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October 21, 2024

TO: Certificated Employees (All)

FROM: Keith T. Hayashi
Superintendent

SUBJECT: Hawaiʻi State Department of Education Professional Development Credit Courses: A Manual for Providers Featuring Important Participant Details

The Hawaiʻi State Department of Education (HIDOE) professional development (PD) system, established in 2002, is designed to enhance and strengthen the educational workforce. The attached manual introduces the PD framework and offers guidance for course instructors, serving as a resource for providers delivering PD opportunities for credit through the learning management system, Learnsoft.

The HIDOE recognizes the significant impact of well-designed, aligned PD on teaching quality and student achievement. High-impact PD is sustained, intensive, data-informed, and collaborative, involving educators, leaders, support staff, and the community. This manual specifically addresses PD for reclassification credit, guiding providers in delivering rigorous opportunities aligned with HIDOE policies and quality standards. PD should enhance instructional practice and student outcomes, with credits awarded based on a portfolio assessment that evaluates the participant's application of new knowledge or skills and changes in attitudes and aspirations, ensuring completion of all course requirements and demonstrating a positive impact.

Thank you for your dedication to providing high-quality professional development that supports our educators' growth and ultimately benefits our students.

Should you have any questions, please contact Morgan Yamamoto, Educational Specialist for the Advancing Professional Learning Program, at (808) 784-6439 or via email at creditcourses@k12.hi.us.

KTH:my
Attachment

c: Deputy Superintendents
Assistant Superintendents
Complex Area Superintendents
Hawai‘i State Public Charter School Commission
Principals (All)
Hawai‘i State Public Charter School Directors (All)
Vice Principals (All)
Hawai‘i State Teachers Association
Office of Talent Management, Teacher Reclassification
Office of Curriculum and Instructional Design

Hawai‘i State Department of Education
Office of Curriculum and Instructional Design

Professional Development Credit Courses

MANUAL FOR PROVIDERS

Featuring Important Participant Details

October 2024

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Professional Development Credit System

INTRODUCTION

The Hawai'i State Department of Education (HIDOE) professional development (PD) system was initiated in School Year 2002 based on major cornerstones of excellence instituted to increase and strengthen the capacity of its educational workforce. This introduction lays the foundation for exploration into the realm of PD[1] within the HIDOE.

Navigating Board of Education Policies

The Hawai'i State Board of Education (BOE), established by the Hawai'i State Constitution, has the authority to formulate statewide educational policies or directives to guide the HIDOE operations. The BOE thus holds a pivotal position in molding PD initiatives within HIDOE. Among the pivotal directives, BOE Policy E-200[2] and BOE Policy 204-3[3] stand out as critical guidelines. Policy E-200 underscores the HIDOE's commitment to implementing and sustaining an ongoing, all-encompassing PD program. This PD program is specifically curated to elevate the competencies and performance of its professional staff, ultimately contributing to the realization of the HIDOE vision for students. BOE Policy 204-3 focuses on providing learning opportunities tailored to various stages of teachers' and educational officers' careers. Policy 204-3 aims to address identified needs and promote initiatives at both individual and institutional levels, fostering professional growth.

Commitment to Continuous Growth

HIDOE's Standard of Practice 5600 embodies the unwavering commitment to the growth and development of our educators. As outlined in the HIDOE School Code 5600:

> From the moment they enter the Department until retirement, employees are expected to undergo phases of growth and change to meet the obligations of their positions. Correspondingly, the Department shall establish and maintain a continuing development program for the professional growth of our educators to meet the established goals and objectives of the Department. (Hawai'i State Department of Education, 2003, p. 5600-5)

[1] While "professional learning" is the preferred description of professional activities for certificated educators. This manual uses both "professional learning" and "professional development" interchangeably since "professional development" is commonly accepted terminology when referring to professional activities intended to address educator and student needs.
[2] BOE Policy E-200 Staff Success: *https://boe.hawaii.gov/policies/Board%20Policies/Staff%20Success.pdf*
[3] BOE Policy 204-3 Personnel Development: *https://boe.hawaii.gov/policies/Board%20Policies/Personnel%20Development.pdf*

Embracing Hawai‘i Teacher Performance Standards

The Hawai‘i Teacher Standards Board (HTSB) adopted the Interstate New Teacher Assessment Consortium (InTASC) Model Core Teaching Standards as Hawai‘i’s Teacher Performance Standards for licensing in 2011. These standards represent a major revision to the Model Standards for Beginning Teacher Assessment and Development, extending its focus beyond new teachers to define standards of professional practice for all educators in different stages of their career. Reflecting on the implications of these standards in relation to the professional growth of teachers is essential for evaluating PD in our system.

Theory of Action

The HIDOE values the impact that well-designed and well-aligned PD has on the quality of instruction and student achievement outcomes, through powerful pedagogical practices, instructional designs and student engagement strategies. High-impact PD is sustained, intensive, data-informed and is designed based on a collaboration model between teachers, between teachers and leaders, between teachers and support staff, and between teachers and the community (families, non-profit organizations, businesses, institutions of higher education).

As PD effectuates the knowledge, attitudes, skills, aspirations, and behaviors of participants, the ultimate goal is to create a broad and deep impact on teaching and learning. Therefore, PD is designed at various levels (school, complex area, and state) to provide rich, meaningful experiences and focus on teaching, leadership, and organizational excellence through flexible, rigorous, and job-embedded learning opportunities that advance HIDOE’s implementation of the 2023-2029 Strategic Plan.

> “Deep learning, often called transformational learning, occurs at the level of beliefs, values, and motivation rather than only at the level of knowledge and skills. Transformational learning is long-term and results in behavioral changes… that occur at the core of the learner. Learning at this level promotes a change in practice” (Killion, 2008, p. 8).

PROFESSIONAL DEVELOPMENT DEFINED

In 2015, the Every Student Succeeds Act (ESSA) revised the federal definition of PD with specific criteria and activities to increase educators' knowledge and understanding of teaching and learning. According to the six ESSA criteria, PD is, "sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused."[4] The ultimate goal of PD in the U.S. Department of Education is, "to provide educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards." ESSA further prescribes activities to achieve said goal, however the statute does not explicitly include essential content for adult learners, process elements for professional learning, and the conditions for successful implementation.

According to ESSA (2015):

> The term 'professional development' means activities that (A) are an integral part of the school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and (B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused,...

In 2020, The Center for Great Leaders and Teachers at the American Institutes for Research conducted a "systematic literature review and meta-analysis to understand the relationship among Standards for Professional Learning and teacher and student outcomes" (Garrett et al., 2021). This study found consistent evidence that alignment with Learning Forward's Standards for Professional Learning is associated with improved teacher instruction and student achievement outcomes. The findings from this study demonstrate that investments in professional learning can yield meaningful improvements in student achievement, as evidenced through improvements in instruction.[5]

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[4] "Definition of professional development found in the Every Student Succeeds Act (ESSA)" Learning Forward, accessed April 30, 2023, *https://essa.learningforward.org/wp-content/uploads/sites/5/2020/04/ESSA-toolkit-resource-1-1.pdf*.

[5] "Evidence of how Standards for Professional Learning are Associated with Improved Teacher Instruction and Student Outcome," Learning Forward, accessed August 17, 2022, *https://learningforward.org/report/evidence-of-how-standards-for-professional-learning-are-associated-with-improved-teacher-instruction-and-student-outcomes/*.

Analyses of the impacts on teacher instruction informed Learning Forward's revision of the 2011 Standards for Professional Learning. "In the 2022 revision, the Standards for Professional Learning evolved from seven to 11 standards, and were organized into three frames that recognize: (1) the conditions necessary for professional learning to succeed; (2) high-quality processes for creating effective professional learning experiences; and (3) critical areas of content for educators to focus on as they continue to grow their expertise" (Garrett et al., 2021).

To ensure PD for credit is rigorous and meets the ESSA definition, all PD credit courses shall be designed in alignment with the Learning Forward's 2022 Standards for Professional Learning. These standards provide specific guidance in the design and implementation of professional learning experiences that support growth in both knowledge and skills for educators. The standards also reflect the best practices and current research in the field of PD. "They help stakeholders design, lead, facilitate, support, and evaluate professional learning to advance school and system priorities so that all students learn at high levels" (Crow, 2022).

By using the Standards for Professional Learning in Table 1, the HIDOE PD Credit System establishes common language, definitions, and expectations for PD credit courses offered in the Learnsoft Learning Management System (LMS). "Standards for Professional Learning describe at a high level what educators learn, the processes for educator learning, and the conditions in schools, systems, and other organizations that support powerful learning" (Crow, 2022). Like the ESSA definition for PD, the Standards for Professional Learning apply to all educators who deserve high-impact professional learning opportunities that meet the national consensus for rigor and quality. Table 2 illustrates the difficulties that arise in the absence of standards, as well as the positive impact achieved when standards are in place.

Table 1: Standards for Professional Learning

RIGOROUS CONTENT	
Equity Practices	Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.
Curriculum, Assessment, and Instruction	Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.
Professional Expertise	Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.
TRANSFORMATIONAL PROCESSES	
Equity Drivers	Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.
Evidence	Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.
Learning Design	Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.
Implementation	Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.
CONDITIONS FOR SUCCESS	
Equity Foundations	Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.
Culture of Collaborative Inquiry	Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

Leadership	Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.
Resources	Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Source: Adapted from https://learningforward.org/journal/setting-the-standards/new-look-new-standards/

Table 2: Advancing Outcomes for All Learners

To utilize the following table for the design process, begin with either the left or right column. The left column may contain common problems of practice related to PD, while the right column may present targeted outcomes for the course.

Missing standard *leads to these challenges...*	Standards for Professional Learning	Included standard *leads to these improved outcomes....*
• Low expectations • Lack of relevant instruction for each student • Disengaged or disenfranchised students and families	Equity Practices	• Students know they are respected and valued. • Students and families are included and engaged.
• Lack of instructional rigor and relevance in learning • Student learning data doesn't inform instruction • Misaligned or ineffective instructional practices	Curriculum, Assessment, and Instruction	• Students learn at grade level and beyond. • Instruction is informed by student data.
• Stagnant or ineffective educator practices • Instructional practice not informed by student content standards or educator performance standards • Reduced educator proficiency, advancement, and retention	Professional Expertise	• Students experience research-based instruction. • Highly proficient educator at all levels. • Educators are motivated and committed to the profession.
• Inequitable access to professional learning • Disengaged or disenfranchised educators • Lack of diverse perspectives in discussions	Equity Drivers	• Each learner is appropriately supported. • Multiple and varied perspectives are recognized and honored. • High-quality learning opportunities for all.
• Uninformed decision-making • Irrelevant professional learning • Professional learning without impact	Evidence	• Informed decision-making. • Relevance and focus in professional learning. • Professional learning has a positive impact.
• Misaligned professional learning goals • Lack of educator engagement • One-size-fits-all professional learning	Learning Designs	• Professional learning is aligned to student and educator needs. • Sustained growth of knowledge, skills, practices, and beliefs.
• Resistance to change • Short-term improvement	Implementation	• Educators are actively engaged in and committed to change efforts and

Missing standard *leads to these challenges…*	Standards for Professional Learning	Included standard *leads to these improved outcomes….*
• No sustained change		continuous growth. • Improvements are sustained over time.
• Inequitable access and opportunity for learning • Low or inconsistent expectation • Distrust and division among staff	Equity Foundations	• High expectations for each learner. • Shared commitment to successful outcomes for each learner.
• Pockets of excellence in teaching and learning • Students falling through the cracks • Ineffective use of collaborative learning time	Culture of Collaborative Inquiry	• Shared culture of excellence. • Collective responsibility for all learners. • Culture of continuous improvement.
• No shared commitment to professional learning • Disjointed professional learning efforts • Lack of understanding about why professional learning matters	Leadership	• Clear vision for professional learning. • Aligned efforts and priorities.
• Gaps in support and access to learning • Misalignment between goals and outcomes • No return on investment	Resources	• Sustained support for professional learning. • Protected time for collaborative learning. • Awareness of the impact of resources.

Source: *Adapted from* *https://standards.learningforward.org/wp-content/uploads/sites/29/2023/04/advancing-outcomes-tool.pdf*

Purpose and Content of this Manual

The purpose of this manual is to guide providers in delivering rigorous PD opportunities aligned with HIDOE's policies and "consensus definitions for quality" (Combs & Silverman, 2017).

The content of this manual is solely applicable to PD for reclassification credit that is offered through our internal PD management system.[6] The PD referenced in this manual are primarily intended for participants who are certificated educators both in and out of the classroom, including but not limited to resource teachers, instructional coaches, mentors, curriculum coordinators, registrars, counselors, and librarians. While PD in this context offers the potential for educator growth,[7] **the impact of the PD hinges on the fundamental shift from accumulating credits and moving up the salary schedule to a focus on what educators need to enhance their instructional practice and student outcomes** (Hirsh, et al., 2018, p. 21).

All PD for reclassification is instructor-led. All instructors are vetted through an application process. The issuance of PD credit relies on a portfolio-based approach, aiming to authentically assess the participant's application of new knowledge or skills related to their duties and responsibilities within the HIDOE and the changes in their attitudes and aspirations for future application. **Be advised that while active participation and completion of assignments are integral components of the course, they alone do not qualify a participant for PD credit. Achievement of PD credit for reclassification is contingent upon fulfilling all outlined course requirements and showcasing how the PD positively impacted the participant's knowledge, attitudes, skills, aspirations, and behaviors in their respective role.**

[6] Teachers have three equally valuable options to accrue credits for a classification change on their salary scale, independent of their teaching license. Each option typically corresponds to three credits and can be combined:

1. Participating in twenty-one (21) hours of job-embedded PD, annually.
2. Enrolling in courses offered by a college or university to earn "academic credits."
3. Taking courses through the internal learning management system [Learnsoft] to earn "PD credits."

[7] Based on meta-analyses from John Hattie, PD aimed to enhance the beliefs, actions, and impact of knowledge of teachers and school leaders has an effect size: 0.44.

STAKEHOLDER ROLES AND RESPONSIBILITIES

Purpose

PD is an essential part of the educational ecosystem of the HIDOE. The BOE and HIDOE recognize the critical role of all stakeholders in student achievement. The BOE policy requires all employees, contractors (including PD providers), and volunteers in the public school system, public charter school system, public library system, and BOE to uphold ethical conduct and comply with all applicable laws, regulations, and departmental policies. Accordingly, each HIDOE employee, contractor [PD provider], and volunteer must serve as a positive role model for students and engage only in conduct and behavior that will contribute to an appropriate learning environment (HIDOE Code of Conduct).

The purpose of this section of the manual is to offer a glimpse into the diverse roles within HIDOE's PD system, clarify the significance of each role in the broader landscape, and establish a common understanding of the expectations set forth for all stakeholders who choose to engage in the HIDOE PD credit system.

Providing PD for credit to educators contributes not only to their professional growth but also to teacher reclassification and salary advancement. Please be aware that an approval process must be completed before each instance of PD for reclassification credit begins. At the end of each instance, external post-audit compliance monitoring will be conducted to ensure quality provider performance and to support decision-making grounded in continuous improvement principles.

Violations of the relevant BOE and HIDOE policies compromises public trust by demonstrating a failure to uphold standards for professional conduct and accountability. The HIDOE reserves the right to terminate an approved PD course, revoke privileged access to provide PD courses for reclassification credit, and/or deny future opportunities to provide PD courses for reclassification credit in accordance with applicable BOE and HIDOE policies and guidance.

Ethics Reminder for State Employees Operating as Professional Development Providers

With respect to federal and state laws, in addition to the BOE[8] and HIDOE policies regarding ethics and professional conduct, all employees, contractors [PD providers], and volunteers are expected to comply with requirements for ethics. PD providers should not engage in, directly or indirectly, any actions, activities, practices, political activities, other employment, or conduct which conflicts with his/her duties and responsibilities in the HIDOE.[9] State employees (e.g., teachers, administrators, and educational officers) should avoid any

[8] BOE Policy 201-1 Ethics and Code of Conduct: *https://boe.hawaii.gov/policies/Board%20Policies/Ethics%20and%20Code%20of%20Conduct.pdf*

[9] Code of Conduct: *https://www.hawaiipublicschools.org/DOE%20Forms/CodeofConduct.pdf*

behaviors that might create a perception of improper conduct or even the appearance of impropriety in reasonable minds. To avoid possible conflicts of interest by state employees who serve as private PD providers using state resources, carefully review the bullets below.

An ethics reminder about private jobs and other private business activities by HIDOE employees. The State Ethics Code does not prohibit an employee from having a private job or business, but an employee may not create a conflict of interest with their state position or misuse their state position.[10] For example, HIDOE employees cannot:

- use contracted work hours (i.e., 8:00 am - 3:00 pm for teachers and 7:45 am - 4:30 pm for administrators and educational officers), state-issued email accounts, or any state-funded resources—such as the HIDOE server, internet, digital devices, web-based applications, software licenses, or machinery like photocopiers—for personal or private business activities aimed at financial gain. No personal money-making activities may be conducted using HIDOE computing and networking resources.[11]
- conduct any personal or private business activities at your school or work site, including during recess, lunch, or teacher workdays.[12] Personal or private business activities at a school or work site are allowed if the use of the facilities has been approved for the employee's personal leave time, vacation time, or time outside of contractual work hours.
- develop a PD credit course for work purposes (i.e., part of the HIDOE employee's duties) or during their contracted work time and then use that course for private business purposes to generate profit outside of their contracted work time. Any PD courses or materials created by HIDOE employees on work time or using work resources (e.g., digital devices, web-based applications, software licenses) are considered to be HIDOE property.

> The Hawai'i Teacher Standards Board (HTSB) Model Code of Ethics for Educators (MCEE) states, "The establishment of a professional code of ethics, by educators and for educators, honors the public trust and upholds the dignity of the profession." (NASDTEC, n.d.)

[10] A Quick Guide on Second Jobs and Private Business Activities:
https://ethics.hawaii.gov/wp-content/uploads/2019/02/quickguide_2ndJob.pdf
[11] BOE Policy 301-7 Employee Electronic Communication and Technology Use and Access:
https://boe.hawaii.gov/policies/Board%20Policies/Employee%20Electronic%20Communication%20and%20Technology%20Use%20and%20Access.pdf
HIDOE Acceptable Use Guidelines:
https://www.hawaiipublicschools.org/ParentsAndStudents/AntiBullyingWork/Pages/Internet-and-computer-use-rules.aspx
Guide to the State Ethics Code:
https://ethics.hawaii.gov/wp-content/uploads/2019/12/StateEthicsCodeGuide.pdf
[12] Ethics Reminders about Private Jobs and Other Private Business Activities by Department of Education Employees:
https://drive.google.com/file/d/1BkSdqefwnKB8J0JSoh-YGsf7StoKynbY/view?usp=sharing

- advocate for the acceptance or approval of a course where they have a financial stake. HIDOE employees should avoid having colleagues approve courses or seek direct approval for courses they own or influence.
- advertise their PD credit courses within the school or work site. To ensure fairness, all PD advertisements posted or emailed within a school or worksite must follow the same standards applied to any other business or community advertisement. HIDOE employees can advertise their courses following the established standards (i.e., BOE policy, standard of practice, school code, or HIDOE memoranda) provided it allows any business or community member to advertise in a similar manner. HIDOE employees cannot advertise their courses if the established standards are restricted to official work announcements or exclude community/business advertisements. HIDOE employees cannot leverage their positions to gain unfair advantages or preferential treatment with respect to their PD.

> **"Practicing the profession of teaching in a manner contrary to the recognized standards of ethics adopted by the HTSB in its Code of Ethics is grounds for refusal to renew, reinstate, or restore, and for revocation, suspension, denial, or condition of a license or permit" (HAR §8-54-9.14, 2019).**

Contact the Hawai'i State Ethics Commission at (808) 587-0460 or ethics@hawaii.gov for clarification and guidance to ensure compliance with state ethics requirements.

PD providers who are state employees are prohibited from:

- being a participant seeking PD credit in a course that they have privileged Learnsoft access to design, facilitate, or enter grades.
- having a spouse, child, or other household member as a participant seeking PD credit on a roster they have privileged access to.
- submitting PD content for reclassification credit in the LMS that is not entirely original.
    - Proper attribution, American Psychological Association or Modern Language Association citations, and/or express written permission for its use must accompany any content for PD that was copied or adapted from other sources.

Ethics reminders for course participants seeking PD credit for reclassification:

- Responsible use of generative artificial intelligence (AI) must be appropriately acknowledged and cited. Portfolio artifacts created by AI must be accompanied by an explicit description of how the generative output was used as a tool in accordance with HIDOE guidance[13] and/or adapted to meet course requirements with written permission from the instructor.
- Self-plagiarism, reusing content from other courses or using the same content for multiple courses without proper citation, is not permitted for PD credit.

[13] Artificial Intelligence website for HIDOE employees: *https://bit.ly/ocid-ai*

Professional Development Infrastructure

The PD landscape is characterized by a network of state-level offices in the HIDOE, each with unique roles and responsibilities necessary for the PD system to function. Below are two pivotal offices and their distinct functions that support PD for certificated educators.

Office of Talent Management

The Office of Talent Management (OTM) focuses on systems that support Talent Acquisition, Talent Development, and Talent Retention for all positions within the HIDOE.

The Personnel Development Branch within the OTM plays a crucial role in establishing and maintaining the essential department-wide system for PD. Their responsibilities encompass the following:

Personnel Development Branch	
Learning Management System	Procure and sustain the LMS which serves as a foundational tool for managing PD activities.
Technical Assistance and User Access	Provide technical support and ensure user access to the LMS ensuring educators can effectively engage with PD resources.
System-Wide PD Procedures	Refine and oversee system-wide LMS procedures for all PD that are designed to support certificated and classified staff in various roles within the HIDOE. This includes creating a framework for effective professional growth.

Teacher Reclassification is a specialized unit within the OTM. This specialized unit provides guidance on salary advancement for teachers. Their responsibilities encompass the following:

Teacher Reclassification Unit	
Application Processing	Receive and review teacher applications to change classification and advance on the salary schedule.
Form and Guideline Development	Create, update, and communicate the guidelines and forms related to the classification schedule and salary advancement for teachers.

Office of Curriculum and Instructional Design

The Office of Curriculum and Instructional Design (OCID) focuses on promoting transformative practices that foster innovative instructional design and support systems to reduce gaps and achieve positive outcomes for all students from Pre-Kindergarten through grade 12.

The Advancing Professional Learning (APL) program within OCID oversees PD opportunities within the LMS specifically for teacher reclassification purposes. APL specialists ensure that PD opportunities comply with BOE policies and HIDOE's Standards of Practice to improve educator competencies and student outcomes.

APL Program	
Assess Suitability	Review PD Provider Application forms for course instructors and respond within 14 calendar days.
Course Proposals	Review course proposals for quality and standard alignment, and collaborate with subject-matter experts, as needed. Respond within 14 calendar days.
	After the instructors submit grades in the Learnsoft LMS, the APL specialist is subsequently responsible for coordinating external post-audits of selected portfolios to ensure quality based on the corresponding portfolio criteria/rubric for each artifact within 21 calendar days.
Evidence of Learning	Review three (3) of the portfolios that were preliminarily marked with a passing grade in the roster by the instructor. Review additional portfolios post-audit, as needed.
	Coach and consult with instructors, as needed, on specific issues that arise in the submitted courses, instances, and/or portfolios.
	Update the roster and issue PD credits to respective participants granted all portfolio requirements and criteria were met within a timely manner.
Quality Assurance	Field questions and collect feedback about the PD credit approval process for courses and portfolios.
	Track and analyze the goals of the PD Credit System to better respond to the unique needs of teachers, both in and out of the classroom with the intent to increase teacher effectiveness.

Support	Provide consultation, training, and resources for the PD Credit System, as a whole, to increase understanding of the PD credit process and expectations for all stakeholders.

Advancing Professional Learning Program Superstructure

Learnsoft courses for PD credit serve as one of three pathways for teachers' professional growth and reclassification. In the APL Program, courses for PD credit are initiated by PD providers[14] and subsequently reviewed and approved by the APL specialists to ensure quality and alignment to standards.

Course Instructors

Course instructors offer expertise, guide instructional activities, and assist participants in their learning by modeling, coaching, and providing targeted feedback. The table below outlines the responsibilities of course instructors.

Course Instructor	
APL Program Expectations	Demonstrate commitment to the HIDOE's purpose of PD to elevate participants' professional growth so they can improve their competency within the HIDOE.
APL Program Expectations: *Professional Conduct*	Conduct oneself in a professional manner aligned with the HIDOE Code of Conduct and all applicable laws, regulations, and departmental policies. Note for state employees and Hawai'i licensed teachers: ● BOE policy 201-1 states that "all personnel shall strictly adhere to the Hawai'i State Code of Ethics and the Code of Ethics for public employees of the State as prescribed in Chapter 84 of the Hawai'i Revised Statutes." Potential violations of the State Ethics Code as described in the Chapter 84 statutes below may be reported to the Hawai'i State Ethics Commission for their independent investigation in accordance with their established procedures. ○ HRS §84-3 Definitions ○ HRS §84-13 Fair treatment ○ HRS §84-14 Conflicts of interests ● The HIDOE recognizes the Model Code of Ethics for Educators as an essential framework for professional conduct, complementing HRS Chapter 84 and the Code of Conduct. Potential violations of the MCEE

[14] PD credits within the LMS system are not initiated by teachers seeking recognition and compensation for PD activities they independently pursue based on personal interest.

Course Instructor	
	may be reported to the HTSB for their independent investigation in accordance with their established procedures.
APL Program Expectations: *Professional Conduct*	Maintain the role as instructor and abstain from interacting, communicating, or collaborating with participants in a manner inconsistent with the responsibilities of a course instructor in the HIDOE. Seek guidance from the APL specialist regarding possible issues involving the instructor role and responsibilities and conflicts of interest such as but not limited to securing or granting unwarranted advantages, or treatment, for oneself or family/household members.
Navigating the Learnsoft LMS	Learnsoft Terminology: ● Courses in the Learnsoft LMS are known as “learning objects.” ● Sections in the Learnsoft LMS are known as “learning object instances” or “instances.”
Demonstrating Suitability	Submit a PD Provider Application Form for each proposed PD credit course, new or previously approved. General qualifications for instructors include: ● knowledge of current educational theories in the content area; ● experience applying andragogy, pedagogy, and evidence-based practices; ● experience in teaching grades K-12; ● experience facilitating adult learning; and ● experience evaluating adult progress. NOTE FOR APPLICANTS: The HIDOE will not provide automatic feedback on all provider applications received. Individuals interested in learning more to strengthen their applications for future submissions are encouraged to contact the Administrator of the Learning Support Team at the OCID. PROCUREMENT COMPLIANCE: The HIDOE must follow state procurement laws whenever it uses public funds to pay for PD services. This applies to the entire process, including: ● selecting the PD services offered; ● determining the pricing of the services; and accepting the public funds for the services.[15]

[15] Selling Goods and Services to the HIDOE: *https://www.hawaiipublicschools.org/ConnectWithUs/Vendors/Selling/Pages/home.aspx*

Course Instructor	
Demonstrating Suitability	PROOF OF COMPLIANCE THRESHOLD: Whenever HIDOE uses public funds to pay for PD services exceeding $2,500 in cost, the instructor (or their business, if applicable) may be required to provide proof of compliance with state procurement laws, regardless of whether the instructor is a HIDOE employee. PRIVATE FUNDS EXCLUSION: The procurement compliance process above does not apply when HIDOE employees use their own private funds to pay for PD services.
Designing for PD Credit	Design a rigorous and relevant PD experience that aligns with the Standards for Professional Learning and will positively impact participant's professional values, beliefs, and purpose; and facilitate the application of participants' new learning to build their competencies, skills, partnerships, and/or leadership as educators within the HIDOE. ● Massive open online courses (MOOC) will not be accepted for PD credit in the HIDOE PD credit system. ● MOOCs are web-based distance learning courses designed for large numbers of participants in various geographical areas. Typically, enrollment and completion are fluid. Course requirements are generally met individually with little to no instructional feedback from a qualified expert and do not provide the level of feedback required for PD credit in the HIDOE system. A typical MOOC requires participants to watch recorded videos, read the assigned material (often provided as handouts and/or books), do assigned exercises, take online quizzes and exams, and participate in discussion forums with other online students (Taft et al., 2019). Reflect on feedback to make timely adjustments to the course details on the course worksheet before it is inputted in the LMS and/or published in the course catalog. Inaction may result in non-renewal of provider access for future courses or instances. Communicate and collaborate with the APL specialist, in a timely manner, regarding any questions or concerns with the requirements for course design, portfolio review, grades, or PD credit.

<table>
<tr><th colspan="2">Course Instructor</th></tr>
<tr><td>Accommodations</td><td>Plan for reasonable accommodations in accordance with the Americans with Disabilities Act (ADA). Budget for associated costs to accommodate qualified individuals with disabilities. For more information, refer to the Responsibilities and Procedures for Addressing Requests for Reasonable Accommodations Due to a Disability trifold, or contact the Civil Rights Compliance Branch.</td></tr>
<tr><td rowspan="2">Course Implementation and Instruction</td><td>Make the expectations explicit from the beginning of the course by communicating with participants and instructing at a level that is appropriate for the participants on the roster, in a manner free of biased language, actions, or activities.
At the start of each instance, instructors should:
Review the HIDOE Code of Conduct.
Review the HIDOE Acknowledgement of Expectations for Academic Conduct with participants.
Review the role/responsibilities of instructors and remind participants of their role/responsibilities when engaging in courses for PD credit.
Review the HIDOE AI Guidance for Employees
Clarify allowable and unallowable AI usage guidelines specific to the course requirements.
Provide examples of allowable and unallowable AI utilization in meeting course requirements.
Review applicable HTSB-approved performance standards and Learning Forward’s Professional Learning Standards, to ensure alignment with the course design.</td></tr>
<tr><td>Implement the course details as stated in the syllabus and as published in the LMS catalog.
Ensure portfolio artifacts reflect the approved contents of the learning portfolio and demonstrate evidence of the Knowledge, Attitudes, Skills, Aspirations, and Behaviors (KASAB) outcomes in the approved syllabus. Avoid modifying the course or associated materials once they have been reviewed and sanctioned by the APL specialist within the LMS catalog.
Ensure portfolio contents align with the specific criteria and/or rubric for each artifact.
Monitor participants’ engagement throughout the course and 45 calendar days beyond the end date to ensure adequate progress and</td></tr>
</table>

Course Instructor	
Course Implementation and Instruction	clarity on meeting expectations for quality portfolio completion in a timely manner.
	Incorporate both andragogical and pedagogical theories into the instructional practices throughout the course.
Communication with Course Participants	Communicate consistently with participants throughout the course. Provide participants with supporting resources and materials; provide ongoing feedback in a timely manner (e.g., coaching/modeling, rubrics/success criteria, and exemplars).
	Document attempts to resolve concerns, issues, or complaints from participants in an appropriate manner that is timely and consistent with this manual. ● Strive to manage conflict at the early stages by getting to the root of the concern. ● Review all supporting evidence related to the concern such as emails, phone call logs, written feedback, etc.
	Refer to the approved course details, the HIDOE Code of Conduct, HIDOE Acknowledgement of Expectations for Academic Conduct, the Participant's Responsibilities and any other pertinent resources to examine the scope of the concern against established federal, state, BOE, and HIDOE regulations.
Portfolios: *Assessment for Learning*	Conduct formative assessments throughout the course; look for quality based on the predetermined criteria or performance level outlined in the corresponding rubric for each artifact.
	Provide descriptive feedback that highlights gaps in understanding and explicitly informs participants on how to improve their learning. Return the artifacts to participants for revision, as needed.
Portfolios: *Assessment of Learning*	After the portfolio due date, conduct a summative assessment of each portfolio. Assign each participant a grade (pass or fail) for their overall evidence of learning. ● "Pass" denotes the participant fulfilled all the criteria and/or achieved the predetermined performance level outlined in the corresponding rubric for each artifact in the portfolio. ○ Active participation and timely completion of assignments are essential parts of the course. ○ Active participation and timely completion of assignments alone, do not qualify a participant for PD credit.

<table>
<tr><th colspan="2">Course Instructor</th></tr>
<tr><td>Portfolios:
Assessment of Learning</td><td>

“Fail” denotes the participant did not fulfill all the criteria or did not achieve the predetermined performance level outlined in the corresponding rubric for each artifact in the portfolio.

Participants may resubmit their portfolios after the portfolio due date, if:

the portfolio was submitted on time but sent back for revisions; or
timely communication occurred between the participant and the instructor about the need to:

➢ revise; or
➢ submit late after the portfolio due date.

All late portfolios must be reviewed and graded by the instructor within the 45-day window following the portfolio due date. Late portfolio submissions are not guaranteed:

the opportunity to revise and resubmit;
refund/reimbursement for course-related fees; or
PD credit.

</td></tr>
<tr><td>Grades</td><td>Enter grades into the LMS roster, and submit it within 14 calendar days after the portfolio due date.

Portfolios will be randomly selected from the roster for external review post-audit.
All late portfolios uploaded to the roster after the grades are submitted in the LMS are also subject to external review.

</td></tr>
<tr><td rowspan="2">Final Status</td><td>Check the roster to confirm the accuracy of the status and grades. Communicate with participants. Remind them to monitor their transcript. If grades are inaccurate after the end date, participants should communicate with instructors immediately. Reconcile discrepancies with the APL specialist within 45 calendar days after the end date.</td></tr>
<tr><td>Communicate with participants regarding the final status of their grades. Remind participants to download their 200-005 (PD) form for reclassification purposes.</td></tr>
<tr><td>Continuous Improvement</td><td>Seek feedback for improvement. Reflections on feedback shall be submitted in the PD provider application as a way to demonstrate continuous improvement prior to offering subsequent courses/instances. Inaction may result in non-renewal of provider access to the LMS for future courses.</td></tr>
</table>

Course Instructor	
Continuous Improvement	● Analyze qualitative/quantitative data demonstrating participants' depth of engagement. ● Reflect on changes in participants' knowledge, attitudes, skills, aspirations, and behaviors as it relates to the role and responsibilities as an instructor. ● Consider the feedback from the APL specialist to calibrate reflections on the overall impact of the course. ● Consider feedback from the post audit of the portfolio review to make timely adjustments to the course. Revise and resubmit courses as many times as needed before offering future courses/instances.

Course Participants

Course participants engage in course content and instructional activities to advance their professional growth. Registration for PD credit courses is voluntary and participation is a personal choice based on individual interests balanced with need(s) or goals for professional practice, and/or contribution to the HIDOE.

The table below outlines the responsibilities of course participants.

Course Participant	
APL Program Expectations	Demonstrate commitment to the HIDOE's purpose of PD for professional growth of participants to meet the obligations of their positions within the HIDOE.
APL Program Expectations: *Guidance and Policies*	Review and adhere to the current HIDOE Administrative Rules, procedures and expectations, and BOE policies related to PD including but not limited to: ● HIDOE Code of Conduct ● HIDOE Acknowledgement of Expectations for Academic Conduct ● HIDOE AI Guidance for Employees ● Teacher Reclassification memo and corresponding guidelines. To be eligible for reclassification, participants shall either ○ be classroom or non-classroom teachers who have positions funded by the HIDOE, or ○ are on the HIDOE's personnel and payroll services.

<table>
<tr><th colspan="2">Course Participant</th></tr>
<tr><td>APL Program Expectations:
Professional Conduct</td><td>Conduct oneself in a professional manner aligned with all applicable laws, regulations, departmental policies, and procedures outlined in this manual and seek guidance from the instructor as needed.
BOE Policy 201-1 states that “all personnel shall strictly adhere to the Hawai‘i State Code of Ethics and the Code of Ethics for public employees of the State as prescribed in Chapter 84 of the Hawai‘i Revised Statutes.” Potential violations of the State Ethics Code may be reported to the Hawai‘i State Ethics Commission for their independent investigation in accordance with their established procedures.
HRS §84-3 Definitions
HRS §84-13 Fair treatment
HRS §84-14 Conflicts of interests
The HIDOE recognizes the Model Code of Ethics for Educators as an essential framework for professional conduct, complementing HRS Chapter 84 and the Code of Conduct. Potential violations of the MCEE may be reported to the HTSB for their independent investigation in accordance with their established procedures.
Embrace a mindset of continual learning and growth that aligns with the HIDOE’s purpose for PD which is to elevate the competencies and performance of its educators, and contribute to the realization of the HIDOE vision for students.</td></tr>
<tr><td rowspan="2">Course Registration</td><td>Login to the LMS.
Read the course details in its entirety to make informed choices.
Read the course syllabus and consider the time commitments to complete the requirements before registering for a PD credit course.</td></tr>
<tr><td>Contact the course instructor before registering to request reasonable accommodations for a disability. For more information, refer to the Responsibilities and Procedures for Addressing Requests for Reasonable Accommodations Due to a Disability trifold, or contact the Civil Rights Compliance Branch.</td></tr>
</table>

Course Participant	
Communication with Instructor	Communicate with the instructor, in a timely manner. If unsure about a course requirement, portfolio requirement, or instructor feedback is not clear, participants are responsible for promptly asking the instructor(s) for clarification.
	● Participants are accountable for fulfilling the course/portfolio requirements to align with the instructor's expectations and the HIDOE expectations for PD credit. ● Participants are accountable for maintaining open communication with the instructor until a clear understanding of the expectations for course/portfolio requirements is reached.
	If the course ended and the course or PD credits are not accurately reflected on the LMS transcript, communicate with instructor(s) immediately.
	Reconcile discrepancies in your grade and/or PD credits with the instructor. Discrepancies should be reconciled within 45 calendar days after the end date.
	Address disputes with the provider regarding course fees and incidental costs. The HIDOE is not liable for private transactions between private individuals for PD credit courses.
Portfolios: *Demonstration of Learning*	Complete all portfolio requirements in accordance with the timelines set by the instructor including but not limited to the final portfolio due date.
	Participants are responsible for managing their time, organization, learning, and understanding while they are registered for any given course. ● Fulfill commitments by meeting instructor deadlines and actively participating in collaborative activities. ● Reflect on how the course content integrates into your instructional practices and explore ways to implement these insights into your primary responsibilities within the HIDOE.
	If an extenuating circumstance arises and an accommodation is needed to meet the requirement, promptly communicate with the instructor. Follow up with the instructor if a timely response is not received. ● Authentication may be requested if a participant is seeking an accommodation based on an extenuating circumstance. ● Accommodations are granted on a case-by-case basis.
	Maintain accurate records of completed activities and build a comprehensive portfolio that demonstrates how the course positively influenced your instructional practice over time.

Course Participant	
Portfolios: ***Demonstration of Learning***	Submit an organized portfolio with quality evidence that meets both the requirements stated in the approved course syllabus and the criteria for PD credit. Evidence should capture a participant's learning journey of meeting course outcomes by demonstrating the application of knowledge or critical dispositions gained throughout the course.
	Portfolio artifacts should be composed in a language and structure that is appropriate for a formal academic setting.

Conditions Under Which Professional Development Credit Will Not Be Issued to Participants

- The participant's evaluator has required this PD to improve their performance. The choice of which PD credit course to take must lie with the participants. Ineligible activities include but are not limited to the:
  - contracted 21 hours of PD; compliance trainings; or faculty meetings; stand-alone or short-term learning opportunities (e.g. workshops, conferences, institutes).
- The participant has not met all the course/portfolio requirements in a timely manner.
  - The following, by themselves, do not qualify as an exemption for an unapproved portfolio submission or an appeal for PD credit:
    - insufficient awareness, knowledge, or understanding of the course/portfolio/ reclassification requirements including the instructor's feedback or the resources provided for learning support; and/or
    - inadequate timely communication with the instructor to resolve issues regarding:
      - course or portfolio requirements;
      - questions about the peer or instructor feedback;
      - concerns about the relevance of an assigned task; and/or
      - extenuating circumstances.
  - While active participation and completion of assignments are essential aspects of the learning process, merit for effort and diligence alone does not warrant PD credit for reclassification.
  - There is no partial credit for:
    - completing some of the course/portfolio requirements; and/or
    - meeting some but not all of the portfolio criteria.
      - Participants receive a passing grade if they fulfill all the criteria or achieve the predetermined performance levels outlined in each rubric.

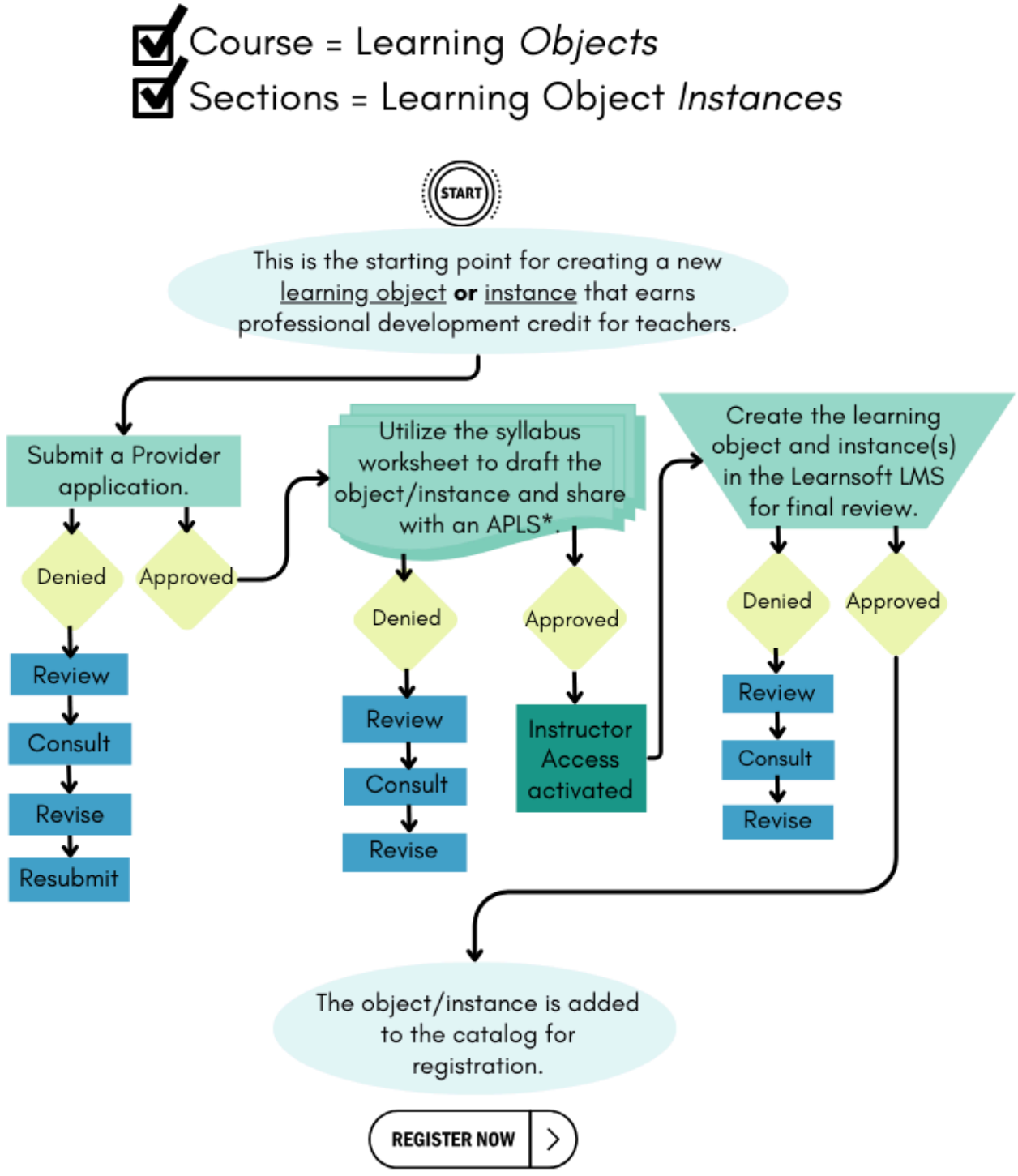
- The instructor has not pre-approved the participant's entire portfolio or was not recommended for PD credit prior to the APL specialist's external post-audit.
- Academic credit or HIDOE-sourced stipend is approved for the same PD.
    - In the case of an externally funded stipend, contact the Hawai'i State Ethics Commission to seek guidance on HRS §84-13(a) and confirm the stipend does not constitute improper additional compensation for a state employee.
    - Keep a record of the communication and advice from the Hawai'i State Ethics Commission.
- The participant is in violation of or non-compliance with the BOE policies and the HIDOE Administrative Rules related to PD, including but not limited to the guidance in the Code of Conduct, the Teacher Reclassification guidelines, HIDOE Acceptable Use Guidelines, the HIDOE AI Guidance for Employees, and the HIDOE Acknowledgement of Expectations for Academic conduct.

QUALITY PROFESSIONAL DEVELOPMENT DESIGN

The subsequent section outlines the PD process followed by important resources tailored for PD providers. To ensure a successful experience for PD providers, it's important to understand that each PD that earns reclassification credit must be an "instructor-led" course. Each course must have at least one section with specific dates, times, and a roster to manage enrollment.

Professional Development Process for Providers

The diagram below illustrates the steps associated with each PD offered for credit.



*APLS = Advancing Professional Learning Specialist

Course Development Process

The table below serves as a tool for instructors to coordinate their course planning and design. It includes a timeline for each step of the process and estimated response times. Courses and the corresponding instance(s)[16] must be created and submitted within the specified timelines. Submissions received outside the designated time frame are subject to automatic denial. PD providers are encouraged to reapply when they are prepared to submit within the specified timelines.

Stage	Description and Duration	Response Time
Planning and Preparation	Providers are required to complete a new application every time a course is offered. Providers (instructors) must complete one PD Provider Application for each course 90 - 120 calendar days before the desired start of registration. Upon application approval, respective providers will receive an email notification with information to complete and submit the course worksheet via the Learnsoft course for instructors. Providers are expected to reflect on all feedback to refine their practice and ensure their course is aligned with the guidance in this manual each time a PD Provider Application is submitted.	Review of Provider Application* within 14 days of submission
Drafting the Course	The completed syllabus worksheet along with respective curriculum and assessment materials must be submitted to the APL specialist via the Learnsoft course for PD Providers at least 45-60 calendar days before the desired start of registration. The APL specialist will respond within 14 calendar days regarding the status and next steps. The process may take 30 calendar days or more for approval depending on the iterative exchange of feedback between the provider and the APL specialist. Instructor access to the LMS is contingent upon approval of the syllabus worksheet. This access is time-limited and will end at the conclusion of the course.	Review of Course Syllabus Worksheet** within 14 days of submission

[16] Courses are the basic "learning object" of the LMS software. Each learning object for PD credit must have at least one "instance" with the class dates. Without an instance, courses are not accessible to users in the LMS.

Stage	Description and Duration	Response Time
Creating the Course	The APL Specialist will use the approved syllabus worksheet to create the new course (learning object) and instance (date, time, location, # of students, instructor(s), etc.) in the LMS and activate instructor access to manage their rosters. Courses/instances should be created in the LMS well in advance so participants have at least 30 days before the start date to register.	Review of Course Entry in the LMS within 14 days of submission

* Response time is dependent on the volume of submissions being reviewed.
** This step in the process may require an iterative exchange.

Note:
Instructors are not permitted to make course changes, revisions, or edits after the course is approved and posted in the LMS catalog. If a change is needed to any field in the learning object or learning object instance, consult with the OCID APL specialist.

REQUIREMENTS FOR ALL CREDIT COURSES

The section below outlines the mandatory expectations applicable to every PD credit course.

- The provider application is fully completed and submitted during the appropriate window for each course. Applications received outside the application window will not be considered.
- The learning object and instance are created and submitted in the LMS only after both the provider application and course worksheets are reviewed and approved by the APL specialist.
- Courses are approved in the LMS by the APL specialist before the course details are accessible in the LMS catalog and advertised for participant registration.
    - Participants are responsible for their own understanding of the current Teacher Reclassification requirements including the corresponding guidelines for advancement on the salary scale.
    - Participants are responsible for reviewing the syllabus, the portfolio requirements, and the respective dates before registering themselves for a PD credit course.
- Courses have a research or evidence-base and are aligned with:
    - *Board of Education approved 2023-2029 Strategic Plan Phase II Implementation Plan, state office priorities, complex area plan, and/or school academic plan*
    - *Every Student Succeeds Act (ESSA) - Definition of professional development*

    - *Learning Forward: Standards for Professional Learning (Revised 2022)*
    - Standards for students and educators:
        - *Hawai'i State Department of Education Subject Standards - Hawai'i Content and Performance Standards III (HCPS III), Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), Hawai'i Core Standards in Social Studies (HCSSS), Computer Science Teachers Association (CSTA) K-12 Computer Science Standards, the General Learner Outcomes (GLOs), HĀ (for students)*
        - *Hawai'i Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards*
        - *Hawai'i School Counselor Performance Standards (for counselors)*
        - *Hawai'i School Librarian Performance Standards (for librarians)*
        - *International Society for Technology Education (ISTE) (for educators)*
        - *Instructional Coaching Practice Standards (for coaches)*
- Participants are engaged in course activities over an extended period of time.[17]
    - Course activities include the following elements:
        - Professional Goal Setting connected to the course outcomes
        - Time to collaborate with peers in meaningful ways
        - Structured questions to guide critical analysis of new learning
        - Multiple opportunities to apply new learning in their respective work environment
        - Reflections that enable participants to identify and address their own biases and beliefs as it relates to the course and their application of new learning
        - Work samples of application (at least two samples)[18]
        - Analysis of data collected from the work samples
        - Specific and precise feedback loops with peers and instructors
- Instructors assess the elements using criteria and/or rubrics that they developed for each portfolio artifact.
    - These criteria and/or rubrics are aligned with the *Elements of a Quality Portfolio*[19] and measure the course outcomes.
    - These criteria and/or rubrics are utilized by the instructor to assess each submitted artifact in the portfolio, and assign each participant an overall grade (pass/fail) on the LMS roster.
    - The APL specialist uses the instructor-developed criteria and/or rubrics to

[17] "Teachers typically need substantial professional development in a given area (close to 50 hours) to improve their skills and their students' learning" (Hirsh et al., 2018, p. 132).
[18] "A Change Plan for District Professional Learning and Teacher Collaboration in the Area of Elementary English Language Arts Instruction." National University, accessed January 14, 2024. *https://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1358&context=diss*
[19] See Appendix C.

complete an external review/post-audit of select portfolios and provide feedback to the instructor before issuing PD credits to respective participants.

Planning for the Portfolio

All participants seeking PD credits for reclassification on the salary scale are required to submit evidence of their learning. To receive PD credit, all participants are required to submit their learning evidence in an organized portfolio that meets the portfolio criteria in this manual.

In the PD Credit System, portfolios are an opportunity for participants to claim ownership of their learning and PD. Throughout the course, participants collect artifacts for their portfolio, which illustrate their learning, preparedness for teaching, application of principles, and disposition of competency (Beka & Kulinxha, 2021; Farrell, 2020). Design with the end in mind. In alignment with ESSA, PD activities should be sustained, intensive, and data-driven. The course dates and course activities should be intentionally considered during the course design to allow participants time for the processing of new information, application of knowledge, collaboration, reflection, and preparation of the portfolio evidence for submission. To ensure coherence, course designers should develop a portfolio template for participants, as they develop their course. The portfolio template should provide an organized structure to present evidence of the PD's impact on the participant's teaching and learning. In addition, a teaching portfolio may be used as a tool to develop professional learning communities (PLCs) among teaching staff by providing opportunities for critical reflection, dialogues and collaboration among peers about teaching and learning enhancement, and intellectual and scholarly discussion of teaching and learning (Lim & Lee, 2014).

Given the various roles participants serve in the HIDOE, the evidence of impact within the classroom, school, complex area, and state office may differ based on their respective contexts. The contents of a participant's portfolio are not limited to narrative writing and should include a variety of artifacts to demonstrate changes in the participant's performance, knowledge base, and/or dispositions over time. As a course is drafted, consider the inclusion and approach for what constitutes meaningful evidence of learning for the participant's portfolio. How can participants capture evidence of their commitment to exploring, planning, and progressing to the next level in their professional growth as an educator?

Purpose

ESSA (2015) legislates that PD is "regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement." Thus, the primary purpose of a portfolio in a credit course is to measure the impact of the PD in deepening participant learning and enhancing their professional practice. The content and construction of a portfolio should be based on the intentionally designed KASAB outcomes which give the portfolio its focus and is instrumental in shaping the form, content, and process of the portfolio.

Portfolio Contents

The portfolio is a criterion-referenced measure that captures the learning journey of the participant.

The contents of the portfolio should include a variety of artifacts. Individual portfolio artifacts should capture productive struggle in the participants' stages of learning and application throughout the course. Artifacts should show evidence of:

- **changes in knowledge base**
  Participants understand concepts they are responsible for teaching at a deeper level than prior to the course.
- **changes in skill level, practice, and/or leadership**
  Participants know how to employ a variety of strategies to engage their learners.
- **changes in aspirations, attitudes, and beliefs**
  Participants believe in their learner's capability and understand its impact on building a sense of community and ownership, increasing a sense of efficacy and confidence in their learners.
- **changes in behaviors**
  Participants apply practices over an extended period of time that help their learners acquire a deeper understanding of what was taught.

The portfolio evidence, overall, should demonstrate the transfer of new learning from the controlled setting of the course to their respective contextual setting in the HIDOE. Evidence should include explicit reflections and personalized connections between what was learned in the course and its impact on learner outcomes, professional practices, leadership capacity, systems change, and/or skill development. The criteria used to assess the portfolio evidence should be developed by the respective PD provider using the *Elements of a Quality Portfolio* as a foundation to ensure the requirements for the APL Program are met.

Drafting Portfolio Requirements

When drafting the portfolio requirements in the course proposal, it is critical to include sufficient detail to ensure shared understanding among all stakeholders.

The overall portfolio should align with the Performances, Essential Knowledge, and Critical Dispositions of the InTASC for *Professional Learning and Ethical Practice (Standard 9)*.

- Individual artifacts should also aim to align with Hawai'i State Department of Education Subject Standards for students and/or role-specific professional standards to support:
  - classroom teachers' responsibilities under ESSA for standards-based learning; and
  - HIDOE requirements to reclassify on the teacher compensation scale.
- Individual artifacts should demonstrate application of learning as evidence of the KASAB outcomes. Artifacts may include but are not limited to: surveys, lesson plans, observation

notes, formative and summative assessments, analysis of data, annotated work samples, graded rubrics with feedback, action research plans, infographics, video demonstrations, videos of collaborative group sessions, and presentations with voice overs.
    - While portfolios can be customized to best represent a course design, choosing relevant and strong artifacts that support the claims being made is essential. InTASC Standard 9 requires educators to use "evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner."[20]
    - With the explosion of AI tools (ChatGPT, Gemini, NotebookLM, etc.) and its ability to generate relevant and insightful texts for different purposes, it is important that assessments are adapted to authentically reflect participant learning.
- If student work is included in the portfolio artifacts, know and understand privacy laws.
    - Participants should obtain parental consent with the Student Publication/Audio Visual Release Form.
    - If written consent is not obtained and kept on record, participants should redact all personally identifiable student information in compliance with the Family Educational Rights and Privacy Act (FERPA) which protects the privacy of students' education records.

Portfolio Template

Create a portfolio template with explicit guidance for participants to support organization, clarity, and shared understanding of the requirements for ethics and the InTASC. Successful portfolio templates generally include the following:

- A checklist of portfolio requirements or a table of contents;
- Name (legal name);
- Email address that they check besides the HIDOE Gmail;
- Position;
- School or office;
- Course and/or grade Level(s);
- Student (or educator) demographics;
- Historical, cultural, and societal contexts;
- Pre-Assessment measuring the course outcomes;
- PD goals connected to the course outcomes;
- Application of new learning in their respective work environment including a corresponding reflection with critical analysis;
- Work samples from the application of new learning including materials and assessments used;

[20] **"**InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0," CCSSO, accessed August 17, 2022, *https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10*

- Analysis of work samples with specific actions for sustainability moving forward;
- Reflections that identify and address their own bias and beliefs about teaching and learning; and
- Post-assessment at the end of the course measuring the course outcomes.[21]

Reflections

Academic reflections are a required part of PD credit courses as it captures participant's abilities to be a critical thinker. Reflections allow participants to deepen their knowledge of themselves and their learners by examining their own practice and allowing others to probe their thinking. Participants can further construct their knowledge base by learning from practice and inquiry for self-regulation that can lead to increased self-efficacy (Nafari, Ahmadian, & Fakhri, 2021).

In the HIDOE, portfolios serve as a tool for learner reflection and professional growth as reflective practitioners (Samaras and Fox, 2013). It provides a flexible self-evaluation tool for their own teaching, professional identity, and philosophies (Liu et al., 2017).

Reflections are an opportunity for participants to expand their knowledge and advance their professional practice by:

- demonstrating how the evidence captures change and growth in their practices;
- demonstrating how the evidence captures change and growth in their targeted learners; and
- demonstrating changes in performances, essential knowledge, and/or critical dispositions as it relates to the HTSB-approved Hawai'i Teacher Performance Standards also known as the InTASC.

Many participants often limit their reflection to recalling events. However, academic reflection goes beyond mere recollection and should contribute to a transformative change in one's practice. Reflective responses ought to construct a clear perspective by connecting personal experiences or existing understanding with diverse viewpoints uncovered during the course. This reflective process should demonstrate a high level of cognitive complexity and analytical processing in one's thinking.

Refer to the OCID "Guide to Meaningful Reflections" available on the PD Credit Google site. Use the following questions to facilitate the reflective process:

- **What happened?**
    - Start with a brief summary. Consider both the positive and negative. Be succinct. The summary should comprise less than half of the overall reflection.
- **Why did it happen?**
    - Develop a clear line of reasoning by thinking about the context and conditions in

[21] Post-assessments are not the same as course evaluations. Post-assessments are a measure of the course's impact through changes in participant's knowledge, attitudes, skills, aspirations, and behaviors. Course evaluations are a judgment of merit and worth based on perceptions about the instructor, content materials, pacing, learning activities, etc.

which something happened and what you personally learned.
    - What were the perspectives and thoughts that may have influenced what happened?
    - Consider underlying assumptions and examine deeply held values and beliefs about content and pedagogy from different perspectives.
- **What might it mean?**
    - Recognize that we all make choices. We all do things based on our deeply held values and beliefs. Demonstrate your self-awareness as a thinker and a learner.
    - Hold your own practices to the light of your new insights. To what extent are your values and beliefs in alignment with how you currently see yourself in your role?
    - What have you personally learned from the experiences in this course?
- **What are the implications of my practice?**
    - What new insights have you gained with respect for what you do in your role and your daily practice?
    - How have these insights changed the way you think or understand something?
    - How will you ensure that these new insights are transferred to your role and embedded in your daily practice?

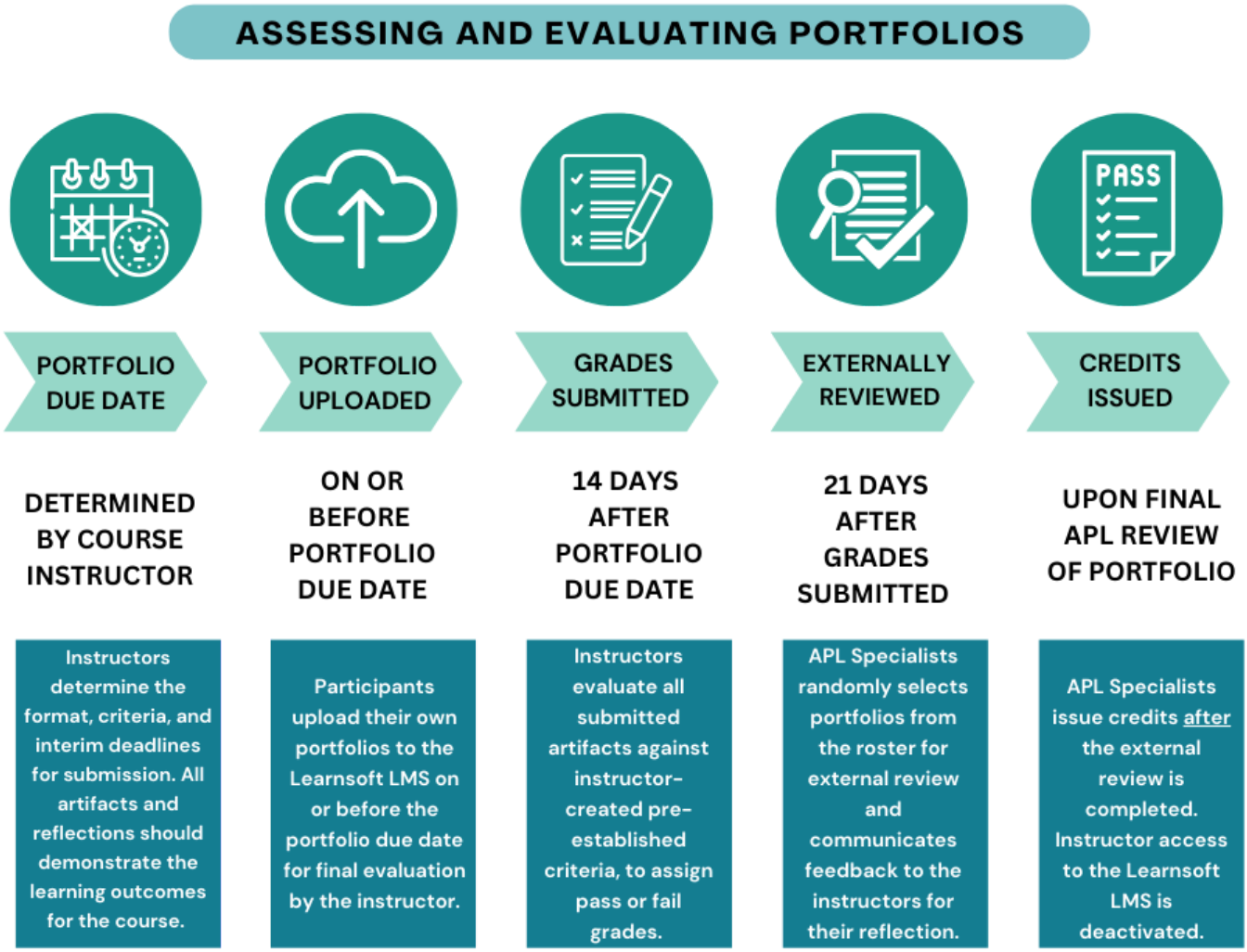
Assessing and Evaluating Portfolios

All PD credit courses follow a pass/fail grading system. All instructor-created criteria or rubrics for grading portfolios should be embedded in the portfolio template, with the instructions for each portfolio artifact, and aligned with the *Elements for Quality Portfolios* provided below:

ORGANIZATION *The portfolio is comprehensive, addressing all required elements in detail. Content is accurate, relevant, and well-documented.*	**ETHICS** *Artifacts preserve anonymity, copyright and generally recognized professional practice in accordance with federal and state laws, BOE policies, and HIDOE guidance.*
Artifacts: ☐ follow a logical sequence or a table of contents. ☐ clearly addresses every part of each question, prompt, and/or task and supports claims. ☐ are preceded by the instructor-provided prompt or a few sentences that describe the context and why the artifact serves as evidence for the course outcomes. ☐ are clearly legible and easy to decipher. ☐ hyperlinks are accessible to anyone to view and navigate through.	Artifacts demonstrate the participant's compliance with: ☐ ethical codes; e.g. HRS Chapter 84, Hawai'i State Code of Ethics and the Code of Ethics for public employees of the State in addition to the HIDOE Code of Conduct. ☐ privacy laws; e.g. FERPA related to learners' rights and teachers' responsibilities. ☐ appropriate use of technology; e.g. HIDOE-issued software and/or AI to perform tasks in authorized ways.

EFFECTIVE AND REFLECTIVE PRACTITIONER		
Portfolio Artifacts ***(InTASC #1-8)***	**Instructor Prompts** ***(InTASC #9)***	**Reflection, Professional Growth & Goal-Setting** ***(InTASC #9)***
Portfolio Artifacts: ☐ align with the course outcomes for participants' KASAB. ☐ showcases understanding of the relevant skills and new knowledge through application to role or context-specific situations. ☐ reveals efforts to create a learning environment that values the diversity of learner backgrounds. ☐ engages learners in meaningful learning experiences.	Constructed Responses: ☐ are generally clear, organized, and logically structured. ☐ demonstrates higher-order thinking; ability to analyze and synthesize information effectively and make it their own. ☐ cites evidence from the required text, video, or activity. ☐ provides detailed explanation of claims. ☐ provides personalized examples to support claims.	Reflections: ☐ are informative, offering insights into professional growth. ☐ include sufficiently detailed analysis of experiences that demonstrate how learning will be integrated into future practice. ☐ identifies, sets, and revisits goals for professional growth with actionable steps for attainment.

Source: Adapted from *InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 | CCSSO* (CCSSO 2013); ChatGPT 3.5 was used to draft the criteria above.



Participants are responsible for uploading their completed portfolios to the LMS by the portfolio due date. The instructor is responsible for thoroughly assessing all participants' artifacts throughout the course and grading all submitted portfolios within fourteen (14) calendar days after the portfolio due date. Participants should receive a passing grade if they fulfill all the criteria or achieve the predetermined performance level outlined in the corresponding rubric for each artifact.

- Course grades should be determined by measuring each artifact against the criterion established by the instructor with the guidance of the *Elements of a Quality Portfolio*.
    - Grades should be submitted in the LMS roster within fourteen (14) calendar days after the portfolio due date.
    - The course timeline includes a 45 calendar day window after the end date.
        - Participants can submit their late or revised portfolio to the instructor for their assessment during the 45 calendar day window.
            - ➢ Participants who intend to submit a portfolio after the approved portfolio due date are responsible for communicating their intent with the instructor.

        - ➢ Participants are responsible for ensuring that the instructor receives the portfolio by an agreed upon date.
    - The instructor is responsible for following up with participants who communicated their intent to submit their portfolios after the portfolio due date.
        - ➢ Instructors should ensure these participants' portfolios are assessed and, if approved, submitted to the APL specialist for final approval within the 45 calendar day window.
        - ➢ Instructors should follow through with the APL specialist to ensure the participant's grade is updated in the LMS, if applicable, within the 45 calendar day window. After the 45 calendar day window following course completion, instructor access to the system will expire.
- The APL specialist is responsible for reviewing portfolios and responding to the instructor within 21 calendar days after grades are submitted in the LMS. The APL specialist reserves the right to review all portfolios for an overall quality check.
- The instructor is responsible for timely communication, with the participants, regarding the status of the PD credits.

Portfolio Caveats

Course Instructors	Course Participants
Maintain accurate records of the evidence participants submit during the course and up to 45 calendar days after the end date. If questions or concerns arise, contact the APL specialist, in a timely manner, before the respective portfolio deadlines and prior to portfolio submission. Delayed action may impact the possibility of PD credit for the participant and provider access to offer future courses in the LMS.	If questions or concerns arise about a portfolio artifact, consult with the course instructor prior to collecting or including evidence for the portfolio that may not be aligned with the approved requirements. Portfolio evidence should demonstrate the requirements stated in the course syllabus and meet all the criteria for the artifacts in the portfolio.

Note:
To request alterations to participant's grades or PD credits, course instructors must submit a request to the APL specialist via email at creditcourses@k12.hi.us within 45 calendar days of the end date.

External Review

The HIDOE values sound grading practices. As a part of our commitment to continuous improvement, we will be conducting an external post-audit of a selection of portfolios, after the instructor enters the grades into the LMS. The goal is to promote a transparent assessment process that contributes to a more meaningful professional learning experience.

Following the external review, instructors will receive feedback about the selected portfolios to help instructors refine the alignment of their assessments and grading practices with the approved course outcomes. This feedback is provided to encourage instructors to reflect on their grading practices to continuously improve their methods. Reflection is expected before applying to instruct any course, new or previously approved.

After the External Review

APL Specialist	Course Instructor	Course Participants
The APL specialist is responsible for managing the final registration status of each course. PD credits will be issued by the APL specialist once all randomly selected portfolios are reviewed. Credits earned will be available in participants' transcript and effective as of the end date.	The instructor is responsible for managing the grades on their roster and for informing all participants about their final grades and after the APL specialist changes the registration status and credits have been issued.	The participant is responsible for managing their PD transcript and following up with the instructor within the 45 calendar day timeline regarding their final grade. Participants are also responsible for their own understanding of the reclassification guidelines. Participants should contact the Teacher Reclassification Unit for questions related to teacher reclassification including the procedures for submitting the required forms within the respective reclassification deadlines.

Grade Changes, Late Portfolios, Portfolio Revisions

Participants are responsible for submitting their own portfolio in the LMS. The instructor is responsible for reviewing and approving all late or revised portfolios before changing the grade in the LMS. Portfolios received after the 45 calendar days are no longer eligible for PD credits.

Note:
The window for late portfolios, portfolio revisions, and grade changes is 45 calendar days. The window opens one calendar day after the end date (the last date) listed in the learning object instance and closes 45 calendar days after that. The window is non-negotiable. Instructor access will be deactivated after the window closes. If portfolios are submitted late and portfolio reviews are not fully complete within the 45 calendar day window, PD credits and fees incurred for the course may be forfeited.

RESOURCES

Standards

Hawai‘i State Department of Education Subject Standards (HCPS III, CCSS, NGSS, HCSSS), CSTA K-12 Computer Science Standards, National Core Arts Standards, National Health Education Standards: Achieving Excellence (NHES), Hawai‘i World-Readiness Standards for Learning Languages
http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx

The General Learner Outcomes
https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/LearnerOutcomes/Pages/home.aspx

Nā Hopena A‘o (HĀ)
https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/HA.aspx

WIDA English Language Development Standards Framework, 2020 Edition
https://wida.wisc.edu/teach/standards/eld

State of Hawai‘i Teacher Performance Standards
https://hawaiiteacherstandardsboard.org/content/teacher-performance-standards/

Model Code of Ethics for Educators
https://hawaiiteacherstandardsboard.org/content/code-of-ethics/

State of Hawai‘i School Counselor Performance Standards
https://hawaiiteacherstandardsboard.org/content/counselor/

State of Hawai‘i School Librarian Performance Standards
https://hawaiiteacherstandardsboard.org/content/librarian/

International Society for Technology Education
https://www.iste.org/standards/iste-standards-for-education-leaders

Instructional Coaching Practice Standards
https://ntc.widen.net/s/vrvrts9rvk/ic-practice-standards-rb21

Learning Forward: Standards for Professional Learning (Revised 2022)
https://standards.learningforward.org/standards-for-professional-learning/

Board of Education and Department Guidance

BOE Policy E-200
https://boe.hawaii.gov/policies/Pages/Board-Policies.aspx

BOE Policy 201-1
https://boe.hawaii.gov/policies/Board%20Policies/Ethics%20and%20Code%20of%20Conduct.pdf

BOE Policy 202-2
https://boe.hawaii.gov/policies/Board%20Policies/Accountability%20of%20Employees.pdf

BOE Policy 204-3
https://boe.hawaii.gov/policies/Board%20Policies/Personnel%20Development.pdf

BOE Policy 301-7
https://boe.hawaii.gov/policies/Board%20Policies/Employee%20Electronic%20Communication%20and%20Technology%20Use%20and%20Access.pdf

Code of Conduct
https://www.hawaiipublicschools.org/DOE%20Forms/CodeofConduct.pdf

School Code 5600
https://www.hawaiipublicschools.org/Standards%20of%20Practice/SP5000.pdf

Standard of Practice (SP)
https://www.hawaiipublicschools.org/ConnectWithUs/Organization/SOP/Pages/default.aspx#:~:text=SPs%20are%20official%20guidance%20documents,and%20Board%20of%20Education%20policies

Responsibilities and Procedures for Addressing Requests for Reasonable Accommodations Due to a Disability trifold brochure
https://www.hawaiipublicschools.org/DOE%20Forms/Civil%20Rights/240263_Req_Reason_Accom_Dis_Brochure_BLUE.pdf

Artificial Intelligence Guidance for Employees
https://bit.ly/ocid-ai

State Guidance

Hawai‘i Administrative Rules (HAR) §3-120-4, Exhibit A
https://spo.hawaii.gov/wp-content/uploads/2013/11/har3-120-4andExhibitAProposed1.pdf

Hawai‘i Revised Statutes (HRS) Chapter 84

- *HRS §84-3 Definitions*
- *HRS §84-13 Fair treatment*
- *HRS §84-14 Conflicts of interests*

A Quick Guide on Second Jobs and Private Business Activities
https://ethics.hawaii.gov/wp-content/uploads/2019/02/quickguide_2ndJob.pdf

Guide to the State Ethics Code
https://ethics.hawaii.gov/wp-content/uploads/2019/12/StateEthicsCodeGuide.pdf

Ethics Reminders about Private Jobs and Other Private Business Activities by Department of Education Employees
https://drive.google.com/file/d/1BkSdqefwnKB8J0JSoh-YGsf7StoKynbY/view?usp=sharing

Federal Guidance

Every Student Succeeds Act of 2015, Pub. L. No. 114-95, 129 Stat. 2096
https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf

ESSA Definition of Professional Development
https://essa.learningforward.org/wp-content/uploads/sites/5/2020/04/ESSA-toolkit-resource-1-1.pdf

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)
https://www2.ed.gov/print/policy/gen/guid/fpco/ferpa/index.htm

Professional Development Credit System Guidance

PD Approval Flowchart
https://drive.google.com/file/d/1Um0nYNJSzMKNtWtLsgL5k9NPgWcLzvkk/view

PD Provider Application
https://drive.google.com/file/d/1WAtZBN3Bz8175fI1V2HC-iXKDq0aomdM/view

Acknowledgement of Expectations for Academic Conduct
https://docs.google.com/document/d/1ox0DDh6solfP9IcTP_72c9bEaOEGleAvPds5cv76wjc/view

Elements of a Quality Portfolio
https://docs.google.com/document/d/1ES6IMKXef72GlFUseKc-ntkB22U8C0eC3DWGKaZdM5E/view

CONTACT INFORMATION

Office of Curriculum and Instructional Design

Instructional Content for Professional Development Credit and Portfolio Submissions

- Advancing Professional Learning Specialist
- creditcourses@k12.hi.us
- (808) 784-6438
- (808) 784-6439

Appeals Process

- Learning Support Team, Administrator
- (808) 784-6437

Office of Talent Management

Non-Credit Training and Technical Support for Learnsoft Learning Management Software

- Training and Development Unit
- pdb@k12.hi.us
- (808) 441-8344

Teacher Requirements to Advance on Compensation Scale

- Teacher Reclassification Unit
- teacher.reclassification@k12.hi.us
- (808) 441-8383

Every Student Succeeds Act Highly-Qualified and Hawaiʻi Qualified Teacher Requirements

- Educator Quality Unit
- hqt@k12.hi.us
- (808) 441-8499

Requests for Reasonable Accommodations

- Civil Rights Compliance Branch
- crcb@k12.hi.us
- (808) 784-6325

Office of Fiscal Services

Procurement, Contracts, and Vendor Compliance

- Procurement and Contracts Branch
- *http://www.hawaiipublicschools.org/ConnectWithUs/Vendors/Selling/Pages/home.aspx*
- (808) 675-0130

Hawai‘i Teacher Standards Board

Teaching Licenses for the State of Hawai‘i

- Teacher Licensing Specialists
- (808) 586-2617
- htsb@hawaiii.gov

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Appendix A

HAWAIʻI TEACHER PERFORMANCE STANDARDS

The HTSB approved the adoption of the Interstate New Teacher Assessment Consortium (InTASC) Model Core Teaching Standards for Hawaiʻi's Teacher Performance Standards in 2011.

The 2011 standards define standards of professional practice for all teachers and focus on 21st-century knowledge and skills; personalized learning for diverse learners; a collaborative professional culture; improved assessment literacy; and new leadership roles for teachers and administrators. There are ten individual standards organized into four priority areas: The Learner and Learning; Content Knowledge; Instructional Practice; and Professional Responsibility.

"As a first step toward moving the InTASC from policy into practice, the Council of Chief State School Officers, through its InTASC, crafted Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development in 2013. These progressions describe the increasing complexity and sophistication of teaching practice for each core standard across three developmental levels. Like the InTASC, the progressions are focused on describing the key pedagogical strategies needed to get to the vision of teaching that is essential for the successful implementation of college- and career-ready standards. This introduction briefly outlines the thinking behind the progressions, how they came to be, and what uses they are intended to serve."[22]

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers shall understand that learning and developmental patterns vary among individuals; that learners bring unique individual differences to the learning process; and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents, and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

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[22] "InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0," CCSSO, accessed August 17, 2022, *https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10*

- Standard #1: Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences—The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Teachers shall have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem-solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

- Standard #4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

- Standard #6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, and to guide the teacher's and learner's decision-making.
- Standard #7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers should engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practices for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

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

Note:
Performance criteria for Standards 1-10 are described in detail on the HTSB website.
https://hawaiiteacherstandardsboard.org/content/teacher-performance-standards/

Appendix B
HAWAIʻI REVISED STATUTES

- Hawaiʻi Revised Statute (HRS) §84-3 Definitions.

"Business" includes a corporation, a partnership, a sole proprietorship, a trust or foundation, or any other individual or organization carrying on a business, whether or not operated for profit.

"Compensation" means any money, thing of value, or economic benefit conferred on or received by any person in return for services rendered or to be rendered by oneself or another.

"Controlling interest" means an interest in a business or other undertaking which is sufficient in fact to control, whether the interest be greater or less than fifty per cent.

"Employee" means any nominated, appointed, or elected officer or employee of the State, including members of boards, commissions, and committees, and employees under contract to the State or of the constitutional convention, but excluding legislators, delegates to the constitutional convention, justices and judges.

"Employment" means any rendering of services for compensation.

"Financial interest" means an interest held by an individual, the individual's spouse, or dependent children which is:

(1) An ownership interest in a business.
(2) A creditor interest in an insolvent business.
(3) An employment, or prospective employment for which negotiations have begun.
(4) An ownership interest in real or personal property.
(5) A loan or other debtor interest.
(6) A directorship or officership in a business.

"Official act" or "official action" means a decision, recommendation, approval, disapproval, or other action, including inaction, which involves the use of discretionary authority.

"Official authority" includes administrative or legislative powers of decision, recommendation, approval, disapproval, or other discretionary action.

"State agency" includes the State, the legislature and its committees, all executive departments, boards, commissions, committees, bureaus, offices, the University of Hawaiʻi, and all independent commissions and other establishments of the state government but excluding the courts.

"Task force" means a group convened by resolution, statute, executive order, proclamation, or by invitation of the legislature, governor, or another state officer, to study

a specific subject or issue, for a specific defined period of time, and to report to, offer a recommendation to, or advise the legislature, governor, or a state officer.

- HRS §84-13 Fair treatment. (a) No legislator or employee shall use or attempt to use the legislator's or employee's official position to secure or grant unwarranted privileges, exemptions, advantages, contracts, or treatment, for oneself or others; including but not limited to the following:
    (1) Seeking other employment or contract for services for oneself by the use or attempted use of the legislator's or employee's office or position;
    (2) Accepting, receiving, or soliciting compensation or other consideration for the performance of the legislator's or employee's official duties or responsibilities except as provided by law;
    (3) Using state time, equipment or other facilities for private business purposes; or
    (4) Soliciting, selling, or otherwise engaging in a substantial financial transaction with a subordinate or a person or business whom the legislator or employee inspects or supervises in the legislator's or employee's official capacity.

  (b) Nothing in this section shall be construed to prohibit a legislator from introducing bills and resolutions, from serving on a committee, or from making statements, or taking official action as a legislator. Every legislator shall publicly disclose the nature and extent of the interest or transaction that the legislator believes may be affected by the legislator's official action in accordance with section 84-17 and the rules of each house of the legislature.

  (c) Nothing in this section shall be construed to prevent a person from
    (1) Serving on a task force, or
    (2) Making statements or taking official action as a task force member or a task force member's designee or representative; provided that every task force member or designee or representative of a task force member shall publicly disclose the nature and extent of any interest or transaction that the task force member or task force member's designee or representative believes may be affected by the task force member's official action.

  (d) The state ethics commission shall adopt rules pursuant to Chapter 91 to effectuate the purposes of this section, except that each house of the legislature shall adopt rules regarding the disclosure of the nature and extent of any interest or transaction that the legislator believes may be affected by the legislator's official action. Rules adopted by the state ethics commission shall apply only until such time that each house of the legislature adopts its own rules. Upon the passage of rules pursuant to this section by either house of the legislature, the rules adopted by the state ethics commission shall be preempted by the rules of each respective house of the legislature. [L 1972, c 163, pt of §1; gen ch 1985; am L 2012, c 208, §4; am L 2019, c 119, §2; am L 2020, c 29, §1]

- HRS §84-14 Conflicts of interests. (a) No employee shall take any official action directly affecting: (1) A business or other undertaking in which the employee has a substantial financial interest; or (2) A private undertaking in which the employee is engaged as legal counsel, advisor, consultant, representative, or other agency capacity. A department head who is unable to disqualify the department head's self on any matter described in paragraphs (1) and (2) will not be in violation of this subsection if the department head has complied with the disclosure requirements of section 84-17. A person whose position on a board, commission, or committee is mandated by statute, resolution, or executive order to have particular qualifications shall only be prohibited from taking official action that directly and specifically affects a business or undertaking in which the person has a substantial financial interest; provided that the substantial financial interest is related to the member's particular qualifications. (b) No employee shall acquire financial interests in any business or other undertaking which the employee has reason to believe may be directly involved in official action to be taken by the employee. (c) No legislator or employee shall assist any person or business or act in a representative capacity before any state or county agency for a contingent compensation in any transaction involving the State. (d) No legislator or employee shall assist any person or business or act in a representative capacity for a fee or other compensation to secure passage of a bill or to obtain a contract, claim, or other transaction or proposal in which the legislator or employee has participated or will participate as a legislator or employee, nor shall the legislator or employee assist any person or business or act in a representative capacity for a fee or other compensation on such bill, contract, claim, or other transaction or proposal before the legislature or agency of which the legislator or employee is an employee or legislator. (e) No employee shall assist any person or business or act in a representative capacity before a state or county agency for a fee or other consideration on any bill, contract, claim, or other transaction 6 or proposal involving official action by the agency if the employee has official authority over that state or county agency unless the employee has complied with the disclosure requirements of section 84-17. (f) Nothing in this section shall be construed to prevent a person from (1) Serving on a task force, or (2) Making statements or taking official action as a task force member or a task force member's designee or representative; provided that every task force member or designee or representative of a task force member shall publicly disclose the nature and extent of any interest or transaction that the task force member or task force member's designee or representative believes may be affected by the task force member's official action. The state ethics commission shall adopt rules pursuant to Chapter 91 to effectuate the purposes of this subsection.

Appendix C

ELEMENTS OF A QUALITY PORTFOLIO

Instructors: Use this document of required portfolio elements and create additional criteria for your specific portfolio requirements. Criteria should be aligned to your course outcomes to assess changes in participants' KASAB.

ORGANIZATION *The portfolio is comprehensive, addressing all required elements in detail. Content is accurate, relevant, and well-documented.*	**ETHICS** *Artifacts preserve anonymity, copyright and generally recognized professional practice in accordance with federal and state laws, BOE policies, and HIDOE guidance.*
Artifacts: ☐ follow a logical sequence or a table of contents ☐ are easy to navigate through the artifacts. ☐ completely address every part of each question, prompt, or task. ☐ are preceded by the instructor-provided prompt or a few sentences that describe the context and why the artifact serves as evidence for the course KASAB outcomes. ☐ are clearly legible and easy to decipher. ☐ are accessible to anyone with the link to view.	Artifacts demonstrate the participant's compliance with: ☐ ethical codes; e.g. HRS Chapter 84, Hawai'i State Code of Ethics and the Code of Ethics for public employees of the State in addition to the HIDOE Code of Conduct. ☐ privacy laws; e.g. FERPA related to learners' rights and teachers' responsibilities. ☐ appropriate use of technology e.g. HIDOE-issued software and/or AI to perform tasks in authorized ways.

EFFECTIVE AND REFLECTIVE PRACTITIONER		
Portfolio Artifacts ***(InTASC #1-8)***	**Instructor Prompts** ***(InTASC #9)***	**Reflection, Professional Growth & Goal-Setting** ***(InTASC #9)***
Portfolio Artifacts: ☐ align with the course outcomes for participants' KASAB. ☐ showcases understanding of the relevant skills and new knowledge through application to role or context-specific situations. ☐ reveals efforts to create learning environment that values the diversity of learner backgrounds. ☐ engages learners in meaningful learning experiences.	Constructed Responses: ☐ are generally clear, organized, and logically structured. ☐ demonstrates higher-order thinking; ability to analyze and synthesize information effectively and make it their own. ☐ cites evidence from the required text, video, or activity. ☐ provides detailed explanation of claims. ☐ Provides personalized examples to support claims.	Reflections: ☐ are informative, offering insights into professional growth. ☐ include sufficiently detailed analysis of experiences that demonstrate how learning will be integrated into future practice. ☐ identifies, sets, and revisits goals for professional growth with actionable steps for attainment.

Source: Adapted from *InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 | CCSSO* (CCSSO 2013); ChatGPT 3.5 was used to draft the criteria above.

Appendix D

HIDOE ARTIFICIAL INTELLIGENCE GUIDANCE FOR EMPLOYEES

Source: Adapted from Artificial Intelligence (AI) website for HIDOE employees: *https://bit.ly/ocid-ai*

<table>
<tr><th colspan="3">HIDOE Artificial Intelligence (AI) Guidance Support</th></tr>
<tr><td>Office of Curriculum and Instructional Design

Capacity building and implementation support.</td><td>Office of Information Technology Services

Digital security and access support.</td><td>Office of Strategy, Innovation and Performance

Data privacy and sharing support.</td></tr>
<tr><td>bit.ly/ocid-ai</td><td>help.hidoe.org</td><td>bit.ly/osip-studentprivacy</td></tr>
<tr><th colspan="3">Resources</th></tr>
<tr><td colspan="3">

AI Guidance For Schools Toolkit teachai.org/toolkit-addendums
Artificial Intelligence in Education iste.org/ai
School Leader Guide bit.ly/isteai-schoolleader
AI Ethics Guide bit.ly/isteai-ethics
Elective Educator Guide bit.ly/isteai-elective
Elementary Educator Guide bit.ly/isteai-elem
Secondary Educator Guide bit.ly/isteai-secondary
Computer Science Educator Guide bit.ly/isteai-cs

</td></tr>
</table>

Appendix E

RECLASSIFICATION INFORMATION

PD credit courses are intended for licensed teachers employed by HIDOE public schools or charter schools[23]. Teachers may apply their PD credits towards a change in classification on the pay scale. For compensation questions related to reclassification including eligible credits, deadlines, forms to fill out, or other questions regarding charter school teachers or emergency hires, please contact the Teacher Reclassification Unit at (808) 441-8383.

- *Guidelines for Approval of Academic/Professional Development Credits for Teacher Reclassification* – This memo is updated annually and can be found on DOE Memos and Notices.

- PD credits are effective as of the end date after the conclusion of the course.
    - Teachers should review their PD transcript within 45 calendar days after the end date to confirm that the course is accurately reflected.
    - If portfolios are approved during the external review, PD credits should be immediately posted to the participant's transcript. Participants can download the respective HIDOE Form 200-005 (PD) from the transcript and submit the form to the Teacher Reclassification Unit thereafter.
    - To ensure an accurate transcript, please report any errors to the course instructor right away. Requests to change grades or PD credits should be made by the course instructor to the APL specialist. The window to request changes to a roster for the transcript closes 45 calendar days after the end date.

[23] Many charter schools have a reclassification system unique to their school. Before enrolling in a PDE[3] course, charter school teachers should confirm that their school's reclassification system accepts PD credit by checking with their administrator, charter school director, or the HIDOE Teacher Reclassification Office.

Appendix F

EVERY STUDENT SUCCEEDS ACT HAWAIʻI QUALIFIED TEACHER REQUIREMENTS

The ESSA law requires all teachers to meet state licensing or certification requirements. State teaching licensure is governed by the HTSB. State law requires that every public school teacher in Hawaiʻi hold a valid teaching license. Teachers holding a valid HTSB license will be considered Hawaiʻi Qualified for the teaching field of their license.

For questions related to ESSA Highly Qualified Teacher requirements for certificated teachers or emergency hires in the HIDOE, contact the Hawaiʻi Qualified Teacher Unit at hqt@k12.hi.us or (808) 441-8499.

- Educator Quality Handbook *https://hidoeotm.org/eq/pages2324/EDUCATORQUALITY2324.html*
- Educator Quality FAQs *https://docs.google.com/document/d/1feHfauwlgRtsZV19a3kDZ_VwyKXkiXuESV6DOg71eeo/edit?usp=sharing*