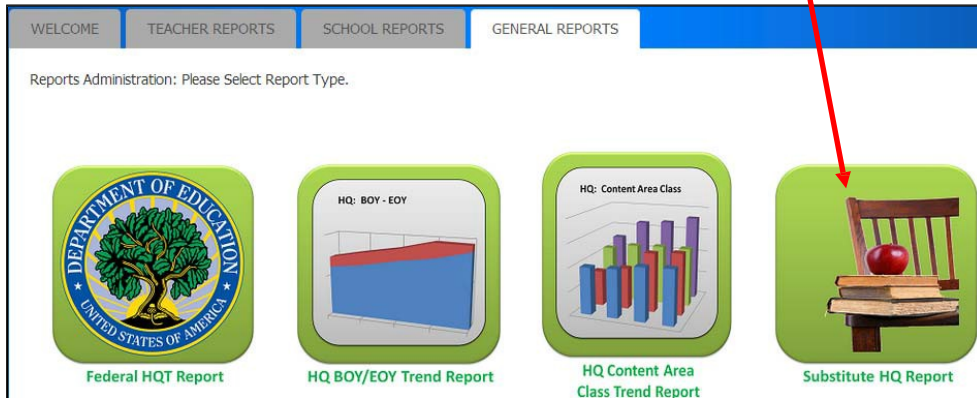
HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
How to Access the HQ Substitute Teacher Report in eHR for HQ
School Year 2020-2021

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

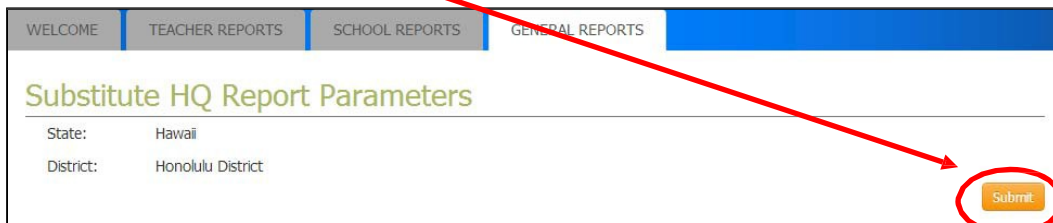
From the home screen, click on either the “General Reports” tab or the “General Reports” icon.



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.



The first ten entries for substitute teachers who are Hawaii qualified in a core subject will display. 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

WELCOME > GENERAL REPORTS > SUBSTITUTE REPORTS > SUBSTITUTE REPORT PARAMETERS > SUBSTITUTE REPORT

Report contains a list of Substitute Teachers who have submitted documentation demonstrating their content knowledge in the Core Subject Area identified. This listing only includes Substitute Teachers who have obtained at least one Highly Qualified Teacher qualification.

Substitute Report: Honolulu District

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

TEACH | QUALIFICATIO | QU | SUBJE | DISTRI | PREFERRE | Yes | Yes | LICENS | JOE

| EMPLOYEE ID | TEACHER | QUALIFICATION | QUAL LEVEL | SUBJECT | DISTRICT | PREFERRED LOCATION | HQ STATUS | ACTIVE LICENSE | LICENSES | JOB CLASS |
|-------------|------------|-------------------------------------|--------------------|------------------------------|------------------------|---------------------|-----------|----------------|--------------------------|-----------|
| 100 | [Redacted] | PL Special Education K-12 | Kdgn to 12th Grade | Special Education | Honolulu District (10) | Kahala Elem (114) | Yes | Yes | Special Education K-12 | Class 3 |
| 100 | [Redacted] | HQ for Elementary Special Education | Elementary (K-6) | Elementary Special Education | Honolulu District (10) | Kahala Elem (114) | Yes | Yes | Special Education K-12 | Class 3 |
| 100 | [Redacted] | HQ for Elementary | Elementary (K-6) | Elementary | Honolulu District (10) | Kahala Elem (114) | Yes | Yes | Special Education K-12 | Class 3 |
| 100 | [Redacted] | PL Elem Ed K-6 | Elementary (K-6) | Elementary | Honolulu District (10) | Linapuni Elem (133) | Yes | Yes | Elementary Education K-6 | Class 3 |
| 100 | [Redacted] | HQ for Elementary | Elementary (K-6) | Elementary | Honolulu District (10) | Linapuni Elem (133) | Yes | Yes | Elementary Education K-6 | Class 3 |

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

Substitute Report: Honolulu District

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

TEACH | QUALIFICATIO | QU | SUBJE | DISTRI | PREFERRE | Yes | Yes | LICENS | JOE

| EMPLOYEE ID | TEACHER | QUALIFICATION | QUAL LEVEL | SUBJECT | DISTRICT | PREFERRED LOCATION | HQ STATUS | ACTIVE LICENSE | LICENSES | JOB CLASS |
|-------------|------------|-------------------------------------|--------------------|------------------------------|----------|---------------------|-----------|----------------|--------------------------|-----------|
| 100 | [Redacted] | PL Special Education K-12 | Kdgn to 12th Grade | Elementary | | Kahala Elem (114) | Yes | Yes | Special Education K-12 | Class 3 |
| 100 | [Redacted] | HQ for Elementary Special Education | Elementary (K-6) | Elementary Special Education | | Kahala Elem (114) | Yes | Yes | Special Education K-12 | Class 3 |
| 100 | [Redacted] | HQ for Elementary | Elementary (K-6) | English / Language Arts | | Kahala Elem (114) | Yes | Yes | Special Education K-12 | Class 3 |
| 100 | [Redacted] | PL Elem Ed K-6 | Elementary (K-6) | Geography | | Linapuni Elem (133) | Yes | Yes | Elementary Education K-6 | Class 3 |
| 100 | [Redacted] | HQ for Elementary | Elementary (K-6) | German | | Linapuni Elem (133) | Yes | Yes | Elementary Education K-6 | Class 3 |

Then we filter on “6th to 12th Grade” to further narrow our results.

| EMPLOYEE ID | TEACHER | QUALIFICATION | QUAL LEVEL | SUBJECT | DISTRICT | PREFERRED LOCATION | HQ STATUS | ACTIVE LICENSE | LICENSES | JOB CLASS |
|-------------|------------|----------------------------------|------------------------|---------|------------------------|-----------------------|-----------|----------------|---|-----------|
| 100 | [Redacted] | SL Math 6-12 | 6th Grade | Math | Honolulu District (10) | Kaimuki High (115) | Yes | Yes | Mathematics 6-12 Science 6-12 | Class 3 |
| 100 | [Redacted] | HQ for Mathematics | Kdgn to 12th Grade | Math | Honolulu District (10) | Kaimuki High (115) | Yes | Yes | Mathematics 6-12 Science 6-12 | Class 3 |
| 100 | [Redacted] | HQ for Mathematics | 6th Grade | Math | Honolulu District (10) | Jarrett Middle (110) | Yes | Yes | Elementary Education K-6 | Class 3 |
| 202 | [Redacted] | PL Math 6-12 | 6th to 12th Grade | Math | Honolulu District (10) | Farrington High (106) | Yes | Yes | Mathematics 6-12 | Class 3 |
| 100 | [Redacted] | Highly Qualified for Mathematics | Middle Sch/Inter (6-8) | Math | Honolulu District (10) | McKinley High (138) | Yes | Yes | Elementary Education K-6 Health K-6 Mathematics 6-8 | Class 3 |
| 100 | [Redacted] | HQ for Mathematics | Middle | Math | Honolulu | McKinley High | Yes | Yes | Elementary | Class 3 |

Finally, we see our two substitute teachers that are Hawaii qualified for Mathematics at the 6th to 12th 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.

| EMPLOYEE ID | TEACHER | QUALIFICATION | QUAL LEVEL | SUBJECT | DISTRICT | PREFERRED LOCATION | HQ STATUS | ACTIVE LICENSE | LICENSES | JOB CLASS |
|-------------|------------|---------------|-------------------|---------|------------------------|-----------------------|-----------|----------------|----------------------------------|-----------|
| 100 | [Redacted] | SL Math 6-12 | 6th to 12th Grade | Math | Honolulu District (10) | Kaimuki High (115) | Yes | Yes | Mathematics 6-12 Science 6-12 | Class 3 |
| 200 | [Redacted] | PL Math 6-12 | 6th to 12th Grade | Math | Honolulu District (10) | Farrington High (106) | Yes | Yes | Mathematics 6-12 | Class 3 |

Showing 1 to 2 of 2 entries

The alternative to using the filters as mentioned above is to use the “Search:” box. By typing in “math 6th to 12th” you can get results which include the secondary math qualified teachers.

Substitute Report: Honolulu District

Show 10 entries Copy Screen Print Screen Download Options Search: 6th to 12th grade math Reset Filters

| EMPLOYEE ID | TEACHER | QUALIFICATION | QUAL LEVEL | SUBJECT | DISTRICT | PREFERRED LOCATION | HQ STATUS | ACTIVE LICENSE | LICENSES | JOB CLASS |
|-------------|------------|-------------------------------|-------------------|-----------------------------|------------------------|-----------------------|-----------|----------------|--|-----------|
| 20 | [Redacted] | SL CTE - Arts And Comm (6-12) | 6th to 12th Grade | CTE- Arts and Communication | Honolulu District (10) | Kapalama Elem (124) | No | Yes | CTE - Arts and Communication 6-12 Elementary Education K-6 Mathematics 6-8 Science 6-12 | Class 3 |
| 10 | [Redacted] | SL Math 6-12 | 6th to 12th Grade | Math | Honolulu District (10) | Kaimuki High (115) | Yes | Yes | Mathematics 6-12 Science 6-12 | Class 3 |
| 20 | [Redacted] | PL Math 6-12 | 6th to 12th Grade | Math | Honolulu District (10) | Farrington High (106) | Yes | Yes | Mathematics 6-12 | Class 3 |
| 20 | [Redacted] | SL Science 6-12 | 6th to 12th | Science | Honolulu | Kapalama Elem | No | Yes | CTE - Arts and | Class 3 |

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

WELCOME | TEACHER REPORTS | SCHOOL REPORTS | GENERAL REPORTS

WELCOME > GENERAL REPORTS > SUBSTITUTE REPORTS > SUBSTITUTE REPORT PARAMETERS > SUBSTITUTE REPORT

Report contains a list of Substitute Teachers who have submitted documentation demonstrating their content knowledge in the Core Subject Area identified. This listing only includes Substitute Teachers who have obtained at least one Highly Qualified Teacher qualification.

Substitute Report: Honolulu District

Show 10 entries Copy Screen Print Screen Download Options Search: 6th to 12th grade math Reset Filters

| EMPLOYEE ID | TEACHER | QUALIFICATION | QUAL LEVEL | SUBJECT | DISTRICT | PREFERRED LOCATION | HQ STATUS | ACTIVE LICENSE | LICENSES | JOB CLASS |
|-------------|------------|---------------|-------------------|---------|------------------------|-----------------------|-----------|----------------|----------------------------------|-----------|
| 20 | [Redacted] | PL Math 6-12 | 6th to 12th Grade | Math | Honolulu District (10) | Farrington High (106) | Yes | Yes | Mathematics 6-12 | Class 3 |
| 10 | [Redacted] | SL Math 6-12 | 6th to 12th Grade | Math | Honolulu District (10) | Kaimuki High (115) | Yes | Yes | Mathematics 6-12 Science 6-12 | Class 3 |

Showing 1 to 2 of 2 entries

Previous 1 Next

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

Individual HQT Report [Export Report](#) [Print HQT Certificate](#)

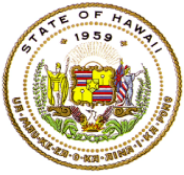
No Current Year HQ Assignments Found

Employee

| EMPLOYEE ID ▲ | LAST NAME ▲ | FIRST NAME ▲ | NOTES |
|---------------|-------------|--------------|-------|
| | | | |

Qualifications

| TYPE ▲ | QUALIFICATION ▲ | GRADE LEVEL | SUBJECT | EFFECTIVE DATE | EXPIRATION DATE | ADDITIONAL INFORMATION |
|--------|-----------------------|-------------------|----------------|----------------|-----------------|--|
| EDUC | Bach of Science | | | 2003-04-04 | | Institution: Far Eastern U State: MML Major: Economics |
| LICN | PL Math 6-12 | 6th to 12th Grade | Math | 2020-01-01 | 2023-06-30 | Institution: Hawaii Teacher Standards Board State: HI Support: Hawaii Teacher Standards Board |
| ESSA | HQ for Social Studies | 6th to 12th Grade | Social Studies | 2020-01-27 | 2023-06-30 | State: HI |

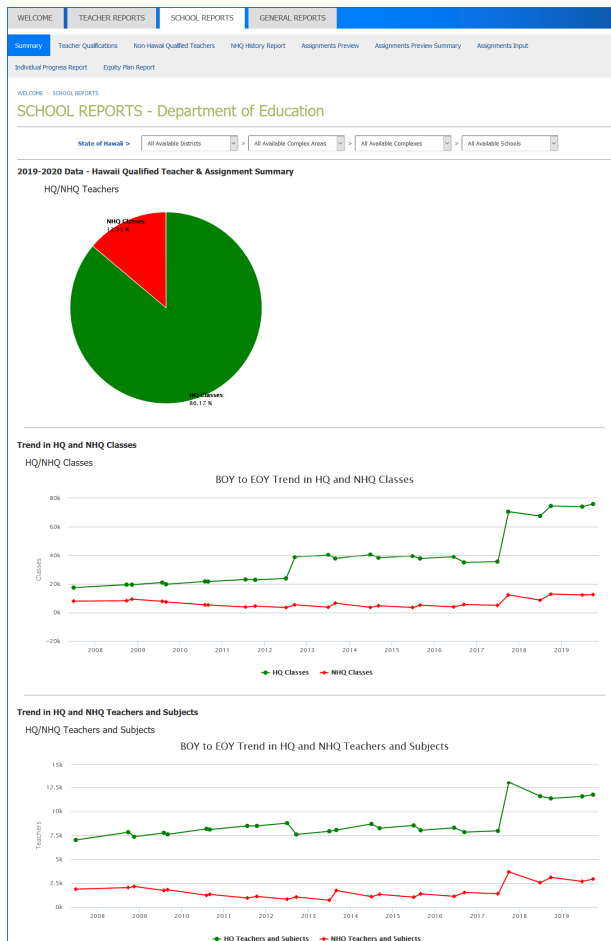


HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
How to Access the School Summary Report in eHR for HQ
School Year 2020-2021

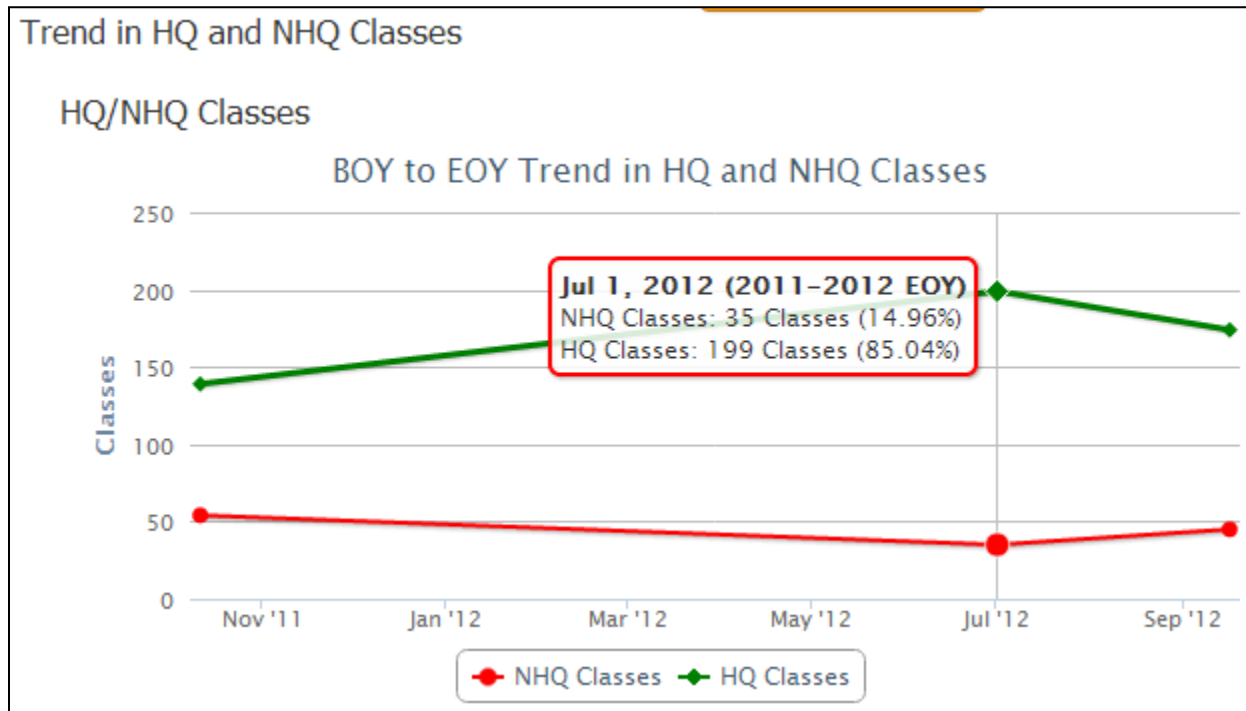
For instructions on accessing the eHR for HQ site, please refer to Document 1f of the ESSA HQT Handbook.

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

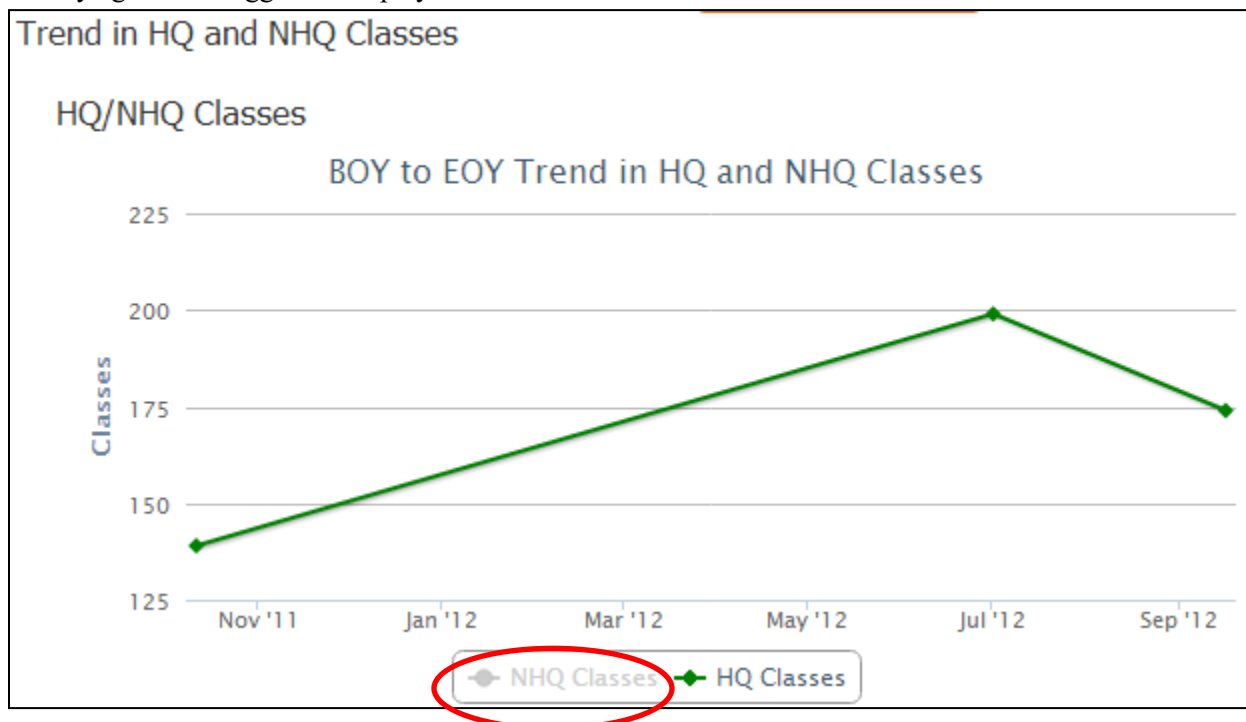
On entering the school reports page, the school summary will display. The summary includes percent HQ/NHQ, trend of HQ/NHQ classes by beginning and end of year, and finally, the trend of HQ/NHQ teachers.



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.



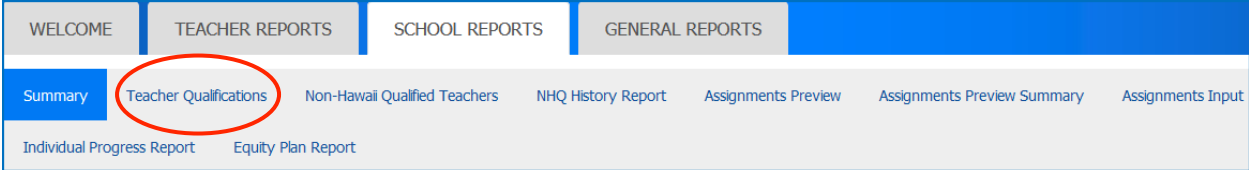


HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
How to Access the Teacher Qualifications Report in eHR for HQ
School Year 2020-2021

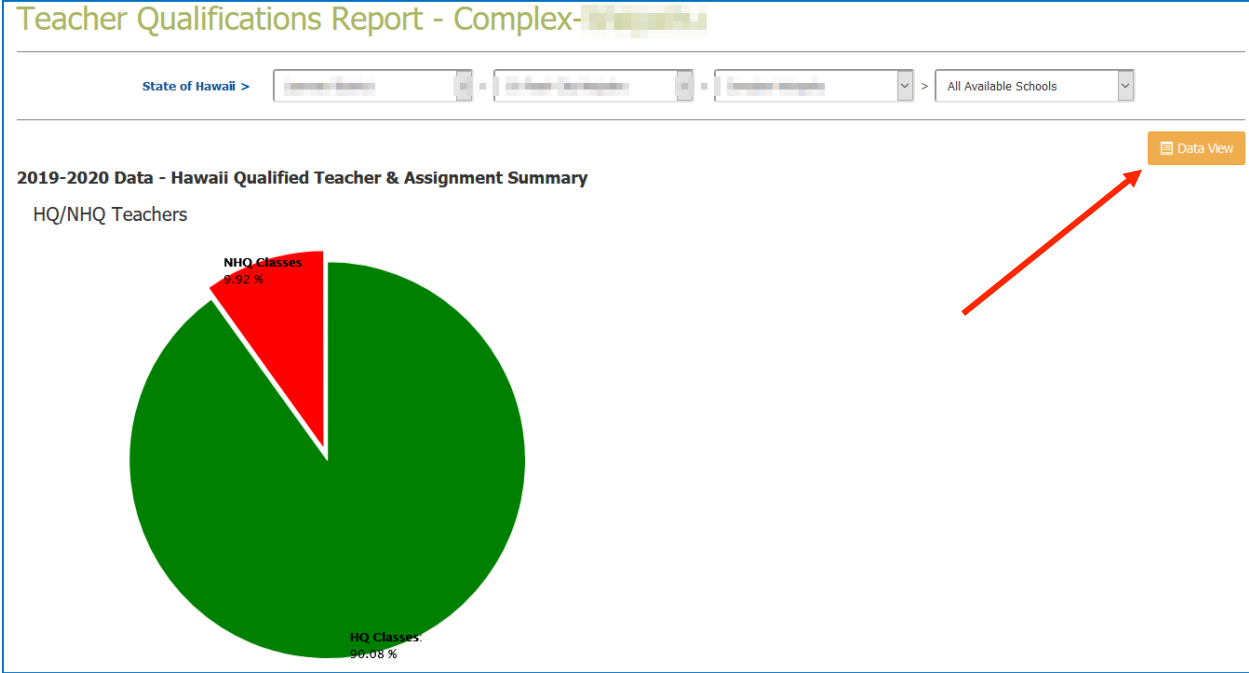
For instructions on accessing the eHR for HQ site, please refer to Document 1f of the ESSA HQT Handbook.

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
- NHQ History Report Displays current and past NHQ teacher for school year
- Assignments Preview Displays assignments from SIS or eHQ (non-SIS PCS)
- Individual Progress Report Displays a monitoring report for your NHQ teachers
- Equity Plan Report Displays licensure status of your 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” using the “Data View” button to view the underlying data (the teachers and their assignments or HQ records).



The second half of the Teacher Qualifications Report (Data View portion) displays the HQ/NHQ class and teacher counts by subject. You can page through the different subjects and select the subject you want to view by clicking on the subject area of interest.

Teacher Qualifications Report - Complex- [redacted]

State of Hawaii > [redacted] > All Available Schools

[Data View](#)

2019-2020 Data - Hawaii Qualified Teacher & Assignment Summary

HQ/NHQ Teachers

A pie chart illustrating the distribution of teacher assignments. The large green slice represents HQ Classes at 90.08%, and the smaller red slice represents NHQ Classes at 9.92%.

Teacher Assignments by Subject

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

| SUBJECT | TOTAL CLASSES | HQ CLASSES | HQ TEACHERS | HQ CLASSES PERCENT | NHQ CLASSES | NHQ TEACHERS | NHQ CLASSES PERCENT |
|--|---------------|------------|-------------|--------------------|-------------|--------------|---------------------|
| *Foreign Language | 4 | 4 | 2 | 100% | 0 | 0 | 0% |
| Arabic | 0 | 0 | 0 | 0% | 0 | 0 | 0% |
| Arts | 52 | 43 | 4 | 82.69% | 9 | 5 | 17.31% |
| Asian Studies | 2 | 2 | 1 | 100% | 0 | 0 | 0% |
| CTE- Arts and Communication | 35 | 19 | 4 | 54.29% | 16 | 2 | 45.71% |
| CTE- Business | 7 | 7 | 2 | 100% | 0 | 0 | 0% |
| CTE- Health Services | 19 | 14 | 5 | 73.68% | 5 | 1 | 26.32% |
| CTE- Industrial and Engineering Technology | 134 | 122 | 11 | 91.04% | 12 | 2 | 8.96% |
| CTE- Natural Resources | 27 | 24 | 5 | 88.89% | 3 | 3 | 11.11% |

Showing 1 to 11 of 59 entries

[Previous](#)
[1](#)
[2](#)
[3](#)
[4](#)
[5](#)
[6](#)
[Next](#)

In the example below we have select the subject “Arts” and by double-clicking on the subject we can see the two tabs for Hawaii Qualified (HQ) and Non-Hawaii Qualified teachers and class combinations.

Teacher Assignments by Subject

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

| SUBJECT | TOTAL CLASSES | HQ CLASSES | HQ TEACHERS | HQ CLASSES PERCENT | NIHQ CLASSES | NIHQ TEACHERS | NIHQ CLASSES PERCENT |
|--|---------------|------------|-------------|--------------------|--------------|---------------|----------------------|
| *Foreign Language | 4 | 4 | 2 | 100% | 0 | 0 | 0% |
| American Sign Language | 0 | 0 | 0 | 0% | 0 | 0 | 0% |
| Anthropology | 15 | 15 | 5 | 100% | 0 | 0 | 0% |
| Arabic | 0 | 0 | 0 | 0% | 0 | 0 | 0% |
| Arts | 52 | 43 | 4 | 82.69% | 9 | 5 | 17.31% |
| Asian Studies | 2 | 2 | 1 | 100% | 0 | 0 | 0% |
| CTE- Arts and Communication | 35 | 19 | 4 | 54.29% | 16 | 2 | 45.71% |
| CTE- Business | 7 | 7 | 2 | 100% | 0 | 0 | 0% |
| CTE- Health Services | 19 | 14 | 5 | 73.68% | 5 | 1 | 26.32% |
| CTE- Industrial and Engineering Technology | 134 | 122 | 11 | 91.04% | 12 | 2 | 8.96% |
| CTE- Natural Resources | 27 | 24 | 5 | 88.89% | 3 | 3 | 11.11% |

Showing 1 to 11 of 59 entries Previous 1 2 3 4 5 6 Next

Here we see the “Hawaii Qualified Teachers” tab selected. In the tab below you can see the list of teacher-course combinations of “Arts” teachers who are HQ. To view the non-Hawaii Qualified teachers you can click on the “Non-Hawaii Qualified Teachers” tab.

WELCOME > SCHOOL REPORTS > TEACHER QUALIFICATIONS REPORT > SUBJECT DRILLDOWN

Subject Drilldown - Complex - Arts

State of Hawaii > > >

HAWAII QUALIFIED TEACHERS **NON-HAWAII QUALIFIED TEACHERS**

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

| EMPLOYEE ID | TEACHER | SCHOOL | CLASS TAUGHT | SUBJECT | SPED CLASS |
|-------------|------------|-------------------|------------------------|---------|------------|
| 10010031 | Ms. [Name] | Hawaii High (27%) | Photography 1B | Arts | No |
| 10010031 | Ms. [Name] | Hawaii High (27%) | Photography 1 | Arts | No |
| 10010031 | Ms. [Name] | Hawaii High (27%) | Photography 1 | Arts | No |
| 10010031 | Ms. [Name] | Hawaii High (27%) | Photography 1 | Arts | No |
| 10010031 | Ms. [Name] | Hawaii High (27%) | Drawing and Painting 1 | Arts | No |
| 10010031 | Ms. [Name] | Hawaii High (27%) | Photography 2 | Arts | No |
| 10010031 | Ms. [Name] | Hawaii High (27%) | Photography 1 | Arts | No |
| 10010031 | Ms. [Name] | Hawaii High (27%) | Photography 2 | Arts | No |
| 10010031 | Ms. [Name] | Hawaii High (27%) | Photography 2 | Arts | No |
| 10010031 | Ms. [Name] | Hawaii High (27%) | Photography 2 | Arts | No |

To find a specific teacher or section you can use the filters (teacher name, course title and SpEd) or search text box.

By clicking on a teachers row within the table you can view that teacher's status report. The image below shows the selection of a teacher row.

| HAWAII QUALIFIED TEACHERS | | NON-HAWAII QUALIFIED TEACHERS | | | | | | |
|---------------------------|-------------|-------------------------------|------------------------|--------------|------------------|---------|--|---------------|
| Show | 10 | entries | Copy Screen | Print Screen | Download Options | Search: | | Reset Filters |
| | TEACHER | SCHOOL | CLASS TAUGHT | | SPED CLASS | | | |
| EMPLOYEE ID | TEACHER | SCHOOL | CLASS TAUGHT | SUBJECT | SPED CLASS | | | |
| 1000000 | Paul, Sarah | Honolulu High (207) | Photography 1B | Arts | No | | | |
| 1000000 | Paul, Sarah | Honolulu High (207) | Photography 1 | Arts | No | | | |
| 1000000 | Paul, Sarah | Honolulu High (207) | Photography 1 | Arts | No | | | |
| 1000000 | Paul, Sarah | Honolulu High (207) | Photography 1 | Arts | No | | | |
| 1000000 | Paul, Sarah | Honolulu High (207) | Drawing and Painting 1 | Arts | No | | | |
| 1000000 | Paul, Sarah | Honolulu High (207) | Photography 2 | Arts | No | | | |
| 1000000 | Paul, Sarah | Honolulu High (207) | Photography 1 | Arts | No | | | |
| 1000000 | Paul, Sarah | Honolulu High (207) | Photography 2 | Arts | No | | | |
| 1000000 | Paul, Sarah | Honolulu High (207) | Photography 2 | Arts | No | | | |
| 1000000 | Paul, Sarah | Honolulu High (207) | Photography 2 | Arts | No | | | |

Here we see the selected teacher's individual status report.

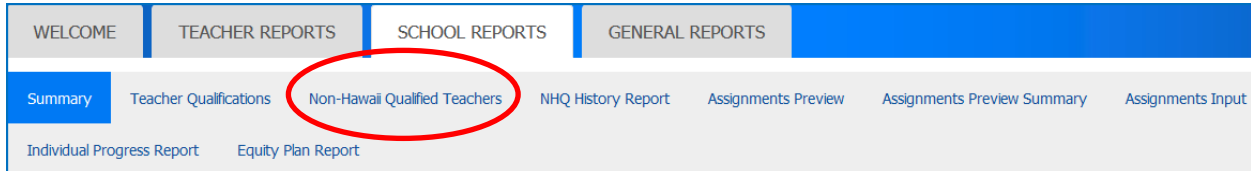
| WELCOME | | TEACHER REPORTS | | SCHOOL REPORTS | | GENERAL REPORTS | | | |
|---|--------------------|---------------------------------|------------|----------------|------------|--|--|-----------------------|--|
| Individual Status Report | | Individual Status Report Search | | | | | | | |
| WELCOME > TEACHER REPORTS > INDIVIDUAL HQT REPORT | | | | | | | | | |
| <h2>Individual HQT Report</h2> | | | | | | Export Report | | Print HQT Certificate | |
| Has 15 Current Year HQ Assignments | | | | | | | | | |
| Employee | | | | | | | | | |
| EMPLOYEE ID | LAST NAME | FIRST NAME | NOTES | | | | | | |
| | | | | | | | | | |
| Qualifications | | | | | | | | | |
| EDUC | Prof Diploma | | | 1996-05-12 | | Institution: U of Hawaii At Manoa State: HI Major: Sec-Art | | | |
| EDUC | Bach of Educ (BED) | | | 1995-05-14 | | Institution: U of Hawaii At Manoa State: HI Major: Sec-Art | | | |
| LICN | SL Art K-12 | Kdgn to 12th Grade | Arts | 1997-08-28 | 2021-06-30 | Institution: Hawaii Teacher Standards Board State: HI Support: Hawaii Teacher Standards Board | | | |
| ESSA | HQ for Arts | Kdgn to 12th Grade | Arts | 2016-02-01 | 2021-06-30 | State: HI | | | |
| ESSA | HQ for Elementary | Elementary (K-6) | Elementary | 2016-02-01 | 2021-06-30 | State: HI | | | |



HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
How to Access the NHQ Teachers Report in eHR for HQ
School Year 2020-2021

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-Hawaii Qualified Teachers Report - Department of Education

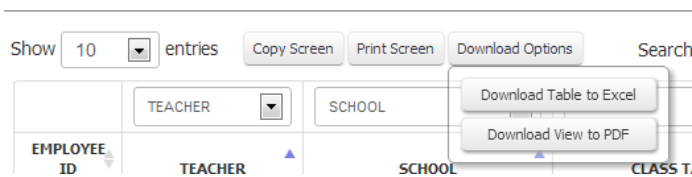
State of Hawaii > All Available Districts > All Available Complex Areas > All Available Complexes > All Available Schools

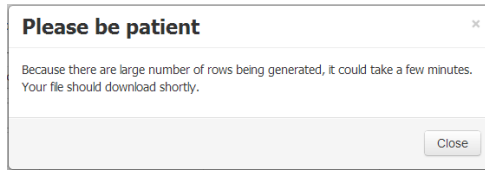
Progress Report

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

| EMPLOYEE ID | TEACHER | SCHOOL | CLASS TAUGHT | SUBJECT | SPED CLASS | TERM | SECTION | LICENSE |
|-------------|---------|--------|--------------------------------------|------------------------------|------------|------|---------|---------|
| 20000000 | [Link] | [Link] | Health, Grade 3 SPED (HEA0030SPED) | Elementary Special Education | Yes | Year | 5013490 | No |
| 20000000 | [Link] | [Link] | Health, Grade 3 SPED (HEA0030SPED) | Elementary Special Education | Yes | Year | 5013492 | No |
| 20000000 | [Link] | [Link] | Fine Arts Grade K SPED (FAE0091SPED) | Elementary Special Education | Yes | Year | 5019449 | No |
| 20000000 | [Link] | [Link] | Fine Arts Grade K SPED (FAE0091SPED) | Elementary Special Education | Yes | Year | 5018812 | No |
| 20000000 | [Link] | [Link] | Fine Arts Grade K SPED | Elementary Special | Yes | Year | 4978240 | No |

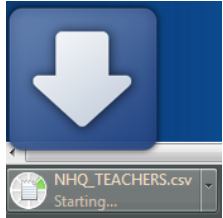
You can also export this report for manipulation in Excel by clicking on the “Download Options” button and selecting “Download Table to Excel.”

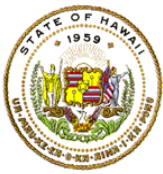




While the file is generated a window will pop-up.

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

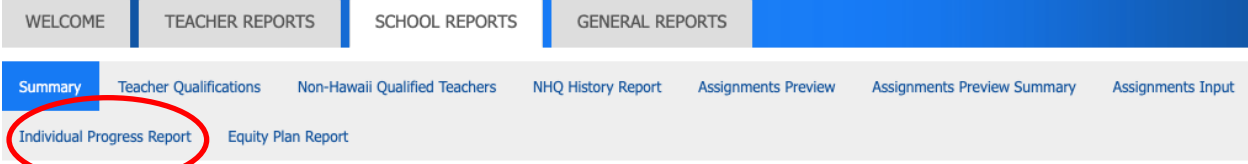




HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
How to Access the Individual Progress Report in eHR for HQ
School Year 2020-2021

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 - Hawaii HQ

State of Hawaii > Central District > CA [Complex] > Complex > [Home]

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 2020-2021

| Code | Description |
|-------------|---|
| 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 2020-2021

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.




HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
Principal Quick Guide for Non Hawaii Qualified Teachers
 School Year 2020-2021

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

1. Go to Educator Quality website: <https://hidoeotm.org/eq/EducatorQuality.html>
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.

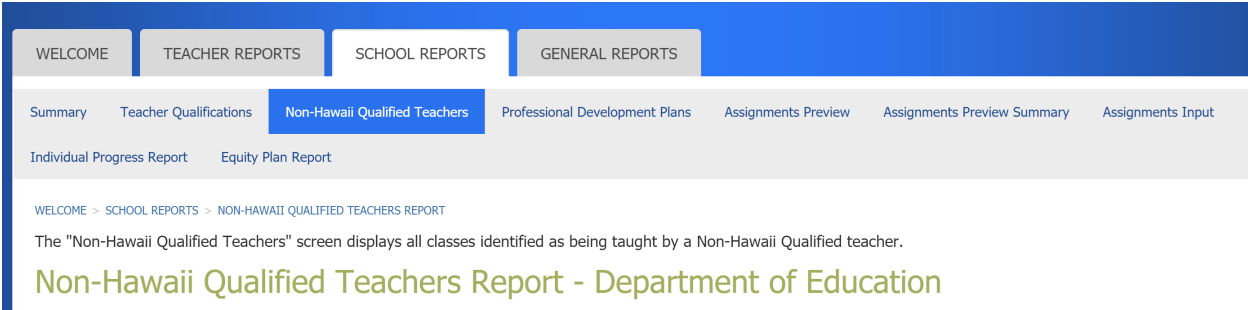
Step 2: Retrieve your Official List of Non Hawaii Qualified Teachers

1. Login to eHR for HQ from the Educator Quality page.



[Click Here](#)

 - a. Click on [Click Here](#)
 - b. Or, you may use the direct web address at: <https://ehr.k12.hi.us/ehq>
 - c. Use your webmail login to sign in to eHR for HQ.
2. Go to the School Reports Tab.
3. Click on the Non Hawaii Qualified Teacher link.



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 1 | 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:
 - 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.

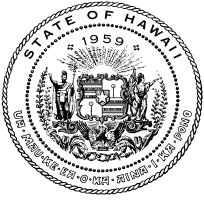
Additional Assistance:

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 Section 808-441-8499 or via email at hqt@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 hidoeotm.org/eq.

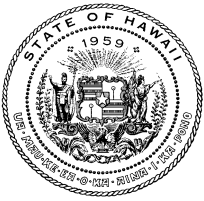
III. EMPLOYEE AND SCHOOL CERTIFICATION

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 | |
| Section Subtotal | | | | | | |

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.

| | |
|--|--|
| Total # of HQ points per eHR for HQ Status Report (obtained by principal or designee) | |
| *Additional HQ points not reflected on eHR for HQ Status Report | |
| Total estimated # of HQ points | |

*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 | |
| Section Subtotal | | | | | |

Professional Development in Content Area - DOE HQT professional development credit through PDE³

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

| Date of PD | Course # and Section# | PDE ³ Course Title | # of Credits | Points per Credit | Total Points (max 36 pts) |
|-------------------------|-----------------------|-------------------------------|--------------|-------------------|---------------------------|
| | | | 3 | 2 | |
| | | | 3 | 2 | |
| | | | 3 | 2 | |
| | | | 3 | 2 | |
| Section Subtotal | | | | | |

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 | |
| | | | | Section Subtotal | |

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 | |
| | | Section Subtotal | |

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 | |
| | | Section Subtotal | |

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 | |
| | | | | Section Subtotal | |

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 | |
| | | | | Section Subtotal | |

PDE³ Credits in Content Specific Pedagogy

One-half (.50) point per course.

| Date of PD | Course # and Section# | PDE ³ Course Title | Points per Course | Total Points (max 5) |
|------------|-----------------------|-------------------------------|-------------------------|----------------------|
| | | | .50 | |
| | | | .50 | |
| | | | .50 | |
| | | | .50 | |
| | | | .50 | |
| | | | Section Subtotal | |

PDE³ Pedagogy Credits in Non-Content Area

One-half (.50) point per course.

| Date of PD | Course # and Section# | PDE ³ Course Title | Points per Course | Total Points (max 5) |
|------------|-----------------------|-------------------------------|-------------------------|----------------------|
| | | | .50 | |
| | | | .50 | |
| | | | .50 | |
| | | | .50 | |
| | | | .50 | |
| | | | Section Subtotal | |

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 | |
| | | | | Section Subtotal | |

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 2020-21

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 Reference Guide

| Content Specific Professional Development – Minimum of 70 Points Required | | |
|---|---|--|
| Teaching Experience in the Content Area | | |
| Description | Point Value | Examples of Documentation |
| <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 or completed DOE OTM 700-008 – Verification of Academic Content Instructor at Institution of Higher Learning</p> |
| Professional Development in the Content Area | | |
| Description | Point Value | Examples of Documentation |
| <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

| Description | Point Value | Examples of Documentation |
|---|---|---|
| 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 ³ | 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 ³ 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 |
| Awards, Presentations, Publications in the Content Area (maximum 10 points allowed) | | |
| Description | Point Value | Examples of Documentation |
| 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> | 1 point per 3 credit course | Official transcript from an accredited institution of higher education |
| <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> | 1 point per 3 credit course | Official transcript from an accredited institution of higher education |
| <p>Completed PDE³ 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> | .50 points per course | Completion of course verified on PDE ³ transcript |
| <p>Completed PDE³ course in a non-content area (e.g. instructional strategies, standards) that addresses general/foundational pedagogy not specific to a content area</p> | .50 points per course | Completion of courses verified on PDE ³ transcript |
| <p>Attended workshop or national conference in content specific pedagogy</p> | 1 point per workshop or conference | Course description or agenda <i>and</i> certificate of completion or other evidence of attendance |



HAWAII DEPARTMENT OF EDUCATION
Hawaii Qualified Teacher
HQ Professional Development Plan Resource Guide
School Year 2020-2021

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 <https://hidoeotm.org/eq>.

Professional Development Plans are completed online via the PDE³ 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, 2020

Qtr 3 - Take Praxis 435, content knowledge, General Science 6-12 on January 12, 2021

Qtr 4 - Will retake Praxis in May 2021 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 PDE³ course SCI53080=11 HQ pts; begin July 2020

Qtr 2 - Complete course Dec 2020

Qtr 3 - Will submit ESSA rubric docs and form DOE OTM 700-001 in Dec 2020

- How activities will result in HQ status: 70 accumulated pts + 11 pts PDE³ 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 PDE³ 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

The screenshot shows a web browser window with the URL https://pde3.k12.hi.us/U/P/Channel/-/ExternalChannel?_ct=ProfessionalGrowth&Path=%2Ffia%2Fapp%2Fgp%2F. The page title is "HQ PD Plan 2017-2018". The navigation menu includes: Home, Observer Calibration, Professional Growth (selected), Learning Opportunities, Induction/Mentoring, Help, Educator Effectiveness, My Staff, and Administration.

The main content area is titled "Initial Teacher Professional Development Plan for EE Teacher7, test". It features a "Select Content Area & Grade Span" section with a warning: "Click 'Save' frequently to prevent losing data. Required fields are notated in RED." There are "Edit" and "Delete" buttons at the top of the form.

| | |
|---|--|
| 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

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.

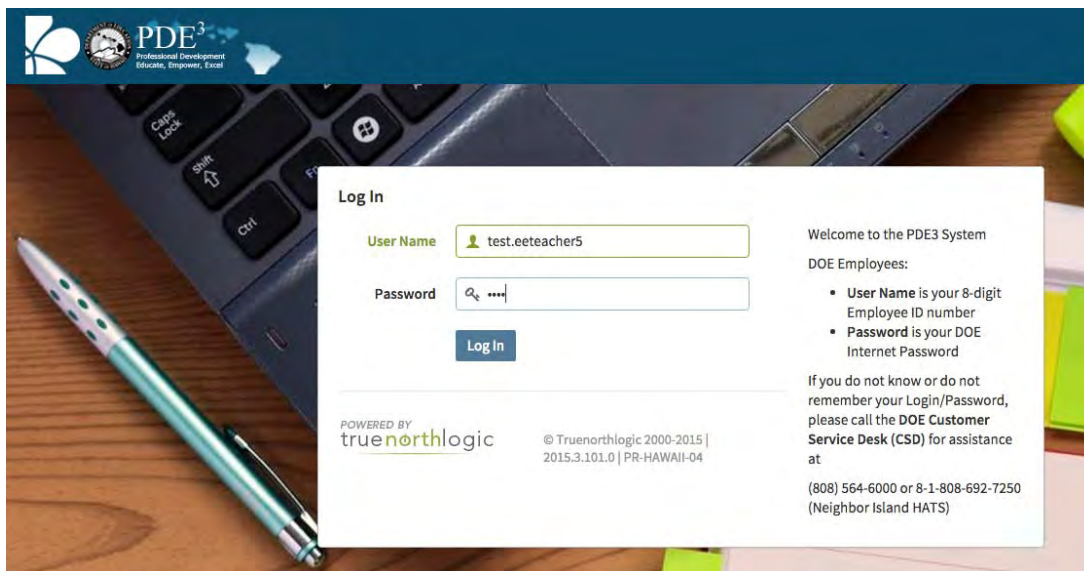
* Required



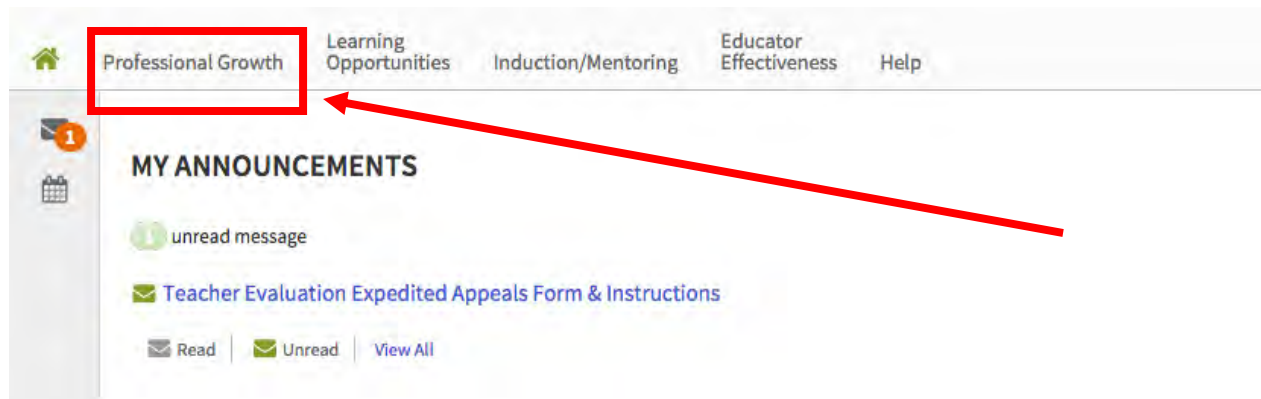
HAWAII DEPARTMENT OF EDUCATION
ESSA Highly Qualified Teacher
Online HQ Professional Development Plan Instructions
 School Year 2020-2021

HQ PDP Teacher Steps in PDE³

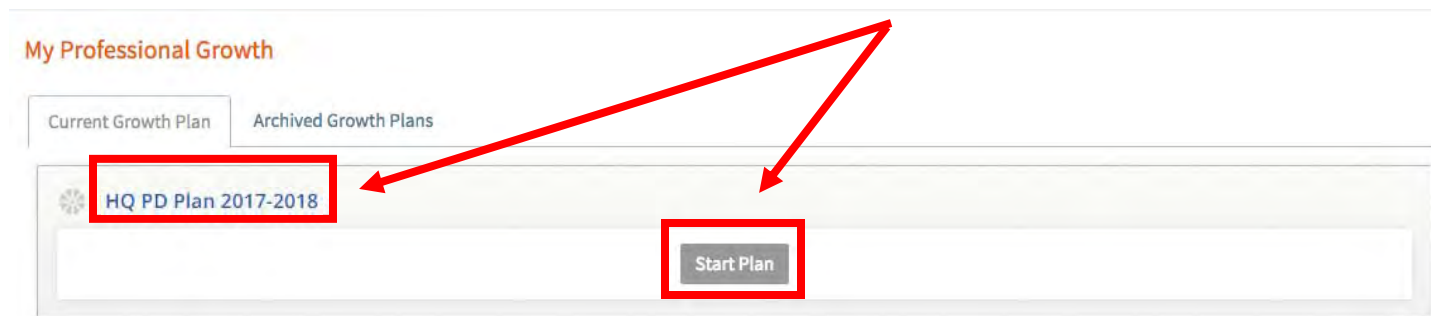
Log into PDE³ (<https://pde3.k12.hi.us>) using your employee ID and your DOE password. If you do not know your DOE password, contact the IT Help Desk (CSD) at 564-6000.



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

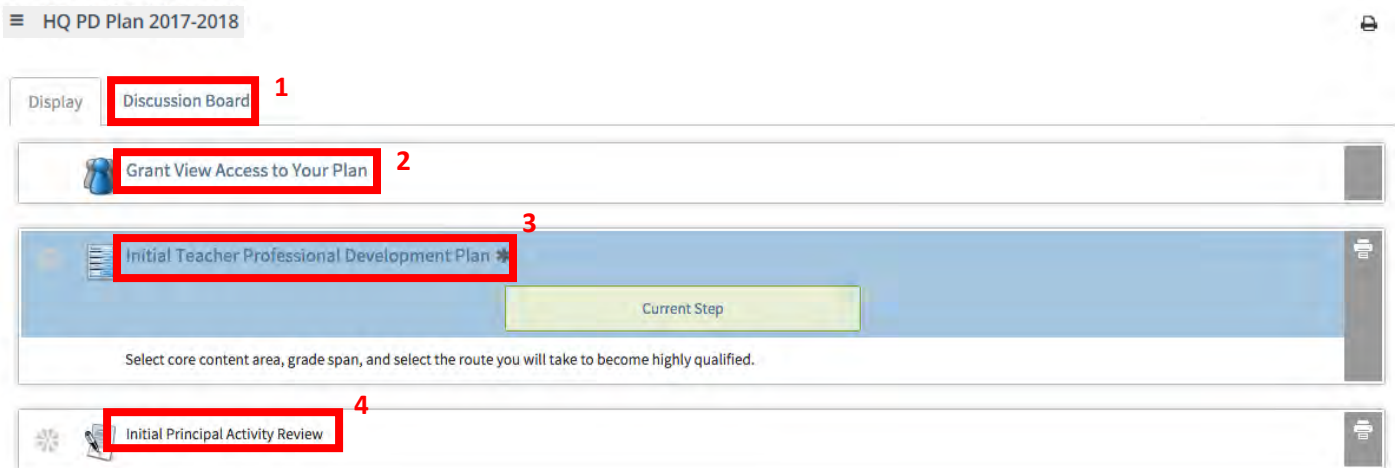


Within the “My Professional Growth” section, click on the “HQ PD Plan” link or “Start Plan” button.



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 PDE³ 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



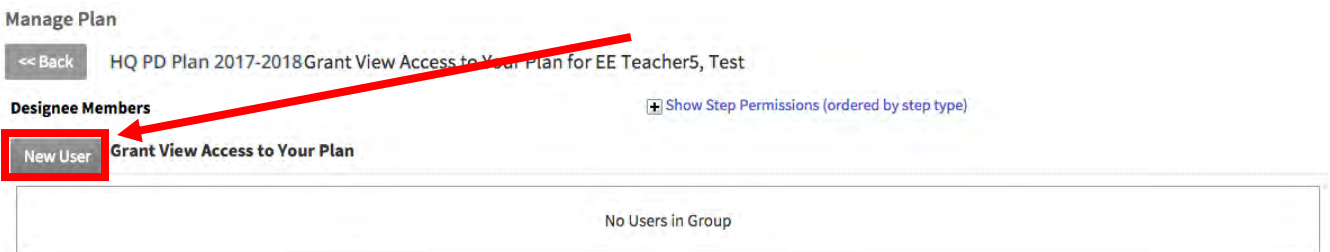
Starting your HQ PDP

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 | Remove |

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 | Remove |
| 2. test teacher1 | noreply@truenorthlogic.com | Test EE Teacher5 on 08/10/2015 | Remove |

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 PDE³.

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 Professional Development Plan for EE Teacher5, Test

Select Core Content Area & Grade Span

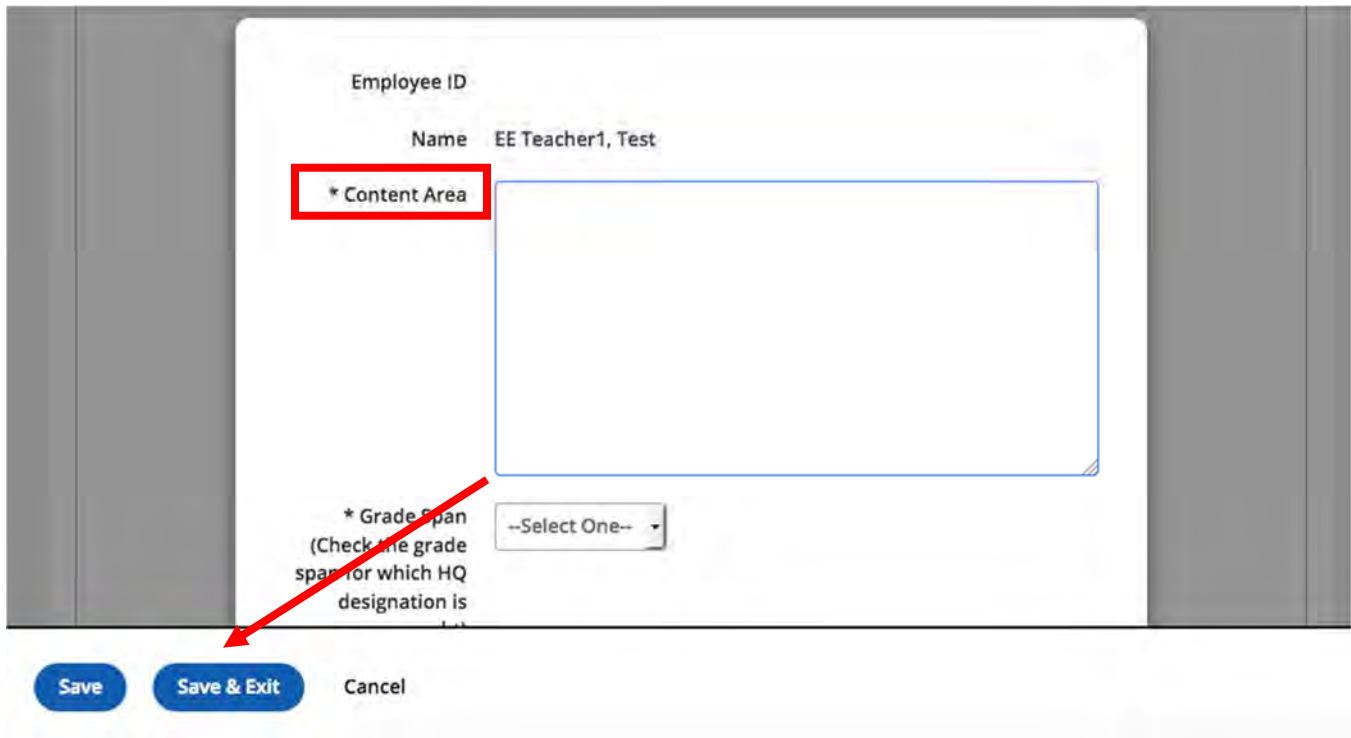
Click "Save" frequently to prevent losing data.

Edit

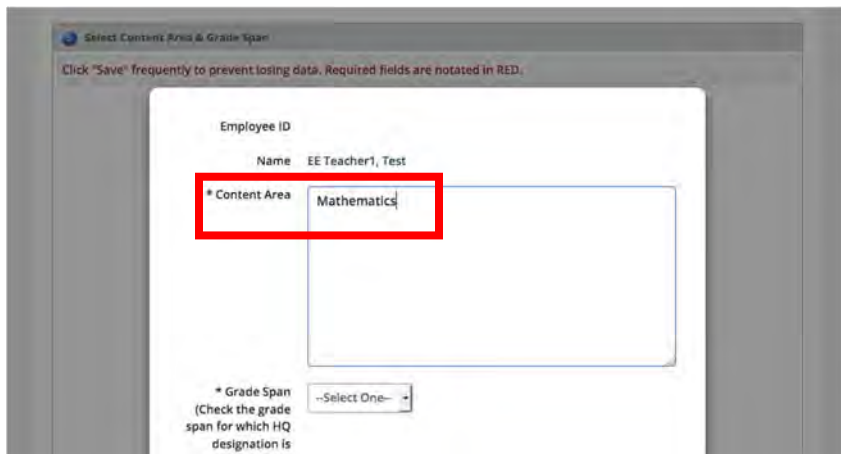
Print Forms

Submit

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.



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



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

Employee ID

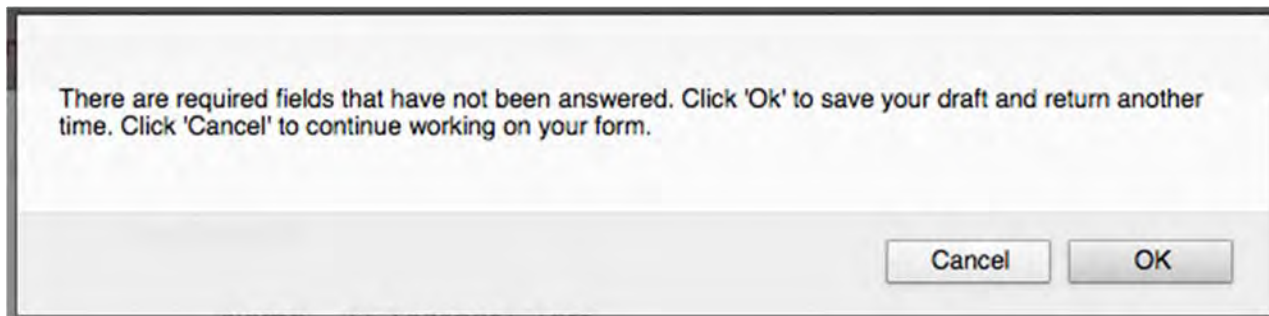
Name EE Teacher1, Test

* 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

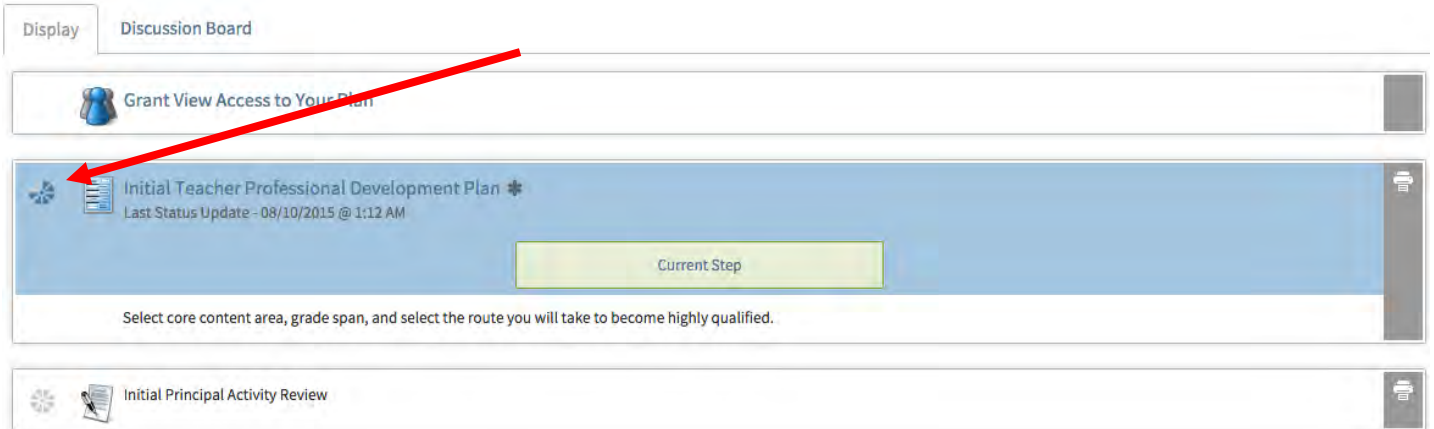
Name EE Teacher5, Test

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

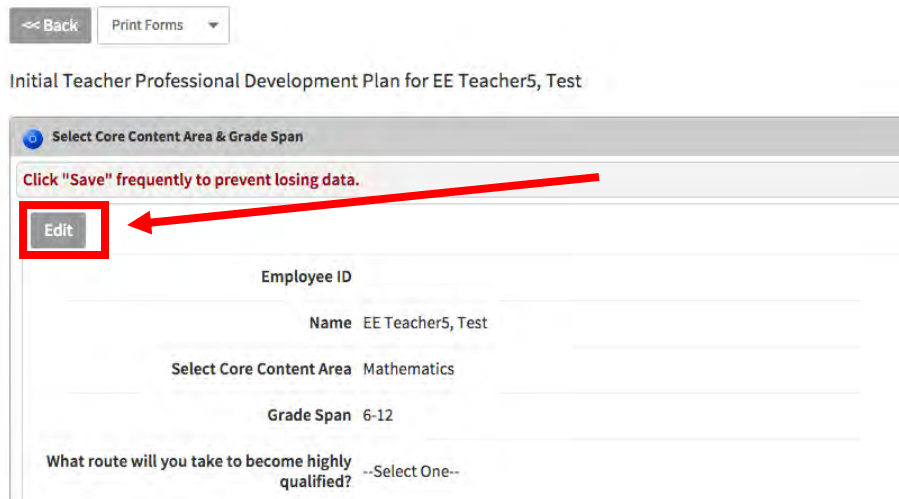
Initial Teacher Professional Development Plan *
Last Status Update - 08/10/2015 @ 1:12 AM

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

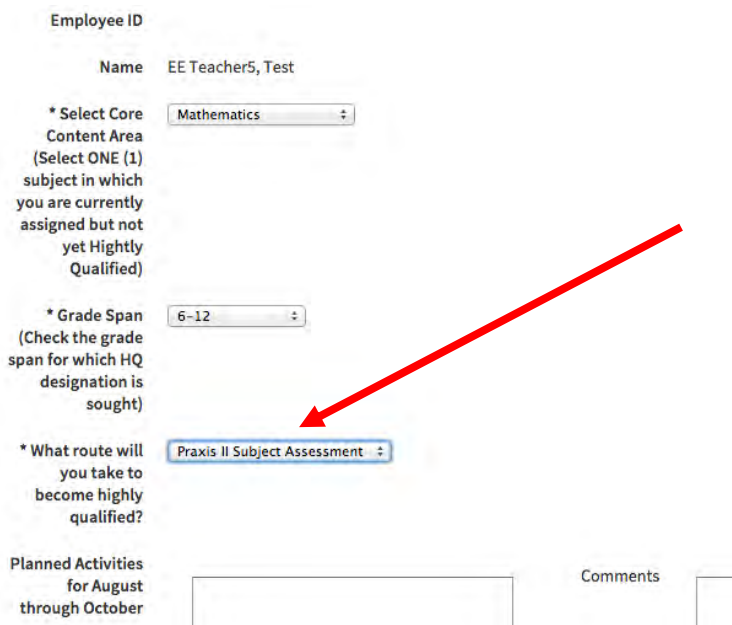
Name EE Teacher5, Test

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

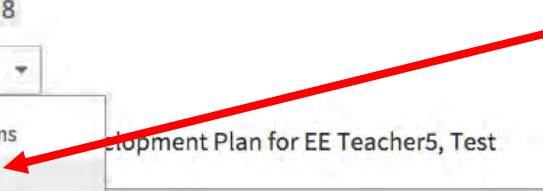
<< Back Print Forms

Initial Teacher Professional Development Plan for EE Teacher5, Test

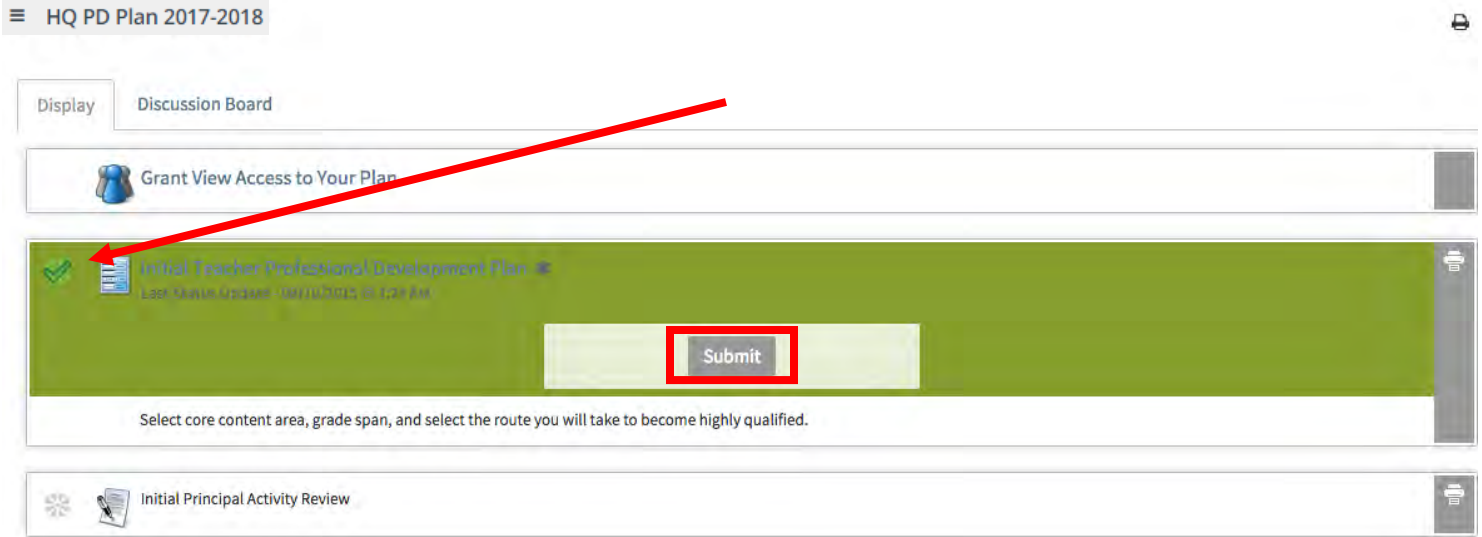
Select Core Content Area & Grade Span

Click "Save" frequently to prevent losing data.

Print Forms
Submit

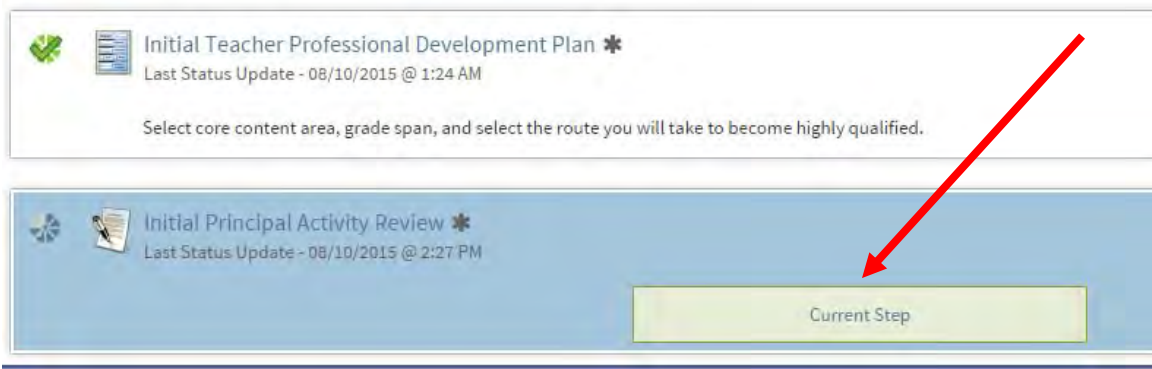


You are then returned to the PDP steps page. Notice that the status pie icon is now filled with a check mark over it. This indicates that the form is complete.

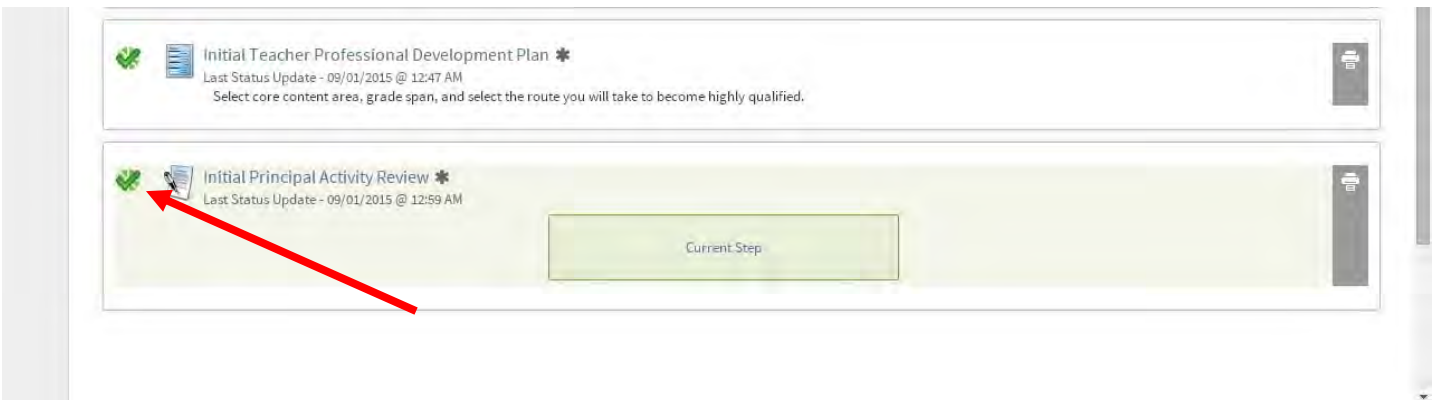


Notice that the “Submit” button still available in the above image. This indicates that the HQT PDP was actually completed but not submitted. This is a common problem, so do not forget to submit your plan.

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 PDE³

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 corner. Below the navigation, there is a header for 'HQ PD Plan 2017-2018'. The main content area displays a list of items related to the plan. The first item is 'Growth Plan for EE Teacher5, Test.'. Below this, there is a 'Display' button and a 'Discussion Board' link. The next item is 'Grant View Access to Your Plan'. The third item is 'Initial Teacher Professional Development Plan *', with a last status update of '08/10/2015 @ 1:24 AM'. Below this item, there is a prompt: 'Select core content area, grade span, and select the route you will take to become highly qualified.'. The fourth item is 'Initial Principal Activity Review *', with a last status update of '08/10/2015 @ 2:27 PM'. This item is highlighted in blue, and a yellow 'Current Step' button is located below it. Two red arrows point from the 'Initial Principal Activity Review' link and the 'Current Step' button towards the center of the page.

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 'Initial Principal Activity Review' step. The page is titled 'View Activity' and has a breadcrumb trail: 'Home > HQ PD Plan 2015-2016 Initial Principal Activity Review for EE Teachers, Test.'. Below the breadcrumb, there is a 'Print' button and a 'Stop masquerading' button. The main content area is titled 'Principal Certification' and contains a form for entering information. The form includes the following fields and sections:

- Employee ID:** Name: EE Teacher5, Test
- Select Core Content Area:** Mathematics
- Grade Span:** K-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 exam.
- 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.
- 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 and request reimbursement for Praxis examination fee.
- Approximate Total Cost of Activities:** \$0
- How will the above activities taken together, result in meeting the HQ designation?** Will my 1 schedule 1 degree, Success in grade 6 to 12 and the mathematics Praxis II exam I will be HQ designated in grade 6 to 12.
- Identify resources to be provided by school or program 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 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 PDE's 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 file monitoring.**
- Amount Allocated (either an amount \$0 or greater)**
- Save Instructions - Prerequisite:** In order to save and complete the plan, click on 'Save' or 'Submit' or 'Save as Agent or the Agent' (Save Form). Once complete, the status indicator for the Initial Principal Activity Review step (on the prior screen) will be green (Completed). If you intend to stop the process will remain blue, 'In Progress'.

At the bottom of the page, there is a 'Signatures' section with a 'No Signatures' label.

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 two buttons: '<< 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 input 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 with a certification statement: '* 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.' To the right of this text is a dropdown menu with 'I agree' selected. Below this is an input field for 'Amount Allocated' containing the value '400'. At the bottom, there are three buttons: 'Save', 'Save & Exit', and 'Cancel'. Red arrows point to the 'I agree' dropdown, the '400' input field, and the 'Save & Exit' button.

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

The screenshot displays the PDE3 Professional Growth system interface. At the top, there is a navigation menu with options: Learning Opportunities, Induction/Mentoring, Help, Professional Growth, Educator Effectiveness, My Staff, and Administration. The user is logged in as 'First EE Principal'. The main content area is titled 'Professional Growth HQ PD Plan 2017-2018' and shows 'Initial Principal Activity Review for EE Teacher5, Test'. A 'Principal Certification' form is displayed with the following information:

| | |
|--|---|
| 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 | |

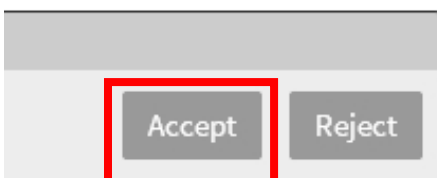
A 'Loading...' button is located at the bottom right of the form area.

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 PDE Professional Growth interface. At the top, there are navigation links for Learning Opportunities, Instruction/mentoring, HR, Professional Growth, Educator, and My Staff. The main content area is titled "Professional Growth" and "HQ PD Plan 2017-2018". Below this, there is a section for "Initial Principal Activity Review for EE Teachers, Test". The form itself is titled "Principal Certification" and includes fields for Employee ID (Name: EE Teachers, Test), 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 "Approximate Total Cost of Activities" (400). A red arrow points from the top of the form down to the "Accept" button at the bottom right.

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/L/P/Channel/-/ExternalChannel?_ct=ProfessionalGrowth&Path=%2Fia%2Fempari%2Fgp%2Fentry%2FuserHome%3FgpEntryId%3C. The page header includes the PDE³ logo and navigation tabs 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 features a "Discussion Board" tab. Three plan items are listed:

- Grant View Access to Your Plan
- Initial Teacher Professional Development Plan * (Last Status Update - 09/01/2015 @ 12:47 AM)
- Initial Principal Activity Review * (Last Status Update - 09/01/2015 @ 12:59 AM)

The "Initial Principal Activity Review" item is highlighted in green and labeled as the "Current Step".



Principal Tools to Track Plan Status

There are two places in PDE³ 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.

The screenshot shows the "Professional Growth" tab in a web application. The top navigation bar includes "Professional Growth" (highlighted in green), "Educator Effectiveness", "My Staff", and "Administration". Below the navigation, there is a section for "Professional Growth Announcements" with the text "Coming Soon.". The main content area is titled "Access Other's Professional Growth" and shows a list of "All Growth Plans". A search bar for "Search OwnerName:" is visible. The table below shows two results:

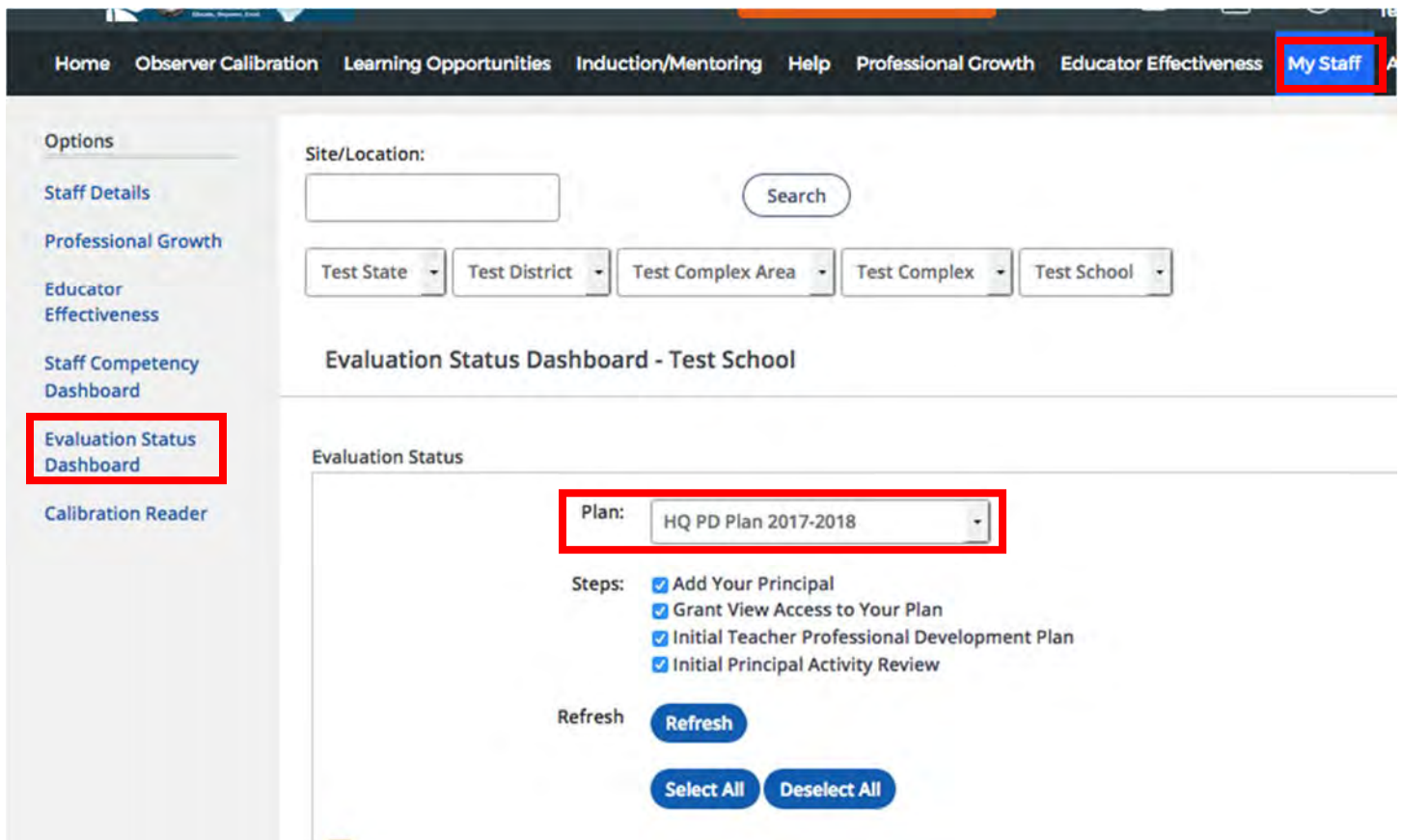
| Status | Archived | OwnerName | Program | Location | LastUpdated | Started |
|---|----------|-------------------|----------------------|-------------|-------------|-----------|
|  | — | EE Teacher, Test | HQ PD Plan 2015-2016 | Test School | 6/24/2015 | 6/12/2015 |
|  | — | EE Teacher5, Test | HQ PD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

A red arrow points from the "All Growth Plans" header to the "Incomplete status pie icon" in the second row of the table.

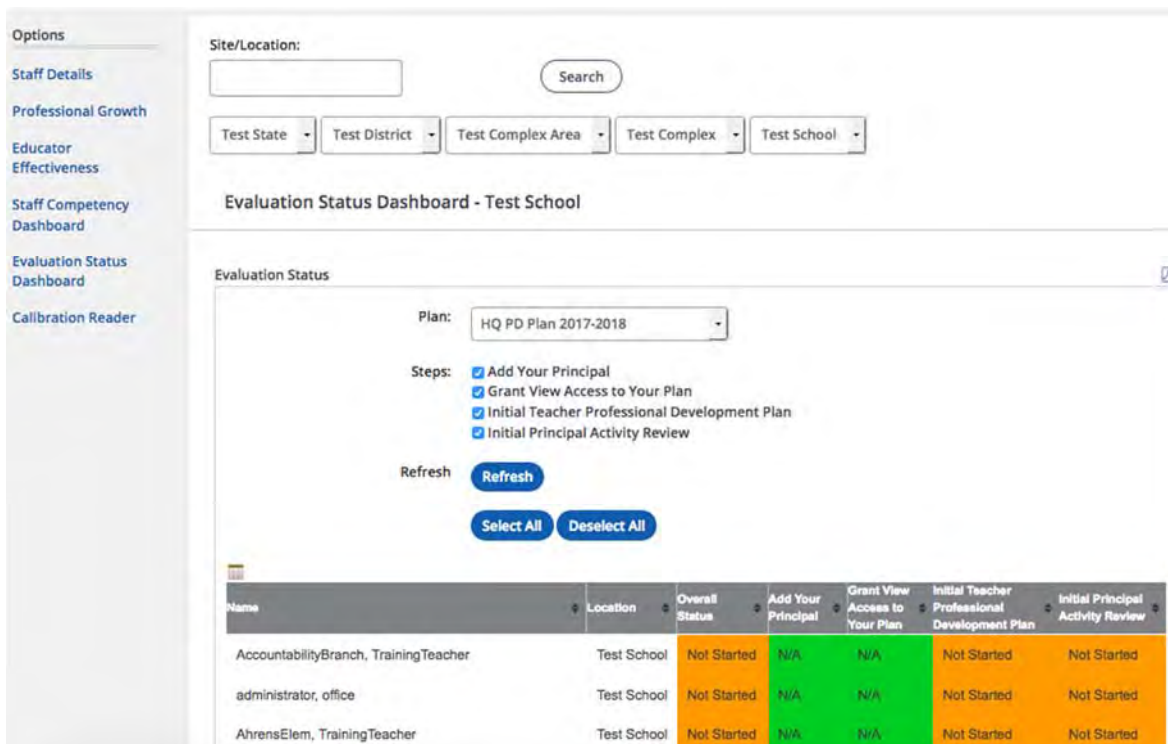
Notice that the status icon for "EE Teacher5, Test" is an incomplete status pie icon . This means that even though the green check mark is may be visible over a complete status pie icon in the teacher step, it does not reflect that the teacher submitted the plan. Check with your teacher if they submitted 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 PDE³ 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 shares 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.

Exception process for principals to reject an ESSA HQ PD Plan

In the case where a principal needs to reject an HQ PD Plan, the following steps can be used to return a plan to a teacher. The process differs from what was covered above in that instead of a principal accepting a plan, the plan is rejected and returned to the teacher for revision and resubmission. For the teacher, the steps for revising and resubmission are the same as in the initial process and will not be covered here.

The steps below are how to return an ESSA HQ PD Plan to a teacher.

Once the plan is in the principal’s “Initial Principal Activity Review” step, click into that step by either clicking on the step title link or the “Current Step” link.

The screenshot shows a dashboard for "HQ PD Plan 2019-2020" with a sub-header "Growth Plan for Teacher, Test." Below this are two tabs: "Display" (selected) and "Discussion Board". A vertical list of steps is shown:

- Grant View Access to Your Plan** (with a person icon)
- Initial Teacher Professional Development Plan *** (with a green checkmark icon). Below the title, it says "Last Status Update - 07/16/2020 @ 10:54 AM" and "Select content area, grade span, and select the route you will take to become highly qualified."
- Initial Principal Activity Review *** (with a gear and document icon). Below the title, it says "Last Status Update - 07/16/2020 @ 10:56 AM". This step is highlighted in light green and labeled as the "Current Step" at the bottom right.

A red arrow originates from the "Initial Teacher Professional Development Plan" step and points to the "Initial Principal Activity Review" step.

Once in the plan, click on the “Edit” button to open the plan into the principal edit mode.

Home Observer Calibration Learning Opportunities Induction/Mentoring Help Professional Growth

HQ PD Plan 2019-2020

<<Back Print Form

Initial Principal Activity Review for Teacher, Test

Principal Information

Edit

Employee ID

Name Teacher, Test

Content Area Mathematics

Grade Span 6-12

What route will you take to become Hawaii qualified? Praxis II Subject Assessment

Once in the edit mode (note the dark borders on the form) scroll down to the bottom of the page to you can complete the two principal questions.

Employee ID

Name Teacher, Test

Content Area Mathematics

Grade Span 6-12

What route will you take to become Hawaii qualified? Praxis II Subject Assessment

Planned Activities for August through October Study PRAXIS II materials

Planned Activities for November through January Take practice PRAXIS II exam

Planned Activities for February through April Take PRAXIS II exam

Planned Activities for May through July Turn in results

Approximate Total Cost of Activities 500

How will the above activities, taken together, result in meeting the ESSA Hawaii Qualified Teacher designation? (Upon submission to ED Services will be temporarily qualified. We also submit PRAXIS II results to ED as well)

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

Save Save & Exit Cancel

The two principal question require an answer even when the plan is being rejected. The suggested answers are “I disagree” and “0”.

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

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.

Select One

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.

Save Instructions - Evaluator

In order to save and complete the plan, click on Save&Exit (below) AND click on Review step (on the prior screen) will be green (Complete). If you missed a step

* Required Fields

Save Save & Exit Cancel

Once you have completed the two fields (“I disagree” and “0”), click on the “Save & Exit” button at the bottom of the screen.

The screenshot shows a web form with the following elements:

- Text: "disciplinary action up to and including termination from employment"
- Text: "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."
- Dropdown menu: "I disagree"
- Text: "Amount Allocated (Enter an amount \$0 or greater)"
- Text: "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."
- Text: "Save Instructions - Evaluator" and "In order to save and complete the plan, click on Save Review step (on the prior screen) will be green (Complete)." (partially visible)
- Text: "* Required Fields"
- Buttons: "Save", "Save & Exit", "Cancel"

A red arrow points from the "Save & Exit" button to the "Save Instructions - Evaluator" text.

The web page will update with two buttons at the bottom of the screen, “Accept” and “Reject” at which point since you are rejecting the plan you will click on the “Reject” button.

The screenshot shows a web form with the following elements:

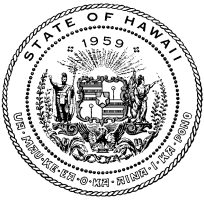
- Text: "Identify resources to be provided by school or complex area to support the plan." and "Study materials"
- Text: "By submitting this plan, I agree to carry out the activities as described herein and I agree to retain copies of all documentation related to ESSA HQT designation for future reference 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"
- Text: "By submitting this plan, I certify I have reviewed and approved the Plan, activities, requested funding contained within and will monitor progress."
- Text: "Amount Allocated (Enter an amount \$0 or greater)" and "0"
- Text: "Save Instructions - Evaluator" and "In order to save and complete the plan, click on Save&Exit (below) AND click on Accept (in the step (on the prior screen) will be green (Complete). If you missed a step the status will remain..." (partially visible)
- Text: "Sign Off Status"
- Buttons: "Accept", "Reject"

A red arrow points from the "Reject" button to the "Save Instructions - Evaluator" text.

You will notice now that once the plan has been rejected, that the “Current Step” of the plan has moved from the “Initial Principal Activity Review” to “Initial Teacher Professional Development Plan” step.

The screenshot shows the PDE3 system interface for a Professional Development Plan (PD Plan) for the 2019-2020 school year. The navigation bar includes Home, Observer Calibration, Learning Opportunities, Induction/Mentoring, Help, Professional Growth, Educator Effectiveness, My Staff, and Administration. The main content area is titled "HQ PD Plan 2019-2020" and shows a "Growth Plan for Teacher, Test." Below this, there are two tabs: "Display" (selected) and "Discussion Board". A section titled "Grant View Access to Your Plan" is visible. The main content area displays two plan entries. The top entry is "Initial Teacher Professional Development Plan" with a last status update of 07/16/2020 @ 11:14 AM. This entry is highlighted in green and has a red arrow pointing to it from the "Initial Principal Activity Review" entry below. The bottom entry is "Initial Principal Activity Review" with a last status update of 07/16/2020 @ 10:56 AM. A green bar labeled "Current Step" is positioned to the right of the "Initial Teacher Professional Development Plan" entry, indicating that this step is the current one.

At this point the plan can be revised by the teacher and resubmitted using the submit process covered previously. Email messages from the PDE3 system will be sent to the teacher when the plan is rejected, so notifying the teacher separately is optional but suggested if you need to include a reason for the rejection, as it will not be in the system email message.



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

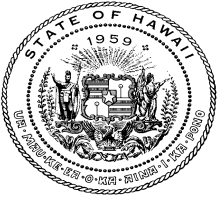
Middle and Secondary Designation: One way to earn the designation of "Hawaii Qualified" is to accumulate thirty (30) semester credits or forty-five (45) quarter credits in the content area for which you are seeking an HQ designation.

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> |
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| Total Credits from Content Courses ONLY* | | | | | | |

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



VERIFICATION OF ACADEMIC SERVICE AS COLLEGE INSTRUCTOR

DOE OHR 700-008

Last Revised: 09/26/2017

Former DOE Form(s): N/A

DEPARTMENT OF EDUCATION

Office of Talent Management

EQ Section

P.O. Box 2360 Honolulu, HI 96804

I. EMPLOYEE INFORMATION

Name: _____
Last First M.I.

Current School: _____ Daytime Phone: _____

Email: _____

Employee ID #: _____ SSN: XXX-XX-_____
(last four)

II. REQUESTOR AUTHORIZATION

I hereby authorize the release of the following information regarding my employment with your institution to the State of Hawaii, Department of Education.

Employee Signature: _____ Date: _____
MM/DD/YYYY

III. TO BE COMPLETED BY VERIFYING STATE EDUCATION AGENCY

I certify that the above named person provided the following services for our institution:

| Description of Services Provided | Position Title | Subject Taught | Date Started | Date Ended |
|----------------------------------|----------------|----------------|--------------|------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Signature of Education Official: _____ Date: _____
MM/DD/YYYY

Print Name of Education Official: _____ Title: _____

Telephone Number: _____ Email Address: _____

Preferred method of return via email to: **hqt@k12.hi.us**

Alternative method of return via mail to: **Department of Education
Office of Talent Management
EQ Section
P.O. Box 2360
Honolulu, HI 96804**

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 2020-2021

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, 2020 | 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, 2020 Semester 2: May 1, 2021 | 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, 2020 | Official List of NHQ Teachers (beginning of year baseline) | Official List of NHQ Teachers (beginning of year baseline) |
| Semester 1: October 1 – 30, 2020 Semester 2*: January 5 – 31, 2021 | 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, 2021 | Official Close of School Year 2020-2021. Note: This is the Educator Quality data that will be officially reported to the USDOE. | Official Close of School Year 2020-2021. 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 2020-2021

Action required by December 1, 2020 for Semester 1, and May 1, 2021 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.

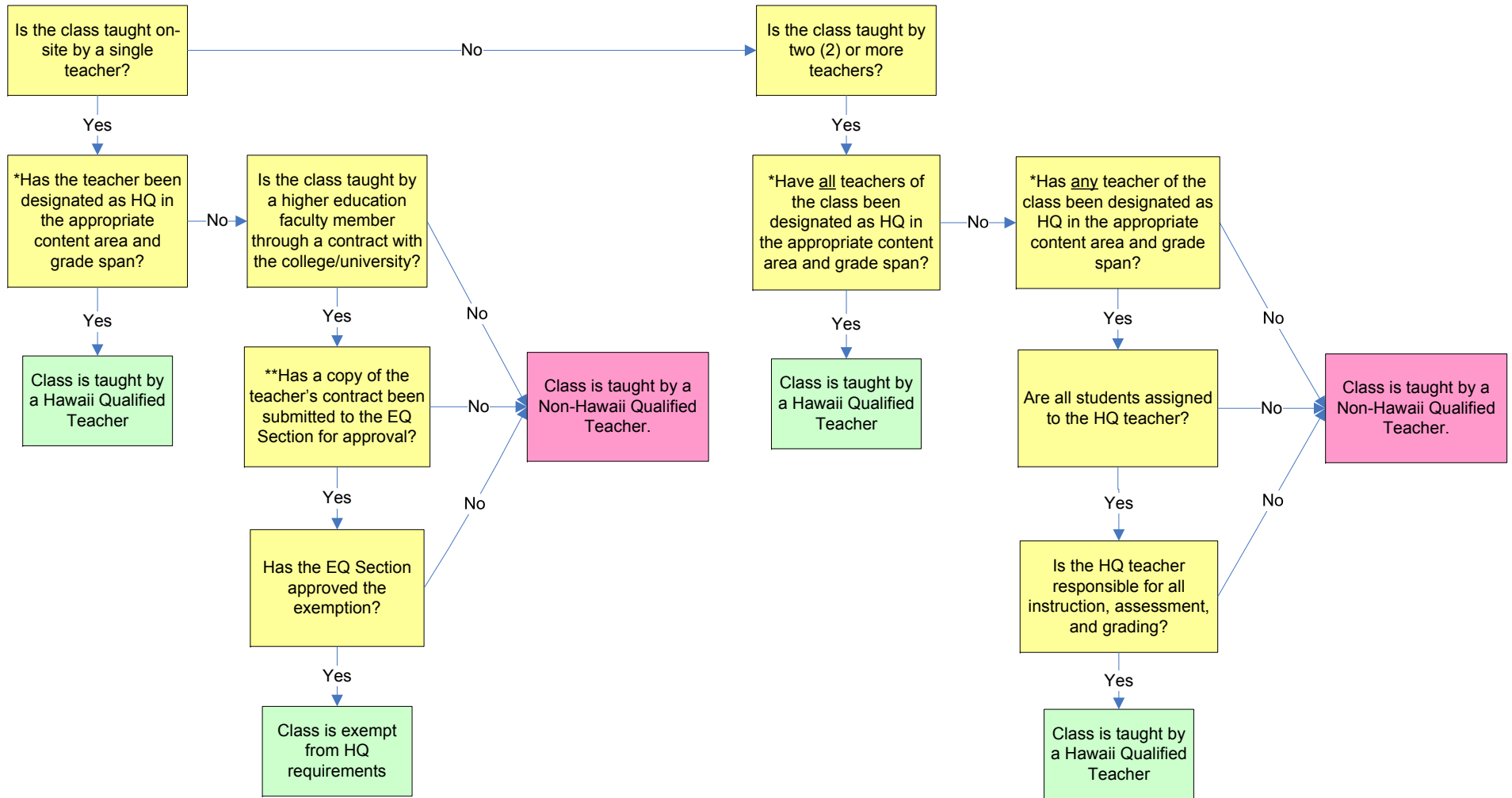
- a) Complete Request for Technology-based Class Exemption Form [DOE OTM 700-007](#)
- b) Attach purchase order or invoice
- c) Mail to: DOE, OTM, EQ Section at PO Box 2360 Honolulu, HI 96804

The closing date to request a class exemption is December 1 2020 for Semester 1, and May 1, 2021 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

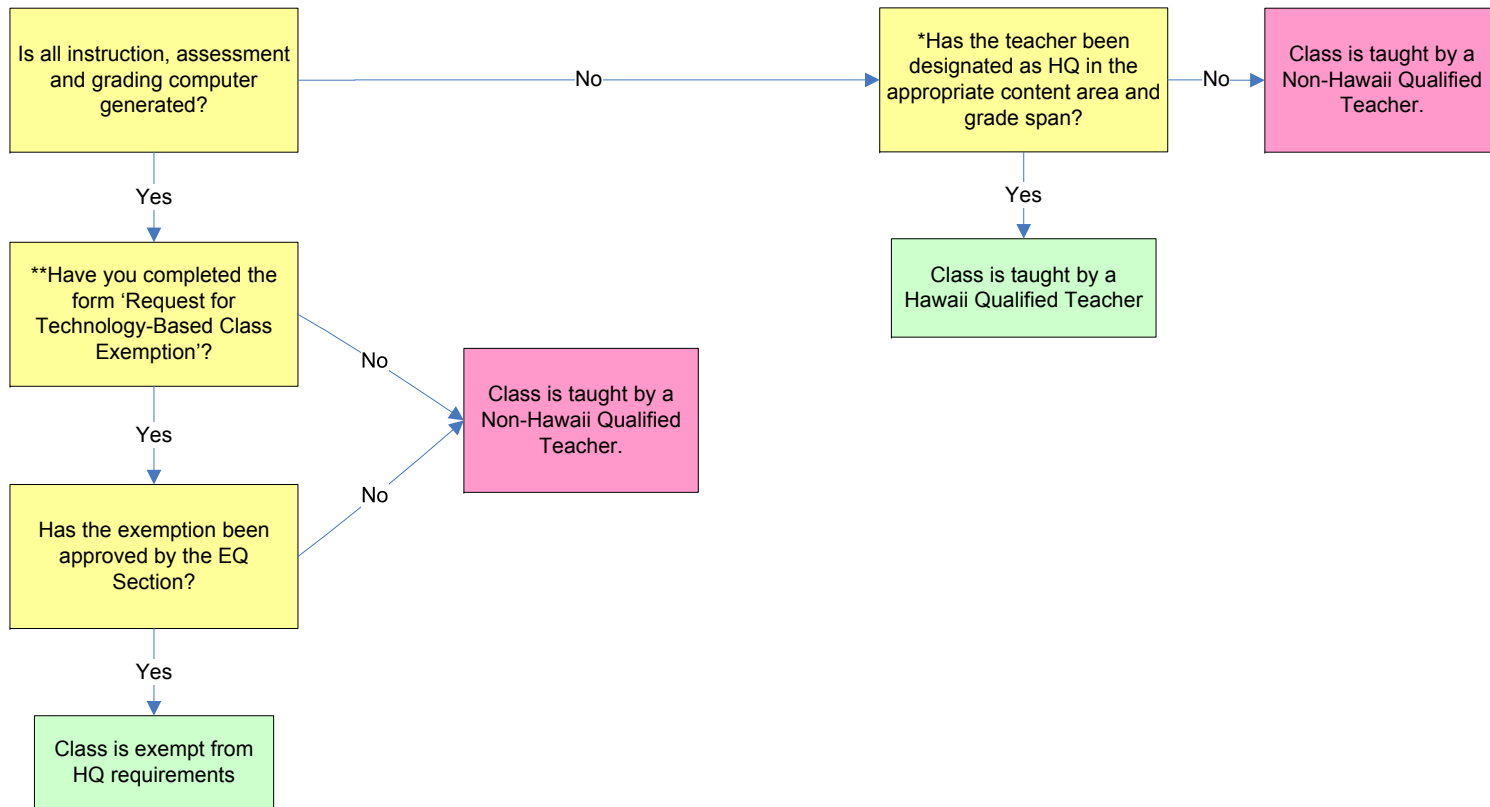


*To determine the classes for which a teacher is designated as HQ, see eHR for HQ status report at <https://hidoeotm.org/eq>

**Send copy of teacher's contract with college/university to the EQ Section at P.O. Box 2360, Honolulu, HI 96804 by December 1, 2020 for Semester 1, and May 1, 2021 for Semester 2

Hawaii Department of Education
The Pathway to Earning the HQ Designation

Flowchart F
Computer Based Classes

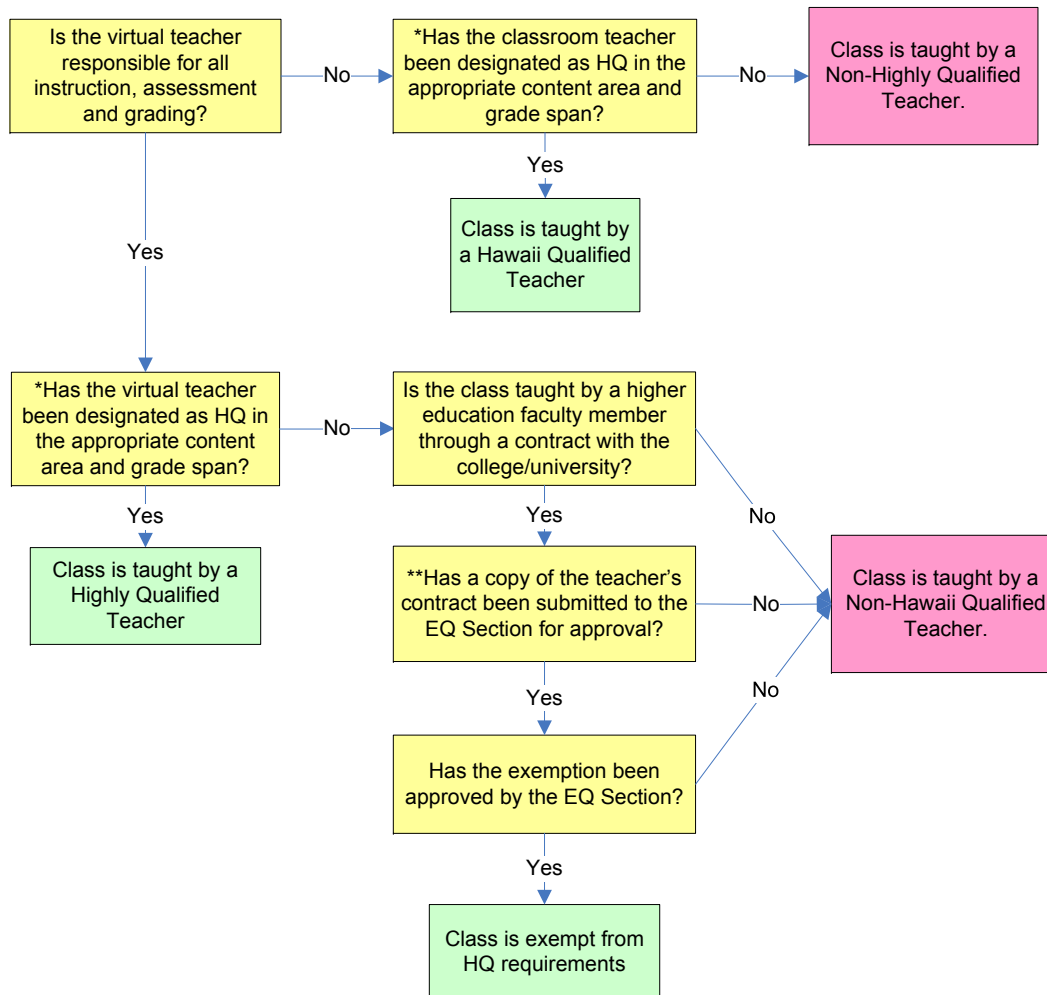


*To determine the classes for which a teacher is designated as HQ, see eHR for HQ status report at <https://hideootm.org/eq>

**Send completed form DOE OTM 700-007 to the EQ Section at P.O. Box 2360, Honolulu, HI 96804 by December 1, 2020 for Semester 1, and May 1, 2021 for Semester 2

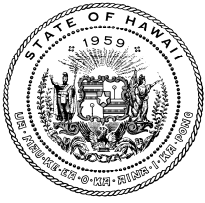
Hawaii Department of Education
The Pathway to Earning the HQ Designation

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 <https://hidoeotm.org/eq>

**Send copy of teacher's contract with college/university to the EQ Section at P.O. Box 2360, Honolulu, HI 96804 by December 1 2020 for Semester 1, and May 1, 2021 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: _____

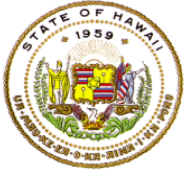
Principal Signature: _____ Date: _____
MM/DD/YYYY

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.



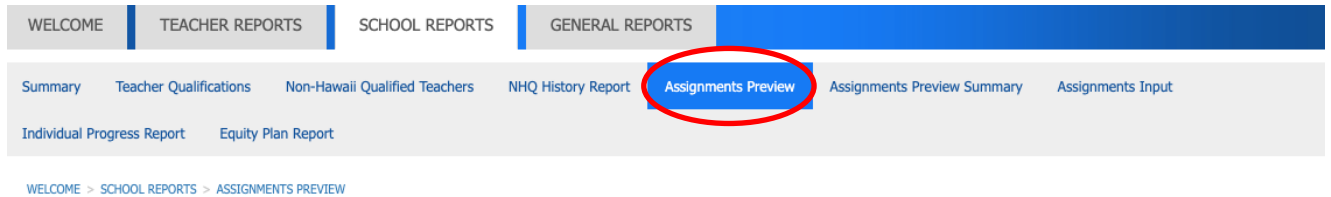
HAWAII DEPARTMENT OF EDUCATION
Hawaii Qualified Teacher
Assignments Preview in eHR for HQ - SIS Schools
School Year 2020-2021

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

The assignments preview report replaces the non-highly qualified validation window activity conducted in previous years.

The assignments preview report in the “School Reports” tab is designed to show all assignments in SIS and the teacher associated with the assignment. This report will also display teachers who do not have assignments. This is to ensure that all teachers who should be scheduled in SIS have classes assigned to them, and that those without assignments in SIS do not have assignments in this report.

To view the assignments preview report, click on the “Assignments Preview” link in the “SCHOOL REPORTS” tab.



The assignments preview report is sorted by teacher name (last, first) then class taught (class title).

Assignments Preview - [View Page](#)

State of Hawaii > Central District > CA [View / Refresh](#) > Complex [View / Refresh](#) > [View / Refresh](#) >

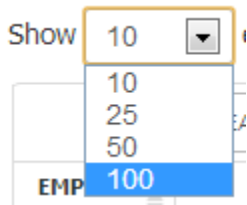
Show 10 entries [Copy Screen](#) [Print Screen](#) [Download Options](#) Search: [Reset Filters](#)

| EMPLOYEE ID | TEACHER | SCHOOL | CLASS TAUGHT | NCLB SUBJECT | SPED CLASS | TERM | SECTION | PERIOD |
|-------------|--------------|-------------|--------------------------------|---------------------|------------|------------|---------|--------|
| 1200000000 | TEACHER NAME | SCHOOL NAME | Career and Academic Planning G | | N | Year | 12 | 9 |
| 1200000000 | TEACHER NAME | SCHOOL NAME | Hawaiian Dance 1 | | N | Year | 01 | 4 |
| 1200000000 | TEACHER NAME | SCHOOL NAME | Hawaiian Dance 1 | | N | Year | 02 | 6 |
| 1200000000 | TEACHER NAME | SCHOOL NAME | Hawaiian Dance 2 | | N | Year | 01 | 6 |
| 1200000000 | TEACHER NAME | SCHOOL NAME | Hawaiian Dance 3 | | N | Year | 01 | 6 |
| 1200000000 | TEACHER NAME | SCHOOL NAME | Homeroom (Grades 9-12)-Year | | N | Year | 12 | 9 |
| 1200000000 | TEACHER NAME | SCHOOL NAME | Participation in A Democracy | Civics / Government | N | Semester 1 | 08 | 2 |
| 1200000000 | TEACHER NAME | SCHOOL NAME | Ukulele 1 | | N | Year | 01 | 1 |
| 1200000000 | TEACHER NAME | SCHOOL NAME | Ukulele 1 | | N | Year | 02 | 5 |
| 1200000000 | TEACHER NAME | SCHOOL NAME | Ukulele 2 | | N | Year | 01 | 5 |

Showing 1 to 10 of 599 entries

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

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 1st.

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 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 |

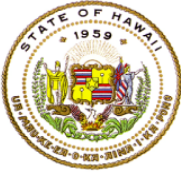
In this example, we see the report after the descending score and find that there are two teachers who do not have assignments in SIS. If your teachers are not assigned classes, no further action is needed; however, if they are assigned classes, check with your registrar or your registration/enrollment 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 | | Aiea High () | | | | | | |
| 100 | | Aiea High () | | | | | | |
| 200 | | Aiea High () | Yearbook Production 2 | | N | Year | 01 | 5 |
| 200 | | Aiea High () | Yearbook Production 1 | | N | Year | 01 | 5 |
| 100 | | Aiea High () | 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 2020 - 2021

Assignment Instructions for Non-SIS Charter Schools

The submission period for SY 2020-2021 teacher assignments via the Assignment Input screen is 8/05/2020 to midnight 9/01/2020

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

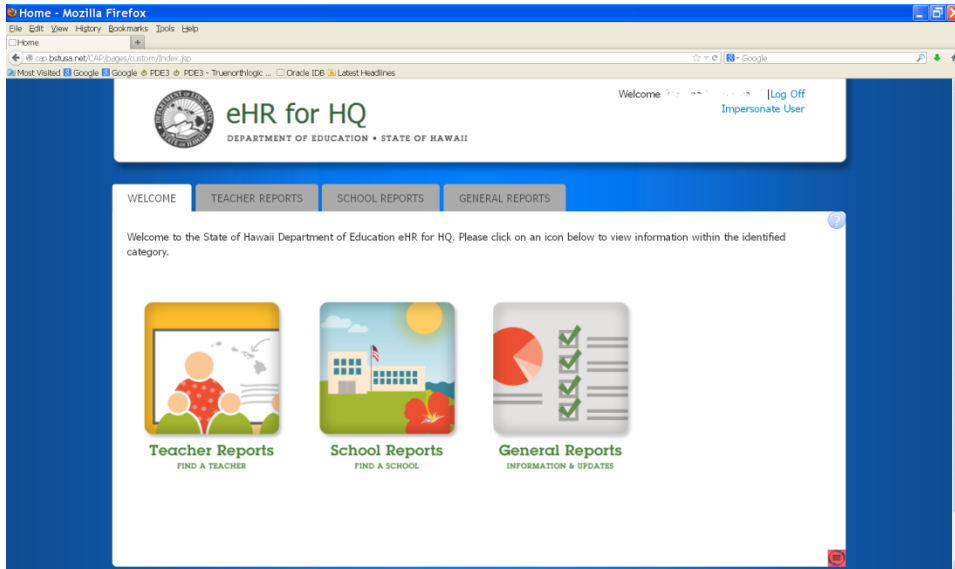
In the eHR for HQ site, enter the following information on the sign in screen:

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

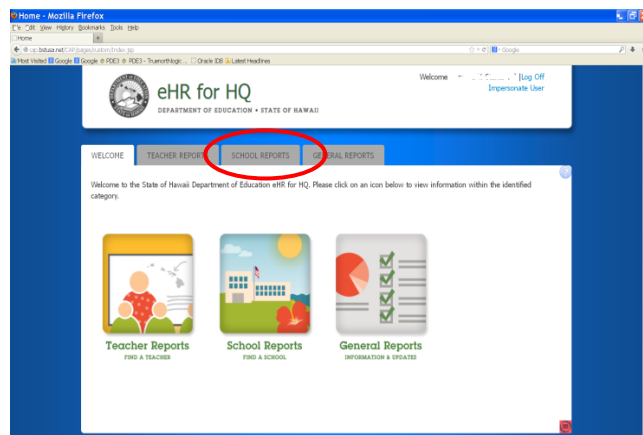
A screenshot of a web browser window showing the login page for the eHR for HQ system. The browser title is "Login - Oracle Access Management 11g - Mozilla Firefox". The address bar shows a URL starting with "https://hrbso.k12.hi.us/bam/...". The page header includes the State of Hawaii seal and the text "eHR for HQ DEPARTMENT OF EDUCATION • STATE OF HAWAII". The main content area has a "Sign In" section with "Username:" and "Password:" labels, each followed by a text input field. Below the password field is a "Login" button. To the right of the sign-in fields, there is a "CAP TEST" section with "Login Difficulties" and contact information for the Customer Service Desk, including phone numbers for Oahu and Neighbor Islands. A disclaimer at the bottom states: "* Unauthorized use of this site is prohibited and may subject you to civil and criminal prosecution."

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

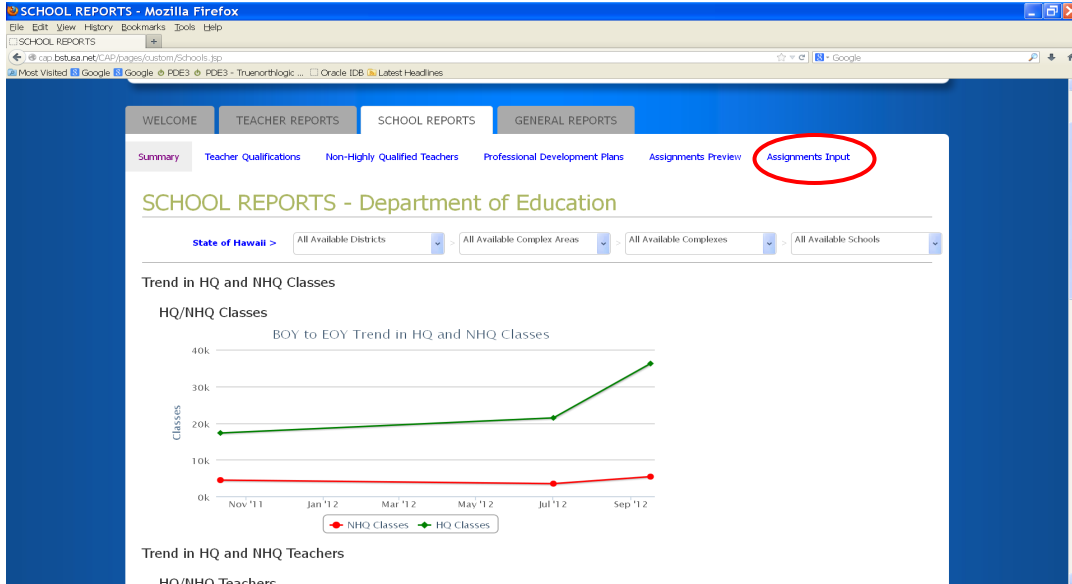
1. Teacher Reports – displays Individual Teacher Reports, HQ certificate
2. School Reports – provides reports on Teacher Assignments, Teacher Quality
3. General Reports – provides Federal Reports, Trend Reports



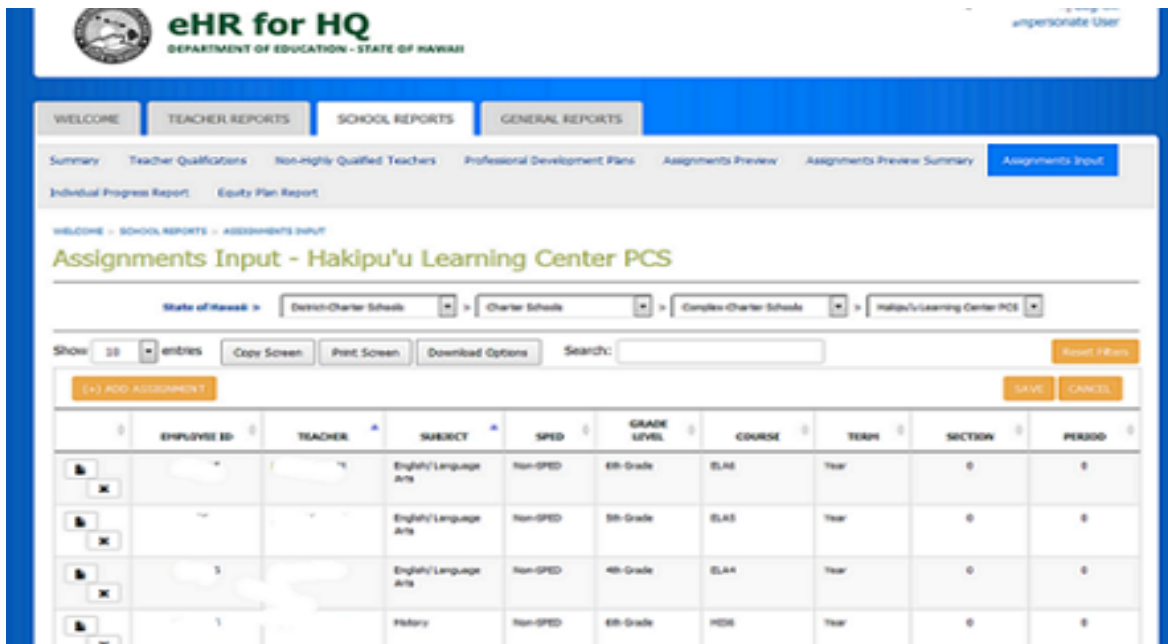
To enter teacher assignments in the **Assignment Input** screen, first access the **School Reports** by clicking on the school report image or school report tab.



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

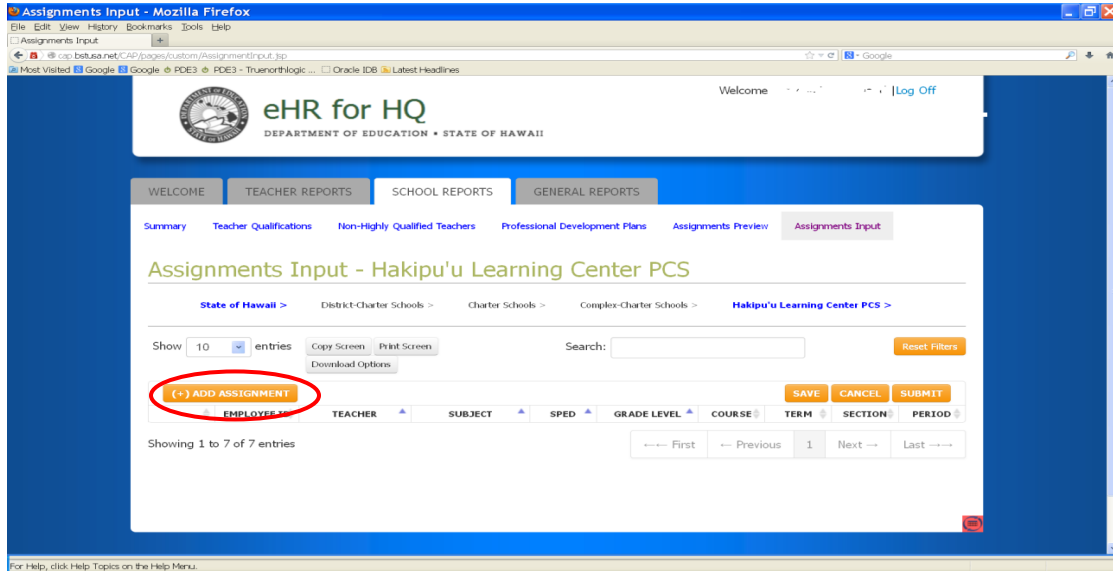


Once the Assignment Input screen opens, the teacher assignments from the previous year will be pre-loaded. If the teacher is still employed at the school, update the course assignment, if any, in the columns for the subject, SPED, grade level, term, section, and period. If the teacher is no longer employed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



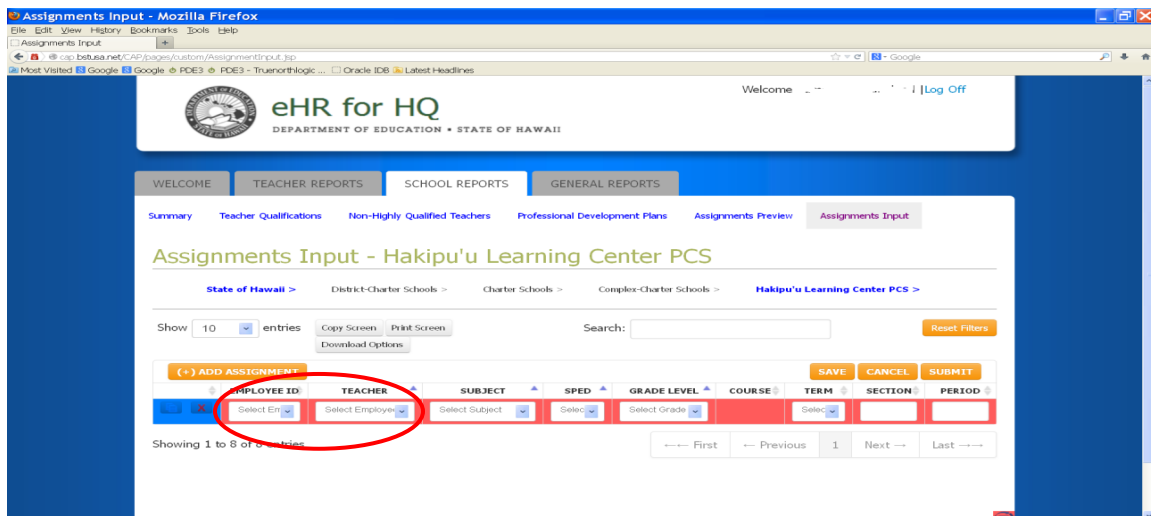
To enter a new teacher assignment, click on the “Add Assignment” button.

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.

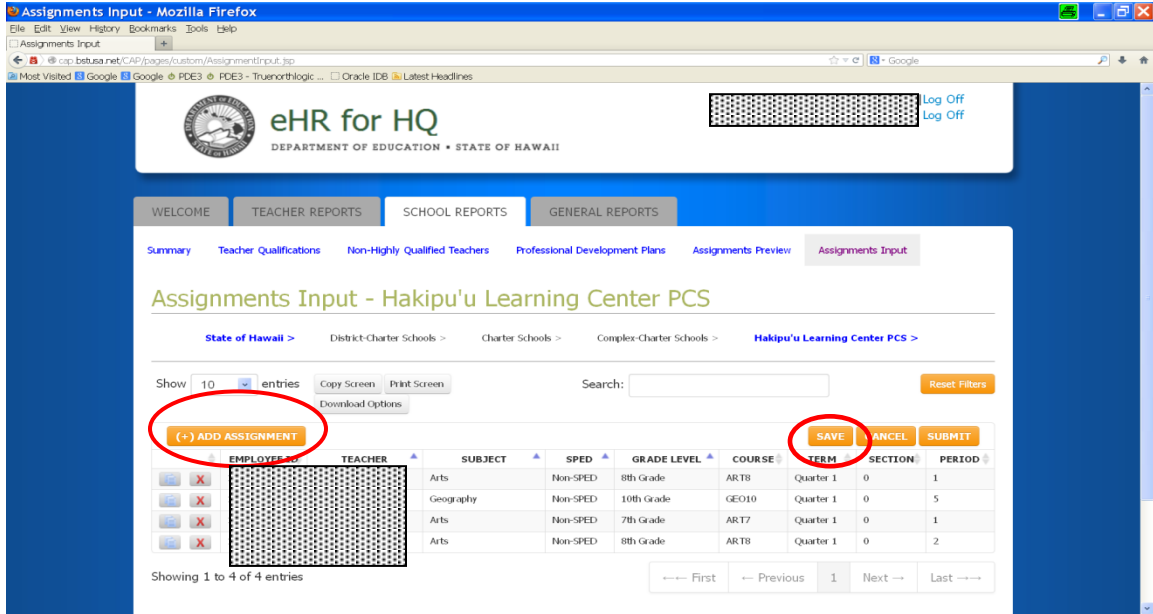


After clicking on the **Add Assignment** button, a data input row will appear. The columns that require a value will have a red background.

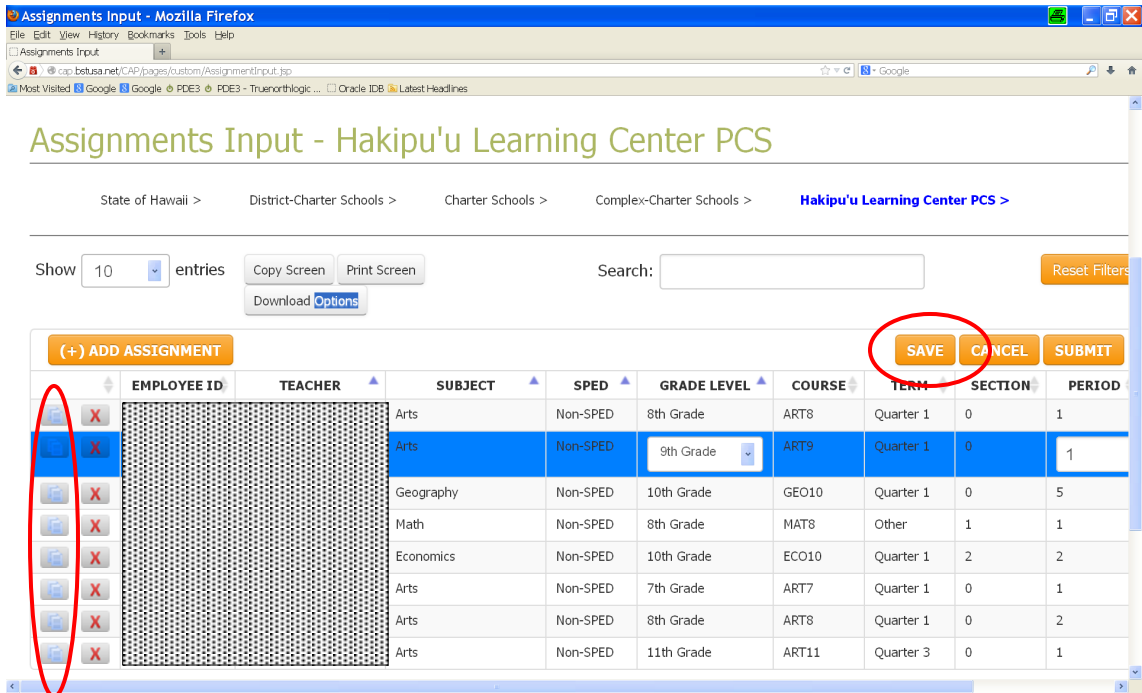
Click on the drop down arrow in each data column to select or enter the appropriate information. A teacher can be selected from either the EMPLOYEE ID column or the TEACHER column. Only one column needs to be entered with the teacher information, the system will automatically update the other column.



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.

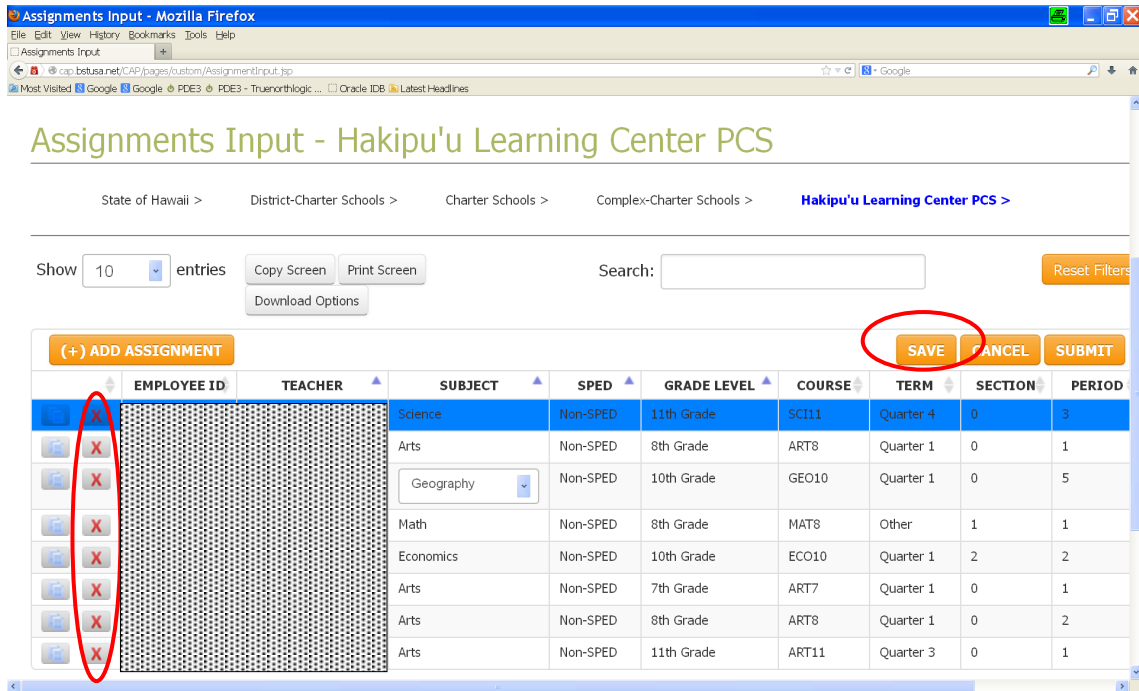
3. For Secondary SPED teachers assigned to classes where students earn credit towards a Hawaii high school diploma, select ***SPED*** for the course type.

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.



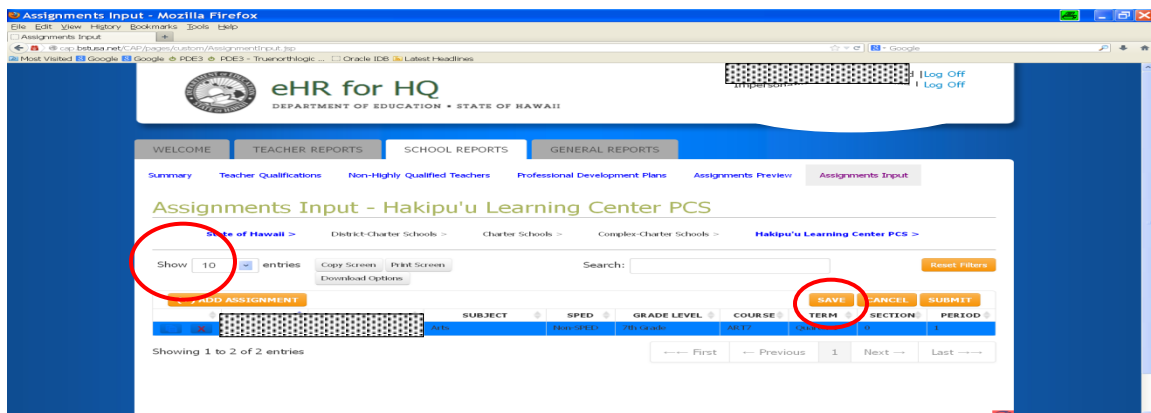
Note:

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.

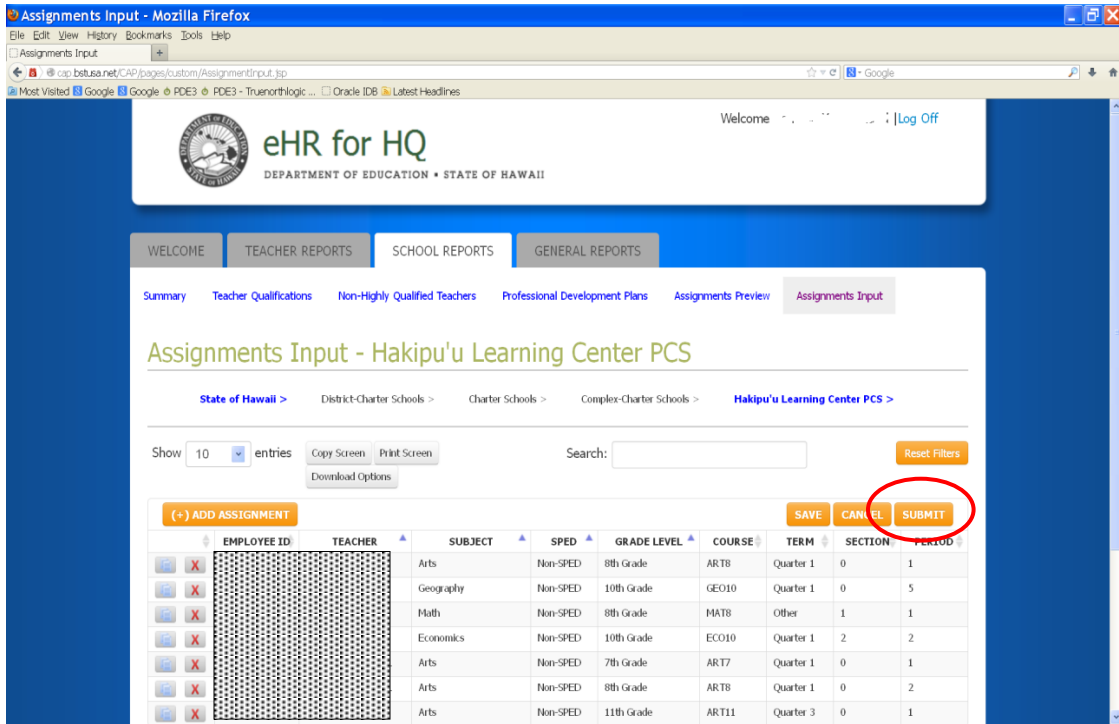
To view more than the default 10 rows, use the “Show” pull-down menu to select 25, 50 or 100 rows.

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.



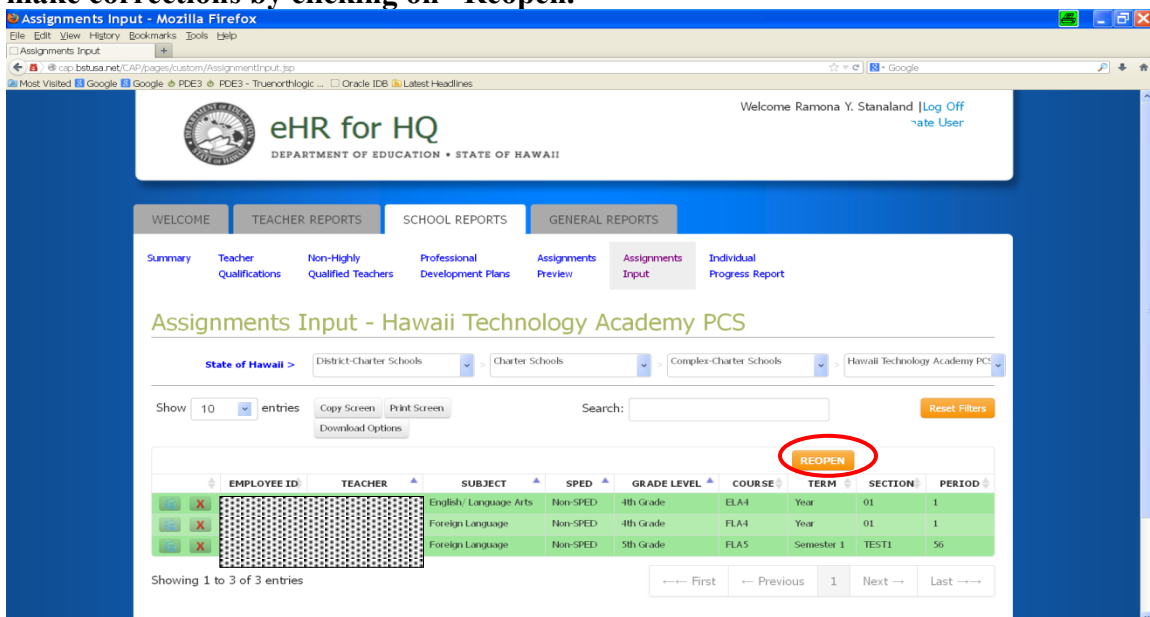
After all teacher assignments have been entered and reviewed for accuracy, hit the “Submit” button. By clicking the submit button it indicates the entries for teacher assignments are final and approved assignments that should be included in the ESSA Reporting for the upcoming school year.

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 for Hawaii Technology Academy PCS. The navigation menu includes 'Assignments Preview' (circled in red), 'Assignments Input', and 'Individual Progress Report'. The page displays a table of assignment data with 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 |

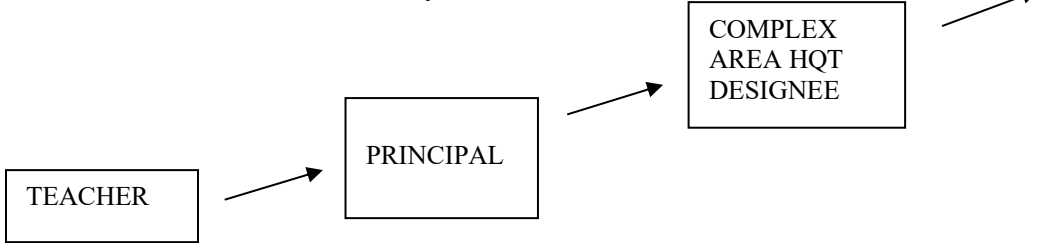
Reminder: Teacher Assignments should only be entered in one system, either the Assignment Input screen in eHR for HQ or in the Student Information System.



HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
Site-based Technical Assistance
School Year 2020-2021

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

HQT Communication Hierarchy



School-level Technical Assistance Process

| WHEN | WHO | STEP | WHAT |
|-----------|---|------|--|
| September | Principals, directors, complex area designees | 1 | Attend the annual ESSA HQT Training Session. |
| September | 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"> • Access teacher’s status report through eHR for HQ • Walk teacher through appropriate flow chart (doc. 1c) • Identify best route for teacher to attain HQ (HQ documentation or PDP) |
| | | 7a | HQ documentation options: <ul style="list-style-type: none"> • NBPTS • PRAXIS II in Content Area and Grade Level • Major in Content Area • 30 Semester Credits (Assist in reviewing transcripts) • ESSA Rubric |
| | | 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, EQ 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 2020-2021

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@k12.hi.us.

If you need additional assistance, please contact:



HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
Sample Notice to Parents of Non Hawaii Qualified Teacher
School Year 2020-2021

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,

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
2020-2021 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 2020-2021 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,

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 2020-2021

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 ppopworaus 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
Briefvolage an Eltern mit nicht für Hawaii qualifizierten Lehrern
Schuljahr 2020-2021

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.

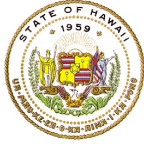
Obwohl wir davon ausgehen, dass die an unserer Schule tätigen Lehrer, hinreichend qualifiziert sind, erfüllen einige Lehrer noch nicht alle Anforderungen der Lehrerqualifikation für Hawaii.

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



OIHANA HOONAAUAO O HAWAII
ESSA Hawaii Qualified Teacher
Sample Notice to Parents of Non Hawaii Qualified Teacher
School Year 2020-21

Hoolaha no ka Makua no ke Kumu i Laikini Ole ia ma Hawaii

Aloha e ka Makua/Kahu Hanai:

Maloko o ke kanawai Every Student Succeeds Act (ESSA; Holo Pono ka Hana a na Haumana a Pau) i lilo ai he kanawai maloko o Kekemapa 2015, ua kupono i na kumu a pau ke hooko i na koi o ka Laikini malalo o ka Mokuaina no ka papa a me ke kumuhana i hookohu ia ai ke kumu.

He manaio no makou ua kupono no i na kumu e hana nei maloko o ko kakou mau kula na mea e pono ai ke ao ana, aole nae i ko i kekahi o na kumu na koi a pau loa e lilo ai ia lakou ke kulana he Kumu i Laikini ia.

He leka keia e hoomaopopo ai ia oe o ke kumu, o <name> ma ka papa <grade, subject>, aia no oia ke holomua nei ma ka hana e kupono ai ia ia ka Laikini Kumu ma Hawaii nei, a ke kokua aku nei makou ma na ano a pau e pono ai e puka pono ai kana hana. I mea e hooiaio ai i ka hoolako pono ia o kela me keia keiki maloko o kela me keia papa i ke Kumu Laikini ia, ke kokua aku nei ko makou kula, ka apana kula, a me ka Oihana Hoonaaauao i na kumu i ka hooko ana i na koi e pono ai ma ka hoolako ana i na koho he nui. Hiki no i na kumu ke hana i kekahi hoike a i ole komo i na papa ma ke kula nui a i ole na ano papa hana ao oihana. Ina puka pono ko lakou hoike ma ka hana ana ma ka palena haahaa loa a oi paha, he hiki no hoi ia lakou ke hoikeike i ko lakou makaukau ma ka hana ma ke komo ana i ka papa ma ke kula nui, na papa hana maloko o ke ao oihana ana, a me ka lakou hana maoli.

Ua kupaa ke kumu a kau keiki ma ka hoopuka pono ana i ka hana a kau keiki ma ka papa. Ke mahalo aku nei au ia oe no ke kakoo ana i ka hoomau i ka hoonaaauao ana o kau keiki a ke paipai aku nei no hoi au e kuka kamaailio pinepine oe me kana kumu kula i hiki ai ia makou ke hoolako i ka hoonaaauao maikai loa no kau keiki. Ke loa ka ninau ia oe a manao kanalua paha, e oluolu, e kelepona mai ia'u ma ka helu <phone number>.

Mahalo nui no,

Poo Kumu



‘OIHANA HO‘ONA‘AUAO O HAWAI‘I
ESSA Hawaii Qualified Teacher
Sample Notice to Parents of Non Hawaii Qualified Teacher
School Year 2020-2021

Ho‘olaha no ka Makua no ke Kumu i Laikini ‘Ole ‘ia ma Hawai‘i

Aloha e ka Makua/Kahu Hānai:

Ma loko o ke kānāwai Every Student Succeeds Act (ESSA; Holo Pono ka Hana a nā Haumāna a Pau) i lilo ai he kānāwai ma loko o Kēkēmapa 2015, ua kūpono i nā kumu a pau ke ho‘okō i nā koi o ka Laikini ma lalo o ka Moku‘āina no ka papa a me ke kumuhana i ho‘okohu ‘ia ai ke kumu.

He mana‘o‘i‘o nō mākou ua kūpono nō i nā kumu e hana nei ma loko o ko kākou mau kula nā mea e pono ai ke a‘o ‘ana, ‘a‘ole na‘e i kō i kekahi o nā kumu nā koi a pau loa e lilo ai iā lākou ke kūlana he Kumu i Laikini ‘ia.

He leka kēia e ho‘omaopopo ai iā ‘oe o ke kumu, o <name> ma ka papa <grade, subject>, aia nō ‘o ia ke holomua nei ma ka hana e kūpono ai iā ia ka Laikini Kumu ma Hawai‘i nei, a ke kōkua aku nei mākou ma nā ‘ano a pau e pono ai e puka pono ai kāna hana. I mea e hō‘oia‘i‘o ai i ka ho‘olako pono ‘ia o kēlā me kēia keiki ma loko o kēlā me kēia papa i ke Kumu Laikini ‘ia, ke kōkua aku nei ko mākou kula, ka ‘āpana kula, a me ka ‘Oihana Ho‘ona‘auao i nā kumu i ka ho‘okō ‘ana i nā koi e pono ai ma ka ho‘olako ‘ana i nā koho he nui. Hiki nō i nā kumu ke hana i kekahi hō‘ike a i ‘ole komo i nā papa ma ke kulanui a i ‘ole nā ‘ano papa hana a‘o ‘oihana. Inā puka pono ko lākou hō‘ike ma ka hana ‘ana ma ka palena ha‘aha‘a loa a ‘oi paha, he hiki nō ho‘i iā lākou ke hō‘ike‘ike i ko lākou mākaukau ma ka hana ma ke komo ‘ana i ka papa ma ke kulanui, nā papa hana ma loko o ke a‘o ‘oihana ‘ana, a me kā lākou hana maoli.

Ua kūpa‘a ke kumu a kāu keiki ma ka ho‘opuka pono ‘ana i ka hana a kāu keiki ma ka papa. Ke mahalo aku nei au iā ‘oe no ke kākō‘o ‘ana i ka ho‘omau i ka ho‘ona‘auao ‘ana o kāu keiki a ke paipai aku nei nō ho‘i au e kūkā kama‘ilio pinepine ‘oe me kāna kumu kula i hiki ai iā mākou ke ho‘olako i ka ho‘ona‘auao maika‘i loa no kāu keiki. Ke loa‘a ka nīnau iā ‘oe a mana‘o kānalua paha, e ‘olu‘olu, e kelepona mai ia‘u ma ka helu <phone number>.

Mahalo nui nō,

Po‘o Kumu



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
Tawen Akademiko 2020-2021

Pakaammo Kadagiti Nagannak Maipanggep
 Kadagiti Saan a Kualipikado a Mannursuro iti Hawaii

Aloha Appo a Nagannak/Agay-aywan:

Ti Linteg a Mangituyang a ti Tunggal Estudiante Agballigi wenna 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 wenna adda Lisensiana a mangisuro kadagiti agad-adal iti tukad ken iti/kadagiti asignatura a naited nga isurona.

Nupay mamatikami nga amin a mannursuro nga agrabtrabaho iti eskuelatayo ket kualipikado a mangisuro, sumagmamano kadakuada ti awanan pay kadagiti amin a rekisito a para iti designasion a kas Kualipikado a Mannursuro iti Hawaii (Hawaii Qualified Teacher).

Daytoy a surat ket ipakaammona kadakayo a ti mannursuro ti anakyo a ni name _____ ití grade, subject _____ ket madama nga ipagpagnana ti pannakagun-odna kadagiti amin a rekisito ti Kualipikado a Mannursuro iti Hawaii ket ipapaaymi met ti suporta a nasken para iti panagballigina. Tapno maipanamna a ti tunggal ubing iti tunggal siled-pagadalan ket maaddaan iti Kualipikado a Mannursuro iti Hawaii, ti eskuelatayo, complex area ken ti Departamento ti Edukasion ti Hawaii ket tultulonganna dagiti mannursuro tapno magun-odda dagitoy a rekisito babaen ti pannakaited kadakuada dagiti nadumaduma a pagpilian. Ti mannursuro ket mabalina mangala iti eksamen wenna agenrol para kadagiti klase iti kolehio wenna para iti sabali pay a mangpasayaat iti kabaelanna a kas propesional. No ti tukad ti kabaelanna ket epektibo wenna nasaysayaat pay, mabalinna nga ipakita ti lainna babaen ti napagtitiyon nga aramid bayat ti kaaddana iti kolehio, dagiti aktibidad a mangpasayaat iti kabaelanna a kas propesional ken padas.

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 makapagtittinnulongtayo a mangipaay iti anakyo iti kapipintasanen nga edukasion a maitedtayo kenuana. No adda dagiti saludsod wenna 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 Teacher (非ハワイ資格教師) についての両親へのサンプ
ル通知
2020-2021 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いません。

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

 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
2020-2021 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
ອາຈານສອນທີ່ມີຄຸນວຸດທິຕາມ ESSA ຂອງລັດຮາວາຍ
ຕົວຢ່າງແຈ້ງການເຖິງພໍ່ແມ່ກ່ຽວກັບອາຈານສອນທີ່ມີຄຸນວຸດທິຂອງລັດຮາວາຍ
ສົກຮຽນ 2020 – 2021

ແຈ້ງການເຖິງພໍ່ແມ່ກ່ຽວກັບອາຈານສອນທີ່ມີຄຸນວຸດທິຂອງລັດຮາວາຍ

ສະບາຍດີພໍ່ແມ່/ຜູ້ປົກຄອງທີ່ຮັກແພງ:

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

ເຖິງພວກເຮົາຈະເຊື່ອວ່າ ອາຈານສອນທຸກຄົນທີ່ເຮັດວຽກຢູ່ໃນໂຮງຮຽນຂອງພວກເຮົາມີຄຸນວຸດທິ ທີ່ຈະສອນໄດ້, ອາຈານສອນບາງຄົນກໍ່ຍັງບໍ່ທັນມີເງື່ອນໄຂຄົບຖ້ວນທັງໝົດຕາມການກຳນົດໃຫ້ ເປັນອາຈານສອນທີ່ມີຄຸນວຸດທິຂອງລັດຮາວາຍເທື່ອ.

ໜັງສືສະບັບນີ້ຈຶ່ງແຈ້ງໃຫ້ທ່ານຊາບວ່າ ອາຈານສອນລູກຂອງທ່ານ, (name) _____ ຢູ່ໃນ (grade, subject) _____ ແມ່ນກຳລັງຢູ່ໃນຂະບວນການຍົກລະດັບໃຫ້ໄດ້ຕາມເງື່ອນໄຂກຳ ນົດການເປັນອາຈານສອນທີ່ມີຄຸນວຸດທິຂອງລັດຮາວາຍ ແລະ ພວກເຮົາກຳລັງໃຫ້ການສະໜັບສະ ໜູນທີ່ຈຳເປັນຕໍ່ຜົນສຳເລັດນີ້. ເພື່ອຮັບປະກັນໃຫ້ເດັກນ້ອຍທຸກຄົນຢູ່ໃນທຸກໆຫ້ອງຮຽນມີອາ ຈານສອນທີ່ມີຄຸນວຸດທິຂອງລັດຮາວາຍ, ໂຮງຮຽນຂອງພວກເຮົາ, ເຂດບໍລິການ ແລະ ພະແນກສຶກ ສາທິການລັດຮາວາຍກຳລັງໃຫ້ການຊ່ວຍເຫຼືອອາຈານສອນໃຫ້ມີຄຸນວຸດທິເຫຼົ່ານີ້ຢູ່ໂດຍການໃຫ້ທາງ ເລືອກຫຼາຍຢ່າງ. ອາຈານສອນອາດຈະໄດ້ຮັບການສອບເສັງ ຫຼື ລົງທະບຽນຮຽນໃນວິທະຍາໄລ ຫຼື ການພັດທະນາທາງດ້ານຄວາມເປັນມືອາຊີບອື່ນ. ຖ້າພວກເຂົາມີຜົນອອກມາໃນລະດັບທີ່ມີປະສິດ ທິພາບ ຫຼື ດີກວ່າ, ພວກເຂົາຍັງອາດຈະຕ້ອງໄດ້ສະແດງໃຫ້ເຫັນເຖິງຄວາມຊຳນານຂອງພວກເຂົາ ຜ່ານການປະສົມປະສານວິຊາຮຽນໃນຫຼັກສູດວິທະຍາໄລ, ກິດຈະກຳພັດທະນາຄວາມເປັນມືອາຊີບ ແລະ ປະສົບການ.

ອາຈານສອນລູກຂອງທ່ານອາດຕົນຕໍ່ຄວາມສຳເລັດຂອງເດັກນ້ອຍທຸກຄົນຢູ່ໃນຫ້ອງຮຽນ. ຂ້າພະ ເຈົ້າຂໍຂອບໃຈມາຍັງທ່ານທີ່ໃຫ້ການສະໜັບສະໜູນຕໍ່ການສຶກສາລູກຂອງທ່ານຕະຫຼອດມາ ແລະ ຂໍ ໃຫ້ທ່ານຕິດຕໍ່ສື່ສານກັບອາຈານສອນລູກຂອງທ່ານໃຫ້ເປັນປົກກະຕິ ເພື່ອໃຫ້ພວກເຮົາສາມາດໃຫ້ ການສຶກສາທີ່ດີທີ່ສຸດແກ່ລູກຂອງທ່ານໄດ້ຜ່ານການເຮັດວຽກຮ່ວມກັນຂອງພວກເຮົາ. ຖ້າທ່ານມີຄຳຖາມ ຫຼື ຂໍ້ຂ້ອງໃຈບໍ່, ກະລຸນາຕິດຕໍ່ຫາຂ້າພະເຈົ້າໄດ້ທີ່ເບີ (phone number) _____

ມາຮາໂລ (Mahalo),

ອ່ານວຍການໂຮງຮຽນ



HAWAII DEPARTMENT IN EDUCATION
ESSA Hawaii Ri-kaki me Ej Qualify
Jambōl Nān Jinen/Jemen kōn juon Ri-kaki me Ejjab Qualify
Iiō in Jikuuļ 2020-2021

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-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 ri-kaki eo ie.

Meñe kōmij tōmak ke aolepan ri-kaki ro me rej jermal ilo jikuuļ in ad rej qualify nān katakin, jet ri-kaki rejañin qualify ekkar nān aolepan kakien ko nān ñaetan 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, jikuuļ 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 emmanļok, remaroñ in bar kowaļok aer jeļā ilo aer kobaik kooj ko ilo college, kōmmanman ekkar nān eddek ilo professional im men ko me emōj eñjake im imminene kake.

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 nāne nān joñan am maroñ. Ñe elōñ jabdewōt am kajjitōk ak inepata, jouj 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 2020-2021

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 ave'a 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 ave'a ai ma Faia'oga Pasi a Hawaii'i.

O lenei tusi e fa'a'iloa 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 ave'a 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 2020-2021

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 2020-2021

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 2020-2021

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 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 Chưa Đạt Chuẩn Hawaii
Năm học 2020-2021

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 2020-2021

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 2020-2021

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,

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
2020-2021 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
2020-2021 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。

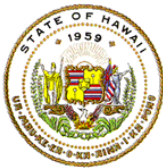
此信函是通知您, 您的小孩(grade, subject) _____ 日常教師
(name #1) _____, 從(date) _____ 開始將會臨時離開長達(number) _____ 周的時間。在他(his) / 她(her) 缺席這段時間, 我們安排 (name #2) _____ 來教授他(his) / 她(her) 的課程。

(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 2020-2021

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 mettóóch 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 2020-2021

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 2020-2021

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 wenneo 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 wenneo adda lisensiana a mangisuro kadagiti agad-adal iti tukad ken iti/kadagiti asignatura a naited nga isurona.

Namnamaen 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 wenneo ad-adu pay a lawas ti maysa a mannursuro nga awanan pay kadagiti amin a rekisito wenneo 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 maited tayo kenuana. No adda dagiti saludsod wenneo 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
2020-2021 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。

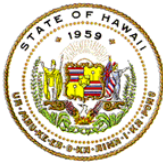
該当書簡はお子供 (grade, subject) _____ の正規教師 (name #1) _____ が (date) _____ から一時休暇になり、(number) _____ 週間離れることを通知するものです。彼又 (his)/彼女 (her) _____ の不在時、私たちは彼又 (his)/彼女 (her) の勉強を教えるように (name #2) _____ を雇います。

(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
2020-2021 학년

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

친애하는 학부모/보호자님께:

2015년 12월 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 4주 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
ອາຈານສອນທີ່ມີຄຸນວຸດທິຕາມ ESSA ຂອງລັດຮາວາຍ
ຕົວຢ່າງແຈ້ງການເຖິງພໍ່ແມ່ກ່ຽວກັບ
ຜູ້ປ່ຽນແທນໄລຍະຍາວທີ່ບໍ່ມີຄຸນວຸດທິຂອງລັດຮາວາຍ
ສົກຮຽນ 2020-2021

ແຈ້ງການເຖິງພໍ່ແມ່ກ່ຽວກັບອາຈານສອນປ່ຽນແທນໄລຍະຍາວທີ່ບໍ່ມີຄຸນວຸດທິຂອງລັດຮາວາຍ

ສະບາຍດີພໍ່ແມ່/ຜູ້ປົກຄອງທີ່ຮັກແພງ:

ຂໍ້ກຳນົດວ່າດ້ວຍຄວາມສຳເລັດຂອງນັກຮຽນທຸກໆຄົນ (The Every Student Succeeds Act, (ESSA)), ເຊິ່ງໄດ້ກາຍເປັນກົດໝາຍໃນເດືອນທັນວາ 2015 ຕ້ອງການໃຫ້ອາຈານສອນທຸກຄົນບັນລຸຕາມເງື່ອນໄຂການຢັ້ງຢືນ ຫຼື ການອະນຸຍາດຂອງລັດສຳລັບລະດັບເກຣດ ແລະ ຂົງເຂດວິຊາທີ່ອາຈານສອນໄດ້ຮັບການມອບໝາຍໃຫ້ສອນ.

ພະແນກສຶກສາທິການລັດຮາວາຍຄາດໝາຍໃຫ້ທຸກໂຮງຮຽນແຈ້ງໃຫ້ພໍ່ແມ່ນັກຮຽນຮູ້ ຖ້າລູກຂອງພວກເຮົາຖືກອາຈານຜູ້ທີ່ບໍ່ມີຄຸນວຸດທິຄົບຖ້ວນສຳລັບການກຳນົດເປັນອາຈານສອນທີ່ມີຄຸນວຸດທິຄົບຖ້ວນຂອງລັດຮາວາຍສອນໃຫ້ມາເປັນເວລາສີອາທິດ ຫຼື ຫຼາຍກວ່ານັ້ນແລ້ວ.

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

(name #2) _____ ແມ່ນປະຈຸບັນບໍ່ມີຄຸນວຸດທິຕາມເງື່ອນໄຂອາຈານສອນ “ທີ່ມີຄຸນວຸດທິຂອງລັດຮາວາຍ”, ແຕ່ ລາວ/ນາງໄດ້ຮັບໜ້າທີ່ເປັນຜູ້ປ່ຽນແທນຢູ່ໃນໂຮງຮຽນ ແລະ ເຂດບໍລິການຂອງພວກເຮົາມາຫຼາຍກວ່າ (number) _____ ປີຜ່ານມາ. ລາວ (he) / ນາງ (she) ມີຄວາມຄຸ້ນເຄີຍກັບນະໂຍບາຍ ແລະ ຂັ້ນຕອນດຳເນີນການຂອງໂຮງຮຽນດີ ແລະ ເຂົ້າກັບນັກຮຽນ, ອາຈານສອນ ແລະ ພະນັກງານໄດ້ດີ.

ອາຈານສອນລູກຂອງທ່ານອຸທິດຕົນຕໍ່ຄວາມສຳເລັດຂອງເດັກນ້ອຍທຸກຄົນຢູ່ໃນຫ້ອງຮຽນ. ຂ້າພະເຈົ້າຂໍຂອບໃຈມາຍັງທ່ານທີ່ໃຫ້ການສະໜັບສະໜູນຕໍ່ການສຶກສາລູກຂອງທ່ານຕະຫຼອດມາ ແລະ ຂໍໃຫ້ທ່ານຕິດຕໍ່ສື່ສານກັບອາຈານສອນລູກຂອງທ່ານໃຫ້ເປັນປົກກະຕິ ເພື່ອໃຫ້ພວກເຮົາສາມາດໃຫ້ກຽມສຶກສາທີ່ດີທີ່ສຸດແກ່ລູກຂອງທ່ານໄດ້ຜ່ານການເຮັດວຽກຮ່ວມກັນຂອງພວກເຮົາ. ຖ້າທ່ານມີຄຳຖາມ ຫຼື ຂໍຂ້ອງໃຈບໍ່, 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 2020-2021

Kōjjeļā nān Jinen/Jemen kōn juon Ri-kake Substitute me Ejañin Kōweeppān ilo Hawaii
 me Enaaj Pād Iuṃwin 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 kaṃool ak kōmālim ak nān kilaj eo im subject eo/ko me eṃōj jitōne
 bwe en ri-kaki ie.

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

Lōta in ej nān kōjjeļāik 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
 iuṃwin (number) _____ wiik. Ilo an jako, eṃōj aṃ 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 eṃōj an jermal āinwōt juon ri-kaki substitute jikuuļ kein aṃ
 iuṃwin iiō ko (number of) _____ me rej kab mootļok. Ej lukkuun imminene kake
 kōn policy ko im kilen jikuuļ in im ej eṃman 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
 kaṃmoolol eok kōn aṃ rie wōt an nājūm ekkatak im ij rōjañe eok bwe en ekkā aṃ
 kōmṃao ippān ri-kaki eo an bwe jen ippān doon leļok ekkatak nāne nān joñan am maroñ.
 Ñe elōñ jabdewōt aṃ kajjitōk ak inepata, jout 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 2020-2021

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 leni 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 2020-2021

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/a 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 2020-2021

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,

Prinsipa



**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 2020-2021**

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 2020-2021

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 2020-2021

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 2020-2021

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
2020-2021 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
2020-2021 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 HIDEOE 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。

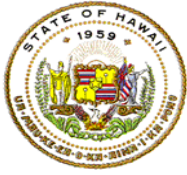
您有權詢問您小孩每個老師的以下相關資訊。

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 2020-2021

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 paraprofessionals (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 2020-2021

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 2020-2021

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.

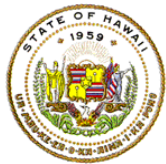
Addaankayo iti karbengan a mangammo kadagiti sumaganad nga impormasion maipanggep iti/kadagiti mannursuro ti anakyo.

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
2020-2021 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 HODOE 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供給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
 2020-2021 학년

친애하는 학부모 및 보호자님에게:

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 징계 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
ອາຈານສອນທີ່ມີຄຸນວຸດທິຕາມ ESSA ຂອງລັດຮາວາຍ
ຕົວຢ່າງແຈ້ງການວ່າດ້ວຍສິດຂອງພໍ່ແມ່ ເພື່ອຂໍຄຸນວຸດທິຂອງອາຈານສອນ
ສົກຮຽນ 2020-2021

ຮຽນທ່ານພໍ່ແມ່ ແລະ ຜູ້ບົກຄອງທີ່ຮັກແພງ:

ຂໍກຳນົດວ່າດ້ວຍຄວາມສຳເລັດຂອງນັກຮຽນທຸກໆຄົນ (The Every Student Succeeds Act (ESSA)) ກຳນົດໃຫ້ພໍ່ແມ່/ຜູ້ບົກຄອງຂອງນັກຮຽນ HDOE ມີສິດຮູ້ຈັກຄຸນວຸດທິທາງດ້ານອາຊີບຂອງຄູປະຈຳຫ້ອງ ແລະ ໃຫ້ຮູ້ວ່າ ນັກຮຽນໄດ້ຮັບການບໍລິການຈາກອາຈານມີອາຊີບໃນການໃຫ້ການຊ່ວຍເຫຼືອຫຼືບໍ່, ຖ້າໄດ້ຮັບ ຄຸນວຸດທິຂອງພວກເຂົາມີຫຍັງແດ່. ກົດໝາຍຂອງລັດຖະບານກາງອະນຸຍາດໃຫ້ທ່ານຂໍເອົາຂໍ້ມູນສະເພາະກ່ຽວກັບອາຈານປະຈຳຫ້ອງລູກຂອງທ່ານ ແລະ ຄວາມເປັນມີອາຊີບໃນການໃຫ້ຄວາມຊ່ວຍເຫຼືອ ແລະ ຮຽກຮ້ອງໃຫ້ພວກເຮົາໃຫ້ຂໍ້ມູນນີ້ແກ່ທ່ານທັນຕາມເວລາການຂໍ.

ທ່ານມີສິດຂໍຂໍ້ມູນກ່ຽວກັບອາຈານປະຈຳຫ້ອງລູກຂອງທ່ານໄດ້ຕາມຂໍ້ມູນຕໍ່ໄປນີ້.

1. ອາຈານສອນມີຄຸນວຸດທິ ແລະ ມາດຖານການອະນຸຍາດຕາມທີ່ລັດກຳນົດສຳລັບລະດັບເກຣດ ແລະ ວິຊາທີ່ລາວ/ນາງໃຫ້ການສິດສອດບໍ່.
2. ອາຈານສອນກຳລັງສອນພາຍໃຕ້ສະພາບສຸກເສີນ ຫຼື ສະຖານະຊົ່ວຄາວອື່ນໆ ເຊິ່ງຄຸນວຸດທິ ຫຼື ມາດຖານການອະນຸຍາດຂອງລັດຖືກລົບລ້າງໄປແລ້ວບໍ່.
3. ອາຈານສອນກຳລັງສອນໃນຂົງເຂດວິຊາທີ່ໄດ້ຮັບການຍັ້ງຍືນການເປັນອາຈານສອນຂອງພວກເຂົາບໍ່.
4. ການຊ່ວຍເຫຼືອຂອງອາຈານສອນໃດໜຶ່ງ ຫຼື ການຊ່ວຍເຫຼືອທີ່ເປັນມີອາຊີບຄ້າຍຄືກັນໃຫ້ບໍລິການກັບລູກຂອງທ່ານບໍ່, ຖ້າມີ, ຄຸນວຸດທິຂອງພວກເຂົາມີຫຍັງແດ່.

ຖ້າທ່ານຢາກໄດ້ຮັບຂໍ້ມູນນີ້, ກະລຸນາຕິດຕໍ່ຫາຫ້ອງການໃນໂຮງຮຽນຂອງພວກເຮົາ.

ມາຮາໄວ (Mahalo),

ອຳນວຍການໂຮງຮຽນ



HAWAII DEPARTMENT IN EDUCATION
Kōjjeļā Jambōļ kōn an Jinen/Jemen Maroñ in
Kajjitōk kōn an Ri-Kaki Menin Qualify
Iiō in Jikuuļ 2020-2021

Iakwe Jinen/Jemen im Ri-lale ro:

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

Elōñ am maroñ in kajjitōk kōn meļeļe kein me rej ļoor 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 kōjekdoñ menin karōk ak kōmālim an State eo kake.
3. Elañne ri-kaki eo ej katakin ilo meļaaaj ak ekkatak eo me rekar bōk kaṃool in ri-kaki kake.
4. Elañne jabdewōt ri-jipañ ri-kaki ro ak bar ippān-professional ro āindein rej leļok jipañ ko ñan nājūm im, ñe āindein, menin karōk ko aer.

Ñe kwō kōṃaan in bōk jabdewōt iaan meļeļe kein, jouj im contact wōpij in jikuuļ eo ad.

Komṃool,

Principal in Jikuuļ



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 2020-2021

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 2020-2021

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.

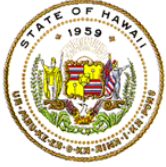
Tiene derecho a solicitar la siguiente información sobre las/os maestras/os de clase de su hija/o:

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 2020-2021

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 2020-2021

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.

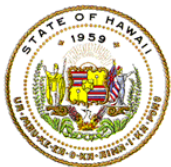
‘Oku ‘iai ho’o totonu ke ke fehu’i ‘a e ngaahi me’a ‘oku ha atu i lalo ‘o fekau’aki mo ho’o fanau mo ‘ene faiako i he lokiako.

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/fe’ine 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 2020-2021

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 2020-2021

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 tulunggaan.

Matinud-anon,

Prinsipal sa Tulunggaan



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 or TESOL ESSA content equivalency 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 HIDOE or PCS 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

Table with 3 columns: CLASS NAME, ACCN#, SPECIAL POPULATION CODE. Multiple empty rows for data entry.

Title II A
ESSA HAWAII QUALIFIED
TEACHER HANDBOOK

Section 4

Casual Personnel

Hawaii Department of Education
Functions and Qualification Requirements for Casual Hire
Part-Time Teachers (PTT) and Paraprofessionals (PPE & PPT)

| Part-Time Teacher | | | | |
|-------------------|---|---|---|-----------------|
| Job Title | Function of PTT | Qualification Requirement for PTT | Funding Eligibility | Hourly Pay Rate |
| PTT | Direct Instruction (DIN)¹ The PTT teaches a student or group of students independent of a regular classroom teacher, during instructional hours or non-instructional hours, such as: <ol style="list-style-type: none"> 1. Assigned as teacher of record, 2. Provides pull-out instruction, 3. Provides after school enrichment, 4. Provides non-graded activities, 5. Provides remedial instruction. | Must be teacher licensed in subject(s) taught or meet ESSA teacher qualification requirements (HQT) in the subject(s).* Hawaii Qualified Teacher (HQT) requirements and guidelines are available on the educator quality website: eq.k12.hi.us Schools are required to provide parents with timely notice when their child is being taught for four or more consecutive weeks by a teacher who is Not Hawaii qualified (NHQ) . | *Eligible for Title I A funding | \$22.43 |
| | For PTT Class B** (PTTB) Direct Instruction Waiver (DIW), please follow the PTTB Waiver Procedures, using the following link: https://bit.ly/PTTBWaiverProcedureR1 | PTTB** Waivers can be submitted using the following link: https://bit.ly/PTTBWaiver2 | **Not Eligible for Title I A funding | \$20.67 |
| | Non-Instructional Duties (NID) The PTT does not provide instruction to students and performs non-instructional duties such as: <ol style="list-style-type: none"> 1. Technology Coordinator, 2. Researches and recommends class materials and resources, 3. Assists in the development of curriculum, lesson planning, or assessments. 4. Coordinates programs. | Must hold a valid Hawaii Teacher License* or meet Class A** requirements of a Bachelor’s degree from a regionally accredited institution of higher education. | *Eligible for Title I funding **Not Eligible for Title I A funding | \$22.43 |

¹ Direct instruction is defined as:

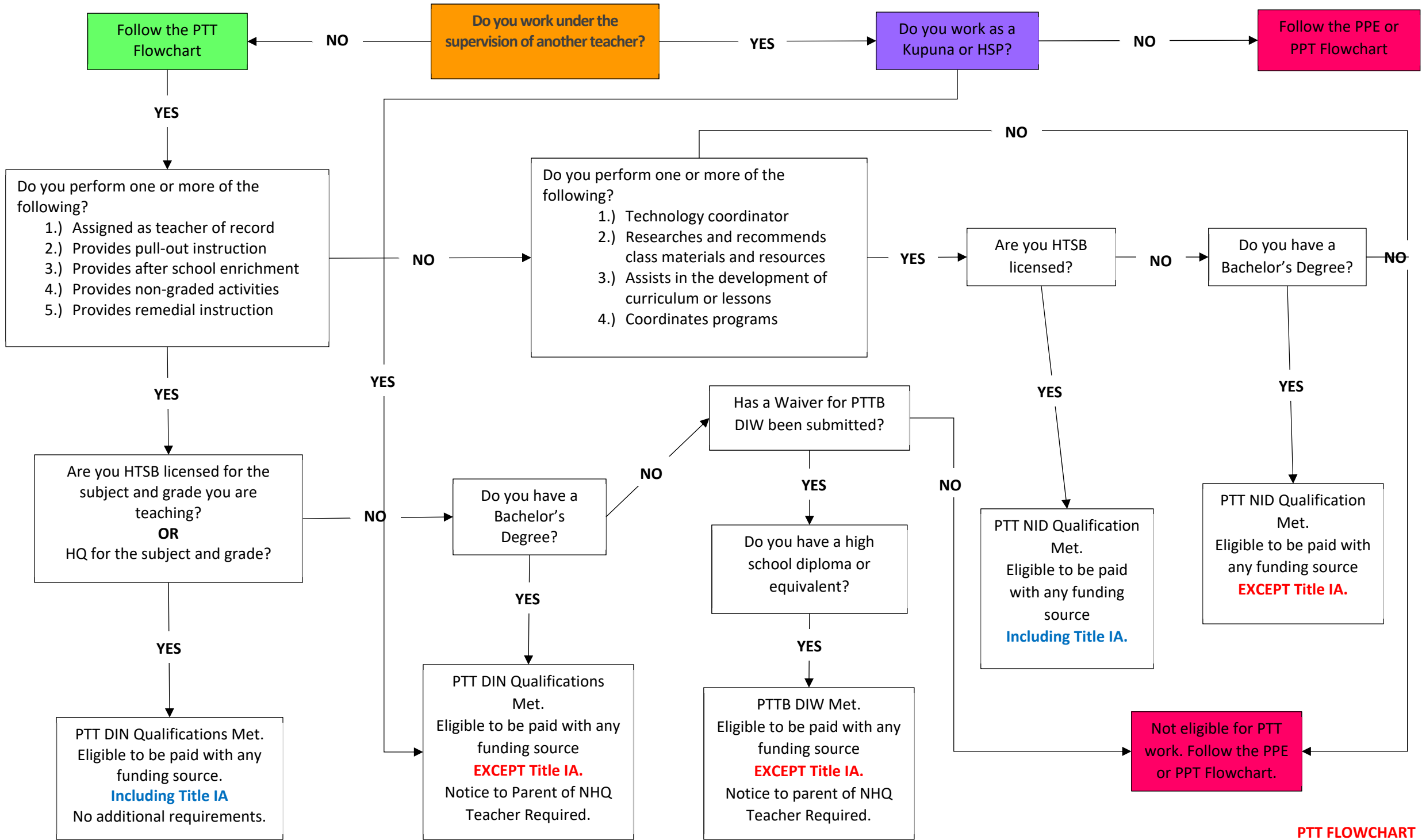
- Planning curriculum, delivering instruction, and evaluating the performance of the student in any subject area;
- Providing direct instruction in a subject area in a resource room setting;
- Providing direct instruction in a subject area in any setting; and
- Teaching elective credits/non credit in a subject area.

NEW: Paraprofessional Educator (PPE)

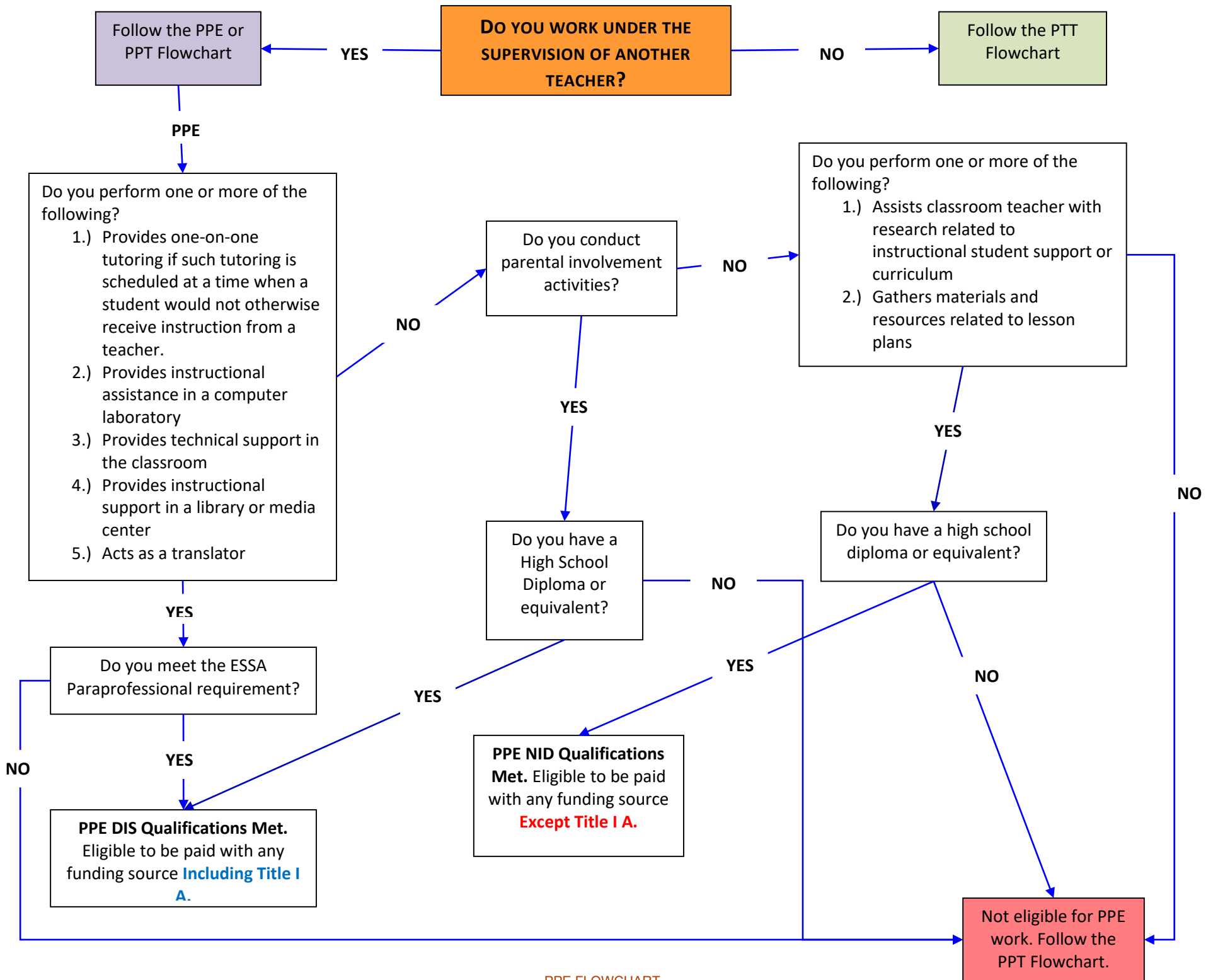
| Job Title | Function of PPE | Qualification Requirement for PPE | Title I Eligibility | Hourly Pay Rate |
|-----------|---|--|----------------------------------|-----------------|
| PPE | Direct Instruction (DIN) Not applicable, PPEs do not provide direct instruction | Not applicable, PPEs do not provide direct instruction | | |
| | Direct Instructional Support (DIS) The PPE, under the direct supervision and in close and frequent proximity of a regular classroom teacher, provides instructional support to a student or group of students by: <ol style="list-style-type: none"> 1. Provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, 2. Provides instructional assistance in a computer laboratory, 3. Provides technical support in the classroom, 4. Provides instructional support in a library or media center, 5. Acts as a translator, 6. Conducts parental involvement activities.^ | Must meet ESSA Paraprofessional requirements via one of the following: <ol style="list-style-type: none"> 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"> a. 3 credits math, and b. 3 credits in English or 2. Associates degree or higher from a regionally accredited institution of higher education or 3. Passing score of 459 or higher on the ParaPro Assessment provided by Educational Testing Service. PPEs providing instructional support to English Learners (ELs) must either be Hawaii TESOL qualified or work under the direct supervision of a Hawaii Qualified TESOL Teacher. <i>^ Not required to meet ESSA Paraprofessional requirements. Must have a high school diploma or an alternative to a high school diploma.</i> | Eligible for Title I Funding | \$20.67 |
| | Non-Instructional Duties (NID) The PPE, under the direct supervision of a regular teacher, performs non-instructional duties related to instructional curriculum. <ol style="list-style-type: none"> 1. Assists classroom teacher with research related to instructional student support or curriculum 2. Gathers materials and resources related to lesson plans. | Must meet Hawaii Department of Education (HIDOE) qualifications for the position Class B – Less than a Bachelor’s degree. Must have a high school diploma or an alternative to a high school diploma. | Not Eligible for Title I funding | \$19.89 |

Paraprofessional Tutor (PPT)

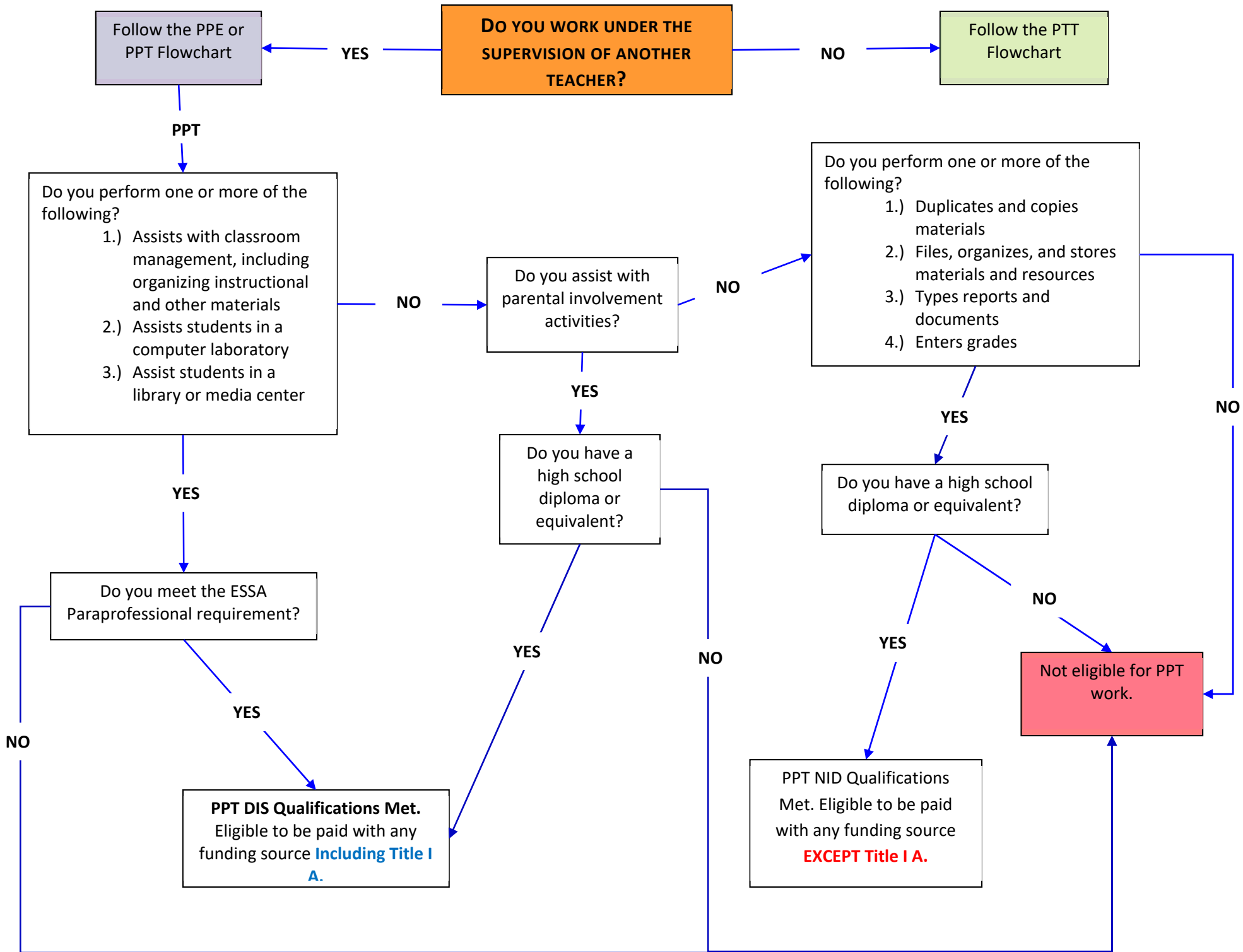
| Job Title | Function of PPT | Qualification Requirement for PPT | | Rate |
|-----------|---|--|---|---------|
| PPT | <p>Direct Instruction (DIN) Not applicable, PPTs do not provide direct instruction</p> | Not applicable, PPTs do not provide direct instruction | | |
| | <p>Direct Instructional Support (DIS) The PPT, under the direct supervision and in close and frequent proximity of a regular classroom teacher, provides instructional support services to a student or group of students:</p> <ol style="list-style-type: none"> 1. Assists with classroom management, including organizing instructional and other materials, 2. Assists students in a computer laboratory, 3. Assist students in a library or media center, 4. Assists with parental involvement activities.^ | <p>Must meet ESSA Paraprofessional requirements via one of the following:</p> <ol style="list-style-type: none"> 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"> a. 3 credits math, and b. 3 credits in English or 2. Associates degree or higher from a regionally accredited institution of higher education or 3. Passing score of 459 or higher on the ParaPro Assessment provided by Educational Testing Service. <p><i>^ Not required to meet ESSA Paraprofessional requirements. Must have a high school diploma or an alternative to a high school diploma.</i></p> | Eligible for Title I Funding | \$16.99 |
| | <p>Non-Instructional Duties (NID) The PPT, under the direct supervision of a regular classroom teacher, performs non-instructional duties:</p> <ol style="list-style-type: none"> 1. Duplicates and copies materials, 2. Files, organizes, and stores materials and resources, 3. Types reports and documents, 4. Enters grades. | <p>Must meet HIDEOE t qualifications for the position Class B – Less than a Bachelor’s degree.</p> <p>Must have a high school diploma or an alternative to a high school diploma.</p> | Not Eligible for Title I Funding | \$13.88 |



PTT FLOWCHART



PPE FLOWCHART



Implementation Procedures for
New Casual Employee Job Classification Paraprofessional Educator and Changes to Casual Employee Job Classification for Part-Time Teacher and Paraprofessional Tutor
Memorandum dated April 1, 2019 (Revised 04/15/2019)

Note: Jobs that were entered for summer do not need to be re-entered for July 1, 2019. Jobs that were entered for summer will continue to run through the end date that was entered on the approved job, at the pay rate that the job was approved for.

Paraprofessional Educator (PPE):

The set up of the new Paraprofessional Educator (PPE) (established on April 1, 2019) in the Casual Personnel System (CPS) is now complete. Schools may begin to enter all casual jobs for SY 2019-2020 starting on Monday, June 24, 2019.

The following codes should be used when entering PPE Jobs:

| Occupational Group Description | Occup. Group Code | Payroll No | UAC Function Code | Pay Rate |
|---------------------------------------|--------------------------|-------------------|--------------------------|-----------------|
| PPE-SUMMER DIS | Z0100 | EC2 | 2741 | \$20.67 |
| PPE-SUMMER NID | Z0110 | EC2 | 2741 | \$19.89 |
| PPE-INTERSESSION DIS | Z0200 | EA5 | 2741 | \$20.67 |
| PPE-INTERSESSION NID | Z0210 | EA5 | 2741 | \$19.89 |
| PPE-PARAPRO ED DIS | Z0300 | EB3 | 2741 | \$20.67 |
| PPE-PARAPRO ED NID | Z0310 | EB3 | 2741 | \$19.89 |

Schools are advised to use the PPE-PARAPRO ED DIS and PPE-PARAPRO ED NID codes for the regular school year. The SUMMER codes are to be used for summer work, and the INTERSESSION codes are to be used for intersession work.

Paraprofessional Tutor (PPT): Updated 06/28/2019

Effective July 1, 2019, the following codes may be used when entering PPT Jobs:

| Occupational Group Description | Occup. Group Code | Payroll No | UAC Function Code | Pay Rate |
|--------------------------------|-------------------|------------|-------------------|----------|
| PPT-SUMMER DIS | V0841 | EC8 | 2721 | \$16.99 |
| PPT-SUMMER NID | V0840 | EC8 | 2721 | \$13.88 |
| PPT-INTERSESSION DIS | V0741 | EA6 | 2721 | \$16.99 |
| PPT-INTERSESSION NID | V0742 | EA6 | 2721 | \$13.88 |
| PPT-PARAPRO TUTOR DIS | V0141 | EC7 | 2721 | \$16.99 |
| PPT-PARAPRO TUTOR NID | V0140 | EC7 | 2721 | \$13.88 |

Schools are advised to use the PPT-PARAPRO TUTOR DIS and PPT-PARAPRO TUTOR NID codes for the regular school year. The SUMMER codes are to be used for summer work and the INTERSESSION codes are to be used for intersession work.

The occupational group description for code V0140 was renamed from PPT-PARAPROFESSIONAL TUTOR to PPT-PARAPRO TUTOR NID. Although the description changed, the payroll number and pay rate remained the same.

Except for code V0140, all other existing PPT occupational group codes will remain active until June 30, 2020. **As of July 1, 2020, only the above PPT codes will be available.**

All PPT casual jobs already submitted in the Casual Personnel System can remain as is unless a correction must be made to the job. Requests to make changes to PPT casual jobs already submitted should be sent to the appropriate contact person for your district or office. Link to the Casual Personnel Contact List (Note: Staff email addresses will be updated to Gmail in the coming weeks):

<https://intranet.hawaiipublicschools.org/offices/ohr/cps/Documents/Casual%20Personnel%20Contact%20List.pdf>

Part-Time Temporary Teacher (PTT): Updated 06/23/2020

1. Effective July 1, 2019 all PTTs must have at least a Bachelor’s degree. Exceptions are:
 - a. Kupuna hired as PTT with less than a Bachelor Degree should continue to be entered as PTT B DIN or NID per the 2003 memo re: Requirements for Kupuna
 - i. New Occupational Group codes have been established for Kupuna:

| Occupational Group Description | Occup. Group Code | Payroll No | UAC Function Code | Pay Rate |
|--------------------------------|-------------------|------------|-------------------|----------|
| PTT A KUPUNA | V0227 | EC7 | 2744 | \$22.43 |
| PTT B KUPUNA | V0228 | EC7 | 2744 | \$20.67 |

- b. Adult Education may hire PTTs with less than a Bachelor’s Degree using the PTT B DIN
 - c. Driver Education may hire PTTs with less than a Bachelor’s Degree using the PTT B DIN
 - d. PTTB Direct Instruction Waiver (DIW) may be hired by submitting a PTTB Waiver Justification. Procedures on how to use the waiver can be accessed through the following link <https://bit.ly/PTTBWaiverProcedureR1>. To access and submit the waiver form, please use the link at <https://bit.ly/PTTBWaiverR1>
2. PTT’s hired for an English Learner (EL) Language Instruction Educational Program (LIEP) must meet the Hawaii Qualified Teacher (HQT) requirement for TESOL. PTTs who have at least a Bachelor’s degree may continue to be hired as a PTT DIN and will have three years from July 1, 2019 to meet the HQT TESOL requirement. Therefore, all PTTs DIS for LIEP must be TESOL qualified by July 1, 2022.
 - a. A non-HQT TESOL PTT should only be hired for a LIEP if the position remains vacant after the Teacher Assignment and Transfer Period (TATP) has closed.
 - b. Documentation of inability to staff the LIEP appropriately (e.g., EL TATP posting) is required before using any non- TESOL HQT or PTT to run school EL LIEPs, and must be maintained in the school’s record for the PTT.
 - c. In the event of hiring or using non- TESOL HQT staff, a plan for obtaining or developing TESOL HQT staff shall be documented in the annual Comprehensive EL Plan.
 - d. All parent notification expectations apply for the use of non- TESOL HQT staff.
3. Parent Community Network Coordinators (PCNC) are not teachers (PTT). As such, effective July 1, 2019 all PCNC should be entered as PPE DIS.

To enter the jobs into the CPS, follow the instructions provided in the Casual Personnel System User Walkthrough Manual, available on the intranet:

<https://intranet.hawaiipublicschools.org/offices/ohr/cps/Documents/Basic%20How%20to's.pdf>

Other Information:

Frequently Asked Questions (FAQs), Flowcharts for the PTT, PPE, and PPT, and the Functions and Qualifications Requirements for Casual Hire PTT, PPE, and PPT can be found at on the Teacher

Quality website <https://hidoeotm.org/eq/EducatorQuality.html> by accessing the ESSA Hawaii Qualified Teacher Handbook at: <https://hidoeotm.org/eq/PAGES/TOC.html>

Should you have any questions, please contact the Educator Quality Section, Office of Talent Management (OTM) at (808) 441-8499 or via email at hqt@k12.hi.us.

Part-Time Teacher, Class B (PTTB) Waiver Guidance and Procedure

Updated: June 23, 2020

This waiver is in response to the April 15, 2019 memorandum regarding new and updated casual employee job classifications for paraprofessional educators (PPE), part-time teachers (PTT), and paraprofessional tutors (PPT). The April 15, 2019 memo states: "PTTs must have a minimum of a Bachelor's degree from a regionally accredited institution of higher education. Therefore, only one PTT level and pay rate will be used. Consequently, PTT Class B will no longer be an option".

To mitigate the impact to programs for students a School/Office may employ a **Direct Instruction (DIN) PTTB's**, using the following procedure:

Procedure for the employment of a PTTB Direct Instruction Waiver (DIW):

1. Review the [Functions and Qualification Requirements for Casual Hire Part-Time Teachers \(PTT\) and Paraprofessionals \(PPE & PPT\)](#) Functions and Qualifications document.
2. To use the PTTB Waiver, make sure the PTTB's job duties are aligned to the PTT DIN as listed in the Functions and Qualifications document.
3. The PTTB must have a high school diploma or an alternative to a high school diploma.
4. The PTTB Waiver must be submitted, except for the exceptions noted below.
5. Waivers can be submitted using the following link: <https://bit.ly/PTTBWaiverR1>
6. No Approval/Confirmation for your submitted Waiver will be provided, you may use the PTTB DIW immediately.
7. Jobs for PTTBs must be entered into the Casual Personnel System.
8. Function Code for the PTTB is **DIW**.
9. Occupational Group codes for the PTTB are:

| Occupational Group Description | Occup. Group Code | Payroll No | UAC FUNCTION CODE | Pay Rate |
|--------------------------------|-------------------|------------|-------------------|----------|
| PTTB-INTERSESSION | D0100 | EA5 | 2744 | \$ 20.67 |
| PTTB-DIRECTOR-INTERSESSIO | D0131 | EA5 | 2744 | \$ 21.57 |
| PTTB-PART TIME TEMP TCHR | G0211 | EB3 | 2744 | \$ 20.67 |
| PTTB-ALLOWED UP TO 35 HRS | G0213 | EB3 | 2744 | \$ 20.67 |
| PTTB-IEP | P0164 | EC2 | 2744 | \$ 20.67 |
| PTTB-CHARTER SCHOOL | P0220 | EC2 | 2744 | \$ 20.67 |
| PTTB-PART TIME TEMP TCHR | P0226 | EC2 | 2744 | \$ 20.67 |
| PTTB-EXT SCH YR | P0227 | EC2 | 2726 | \$ 20.67 |
| PTTB-ALLOWED UP TO 35 HRS | P0235 | EC2 | 2744 | \$ 20.67 |
| PTTB-PART TIME TEMP TCHR | V0226 | EC7 | 2744 | \$ 20.67 |
| PTTB-SUM SCH TCHR | W0100 | EC8 | 2735 | \$ 20.67 |
| PTTB-SUB-SUM SCH TCHR | W0110 | EC8 | 2769 | \$ 20.67 |
| PTTB-DIRECTOR-SUM SCH | W0200 | EC8 | 2736 | \$ 20.67 |
| PTTB-ASST DIRECTR-SUM SCH | W0201 | EC8 | 2735 | \$ 20.67 |

Note: PTTB DIW waivers are not required for PTTB Kupuna, Drivers Education, and Adult Education.

Other Requirements:

1. Notification of the Non-Hawaii Qualified Teacher (NHQT) letter informing the parent(s) of the student is required if the PTTB provides direct instruction for four (4) or more weeks.
2. A new waiver must be submitted on an annual school year basis.
3. A new waiver must be submitted for summer school, even if the person was employed in the school year, prior to the start of the summer school session.
4. PTTB Waiver justifications will be reviewed periodically by the Office of Talent Management , Educator Quality Section (EQS). Although PTTB DIW does not require the approval of the waiver justification for the casual job to be approved and/or for the person to start working, if it is determined that the justification or job duties are not aligned to PTTB DIW, the school will be notified of the invalid use of the PTTB DIW and the end date of the PTTB DIW casual personnel job. Schools will have the opportunity to enter a new job in the casual personnel system using an appropriate occupational group code.
5. The continuance of the waiver of the PTTB DIW will be determined on an annual basis, therefore, schools should not rely on the PTTB DIW as a permanent means of meeting their instructional needs.

Unallowed Activities/Use of the PTTB:

1. Title I Funds may not be used to fund the PTTB.
2. PTTB who provide Non-Instructional Duties (NID) or Direct Instructional Support (DIS) are not permitted. Schools should review the functions and qualifications for the PPE or PPT to see if the PPE or PPT will meet their needs.

3. PTTB DIW should not be used as a catch-all to employ casual personnel. Schools should review the Occupational Groups Table listing on the Hawaii Public Schools Intranet Page for Casual Personnel:
<https://intranet.hawaiipublicschools.org/offices/ohr/cps> to determine the appropriate Occupational Group Code for any job that does not align to the PTT/PPE/PPT as listed on the Functions and Qualifications document.

Contact Information:

Questions regarding this procedure document or the qualification of the PTT/PPE/PPT should be directed to the Educator Quality Section via email at hqt@k12.hi.us or via telephone at 808-441-8499.

Questions regarding the verification or status of jobs entered into the Casual Personnel System for **Certificated Casuals (PTT)** should be directed to the Teacher Reclassification Unit at 808-441-8383 or based on the following points of contact document:

<https://intranet.hawaiipublicschools.org/offices/ohr/cps/Documents/Casual%20Personnel%20Contact%20List.pdf>

Questions regarding the verification or status of jobs entered in the Casual Personnel System for **Classified Casuals (PPE/PPT)** should be directed to the Classified and Support Services Personnel (CSSP) Recruitment Unit at 808-441-8411 or based on the following points of contact document:

<https://intranet.hawaiipublicschools.org/offices/ohr/cps/Documents/Casual%20Personnel%20Contact%20List.pdf>



CASUAL EMPLOYMENT ESSA DOCUMENTATION COVERSHEET

Employee Information:

Name: _____ Emp ID: _____

School/Office: _____

Type of Casual Employment:

- | | | |
|------------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> PTT (DIN) | <input type="checkbox"/> PTTB (DIW) | <input type="checkbox"/> PTT (NID) |
| <input type="checkbox"/> PPE (DIS) | | <input type="checkbox"/> PPE (NID) |
| <input type="checkbox"/> PPT (DIS) | | <input type="checkbox"/> PPT (NID) |

For PTT employment:

What grade level are you assigned to? _____

What subject are you assigned to? _____

- A. Do you have a Bachelor Degree or higher? _____
If yes, attach a copy of your college transcript and submit with this coversheet
- B. Do you meet the Hawaii Qualified Teacher requirement for your assignment? _____
If yes, complete form DOE OTM 700-001 and submit with this coversheet
- C. If you checked PTTB, do you have a High School Diploma? _____
If yes, attach a copy of your high school diploma

For PPE and PPT employment:

For **Direct Instructional Support (DIS)** employment, do you meet the ESSA Hawaii Paraprofessional Requirement through one of the following?

- A. Forty-eight Semester credits, baccalaureate level courses, from an accredited institution of higher education recognized by the HIDOE. The 48 credits may be from various program or academic subject areas. In addition, of the 48 credits from baccalaureate level courses, three (3) credits must have been for Math and three (3) credits for English courses or
- B. An Associate in Arts (AA) or Science (AS) degree from an accredited institution recognized by the HIDOE. The credits earned for the degree must include a minimum of 48 credits for courses that are baccalaureate level or
- C. Successful completion of the ParaPro Assessment provided by the Education Testing Service (ETS).

- If you meet the requirement through option A or B above attach your **official college transcript**.
- If you meet the requirement through option C above attach your **Praxis Score Report**

For **Non-Instructional Duties (NID)** employment, do you have a high school diploma or an alternative to a high school diploma? _____. *If yes, attach a copy of your high school diploma*

I certify that the above information is accurately reported to the best of my knowledge. Any misrepresentation or falsification of information on this form may result in sanctions including termination from employment or disciplinary action.

Casual Employee Signature: _____ Date: _____

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Section 5

Administrative Review



**HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
Administrative Review Process
School Year 2020-2021**

**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.

Title II A
ESSA HAWAII QUALIFIED
TEACHER HANDBOOK

Section 6

Sheltered Instruction



Attachment C: Sheltered Instruction Qualification Cover Sheet

Department of Education
Office of Talent Management, EQSection
P.O. Box 2360 Honolulu, HI 96804

Name: Emp ID: School/Office:

Select Only One (1):

I am submitting this Cover Sheet for the first time.

I have previously submitted a Cover Sheet and am submitting new or additional documents/information. Do not attach documents/information previously submitted.

I am seeking the Sheltered Instruction Qualification through the following Option Select Only One (1):

Option 1: Completion of Six (6) college credits in TESOL-related foundational EL knowledge from an accredited college or university or program. Attach official transcript (copies acceptable).

Option 2: Completion of two (2) three (3) credit HIDOE-sponsored ESL or TESOL PDE3 courses.

PDE3 Course Name: Section # & date completed:

PDE3 Course Name: Section # & date completed:

Option 3: Completion of seventy-two (72) seat hours of TESOL-related HIDOE non-credit PD workshops or courses. If workshop(s) or course(s) were taken for Audit credit(s), complete the Verification of Audit Credit for Sheltered Instruction Professional Development Seat Hours.

Table with 4 columns: Course or Conference, Course Number & Section, Date of Completion, # of Seat Hours

If additional space is required, please attach a separate sheet

Option 4: Out-of-state TESOL endorsement earned from another state. Attach Endorsement.

Option 5: TESOL HQ or TESOL licensure status in lieu of 6 credits. You do not need to submit additional information if you have a TESOL HQ or License. If you need to submit documentation to meet this requirement, please refer to the HQ Documentation Coversheet, document 2a in the ESSA Hawaii Qualified Teacher Handbook.

Option 6: Microcredentials in TESOL. Attach your eight (8) stacks of the National Education Association ELL Micro-credential.

Option 7: Combination of Options 1 and 2 above: Completion of Three (3) college credits in TESOL-related foundational EL knowledge from an accredited college or university or program, attach official transcript and Completion of One (1) three (3) credit HIDOE-sponsored ESL or TESOL PDE3 courses, provide course information:

PDE3 Course Name: Section # & date completed:

By typing my name below, I certify that the above information is accurately reported to the best of my knowledge. Any misrepresentation or falsification of information on this form may result in sanctions including termination from employment or disciplinary action.

Teacher Signature: Date:

Submission Instructions: Please submit this cover sheet along with supporting documentation to the Educator Quality Section. Mail: P.O. Box 2360, Honolulu, HI 96804 or via HIDOE Courier: OTM, Educator Quality Section or email: hqt@k12.hi.us

Teaching English to Speakers of Other Languages (TESOL) Related “Sheltered Instruction” Credit or Equivalent Options

The following options will count toward this Sheltered Instruction credit or equivalent requirement for all licensed K-12 teachers who plan or provide direct instruction to students. This requires submission of the Sheltered Instruction Qualification Cover Sheet Employee Information (Attachment C) and supporting documentation (transcripts, or other documents to verify coursework/workshop training) to the Office of Talent Management.

| Option Type | Details |
|--|--|
| <p>Option 1: Graduate from an in-state or out-of-state teacher preparation program with documentation of six (6) TESOL-related credits (e.g., English Learner (EL) specific coursework, license endorsement, etc.) or completion of six (6) college credits in TESOL-related foundational EL knowledge from an accredited college or university or program.</p> | <p>Six (6) university credits earned through an approved in-state or out-of-state teacher education program or from an approved program from an institute of higher education from Hawaii and/or other states.</p> |
| <p>Option 2: Completion of two (2) three-credit Hawaii State Department of Education (HIDOE)-sponsored English as a Second Language (ESL) or TESOL PDE3 courses.</p> | <p>Completion of two (2) three-credit PDE3 courses related to TESOL that begin with course code “ESL,” and/or other related courses where the TESOL competencies are addressed.</p> |
| <p>Option 3: Completion of 72 seat hours of TESOL-related HIDOE non-credit Professional Development (PD) courses.</p> <p><i>Note: these courses or workshops may be taken during work hours. Please contact the EL administrator and ask about available courses at the school, complex area, or state level.</i></p> | <p>Minimum of 72 seat hours in TESOL-related workshops or courses, such as:</p> <ul style="list-style-type: none"> ● HIDOE non-credit PDE3 ESL courses; ● TESOL-related training sessions; ● HIDOE-sponsored World-class Instructional Design and Assessment (WIDA) professional development workshops; and/or ● WIDA e-Learning workshops. <p>Eight (8) of the 72 hours can be obtained via participation at a TESOL-related conference such as:</p> <ul style="list-style-type: none"> ● Hawaii TESOL Conference; ● WIDA Conference; and/or ● HIDOE Multilingual Symposium EL Strand. |
| <p>Option 4: Out-of-state K-12 School District TESOL endorsements and/or certification.</p> | <p>TESOL-related endorsement and/or certificate earned from an out-of-state K-12 School District.</p> |
| <p>Option 5: TESOL Hawaii-Qualified or TESOL licensure status in lieu of six (6) credits.</p> | <p>See paths for TESOL licensure or Hawaii-Qualified Teacher Requirements.</p> |
| <p>Option 6: Micro-credentials in TESOL.</p> | <p>National Education Association (NEA) Supporting English Language Learner micro-credentials stack of eight (8) courses (for NEA members).</p> |
| <p>Option 7: Combination of Options 1 and 2 above.</p> | <p>Completion of three (3) college credits in TESOL-related foundational EL knowledge from an accredited college or university or program, AND completion of one (1) three (3) credit HIDOE-sponsored ESL or TESOL PDE3 courses.</p> |

Teaching English to Speakers of Other Languages (TESOL) Related Sheltered Instruction Competencies

TESOL coursework or training courses submitted to meet the Sheltered Instruction credit or equivalent requirement must address any one or more of the following teacher competencies:

| | | | |
|---|--|--|--|
| <p>Language acquisition: Understand and apply knowledge of first and second language acquisition principles and approaches to foster oral development, academic language, and literacy skills in English Learner (EL) students.</p> | <p>Applied linguistics: Understand and apply knowledge of applied linguistics, including structure and functions of language and appropriate teacher/peer interventions in written and spoken language.</p> | <p>TESOL teaching methods: Understand and apply second language teaching methods such as content-based ESL techniques, sheltered classrooms, and other communicative approaches which consider meaning and form to provide rigorous comprehensible input.</p> | <p>Culturally and linguistically responsive instruction: Instruction across the content areas that bridges EL students' prior personal and cultural background knowledge in the first language and the second language as well as in the target language and culture.</p> |
| <p>TESOL Teaching techniques: Innovative EL teaching, including whole language, project approaches, inquiry, project-based, individualized instruction and cooperative learning, team and co-teaching, individual differentiation, and use of technology to assist in instruction.</p> | <p>EL Instructional Design: Utilize EL students' levels of English proficiency and World-class Instructional Design and Assessment (WIDA) standards to design student-centered instruction with clear objectives and appropriate scaffolds and supports to promote content and language learning.</p> | <p>TESOL legal requirements and policy: Understand pedagogical considerations in the development of language development programs, entry-exit policies for such programs, and procedures for assessment of student achievement within a program or mainstream classroom.</p> | <p>Dually identified EL/SPED students: Assess achievement of EL students in content areas and academic skills. Assess in both languages for possible special education needs and eligibility using procedures which take into account language proficiency and cultural variations.</p> |
| <p>ELP standards and assessments: Utilize WIDA standards and assessments to inform instruction. Develop authentic classroom assessments that provide EL students opportunities for standards based performances, portfolio creation, and project design to promote oral language proficiency, achievement in content, and literacy skills.</p> | <p>Bilingual and dual language: Understand the principles and requirements of bilingual and dual language instruction. Apply concepts such as translanguaging to anchor and discuss learning concepts in L1 to build and present learning in L2 with bilingual products.</p> | <p>Diversity and inclusion: Understand the significance of diversity and implement programs which recognize the profound ways in which people and cultures differ as well as the many ways in which they are similar. Ensure that all students' voices are included and valued.</p> | <p>Family & Community Engagement: Employ a variety of methods and strategies to engage EL families and communities accounting for culturally-based communication styles and needs.</p> |

References:

- <https://educationnorthwest.org/sites/default/files/resources/what-teachers-should-know-about-instruction-for-ells.pdf>
- <https://files.eric.ed.gov/fulltext/ED535608.pdf>
- <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/who-qualified-teach-sheltered-english-instruction>
- https://www.pdx.edu/sites/www.pdx.edu.ceed/files/program_competencies.pdf



Department of Education
 Office of Talent Management
 EQ Section
 P.O. Box 2360 Honolulu, HI

Verification of Audit Credit for Sheltered Instruction Professional Development Seat Hours

Name: _____ Emp ID: _____

School/Office: _____

I am seeking the Sheltered Instruction Qualification through **Option 3: Completion of seventy-two (72) seat hours of TESOL-related HIDOE non-credit PD workshops or courses.** (List courses taken for **AUDIT**; courses must have been posted to PDE3 before December 19, 2019. Use a separate form for each workshop/course.)

| Course or Conference | Course Number & Section | Date of Completion | # of Seat Hours |
|----------------------|-------------------------|--------------------|-----------------|
| | | | |

By signing below, I certify that I have completed the courses above and earned Audit credit(s). Any misrepresentation or falsification of information on this form may result in sanctions including termination from employment or disciplinary action.

Teacher Signature: _____ Date: _____

I certify that I am/was the course instructor or course sponsor for the above course. By signing below I am verifying that the teacher above attended all course hours and completed all of the course requirements except for the Portfolio and was awarded Audit credit. Any misrepresentation or falsification of information on this form may result in sanctions including termination from employment or disciplinary action.

Course Instructor/Sponsor Signature: _____ Date: _____

Course Instructor/Sponsor Name (print): _____

Submission Instructions: Teacher, please submit this verification along with your *Sheltered Instruction Qualification Cover Sheet* to the Educator Quality Section. P.O. Box 2360 Honolulu, HI 96804 or via HIDOE courier to OTM, Educator Quality Section.



Department of Education
 Office of Talent Management
 EQ Section
 P.O. Box 2360 Honolulu, HI

**Instructor Verification of Audit Credit for
 Sheltered Instruction Professional Development Seat Hours**

Instructor Name : _____

Emp ID (if applicable) : _____ **School/Office: (if applicable)** _____

By signing below, I certify that I was the course/conference instructor or sponsor for the course/conference listed in Section I. By signing below, I am also verifying that the participants listed in Section II attended all course hours and completed all of the course requirements except for the Portfolio and was awarded **Audit** credit to be used towards meeting the Sheltered Instruction Professional Development seat hours. *Note: Course must have been posted to PDE3 before December 19, 2019. Use a separate form for each workshop/course.*

Section I:

| Course or Conference* | Course Number & Section | Date(s) of Course | # of Seat Hours |
|-----------------------|-------------------------|-------------------|-----------------|
| | | | |

Section II:

| Name of Participant (Last Name, First Name) | Employee ID | School/Department/Office |
|--|-------------|--------------------------|
| | | |
| | | |
| | | |
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| | | |
| | | |
| | | |
| | | |

Attach additional sheet(s) if necessary.

Any misrepresentation or falsification of information on this form may result in sanctions including termination from employment and/or disciplinary action.

Instructor/Sponsor Signature: _____ **Date:** _____

Submission Instructions: Teacher, please submit this verification along with your *Sheltered Instruction Qualification Cover Sheet* to the Educator Quality Section. P.O. Box 2360 Honolulu, HI 96804 or via HIDOE courier to OTM, Educator Quality Section.

Title II A
ESSA HAWAII QUALIFIED
TEACHER HANDBOOK

Section 8

Funding



HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
Allowable Uses of Funds – Title II A
School Year 2020-2021

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 ID's
SY2020-2021**

Tier One Funds

| Program ID | Description |
|-------------------|--|
| 20696 | Assistance to NHQ Teacher to become HQ |

Tier Two Funds

| Program ID | Description |
|-------------------|--|
| 20656 | Recruitment and Retention |
| 20657 | Targeted Professional Development |
| 20658 | Educator Effectiveness System |
| 20697 | Professional Development |
| 20698 | Support to New Teachers and Principals |
| 20699 | Consolidated Title II A Programs |

Tier One Funds

| <p align="center">Program ID 20696</p> <p align="center">Assistance to Non-Hawaii Qualified Teachers (NHQT)</p> <p align="center">to become Hawaii Qualified (HQ)</p> | <p align="center">Allowable Activities</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"> ● 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>Funds in this category are to assist Teachers and Principals to meet State Certification and Licensure requirements:</p> <ol style="list-style-type: none"> 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. 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; | <ul style="list-style-type: none"> ● Exam Fees ● Registration ● Stipends ● Content related PD including College Courses ● Travel Expense related to PD ● Substitute Teacher cost |

Tier Two Funds

| <p align="center">Program ID 20656</p> <p align="center">Recruitment and Retention</p> | <p align="center">Allowable Activities</p> |
|--|--|
| <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"> ● 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 ● Efforts to improve equity distribution of ESSA qualified and effective teachers ● School leader training on effective strategies to increase the retention of effective teachers and school leaders ● 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). | <ul style="list-style-type: none"> ● Training and Support for school leaders ● Materials and registration cost related to recruitment and retention ● Stipends/Incentives ● Contracts ● Travel related to recruiting ● Capacity Building and Calibration |

| <p style="text-align: center;">Program ID 20658</p> <p style="text-align: center;">Educator Effectiveness System</p> | <p style="text-align: center;">Allowable Activities</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>Activity 1: Teachers rated as less than effective -- 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>Activity 2: EES Calibration - 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>Activity 3: Building Capacity - 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>Activity 4: Professional Development to Improve Teacher Effectiveness - 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"> ● Support, professional development and training for Marginal Teachers ● Substitute Teacher cost ● Stipends ● Contracts ● Travel for EES PD ● Capacity Building and Calibration |

| <p>Program ID 20697 Professional Development/ Program ID 20657 Targeted Professional Development</p> <p>Professional Development (Teachers, Educational Assistants, Counselors, and Administrators) and</p> <p>Targeted Professional Development for SY20-21 (Limited to the following key focus areas: Advanced Placement (AP), Special Education, English Language Learners, Math and Computational Thinking, Project Based Learning, HIDOE Statewide Conferences, Distance Learning, *Early Literacy, and *Social Emotional Learning (SEL) and *Trauma Informed Care</p> <p>*Must be connected to the instructional design of Distance Learning (TPD8) .</p> | <p>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"> ● Help educators to address and reduce the academic achievement gap. ● Help educators to use distance learning technology and tools for providing distance learning. ● Help educators to address and increase percentage of students that are college and career ready ● Effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy); ● 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; | <ul style="list-style-type: none"> ● Professional Development (workshops, college courses, conferences, contracted services) ● Substitute Teacher cost ● Stipends ● Travel related to PD ● Equitable Services to Private Schools ● Targeted Professional Development (Limited to the following key focus areas: Advanced Placement (AP), Special Education, English Language Learners, Math and Computational Thinking, Project Based Learning, HIDOE Statewide Conferences, Distance Learning, Early Literacy, and Social Emotional Learning (SEL) and Trauma Informed Care. |

- 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 align="center">20698 Support to Teachers and Principals</p> | <p align="center">Allowable Activities</p> |
|--|--|
| <p>Support to Teachers and Principals</p> <p>Funds in this category are to pay for sustained, intensive, job embedded professional development for:</p> <ol style="list-style-type: none"> 1. Teachers as part of a program of support to new teachers in their first three years of employment, including mentoring and induction programs. 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. <p>Activities Include:</p> <ul style="list-style-type: none"> ● 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; ● New teacher, principal, or other school leader induction and mentoring programs that are, evidence based to the extent such evidence is reasonably available, 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. | <ul style="list-style-type: none"> ● Induction and Mentoring ● Coaching of teachers, principals, and other school leaders ● Leadership professional development and training ● School Improvement development and training ● Professional Development (Includes CISL, TLA, workshops, college courses, conferences) related to the support and development of new teachers, principals, and other school leaders ● Substitute Teacher cost ● Stipends ● Travel related to PD ● Curriculum Alignment and Assessments |

| 20699 Consolidated Title II A Programs | Allowable Activities |
|---|---|
| <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">● Employee Salary(s)● Fringe Cost● State Office use for compliance, monitoring, technical support and other allowable uses. |

Title II A – Use of Funds – Evidence Based Strategies Requirement

Revised - June 2018

The Title II, Part A program is designed to increase student achievement; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective at improving student academic achievement; and provide students from low-income families and minority students greater access to effective teachers, principals, and other school leaders. (ESEA section 2001). Title II, Part A investments should align with the HDOE's overall strategies to support effective instruction in order to improve student academic outcomes.

Using A Cyclical Framework for Maximizing Title II, Part A Investments are more likely to result in interventions that sustained and improve outcomes for students if: 1) Chosen interventions align with **identified local needs**; 2) The **evidence base** and the local capacity are considered when selecting a strategy; 3) There is a robust **implementation plan**; 4) Adequate resources are provided so the **implementation is well-supported**; 5) Information is gathered regularly to **examine** the strategy and to **reflect** on and **inform** next steps.

This framework is designed to help decision-makers make more effective Title II, Part A investments and to make the use of evidence, research, and data part of the decision-making process.

Under ESEA sections 2102(b)(2)(D) and 2102(b)(3), LEAs are required to use data and ongoing consultation to continually improve their Title II, Part A funded activities. LEAs must use Title II, Part A funds to develop, implement, and evaluate comprehensive programs and activities. (ESEA section 2103(a)). **To ensure effective Title II, Part A investments, it is important to track and measure the short-term and long-term impacts of an intervention.** There are different ways to examine how activities are working. Performance monitoring, for instance, involves frequently tracking data about an activity to see how outcomes compare to identified targets and goals. Rigorous evaluations, on the other hand, measure the effectiveness of an activity, answering questions about the impact of a specific activity on measured outcomes. Both types of knowledge help inform future decisions and investment, and should be reflected upon and shared with key stakeholders to make future decisions. Performance monitoring and evaluations of effectiveness are described below:

- **Performance monitoring** involves regularly collecting and analyzing data in order to track progress against targets and goals. For example, performance monitoring can help identify whether key elements of a logic model are being implemented as planned and whether the intervention is meeting interim goals and milestones, as well as suggest

ways the intervention could be changed for continuous improvement. Performance information can also provide insight into whether the expected outcomes are being achieved.

- **Evaluations of effectiveness** may be appropriate when SEAs and/or LEAs want to know if an activity was effective in that the activity affected the intended student or educator outcomes. These types of evaluations may meet strong or moderate evidence levels, as defined in ESEA section 8101(21).

For more detailed information on the Cyclical Framework, please refer to “A Cyclical Framework for Maximizing Title II, Part A Investments”, found on page 30 of the Non-Regulatory Guidance for Title II, Part A.

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>

Complex Areas/Charter Schools/State Offices, should have on hand documentation to support each item on their Title II A Complex Area Plan. Each item should have:

1. Documented needs assessment that aligns with a specific item on their Title II A Complex Area Plan.
2. An Implementation Plan on how the funding will be used:
 - a. Identified specific item on the budget template
 - b. Expected outcome for using the funds for that item
 - c. How funding this item helps to meet your need
 - d. Measurable goals
 - e. Timeline for successful implementation
 - f. Clearly identified roles
 - g. Plan for continuous improvement
3. Evidence is gathered regularly to **examine** the strategy and to **reflect** on and **inform** next steps.

For more detailed information on Evidence, please refer to Appendix A: Guidance on the Definition of “Evidence-Based”, found on page 37 of the Non-Regulatory Guidance for Title II, Part A. <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>

Documentation in support of your Complex Area Plan must be available upon request.



HAWAII DEPARTMENT OF EDUCATION
Highly Qualified Teacher
Reimbursement Policy
School Year 2020-2021

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. Reimbursement for courses must be:
 - a. In the content area that the teacher is identified as NHQT or
 - b. A required course as part of a degree program for the content that the teacher is identified as NHQT.
 - c. Pre-requisite courses are not reimbursable unless they are specifically in the NHQT content area.
 - d. For meeting HODOE Sheltered Instruction requirements.
4. Reimbursements cannot be grouped into general categories, such as "college courses."
5. 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
Hawaii Qualified Teacher
Praxis Reimbursement Process
School Year 2020-2021

Under ESEA section 2101(c)(4)(B)(i), Title II, Part A funds may be used to support teachers in meeting the required subject-matter knowledge in the academic subjects that they teach. One of the areas that the HIDOE has prioritized support to teachers to meet the Hawaii Qualified Teacher requirement is through the demonstration of subject-matter knowledge is to reimburse teachers for successful completion of the Praxis subject matter exam or equivalent exams identified by the Hawaii Teacher Standards Board.

To be eligible for reimbursement for the Praxis or other equivalent exams, teachers must submit evidence of the passing test score along with all required forms and supporting documentation.

The following steps outline the procedures for requesting reimbursement:

1. Activity must be on an approved Professional Development Plan or a verification letter from the Principal.
2. Teacher reviews the Praxis Reimbursement Process - Attachment A.
3. Teacher reviews the Praxis Reimbursement Teachers's Checklist for the required documents - Attachment B.
4. Teacher submits Request for Reimbursement for PRAXIS Exam form - Attachment D, and includes all supporting documentation required.
5. The principal or HQ designee verifies that the exam is part of the teacher's Professional Development Plan or verification letter;
6. School establishes FMS Vendor Number for the teacher and submits the reimbursement request to the complex area office;
7. Complex Area Superintendent approves the request for payment, and determines if payment will come from Complex Area office, or from school; and
8. Check is mailed to teacher by Office of Fiscal Services, Vendor Payment Unit.

Forms and detailed instructions are listed below. The Request for Reimbursement for PRAXIS Exam - Attachment D is also available at <https://hidoeotm.org/eq>, under Quick Links/Forms.

Click on the following links to download/view the document

[A. PRAXIS Reimbursement Process](#)

[B. PRAXIS Reimbursement Teacher Checklist of Required Documents](#)

[C. Template of Letter to Vendor Payment Regarding Test Payment by Someone Else](#)

[D. Request for Reimbursement for PRAXIS Exam](#)

[E. FMS-PY1 PRAXIS Prefilled](#)

[F. Instructions for Completing of FMS-PY1 Form](#)

[G. Sample of a reimbursement document packet](#)

[H. All Attachments A-G](#)

Title II A
ESSA HAWAII QUALIFIED
TEACHER HANDBOOK

Section 9

Monitoring



HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
Title II A Monitoring Cycle
School Year 2020-2021

Title II A Monitoring Cycle

| F A L L | | |
|--------------------------------------|----------------------------|------------------------------------|
| 2020 | 2021 | 2022 |
| Castle-Kahuku* | Aiea-Moanalua-Radford | Kailua-Kalaheo |
| Hilo-Waiakea** | Leilehua-Mililani-Waialua | Castle-Kahuku |
| Honokaa-Kealakehe-Kohala-Konawaena** | Charter Schools | Charter Schools |
| Kau-Keaau-Pahoa** | | |
| Charter Schools** | | |
| S P R I N G | | |
| 2021 | 2022 | 2023 |
| Hana-Lahainaluna-Lanai-Molokai | Farrington-Kaiser-Kalani | Hilo-Waiakea |
| Baldwin-Kekaulike-Maui | Kaimuki-McKinley-Roosevelt | Honokaa-Kealakehe-Kohala-Konawaena |
| Campbell-Kapolei*** | Kapaa-Kauai-Waimea | Kau-Keaau-Pahoa |
| Pearl City- Waipahu*** | Charter Schools | Charter Schools |
| Nanakuli-Waianae*** | | |
| Charter Schools | | |

* Postponed from Fall 2019

** Postponed from Spring 2020

***Postponed from Fall 2020



HAWAII DEPARTMENT OF EDUCATION
Hawaii Qualified Teacher
2019-2020 School Monitoring Template
(Monitoring for School Year 2018-19)

Section 1: HQT Progress

| | Question | Evidence |
|-----|---|-----------------------|
| 1.1 | Percent of classes taught by HQTs BOY 2018-2019 | Monitor: Provide data |
| 1.2 | Percent of classes taught by HQTs EOY 2018-2019 | Monitor: Provide data |
| 1.3 | Percent of classes taught by HQTs BOY 2019-2020 | 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 2018-19 what activities and professional development funded from Program ID 20696 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 Program ID 20696 funds used to support these activities? | School: Provide amount, PO or Contract, ATP |
| 2.3 | Does the amount in item 2.2 match the FRS expenditure reports and other supporting documentation? | School: Provide Title II expenditure report and supporting documents as applicable |
| 2.4 | In 2018-19 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 activities and professional development and did the <u>school</u> support funded from Program ID 20697 in 2018-19 (all administrators and teachers)? | School: Provide list and Sign In |
| 2.6 | What was the amount of Title II A Program ID 20697 funds used for these activities? | School: Provide amount, PO or Contract, ATP |
| 2.7 | Does the amount in item 2.6 match the FRS expenditure reports and other supporting documentation? | School: Provide Title II expenditure report and supporting documents as applicable |
| 2.8 | What activities and professional development and did the <u>school</u> support funded from Program ID 20657 in 2018-19 (all administrators and teachers)? | School: Provide list and Sign In |
| 2.9 | What was the amount of Title II A Program ID 20657 funds used for these activities? | School: Provide amount, PO or Contract, ATP |
| 2.10 | Does the amount in item 2.9 match the FRS expenditure reports and other supporting documentation? | School: Provide Title II expenditure report and supporting documents as applicable |
| 2.11 | What Professional development support did the complex area provide to schools? | School: Provide List |
| 2.12 | What mentoring and induction support did the school provide to beginning teachers? | School: Provide list and Sign In |
| 2.13 | What was the amount of Title II A Program ID 20698 funds used for these activities? | School: Provide amount, PO or Contract, ATP |
| 2.14 | Does the amount in item 2.13 match the FRS expenditure reports and other supporting documentation? | School: Provide Title II expenditure report and supporting documents as applicable |
| 2.15 | What mentoring and induction support does the complex area provide to schools? | School: Provide List |

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 2018-19 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 2019 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 2018-19 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 2018-19 and school to which they transferred. |
| 3.6 | Did the school request for a Technology Based Exemption? If yes, what teacher(s) was it submitted for? Did the technology used provide 100% of the instruction, assessment and grading of the student(s)? | School: Provide list, copies of P.O., Invoice and ATP. Provide copy of student(s) grade report (name and PII of student to be removed) |
| 3.7 | Did the school hire any Casual Hire Personnel Part-time teachers (PTT)? | School: Provide list of names |
| 3.7a | If so, How many were Direct Instruction (DIN)? How many were Direct Instructional Support (DIS)? How many were Non-Instructional Duties (NID)? | School: provide count for each category |
| 3.7b | Did the school ensure: The DIN PTT meets the HQT Requirements? The DIS PTT meet the Paraprofessional Requirements? | School: Provide response for each casual employee |
| 3.7c | Does the school maintain a copy of all required employment forms (Application, I9 Form, HQT/Paraprofessional Documentation)? | School: Provide copies of the employment forms |
| 3.7d | Did the school forward the supporting HQT/Paraprofessional documentation to the Educator Quality Section? | Monitor: verify records received in OTM EQS |
| 3.8 | Did the school hire any Casual Hire Personnel Paraprofessional Tutor (PPT)? | School: Provide list of names |
| 3.8a | If so, How many were Direct Instructional Support (DIS)? How many were Non-Instructional Duties (NID)? | School: provide count for each category |
| 3.8b | Did the school ensure: The DIS PPT meet the Paraprofessional Requirements? | School: Provide response for each casual employee |
| 3.8c | Does the school maintain a copy of all required employment forms (Application, I9 Form, HQT/Paraprofessional Documentation)? | School: Provide copies of the employment forms |
| 3.8d | Did the school forward the supporting Paraprofessional documentation to the Educator Quality Section? | Monitor: verify records received in OTM EQS |

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"> • Provide a copy of each letter sent |
| 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
ESSA Hawaii Qualified Teacher
School Year 2020-21 School Monitoring Template
(Monitoring for School Year 2019-20)

Section 1: HQT Progress

| | Question | Evidence |
|-----|---|------------------------|
| 1.1 | Percent of classes taught by HQTs BOY 2019-20 | Monitor: Provide data. |
| 1.2 | Percent of classes taught by HQTs EOY 2019-20 | Monitor: Provide data. |
| 1.3 | Percent of classes taught by HQTs BOY 2020-21 | 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 | Was your school identified as a Title I school? Was your school a TSI or CSI school? | School: Provide response for status in SY 2019-20. |
| 2.2 | In SY 2019-20 what activities and professional development funded from Program ID 20696 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. |
| 2.3 | What was the amount of Title II A Program ID 20696 funds used to support these activities? | School: Provide amount, PO or contract, ATP. |
| 2.4 | Does the amount in item 2.2 match the FRS expenditure reports and other supporting documentation? | School: Provide Title II expenditure report and supporting documents as applicable. |
| 2.5 | In SY 2019-20 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. |
| 2.6 | What activities and professional development and did the <u>school</u> support funded from Program ID 20697 in SY 2019-20 (all administrators and teachers)? | School: Provide list and sign in. |
| 2.7 | What was the amount of Title II A Program ID 20697 funds used for these activities? | School: Provide amount, PO or contract, ATP. |
| 2.8 | Does the amount in item 2.6 match the FRS expenditure reports and other supporting documentation? | School: Provide Title II expenditure report and supporting documents as applicable. |
| 2.9 | What activities and professional development and did the <u>school</u> support funded from Program ID 20657 in SY 2019-20 (all administrators and teachers)? | School: Provide list and sign in. |
| 2.10 | What was the amount of Title II A Program ID 20657 funds used for these activities? | School: Provide amount, PO or contract, ATP. |
| 2.11 | Does the amount in item 2.9 match the FRS expenditure reports and other supporting documentation? | School: Provide Title II expenditure report and supporting documents as applicable. |
| 2.12 | What professional development support did the complex area provide to schools? | School: Provide list. |
| 2.13 | What mentoring and induction support did the school provide to beginning teachers? | School: Provide list and sign in. |
| 2.14 | What was the amount of Title II A Program ID 20698 funds used for these activities? | School: Provide amount, PO or contract, ATP. |

| | | |
|------|--|---|
| 2.15 | Does the amount in item 2.13 match the FRS expenditure reports and other supporting documentation? | School: Provide Title II expenditure report and supporting documents as applicable. |
| 2.16 | What mentoring and induction support does the complex area provide to schools? | School: Provide list. |
| 2.17 | The school assures that the Title II A funds used for Professional Development (20697, 20698, 20657) were only used to provide PD for teachers who are licensed and/or HQ. | School: Provide response. |
| 2.18 | How did the school verify that the teacher who attended the PD activities is licensed and/or HQ? | School: Provide response. |
| 2.19 | How did the school ensure that professional activities meet the statutory definition of professional development which requires PD be: <ul style="list-style-type: none"> ● sustained; ● intensive; ● collaborative; ● job-embedded; ● data-driven; and ● classroom focused? | School: Provide documentation of steps taken to ensure PD meets the statutory definition. |
| 2.20 | How did the school ensure that Title II funds were utilized in alignment with the Complex Area plan? | School: Provide response. |

Section 3: Teacher Qualifications

| | 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 2019-20 master schedule. (Elementary schools: tentative staffing 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 2019 Preview? | Monitor: Confirm accurate assignments. |
| 3.4 | Does the school maintain a copy of all HQ documentation in each teacher's Employee Personnel File (e.g. PDP Plan (optional), HQ Form with attached documents, NHQT parent letter)? | School: Separate all 2019-20 HQ records from teachers' EPF and provide 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 the end of SY 2019-20 and school to which they transferred. |
| 3.6 | Did the school request for a Technology Based Exemption? If yes, what teacher(s) was it submitted for? Did the technology used provide 100% of the instruction, assessment and grading of the student(s)? | School: Provide list, copies of PO, invoice and ATP. Provide copy of student(s) grade report (name and PII of student to be removed). |

Section 4: Casual Personnel

| | Question | Answer/Evidence |
|------|---|--|
| 4.1 | Did the school hire any Casual Hire Personnel Part-time teachers (PTT)? (Regardless of funding source.) | School: Provide list of names. |
| 4.1a | If so, How many were Direct Instruction (DIN)? Were any PTT DIN hired as Kupuna? How many were PTTB Waiver (DIW)? How many were Non-Instructional Duties (NID)? | School: Provide count for each category. |
| 4.1b | Did the school ensure: The DIN PTT meets the HQT Requirements? Did any NHQ PTT DIN teach for four or more consecutive weeks? The Waiver for the PTTB DIW was submitted? The NID PTT meets the Hawaii teacher license or Class A (Bachelor's degree) requirements? | School: Provide response for each casual employee. |
| 4.1c | Does the school maintain a copy of all required employment forms (Application, I-9 Form, HQT/qualification*)? *transcript, diploma, etc. | School: Provide copies of the employment forms for review. |
| 4.1d | Did the school forward the supporting HQT/qualification/waiver documentation to the Educator Quality Section? | Monitor: Verify records received in OTM EQS. |
| 4.2 | Did the school hire any Casual Hire Personnel Paraprofessional Educator (PPE)? (Regardless of funding source.) | School: Provide list of names . |
| 4.2a | If so, How many were Direct Instructional Support (DIS)? Did any PPE DIS provide support to English Learners or coordinate parental involvement activities (PCNC)? How many were Non-Instructional Duties (NID)? | School: Provide count for each category. |
| 4.2b | Did the school ensure: The DIS PPE met Paraprofessional requirements? The NID PPE met the Class B (less than Bachelor's degree) requirements? | School: Provide response for each casual employee. |
| 4.2c | Does the school maintain a copy of all required employment forms (Application, I-9 Form, HQT/Paraprofessional/qualification* documentation)? *transcript, diploma, etc | School: Provide copies of the employment forms for review. |
| 4.2d | Did the school forward the supporting HQT/Paraprofessional/qualification documentation to the Educator Quality Section? | Monitor: Verify records received in OTM EQS. |
| 4.3 | Did the school hire any Casual Hire Personnel | School: Provide list of names. |

| | | |
|------|--|--|
| | Paraprofessional Tutor (PPT)? (Regardless of funding source.) | |
| 4.3a | If so, How many were Direct Instructional Support (DIS)? Did any PPT DIS coordinate parental involvement activities (PCNC)? How many were Non-Instructional Duties (NID)? | School: Provide count for each category. |
| 4.3b | Did the school ensure: The DIS PPT meet the Paraprofessional Requirements? The NID PPT meet Class B (less than Bachelor's degree) requirements? | School: Provide response for each casual employee. |
| 4.3c | Does the school maintain a copy of all required employment forms (Application, I-9 Form, Paraprofessional/qualification* documentation)? *transcript, diploma, etc. | School: Provide copies of the employment forms for review. |
| 4.3d | Did the school forward the supporting Paraprofessional/qualification documentation to the Educator Quality Section? | Monitor: Verify records received in OTM EQS. |
| 4.4 | How does the school retain documentation related to Title II A? How long does the school retain records? | School: Provide response. |

Section 5: English Learner/Sheltered Instruction

| | Question | Answer/Evidence |
|-----|---|--|
| 5.1 | Who is your EL Coordinator? Is your coordinator TESOL licensed or HQ? | School: Provide name and response. |
| 5.2 | How many EL students attend your school? | School: Provide count as of 10/1/2019. |
| 5.3 | Who are the teachers who are assigned or provide direct instruction to your EL students? | School: Provide list of teachers. |
| 5.4 | Do all of the teachers in 5.3 have a TESOL license or meet the HQ requirement for TESOL? | School: Provide response. |
| 5.5 | Were parent notification letters of NHQT sent to parents for the teachers in 5.1 and 5.4, if applicable? | School: Provide response and copies of notification letters. |
| 5.6 | Do the teachers who have one or more EL students meet the Sheltered Instruction requirement? | School: Provide response. |
| 5.7 | What support has the school provided to the TESOL NHQT to help them become TESOL HQ? | School: Provide response. |
| 5.8 | By school year 2023-24, what plans does the school have to ensure that 100% of their SY 2019-2020 teachers have a minimum of 6 Sheltered Instruction credits? | School: Provide response. |

| | | |
|-----|---|---------------------------|
| 5.9 | What plan does the school have in place to ensure that new teachers attain their required Sheltered Instruction credits within three years of hire? | School: Provide response. |
|-----|---|---------------------------|

Section 6: School Assurances

| | Requirement | Document/Evidence |
|-----|---|--|
| 6.1 | 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. Provide a copy of each letter sent. |
| 6.2 | 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. |
| 6.3 | 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
2019-2020 Complex Area Monitoring Template
(Monitoring for School Year 2018-2019)

Section 1: HQT Progress

| | Question | Evidence |
|-----|---|-----------------------|
| 1.1 | Percent of classes taught by HQTs in all CA schools BOY 2018-19 | Monitor: Provide data |
| 1.2 | Percent of classes taught by HQTs in all CA schools EOY 2018-19 | Monitor: Provide data |
| 1.3 | Percent of classes taught by HQTs in all CA schools BOY 2019-20 | Monitor: Provide data |
| 1.4 | HQT status of each CA school BOY 2019-20 | |

HQTs =Hawaii Qualified Teachers, BOY=Beginning of Year, EOY=End of Year

Section 2: Overview/Use of Funds

| | 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 NHQs? | |
| 2.3 | For schools that have not made progress in reducing the number of NHQ teachers, what steps has the complex area taken? | CA: Provide documentation of steps taken |
| 2.4 | In 2018-2019 what professional development and other activities did the complex area provide to increase the number of classes taught by HQTs (Tier-One funds Program ID 20696)? | CA: Provide list of PD activities and other supports |
| 2.5 | What was the amount of Title II A Program ID 20696 funds used to support these 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. |
| 2.6 | Does the amount in item 2.5 match the FRS expenditure reports and other supporting documentation? | |
| 2.7 | What additional opportunities would be helpful to your efforts to assist/require non-HQ teachers to become HQ? | |
| 2.8 | What activities and professional development did the complex area support funded from Program ID 20697 in 2018-19 (all administrators and teachers)? | CA: Provide list of activities and include the following documents as appropriate: event title, date, roster of attendees, contracts, and position descriptions |

| | Question | Answer/Evidence |
|------|--|--|
| 2.9 | What was the amount of Title II A Program ID 20697 funds used for these 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: Use of Funds Justification Form, Purchase Order, Invoice, Payroll Certifications. |
| 2.10 | Does the amount in item 2.9 match the FRS expenditure reports and other supporting documentation? | |
| 2.11 | What targeted activities and professional development and did the complex area support funded from Program ID 20657 in 2018-19 (all administrators and teachers)? | CA: Provide list of activities and include the following documents as appropriate: event title, date, roster of attendees, contracts, and position descriptions |
| 2.12 | What was the amount of Title II A Program ID 20657 funds used for these 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: Use of Funds Justification Form, Purchase Order, Invoice, Payroll Certifications. |
| 2.13 | Does the amount in item 2.12 match the FRS expenditure reports and other supporting documentation? | |
| 2.14 | What induction and mentoring activities did the complex area support with Title IIA Program ID 20698 funds in 2018-2019? | CA: Provide list of activities and include the following documents as appropriate: event title, date, roster of attendees, contracts, and position descriptions |
| 2.15 | What was the amount of Title II A Program ID 20698 funds used for these 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: Use of Funds Justification Form, Purchase Order, Invoice, Payroll Certifications. |
| 2.16 | Does the amount in item 2.15 match the FRS expenditure reports and other supporting documentation? | |
| 2.17 | How many beginning teachers were supported? How many received support from a mentor? | Provide list of beginning teacher and name of mentor teacher |
| 2.18 | How Many Positions did you fund with Title II A Funds? What was the function of each position? | Provide List of Names and Job Title |
| 2.19 | Please provide payroll certification forms for Title II A funded positions | CA: Provide copies of certification forms for all Title II A funded positions |
| 2.20 | What has the State Offices done to support the complex area and your schools' professional development efforts? | |
| 2.21 | 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 | Does the complex area employ any Casual Personnel that are a PTT, PPE or PPT? | Provide List of Name and Job Type (PTT, PPE, PPT) |
| 3.8 | Does the complex area maintain a copy of all required employment forms (Application, I9 Form, HQT/Paraprofessional Documentation)? | School: Provide copies of the employment forms |
| 3.9 | 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.



HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
SY 2020-2021 Complex Area Monitoring Template
(Monitoring for School Year 2019-20)

Section 1: HQT Progress

| | Question | Evidence |
|------------|---|-----------------------------|
| 1.1 | Percent of classes taught by HQTs in all CA schools BOY 2019-20 | Monitor: Provide data/link. |
| 1.2 | Percent of classes taught by HQTs in all CA schools EOY 2019-20 | Monitor: Provide data/link. |
| 1.3 | Percent of classes taught by HQTs in all CA schools BOY 2019-20 | Monitor: Provide data/link. |
| 1.4 | HQT status of each CA school BOY 2019-20 | Monitor: Provide data/link. |

HQTs =Hawaii Qualified Teachers, BOY=Beginning of Year, EOY=End of Year

Section 2: Overview/Continuous Improvement

| | Question | Answer/Evidence |
|------------|--|---|
| 2.1 | How successful has the complex area been in reducing the number of NHQ teachers? | CA: Provide response. |
| 2.2 | How does the complex area monitor school progress in reducing the number of NHQ teachers? | CA: Provide response. |
| 2.3 | For schools that have not made progress in reducing the number of NHQ teachers, what steps has the complex area taken? | CA: Provide documentation of steps taken. |
| 2.4 | How does the complex area assure that activities funded by Title II A adhere to the Complex Area Academic Plan? Did you implement your plans? What evidence did you collect? What were the results of your evidence? What steps did you take to inform/guide/improve how you use and prioritize the use of Title II A Funds? | CA: Provide response. |
| 2.5 | List schools in the complex area identified as: <ul style="list-style-type: none"> ● Title I ● CSI ● TSI during SY 2019-20. | CA: Provide list of schools. |
| 2.6 | What support was provided to Title I schools or schools that are identified as high poverty? | CA: Provide responses. |

| | | |
|-----|--|---|
| | <p>What support was provided to CSI and TSI schools?</p> <p>What support was provided to educators in supporting neglected and delinquent children?</p> | |
| 2.7 | <p>What data does the complex area collect and analyze specific to Title II A?</p> <p>What data did you collect?</p> <p>Who did you gather stakeholder input from regarding your data?</p> <p>What is your continuous improvement process?</p> | <p>CA: Provide evidence of actions taken to improve Title II A activities. List data collected and source and indicate whether others were consulted, or stakeholders were asked for input. List evidence of action taken to improve activities, i.e. survey results or feedback from Title II A funded activities.</p> |

Section 3 Use of Funds/Prioritizing Funds

| | Question | Answer/Evidence |
|-----|--|--|
| 3.1 | In SY 2019-20, what professional development and other activities did the complex area provide to increase the number of classes taught by HQTs (Tier-One funds Program ID 20696)? | CA: Provide list of PD activities and other support activities/programs. |
| 3.2 | What was the amount of Title II A Program ID 20696 funds used to support these activities? | CA: Provide FRS Report 3.8 with drill down of expenditures for Tier One program IDs. Delineate by school expenditures and CA expenditure. Directly associate the use of Tier One funds with recipient non-HQ teachers. |
| 3.3 | Does the amount in item 3.2 match the FRS expenditure reports and other supporting documentation? | CA: Provide response. |
| 3.4 | What additional opportunities would be helpful to your efforts to assist/require non-HQ teachers to become HQ? | CA: Provide response. |
| 3.5 | What activities and professional development did the complex area support funded from Program ID 20697 in 2019-20 (all administrators and teachers)? | CA: Provide list of activities and include the following documents as appropriate: event title, date, roster of attendees, contracts, and position descriptions. |
| 3.6 | <p>How did the complex area ensure that professional activities meet the statutory definition of professional development which requires PD be:</p> <ul style="list-style-type: none"> ● sustained; ● intensive; ● collaborative; | CA: Provide documentation of steps taken to ensure PD meets the statutory definition. |

| | | |
|------|--|--|
| | <ul style="list-style-type: none"> • job-embedded; • data-driven; and • classroom focused? | |
| 3.7 | What was the amount of Title II A Program ID 20697 funds used for these 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: Use of Funds Justification Form, Purchase Order, Invoice, Payroll Certifications. |
| 3.8 | Does the amount in item 3.7 match the FRS expenditure reports and other supporting documentation? | CA: Provide response. |
| 3.9 | What targeted activities and professional development and did the complex area support funded from Program ID 20657 in 2019-20 (all administrators and teachers)? | CA: Provide list of activities and include the following documents as appropriate: event title, date, roster of attendees, contracts, and position descriptions. |
| 3.10 | What was the amount of Title II A Program ID 20657 funds used for these 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: Use of Funds Justification Form, Purchase Order, Invoice, Payroll Certifications. |
| 3.11 | Does the amount in item 3.10 match the FRS expenditure reports and other supporting documentation? | CA: Provide response. |
| 3.12 | What induction and mentoring activities did the <u>complex area</u> support with Title IIA Program ID 20698 funds? | CA: Provide list of activities and include the following documents as appropriate: event title, date, roster of attendees, contracts, and position descriptions . |
| 3.13 | What was the amount of Title II A Program ID 20698 funds used for these 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: Use of Funds Justification Form, Purchase Order, Invoice, Payroll Certifications. |

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| 3.14 | Does the amount in item 3.13 match the FRS expenditure reports and other supporting documentation? | CA: Provide response. |
| 3.15 | How many beginning teachers were supported? How many received support from a mentor? | CA: Provide list of beginning teacher and name of mentor teacher. |
| 3.16 | What support was provided to support struggling teachers? | CA: List support provided. |
| 3.17 | How Many Positions did you fund with Title II A Funds? What was the function of each position? | CA: Provide list of names, job title, position description and payroll certification. |
| 3.18 | The complex area assures that the Title II A funds used for Professional Development (20697, 20698, 20657) were only used to provide PD for teachers who are licensed and/or HQ. | CA: Provide response. |
| 3.19 | How did the complex area verify that the teacher who attended the PD activities is licensed and/or HQ? | CA: Provide response. |
| 3.20 | How did the complex area assure that Title II funds were utilized in alignment with the Complex area plan? | CA: Provide response. |
| 3.21 | What has the State Offices done to support the complex area and your schools' professional development efforts? | CA: Provide response. |
| 3.22 | How could State Offices better support the complex area and your schools' professional development efforts? | CA: Provide response. |

Section 4: Assurances

| | Question | Answer/Evidence |
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| 4.1 | What efforts has the complex area made to recruit and hire effective teachers? | CA: Provide response. |
| 4.2 | How does the complex area work with schools to ensure that teachers hired in Title I schools are HQ at the time of hire? | CA: Provide response. |
| 4.3 | How successful has the complex area been in reducing the number of non-HQ teachers hired in Title I schools? | CA: Provide response. |
| 4.4 | 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: Describe process. |
| 4.5 | How does the complex area monitor the hiring and assignment of substitute teachers? | CA: Provide response. |
| 4.6 | 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 process. |
| 4.7 | How does the complex area ensure that its component | CA: Provide list of schools and method of |

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| | schools notified parents of their right to request and receive information on the qualifications of their children's teachers? | notification. |
| 4.8 | Does the complex area employ any Casual Personnel that are a PTT, PPE or PPT (regardless of funding source)? | CA: Provide list of name and job type (PTT, PPE, PPT). |
| 4.9 | Does the complex area maintain a copy of all required employment forms (Application, I-9 and verification documents, HQT/Paraprofessional/qualification* documents)? *transcript, diploma, certificate, etc. | CA: Provide copies of the employment forms for review. |
| 4.10 | What plan does the complex area have to ensure that 100% of their SY 2019-20 teachers have a minimum of 6 Sheltered Instruction credits by SY 2023-24? What plan does the complex area have in place to ensure that new teachers attain their required Sheltered Instruction credits within three years of hire? | CA: Provide response. |
| 4.11 | How does the CA retain documentation related to Title II A? How long does the CA retain records? | CA: Provide response. |
| 4.12 | 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? | CA: Provide response. |

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.