INTERNATIONAL TEACHER EDUCATION PROGRAM (ITEP)

Handbook

LDS Church Schools in Kiribati, Fiji, Samoa, Tonga

Pacific Area S&I

BYU-Hawaii

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Beginning of Missionary Work in the South Pacific

In 1843, the Prophet Joseph Smith declared that the gospel needed to be preached throughout the world. Addison Pratt, a member of the Church, had been a whaler in the South Pacific. Following a disagreement with his skipper, he had jumped ship and had lived six months with the natives in the Sandwich Islands. He later told Joseph Smith that he believed the Polynesians would be interested in the Book of Mormon and receptive to the gospel of Jesus Christ. A call soon came, and on June 1, 1843 the Prophet sent Addison Pratt, Benjamin F. Grouard, Knowleton F. Hanks, and Noah Rogers as the first foreign language speaking missionaries, to create a mission in the South Pacific. They travelled to New Bedford Mass., where they sailed on the Tiomoleon to the South Pacific. Their voyage was long and difficult. On April 30, 1844, the island of Tubuai was sighted, four hundred miles south of Tahiti. Elder Pratt had the first convert baptism and on July 29, 1844, organized the first foreign language speaking branch of the Church.

In 1850, President Brigham Young called the first senior missionary couples in the Church to serve a foreign language, foreign culture mission in the Islands of the South Pacific. Five couples, including Addison and Louisa B. Pratt were called to serve. Sister Pratt and the other Sisters taught the women in the islands how to be good homemakers and translated the Church hymns. In her journal, Sister Pratt wrote, “Their voices are loud and clear, such harmony I never heard before. God is in it all.” The first educational efforts in the South Pacific took place under the direction of Sister Pratt, as she began teaching the native children along with her own daughters.

In 1886, Church missionaries opened schools for Maori children in New Zealand. The first Church schools in Tonga were opened in 1895. Similar schools were founded in Samoa soon after the mission opened. Today, there are 15 Church schools in the South Pacific operating under the direction of the Church Board of Education. Three elementary schools, six middle schools and six high schools are located on the islands of Fiji, Kiribati, Samoa, and Tonga.

“Called to Tubuai: Missionary Couples in French Polynesia 1850,” by George Ellsworth, Ensign, Oct. 1989
History and Description of ITEP

Throughout the South Pacific, the coming of missionaries brought great change to the Polynesian people. The London Missionary Society (LMS), Catholic, and The Church of Jesus Christ of Latter-day Saints were three of the early major churches. Missionaries established schools as a means of educating the island people and teaching Christian doctrine. These three churches are still dominant in the South Pacific today and the schools they started are still some of the best available.

The LDS Church schools play a major role in spreading the gospel of Jesus Christ. The Church has had steady growth in membership, and the need for leadership underscores the importance of schools and education for members of the Church.

Initially, missionary couples from the USA were called to teach the students and to staff these schools. However, strong feelings existed that the children would be best taught by local teachers. The preparation of these local teachers varied immensely. Although some were well-trained, about 50% were teaching without formal training in teacher education. At this time, 19 schools were in operation with about 6,000 students.

From 1991 to 1996, great effort was made to resolve the problem of in-service training of teachers in the Church schools. The moving forces in this effort were Jack Johnson, then Associate Vice President of BYU-Hawaii and Dan Andersen, then CES Consultant for the Pacific, along with other leaders at CES and BYU-Hawaii. The result of much inspiration and work is the INTERNATIONAL TEACHER EDUCATION PROGRAM (ITEP).

ITEP was officially organized in 1997 as a partnership between three LDS Church entities: (1) BYU-Hawaii, (2) Seminary and Institutes Program (S&I), and (3) Missionary department. The goal of ITEP was to meet the needs of teacher training and improvement in the LDS South Pacific Church schools. The decision to organize was truly inspired because the need was great and the resources were few.

The ITEP Program currently operates under the direction of the BYU-Hawaii ITEP Director in the College of Human Development and the Assistant Area S&I Director of Pacific Church schools.

ITEP began with six missionary couples assigned to six schools – two couples in Tonga, two couples in Samoa, one couple in Fiji, and one couple in Kiribati. These professional education missionaries were called to serve as adjunct faculty for the School of Education at BYU-Hawaii. They offered BYU Hawaii-approved course work and provided supervision for teacher training certification. Eventually new positions were created for the Church middle schools in Tonga and Sauniatu Primary School in Samoa. Another couple was called to coordinate the work in the schools and, initially, was housed at BYU-Hawaii. This position is now housed at the Pacific Area Office in Auckland. Couples have now been called to work with the TVET classrooms at each of the six Church high schools.

Currently there are 15 missionary couple positions in the ITEP. Since its inception, more than 80 couples have served ITEP/TVET missions.
Purpose of Church Schools in S&I

Church Schools have been established in selected locations, are supported and guided by The Church of Jesus Christ of Latter-day Saints, and operate under the direction of the Church Board of Education. The purpose of these schools is assist the youth to reach their earthly and eternal purpose, and to magnify the calling whereunto the Lord has called them, by helping them progress spiritually, physically and emotionally, academically, and socially (see D&C 88:77-80, Luke 2:52).

**Spiritually**
- Build faith and testimony in Jesus Christ and the restoration.
- Help students prepare to make and keep temple covenants, serve missions, and to serve in the home, Church and community.

**Physically/Emotionally**
- Provide facilities that support the school program in a functional, safe and healthy setting.
- Provide a program which supports physical fitness, good health, and emotional growth.
- Teach students by example and with love.

**Academically**
- Provide a quality school program.
- Build self reliance.
- Facilitate opportunities for continued education and employment.
- Develop English language skills.

**Socially**
- Provide an appropriate spiritual and social setting that builds friendships.
- Provide opportunities for growth through student leadership.

### School Goals and Initiatives

1. Develop a strong relationship between priesthood and school leaders.
2. Provide a quality seminary program.
3. Encourage all teachers to invite the spirit and to integrate gospel learning in all classes.
4. Help all students live the Honor Code.

1. Provide serviceable facilities for learning, activities, housing, water, and cooking.
2. Meet individual needs, such as:
   - Tutoring
   - Counseling
3. Accommodate for Students with different abilities.

1. Improve Curricular Program
   - Standards, textbooks
   - All students take national exams
   - English proficiency (reading, writing, TALL)
   - Career education
2. Develop teaching capability
   - Training (Teaching and Learning Emphasis, leadership)
   - Teacher recruitment
   - University degrees, Master Teacher Skills

1. Promote student participation in decisions that affect them.
2. Establish practices of parent, priesthood and community participation.
Objective of Seminaries and Institutes of Religion

Our purpose is to help the youth and young adults understand and rely on the teachings and Atonement of Jesus Christ, qualify for the blessings of the temple, and prepare themselves, their families, and others for eternal life with their Father in Heaven.

To achieve our purpose:

**LIVE**
We live the gospel of Jesus Christ and strive for the companionship of the Spirit. Our conduct and relationships are exemplary at home, in the classroom, and in the community. We continually seek to improve our performance, knowledge, attitude, and character.

**TEACH**
We teach students the doctrines and principles of the gospel as found in the scriptures and the words of the prophets. These doctrines and principles are taught in a way that leads to understanding and edification. We help students fulfill their role in the learning process and prepare them to teach the gospel to others.

**ADMINISTER**
We administer our programs and resources appropriately. Our efforts assist parents in their responsibility to strengthen their families. We work closely with priesthood leaders as we invite students to participate and as we provide a spiritual environment where students can associate and learn together.
International Teacher Education Program (ITEP)

Overview

The purpose of ITEP is to provide teacher education training and professional development to teachers and administrators who are working at the LDS Church Schools in Tonga, Samoa, Kiribati, and Fiji. The goal of ITEP is to produce highly qualified teachers and administrators in the Church Schools who can serve the students and people on their islands with excellence.

An ITEP mission is well suited for career educators who are in excellent health. The mission concept is ingenious because experienced retired educators are able to offer their expertise in providing mentoring and training for teachers, counsellors, and administrators. ITEP couples serve at their own expense from 18 to 23 months. ITEP couples serve in Samoa, Tonga, Fiji, and Kiribati at Church-owned high schools, middle schools, and elementary schools. A supervising couple is based in the Pacific Area Office in Auckland, New Zealand. ITEP missionaries are under the ecclesiastical line of their mission president.

Currently, ITEP provides local teachers and administrators with

1. Teacher Education courses taught by qualified educators
2. BYU Hawaii courses taught at the school where the teachers are employed
3. A network where instructional support is available
4. Guidance and goal setting counseling
5. Professional development which lead to appropriate monetary incentives
6. An Independent Study option for classes not previously available
7. In-service classes taught by professors from BYU-Hawaii and BYU-Provo
8. Several academic scholarships to BYU-Hawaii
9. Instructional support for English improvement
10. Direct line to educational opportunities and information at BYU-Hawaii

In addition to the basic purpose of ITEP to teach education courses to teachers, ITEP has become the direct link between the schools in the Pacific and BYU-Hawaii. This opens opportunities and funnels information to and from the Pacific schools, the Pacific Area Office, and BYU Hawaii. ITEP missionaries are an influence for good in the lives of S&I educators and students. They provide support and encouragement along with professional guidance, counselling, and direction. These missionaries have also become a major resource for local education administrators and leaders.

ITEP missionaries include the ranks of trained teachers, principals, superintendents, university education faculty, and technical and vocational educators and other practitioners. In the early years of the program, missionaries were asked to assist with teacher certification only. Currently ITEP missionaries have the opportunity to teach, mentor and assist with teacher, counsellor, and administrator certification, as well as assisting educators with degree completion and professional development. They serve as consultants for administrators, school leadership teams, and Community Councils. They are viewed as facilitators who assist schools and employees in accomplishing Pacific Area initiatives and targets.
ITEP Organization
The Church Board of Education oversees all educational programs in the church, including Church schools in the Pacific, and has ultimate authority and jurisdiction over each entity. Members of the board include the First Presidency, Members of the Quorum of the Twelve, the Relief Society General President, and the Church Commissioner of Education.

ITEP Executive Committee
The ITEP Executive Committee oversees the Program. Members include:
- S&I Assistant Administrator for the South Pacific, Salt Lake City, UT
- The Academic Vice President of BYU-Hawaii
- S&I Area Director, Pacific Area Office, New Zealand
- the S&I Assistant Area Director of Church Schools
- The BYUH ITEP Director
- The ITEP Coordinating Couple

ITEP Operations Committee
The ITEP Operations Committee oversees and coordinates the day-to-day operation of ITEP. Members include:
- Chair, BYU-Hawaii Education Department
- ITEP Director, BYU-Hawaii
- S & I Assistant Area Director, Church Schools, Pacific Area office
- ITEP Coordinating Couple, Pacific Area office
S&I Organizational Chart

S&I Schools in the Pacific
Calling of ITEP Missionaries

ITEP Missionary couples are called by the Church of Jesus Christ of Latter-day Saints Missionary Department. These couples serve in either Tonga, Samoa, Fiji, or Kiribati. An ITEP mission is expected to be 18 months in duration. The ITEP Coordinating Couple serves at the Pacific Area Office in Auckland, New Zealand, for 23 months. At least one member of the couple, and often both, are retired educators with the preparation and experience necessary to teach university-level education courses. They are appointed as Adjunct Faculty of the School of Education at BYU-Hawaii for the period of their mission.

ITEP Missionary Responsibilities in Fiji, Kiribati, Samoa and Tonga

- Serve as adjunct faculty in the BYUH School of Education and teach education courses leading to certification in teaching, counseling and administration
- Provide professional development
- Assist Church school educators with BYUH admissions and obtaining university degrees and technical/vocational certifications
- Maintain up-to-date records of all ITEP student information
- Observe classrooms, mentor and train educators, and participate in school leadership meetings
- Provide expertise and support when requested by principals
- Facilitate BYUH Teacher Scholarship Programs
- Build the capacity of Church school educators
- Be a positive spiritual influence on the Church school campuses they are assigned
- Submit monthly ITEP Reports and an annual Year-end Report to the ITEP Area Coordinators

Note: Principals are responsible for all employment decisions. ITEP missionaries do not participate in hiring, evaluation or termination of personnel. Missionaries who are asked to be involved in any projects outside of normal ITEP responsibilities should have the prior approval of their principal and the ITEP Coordinating Couple.

ITEP Coordinating Couple Responsibilities - Pacific Area Office, Auckland, New Zealand

- Direct, supervise, coordinate and provide support for all aspects of ITEP by cooperatively working with the BYUH ITEP Director in the College of Human Development, the S&I Assistant Director of Church Schools and the ITEP missionary couples in the four Pacific Island nations
- Serve as members of the S&I Pacific Area Office leadership team
- Work with Salt Lake CES missionary coordinators in recruiting and recommending ITEP missionaries
- Serve as a liaison between ITEP couples and BYUH ITEP Director and staff
- Teach BYUH courses and recommend the awarding of ITEP Teaching, Counseling, and Administrative Certificates
- Provide Church Schools program and training support
- Publish the ITEP Newsletter and the Church Schools Newsletter
- Desired qualifications: at least one coordinator should hold a Doctoral Degree and have extensive experience in education administration and/or teacher education
Communication

Between Local ITEP Couples, BYU Hawaii, and the ITEP Coordinating Couple

ITEP couples are to send every communication to BYUH through the ITEP Coordinating Couple. That way we develop and use a body of institutional knowledge which expedites all communication and hopefully prevents problems. This also allows us involve the Director of Church Schools and Area Director of Seminaries and Institutes if there are policy issues or other problems. For example, in the case of approving Teaching Certificates:

1. ITEP couples send Teaching Certificate recommendations and necessary documentation to the ITEP Coordinating Couple.
2. The ITEP Coordinating Couple verifies that requirements have been satisfied by checking the Student ITEP Record, the BYUH transcript, grade sheets that have been submitted, etc.
3. They then send the formal recommendation to BYUH on standardized forms. They also send a letter to Ora Gnaku (S&I Human Resources) notifying her of the earned TC.
4. If BYUH believes there is a problem with a recommendation, they contact the ITEP Coordinating Couple to resolve the problem (not the local ITEP couple who originally submitted the recommendation).
5. The BYUH registrar verifies and records the Certificate, and BYUH prepares and mails the certificates to the ITEP Coordinating Couple, who gets them to the local island for the principal to award to the teacher.

These procedures were put in place and agreed upon because of the confusion so often created when BYUH and local ITEP couples communicated directly.

Who Can Take ITEP BYUH Courses?

ITEP is limited to S&I employees working in the Church schools in the Pacific. These employees must be classified as .75 Instructional FTE or higher. Instructional FTE are those employees who need Church Board approval to be employed. Such employees are administrators, dorm parents, head librarians, teachers, and substitute teachers. All exceptions to the eligibility guidelines are to be made on a case by case basis by the principal, ITEP missionary couple, and the ITEP Coordinating Couple. An email granting permission must be written by the ITEP Coordinating Couple.

Determining Courses for Instruction

1. ITEP Missionary couples will recommend courses for instruction by taking into consideration the needs and interests of the participants at the respective school.
2. ITEP Missionary couples will discuss potential course schedules with the principal.

Instructional Time

One semester hour of credit represents a minimum of one hour of instruction per week for one semester (15 weeks) or two hours of instruction per week for one term (7.5 weeks). For example, a 3 credit class must meet 3 times a week for one hour or once a week for 3 hours for 15 weeks (one semester), OR 3 times a week for 2 house for 7.5 weeks (term) or some combination thereof.
Grading Policy:
All grades are kept on BYU-Hawaii transcripts. ITEP missionaries and instructors should use the same letter grades used at BYU-Hawaii. The following letter grades are given at BYU-Hawaii:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 94</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A-</td>
<td>93 - 90</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89 - 87</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>86 - 84</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>83 - 80</td>
<td>Adequate</td>
</tr>
<tr>
<td>C+</td>
<td>79 - 77</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>76 - 74</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>73 - 70</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>69 - 67</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>D</td>
<td>66 - 64</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>63 - 60</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>59 - 0</td>
<td></td>
</tr>
</tbody>
</table>

P (Pass) or NP (Not Pass) is also a grading option. The only course required for any of the three certificates that may be graded using the P/NP option is ITEP 492, Student Teaching. The P grade is given if the work in the course is rated as equivalent to C or better. If the work is not rated at this level, NP will be given. P/NP grades are not included in the computation of a grade point average.

ITEP Certificates
Through a unique partnership with BYUH, S&I offers educators in Church schools the opportunity to earn certificates recognizing successful completion of designated programs. These certificates are earned by successfully completing the required courses and requirements as listed below. The purposes of the certificate programs are to:

- Provide essential understanding of education foundations and teaching pedagogy
- Allow educators the opportunity to grow professionally
- Assist educators with progress toward earning a Bachelor’s degree
- Help educators teach effectively and improve student performance
- Enhance school services for the benefit and educational progress of students
- Provide salary incentives for educators who demonstrate effective teaching skills
- Support development of effective counselling practices
- Support development of effective school leadership practices
ITEP Teaching Certificate (ITEP TC)
The ITEP TC is for educators who have not earned a teaching certificate, for those who have a teaching certificate and wish to improve their teaching skills, or for those who wish to achieve Mentor Teacher status. The requirements for earning this certificate are:

- Demonstration of English proficiency (SLEP score of 52 or MTELP score of 75)
- Satisfactory score on a 500-word written essay. Anyone who has earned a Bachelor’s Degree from an accredited university where English is the language of instruction is exempt from the written essay requirement.
- Completion of the following 32-33 credits of prescribed education classes:

ITEP Teaching Certificate required BYUH education classes

- SPED 300* Education of Exceptional Students (3 credit hours)
- EDU 212* Foundations of Education (2)
- EDU 200* Human Growth and Learning (2)
- SCED 401 A Multicultural Approach to Reading in the Content Area (2) or ELED 321 Methods of Literacy Instruction for the Fluent Reader (3)
- EDU 305* Computer and Technology Assisted Instruction (1)
- EDU 312 Effective Pedagogy (3)
- EDU 340 Multiculturalism & Culturally Responsive Teaching thru Sheltered Instruction (SIOP). (2)
- SCED 430 Classroom Management (2)
- EDU 385* Education Assessment in the Classroom (3)
- ITEP 492 Student Teaching (12)

*Courses that may be waived with an equivalent from another accredited university.

**Coursework from Other Institutions**
Many teachers have taken coursework from other institutions of higher education. Such coursework may be accepted for ITEP purposes subject to the review and recommendation of the ITEP Coordinating Couple upon receipt of an official transcript from the appropriate institution.

ITEP Administrative Certificate
The ITEP Administrative Certificate is for educators who would like to learn more about school leadership and administration. The requirements for earning this certificate are:

- Earned Teaching Certificate
- Completion of the following 16 credits of prescribed education classes:

ITEP Administrative Certificate required BYUH education classes

- EDU 470 Human Resource/Law (1)
- EDU 471 Educational Measurement and Evaluation (2)
- EDU 472 Leadership and the School Principal (2)
- EDU 473 Educational Theories and Cultural Change (2)
- EDU 474 Church School Finance (1)
- EDU 475 Curriculum Leadership (2)
- EDU 476 Theories of Instructional Supervision (2)
- EDU 477 Theories of Organizational Leadership (1)
- EDU 478 Leadership Internship and Portfolio (3)
ITEP Counseling Certificate
The ITEP Counseling Certificate is for educators who would like to serve in the role of school counselor. The requirements for earning this certificate are:

- Earned Teaching Certificate
- Completion of the following 16 credits of prescribed education classes:

ITEP Counseling Certificate required BYUH education classes:

- EDU 200  Human Growth and Learning (2)
- SPED 300  Education of Exceptional Students (3)
- EDU 452  Intro to School Counseling & Comprehensive Guidance (3)
- EDU 454  Career Development & Academic Counseling (3)
- EDU 455  Counseling Practicum (5)
Procedures for Teaching ITEP/BYUH Courses

Approval to Teach the Course

1. Download the course outline/syllabus from the BYUH School of Education web page (byuh.edu), or obtain it electronically from the ITEP Area Coordinators.
2. Determine if there are enough copies of the appropriate textbooks for the course.
3. Complete and submit the ADD Form (.pdf file found on the BYUH / ITEP website) to the ITEP Area Coordinators, who will review and submit it to the BYUH ITEP Director for final approval.
4. When the ADD Form is approved by the BYUH ITEP Director, it will be sent to the ITEP Area Coordinators, who will forward it to the local ITEP couple.
5. When the approved ADD Form is received, the local ITEP couple is invited to initiate a video/phone conference or email communication with the on-campus BYUH faculty member responsible for the course if the couple has questions or would like information regarding the teaching of the course.

Registering Students for the Class

1. Full time Church employed teachers, counselors and administrators can register for ITEP courses at no cost. Long-term substitute teachers, secretaries and librarians can also register for courses if the principal believes they can be a future teacher.
2. Before completing an ITEP Registration Form for the course, each student must complete a BYUH Application Form (.pdf file found on the BYU Hawaii website – School of Education -- ITEP Forms http://soe.byuh.edu/) for any new ITEP student and send to the ITEP Area Coordinators, who will relay it to BYUH. This must be done only one time so that the participant is registered at BYUH.
3. A student who has had a name change will need to complete the BYUH Name Change Form (.pdf file found on the BYU Hawaii website – School of Education -- ITEP Forms http://soe.byuh.edu/).
4. The ITEP Credit Registration Form (student registration (.pdf file found on the BYU Hawaii website – School of Education -- ITEP Forms http://soe.byuh.edu/) needs to be completed the first day of class, but it is not submitted to the ITEP Area Coordinators and BYUH until AFTER the student satisfactorily completes the course. Submitting this document AFTER the course is completed avoids unnecessary paperwork should the student be unable to complete the course.

Textbooks

- There are no fees to use the ITEP textbooks during the course.
- Students must return the textbooks when the course is finished or pay for the cost of the book.
- It is recommended that the ITEP couple not submit a grade until the textbook is returned.

Credit Hours and Grading

- Instruction Time per Credit Hour: One semester hour of credit represents 15 clock hours of instruction.
- No one is given credit for completing a course who earns less than a C- grade
When the Course is Completed

As an attachment to an email, scan and submit the ITEP Credit Registration Forms (for only those students completing the course with at least a C-grade), any BYUH Application Forms and/or Name Change Forms and the ITEP Grade Sheet (.pdf file found on the BYU Hawaii website -- School of Education -- ITEP Forms http://soe.byuh.edu/) to the ITEP Area Coordinating couple, who will submit them to the appropriate office at BYUH.

Byuh.edu / academics / human development / school of education / ITEP FORMS

BEFORE completing the steps outlined above, you will need to create a folder on your computer to keep the files organized. Navigate to your ITEP folders. Create a new folder called ITEP Credit Registration Forms and another folder called ITEP Grade Sheets, BYUH Application Forms, etc.

1. Open the .pdf file you want to work on (Credit Registration Form or Grade Sheet).
2. Once the .pdf file opens, Right click anywhere on the document.
3. Click Save as option... navigate to your ITEP Credit Registration Form folder or ITEP Grade Sheet folder (depends on which .pdf file you opened).
4. Save the .pdf in your folder THEN...
5. Close all files (IMPORTANT)
6. NOW Navigate back to the folder again and Open.
7. Double click the Credit Registration Form .pdf (a blank document should open and allow you to fill in the form)
8. Once form is completed, click Save as ... by the CLASS NAME and DATE to keep the accumulated files organized. IMPORTANT By first doing Save as.. (instead of Save) you will keep the original blank .pdf file in the folder. The next time you need to complete the form, you can either access it again from BYUH.EDU or you can just open the blank document from the ITEP Credit Registration or ITEP Grade Sheet folder you created. (STOP – Make sure you saved the document you just completed)
9. Close all files again
10. Email the completed form as an attachment to ITEP Coordinators.
11. The ITEP Coordinators will email the forms to BYU-Hawaii.
12. In the SUBJECT line of the email in which you are attaching a GRADE SHEET please put the following:
   **(Example) GS EDU 330 – Liahona – 2014**
   (Grade Sheet Course Number – School where taught – Year when taught)
13. In the SUBJECT line of the email in which you are attaching a CREDIT REGISTRATION FORM please put the following:
   **(Example) CR EDU 330 – Liahona – 2014 – FATAFEHI**
   (Credit Registration Course number – School where taught – Year when taught - LAST NAME of student)

BYUH Application Forms should be sent following the same format for the SUBJECT line of the email: Application Form – School – Last Name of teacher

**Note:** In the past, the ITEP Coordinators have sent the Grade Sheet and Credit Registration Forms for all the students in one attachment. Now, the Grade Sheet will be one attachment file, and Credit Registration Forms for each student will be a separate attachments. Putting this information in the SUBJECT line of the email will allow better organization and access.
Procedures for Recommending ITEP Certificates

1. When the requirements for the ITEP Certificate have been met, the local ITEP missionaries submit the completed ITEP Student Record electronically to the ITEP Area Coordinators. If waivers or other issues are involved, ITEP missionaries should submit all necessary paperwork.

2. The ITEP Area Coordinators verify that all the certificate requirements as recorded on the ITEP Student Record have been satisfied. A Review of Certificate Requirements Form is completed. A request is then made to BYUH ITEP Director Jon Shute to prepare the appropriate certificate, and HR Administrative Assistant Ora Ngakuru is notified that the certificate has been earned.

3. Jon Shute signs and mails the certificate to the ITEP Area Coordinators for the signature of the S & I Area Director. It is then mailed to the local ITEP Missionaries for the principal signature and presentation to the employee.

Access to PeopleSoft / Mapper

Arriving Missionary Couples

1. New ITEP missionaries complete BYU-Hawaii Employee Data and Volunteer Waiver Agreement forms and email completed forms to BYU-Hawaii ITEP Director.

2. New missionary couple creates a CES Net ID and emails their ID and password to BYU-Hawaii ITEP Director. Go to http://www.byuh.edu. Select mybyuh at the top of the screen. Below the sign in box, select GET A CES NET ID. Create your CES Net ID and Password. Email your CES Net ID to the BYU-Hawaii ITEP Director.

3. Upon receipt of the Employee Data Sheet, FERPA form, CES Net ID, and Password, BYU-Hawaii School of Education secretary (Jolene) processes the missionaries as volunteers through the BYU-Hawaii HR office.

4. Jolene then sends the missionaries’ CES Net ID to Liz Brown in MIS who sets up access in PeopleSoft.

5. Jolene informs Marilee on the missionaries’ behalf to get them access to Mapper.

6. ITEP Missionary couples then complete the training sheet from Marilee to familiarize themselves with PeopleSoft and Mapper.

7. This should be sufficient for them to get access to student unofficial transcripts, which are used for record keeping of course work.

Departing Missionary Couples

1. The ITEP Coordinating Couple informs Jon Shute who is leaving and what date they will depart.

2. Jolene then informs HR to remove the missionary couple as volunteers.

3. Jolene informs Liz Brown to close the missionary couple’s access to PeopleSoft and Mapper.

PeopleSoft Login and Navigation

1. Go to http://www.byuh.edu Select mybyuh at the top right of the screen. Enter your User ID and Password (your CES Net ID is your User ID).

2. Select People Soft Student Admin.
3. To view details about the student, including such things as fees owed or registration holds, select Campus Community. On next screen, select Student Services Center. Enter information about a student (ID or name) and select search.

4. To view the unofficial transcript for the student, select Records and Enrollment. On next screen, select Transcript Request. On next screen, select Add a New Value. On next screen, use the pull-down menu on Transcript Type and select UNOFF (unofficial transcript). Use the pull-down menu on Output Destination and select Page. Select Request Detail at the top. On the next page, enter the student ID number and select Process Request at the top.

BYUH MAP (Major Academic Plan)

1. PeopleSoft is the database for BYUH university course completion and any completed non-BYUH university coursework that is accepted by BYUH.
2. A copy of official transcript(s) of any non-BYUH university coursework should be sighted, stamped, initialed and forwarded to jon.shute@byuh.edu by the ITEP missionary couple onsite.
3. For ITEP students working on their Bachelor of University Studies Degree or Elementary Education Degree, a MAP (Major Academic Plan) should be requested from jon.shute@byuh.edu after the student has completed 75 credits.

ITEP Budget, Equipment, Textbooks and Vehicle

Budget
The Area S&I Office provides each ITEP Missionary Couple an annual budget allocation to be used during the year within the following accounts:

- 5100  Travel
- 5200  Operating Materials & Supplies
- 5220  Instructional Literature & Supplies
- 5500  Miscellaneous

Equipment
The Area S&I Office will purchase approved equipment for ITEP missionaries. Currently, the following equipment is provided for each ITEP missionary couple:

- One laptop computer (4-year life span)
- One desktop computer
- An LCD Video Projector
- A small DVD player as required to give the SLEP Test
- A printer (only if the ITEP computers cannot be linked into the school office computer)

Textbooks
The Area S&I Office will provide textbooks that are required for the ITEP/BYUH courses. BYUH has indicated that it is not necessary to order new textbooks just because there is a newer edition of the book. Further, available comparable textbooks can be substituted for the current text used by the on-campus instructor of the course.

- Textbook orders are made through the ITEP Coordinating Couple
Local ITEP missionaries maintain a current inventory of all ITEP textbooks, and a copy is sent to the Area Coordinators as needed.

### Vehicle
Local ITEP missionaries have the following options regarding a Church vehicle:

- If available, be assigned a Church vehicle for exclusive use at the established rental fee (currently U.S. $150 per month), and pay for the fuel.
- Check out a motor pool vehicle as needed, and only pay for fuel when driving lengthy distances for personal benefit.

### ITEP Monthly and Annual Reports

#### Monthly Report
ITEP missionary couples submit a brief report to the ITEP area coordinating couple at the end of each month. The following should be included in the report:

- Status of all ITEP courses being taught.
- Progress towards all teachers achieving an ITEP Teaching Certificate by December 2014 (or within three years from the date of employment).
- Progress towards teachers earning a baccalaureate degree over time.
- Effectiveness of classroom instruction.
- Status of any of the Pacific Area School Initiatives (PEGS, ITEP certificates, SIOP, TVET, PowerSchool, Living the Gospel in Schools, literacy, etc.).
- Important events and successes of the schools – including academic achievements, sporting awards, school/community functions, etc.
- Share important personal successes, including spiritual experiences.

#### Annual Report
ITEP missionary couples submit a Year-end Annual Report to the ITEP area coordinators in January that contains the following information:

- The number of specific ITEP/BYUH courses taught during the calendar year (including how many times it was taught).
- The number of students completing the ITEP/BYUH course for credit and the number of students who took the course for professional development hours.
- The number and topic of professional development/in-service classes taught and the number enrolled in each class.
English Proficiency

ITEP students must demonstrate English proficiency for admission to BYUH and to earn an ITEP Teaching Certificate (TC). English proficiency is measured in two ways: a written test and a written essay.

Written Test

Two tests can be used for this purpose—the Michigan Test of English Level Proficiency (MTELP) which requires a score of 75 or higher; and the preferred Secondary Level English Proficiency (SLEP) test which requires a score of 52 or higher.

Local ITEP couples administer and score the SLEP test. There is no charge for taking the test. Students must wait at least six months before requesting a retake. When the SLEP test is scored, the local ITEP missionary couple completes the SLEP Test Results & Examinee Information Form and sends it electronically to admissions@byuh.edu for those seeking BYUH admission. The test taker must have completed Parts 1 & 2 of the BYUH application at www.besmart.com so the test result can be matched with the person. For those seeking the ITEP TC, the test result is recorded on the educator’s ITEP Student Record and sent electronically to the ITEP area coordinators. SLEP booklets and answer sheets can be obtained from the ITEP Area Coordinators.

Written Essay

The Written Essay is intended to show that the participant can write a short essay in English which meets minimum standards. This requirement is waived for anyone who has already completed a Bachelor’s degree from an accredited university where English is the language of instruction. Writing in English is often difficult, so ITEP missionaries should work with students to prepare them for this requirement. The participants should know what is expected prior to sitting the essay. Although the selected topics cannot be disclosed, it is appropriate to share the types of questions that will be asked. A discussion of the scoring rubric would also be beneficial. Help could be given during various practice settings to improve performance. The essay should contain at least 500 words and be handwritten. It is important to use the rubric to score their writing several times before the student sits for the Written Essay requirement.

Procedure

1. Place the student in a controlled and supervised environment
2. Select three writing topics from the Topics for the Written Essay (see Page 20)
3. Instruct the student to select one of the topics upon which to write
4. The essay must be at least 500 words and be in the teacher’s own handwriting
5. Be sure the student includes the topic and his or her name at the beginning
6. The ITEP couple scores the essay using the rubric.
7. There are 60 points possible on the rubric. A passing score is 40 and above.
8. The ITEP couple records the date and score on the ITEP Student Record.

Local ITEP couples should create a file and put all scored Written Essays, along with the attached scoring rubric. Future ITEP couples will often need access to the information. The next two pages are the rubric to be used in scoring the essay, and the list of topics.
Topics for the Written Essay

1. Modern life is causing many traditions and beliefs to become less important. Choose one tradition or belief and explain why you think it should be continued and maintained. Use specific reasons and examples to support your answer.

2. If you could change one important thing about your village, what would you change? Use reasons and specific examples to support your answer.

3. Your school has received a gift of money. What do you think is the best way for your school to spend this money? Use specific reasons and details to support your choices.

4. It has been said, “Not everything that is learned is contained in books.” Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why?

5. Some people enjoy change, and they look forward to new experiences. Others like their lives to stay the same, and they do not change their usual habits. Compare these two approaches to life. Which approach do you prefer? Why?

6. Neighbors are the people who live near us. In your opinion, what are the qualities of a good neighbor? Use specific reasons and examples to support your answer.

7. Read and think about the following statement. “People behave differently when they wear different clothes.” Do you agree that different clothes influence the way people behave? Use specific reasons and examples to support your answer.

8. Do you agree or disagree with the following statement? “There is nothing that young people can teach older people.” Use specific reasons and examples to support your answer.

9. Music tells us something about a culture. What does the music of your country reveal about the culture of your country? Use specific reasons and examples to support your answer.

10. Many parts of the world are losing important natural resources, such as forests, animals, or clean water. Choose one resource that is disappearing and explain why it needs to be saved. Use specific reasons and examples to support your answer.

11. When people move to another country, some decide to follow the customs of the new country. Others prefer to keep their own customs. Compare these two choices. Which one do you prefer? Use specific reasons and examples to support your answer.

12. Do you agree or disagree with the following statement? “All students should be required to study art and music in high school.” Use specific reasons and examples to support your answer.

13. What is one of the most important decisions you have made? Why was this decision important? Use specific reasons and examples to support your answer.

14. Do you agree or disagree with the following statement? “When people succeed, it is because of hard work. Luck has nothing to do with success.” Use specific reasons and examples to support your answer.

15. Some people think that governments should spend as much money as possible on developing or buying computer technology. Other people disagree and think this money should be spent on more basic needs. Which one of these opinions do you agree with? Use specific reasons and examples to support your answer.

16. Because of the developments in communication and transportation, countries are becoming more and more alike. How is your country becoming more similar to other places in the world? Use specific reasons and examples to support your answer.

17. Do you agree or disagree with the following statement? “a person’s childhood years (the time from birth to 12 years of age) are the most important years of a person’s life.” Use specific reasons and examples to support your answer.

18. A gift (such as a rugby ball, a camera, or an animal) can contribute to a child’s development. What gift would you give to help a child develop? Why? Use specific reasons and examples to support your answer.

19. Sometimes traditions or cultures are incongruent with gospel principles. How can church schools act as agents of change for the cultures in which they reside? Use specific reasons and examples to support your answer.
<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>Award 0 to 2 Points</td>
<td>Very poor: not sufficient/not enough. The EE is not fluent in English and does not communicate in English.</td>
</tr>
<tr>
<td>Award 3 to 6 Points</td>
<td>Poor: the EE is not fluent in English and does not communicate in English.</td>
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<tr>
<td>Award 7 to 11 Points</td>
<td>Average: the EE is not fluent in English but communicates in English.</td>
</tr>
<tr>
<td>Award 12 to 20 Points</td>
<td>Good: the EE is not fluent in English but communicates in English.</td>
</tr>
<tr>
<td>Award 21 to 22 Points</td>
<td>Excellent: the EE is fluent in English and communicates in English.</td>
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</tbody>
</table>

Total Points Awarded: ___________
APPLICATION PACKET FOR THE LDS CHURCH SCHOOLS TEACHER SCHOLARSHIP (CSTS)

Table of Contents

Information and Qualifications .................................................................Page 1
Application Process ..................................................................................Page 2
Application and Signatures .................................................................Page 3
Educational History and Letter of Intent ........................................Page 4

Information and Qualifications

1. The applicant must be currently employed as a teacher, counsellor, or administrator in one of the LDS Church Schools in the Pacific. The applicant must have permanent status and be meeting basic performance expectations.

2. The applicant must be able to complete his or her bachelor’s degree in one (1) semester. The residency requirement will be reduced to one semester (14-15 weeks) and 15-18 credits.

3. The recipient of the scholarship will receive salaried leave for one semester only.

4. The scholarship will provide 100% of the following costs: tuition and books, housing, insurance, and travel to and from their home island to BYU Hawaii. The scholarship will pay for travel to and from their home island for the spouse, also.

5. There are several options available regarding on-campus work. For example, someone could come alone, work, stay in the dorm, and receive the meal plan. Or, they could work and stay in apartment-style dorms and feed themselves and their spouse, etc. This will be arranged between the recipient and BYUH after receiving the scholarship.

6. BYU Hawaii will house the recipient, or the recipient and a spouse. The recipient is not allowed to bring children to BYU Hawaii with them. A recipient who is married with dependent children will be granted an exception to attend BYUH alone for the length of one semester.

7. The applicant must be able to obtain the appropriate student visa.

8. An applicant may apply for the scholarship at any time during the year.

9. The scholarship is a loan, which is forgiven if the recipient returns and works for the church for two years.
Application Process

1. The applicant meets with the ITEP couple to
   a) request an application packet, and
   b) request a MAP from BYUH. The MAP is a listing of courses needed to complete the applicant’s bachelor’s degree. The ITEP couple sends the applicant’s full name and BYUH ID# to the ITEP Area Coordinators, who make the request to BYU Hawaii.

2. All requests for BYU Hawaii to approve credits taken at another institution should be completed before requesting the MAP. These requests will be submitted by the local ITEP couple to the ITEP Area Coordinators, who will submit to BYUH.

3. The completed application packet must include the following:
   a) Pages 3 and 4 of this application packet
   b) The letter of intent
   c) The completed MAP from BYU Hawaii showing you can complete your bachelor’s degree in one semester
   d) Completed ecclesiastical endorsement, which is found online at
      https://honorcode.byuh.edu/sites/honorcode.byuh.edu/files/PDF/EccEndorsementForm_proof2.pdf

4. Principal approval. The local ITEP couple delivers the completed application to the applicant’s principal for review and approval.

5. After the application is approved by the principal, the local ITEP couple electronically transmits the application to the ITEP Area Coordinators.

6. Area approval. The ITEP Area Coordinators submit the application to the Assistant to the Area Director of Church Schools for review and approval.

7. When the application is complete, including all approvals, the ITEP Area Coordinators sends the application to Jon Shute at BYU Hawaii for review and approval.

8. With his approval, he sends the application to BYUH Admissions for final approval.

9. BYUH admissions sends a formal letter of admission to the candidate, with a copy to the Pacific Area Office.

10. The recipient then applies for the visa and complies with all other requirements of the application.
**APPLICATION FOR THE LDS CHURCH SCHOOLS TEACHER SCHOLARSHIP (CSTS)**
for Completing a Bachelor’s Degree at Brigham Young University – Hawaii

1. **Legal Name – Name used for payroll**
   - Surname (family name)  
   - First (given name)  
   - Middle  
   - Maiden

2. **What is your BYUH ID Number (if you have attended BYUH previously)?**

3. **If you attended the Church college of Hawaii (CCH) or BYU Hawaii in the past, what name did you use as a student, or are you known by any other name?**
   - Surname (family name)  
   - First (given name)  
   - Middle  
   - Maiden

4. **What is your date of birth?**
   - Month  
   - Day  
   - Year

5. **What is your place of birth?**
   - Village/Town/City  
   - Country

6. **Check all that apply**
   - Male  
   - Female  
   - Married  
   - Single  
   - LDS  
   - Non LDS

7. **How long have you been employed by the LDS Church?**

8. **What is your current assignment?**

9. **Home Address**
   - Street or P.O. Box  
   - Village/Town/City  
   - Country and Postal Code

10. **Email address**

11. **Phone number**

12. **Signature and Assurances of Applicant**
    I agree that the university may obtain confidential recommendations from church leaders and high school counselors concerning my application for admission and hereby waive any right I may have under university policies or federal or state laws to examine confidential recommendations received by the university. I understand that this application my not be processed if any information is missing.  
    “I certify that statements in this application are complete and true and acknowledge that my admission and continuing status at BYUH are conditional on such completeness and truthfulness.”
    
    - Applicant’s Name Printed
    - Signature
    - Date

13. **Principal Approval**
    Comments
    
    - Principal’s Name Printed
    - Signature
    - Date

14. **Area Approval**
    Comments
    
    - Name Printed
    - Signature
    - Date
15. Educational History

List all high schools, colleges, and universities you have attended (including BYU Hawaii), beginning with the institution first attended.

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16. Letter of Intent

Attach to this application a letter addressed to “Dear Admissions Committee” expressing your desire to finish your degree, and how receipt of this scholarship will help you. Explain how finishing your degree will improve your teaching, contribute to your school, and help your family.

The neatness, organization, and general quality of this letter is part of the application criteria.