



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

October 6, 2022

TO: Board of Education

FROM: Bruce D. Voss
Chairperson, Board of Education

AGENDA ITEM: Board Action on National Association of State Boards of Education ("NASBE") Annual Conference matters: Board delegate and alternate, NASBE Chair-elect, NASBE Western Area Director, Nominating Committee Members, NASBE bylaws revisions, and public education position revisions

The Hawaii State Board of Education ("Board") is a member of the National Association of State Boards of Education ("NASBE"). NASBE develops, supports, and empowers citizen leaders on state boards of education to strengthen public education systems so students of all backgrounds and circumstances are prepared to succeed in school, work, and life. NASBE is holding its annual conference in person from October 26 through 29, 2022 in Phoenix, Arizona.

NASBE members will be convening to conduct the organization's business, including electing the 2022 NASBE Chair-elect, Western Area Director, and Nominating Committee members; considering NASBE bylaws revisions; and considering public education position revisions.

Board Voting Delegate and Alternate. Pursuant to NASBE's bylaws,¹ the Board may designate a voting delegate and an alternate delegate to represent Hawaii and vote at the delegate assembly. I recommend that the Board designate Board Member Bill Arakaki as the voting delegate and Board Member Lynn Fallin as the alternate delegate.

¹ Section 7.2 of NASBE's bylaws states, "Each dues-paying state shall have one vote, which shall be cast by the voting delegate or alternate who has been certified by the presiding officer of the state board or the board executive[.]"

NASBE Chair-elect. The NASBE 2022 Chair is Janet Cannon of the Utah State Board of Education. There is one candidate for NASBE Chair-elect, Sarah Moore of Arkansas. Further information on Sarah Moore is attached as **Exhibit A**.

NASBE Western Area Director. NASBE members will elect area directors by a majority vote of the voting states of a particular area. These directors serve two-year terms. NASBE did not receive any recommendations for an individual to serve as Western Area Director, so nominations will be accepted from the floor during the area meetings.

Nominating Committee Members. NASBE members will elect an area representative and two at-large members to serve on the Nominating Committee. Nominations will be accepted from the floor during the Delegate Assembly.

NASBE Bylaws Revisions. The delegate assembly will consider proposed revisions to NASBE's bylaws. **Exhibit B** is a redline showing the proposed changes to NASBE's bylaws. The Board should review the proposed changes so that the voting delegate or alternate can vote in accordance with the wishes of the Board. I recommend that the Board approve the proposed revisions to NASBE's bylaws as shown in **Exhibit B**.

Public Education Positions. The delegate assembly will also consider proposed revisions to NASBE's public education positions as presented by its Public Education Positions Committee. **Exhibit C** shows the redlined revisions to NASBE's current public education positions document. The Board should review the proposed changes so that the Board's voting delegate or alternate can vote in accordance with the wishes of the Board. Board Member Bill Arakaki is a member of NASBE's Public Education Positions Committee, which developed these proposals and can answer questions. I recommend that the Board approve the proposed revisions to NASBE's public education positions as shown in **Exhibit C**.

Proposed Motion: Move to designate Board Member Bill Arakaki as the voting delegate and Board Member Lynn Fallin as the alternate delegate for NASBE's 2022 Annual Conference and authorize the Board's voting delegate or alternate to vote:

- 1) For Sarah Moore as NASBE Chair-elect;**
- 2) For an individual nominated on the floor as Western Area Director at the discretion of the voting delegate or alternate;**
- 3) For individuals nominated on the floor as the area representative and two at-large members for the Nominating Committee at the discretion of the voting delegate or alternate;**
- 4) In favor of the proposed revisions to NASBE's bylaws as shown in Exhibit B of Board Chairperson Bruce Voss's memorandum dated October 6, 2022; and**

- 5) **In favor of the proposed revisions to NASBE's public education positions as shown in Exhibit C of Board Chairperson Bruce Voss's memorandum dated October 6, 2022.**

Exhibit A
NASBE Chair-Elect

Statement: Chair-elect

Sarah Moore, Arkansas

NASBE is a great organization that provides excellent training and support to State Board of Education members. Moreover, during my time with NASBE, I have seen the pivotal role that NASBE plays in connecting and facilitating learning between board members across the nation. Having served as a Southern Director for the past three years, I have witnessed excellent leadership on the Board of Directors. The NASBE board has done a great job supporting states during the pandemic and recruiting new individuals to be a part of the organization through it all. As Chair-Elect, I would be pleased to work with NASBE staff and the Board of Directors to grow the organization and provide targeted support to address the current needs of states. I know it is important to continue the work of recruiting new members and finding ways for individuals to become more active in the organization. In doing so, the organization will continue to grow its footprint across the nation and become stronger as a whole.

I truly could not serve my state board well without the support and resources from NASBE; and I know other board members have had similar experiences when they become an active part of NASBE. Furthermore, I would work with NASBE staff to provide training, resources, and support on topics and issues that states are facing. I would love to see more ongoing conversations that highlight work in states and provide space for members to connect virtually throughout the year. I consider the conferences to be one of the best assets of NASBE, as so much real-time learning and connecting takes place there. The monthly office hours do a great way of building and extending those relationships; and I would like to help continue that great work. I would be happy to answer any questions about my interest; and I look forward to working with NASBE in any capacity.

Exhibit B
NASBE Bylaws

Proposed By-Laws Amendment – 2022

This document includes the following:

1. Clean version of a proposed revised Article V, Section 3 – Nomination
2. Markup version of the current Article V, Section 3 – showing new language, retained language and stricken language
3. Current version of Article V, Section 3 for reference

Proposed Revised Article V, Section 3

Section 3. Nomination. The Nominating Committee shall nominate at least one candidate each year for Chair-Elect, at least one candidate each year for Area Director for each Area, and at least one candidate every second year for Secretary-Treasurer. The Nominating Committee shall only nominate candidates for Area Director to succeed incumbents whose terms will expire in the year the nomination is made. The Nominating Committee shall solicit and encourage recommendations for candidates from the membership for each office. Such recommendations must be received at NASBE headquarters at least 48 hours prior to the meeting of the Nominating Committee. The Nominating Committee shall verify that each individual recommended for an office meets all the qualifications for the office. No current member of the Nominating Committee may be nominated as a candidate for an office under this Section. The Nominating Committee shall nominate all qualified candidates recommended for each office for consideration by the Delegate Assembly or the respective Area Meeting in the manner described in Section 4 of Article V. If by the time of the Annual Meeting a candidate's withdrawal leaves just one candidate, or no candidate, for an office, then nominations may be made from the floor during the Annual Meeting, or during the Area Meeting in the case of electing Area Directors.

Explanation of Changes (new language shown in red, current language in black, deleted language in strikethrough).

Section 3. Nomination. The Nominating Committee shall nominate at least one candidate each year for Chair-Elect, at least one candidate each year for Area Director for each Area, and at least one candidate every second year for Secretary-Treasurer. The Nominating Committee shall only nominate candidates for Area Director to succeed incumbents whose terms will expire in the year the nomination is made. The Nominating Committee shall solicit and encourage recommendations for candidates from the membership for each office. Such recommendations must be received at NASBE headquarters at least 48 hours prior to the meeting of the Nominating Committee. The Nominating Committee shall verify that each individual recommended for an office meets all the qualifications for the office. No current member of the Nominating Committee may be nominated as a candidate for an office under this Section. The Nominating Committee shall nominate all qualified candidates recommended for each office for consideration by the Delegate Assembly or the respective Area Meeting in the manner described in Section 4 of Article V. ~~Additional nominations for Chair-Elect and Secretary-Treasurer may be made by written petition signed by voting delegates of at least five states from two or more regions. Additional nominations for Area Director may be made by written petition signed by the voting delegates of three or more states from the Area. Such petitions must be received 45 days~~

~~prior to the Annual Meeting.~~ If by the time of the Annual Meeting a candidate's withdrawal leaves just one candidate, or no candidate, for an office, then nominations may be made from the floor during the Annual Meeting, or during the Area Meeting in the case of electing Area Directors.

Current Section 3 is as follows:

Section 3. Nomination. *The Nominating Committee shall nominate at least one candidate each year for Chair-Elect, at least one candidate each year for Area Director for each Area, and at least one candidate every second year for Secretary-Treasurer. The Nominating Committee shall solicit recommendations for candidates from the membership. Such recommendations must be received at NASBE headquarters at least 48 hours prior to the meeting of the Nominating Committee. No current member of the Nominating Committee may be nominated as a candidate for an office under this Section. Additional nominations for Chair-Elect and Secretary-Treasurer may be made by written petition signed by voting delegates of at least five states from two or more regions. Additional nominations for Area Director may be made by written petition signed by the voting delegates of three or more states from the Area. Such petitions must be received 45 days prior to the Annual Meeting. If by the time of the Annual Meeting a candidate's withdrawal leaves just one candidate, or no candidate, for an office, then nominations may be made from the floor during the Annual Meeting, or during the Area Meeting in the case of electing Area Directors.*

Exhibit C
NASBE Public Education Positions

Proposed Public Education Positions Changes

H. PreK-12 Educator and Leader Effectiveness

State boards of education should lead ~~the following efforts to incentivize strategies and innovations to~~ prepare, recruit, and retain high-quality ~~teachers~~educators and ~~other~~ education leaders, ~~including those serving in early childhood programs and in rural areas;~~thereby elevating teaching and educational leadership.

- ~~encourage local boards and district administrators to foster innovation in recruitment and retention strategies and scale proven practices;~~

~~collaborate~~

(i) Educator Workforce

State boards of education should develop and support high-quality educators; engage educators in decision-making; and celebrate the teaching profession's pivotal role in improving student learning through the following strategies:

- ~~cooperate~~ with postsecondary institutions, districts, and schools to ~~strengthen the preparation of~~ensure aspiring teachers by ~~focusing on~~educators have access to high-quality, evidence- and best practice-based preparation that is grounded in student learning that addresses and includes addressing trauma-informed strategies, social and emotional learning, and classroom management;
- ~~advocate for and support~~collaborate with local districts and postsecondary institutions to implement evidence-based programs, such as grow-your-own programs, that encourage students to become educators, attract new educators, support mid-career individuals to join the educator workforce, and retain existing educators in shortage areas, identified by data;
- facilitate proven induction strategies, such as the expansion of high-quality residency~~residencies, apprenticeships, and proven induction~~other strategies to train and retain high-quality educators;
- ~~support a diverse workforce that reflects the diversity of~~engage educators in the student population;
- ~~develop~~development and implementimplementation of guidelines for relevant, engaging professional learning for teachers and other education leaders; and
- ~~support~~ professional learning that is data-informed, research-based, extended in duration, relevant to state priority areas, and deeply connected to the day-to-day work of teaching and learning-;
- nurture positive school climates that affirm high expectations for all students, develop a shared responsibility for supporting student development, address educator wellness, and promote conditions to collaborate and develop instructional practices;
- routinely celebrate and honor the education profession by elevating exemplary educator practice, emphasizing the pivotal role educators play in student learning, and publicly acknowledging educators' contributions to student success; and
- support educator collaboration on the review and revision of licensure policies to address educator vacancies, including through the development of nontraditional pathways to licensure.

(ii) School and District Leaders

Strong school leadership is essential for excellent teaching, learning, and a positive school climate. Therefore, state and local boards of education should leverage their roles to recruit, prepare, and retain high-quality leaders, and create the necessary conditions for highly accomplished leaders to be effective within their educational settings utilizing the following:

- encourage school and district administrators to foster innovative and ongoing recruitment and retention of a diverse, high-quality workforce;
- support relevant, engaging professional learning for leaders, such as mentor programs, that develop instructional, interpersonal, management, and organizational skills that effectively lead student learning, adapt to evolving needs, promote a shared vision based on school and community collaboration, support educator wellness, develop teacher leaders, and foster continuous improvement;
- sponsor the creation and expansion of principal preparation programs that utilize strong state-district partnerships, provide evidence-based mentoring and residency programs, and encourage coordination between local school districts and preparation programs;
- recognize the key role that school leaders serve in collaborating with members of the community; supporting high-quality teaching; promoting a positive, inclusive school climate; and leading systematic continuous school improvement;
- advance the use of longitudinal data tracking effective traits of school and district leaders to aid the development, review, identification, and recognition of high-quality principal preparation, licensure policies, evaluation practices, and professional learning strategies that may be scaled to expand to more participants throughout the state;
- partner with school and district leaders in continuously engaging educators in organizational decision making; and
- promote the development, use, and review of evidence-based leadership standards that align with instructional leadership capacity, on-the-job skills, and the framework for principal preservice and in-service training.