



HAWAII DEPARTMENT OF EDUCATION
ESSA Hawaii Qualified Teacher
HQT in Project-based Instructional Settings
School Year 2026-2027

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.