




STATE OF HAWAII
DEPARTMENT OF EDUCATION

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

November 17, 2022

TO: The Honorable Bruce D. Voss
Chairperson, Board of Education

FROM: Keith T. Hayashi
Superintendent 

SUBJECT: **Board Action on Appointment of Assistant Superintendent for the Office of Curriculum and Instructional Design**

I. BACKGROUND

The Assistant Superintendent of the Office of Curriculum and Instructional Design works closely with the Superintendent and Deputy Superintendent of the Hawaii State Department of Education (Department) as a strategic partner in the coordination and oversight of the academic and extracurricular programs of the Department. As a member of the Superintendent's executive leadership team, the Assistant Superintendent of the Office of Curriculum and Instructional Design plays an important role in executing the priorities and initiatives of the Hawaii State Board of Education (Board) and the Department through thoughtful planning, timely execution, and effective implementation.

The Office of Curriculum and Instructional Design is committed to equitable access to quality education for all students. The Assistant Superintendent leads the efforts of the Office of Curriculum and Instructional Design in the development and implementation of research-based practices, processes, and professional development for teachers and administrators to ensure support to schools and complex areas as the primary facilitators of teaching and learning. The Assistant Superintendent also leads the effort in supporting schools and complex areas through extended learning programs for students and professional development for educators.

The Assistant Superintendent of the Office of Curriculum and Instructional Design provides strategic oversight of the following key functions:

- Promoting a well-rounded education and whole-child development through various models of standards-based teaching and learning;
- Delivering support resources for standards-based curriculum, instruction, and assessments to address all learners;

- Creating, delivering, and connecting educators to opportunities for standards-aligned professional learning;
- Supporting college and career readiness through the state-level administration and support in advanced coursework, adult education, career and technical education, and work-based learning;
- Ensuring graduation requirements reflect the rigor and relevance of the coursework needed to facilitate student achievement;
- Guiding the implementation and integration of media, information, and technology literacy tools that support student engagement and achievement;
- Modeling the use of technology integration to facilitate job-embedded and collaborative opportunities for state offices, complexes, and schools; and
- Providing high-quality experiences and opportunities for students to develop skills, character, and leadership through an array of extended and extracurricular learning programs that supplement school offerings and curriculum such as athletics, driver and traffic safety education, and student council and activities.

The Assistant Superintendent will assist Deputy Superintendent Heidi Armstrong with priority and general business items identified for and agendaized by the Board's Student Achievement Committee.

II. **AUTHORITY**

The following policies provide the superintendent with the authority to appoint a qualified individual as the assistant superintendent. Please note, in accordance with [§1-17, Hawaii Revised Statutes \(HRS\)](#), "Words in the masculine gender signify both the masculine and feminine gender, those in the singular or plural number signify both the singular and plural number, and words importing adults include youths or children."

- [§302A-1111, Hawaii Revised Statutes \(HRS\)](#), designates the superintendent as "the chief executive officer of the public school system having jurisdiction over the internal organization, operation, and management of the public school system, as provided by law" under the policies established by the Board.
- [Board Policy 500-4, Duties and Responsibilities of the Superintendent](#), states the superintendent is responsible for the "planning, organizing, staffing, directing and controlling the educational program, finances, personnel and facilities of the department."
- [§26-39, HRS](#), provides the superintendent the ability to appoint a subordinate: "Except as otherwise provided by this chapter and with the approval of the governor, the head of a department may establish or abolish any subordinate office or position, transfer officers and employees between positions, appoint and remove any subordinate, and change the duties, titles, and compensation of offices and positions as is deemed necessary by the head of the department for the efficient functioning of the department, subject to the limitations of available appropriations and of the provisions of chapter 76."

- During the May 5, 2022, General Business Meeting, the Board adopted the current “Department of Education Leadership Salary Structure” (Attachment A). Per this document, “Whenever the superintendent recommends to the Board the approval of the appointment of a new subordinate superintendent, the superintendent must also recommend an entry salary for that individual” (Section III.E). [§302A-621, HRS](#), authorizes the Board to set the salary of the assistant superintendents. [Board Policy 500-6](#) states the Board “desires that the best candidates are appointed to all of the subordinate superintendent positions to create a knowledgeable, strong, and dynamic leadership team that supports the superintendent, teachers, administrators, and other school-level personnel”; thus, the Board “shall establish a salary structure that is competitive and commensurate with the duties, responsibilities, and authorities of the respective subordinate superintendent positions.”

III. **RECOMMENDATION**

As Superintendent, I recommend the appointment of Dr. Teri Ushijima as the Assistant Superintendent of the Office of Curriculum and Instructional Design (Position Number 67118) to manage the Department’s curricular program and lead the Department’s instructional initiatives with an annual salary in accordance with the assistant superintendent salary range approved by the Board on May 5, 2022. I recommend an entry salary of \$175,000, which is within the range approved by the Board and is comparable to the average salaries of similar leadership positions across the nation.

The School Superintendents Association (AASA) [“2021–22 Superintendent’s Salary & Benefits Study”](#) provides data on the base salary for associate superintendents, similar to the assistant superintendent position, based on the district enrollment size (pg. 21, Table 2.5). The Hawaii State Department of Education is the only statewide public school district in the country. It comprises 258 public and 37 charter schools, educating nearly 170,000 students. The salary requested for Dr. Ushijima falls within the base salary range for districts with an enrollment of more than 100,000 students based on the AASA Salary and Benefits study.

TABLE: Associate Superintendent Base Salary and District Enrollment

District Enrollment	Minimum	25%	Median	75%	Maximum
Fewer than 300	\$ 40,000.00	\$ 80,000.00	\$ 90,000.00	\$117,500.00	\$140,500.00
300 to 999	\$ 65,000.00	\$ 92,244.75	\$101,000.00	\$124,000.00	\$185,000.00
1,000 to 2,999	\$ 75,000.00	\$104,000.00	\$116,000.00	\$135,000.00	\$259,116.00
3,000 to 4,999	\$ 75,000.00	\$117,500.00	\$135,000.00	\$155,320.00	\$250,000.00
5,000 to 9,999	\$ 64,000.00	\$122,265.80	\$144,500.00	\$164,269.50	\$265,000.00
10,000 to 24,999	\$ 89,000.00	\$135,000.00	\$149,000.00	\$175,000.00	\$250,000.00
25,000 to 49,999	\$100,000.00	\$152,500.00	\$170,000.00	\$188,000.00	\$258,000.00
50,000 to 99,999	\$127,765.00	\$155,250.00	\$172,000.00	\$179,000.00	\$225,000.00
100,000 or more	\$148,000.00	\$165,963.80	\$180,975.00	\$197,500.00	\$220,000.00

As Assistant Superintendent, Dr. Ushijima will be responsible for monitoring and overseeing the curricula and instructional strategies adopted by the Department. She will ensure the work of the Office of Curriculum and Instructional Design advances the Department's efforts in:

- Developing the Department's strategic priorities and plan for system and school improvement;
- Assessing the functions, processes, and practices of the Office of Curriculum and Instructional Design as part of the systemic approach to better our public education system, which will complement a possible plan for reorganization;
- Streamlining operations to increase efficiency and effectiveness;
- Modernizing systems and processes to replace what is currently outdated and archaic;
- Conducting an inventory of functions to eliminate duplicity and redundancy and to identify needs to address;
- Addressing learning loss through instructional strategies that meet students' academic needs and accelerate learning;
- Increasing access to programs and supports across the state, including rural and remote communities, to ensure equitable access to educational opportunities;
- Increasing the portfolio of digital learning opportunities to provide students with access to educational programs that schools may not have the capacity to implement with their own resources;
- Exploring new ways of teaching and learning to meet the needs of all students;
- Conducting research and executive analysis of data and information obtained to inform strategic decision-making; and
- Facilitating more state office involvement in assisting schools and complex areas with their needs.

Dr. Ushijima has extensive experience in the Department, spanning over 30 years in school, complex area, and state leadership positions. She has championed continuous improvements in school quality and performance; data-driven decision-making to meet the needs of students, teachers, and school leaders; and comprehensive leadership development across the Department's tri-level system to facilitate student success. Dr. Ushijima's experiences as interim Assistant Superintendent of the Office of Curriculum and Instructional Design; director of the Assessment and Accountability Branch of the Office of Strategy, Innovation and Performance; director of Leadership Institute within the Office of Talent Management (formerly the Office of Human Resources); Complex Area Superintendent of the Aiea-Moanalua-Radford complex area; and school administrator have provided her with an intimate knowledge of the inner workings of the Department's tri-level structure. This will enable her to better lead the Office of Curriculum and Instructional Design in implementing Department initiatives, utilizing Department resources system-wide to meet the goals and objectives of the Board and the Department, maneuvering through the three levels of the Department to effectively and efficiently address student needs, and navigating through the ever-changing landscape of the public education system to ensure student success and equity of access to educational opportunities for all students.

Dr. Ushijima has been serving as the interim Assistant Superintendent of the Office of Curriculum and Instructional Design since November 2, 2020. As interim Assistant Superintendent, Dr. Ushijima has:

- Led the design and implementation of the state distance learning program to provide a state virtual option of learning for students;
- Led efforts to facilitate and systematize cross-office collaboration to plan and implement a robust summer learning program across the state;
- Collaborated with Hawai'i P-20 and philanthropic funders to scale up the three-week Summer Start kindergarten transition program to provide students, especially those without preschool experience, the opportunity to learn routines and gain confidence prior to entering kindergarten; and
- Facilitated the processes to review curricular materials and update academic content and performance standards, including the adoption of the Fine Arts and World Languages standards in Spring 2022.

Dr. Ushijima has already proven she is fully capable of serving as the Department's Assistant Superintendent of the Office of Curriculum and Instructional Design by effectively implementing Department initiatives; utilizing resources to meet the needs of the schools, complex areas, and state offices; and keeping abreast of the developments in the field of education nationally and internationally.

I have had the pleasure and privilege of working alongside Dr. Ushijima in various capacities and her commitment to the Department and to improving our public education system is unquestionable.

For these reasons, I respectfully recommend the Board approves the following appointment effective November 18, 2022:

Teri Ushijima
Assistant Superintendent
Position No. 67118
Annual salary beginning at \$175,000

Dr. Ushijima's resume is attached. The Assistant Superintendent position, Position No. 67118, is an established permanent position with funding included in the Department's budget.

Thank you for your consideration and your continued support.

KTH:ha

Attachments: Attachment A - Department of Education Leadership Salary Structure adopted by
the Board of Education on May 5, 2022
Attachment B - Resume of Teri Ushijima

c: Office of Talent Management

**BOARD OF EDUCATION
DEPARTMENT OF EDUCATION LEADERSHIP SALARY STRUCTURE**

I. Purpose

- A. The purpose of this salary structure is to establish a system for performance-based and other case-by-case salary adjustments for the subordinate superintendents (which are the deputy superintendent, assistant superintendents, and complex area superintendents) of the Department of Education (“Department”).
- B. This salary structure articulates the flexibility of the Board of Education (“Board”) to provide fair and competitive salaries to subordinate superintendents while ensuring this system and resulting leadership salaries are transparent.

II. Authority

- A. Pursuant to Section 302A-621, Hawaii Revised Statutes, the Board has the sole authority to set the salaries of subordinate superintendents with the only restriction being that the salary of a subordinate superintendent cannot exceed the salary of the superintendent.
- B. In accordance with Board Policy 500-6, entitled “Salaries of Subordinate Superintendents,” the Board is to “establish a salary structure that is competitive and commensurate with the duties, responsibilities, and authorities of the respective subordinate superintendent positions.”

III. Salaries and Salary Ranges

- A. The Board must be able to review and approve exact salaries to ensure equity, avoid salary compression issues, and optimize competitiveness for recruitment and retention. Further, more transparency as to salaries of the top leaders of the Department, which is one of the largest state departments, is in the best interest of the public.
- B. The Board has set the following salary ranges for subordinate superintendents to assist the superintendent with leadership recruitment:
 - 1. Deputy superintendent: \$162,750 to \$194,250
 - 2. Assistant superintendents: \$157,500 to \$189,000
 - 3. Complex area superintendents: \$152,250 to \$183,750

- C. The superintendent may recommend changes to the Board to the salary ranges stated in Section III.B based on market conditions. Any changes to the salary ranges require the Board to amend this salary structure document.
- D. The superintendent shall not adjust the salary of a subordinate superintendent without prior approval from the Board.
- E. Whenever the superintendent recommends to the Board the approval of the appointment of a new subordinate superintendent, the superintendent must also recommend an entry salary for that individual.
- F. Whenever the superintendent requests adjustments to a subordinate superintendent's salary, the superintendent must provide the Board with the current salary of the subordinate superintendent and the new proposed salary.
- G. Any Board approval of recommended salary adjustments is also approval of the use of funds necessary to effectuate such salary adjustments. The superintendent shall provide the Board with information on the total cost of any proposed salary adjustments.

IV. Performance-based Salary Adjustments

- A. The superintendent shall annually evaluate the performance of subordinate superintendents using an evaluation instrument of the superintendent's choosing that sets the performance expectations for each subordinate superintendent. The evaluation instrument used by the superintendent to evaluate performance should align with Department and Board goals for consistency and fairness.
- B. Subordinate superintendents who meet performance expectations as determined by the performance evaluation are eligible for a minimum performance-based salary adjustment as determined by the superintendent in consultation with the Human Resources Committee Chairperson or their designee. In determining the minimum performance-based salary adjustment, the superintendent and the Human Resources Committee Chairperson, or their designee, shall consider various market factors, including the Hawaii Consumer Price Index, average Hawaii salary increase rates, and collective bargaining raises of other Department employees.
- C. Subordinate superintendents who exceed performance expectations as determined by the performance evaluation are eligible for an additional performance-based salary adjustment as recommended by the superintendent.

- D. The superintendent shall annually report the overall performance evaluation results to the Board and recommend performance-based salary adjustments based on the evaluation results. The report annually shall also include the copy of the current evaluation being used and the position descriptions of those affected.
- E. The superintendent may recommend no performance-based salary adjustments based on circumstantial conditions, such as economic downturns.
- F. The Board has total discretion over salary adjustments for subordinate superintendents and may decide to defer or forgo performance-based salary adjustments in any given year based on circumstantial conditions, such as economic downturns.
- G. Subordinate superintendents serving in an interim or acting capacity are not eligible for performance-based salary adjustments.

V. Other Salary Adjustments

- A. The superintendent may recommend, and the Board may consider, other salary adjustments for subordinate superintendents separate from performance-based compensation adjustments on a case-by-case basis as circumstances warrant, which include, but are not limited to:
 - 1. A complex area superintendent whose salary is less than the average salary of high school principals;
 - 2. An assistant superintendent whose salary is less than the average salary of peers in the industries relevant to the subject matter area overseen by the assistant superintendent; or
 - 3. A deputy superintendent whose salary is less than the average salary of other subordinate superintendents that the deputy superintendent supervises.
- B. Other salary adjustments may require the amendments of the salary ranges stated in Section III.B and in accordance with Section III. C.

[Adopted 05/05/2022]

Teri M. Ushijima, Ed.D.

EDUCATION

- Doctor of Education (Ed.D.) in Educational Leadership, University of Southern California, 1996
- Master of Library and Information Science (M.L.I.S) in School Librarianship, University of Hawai'i at Manoa, 1990
- Master of Education (M.Ed.) in Curriculum and Instruction, University of Hawai'i at Manoa, 1987
- Bachelor of Education (B.Ed.) in Elementary Education, University of Hawai'i at Manoa, 1985

EXPERIENCE

Interim Assistant Superintendent, Office of Curriculum and Instructional Design (OCID),

November 2020 – Present

Foundational Duties

- Works closely with the Superintendent of Education and Deputy Superintendent in the coordination, supervision and implementation of the Department's priorities for student academic achievement. Oversees the various program areas pertaining to content area (English Language Arts, mathematics, science, social studies, health, physical education, fine arts, world languages, career technical education, and computer science) standards, curriculum and instructional materials, digital design, career readiness and extracurricular programs including but not limited to: Advanced Placement, Learning Centers, Junior Reserve Officers' Training Corps, Early College, Career Technical Education (CTE), Adult Education, State Distance Learning Program, Hawaii Online Courses, Library Media Services, Homeschool, Athletics, Student Activities, Driver and Traffic Safety Education Program.
- Performs duties and responsibilities for the daily operations of the office including personnel, fiscal, facilities, and resources while promoting the values of Nā Hopena A'o (HĀ) and a culture of leadership, learning and collaboration amongst the OCID Team.

Engagement of Stakeholders

- Facilitated a stakeholder group to review the existing two semester grade 7 social studies course requirement that resulted in adding an option for middle level schools to provide a grade 7 integrated year-long course option which was an ongoing school request.

Innovative Initiatives

- Collaborated with Hawai'i P-20 and philanthropic funders to scale up the Summer Start kindergarten three-week transition program to 82 schools in the summer of 2021 to provide students, especially those without preschool experience to learn routines and gain confidence prior to the school year. For the summer of 2022, the Department assumed responsibilities of the program in which 92 schools participated.
- Led efforts to partner with the University of Hawai'i College of Education to provide a virtual math camp for students in grades 1-3 in the Spring Intersession 2022, Summer 2022 and Fall Intersession 2022. Parents were able to register students directly to the program for a three day, 90-minute per session, that reinforced key math concepts and a positive mindset toward mathematics.

Large Scale Change

- Led efforts to facilitate and systematize cross office collaboration to plan and implement a robust summer learning program across the state for Summer 2021 and 2022. Over 90% of the schools offered some type of summer program for students for purposes of advancing credits, remediation or credit recovery, intervention, and transition.
- Provided support to schools and complex areas during the pandemic with student licenses for access to a state reviewed virtual learning program (K12 Stride) in the spring of 2021 which has been extended through May of 2023.
- Collaborated with other state offices to design strategies to address unfinished learning due to the pandemic. Overseeing the Effective Academic Practices tri-level strategy group, and

providing opportunities for complex areas to opt into LETRS (Language Essentials for Teachers of Reading and Spelling) and/or Complex Area Specific Math Professional Learning plans.

- Led the design and implementation of the State Distance Learning Program to provide a state virtual option of learning for students for SY 2021-22, especially for families who expressed concerns of the pandemic. This required facilitating many moving parts within the OCID office and the various state offices to secure funding, hire teachers, problem solve student information and data matters, and communication and partnerships with complex areas, schools, and families. Continuing to offer a state distance learning program for SY 2022-23.
- Provided oversight to the adoption of the Fine Arts and World Languages standards in spring 2022.

Assessment and Accountability Director, Office of Strategy, Innovation and Performance,
January 2019 – October 2020

Foundational Duties

- Provided leadership and oversight for the Assessment and Accountability Branch. The Assessment Section's major responsibilities include: statewide summative assessments for English Language Arts (ELA), math, science, Kaiapuni Assessment of Education Outcomes (KĀ'EO), World-Class Instructional Design and Assessment (WIDA), American College Test (ACT), and the National Assessment of Educational Progress (NAEP). Major responsibilities for the Accountability Section include: reporting state and federal accountability measures including ELA, math and science data, the student perception survey, the school quality survey, enrollment projection and official enrollment count reports.

Engagement of Stakeholders

- Oversaw efforts to convene a stakeholder group to work on an innovative state summative assessment model to propose for the U.S. Department of Education Innovative Assessment Demonstration Authority (IADA) in lieu of the current state summative test models. The Assessment section submitted the application, however, was not awarded the IADA. The Department submitted a subsequent grant application and was awarded a grant to prepare and plan for future IADA application opportunities.

Innovative Initiatives

- Supported a project that resulted in the internal publication of "Wisdom Walk," a high school math review collection of problems that was developed from math teachers who worked together from four high schools. Hard copies were provided for students at these schools, and online versions were shared by the teachers with other colleagues.

Large Scale Change

- Supported the statewide Assessment Conferences held on Oahu, Hilo, Kona, Maui, and Kauai. This event included a national speaker, presenters from various state offices, and school principals and teachers.
- Led efforts and cross office collaborations to administer student, teacher, and parent survey and data collections related to the pandemic that resulted in the closing of school buildings during the fourth quarter of SY 2019-2020.

**Complex Area Superintendent on Special Assignment/Executive Director of Hawaii
Department of Education Leadership Institute, Aug 2013 – December 2018**

Foundational Duties

- Provided leadership and oversight for the Leadership Institute, the Professional Development and Educational Research Institute (PDERI) and the Induction and Mentoring Program.
- Provided oversight of the annual Educational Leadership Institute conference that was attended by all HIDOE Educational Officers. This required planning throughout the year and coordination with internal offices and external organizations.

Engagement of Stakeholders

- Led the efforts with the involvement of stakeholders to start the Leadership Institute (LI) for the purpose of developing a leadership pipeline to prepare leaders across the Hawaii Department of Education (HIDOE).

- Launched with partnerships and stakeholder input programs such as the State Office Leadership Academy, the Hawaii Innovative Leaders Network, and the Aspirant Complex Area Superintendent Program.

Innovative Initiatives

- Shifted the development of the New Principal Academy second year program from sessions by external consultants, to a program centered on individual principal inquiries and networking at school sites utilizing internal capacity.
- Established the Principal In Residence positions to infuse current school level leadership experience with leadership development research and best practices.

Large Scale Change

- Led the work of creating the first LI Design Plan in January 2015 by working with a team to create a framework with identified competencies reflective of leader voices across the system and revamped academies to align with development of identified leader competencies. Completed the subsequent LI Design Plan with a stakeholder group in December 2018 for the next iteration of the work based on feedback from a critical friends group.
- Refined with input from principals and stakeholders, the Hawaii Certification Institute for School Leaders interview screening tool for aspirant leaders by utilizing practices learned from leading national practitioners in the leadership pipeline development work.
- Planned and facilitated monthly state Academic Review/Reflection Team sessions as the state lead for one of the six statewide priority strategies. Shifted the focus of the group from “monitoring” as the focus, to “shared leadership and learning.” Coordinated subject matter experts from the Office of Strategy, Innovation, and Performance and School Transformation Branch to provide timely program updates.

Complex Area Superintendent, Aiea-Moanalua-Radford (AMR) Complex, Sept 2007 – Aug 2013

Foundational Duties

- Provided instructional leadership and support to 22 schools and one community school for adults. Focused on creating a seamless, high performing, K-12 alignment for Aiea, Moanalua, and Radford schools with an emphasis on foundation learning, stretch learning, learner engagement and personal skills development.
- Conducted Walk Throughs in approximately 250 classrooms a year for six years. Provided every teacher with a laminated desk map that outlined basic effective considerations for student success.

Engagement of Stakeholders

- Initiated and implemented a school attendance area boundary study that led to an adjustment of attendance boundaries that realigned school feeder patterns within each complex for transition coherence, balanced enrollment numbers, and created contiguous attendance areas.
- Built partnerships with the military community leaders to engage in efforts to provide smooth transitions for military impacted students.

Innovative Initiatives

- Defined “College, Career, Citizenship Ready (CCCR)” for the Complex Area. Created a Complex Area CCCR Plan to systematically assess and measure student progress through a Personalized Learning Plan for every child from grade 3 to grade 12, including common performance tasks in ELA and math for grades 6, 8 and 10 across the complex area.
- Promoted Co-teaching for inclusion classes by providing school teams opportunities to attend district training conducted by national experts that included school site observations and consultations that extended over time.
- Implemented Habits of Mind (HOM) in all twenty-two schools with a four-year implementation plan. Schools were provided with training and resources and an introductory parent and school community council session.

Large Scale Change

- Designed and wrote the complex area Educator Effectiveness System (EES) training for 22 schools, for approximately 1200 teachers. Conducted a Train the Trainers with EES materials to give principals a choice of conducting their own training, or attending large group combined training sessions conducted by the complex area superintendent and complex area team. Shared the complex area training plan and all materials with six other complex areas.
- Created systematic training for all schools in Data Teams, with the addition of the Common Formative Assessment training and Powerful Instructional Strategies training in subsequent years.
- Provided learning opportunities for teachers in areas of: Thinking Maps, Step Up to Writing, Descriptive Feedback, Formative Instruction, and Tribes (A process based on resiliency training utilizing academic and social and emotional learning strategies to create a culture that maximizes learning and human development.)
- In 2013, with the StriveHI state accountability results, 3 schools were “Recognition” schools (one from each complex, i.e. Aiea, Moanalua and Radford), and the other 19 schools were all considered “Continuous Improvement” schools. No schools were classified as “Focus” or “Priority.” In 2014, one of the Recognition schools also received the prestigious 2014 National Blue Ribbon Award.

Principal, Mokulele Elementary School, July 2005 – Sept 2007Foundational Duties

- Provided instructional leadership and professional development with a focus on the whole child and addressing needs of a military impacted highly transient student population.
- Collaborated with the School Community Council for academic and financial planning for continuous school improvement.

Engagement of Stakeholders

- Collaborated with complex principals to provide student activities (e.g. Speech Festival, Music Festival, Track, Intramurals), teacher professional development opportunities (e.g. Advancement via Individual Determination or AVID program), and participated on the Radford High School Military Youth Advisory Council.
- Worked in partnership with Military Leaders and the School Liaison Officers.

Innovative Initiatives

- Established “A Celebration of Learning,” school-wide Student Led Conferencing for grades K to 6 in addition to the traditional parent-teacher conference.
- Implemented an Afterschool/Saturday Math Tutoring program for students who needed extra support with math skills.
- Implemented Habits of Mind, Tribes Agreements, and Thinking Maps in all classrooms to promote a culture of caring and thinking.
- Implemented a school wide Ohana Group program to build student leaders, a sense of belonging, and additional significant adults over multiple years in a multi-grade level permanent group setting with two adult facilitators.
- Designed and facilitated a voluntary professional development credit course for teachers to study research based instructional practices, interdisciplinary unit plans and thinking maps.
- Initiated a voluntary “Morning Exercise” time prior to the beginning of the school day for students, especially those who came early on the bus, to walk or jog around the field for fitness.

Large Scale Change

- Introduced and implemented standards-based grading practices and report cards for teachers and parents.
- Established a teacher peer-classroom walk-through process for school wide data collection on school focus areas and opportunities for teachers to share and learn new ideas.
- Facilitated and guided grade level teams quarterly to create interdisciplinary unit plans and teacher made quarterly assessments for math and reading using a standards backward mapping process.

- Coordinated and supported the development of teacher leaders to become trainers for Tribes, Six Traits, Step Up to Writing, and Thinking Maps to build school internal capacity.
- Facilitated Professional Inquiries by all staff members, including classified staff, as part of the Mokulele Professional Learning Community.

Acting Principal, Mokulele Elementary School, April 2005 – June 2005

Vice Principal, Moanalua High School, July 2000 – April 2005

Summer School Director, Moanalua High School, June 2001 – July 2001

Teacher & Teacher Leader, Mililani Mauka Elementary, July 1996 – July 2000

Teacher & Teacher Leader, Mokulele Elementary, September 1990 – June 1996

Teacher, Leihoku Elementary, September 1988 – June 1990

Teacher, Honowai Elementary, September 1987 – June 1988

SELECTED PRESENTATIONS

- Association of Supervision and Curriculum Development (ASCD) Annual Conference in Boston, Massachusetts. Led and co-presented with LI Team: *Building a Strong Support System for Principals in Hawaii*. (March 2018)
- Second Annual National Principal Summit in Ft. Lauderdale, Florida. Led and co-presented with Complex Area Superintendent Team: The Hawaii DOE Leadership Institute: *A Systemic Approach to Leadership Development*. (May 2017)
- Tribes Trainers Institute in Park City, Utah. Co-presented with Jeanne Gibbs: *Engaging All by Creating High School Learning Communities*. (July 2008)
- Association of Supervision and Curriculum Development (ASCD) Annual Conference in Anaheim, California. Led and co-presented with teacher leader: *Engaging All: Creating High School Learning Communities*. (March 2007)

SELECTED PROFESSIONAL PUBLICATIONS

- Gibbs, J. & Ushijima, T. (2008). *Engaging All: Creating High School Learning Communities*. CenterSource Systems. [book]
- Ushijima, T. (1996). *Five States of Mind Scale for Cognitive Coaching: A Measurement Study*. University of Southern California. [dissertation]

SELECTED PROFESSIONAL ORGANIZATION AFFILIATIONS

- National Milken Educators & Milken Educators of Hawaii (2007 - present)
- Association for Supervision and Curriculum Development (ASCD) - National Leadership Committee Member (2005-2008) and National ASCD Nomination Committee (2006).
- Hawaii Association of Supervision and Curriculum Development (HASCD) – Past President, President, President Elect, Treasurer, Board Member (1998 – 2012)

AWARDS

- National Milken Educator Award, Hawaii Recipient, Mokulele Elementary (2006)
- Department of Education Team of the Year Award, Moanalua High School (2004)