



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

February 17, 2022

TO: Board of Education

FROM: Catherine Payne

AGENDA ITEM: Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5(b)(1)) concerning search for a superintendent: update on stakeholder feedback and findings and recommendations regarding superintendent job description

I. EXECUTIVE SUMMARY

- The Board established a Search Committee to, among other things, develop a superintendent job description in connection with the search for a superintendent.
- The Search Committee used a comprehensive stakeholder outreach process to revise the superintendent job description. A proposed draft of the job description is attached as **Exhibit A**.
- In accordance with Sunshine Law, Board Members cannot discuss or take action on the Search Committee's recommendation to adopt the proposed draft of the job description at this meeting, but can do so at the Board's March 3, 2022 meeting.

II. BACKGROUND

On June 3, 2021, the Board of Education ("Board") formed an investigative committee (a permitted interaction group pursuant to Hawaii Revised Statutes Section 92-2.5(b)(1)) tasked with investigating issues related to the search for a superintendent in accordance with the process and timeline approved by the Board (this investigative committee is herein referred to as the "Search Committee"). The Board assigned Board Members Kaimana Barcarse, Lynn Fallin, Kili Namau'u, and myself to the investigative committee, with me serving as committee chairperson.

On May 20, 2021, the Board adopted a general timeline and process for searching for and selecting a long-term superintendent, provided that the Search Committee may make any revisions necessary to complete its tasks.¹ The process includes public input through various means, including an advisory group consisting of individuals representing key stakeholder groups with significant interest in public education (herein referred to as the “Advisory Group”).

On August 19, 2021, the Search Committee provided the Board with an update on the composition of the Advisory Group.² On December 16, 2021, the Search Committee updated the Board on the Advisory Group’s responsibilities and the process for selecting members to the Advisory Group.³

On October 21, 2021, the Board accepted grant funds from the Harold K.L. Castle Foundation and The Learning Coalition for various services from the National Association of State Boards of Education (“NASBE”), including assistance with the search and selection of a state superintendent.⁴ As a part of the same action, the Board also approved a general timeline for NASBE services, which, in effect amended the May 20, 2021 timeline for the search process so that the Board is scheduled to select a superintendent in May 2022 instead of March 2022. At the Board’s December 16, 2021 meeting, the Search Committee reported that it is operating on the following timeline:

Date	Activity
December 2021— January 2022	Establish foundation for superintendent search (desired traits, skills, and abilities in the superintendent; desired outcomes of state education system)
By February 2022	Establish desired outcomes for the superintendent
By March 2022	Publish superintendent job announcement
By April 2022	Interview superintendent candidates
By May 2022	Board selects superintendent

¹ My memorandum dated April 15, 2021 contains the original timeline and process adopted by the Board, available here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20210520_Action%20on%20Investigative%20Committee%20on%20Transition%20and%20Search%20Process%20findings%20and%20recommendations.pdf.

² My memorandum dated August 19, 2021 contains the stakeholder groups that comprise the Advisory Group, available here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20210819_Update%20on%20Investigative%20Committee%20on%20Superintendent%20Search%20-%20Advisory%20Group%20stakeholders.pdf.

³ See my memorandum dated December 16, 2021, for more information, available here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20211216_Update%20on%20Investigative%20Committee%20on%20Superintendent%20Search.pdf.

⁴ See my memorandum dated October 21, 2021, for more information, available here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20211021_Action%20on%20Grant%20and%20NASBE%20Contract.pdf.

At the Board’s January 20, 2022 General Business Meeting, the Search Committee notified the Board that it had completed its selection of the Advisory Group, and that it was planning on meeting with the Advisory Group and focus groups to get feedback on the education system’s greatest needs, areas of growth, and desired outcomes to develop a superintendent job description and competencies. The Search Committee also clarified that it would presents its recommendations on the job description at the Board’s February 17, 2022 meeting so that the Board could consider taking action on it at its March 3, 2022 meeting. Advisory Group members and stakeholder groups are listed below.⁵

Stakeholder Group	Organization/ Individual	Name	Position in organization
Parents	Hawaii State Parent Teacher Student Organization (“Hawaii State PTSO”)	Patti Rabacal	Hawaii State PTSO President
Teachers (1)	Hawaii State Teachers Association (“HSTA”)	Sarah Tochiki	Kauai HSTA Chapter Vice President; Chiefess Kamakahelei Middle School teacher
Teachers (2)	Hawaii State Teacher Fellows	Whitney Aragaki	2022 Hawaii State Teacher of the Year; Waiakea High School teacher
School Administrators	Hawaii Government Employees Association (“HGEA”)	Derek Minakami	HGEA Bargaining Unit 6 President and Director
Community/ Non-profits	Hui for Excellence in Education (“HE’E”) Coalition	Cheri Nakamura	HE’E Executive Director
Hawaiian Education	‘Aha Kauleo	Kahele Dukelow	‘Aha Kauleo Luna Ho’omalu
Charter Education	Hawaii Public Charter Schools Network (“HPCSN”)	Jenn Hiro	HPCSN Board Member; Innovations Public Charter School Teacher Director
Early Education	Early Learning Board	Cherilyn Shiinoki	Family Hui Hawaii Executive Director
Adult Education	Individual	Dane Yonamine	McKinley Community School for Adults teacher
Higher Education	Individual	David Lassner	University of Hawai’i President

⁵ See my memorandum dated January 20, 2022 for more information, available here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20220120_Update%20on%20Investigative%20Committee%20on%20Superintendent%20Search.pdf

Stakeholder Group	Organization/ Individual	Name	Position in organization
Military	Individual	Angenene Robertson	Director of Manpower and Personnel Directorate, U.S. Indo-Pacific Command
Business	Individual	Toby Taniguchi	Chief Operating Officer of KTA Super Stores
English Learners	Individual	Patricia Halagao	Professor and Chair of Department of Curriculum Studies, College of Education, University of Hawai'i, Mānoa
Special Education	Special Education Advisory Council of Hawaii ("SEAC")	Martha Guinan	SEAC Chairperson

III. UPDATE

Stakeholder Input. The Search Committee gathered stakeholder input to develop the superintendent job description through meetings with its Advisory Group, focus groups, and meetings with key legislative committee chairpersons. Former NASBE President and CEO, Robert Hull facilitated these meetings. Search Committee members were present at the Advisory Group meeting and focus group meetings.

The Search Committee met virtually with the Advisory Group on January 18, 2022 to get feedback on the education system's greatest needs, areas of growth, and desired outcomes to develop a superintendent job description and competencies. After considering the Advisory Group's feedback, Mr. Hull asked Search Committee and Advisory Group members to complete a survey to determine whether their comments and concerns were reflected in tailored descriptions of the five forces of leadership.

During the week of January 31, 2022, the Search Committee held seven virtual focus groups. The focus groups represented school-based educators, school administrators, parents, community (business, military, advocacy, non-profit), Department staff, and students. There were two focus group sessions for various school-level professionals, including teachers, counselors, and interpreters. When the Search Committee formed the focus groups, it endeavored to create groups that reflected the diversity of Hawaii's public education system with individuals that could represent various constituencies, including Department schools, charter schools, Kaiapuni (Hawaiian immersion) schools or programs, special education, multi-lingual learners, adult education, Native Hawaiians, Pacific Islanders, Micronesian, and Filipino. Focus group participants generously shared their

knowledge, thoughts, and experiences, providing Search Committee members with valuable, personal insights.

During the week of February 7, 2022, Mr. Hull requested meetings with key state legislators, the chairpersons of the education and money committees. He met with Senator Michelle Kidani, Representative Sylvia Luke, and Representative Justin Woodson. They all graciously shared their thoughts regarding the Hawaii's public education system.

Using the feedback gathered from the Search Committee, Advisory Group, focus groups, and meetings with legislators, Mr. Hull revised the superintendent job description. Mr. Hull met with the Search Committee and worked with them through several drafts of the job description to ensure the job description reflected the feedback gathered. The superintendent job description was also revised to align it with the Board's current superintendent evaluation process. The "Primary Responsibilities" section reflects the professional standards in the Board's evaluation process. Using this comprehensive stakeholder outreach process, the Search Committee created a superintendent job description (attached as **Exhibit A**) that reflects the core competencies and job responsibilities that reflect the needs, desires, and opinions of our statewide community. The original job description is attached as **Exhibit B**. A redline was not provided because the changes were extensive.

In accordance with Sunshine Law, Board Members cannot discuss or take action on the Search Committee's recommendation at this meeting, but can do so at the Board's March 3, 2022 General Business Meeting. If the Board approves the job description, the Search Committee will publish it and begin accepting applications in March.

IV. RECOMMENDATION

Based on the foregoing, the Search Committee recommends that the Board adopt the Position Description—Superintendent of Education, attached as **Exhibit A**.

**Proposed Motion: "Moved to adopt the Position Description—
Superintendent of Education attached as Exhibit A to Search Committee
Chairperson**

Exhibit A
Proposed Position Description

State of Hawai'i Department of Education
POSITION DESCRIPTION – SUPERINTENDENT OF EDUCATION

Position Summary: The Hawai'i State Superintendent of Education serves as the chief executive officer of the statewide public school system and is responsible for both the State Education Agency (SEA) and Local Education Agency (LEA) functions of the Hawai'i State Department of Education. Hawai'i has 257 Department schools and 37 charter schools organized into 15 complex areas on six islands, with over 171,000 students (159,000+ in Department schools and over 12,000 in charter schools), approximately 22,600 permanent employees, approximately 20,000 casual hires and substitute employees, and an annual operating budget of more than \$2 billion. Reporting to the State Board of Education (SBE), the Superintendent is accountable for achieving the goals established in the statewide strategic plan for education as approved by the SBE and guided by the Board's vision, mission, and policies.

Education. Master's degree from an accredited college or university in education, business, public administration, or a closely related field. Alternatives to the education qualifications may be considered as the Board deems appropriate and acceptable.

Experience. Minimum of five years in progressively increasing leadership roles in public or business administration working with multi-year strategic planning and budgeting. At least five years shall have been in an executive capacity leading a diverse senior team in a large multigeographic organization, and at least three shall have been in an educational environment.

Competencies.

- Demonstrates commitment to developing a culturally responsive, internationally competitive, student-centered education curriculum and instructional program for all students and families.
- Exhibits an understanding of complex organizations and how to produce successful change management and educational reform.
- Demonstrates understanding of the structure, roles, and responsibilities of the Department's state, complex area, and school-level system of education.
- Has a demonstrated ability to make large-scale positive impacts for students and a history of establishing effective processes and organizational systems to achieve desired outcomes.
- Is cognizant of national and international trends, best practices, policies, and research on ensuring student success.
- Has a record of excellent decision making based on a thorough understanding of the issues and of incorporating multiple stakeholder voices in the process.
- Has a deep understanding of Hawai'i's history, culture, and values, including the key role that Kaiapuni education plays, and has incorporated this understanding in leadership decisions, actions, and style.
- Has credibility and builds positive relationships with all stakeholders.
- Demonstrates a commitment to lifelong learning as a reflective and self-aware leader.

Primary Responsibilities

Visionary Leadership and Organizational Culture. The Superintendent promotes the success of all students by articulating and implementing a vision of learning, developing and modeling a positive organizational culture and school climate throughout the Department, and sustaining instructional programs conducive to student learning and staff professional growth. The Superintendent

- Is the public face of educational excellence and embraces this role by sharing a bold, future-oriented vision for the state education system based on the vision, mission, and goals and priorities set by the State Board of Education;
- Clearly aligns leadership actions, staffing, and resources to a student-centered vision that is evident in the culture of all schools;
- Collaboratively builds, nurtures, and sustains an organizational culture that supports a system that serves all students;
- Creates and implements a H_A-based, focused plan for achieving strategic plan goals and objectives supported by resources;
- Builds an executive team that complements and adds to his/her skill set and experience and can offer diverse perspectives and advice;
- Fosters innovative continuous improvement and effectiveness at all levels;
- Develops and nurtures leaders and empowers employees;
- Listens to and incorporates diverse perspectives in all decision-making processes;
- Develops, nurtures, sustains, and models trust, collaboration, learning, and elevated expectations by empowering and collaborating with state, complex area, and school leadership, and teacher leaders to make decisions that improve student learning;
- Leads and supports the use of quantitative and qualitative data to identify priorities, assess organizational effectiveness, identify effective practices, promote continuous organizational learning, and inform instruction; and
- Ensures that all staff receive relevant and continuous professional development, including leadership development (especially at the complex area and school levels), that directly enhances their performance.

Operations, Resource, and Personnel Management. The Superintendent manages operations and implements sound personnel practices to promote a safe, trusting, respectful, effective learning environment for students and staff and to ensure the fiscal fidelity and efficiency of the Department. The Superintendent

- Monitors and evaluates operational systems to ensure the effective, efficient use of human, fiscal, capital, and technological resources;
- Develops and ensures the effective implementation of processes, procedures, and structures to support compliance with local, state, and federal laws and regulations;
- Implements personnel procedures and employee performance programs to effectively recruit, hire, develop, and retain highly effective teachers, administrators, and personnel;
- Articulates and implements a comprehensive plan for educator recruitment and retention;
- Manages fiscal planning and budget development, makes strategic recommendations based upon the Department's current fiscal position and future needs, prepares operating and financial budgets that align with the Board's strategic plan and makes sound fiscal decisions

aligned with the strategic plan goals and objectives, and establishes clear, transparent systems of fiscal control and accountability;

- Monitors facilities use and needs, makes facilities recommendations as needed to the Board and Legislature, promotes safety across the state, and ensures that a facilities management plan is in place; and
- Provides timely, relevant, and strategic information and advice to the Board during labor negotiations, effectively collaborates with the exclusive representatives of public employee bargaining units, and actively seeks to improve collective bargaining outcomes that best serve students and the public education system.

Board Governance and Policy. With an understanding of how their distinct roles promote student success, the Superintendent partners effectively with the Board to ensure a high-quality education for every student and leads and manages the Department consistent with Board policies, promoting transparency, fairness, and trust. The Superintendent

- Collaborates with the Board to shape a joint vision, mission, and strategic goals, with measurable objectives of elevated expectations for student achievement;
- Communicates the impact of federal policy and regulations on state operations and local policy decisions;
- Articulates the state's system of public-school governance, differentiates policymaking and administrative roles, interprets and executes the intent of Board policies, and advises the Board on the need for new or revised policies in a timely manner;
- Advocates for and represents the Board's and Department's position on legislative initiatives and works effectively with local, state, and federal leaders and public officials;
- Offers professional perspective to the Board, with recommendations based on thorough study and analysis, and keeps the Board regularly informed with relevant quantitative and qualitative data, reports, and information that enable it to make effective, timely decisions on policies and strategic goal development; and
- Collaborates with the Board to define and deploy multiple-measure accountability systems that consider whole child development.

Communication and Community Relations. The Superintendent establishes effective communication and engagement processes with students, parents, teachers, and the community at large and seeks understanding of cultural, political, social, economic, and legal contexts to respond effectively to internal and external stakeholder feedback, build staunch support for the public education system, and promote the success of all students. The Superintendent

- Uses effective public information strategies to communicate with all stakeholders in an appropriate and timely manner, manage internal and external perceptions of the Board and Department, and promote a positive image of the public education system with families, the media, federal and state officials, and the community at large;
- Engages meaningfully, proactively, and strategically with media;
- Communicates with diverse audiences in a timely manner to achieve desired results and practices;
- Works with staff, federal and state agencies, and other community members to secure resources and build partnerships to support strategic plan goals and student success;

- Works with state legislators, governor, and other state-level policymakers to ensure continuity of vision and coherence of policy implementation;
- Establishes effective communication within the Department, promotes positive interpersonal relations among staff, and creates a HĀ-based atmosphere of trust and respect with staff, families, and community members;
- Works with birth-prekindergarten early learning partners to ensure K-12 school readiness and student success;
- Collaborates with higher education institution and business leaders to ensure smooth transitions for high school graduates and development of appropriate career pathways for students;
- Exercises cultural competence in all communications, interactions, and community engagement; and
- Maintains an open, honest, transparent relationship with the Board always.

Equity Advocacy. The Superintendent advocates for equitable opportunities and conditions and builds a foundation rooted in the promise of equity, integrity, and fairness for every student and every staff member. The Superintendent

- Maintains a primary focus on equity and excellence in all aspects of the job;
- Champions and builds a diverse, equitable, inclusive environment in schools and throughout the Department and advocates for equity and fair play among student groups, schools, complexes, and state offices;
- Promotes social-emotional wellness of students, staff, and community;
- Promotes social justice and civil rights, ensuring that schools are safe learning environments free of inequities and injustices; and
- Ensures equitable distribution of resources, both human and fiscal.

Other Duties and Responsibilities

- Works with the Board to select and administer statewide assessments aligned with Board-approved state standards.
- Executes a comprehensive planning process to manage short- and long-term crises, including processes and systems to communicate regularly with the Board, educators, parents, and other stakeholders.
- Approves the appointment of all education officers and hires, recommends Board approval for Department executives, makes final decisions on actions where serious disciplinary action is considered for an employee, and engages in labor negotiations.
- Administers agencies attached to the Department, as provided by law, including the Executive Office on Early Learning, the Hawai'i Teacher Standards Board, the State Public Charter School Commission, and the Hawai'i State Public Library System.

Exhibit B
Original Position Description

**State of Hawaii Department of Education
POSITION DESCRIPTION - SUPERINTENDENT**

Position Summary

The Superintendent of the State of Hawaii's Department of Education ("Department") serves as the chief executive officer of the statewide public school system, with responsibility for both the State Education Agency ("SEA") and Local Education Agency ("LEA") roles for 256 schools (15 complex areas) on six islands, over 175,000 students, approximately 22,300 permanent employees, and approximately 13,500 casual hires and substitute employees, and an annual operating budget in excess of \$1.9 billion. Reporting to the State Board of Education ("Board"), the Superintendent is accountable for achieving the Department's goals as set out in the Department and Board's joint strategic plan.

Position Qualifications and Competencies

Education. Master's degree from an accredited college or university in education, business, or public administration, or a closely related field. Alternatives to these education qualifications may be allowed as the Board may find appropriate and acceptable.

Experience. Minimum of 5 years in progressively increasing leadership roles in public or business administration working with multi-year strategic planning and budgeting. At least five years shall have been in an executive capacity leading a diverse senior team in a large multigeographic organization, and at least three shall have been in an educational environment.

Competencies.

- Demonstrated success in collaboratively building, nurturing, and sustaining an organizational culture which supports a school system that serves all students and educational equity, develops a climate that fosters innovative continuous improvement, and promotes collaboration, trust, and high expectations.
- Understanding of complex organizations and how to produce successful change management efforts and educational reform.
- Deep understanding of Hawaii's culture and values and demonstrated ability to incorporate them into leadership decisions, actions, and style.
- Ability to effectively communicate to diverse audiences to achieve desired results and practices strong two-way communication skills.
- Demonstrated ability to advocate for and effectively represent the Department's position on legislative initiatives and work effectively with state and federal political leaders and public officials.
- Understands and responds appropriately to news media.

Primary Responsibilities

- Works with the governor, Board, and key stakeholders to ensure the efforts of the Department are aligned with the goals of the joint strategic plan.
- Formulates, prioritizes, and deploys appropriate strategies, change efforts, action plans, and key performance indicators to achieve the goals of the joint strategic plan; regularly communicates and reports on the progress of the goals of the joint strategic plan to the Board and other key stakeholders.

- Attracts, leads, builds, and retains a strong leadership team which drives achievement of the goals of the joint strategic plan.
- Defines the State accountability system and selects and administers statewide assessments aligned with State standards. Ensures data systems for the inputs and outputs of the education system support a focus on achievement, equity, and progress, and are broadly available.
- Oversees the administration of state and federal funds and programs; ensures allocation of funds, programs and resources align with joint strategic plan and direction from the Board. Ensures the preparation, transparency, and fiscal management of the Department's budget and advocates funding to achieve the vision and goals of the joint strategic plan.
- Promotes standards and statewide programs that continuously incent and improve teacher quality.
- Develops and maintains working relationships with key stakeholder groups, related state agencies (such as the Department of Health and Department of Human Services), federal agencies, state and federal political leaders and other public officials, and serves as the primary contact for such individuals and agencies.
- Cultivates and maintains learning relationships with national education leaders, evaluates new strategies and innovations, and implements best practices and necessary system changes.
- Ensures the Department has processes and systems in place for the internal organization, operation, and management of the public school system, including a proactive 2-way communication plan and process, which address both internal and external stakeholders, as well as safety, disaster recovery, and business continuity plans to effectively respond to emergency situations.
- Ensures compliance with all applicable state and federal laws, including those that recognize both of Hawaii's official languages, and any Board, state, and federal policy and regulations governing education.
- Serves as Department's Chief Procurement Officer and ensures appropriate financial controls are in place.
- Approves the appointment of all Educational Officers, hires and seeks Board approval for all Department executives, makes final decisions on actions where serious disciplinary action is contemplated for an employee, and engages in labor negotiations.
- Exercises administrative oversight of attached agencies.
- Champions the importance and execution of a diverse, equitable, and inclusive environment in schools.