




STATE OF HAWAII
DEPARTMENT OF EDUCATION

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

March 11, 2021

TO: Complex Area Superintendents, Principals (All), Teachers (All), Registrars, District Educational Specialists, School Renewal Specialists, Complex English Learner Resource Teachers, English Learner Coordinators, Public Charter School Executive Director, Public Charter School Directors

FROM: Dr. Christina M. Kishimoto
Superintendent 

SUBJECT: **Update to Six (6) Credit or Equivalency Teaching English to Speakers of Other Languages Sheltered Instruction Requirement for Teachers**

This memorandum supersedes the memorandum dated June 3, 2020, titled *Update to Six (6) Credit or Equivalency Teaching English to Speakers of Other Languages Sheltered Instruction Requirement for Teachers*.

Due to the pandemic, the Six (6) Credit or Equivalency Teaching English to Speakers of Other Languages (TESOL) Sheltered Instruction Qualification (SIQ) requirement for teachers will be extended for one additional school year. Beginning in the school year (SY) 2021-22 (updated from SY 2020-21) teachers will have three (3) years to meet the SIQ requirement.

This memorandum expands upon the "Sheltered Instruction" requirement included in the December 19, 2019 memorandum, Six (6) Credit or Equivalency Teaching English to Speakers of Other Languages (TESOL) Sheltered Instruction Requirement for Teachers. That memorandum outlined the requirement that all licensed K-12 teachers who plan or provide direct instruction to students will or have obtained a minimum of six (6) TESOL related course credits or equivalent within three years, beginning in SY 2021-2022.

The Office of Talent Management (OTM), Hawaii State Teachers Association, and Office of Student Support Services collaborated to establish an additional Option 7 for teachers to meet reclassification eligibility. The Educator Quality Section (EQS), OTM has added this new equivalency option to their *Sheltered Instruction Qualification Cover Sheet Employee Information* used for verification and approval along with transcripts or other supporting documentation. Upon approval, OTM will issue a Sheltered Instruction Qualification.

For additional information on teacher qualifications including how to access your eHQ status report, please refer to the Every Student Succeeds Act Hawaii Qualified Teacher Handbook

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

Complex Area Superintendents, et al.

March 11, 2021

Page 2

available at <https://hidoeotm.org/eq/toc1920.html>.

[Attachment A](#): *Teaching English to Speakers of Other Languages (TESOL)-Related “Sheltered Instruction” Credit or Equivalent Options* (updated outlines to reflect the new option 7)

[Attachment B](#): *Teaching English to Speakers of Other Languages (TESOL)-Related Sheltered Instruction Competencies* (includes teacher competencies that will satisfy the "Sheltered Instruction" requirement)

[Attachment C](#): *Sheltered Instruction Qualification Cover Sheet Employee Information* (updated to reflect the added phrase “Employee Information”)

Please direct all teacher qualification questions to the EQS, OTM, at hqt@k12.hi.us or at (808) 441-8499, or for EL program specific questions, contact the EL Program, Student Support Section, at ossel@k12.hi.us or at (808) 305-9787.

CMK:yh

Attachments

c: Deputy Superintendent
Assistant Superintendents
Mr. Sean Arai, Director, Educator Quality Section
Ms. Cara Tanimura, Director, Monitoring and Compliance Office
Hawaii State Teachers Association
Hawaii State Public Charter School Commission
Office of Student Support Services

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

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

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

Option 7: A combination of one (1) three-credit college credit course in a Teaching English to Speakers of Other Languages (TESOL) related credits (Option 1) and one (1) three-credit HIDOE sponsored English as a Second Language (ESL) or TESOL PDE3 course (Option 2) (added May 2020)

Three (3) university credits earned through an approved in-state or out-of-state teacher education program or from an approved program from an institute of higher education from Hawaii and/or other states; and
Completion of one (1) three-credit PDE3 courses related to TESOL that begin with course code “ESL,” and/or other related courses where the TESOL competencies are addressed.

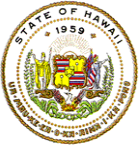
Teaching English to Speakers of Other Languages (TESOL) Related Sheltered Instruction Competencies

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

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

References:

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



Attachment C: Sheltered Instruction Qualification Cover Sheet

Employee Information

Name: _____ Emp ID: _____

School/Office: _____

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

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

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

PDE3 Course Name: _____ Section # & date completed: _____

PDE3 Course Name: _____ Section # & date completed: _____

Option 3: Completion of seventy-two (72) seat hours of TESOL-related HIDOE non-credit PD workshops or courses.

Course or Conference	Course number & Section	Date of Completion	# of Seat Hours

If additional space is required, please attach a separate sheet

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

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

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

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

PDE3 Course Name: _____ Section # & date completed: _____

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

Teacher Signature: _____ **Date:** _____

Submission Instructions: Please submit this cover sheet along with supporting documentation to the Educator Quality Section:

Mail: P.O. Box 2360, Honolulu, HI 96804 *or* via **HIDOE Courier:** OTM, Educator Quality Section *or* **email:** hqt@k12.hi.us