


STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF STUDENT SUPPORT SERVICES
OFFICE OF TALENT MANAGEMENT

September 11, 2023

TO: Complex Area Superintendents
Principals (All)
Hawaii Public Charter School Commission Interim Executive Director
Hawaii Public Charter School Directors (All)
District Educational Specialists
School Renewal Specialists
Complex Area English Learner Educational Officers
Resource Teachers
Teachers (All)

FROM: Annie Kalama 
Assistant Superintendent
Office of Student Support Services

Sean Bacon 
Sean Bacon (Sep 11, 2023 09:08 HST)
Assistant Superintendent
Office of Talent Management

SUBJECT: Clarification on the Teaching English to Speakers of Other Languages
Sheltered Instruction Qualification Requirement, New Option, and
Professional Development Opportunities

This memorandum clarifies the personnel who are required to meet the Teaching English to Speakers of Other Languages (TESOL) Sheltered Instruction Qualification (SIQ) and supersedes all previous memorandums regarding the SIQ and are available for reference on the [Internal HIDOE Title III/EL Section Website, Professional Learning](#) site. Introduces a new SIQ equivalency option (Option 8) and shares the current professional development opportunities available to teachers to meet the SIQ requirement.

The SIQ requirement applies to all teachers. The definition of a teacher includes all Hawaii State Teachers Association Bargaining Unit (BU) 5 members (classroom teachers, student services coordinators, non-classroom teachers, distance learning teachers, anyone who is part of BU5 or BU45, and all public charter school teachers); casual employees who are K-12 Part-Time Teachers; Substitute Teachers who provide instruction for four (4) or more consecutive weeks; Summer School Teachers; and Summer School Support Staff in teacher type positions (Counselors, Librarians, etc.). Adult Education, Drivers Education, and ROTC teachers/instructors are not required to meet SIQ.

Teachers have until the beginning of the school year 2026-2027 to meet this requirement through one of the options found in the [Teaching English to Speakers of Other Languages \(TESOL\) Related "Sheltered Instruction" Credit or Equivalent Options, known as Attachment A.](#)

TESOL coursework or professional development credits/non-credit seat hours that qualify for SIQ must address one or more of the competencies identified in the [Teaching English to Speakers of Other Languages \(TESOL\) Related Sheltered Instruction Competencies, known as Attachment B.](#) Teachers can submit the [Sheltered Instruction Qualification Cover Sheet, known as Attachment C](#) to submit their transcripts or other supporting documentation in meeting the SIQ requirement. Upon approval, the Office of Talent Management (OTM) will issue an SIQ.

New Sheltered Instruction Equivalency

A new TESOL SIQ credit equivalency option eight (Option 8) has been added, allowing teachers to combine TESOL-related Academic credits (option 1) and/or PDE3 credits (option 2) with TESOL-related HIDOE non-credit professional development courses (option 3, seat hours), under the following conditions and combinations:

1. Each credential will only be accepted in its original qualification type (Academic Credit, PDE3 Credit, PDE3 Non-credit PD Hours).
2. A combination of credits and hours may be used for meeting Option 8 based on the combination of qualifications as listed:

Option 8: Combination of Academic or PDE3 Credit (options 1 and/or 2) and PDE3 Non-Credit PD Seat Hours (option 3) Required
One (1) Credit + 60 Seat Hours
Two (2) Credits + 48 Seat Hours
Three (3) Credits + 36 Seat Hours
Four (4) Credits + 24 Seat Hours
Five (5) Credits + 12 Seat Hours

If you previously submitted Attachment C: Sheltered Instruction Qualification Cover Sheet and notified that you did not meet the SIQ requirement and now meet the SIQ requirement through Option 8 or if you have already submitted documentation with the required combination of credits and seat hours, you do not need to submit Attachment C, OTM will automatically update your qualification for SIQ.

Professional Development Opportunities

Professional development opportunities to support teachers with the SIQ are continually being updated. For information on the currently available Office of Student Support Services English Learner (EL) funded courses and workshops, view the [Internal HIDOE Title III/EL Section Website, Professional Learning](#) page. Complex Areas or Schools may also choose to offer professional

learning to support teachers to obtain SIQ and may use the [Internal HIDEOE Existing "ESL" PDE3 Course & Workshop Shells and Pre-Approved IHE Courses 2023-2024](#) list for SIQ pre-approved professional development courses and workshops.

Note all non-credit workshops and credit courses are established in PDE³ for a set number of “seat hours” or PDE³ credits identified on the course. OTM will acknowledge the hours or credits as they are listed on the course and not the individual section.

For any additional information, clarifications, or questions, please get in touch with the following offices:

Inquiry Type	Program/Office	Email	Phone
Teacher qualifications	Educator Quality Office of Talent Management, Educator Quality Section	hqt@k12.hi.us	(808) 441-8499
EL Program, PD Opportunities for SIQ, Title III	EL/Title III Office of Student Support Services, EL/Migrant Education Section	ossel@k12.hi.us	(808) 305-9664

AK:SB:ss
Attachments

- c: Superintendent
- Deputy Superintendents
- Assistant Superintendents
- Office of Talent Management, Personnel Development Branch Director
- Hawaii State Teachers Association

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

The following options will count toward the Sheltered Instruction credit or equivalent requirement.

Option Type	Details
Option 1: Six (6) academic college or university credits aligned to the TESOL-related competencies from an institutionally accredited college or university.	Six (6) academic credits earned from an institutionally accredited college or university.
Option 2: Completion of six (6) credits earned in Hawaii State Department of Education (HIDOE)-sponsored PDE ³ courses aligned to the TESOL-related competencies.	Completion of six (6) PDE ³ credits earned in HIDOE-sponsored PDE ³ courses aligned to the TESOL-related competencies. For information on how approved credit professional learning courses and non-credit workshops are managed in PDE ³ reference this August 4, 2021 memorandum .
Option 3: Completion of 72 seat hours earned in HIDOE-sponsored PDE ³ non-credit courses and workshops aligned to the TESOL-related competencies.	<p>Minimum of 72 seat hours in HIDOE-sponsored non-credit PDE³ courses or workshops aligned to the TESOL-related competencies.</p> <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.
Option 4: Out-of-state K-12 School District TESOL endorsements and/or certification.	TESOL-related endorsement and/or certificate earned from an out-of-state K-12 school district.
Option 5: TESOL Hawaii-Qualified or TESOL licensure status in lieu of six (6) credits.	See ESSA Hawaii Qualified Teacher Handbook
Option 6: National Education Association (NEA) Micro-credential English Language Learner.	Completion of the NEA English Language Learner micro-credentials stack of eight (8) courses (free for NEA/ HSTA members).
Option 7: Combination of Options 1 and 2 above.	Completion of six credits combining academic credits aligned to the TESOL-related competencies from an institutionally accredited college/ university AND HIDOE-sponsored PDE ³ credit courses aligned to TESOL-related competencies.
<p>Option 8: Combination of Option 1 and/or 2 with Option 3.</p> <p>Each credential will only be accepted in its original qualification type (Academic Credit, PDE³ Credit, Non-credit PD Hours).</p>	<p>Completion of one of the following combinations of Academic/PDE³ Credits with SIQ “seat hours”:</p> <ul style="list-style-type: none"> ● 1 (one) Credit + 60 SIQ seat hours ● 2 (two) Credits + 48 SIQ seat hours ● 3 (three) Credits + 36 SIQ seat hours ● 4 (four) Credits + 24 SIQ seat hours ● 5 (five) Credits + 12 SIQ seat hours

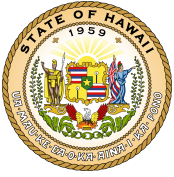
Teaching English to Speakers of Other Languages (TESOL) Related Sheltered Instruction Competencies

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

Department of Education
Office of Talent Management,
Educator Quality Section
P.O. Box 2360 Honolulu, HI 96804

Name: _____ Emp ID: _____

School/Office: _____ E-mail: _____

Select Only One (1):

I am submitting this Cover Sheet for the **first time**.

I have previously submitted a cover sheet and am submitting **new or additional** documents/information.

Do not attach documents/information previously submitted.

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 competencies from an institutionally accredited college or university. **Attach official transcript(s) (copies acceptable).**

College Name & Course Title	Course #	# of Credits	Date of Completion

Option 2: Completion of six (6) credits HIDEOE-sponsored ESL or TESOL PDE³ courses.

PDE3 Course Name	Section #	Date of Completion

Option 3: Completion of 72 seat hours of TESOL-related HIDEOE PDE³ non-credit Professional Development (PD) courses. (If PDE³ Credit Course(s) were taken for Audit credit(s), complete the [Verification of Audit Credit for Sheltered Instruction Professional Development Seat Hours.](#))

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

Attachment C: Sheltered Instruction Qualification Cover Sheet

Option 4: Out-of-state K-12 School District TESOL endorsement/certification 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 complete the [HQ Documentation Coversheet](#).*

Option 6: National Education Association (NEA) Micro-credential in English Language Learner.
Attach your eight (8) stacks of the NEA ELL Micro-credential.

Option 7: Combination of Options 1 and 2 above: Completion of three (3) college credits in TESOL-related college/university credits from an institutionally accredited college or university, *and* completion of three (3) credits HIDOE-sponsored PDE³ courses aligned to the TESOL-related competencies.
Attach official transcript (copies accepted).

PDE3 Course Name	Section #	Date of Completion

Option 8: Combination of Option 1 and/or Option 2 with Option 3. Each credential will only be accepted in its original qualification type (Academic credit, PDE³ credit, Non-credit PD hours).
Attach official transcript(s) (copies accepted).

Check one:

- 1 (one) Credit + 60 SIQ seat hours
- 2 (two) Credits + 48 SIQ seat hours
- 3 (three) Credits + 36 SIQ seat hours
- 4 (four) Credits + 24 SIQ seat hours
- 5 (five) Credits + 12 SIQ seat hours

Academic, PDE ³ or Non-credit PD Course Name	Course # & Section	Date of Completion	# of Credits/ Seat Hours

By typing my name below, 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