

# Section IV

## Policies and Procedures

---

### **Changing Majors**

#### Post Baccalaureate students

A passing score on the PRAXIS II Content Knowledge Test in the area in which a student is seeking licensure is an admission requirement for the Post-Baccalaureate program. Should a student want to change his/her content area after admission into the program, the student must write a letter to the Secondary Program Chair requesting a change. The chair will notify the Office of Student Academic Services (OSAS) of the request. The student must then take and successfully pass the new PRAXIS II Content Knowledge test. When all admission requirements for the new major are met and verified by OSAS and approved by the Assistant Dean, then OSAS will process the official change.

#### Undergraduates

To be admitted to the College of Education B.Ed. Program, a student must have completed the majority of their academic major. Should a B.Ed. student want to change his/her major content area, the student must write a letter to the Secondary Program Chair requesting a change. The chair will notify OSAS of the request. The student must then complete at least 50% the content courses required for a new academic major and meet all other admission requirements. When all admission requirements for the new major are met and verified by OSAS and approved by the Assistant Dean, OSAS will process the official change.

### **Teacher Candidates Experiencing Difficulty**

For teacher candidates who are experiencing difficulty in the field, a “Plan of Assistance for Improvement” will be initiated by the UC with input from the mentor teacher (see Appendix K for Plan of Assistance Form). The purpose of the Plan of Assistance is to help a teacher candidate who has the potential to become a successful educator by identifying areas requiring improvement and suggestions for remediation.

After the mentor teacher and the UC confer and agree that the teacher candidate’s performance is unsatisfactory, a three-way conference, with the teacher candidate, is held. The Plan of Assistance for Improvement is completed with a timeline. If the deficiencies are identified early, many of the weaknesses can be improved. To facilitate improvement, the mentor teacher and university coordinator will:

- Provide the teacher candidate with ongoing support and positive feedback.
- Continue to work together to assist the teacher candidate.
- Require the teacher candidate to make daily plans so that review and revisions are possible.
- Share (and demonstrate) teaching strategies with the teacher candidate.
- Phase the teacher candidate into each new activity when readiness has been demonstrated.
- Assist the teacher candidate with time management difficulties (outside employment, family obligations, and other responsibilities).
- Identify factors that weaken the teacher candidate’s performance and develop strategies for overcoming them.
- Remember that early intervention is in the best interest of the teacher candidate.

#### Plan of Assistance for Improvement

A copy of the plan must be signed by the teacher candidate, mentor teacher, and university supervisor and then placed in the candidate’s file. The plan should clearly describe the need for, the conditions of, and the areas requiring assistance for improvement. Areas may include:

- Academic deficiency
- Instructional planning skills
- Teaching skills
- Classroom management skills
- Student diagnosis and evaluation skills
- Professional responsibilities
- Interpersonal relationships

Student teachers can be removed from a placement if their performance is unsatisfactory, they have received written suggestions for improvement and are not improving, and/or their continuation is not in the best interests of the students.

### Removal from Student Teaching

If the student teacher does not make satisfactory improvement in the contracted period of time, the university coordinator will notify the Secondary Program Chair. If it is determined that it is not in the best interest of the parties involved to continue the placement, the student can be removed from a placement at any time during the semester. The major reasons for withdrawing a student teacher from his/her placement include:

- Does not seem to possess the essential skills of teaching: knowledge of subject matter; questioning; utilization of media; knowledge of use of common techniques of instruction; concept of method; and recognition of student differences and abilities.
- Continued safety and well-being of students
- Personal deficiency: extreme timidity, immaturity, mental health problems, etc.
- Lack of interest in teaching.
- Lack of organizational skills: ineffective planning, failure to meet responsibilities, etc.
- Inability to communicate effectively.
- Inability to work effectively with people.
- Inability to manage a classroom independently.
- Inability to evaluate self: refusing to evaluate self; perceptions in self-evaluation are out of line with reality.

The Secondary Program Chair will write a letter to the Assistant Dean of the Office of Student Academic Services stating the reasons for the termination; copies will be given to the student teacher, the university coordinator, the school principal, and the mentor teacher. The student will receive a grade of NO CREDIT for ITE 405 and an "F" for ITE 406.

If the student desires a second opportunity to student teach, he/she must reapply with the Secondary Program. The university coordinator, in consultation with the mentor teacher will prepare a written remediation plan specifying steps the student must complete before retaking student teaching. A third student teaching opportunity is not allowed.

### Incomplete Grade

A grade of Incomplete ("I") in ITE 405 is only given when a student teacher has not completed a small but important part of a semester's work. Incomplete grades are allowed only for emergency situations and *not* for unsatisfactory performance, such as failing to meet the Plan of Assistance requirement.

## **Legal Assistance for Teacher Candidates**

### Liability Insurance

Students are required to have liability insurance to participate in field experiences in the schools. A membership in the College of Education Student Association (CESA), an affiliate of the National Education Association, provides a student \$1,000,000 of liability insurance. Call the College of Education Student Association (CESA) office at (808) 956-6924, visit them at University Annex 1, Room 5A, or e-mail them at [cesa@hawaii.edu](mailto:cesa@hawaii.edu).

## Public School

The student teacher in a public school may be given legal assistance from the State in civil suits under provisions of the Hawai‘i State Tort Liability Act, HRS Chapter 662.

In a field placement (the OP experience or student teaching) the student teacher assigned to a state agency (the school) may meet the definition of volunteer. “The term volunteer means any person who of the person’s own free will provides goods or services to any agency with no monetary or material gain...” (HRS 90-1).

For the purposes of State tort liability, such volunteers are treated like “... employees of the State when acting for an agency in their capacity as volunteers” (HRS 90-4). “Employees of the State includes officers and employees of any state agency, members of the Hawai‘i National Guard, Hawai‘i state guard, and person acting on behalf of a state agency in an official capacity, temporarily, whether with or without compensation” (HRS 662-1).

The determination that a student teacher is a “volunteer” of the state within the meaning of HRS 90 does not itself insure that the student teacher will be defended or indemnified by the State. The determination of whether to defend is a discretionary one made by the Attorney General, who will examine whether the volunteer was acting within the course and scope of his/her volunteer duties. As a general rule, the Attorney General will not defend employees charged with committing intentional torts (HRS 662-15).

## Private Schools

Unlike the student teacher placed in a public school, the State of Hawai‘i statutes mentioned above do not cover a student teacher placed in a private (non-public) school.

## Legal Status of Student Teachers

The legal status of student teachers in public schools is provided in the Hawaii Revised Statutes (HRS) and the Department of Education Policies and Regulations as approved by the Board of Education. The basic statute which governs certification is HRS 297-2 which states, “No person shall serve as a teacher in any school without first having obtained a certificate from the Department of Education...” Based on this statute, the DOE has a number of policies and regulations relating to student teachers.

### A. The Components of a Teacher Education Program

Regulation No. 5300: “The Department shall establish standards for state approval of teacher education programs in Hawaii leading to licensure and certification. The teacher education program shall include (1) a liberal arts component, (2) a professional education component, (3) a teaching major, and (4) pre-service teaching.

### B. Teacher Competencies to be Developed in Teacher Training

Regulation No. 5300: “The Department shall work closely with Hawaii higher education institutions primarily charged with teacher education and training to develop teachers who meet the personal characteristics and competencies identified in the standards established by the Hawaii Teacher Standards Board and the Department of Education.” (Revised 9/1/70; Reviewed 10/74; Amended 11/77; Amended 6/86; Amended 11/88; Amended 9/93; Amended 4/97.)

### C. Authorization for Student Teachers in the Public Schools

Policy No. 5600: “The Department, in cooperation with accredited institutions of higher education, may permit pre-service teachers in teacher education programs to teach, participate, and observe in the public schools of Hawaii, upon verification by the institutions of their ability to function effectively in Department classrooms. Such placements should contribute to the best interests of the Department and its students.” (Reviewed 9/1/70; Amended 10/74; Amended 6/86; Amended 12/95)

### D. Responsibility of Institution to Provide Names of Student Teachers

Administrative Regulations No. 5203: “Student teachers may be certified by list upon recommendation from any accredited teacher education institution. The teacher education institution shall specifically name the students authorized to do student teaching under supervision in the schools of Hawaii.” (Revised 9/1/70; Amended 11/77.)

## **Accidents and Injuries**

### Student Teachers Injured in the Performance of Student Teaching Duties

Students injured in a field experience should immediately report it to the mentor teacher and the university coordinator.

### University of Hawai‘i Policy

If a teacher candidate is injured while participating in the University of Hawai‘i teacher preparation program, he or she should submit a written report describing the details of the accident and the nature of the injury. The report should be submitted within 24 hours to the Secondary Program Chair.

### Public Schools---Department of Education Policy

If a student is injured in the performance of his or her student teaching duties, workers' compensation under HRS 386-171 may be provided in the form of reasonable and necessary medical care for accident or injury. Representation may be provided, after review by the attorney general, in alleged cases of negligence or other tortuous acts under HRS chapter 662-16 and 90-4(4).

### Private Schools

Provision for workers' compensation and liability in the private schools varies with each respective school. It is highly advisable for students in field placements to have some health insurance coverage.

# Section V

## Entering the Profession

---

### **The College of Education Placement File**

The Office of Student Academic Services (OSAS) maintains two files on each student. The permanent file contains records related to the student's academic career at the University of Hawai'i, including the final evaluation of student teaching.

At the student's request, OSAS will also create a placement file to support the student's application for teaching and other employment. To establish a placement file the student is required to fill out a "Release Information Card."

The student may place a maximum of three "Teacher Placement and Employment Recommendation" forms or letters of recommendation in the placement file from individuals who can make a professional evaluation of the student's teaching skills and potential. The forms are available in OSAS. Each student must determine whether he or she wants an OPEN or a CLOSED placement file. Students may read the recommendations in an OPEN file, but they are not allowed to read the recommendations in a CLOSED file.

"Teacher Placement and Employment Recommendation" forms or letters of recommendation must be delivered or sent directly to OSAS by the individual who wrote the recommendation. Letters addressed to a second party will not be accepted.

Students may request to have their final Evaluation of Student Teaching placed in the file.

The placement file will be forwarded to potential employers upon the student's request, either in person or in writing. It normally takes five working days to process a request.

Contact OSAS for further information.

### **Employment with the Hawai'i State Department of Education**

Beginning with the school year 1997/1998, no person may serve in a Hawai'i public school as a teacher without a license or credential issued by the Department of Education. This requirement is established in law by Act 240, Session Laws of Hawaii 1995 (Section 302A-801 through 302A-809, HRS). By law, the Hawai'i Teacher Standards Board establishes the fees for licenses and credentials.

#### Teaching License

The purpose for teacher licensing is to ensure that education professionals possess the appropriate training, preparation, and competencies for teaching. The entry-level requirements for licensing are:

1. Completing a state-approved teacher education program from an accredited institution;
2. Passing the PRAXIS tests at the state validation levels (see Appendix E);
3. Successfully completing a structured interview with an authorized professional State of Hawaii Department of Education staff reviewer.

The Office of Student Academic Services is not authorized to forward copies of your transcripts to employers—it is the student's responsibility to ask the University's Admissions and Records Office to send an official transcript with the degree/program completion date posted. If you have attended other institutions, official transcripts from those institutions must also be sent.

Teaching licenses are issued by the Hawai'i Teachers Standards Board. For more specific information in your content area, check the Hawaii Teacher Standards Board web site at [www.htsb.org](http://www.htsb.org).

### Teaching as an Emergency Hire

If a student successfully completes the teacher education program but is unable to pass the PRAXIS exam, he or she may seek employment with the Department of Education as an emergency hire teacher. If there is a continuing need for the services of an emergency hire teacher, he or she may be employed for a maximum of four years. Further questions about employment should be referred to the Hawaii State Department of Education, Office of Personnel Services at (808) 586-3420.

### Employment with Private Schools

Approximately 20 percent of students in Hawaii attend private schools. Teachers wishing to teach in a private school must apply directly to the individual private.