

DEPARTMENT OF EDUCATION

Adoption of Chapter 8-65
Hawaii Administrative Rules

May 15, 2012

SUMMARY

Chapter 8-65, Hawaii Administrative Rules, entitled "Alternative Routes to Certification", is adopted.

HAWAII ADMINISTRATIVE RULES

TITLE 8

DEPARTMENT OF EDUCATION

SUBTITLE 2

PART 1

PUBLIC SCHOOLS

CHAPTER 65

ALTERNATIVE ROUTES TO CERTIFICATION

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SUBCHAPTER 1

GENERAL PROVISIONS

§8-65-1 Purpose. The purpose of this chapter is to set forth standards that an alternative certification program shall meet for the establishment of alternative routes to certification for vice-principal school administrators. Through the standards set forth herein and an alternative certification program meeting these standards, the department will be able to:

- (1) Expand its administrator preparation program and attract aspiring school level administrators who have high leadership potential;
- (2) Ensure the program prepares its candidates to meet the expectations of the department in fulfilling their roles and responsibilities in improving student learning in the public school system;
- (3) Address shortages in high-need schools or areas; and
- (4) Increase the applicant pool eligible for service in any public school.

[Eff JUN 14 2012] (Auth: HRS §§302A-605, 302A-1112) (Imp: HRS §302A-605)

§8-65-2 Definitions. As used in this chapter, unless the context specifically requires otherwise:

"Administrator certification office" means the department's office of human resources, Professional Development & Educational Research Institute (PDERI), its successor, or assign.

"Alternative routes to certification" shall have the same meaning as determined by United States Department of Education regulations for state applications for Race to the Top fund allocations under section 14001 of the federal American Recovery and Reinvestment Act of 2009, as amended, referring to

pathways to certification that allow the establishment and operation of administrator preparation programs.

"Board" means the board of education.

"Candidate" means a person enrolled in an alternative certification program.

"Department" means the Hawaii department of education.

"Hawaii public schools" shall have the same meaning as "public schools" as defined in section 302A-101, HRS.

"High-need school or area" means a school or area, or both, designated by the superintendent of education as a high-need school or area.

"ISAC-P" means Initial School Administrator Certificate - Provisional as a Vice-Principal.

"PSAC" means Professional School Administrator Certificate as a Principal.

"Qualitative leadership experience" means experience where effective interpersonal and communication skills, the ability to lead and develop teams, strong analytical, problem-solving and/or project management skills, and ethical and data driven decision-making have been demonstrated and documented as described in section 8-65-8(b)(4).

"Residency" means school-based on-the-job training as a school level administrator with school level administrator mentor or mentors.

"School level administrator" means a vice-principal or principal.

"School level administrator experience" means, for purposes of entrance requirements into an alternative certification program, knowledge and performance of duties and responsibilities that are comparable to or higher than the duties and responsibilities of a department of education vice-principal or principal.

"Superintendent" means the Hawaii superintendent of education.

"TSAC" means Temporary School Administrator Certificate that is awarded prior to residency.

[Eff JUN 14 2012] (Auth: HRS §§302A-605, 302A-1112) (Imp: HRS §§302A-101, 302A-605)

§§8-65-3 to 8-65-6 (Reserved).

SUBCHAPTER 2

ALTERNATIVE CERTIFICATION

§8-65-7 Alternative certification program.

(a) The minimum standards that an alternative certification program shall meet include, but are not limited to:

- (1) Is an institution of higher education, an alternative certification program operating independently from an institution of higher education, or a combination thereof;
- (2) Is able to select, train, and graduate the number of school level administrator candidates determined by the department to be necessary to address shortages in high-need schools or areas and increase the applicant pool eligible for service in any public school;
- (3) Is selective in accepting candidates;
- (4) Demonstrates subject matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English language learners and students with disabilities;
- (5) Provides supervised, school-based experiences and ongoing support such as effective mentoring and coaching;
- (6) Significantly limits the amount of coursework required or has options to test out of courses; and
- (7) Upon completion, will allow candidates completing the program to qualify for and be

awarded the same level of certification that the department's administrator preparation program awards upon completion.

(b) The alternative certification program shall also meet all other requirements of this chapter.

(c) The alternative certification program provider shall enter into a contract or agreement with the department to provide services as an alternative certification program under this subchapter. Said contract or agreement shall set forth the understanding of the duties and responsibilities of the alternative certification program provider and the consequences for failing to comply with this subchapter and all other requirements of the contract or agreement.

(d) Costs for the operation of the alternative certification program may be covered by tuition charged by the provider and approved by the department or by other means as determined by the department.

[Eff JUN 14 2012] (Auth: HRS §§302A-605, 302A-1112) (Imp: HRS §§302A-605, 91-13.5)

§8-65-8 Candidate requirements for enrollment in an alternative certification program.

(a) To be enrolled in an alternative certification program, the provider of the alternative certification program shall ensure the candidate has met one of the following:

- (1) The individual has qualitative leadership experience and holds at least a master's degree;
- (2) The individual is a licensed school level administrator, holds at least a master's degree and has qualitative leadership experience; or
- (3) The individual is a licensed teacher, holds at least a master's degree, and has qualitative leadership experience.

(b) The provider shall obtain evidence that the candidate minimally possesses:

- (1) At least a master's degree from an accredited institution of higher learning;
- (2) If the candidate is being admitted pursuant to subparagraph (a)(2) or subparagraph (a)(3), applicable licensure credentials that are current and active and not encumbered;
- (3) Qualitative leadership experience of three or more years within ten years of application in a leadership, supervisory, or managerial position; and
- (4) Qualitative leadership experience documented through a resume or portfolio by the candidate and verified by the alternative certification program provider through interviews and/or written recommendations from the applicant's supervisors.

(c) The provider shall recruit and enroll candidates that are willing to commit to three years of continued employment as a school level administrator with the department after graduation from the alternative certification program and award of their ISAC-P as vice-principal.

(d) The provider shall also ensure candidates have satisfied other requirements of the department including, but not limited to, criminal history record checks in accordance with sections 302A-601.5 and 846-2.7, HRS and chapter 7, title 8, HAR.

(e) Costs related to enrollment in an alternative certification program may be borne by the candidate or by other means as determined by the department. [Eff JUN 14 2012] (Auth: HRS §§302A-605, 302A-1112) (Imp: HRS §302A-605)

§8-65-9 Alternative certification program minimum requirements; generally. (a) The alternative certification program shall consist of a clearly articulated curriculum, a rigorous screening process, a pre-residency component, a residency component, and

a post-residency component that minimally meets the requirements of sections 8-65-10 through 8-65-13. The department may consider an alternative certification program that offers the pre-residency and residency components concurrently.

(b) The provider of an alternative certification program shall ensure that all its employees or agents that will be fulfilling duties and responsibilities pursuant to section 8-65-12(a) on any school campus under the department's jurisdiction and working in close proximity to children have passed a criminal history record check in accordance with the provisions of sections 302A-601.5 and 846-2.7, HRS and chapter 7, title 8, HAR.

(c) The provider of an alternative certification program shall be responsible and accountable for ensuring the employment of qualified staff or agents and shall ensure staff and agents are held to the highest professional standard in deliverance of its alternative certification program.

[Eff JUN 14 2012] (Auth: HRS §§302A-601.5, 302A-605, 302A-1112, 846-2.7,) (Imp: HRS §302A-605)

§8-65-10 Rigorous screening process. The alternative certification program shall incorporate a rigorous screening process that will result in selectivity in accepting candidates into their program after the applicant has met the requirements of section 8-65-8. The screening process shall minimally include, but not be limited to, interviews, evaluation assessments or other processes that will result in selecting candidates who show the most promise to complete the alternative certification program and immediately address the needs of the department to fill school level administrator positions.

[Eff JUN 14 2012] (Auth: HRS §§302A-605, 302A-1112) (Imp: HRS §302A-605)

§8-65-11 Pre-residency. (a) The alternative certification program shall incorporate a pre-residency component to include, but not be limited to, orientation, coursework, effective mentoring and coaching, workshops, ongoing support, and assessments throughout the component and particularly one at the conclusion of the component. Before commencement of the pre-residency component, the program shall evaluate the individual candidates' education and experience to determine the portions of study the candidate will be required to complete.

(b) The pre-residency component shall consist of technical knowledge of content including, but not limited to:

- (1) Educational and instructional leadership including the ability of leaders to be instructionally centered and change oriented;
- (2) Personnel management including supervision and evaluation;
- (3) Curriculum, instruction, and assessment, including but not limited to high-quality instruction that addresses pedagogy and the needs of all students, including English language learners and students with disabilities;
- (4) Governance and organization relating to schools;
- (5) School improvement planning;
- (6) Community and its culture, including public relations; and
- (7) Applicable federal and state laws relating to civil rights, including but not limited to the Individuals with Disabilities Education Improvement Act of 2004 or the currently existing version and section 504 of the Rehabilitation Act of 1973 and its amendments, and federal and state laws relating to employee and student safety.

(c) The pre-residency component shall significantly limit the amount of coursework required

or have options for qualified candidates to test out of courses.

(d) The pre-residency component shall also ensure candidates' proficiency in oral and written communication skills, interpersonal relationships and team building skills, and analyses, decision making, and problem solving skills.

(e) The alternative certification program shall have clearly articulated methodologies and criterion by which it will assess the candidate's required proficiency in the subject matter listed in subsections (b) and (d), at the conclusion of the pre-residency component. [Eff JUN 14 2012] (Auth: HRS §§302A-605, 302A-1112) (Imp: HRS §302A-605)

§8-65-12 Residency. (a) The alternative certification program shall incorporate a residency component to include, but not be limited to, effective mentoring and coaching, ongoing support, residency as a vice-principal in a school, and assessments.

(b) The residency component shall provide candidates the opportunity to apply the technical knowledge and skills acquired through the pre-residency component and shall minimally involve:

- (1) Sustained experience at the elementary and secondary school levels, with a minimum aggregate time of one thousand five hundred twenty hours which constitutes one school year, spent in residency;
- (2) Mentoring by a practicing principal;
- (3) Active leadership roles;
- (4) Active participation in activities that promote school improvement and instructional leadership, including but not limited to improving student achievement and teacher development;
- (5) Regular assessments of the candidate's competencies; and
- (6) Appropriate levels of support by the program provider, as determined by the provider.

(c) The alternative certification program shall have clearly articulated methodologies and criterion by which it will assess the candidate's proficiency during and at the conclusion of residency. The school principal mentoring the candidate shall be involved in the assessments.

(d) The provider of an alternative certification program shall be required to execute an agreement, provided by the administrator certification office, and abide by all terms in the agreement and any amendments thereto, for a candidate's residency in a school under the department's jurisdiction.

[Eff JUN 14 2012] (Auth: HRS §§302A-605, 302A-1112) (Imp: HRS §302A-605)

§8-65-13 Post-residency. (a) Cumulatively, the alternative certification program's pre-residency and residency components are intended to produce vice-principal candidates achieving acceptable levels of competencies. The required competencies include, but are not limited to, the ability to:

- (1) Develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards;
- (2) Build a culture of learning and supporting systemic performance;
- (3) Communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, and build support for improving student achievement;
- (4) Create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;
- (5) Lead comprehensive long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with

regard to all aspects of the school, including but not limited to curriculum development, instructional strategies and the integration of technology, student support services including the provision of services to students with disabilities and English language learners, and professional support and development;

- (6) Develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development;
- (7) Set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;
- (8) Apply statutes and rules and regulations as required by law, and implement school policies in accordance with law; and
- (9) Establish a school budget and manage school finances, resources, and facilities to support achievement of educational goals and objectives.

(b) The alternative certification program shall have clearly articulated methodologies and criterion by which it will assess the candidate to determine that the competencies described in subsection (a) and the knowledge described in section 8-65-11(b) have been met.

(c) The alternative certification program shall only recommend a candidate who has completed all components and passed the post-residency assessment, to the administrator certification office, for consideration of issuance of an ISAC-P.

(d) The candidate employed by the department and issued an ISAC-P shall satisfactorily complete a probationary period as vice-principal pursuant to the

applicable collective bargaining agreement and upon successful completion of probation as determined by the department, be awarded a PSAC.

[Eff JUN 14 2012] (Auth: HRS §§302A-605, 302A-1112) (Imp: HRS §302A-605)

§8-65-14 Periodic program audits. (a) An alternative certification program shall be subject to periodic program audits by the administrator certification office. The program audits will evaluate the alternative certification program's compliance with all requirements of this subchapter. As part of the audit process, the provider of the alternative certification program may also be required to furnish data and other information deemed necessary by the administrator certification office.

(b) Costs associated with the periodic program audit shall be borne by the alternative certification program.

(c) In the event deficiencies are found with the alternative certification program, the program shall file a corrective action plan with the administrator certification office by the deadline specified by the office. The alternative certification program's corrective action plan shall ensure candidates are not adversely affected.

(d) The administrator certification office may approve the corrective action plan, require modifications to the plan, or reject the plan and require a new corrective action plan. Submission of modifications or a new corrective action plan shall be in accordance with the deadline specified by the administrator certification office.

(e) Failure by the alternative certification program to cooperate and comply with the periodic program audit or to address deficiencies as required by the administrator certification office may be grounds for the department to take appropriate action affecting the continuance of the alternative

certification program. [Eff JUN 14 2012] (Auth:
HRS §§302A-605, 302A-1112) (Imp: HRS §302A-605)

§8-65-15 Prohibited conduct. The department may take appropriate action, including but not limited to termination of any contract or agreement for the alternative certification program to continue providing services under this subchapter, against an alternative certification program provider of the alternative certification program for any one or more of the following acts or conditions including, but not limited to:

- (1) Failure to comply with the provisions of section 8-65-15;
- (2) Failure to meet or maintain the conditions and requirements as an alternative certification program;
- (3) Engaging in false, fraudulent, or deceptive practices, or making untruthful or improbable statements;
- (4) Professional misconduct, incompetence, or gross negligence by any employee or agent of the alternative certification program in the administration and implementation of the program;
- (5) Failure to comply, observe, or adhere to any law in a manner such that the department deems the provider of an alternative certification program to be unfit to operate the program;
- (6) Criminal conviction, whether by nolo contendere or otherwise, of any employee or agent of the alternative certification program for a crime directly related to the qualifications, functions, or duties to be performed as an alternative certification program provider on behalf of the department; and
- (7) Violating this chapter, other applicable

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laws, or any rule or order of the
department. [Eff JUN 14 2012] (Auth:
HRS §§302A-605, 302A-1112) (Imp: HRS §302A-
605)

DEPARTMENT OF EDUCATION

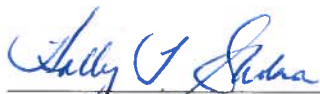
Chapter 8-65, Hawaii Administrative Rules, on the Summary Page dated May 15, 2012, were adopted on May 15, 2012, following a public hearing held on April 24, 2012, after public notice was given in the Honolulu Star*Advertiser, The Garden Island, The Maui News, West Hawaii Today, and Hawaii Tribune-Herald on March 25, 2012.

The adoption of chapter 8-65 shall take effect ten days after filing with the Office of the Lieutenant Governor.



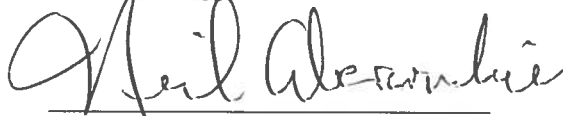
DONALD G. HORNER
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APPROVED AS TO FORM:



Deputy Attorney General

APPROVED:



NEIL ABERCROMBIE
Governor
State of Hawaii

Date: 6.2.12

Filed

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LIEUTENANT GOVERNOR'S OFFICE

