



STATE OF HAWAII
BOARD OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

June 18, 2020

TO: Board of Education

FROM: Catherine Payne
Chairperson, Board of Education

AGENDA ITEM: Action on State Librarian evaluation system process for 2020-2021
School Year and State Librarian job description

I. BACKGROUND

At its August 15, 2019 special meeting, the Board of Education (“Board”) adopted a new State Librarian evaluation system.¹ This is the first year that the Board has implemented its new State Librarian evaluation system.

As part of the State Librarian Evaluation Process, in June, the Board and State Librarian are to review, revise (if necessary), and mutually agree upon:

- The evaluation system—including process, timelines, instrument, professional standards, and performance indicators—to be used for the upcoming school year; and
- The State Librarian job description to ensure alignment with the professional standards contained within the evaluation system.

State Librarian Stacey Aldrich provided comments on the evaluation system during the School Year (“SY”) 2019-2020 evaluation. Board Members did not have any comments.

The Board’s evaluation of the State Librarian mirrors its evaluation of the Superintendent for the sake of efficiency, consistency, and fairness, but there are a few key differences. The

¹ For more information, see the submittal dated August 15, 2019 and Board Member Kili Namau’u’s memorandum dated August 1, 2019, available here: http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special_20190815_Action%20on%20State%20Librarian%20evaluation%20recommendations.pdf

professional standards are specific to the State Librarian, there is no formal adjustment to the State Librarian Priorities during the first quarter because the Superintendent's ability to adjust priorities is based on data from system-wide student assessment data, and the State Librarian Evaluation Process is purposefully staggered from the Superintendent Evaluation Process to allow the Board to focus on one evaluation at a time.

II. CURRENT EVALUATION SYSTEM

The Board's current process document² begins with a description of the main purposes of the evaluation around which the main components of the evaluation center. The two main components are:

- 1) An assessment of performance on professional standards; and
- 2) An assessment of progress toward meeting annual goals and targets for the State Librarian (referred to as "State Librarian Priorities").

Board members rate the professional standards and State Librarian Priorities to determine a final performance rating of the State Librarian.

Component 1: Professional Standards. There are five professional standards, which cover all of the State Librarian's job responsibilities in a simple, yet rich way:

- 1) Visionary Leadership and Organizational Culture;
- 2) Operations, Resource, and Personnel Management;
- 3) Board Governance and Policy;
- 4) Communication and Community Relations; and
- 5) Ethical Leadership.

The first two standards address most of the State Librarian's responsibilities related to the 2017-2020 Board and Department of Education ("Department") Joint Strategic Plan goals and thus have the most indicators. The next two standards focus more on the relationships that are necessary for the State Librarian to foster to be successful. The last standard focuses on the State Librarian's responsibility to lead the public library system with integrity, fairness, and in an ethical manner.

Component 2: State Librarian Priorities. The Board and State Librarian mutually agree to two to five State Librarian Priorities each year, including associated performance indicators and evidence to use in assessing the State Librarian's progress in achieving these priorities.

Process. The evaluation process is ongoing and cyclical and includes a mid-year review, and an end-of-year evaluation. The mid-year review is a discussion that provides the State Librarian with indications of performance to date. The end-of-year evaluation is the

² The State Librarian Evaluation Process, as adopted by the Board on June 6, 2018, is available here: [http://boe.hawaii.gov/About/Documents/State_Librarian%20Evaluation%20Process%20\(revised%202018-06-07\).pdf](http://boe.hawaii.gov/About/Documents/State_Librarian%20Evaluation%20Process%20(revised%202018-06-07).pdf).

conclusion of the evaluation cycle, informing goal setting for the next year, which starts the next evaluation cycle.

III. EVALUATION SYSTEM SUGGESTED CHANGES

State Librarian requested clarification on Standard 3 (Board Governance and Policy) sub-standards because it was not clear how she would go about addressing this standard. The language in this standard closely mirrors the language in the same standard for the Superintendent. The relationship and expectations between the Board and State Librarian, however, are different from the Superintendent's so the language of Standard 3 needs to be amended to fit the State Librarian's situation. The main substantive changes:

1. Clarifies that the expectation described in sub-standard 3.1 is that the State Librarian will understand and explain to the Board how public libraries are governed, including applicable statute, Board policy, administrative rules, and internal procedures. This also includes advising the Board if there needs to be revisions to existing policies.
2. Sub-standard 3.2 requires the State librarian to provide the Board with the information it needs to make decisions. One example of this is information that supports the amount of money requested in the Hawaii State Public Library System Budget.

On July 18, 2019, the Board amended its by-laws to limit its meetings to once a month as determined by the Board Chairperson. The General Timeline was amended to reflect a once a month meeting schedule.

On June 27, 2019, the Hawaii Supreme Court issued an opinion regarding discussion of personnel matters in executive session. Based on this opinion, the discussion of the State Librarian's performance should occur in public because there is no clear, legitimate privacy interest in highly personal and intimate information, as described in the opinion. The General Timeline was amended to reflect this.

The State Librarian also asked that her end-of-year evaluation be done in June instead of May to give her a full year to complete her priorities. The State Librarian's evaluation schedule is currently staggered with the Superintendent's evaluation schedule. The State Librarian, however, does not have the same time constraints as Superintendent. The Superintendent's evaluation is completed in May so that she can establish her priorities by June and communicate them to Department leadership in July at the annual Educational Leadership Institute conference in preparation for the next school year. As such, the timeline for the State Librarian's was adjusted so her mid-year review is in December and her end-of-year evaluation is in June. The timeline in **Exhibit A** was adjusted to reflect this change.

The suggested changes redlined against the current evaluation process are shown in **Exhibit A**. A clean copy is attached as **Exhibit B**.

IV. JOB DESCRIPTION

The current State Librarian job description is attached as **Exhibit C**. There are no suggested changes because there has been no comments from Board members or the State Librarian on the job description.

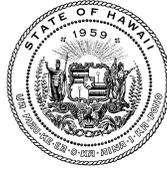
V. RECOMMENDATION

I recommend approving the suggested changes and adopting the process attached as **Exhibit B**.

Proposed Motion: Move to approve the revisions and adopt the revised State Librarian Evaluation Process, as described in Board Chairperson Catherine Payne's memorandum dated June 18, 2020.

Exhibit A

Redlined copy of the State Librarian Evaluation Process with suggested changes



STATE OF HAWAII BOARD OF EDUCATION

STATE LIBRARIAN EVALUATION PROCESS

Introduction

This document describes the process, timeline, and instrument used annually to evaluate the Hawaii State Public Library System's ("HSPLS") State Librarian. The Board of Education ("Board") grounded the evaluation system in Board Policy E-3, Nā Hopena A'o ("HĀ"),¹ so that it reflects the uniqueness of Hawaii and, more importantly, to embrace and model trust, collaboration, and continuous learning at the Board and the State Librarian.

This document begins with the purpose of the State Librarian evaluation and describes how the two main components of the evaluation process address each of the primary purposes. The first component assesses the State Librarian's performance against five professional standards, which capture the essence of the State Librarian's responsibilities and duties contained within the job description. The second component assesses the State Librarian's progress in achieving his or her annual priorities, which the Board and State Librarian mutually agree upon in advance each year. The Board uses these two components to give the State Librarian a final performance rating.

The described evaluation process is ongoing and cyclical and includes a mid-year review and an end-of-year final evaluation. The conclusion of an evaluation informs goal setting for the next year, which starts the next evaluation cycle. This process emphasizes continuous learning and improvement and requires high levels of meaningful collaboration and communication between the Board and State Librarian.

Evaluation Purpose

The primary purposes of the State Librarian evaluation are to:

1. Establish a record of annual performance by assessing the State Librarian's past performance and progress toward annual priorities;
2. Promote leader effectiveness and professional growth by creating a safe learning environment with a feedback process that encourages conversations around individual professional development and improving performance; and
3. Focus on the future and, in conjunction with the Board's annual strategic priority setting process, set clear expectations through the annual review and revision of State Librarian Priorities.

¹ Board Policy E-3, Nā Hopena A'o, is available here:

[http://boe.hawaii.gov/policies/Board%20Policies/Nā%20Hopena%20A'o%20\(HĀ\).pdf](http://boe.hawaii.gov/policies/Board%20Policies/Nā%20Hopena%20A'o%20(HĀ).pdf).

While not a primary purpose of the evaluation, the Board may use the record of performance that it establishes to determine compensation adjustments or bonuses for the State Librarian or renewal, nonrenewal, or termination of the State Librarian's employment contract. The evaluation also serves to:

- Create an opportunity for the Board and State Librarian to periodically reexamine their roles and responsibilities for themselves, the HSPLS, and the community at-large;
- Create and establish a H_A-based climate of trust and collaboration and enhance the working relationship between the Board and State Librarian;
- Provide an avenue for the Board to partner and communicate with the State Librarian the intended implementation of their collective vision, priorities, and policies; and
- Communicate and provide assurance to the community at-large as to how leadership is holding itself accountable for addressing priorities.

It is the Board's intent to use the evaluation as an objective tool to facilitate constructive feedback, positive and productive conversations, and continuous learning and improvement. The final results of a high-quality evaluation should not come as a surprise to either the State Librarian or the Board, as both parties need to engage in ongoing, respectful, and meaningful conversations with one another about mutual expectations in order for the evaluation to be successfully implemented.

Evaluation Components

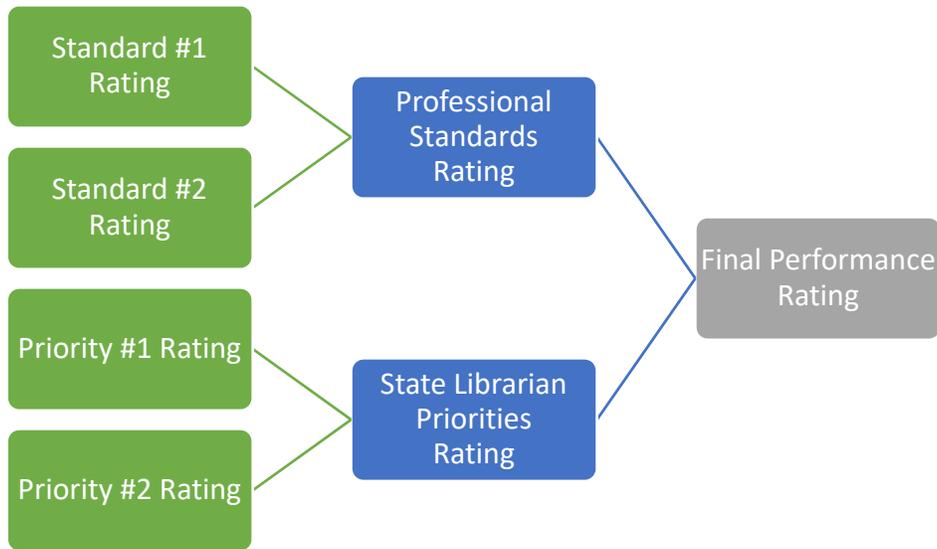
The evaluation is comprised of two components:

- Component 1: Assessment of performance on professional standards
- Component 2: Assessment of progress toward meeting annual State Librarian Priorities

The two components address the primary purposes of the evaluation described above. Assessing performance on professional standards (Component 1) and progress on annual priorities (Component 2) establishes a record of performance (first purpose). That assessment provides the feedback necessary to support the development of the State Librarian and promote effective leadership and growth (second purpose). Finally, understanding the progress made toward achieving past priorities (Component 2) and the current priorities of stakeholders (through the Board's annual strategic priority setting process, which gathers internal and external stakeholder feedback) helps to focus the evaluation on the future and facilitate the setting of the priorities and expectations for the next year (third purpose).

Evaluation Ratings

The Board rates the State Librarian at three levels. First, the Board rates individual professional standards and State Librarian Priorities based on indicators. Next, the Board then determines ratings for each of the two components (professional standards and State Librarian Priorities). Finally, the Board determines an overall performance rating for the State Librarian based on the ratings of the two main components.



The Board maintains discretion in deciding how important any particular element is when establishing its ratings. The Board can determine that any particular standard or priority is more important than the others are or that the State Librarian Priorities are much more important than the professional standards. This allows the Board to have more useful and productive conversations with the State Librarian regarding strengths to build on and opportunities for growth.

The rating scale below applies to all three levels and guides the Board in determining ratings:

RATING	CHARACTERISTICS
Highly Effective	Performance has continually exceeded expectations and has had an exceedingly positive impact on patrons, staff, community relations, and/or program outcomes.
Effective	Performance consistently meets expectations and maintains effective results, satisfactory program outcomes, and good relations with patrons, staff, and community members.
Marginal	Performance is inconsistent or partially meets expectations, has moderately affected program results, and has made some gains toward relations with patrons, staff, and community members.
Unsatisfactory	Performance does not meet expectations, requires significant improvement, and has not made any gains in program results or toward relations with patrons, staff, and community members.

Component 1: Professional Standards

The State Librarian in Hawaii is a hybrid public library director and state librarian. The position is nationally unique in that it is the only state librarian position that is responsible for a single 51 branch public library system. The position requires skillsets of a public library director with an ability to work effectively as a leader in state government. The Board has developed the professional standards for the

State Librarian by reviewing the American Library Association's description of required skills for library directors² and multiple public library director evaluations from across the country.

Each standard has associated performance indicators and suggested evidence or data sources to assist the Board in determining whether the State Librarian's performance meets its expectations. The Board gives a rating to each standard as well as an overall rating to Component 1, Professional Standards. While the standards and indicators provide objective guidance, the Board maintains enough discretion to determine the indicators and standards that it finds are the most important and encourages productive conversations between the Board and State Librarian.

The professional standards and performance indicators are as follows:

Standard 1: Visionary Leadership and Organizational Culture. The State Librarian is a library leader who promotes the success of communities through library services and programs by articulating and implementing a vision for public libraries, developing and modeling a positive organizational culture, and ensuring staff have the skills and tools they need to serve ever-changing communities. The State Librarian:

- 1.1. Clearly aligns leadership actions, staffing, and resources to a patron-centered vision and ensures the vision is evident in the culture of public library branches;
- 1.2. Creates an organizational framework that guides the library system in the development of people, place, collections, and services and programs;
- 1.3. Nurtures an organization of working together, trust, and high expectations by supporting leadership and staff who work behind the scenes and in branches to make decisions that improve library services;
- 1.4. Leads and supports the use of quantitative and qualitative data to identify priorities, assess organizational effectiveness, identify effective practices and promote continuous organizational learning, and inform services and programs for administrators and library staff; and
- 1.5. Ensures all staff receive relevant and continuous professional development, including leadership development, that directly enhances their performance.

Suggested data sources: HSPLS framework and implementation plans, documents that describe service philosophy and examples of use, demonstrated examples of library leadership, reporting of data, examples of professional development, Board members' individual observations

Standard 2: Operations, Resources, and Personnel Management. The State Librarian demonstrates the knowledge, skills, and ability to manage operations of a growing 51 public library branch system. The State Librarian:

- 2.1. Monitors and evaluates the management of operational systems to ensure the effective and efficient use of human, fiscal, capital, and technological resources;
- 2.2. Develops and ensures the implementation of procedures and structures to support compliance with local, state, and federal laws and regulations;
- 2.3. Implements personnel procedures and programs to recruit, hire, and develop personnel;

² "What Library Directors Need to Know." Retrieved November 14, 2018, from American Library Association: <http://www.ala.org/educationcareers/careers/librarycareerssite/whatyouneeddirector>.

- 2.4. Guides the process of fiscal planning and budget development, makes recommendations based upon the public library system's current fiscal position and future needs, makes sound fiscal decisions aligned with the library framework, and ensures all fiscal practices are clear and accountable;
- 2.5. Monitors facilities use and needs and works with staff to develop and implement strategies for creating spaces that are safe, well maintained, welcoming, and able to serve the library needs of each community;
- 2.6. Works with staff to develop collections that effectively balance local, island, and statewide resources;
- 2.7. Works with staff and community to develop programs and services that support the library needs of all community members; and
- 2.8. Guides the process of review of technology and implementation of new technologies that create more efficient and user-friendly services for the public.

Suggested data sources: HSPLS framework and implementation plans, HSPLS budget, reporting on facilities, collections and service and programs, examples of implementation of new technologies and services for the public, Board members' individual observations

Standard 3: Board Governance and Policy. The State Librarian partners effectively with the Board to ensure high-quality library services for Hawaii, exhibits an understanding of the roles of the Board and State Librarian and how these roles together lead to shared success, and leads and manages the public library system consistent with ~~Board policies~~the system of public libraries governance, promoting transparency, fairness, and trust. The State Librarian:

- 3.1. Understands and articulates the system of public libraries governance, ~~differentiates between policy making and administrative rules and roles,~~ interprets and executes the intent of Board policies, and advises the Board on the need for new and/or revised policies;
- 3.2. ~~Provides professional advice to the Board with appropriate recommendations based on thorough study and analysis and k~~Keeps the Board informed with the data and ~~reports information~~ that shows progress toward goals and priorities that are intended to continuously improve public library services statewide and enables the Board to engage in effective and timely decision making, as necessary.

Suggested data sources: Demonstrated understanding of the public library system's governance and administration, recent Board policy discussions and implementation, HSPLS framework and implementation plans, reports to the Board, Board members' individual observations

Standard 4: Communication and Community Relations. The State Librarian establishes effective two-way communication and engagement with staff, patrons, stakeholders, and the community at-large and understands the cultural, political, social, economic, and legal context to respond effectively to internal and external stakeholder feedback to continue to build strong support for the public library system. The State Librarian:

- 4.1. Uses effective public information strategies to communicate with all stakeholders in an appropriate and timely manner, promoting the value, programs, and services of the public library system with patrons, the media, state officials, and the community at-large;

- 4.2. Works with staff and other community members to build mutually beneficial resources that support the needs of the community; and
- 4.3. Establishes effective communication within the public library system, promotes interpersonal relations among staff, and creates a “spirit of aloha” atmosphere of openness, honesty, humility, and respect.

Suggested data sources: HSPLS website, media reports, public documents, examples of partnerships and resources created, examples and reports on the development of internal communications, Board members’ individual observations

Standard 5: Ethical Leadership. The State Librarian is responsible for leading the public library system with integrity, fairness, and in an ethical manner. The State Librarian:

- 5.1. Demonstrates ethical and professional behavior, a high level of self-awareness, and reflective practice;
- 5.2. Encourages and supports high levels of performance and recognizes those who excel in the work they do for their community; and
- 5.3. Recognizes and respects all members of the community and works to ensure that information and collections are accessible.

Suggested data sources: Examples of recognition of excellence, examples of State Librarian support access to information while being respectful, Board members’ individual observations

Component 2: State Librarian Priorities

The State Librarian Priorities are the annual goals, objectives, or targets that the State Librarian focuses on in any given year. The Board and State Librarian mutually agree on at least two, but no more than five, State Librarian Priorities each year. The State Librarian Priorities should support the Board’s annual priorities, referred to as “Strategic Priorities” in this document, which requires significant collaboration between the Board and State Librarian on both sets of priorities. The table below illustrates the differences between the Strategic Priorities and the State Librarian Priorities.

Strategic Plan	Strategic Priorities	State Librarian Priorities
Sets the long-term goals and objectives of the organization	Provide an annual focus on particular strategic plan goals, objectives, and areas	Seek to support the progress and achievement of the Strategic Priorities
Requires statewide effort and coordination with other organizations	Require system-wide effort and are not under the control of any individual	Can reasonably be considered under the control of the State Librarian
Provides insight to the long-term performance of the organization	Provide insight to the annual performance of the organization	Provide insight to the annual performance of the individual
Affects vision and direction	Affect prioritization of long-term goals and objectives	Affect implementation

The Board ideally³ seeks to set State Librarian Priorities that meet the SMART criteria:

- **Specific:** State Librarian Priorities are concise, clearly define expectations, avoid generalities, and use verbs to start the sentence.
- **Measurable:** State Librarian Priorities are measurable and their attainment evidenced in some tangible way, such as through quality, quantity, timeliness, or cost.
- **Achievable:** State Librarian Priorities are challenging but attainable given the circumstances and resources at hand.
- **Relevant (or Results-focused):** State Librarian Priorities link to a higher-level Strategic Priority and measure outcomes, not activities.
- **Time-based:** State Librarian Priorities have a specific timeframe.

When establishing State Librarian Priorities, the Board also:

- Involves all Board members and the State Librarian;
- Decides on desired results;
- Ensures each State Librarian Priority has measurable performance indicators;
- Identifies supporting documentation, evidence, or data sources;
- Reviews and approves final State Librarian Priorities, indicators, and evidence; and
- Monitors progress during the mid-year review.

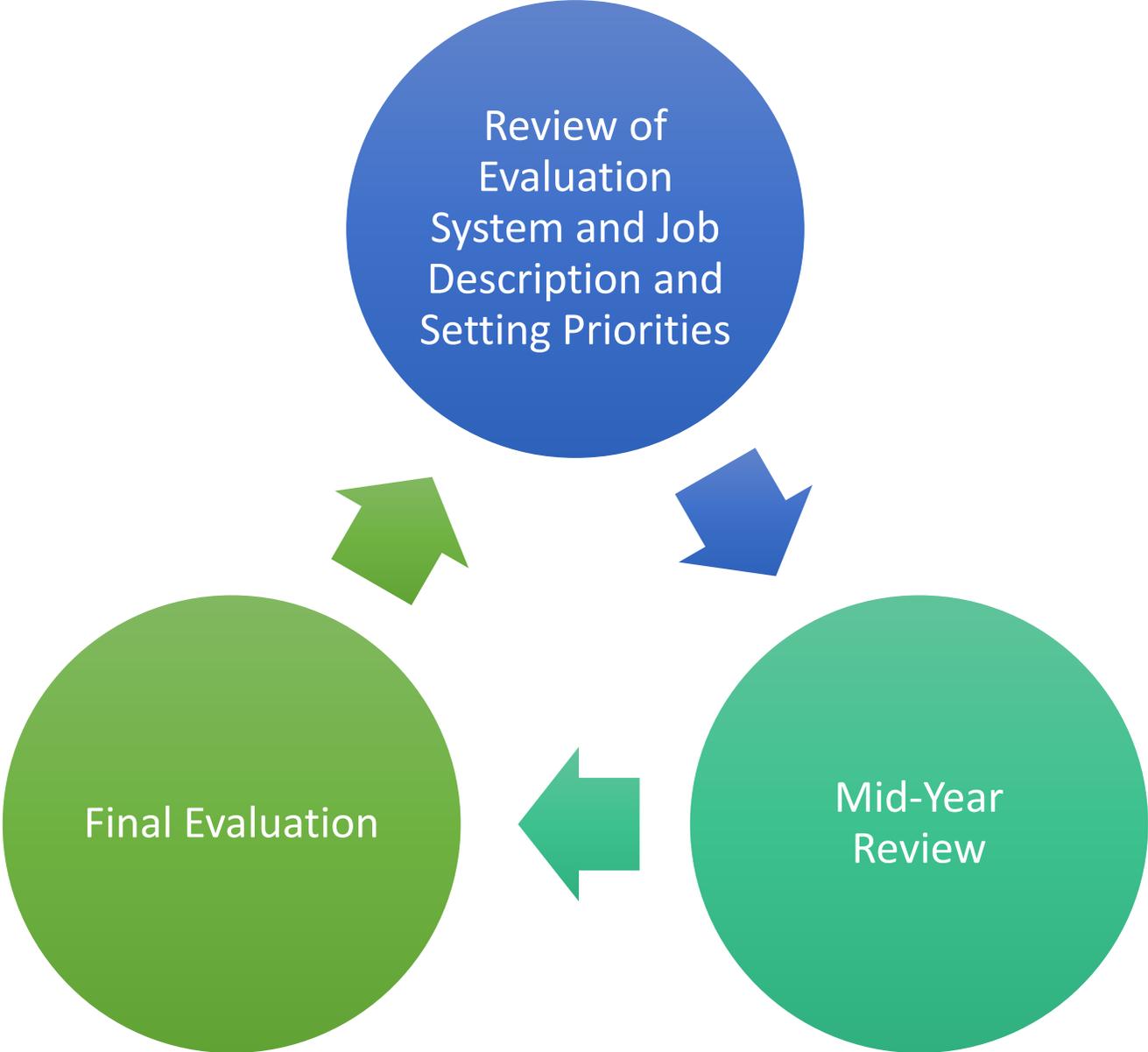
Once Board and State Librarian establish the State Librarian Priorities, and the associated performance indicators and evidence, the Board assesses and rates the priorities in the same manner it assesses and rates the professional standards.

Process

The graphic below illustrates the general cyclical evaluation process, and a more detailed process is included in the general timeline on the pages that follow. The four main steps of the process are:

1. A review of the State Librarian evaluation system and State Librarian job description as well as the setting of State Librarian Priorities;
2. A mid-year review of the State Librarian that is a discussion to provide the State Librarian with indications of performance to date, not an evaluation with ratings; and
3. An end-of-year ~~final~~ evaluation of the State Librarian and the public release of the evaluation summary narrative.

³ During the first year of a State Librarian's tenure, SMART priorities may not be sensible, accurate, or feasible because the State Librarian may not be using the first year to make changes that have immediate impacts and measurable outcomes. Rather, the State Librarian may instead focus on examining existing systems and structures to prepare to make an impact. Therefore, first year priorities may need to focus on these activities (*e.g.*, programmatic reviews) and outputs (*e.g.*, plans of action and improvement plans) instead of measurable outcomes.



General Timeline

STEP	TIMELINE	ACTION
<p>Step 1 Review of Evaluation System and Job Description and Setting Priorities</p>	<p>Second June Board Meeting</p>	<p>1. The Board and State Librarian review, revise (if necessary), and mutually agree upon:</p> <ul style="list-style-type: none"> • The evaluation system—including process, timelines, instrument, professional standards, and performance indicators—to be used for the upcoming school year; and • The State Librarian job description to ensure alignment with the professional standards contained within the evaluation system.
	<p>July Board Meeting</p>	<p>2. The Board and State Librarian mutually agree on and set the State Librarian Priorities, which support the Strategic Priorities and ideally meet SMART criteria, and indicators of success and supporting evidence to include as part of the formal evaluation. Note that before setting the State Librarian Priorities, the Board should have ideally set its Strategic Priorities for the fiscal year through its annual strategic priority setting process.</p>
	<p>July/August</p>	<p>3. The State Librarian communicates the Strategic Priorities and State Librarian Priorities to all HSPLS employees.</p>
<p>Step 3 Mid-Year Review</p>	<p>Early January <u>Late November/Early December</u></p>	<p>4. At least two weeks<u>seven days</u> prior to the Board’s first December meeting, the State Librarian provides a report on interim progress in achieving the State Librarian Priorities to the Board Office. The Board Office distributes the report to Board members<u>posts this information with the Board’s agenda for its December meeting.</u></p>

STEP	TIMELINE	ACTION
	January-December Board Meeting	<p>5. In executive-open session, the Board discusses the State Librarian’s mid-year performance on the professional standards and State Librarian Priorities. While the Board does not rate the State Librarian’s mid-year performance, it reviews how well the State Librarian has been meeting the expectations set forth in the professional standards and State Librarian Priorities to date.</p> <p>6. The Board meets and discusses with the State Librarian its comments, questions, and concerns on the State Librarian’s mid-year performance on the professional standards and State Librarian Priorities.</p>
Step 4 End-of-Year Final Evaluation	Late May/ Early June	<p>7. At least two weeks<u>seven days</u> prior to the Board’s second May meeting, the State Librarian completes a self-assessment using the end-of-year evaluation form and submits it along with all supporting documents and evidence to the Board Office.⁴ The Board Office <u>posts this information with the Board’s agenda for its June meeting</u>distributes the supporting documents and evidence to Board members.</p>
	First June Board Meeting	<p>8. In executive-open session, the Board discusses and comes to consensus on the final<u>end-of-year</u> evaluation ratings.</p> <p><u>9.</u> The Board meets and discusses with the State Librarian its final evaluation findings. The Board and State Librarian engage in a joint self-reflection to identify lessons learned and areas of improvement for both parties using the information and data from the evaluation. The Board and State Librarian may provide comments, ask questions, and make recommendations to each other. The Board may make changes to its end-of-year<u>final</u> evaluation ratings after the discussion.</p> <p><u>9-10.</u> <u>The minutes of the meeting serve as the evaluation of the State Librarian.</u></p>

⁴ The State Librarian can choose to collect and reflect on stakeholder feedback as part of the self-assessment, and if used, the State Librarian can opt to share the stakeholder feedback with the Board as part of the supporting documents and evidence.

STEP	TIMELINE	ACTION
	Mid-June	10. After its meeting with the State Librarian, the Board delivers to the State Librarian and publicly publishes the evaluation summary narrative.
Go back to Step 1 and repeat the process		

Exhibit B

Clean copy of the State Librarian Evaluation Process with suggested changes



**STATE OF HAWAII
BOARD OF EDUCATION**

STATE LIBRARIAN EVALUATION PROCESS

Introduction

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Evaluation Purpose

The primary purposes of the State Librarian evaluation are to:

1. Establish a record of annual performance by assessing the State Librarian’s past performance and progress toward annual priorities;
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- Create an opportunity for the Board and State Librarian to periodically reexamine their roles and responsibilities for themselves, the HSPLS, and the community at-large;
- Create and establish a H_A-based climate of trust and collaboration and enhance the working relationship between the Board and State Librarian;
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It is the Board's intent to use the evaluation as an objective tool to facilitate constructive feedback, positive and productive conversations, and continuous learning and improvement. The final results of a high-quality evaluation should not come as a surprise to either the State Librarian or the Board, as both parties need to engage in ongoing, respectful, and meaningful conversations with one another about mutual expectations in order for the evaluation to be successfully implemented.

Evaluation Components

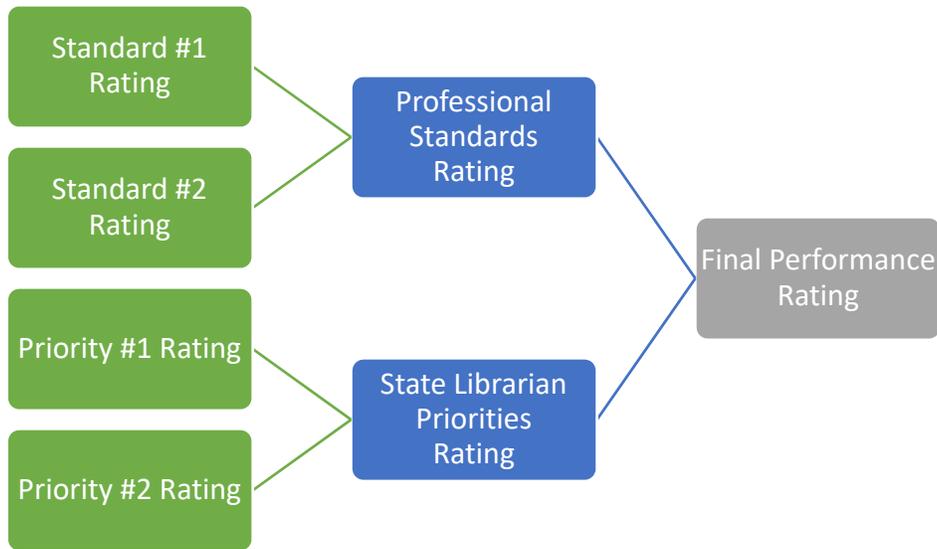
The evaluation is comprised of two components:

- Component 1: Assessment of performance on professional standards
- Component 2: Assessment of progress toward meeting annual State Librarian Priorities

The two components address the primary purposes of the evaluation described above. Assessing performance on professional standards (Component 1) and progress on annual priorities (Component 2) establishes a record of performance (first purpose). That assessment provides the feedback necessary to support the development of the State Librarian and promote effective leadership and growth (second purpose). Finally, understanding the progress made toward achieving past priorities (Component 2) and the current priorities of stakeholders (through the Board's annual strategic priority setting process, which gathers internal and external stakeholder feedback) helps to focus the evaluation on the future and facilitate the setting of the priorities and expectations for the next year (third purpose).

Evaluation Ratings

The Board rates the State Librarian at three levels. First, the Board rates individual professional standards and State Librarian Priorities based on indicators. Next, the Board then determines ratings for each of the two components (professional standards and State Librarian Priorities). Finally, the Board determines an overall performance rating for the State Librarian based on the ratings of the two main components.



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The rating scale below applies to all three levels and guides the Board in determining ratings:

RATING	CHARACTERISTICS
Highly Effective	Performance has continually exceeded expectations and has had an exceedingly positive impact on patrons, staff, community relations, and/or program outcomes.
Effective	Performance consistently meets expectations and maintains effective results, satisfactory program outcomes, and good relations with patrons, staff, and community members.
Marginal	Performance is inconsistent or partially meets expectations, has moderately affected program results, and has made some gains toward relations with patrons, staff, and community members.
Unsatisfactory	Performance does not meet expectations, requires significant improvement, and has not made any gains in program results or toward relations with patrons, staff, and community members.

Component 1: Professional Standards

The State Librarian in Hawaii is a hybrid public library director and state librarian. The position is nationally unique in that it is the only state librarian position that is responsible for a single 51 branch public library system. The position requires skillsets of a public library director with an ability to work effectively as a leader in state government. The Board has developed the professional standards for the

State Librarian by reviewing the American Library Association's description of required skills for library directors² and multiple public library director evaluations from across the country.

Each standard has associated performance indicators and suggested evidence or data sources to assist the Board in determining whether the State Librarian's performance meets its expectations. The Board gives a rating to each standard as well as an overall rating to Component 1, Professional Standards. While the standards and indicators provide objective guidance, the Board maintains enough discretion to determine the indicators and standards that it finds are the most important and encourages productive conversations between the Board and State Librarian.

The professional standards and performance indicators are as follows:

Standard 1: Visionary Leadership and Organizational Culture. The State Librarian is a library leader who promotes the success of communities through library services and programs by articulating and implementing a vision for public libraries, developing and modeling a positive organizational culture, and ensuring staff have the skills and tools they need to serve ever-changing communities. The State Librarian:

- 1.1. Clearly aligns leadership actions, staffing, and resources to a patron-centered vision and ensures the vision is evident in the culture of public library branches;
- 1.2. Creates an organizational framework that guides the library system in the development of people, place, collections, and services and programs;
- 1.3. Nurtures an organization of working together, trust, and high expectations by supporting leadership and staff who work behind the scenes and in branches to make decisions that improve library services;
- 1.4. Leads and supports the use of quantitative and qualitative data to identify priorities, assess organizational effectiveness, identify effective practices and promote continuous organizational learning, and inform services and programs for administrators and library staff; and
- 1.5. Ensures all staff receive relevant and continuous professional development, including leadership development, that directly enhances their performance.

Suggested data sources: HSPLS framework and implementation plans, documents that describe service philosophy and examples of use, demonstrated examples of library leadership, reporting of data, examples of professional development, Board members' individual observations

Standard 2: Operations, Resources, and Personnel Management. The State Librarian demonstrates the knowledge, skills, and ability to manage operations of a growing 51 public library branch system. The State Librarian:

- 2.1. Monitors and evaluates the management of operational systems to ensure the effective and efficient use of human, fiscal, capital, and technological resources;
- 2.2. Develops and ensures the implementation of procedures and structures to support compliance with local, state, and federal laws and regulations;
- 2.3. Implements personnel procedures and programs to recruit, hire, and develop personnel;

² "What Library Directors Need to Know." Retrieved November 14, 2018, from American Library Association: <http://www.ala.org/educationcareers/careers/librarycareerssite/whatyouneeddirector>.

- 2.4. Guides the process of fiscal planning and budget development, makes recommendations based upon the public library system's current fiscal position and future needs, makes sound fiscal decisions aligned with the library framework, and ensures all fiscal practices are clear and accountable;
- 2.5. Monitors facilities use and needs and works with staff to develop and implement strategies for creating spaces that are safe, well maintained, welcoming, and able to serve the library needs of each community;
- 2.6. Works with staff to develop collections that effectively balance local, island, and statewide resources;
- 2.7. Works with staff and community to develop programs and services that support the library needs of all community members; and
- 2.8. Guides the process of review of technology and implementation of new technologies that create more efficient and user-friendly services for the public.

Suggested data sources: HSPLS framework and implementation plans, HSPLS budget, reporting on facilities, collections and service and programs, examples of implementation of new technologies and services for the public, Board members' individual observations

Standard 3: Board Governance and Policy. The State Librarian partners effectively with the Board to ensure high-quality library services for Hawaii, exhibits an understanding of the roles of the Board and State Librarian and how these roles together lead to shared success, and leads and manages the public library system consistent with the system of public libraries governance, promoting transparency, fairness, and trust. The State Librarian:

- 3.1. Understands and articulates the system of public libraries governance, interprets and executes the intent of Board policies, and advises the Board on the need for new and/or revised policies;
- 3.2. Keeps the Board informed with the data and information that shows progress toward goals and priorities that are intended to continuously improve public library services statewide and enables the Board to engage in effective and timely decision making, as necessary.

Suggested data sources: Demonstrated understanding of the public library system's governance and administration, recent Board policy discussions and implementation, HSPLS framework and implementation plans, reports to the Board, Board members' individual observations

Standard 4: Communication and Community Relations. The State Librarian establishes effective two-way communication and engagement with staff, patrons, stakeholders, and the community at-large and understands the cultural, political, social, economic, and legal context to respond effectively to internal and external stakeholder feedback to continue to build strong support for the public library system. The State Librarian:

- 4.1. Uses effective public information strategies to communicate with all stakeholders in an appropriate and timely manner, promoting the value, programs, and services of the public library system with patrons, the media, state officials, and the community at-large;
- 4.2. Works with staff and other community members to build mutually beneficial resources that support the needs of the community; and

- 4.3. Establishes effective communication within the public library system, promotes interpersonal relations among staff, and creates a “spirit of aloha” atmosphere of openness, honesty, humility, and respect.

Suggested data sources: HSPLS website, media reports, public documents, examples of partnerships and resources created, examples and reports on the development of internal communications, Board members’ individual observations

Standard 5: Ethical Leadership. The State Librarian is responsible for leading the public library system with integrity, fairness, and in an ethical manner. The State Librarian:

- 5.1. Demonstrates ethical and professional behavior, a high level of self-awareness, and reflective practice;
- 5.2. Encourages and supports high levels of performance and recognizes those who excel in the work they do for their community; and
- 5.3. Recognizes and respects all members of the community and works to ensure that information and collections are accessible.

Suggested data sources: Examples of recognition of excellence, examples of State Librarian support access to information while being respectful, Board members’ individual observations

Component 2: State Librarian Priorities

The State Librarian Priorities are the annual goals, objectives, or targets that the State Librarian focuses on in any given year. The Board and State Librarian mutually agree on at least two, but no more than five, State Librarian Priorities each year. The State Librarian Priorities should support the Board’s annual priorities, referred to as “Strategic Priorities” in this document, which requires significant collaboration between the Board and State Librarian on both sets of priorities. The table below illustrates the differences between the Strategic Priorities and the State Librarian Priorities.

Strategic Plan	Strategic Priorities	State Librarian Priorities
Sets the long-term goals and objectives of the organization	Provide an annual focus on particular strategic plan goals, objectives, and areas	Seek to support the progress and achievement of the Strategic Priorities
Requires statewide effort and coordination with other organizations	Require system-wide effort and are not under the control of any individual	Can reasonably be considered under the control of the State Librarian
Provides insight to the long-term performance of the organization	Provide insight to the annual performance of the organization	Provide insight to the annual performance of the individual
Affects vision and direction	Affect prioritization of long-term goals and objectives	Affect implementation

The Board ideally³ seeks to set State Librarian Priorities that meet the SMART criteria:

³ During the first year of a State Librarian’s tenure, SMART priorities may not be sensible, accurate, or feasible because the State Librarian may not be using the first year to make changes that have immediate impacts and measurable outcomes. Rather, the State Librarian may instead focus on examining existing systems and structures

- **Specific:** State Librarian Priorities are concise, clearly define expectations, avoid generalities, and use verbs to start the sentence.
- **Measurable:** State Librarian Priorities are measurable and their attainment evidenced in some tangible way, such as through quality, quantity, timeliness, or cost.
- **Achievable:** State Librarian Priorities are challenging but attainable given the circumstances and resources at hand.
- **Relevant (or Results-focused):** State Librarian Priorities link to a higher-level Strategic Priority and measure outcomes, not activities.
- **Time-based:** State Librarian Priorities have a specific timeframe.

When establishing State Librarian Priorities, the Board also:

- Involves all Board members and the State Librarian;
- Decides on desired results;
- Ensures each State Librarian Priority has measurable performance indicators;
- Identifies supporting documentation, evidence, or data sources;
- Reviews and approves final State Librarian Priorities, indicators, and evidence; and
- Monitors progress during the mid-year review.

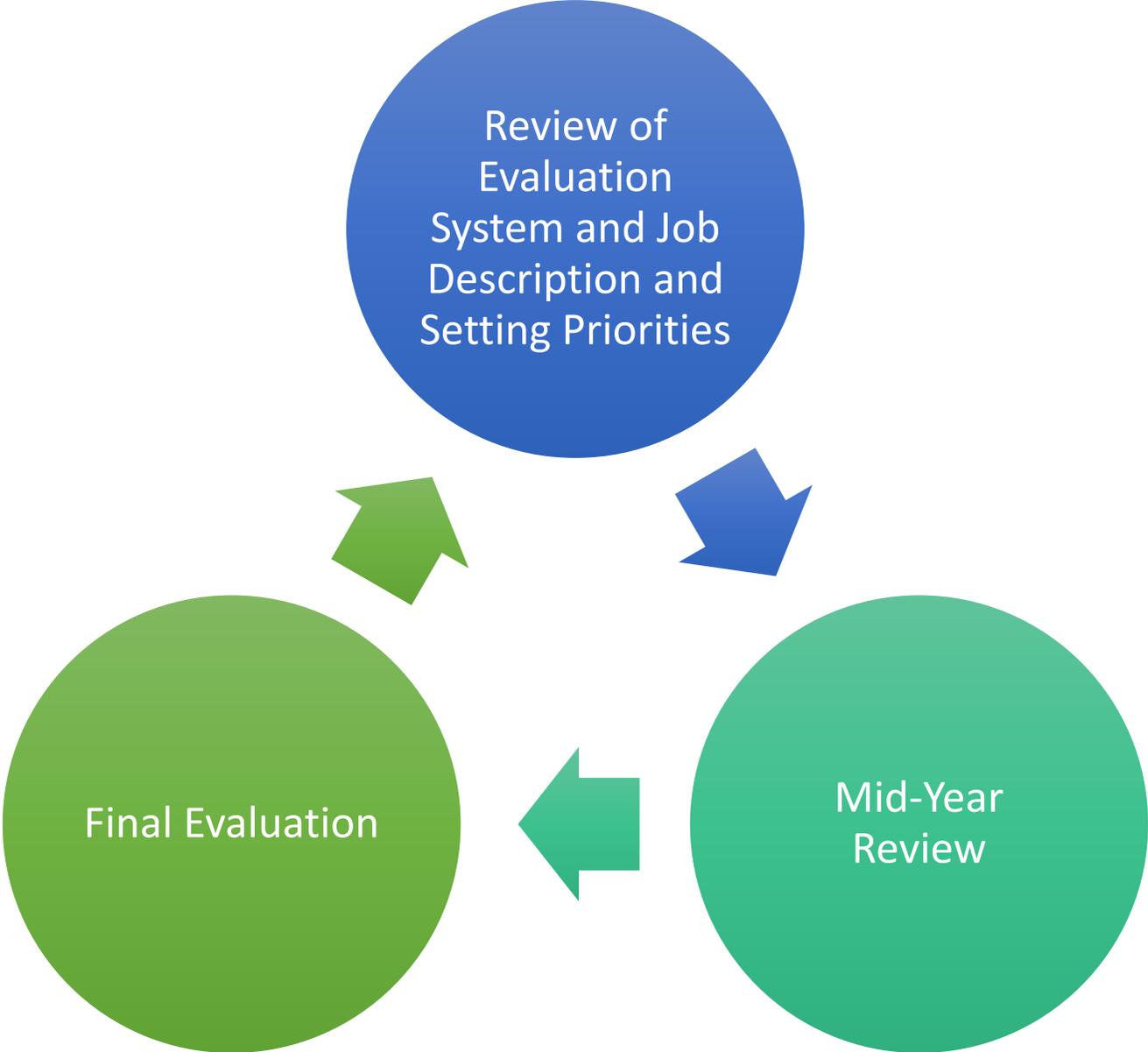
Once Board and State Librarian establish the State Librarian Priorities, and the associated performance indicators and evidence, the Board assesses and rates the priorities in the same manner it assesses and rates the professional standards.

Process

The graphic below illustrates the general cyclical evaluation process, and a more detailed process is included in the general timeline on the pages that follow. The four main steps of the process are:

1. A review of the State Librarian evaluation system and State Librarian job description as well as the setting of State Librarian Priorities;
2. A mid-year review of the State Librarian that is a discussion to provide the State Librarian with indications of performance to date, not an evaluation with ratings; and
3. An end-of-year evaluation of the State Librarian and the public release of the evaluation summary narrative.

to prepare to make an impact. Therefore, first year priorities may need to focus on these activities (*e.g.*, programmatic reviews) and outputs (*e.g.*, plans of action and improvement plans) instead of measurable outcomes.



General Timeline

STEP	TIMELINE	ACTION
<p>Step 1 Review of Evaluation System and Job Description and Setting Priorities</p>	<p>Second June Board Meeting</p>	<p>1. The Board and State Librarian review, revise (if necessary), and mutually agree upon:</p> <ul style="list-style-type: none"> • The evaluation system—including process, timelines, instrument, professional standards, and performance indicators—to be used for the upcoming school year; and • The State Librarian job description to ensure alignment with the professional standards contained within the evaluation system.
	<p>July Board Meeting</p>	<p>2. The Board and State Librarian mutually agree on and set the State Librarian Priorities, which support the Strategic Priorities and ideally meet SMART criteria, and indicators of success and supporting evidence to include as part of the formal evaluation. Note that before setting the State Librarian Priorities, the Board should have ideally set its Strategic Priorities for the fiscal year through its annual strategic priority setting process.</p>
	<p>July/August</p>	<p>3. The State Librarian communicates the Strategic Priorities and State Librarian Priorities to all HSPLS employees.</p>
<p>Step 3 Mid-Year Review</p>	<p>Late November/Early December</p>	<p>4. At least seven days prior to the Board’s December meeting, the State Librarian provides a report on interim progress in achieving the State Librarian Priorities to the Board Office. The Board Office posts this information with the Board’s agenda for its December meeting.</p>

STEP	TIMELINE	ACTION
	December Board Meeting	<p>5. In open session, the Board discusses the State Librarian’s mid-year performance on the professional standards and State Librarian Priorities. While the Board does not rate the State Librarian’s mid-year performance, it reviews how well the State Librarian has been meeting the expectations set forth in the professional standards and State Librarian Priorities to date.</p> <p>6. The Board discusses with the State Librarian its comments, questions, and concerns on the State Librarian’s mid-year performance on the professional standards and State Librarian Priorities.</p>
Step 4 End-of-Year Final Evaluation	Late May/Early June	<p>7. At least seven days prior to the Board’s second May meeting, the State Librarian completes a self-assessment using the end-of-year evaluation form and submits it along with all supporting documents and evidence to the Board Office.⁴ The Board Office posts this information with the Board’s agenda for its June meeting.</p>
	June Board Meeting	<p>8. In open session, the Board discusses and comes to consensus on the end-of-year evaluation ratings.</p> <p>9. The Board discusses with the State Librarian its final evaluation findings. The Board and State Librarian engage in a joint self-reflection to identify lessons learned and areas of improvement for both parties using the information and data from the evaluation. The Board and State Librarian may provide comments, ask questions, and make recommendations to each other. The Board may make changes to its end-of-year evaluation ratings after the discussion.</p> <p>10. The minutes of the meeting serve as the evaluation of the State Librarian.</p>

⁴ The State Librarian can choose to collect and reflect on stakeholder feedback as part of the self-assessment, and if used, the State Librarian can opt to share the stakeholder feedback with the Board as part of the supporting documents and evidence.

STEP	TIMELINE	ACTION
		Go back to Step 1 and repeat the process

Exhibit C

Current State Librarian Job Description

STATE LIBRARIAN

I. INTRODUCTION:

The state librarian is appointed by the Board of Education and is under the direction of the Chairperson of the Board of Education. The state librarian is responsible for the operation, planning, programming, and budgeting of all community/school and public libraries within the State.

II. MAJOR DUTIES AND RESPONSIBILITIES:

The state librarian provides the vision, structure and support for the development of the Hawaii State Public Library System, which continues to grow to meet the ever-changing needs communities statewide.

A. Administrative:

1. Works with and presents recommendations to the Board of Education in the formulation of effective strategic plans to achieve desired results, capital improvement projects, and budget, and then effectively implements.
2. Works with and presents recommendations to the Board of Education for best practice Board policies that support the effective operations of the library system and upholds those approved policies.
3. Establishes internal policies and procedures with ongoing review and updating to ensure they meet the needs of the organization and patrons.
4. Interprets and insures compliance with established policies, procedures and rules to facilitate administration of library services.
5. Develops positive relationships and partnerships with the Governor, legislature, Department of Budget and Finance (“Budget and Finance”), and other state agencies, Friends of the Library of Hawaii groups and other entities at the local, state and federal level to develop library spaces, collections, services and programs.
6. Presents and works with the Governor, legislature, and Budget and Finance on yearly budget requests.
7. Develops and implements strategies to effectively manage all library facilities.
8. Works with staff to develop collections that effectively balance local, island and statewide resources.
9. Guides and works with staff to develop programs and services that provide equitable access to all library resources for all.
10. Demonstrates ability to adapt and evolve as needs and/or situations require change in policies, procedures, programs and/or services to support the community.
11. Supervises staff through ongoing interactions, evaluations and coaching.
12. Approves the selection and assignment of personnel, leaves without pay, and the administering of disciplinary and other personnel actions.
13. Provides administrative leadership in collective bargaining concerns.
14. Serves as the state administrative agency for libraries.
15. Works closely with the leadership of the Department of Education to identify and implement programs and/or services of support for students and families.
16. Prepares special reports and correspondence as required.

17. Performs other related duties as required.

B. Organization:

1. Aligns leadership actions, staffing, and resources to a patron-centered vision.
2. Nurtures an organization of working together, trust, and high expectations by supporting leadership and staff who work behind the scenes and in branches to make decisions that improve library services.
3. Leads and supports the use of quantitative and qualitative data to identify priorities, assess organizational effectiveness, identify effective practices and promote continuous organizational learning, and inform instruction for administrators and library staff.
4. Ensures that all staff receive relevant and continuous professional development, including leadership development, that directly enhances their performance.

III. CONTROLS OVER THE POSITION

This position receives general policy directions that affect the library system from and is evaluated by the Board of Education.

This position exercises general supervising (or direct supervision, depending on the issue) to a version of staffing as in the 2018 Organizational Chart:

<u>Classification</u>	<u>Pos. No.</u>	<u>Name of Office</u>
Private Secretary II	120352	Office of the State Librarian
Administrative Assistant	102936	Office of the State Librarian
Special Assistant to the State Librarian	102071	Office of the State Librarian
Librarian IV	15445	Office of the State Librarian
Administrative Services Officer	32512	Administrative Services Branch
Information Tech Specialist VI	15147	Electronic Services Support Section
Librarian V	46945	Library Development Services Section
Librarian VI	10924	Technical Services Sections
Managing Librarian II	00303	Hawaii State Library
Managing Librarian II	49822	Public Libraries Branch
Managing Librarian I	19333	Library for the Blind & Physically Handicapped

The state librarian may work with the Department of Human Resources Development to restructure the organization to function more effectively as resources, programs and services change.

IV. QUALIFICATION REQUIREMENTS OF THE JOB:

Experience and Training: Master's level library science degree from an American Library Association ("ALA") accredited college or university. A minimum of six years of progressively responsible job-related professional experience in library work, or which three years shall have been in an administrative capacity. Experience working in both a state library and public library setting preferred.

Knowledge of: Principles of best practice as they relate to: library science; collection development; facilities management; development of library services and programs; customer service; library

administration; technology and applications to library services; state government structure, state laws and their application in regulations, policies and rules; management; public relations; and budgeting.

Ability to: formulate effective and flexible plans to achieve desired results; make sound, logical decisions under stress; exercise good judgement; ability to see problems objectively and create solutions; plan, organize and coordinate the activities of a large staff of administrative, technical, and clerical personnel to provide public library services to the State; build positive relationships with staff and community (including the Governor, legislature, Board of Education, Friends of the Library of Hawaii groups, civic and private groups) through effective communication both orally and in writing; analyze quantitative and qualitative data to evaluate and improve library operations, programs and services; analyze trends and work with staff to prototype and evaluate new programs and services; create and provide reports and presentations for multiple stakeholders that are clear and concise; and develop, present and explain budgets to public officials and others