

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
HAWAII GOVERNMENT EMPLOYEES ASSOCIATION (HGEA),  
BARGAINING UNIT 6  
AND  
STATE OF HAWAII, HAWAII STATE BOARD OF EDUCATION INCLUDING  
HAWAII STATE DEPARTMENT OF EDUCATION**

**Comprehensive Evaluation System for School Administrators (CESSA)**

This MEMORANDUM OF UNDERSTANDING is entered into this 19<sup>th</sup> day of Dec., 2012, by and between the Hawaii Government Employees Association AFSCME Local 152, AFL-CIO, on behalf of Bargaining Unit 6, (hereinafter called the Union), and State of Hawaii, Hawaii State Board of Education including Hawaii State Department of Education, (hereinafter called the Employer);

WHEREAS, this Memorandum of Understanding (MOU) was reached in concurrence with the MOUs dated April 10, 2012 and as a result of the Employer and the Union's mutual desire to implement an evaluation system that supports the professional growth and development of Principals in their leadership practice.

WHEREAS, the Complex Area Superintendents (CASs) and Principals have demonstrated their commitment to building individual leadership capacity and school effectiveness by working together and collaborating to set student achievement targets.

WHEREAS, the Employer recognizes that in order to achieve relevancy and success, the comprehensive evaluation system must directly involve Principals in its design and must contain a level of flexibility that allows the Principal and CAS to identify and address the unique contextual needs of the individual school leader and the community they serve.

WHEREAS, the Employer commits to providing a comprehensive system of support that will be implemented parallel with the implementation of a comprehensive evaluation system, whenever possible.

WHEREAS, the comprehensive system of support will ensure the efficacy of its system, sustainability of its structures, supervision through professional development, effective decision making and communication through leadership, school-centered services and school-based resources.

WHEREAS, the Employer will directly respond to the needs of the Principal by providing quality and timely school-centered services such as:

- a. Clear direction and leadership in curriculum, instruction and assessment;
- b. Support and assistance with student and personnel programs; and,
- c. Technical expertise, support and guidance on matters related to administrative services, personnel and labor, safety and security, finances and budgeting, facilities programs, and technology systems.

Finally, it means that the Office of the Superintendent, via the Deputy Superintendent, will provide clear expectations, leadership and training for CASs and Principals. Importantly, the Employer will align its beliefs, policies, practices, systems, processes, and outcomes to support the philosophy and goals of the Hawaii Public Schools.

NOW THEREFORE, the Employer and the Union mutually agree to the following:

1. The *Comprehensive Evaluation System for School Administrators (CESSA)* in its entirety shall be the new principal evaluation system effective school year 2012-2013.

2. The CESSA is a multi-tiered cumulative summative rating system that utilizes the National Association of Elementary School Principals (NAESP) and National Association of Secondary School Principals (NASSP) framework of six key domains of Principal leadership. They are: 1) professional growth and learning; 2) student growth and achievement; 3) school planning and progress; 4) school culture; 5) professional qualities and instructional leadership; and, 6) stakeholder support and engagement all of which are determined by either interim or summative evaluation processes based upon student educational growth outcomes and Principal leadership practice.

3. The Employer recognizes that there are numerous factors that are not within the control of the Principal or within the scope of authority for the Principal to change; and, that these factors have a significant impact upon student achievement and school effectiveness. Therefore, in order to assure the integrity of the CESSA in its application, the Employer agrees to give significant weight and consideration in support of the Principal, to any and all factors that may negatively affect student performance and the achievement of outcomes, when determining and/or reviewing performance goals and student outcome measures for principal evaluation purposes.

4. The Employer agrees to work collaboratively with the Principals and the Union in order to implement a comprehensive System of Support, including systems, structures, professional development, leadership, school-centered services and school-based resources, all of which are designed to empower school leaders and build the capacity for effective leadership. Whenever possible, the systemic support will be implemented concurrently with the CESSA.

5. As part of the systemic support referred to in paragraph 3, and as part of the implementation of the CESSA, the Employer agrees to provide training for the CASs, which may include, but is not limited to, the CESSA Implementation Guidelines (CIG), skills for conducting the interim and summative evaluation conferences, the NAESP and NASSP framework for principal evaluation, and the Profile of an Effective School Leader.

6. The Employer agrees to work collaboratively with the Union to further develop and define the program processes involved in the evaluation cycles that are delineated in the CIG. Both the Employer and the Union recognize the importance of the evaluation processes in building leadership capacity and school effectiveness. It is the intent of the Employer and the Union to develop and/or incorporate assessment tools; such as, rubrics or the "Performance Expectations and Indicators for Education Leaders" Council of Chief State School Officers, 2008, into the CIG processes to assure the system's utility, fairness, reliability, and validity for measuring effectiveness as outlined in the six domains. The current CIG will be implemented for school years 2012-2013 and 2013-2014.

During this initial period of implementation, there will be established CESSA Implementation Teams (CIT) for each complex area, whose purpose is to gather data and monitor the CIG processes to provide feedback to the Employer and Union on the CESSA implementation. The CESSA Implementation Teams will consist of a Unit 6 Director (1) and a CESSA committee member (1).

Additionally, the CASs and Principals will accomplish the following tasks: 1) complete a CIG Process Assessment form; 2) identify the training needs of the CASs and Principals for the CIG; 3) the CASs with Principal's input and support from OHR will use various assessment tools, which are intended to support decision making in the evaluation process; and finally, 4) the CAS's recommendation with Principal's input and the CIG Process Assessment forms will be presented to the Employer and Union as their mutual recommendation for the improvement of the CIG. The Employer and the Union will review and consider all recommendations, including the reports from each district CIT, to determine which recommendations for improvement will be adopted. The enhanced CIG will be effectuated school year 2014-2015.

7. Nothing in the CESSA, this MOU, or the MOUs dated April 10, 2012 shall be construed to alter, change, waive, or otherwise modify the sole authority and right the Employer retains under Article 6—Rights of the Employer, under the HGEA Bargaining Unit 6 Contract, as well as those matters that are excluded from collective bargaining under Hawaii Revised Statutes, Chapter 89. In addition, pursuant to Article 6 of the HGEA Bargaining Unit 6 Contract and School Code Regulation #5206, the Employer may continue to take personnel action based upon the CESSA evaluation, annual interim or 5-year (summative) rating of the Principals.

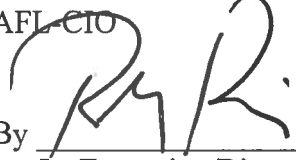
8. Nothing in the CESSA, this MOU, or the MOUs dated April 10, 2012 shall be construed to alter, change, waive, or otherwise modify the rights of the Union and Bargaining Unit 6 members provided in the Bargaining Unit 6 Agreement, including but not limited to Article 11 and Article 12 of the Bargaining Unit 6 Agreement and School Code Regulation #5206—Rights of the Union and Bargaining Unit 6 members provided for under Hawaii Revised Statutes, Chapter 89 in effect the date this MOU is effectuated.

9. This Memorandum of Agreement shall be effective through and including June 30, 2013. It shall be renewed thereafter from year to year unless either party gives written notice to the other party of its desire to amend, modify or terminate the MOU and such written notice is given no later than 90 days prior to each June 30th.

STATE OF HAWAII  
BOARD OF EDUCATION

HAWAII GOVERNMENT EMPLOYEES  
ASSOCIATION AESCME LOCAL 152,  
AFL-CIO

By   
Its Chairperson Date

By  1-22-13  
Its Executive Director Date

By  11/8/13  
Its Member Date

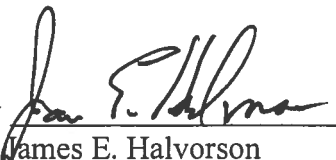
Department of Education

By  12-19-12  
Its Superintendent Date

Office of Collective Bargaining

By  1-15-13  
Its Chief Negotiator Date

Approved as to Form and Content:

By  1-16-13  
James E. Halvorson Date  
Supervising Deputy Attorney General

## OUR BELIEFS, OUR COMMITMENT

In a democratic society, education for all individuals is the great equalizer. Public education is essential to sustain a true democracy. We believe “a democratic society is dependent upon the free, full growth of individuals who will participate in the creation and development of the institutions in that society.” (Philosophy of Education – Hawaii Public Schools Policy 2000). The quality of public education today will touch and impact all of our lives in the future.

Through public education, all students can dream and reach their goals regardless of where they come from, their economic status or who their families are. Public education is an opportunity for all students to access programs that insure their acquisition of knowledge relevant to living in the present as well as encouraging skills of inquiry and wonder that will be required for life in the future. It is the collective responsibilities of educators, communities and governing bodies to assure all students have equal access to a quality education that embraces the whole learner with a major emphasis on the General Learner Outcomes (GLOs) that are embedded into the school curriculum. The goal of public education is much more than the sum of test scores, rather, it is building a citizenry who can work and communicate with others, create options through problem solving, become adept at questioning and can formulate answers to questions not yet asked, all within the framework of ethical decision making. Creating students who are college, career and life ready for the 21<sup>st</sup> Century begins with a strong foundation and balances achievement and adeptness with the ability to live with and alongside of others.

We believe collaboration and effective shared leadership at all levels of our educational organization are essential in a global society of diverse cultures and beliefs. To this end, we are committed as school leaders to provide leadership necessary for all our students to become 21<sup>st</sup> Century learners. We serve as catalysts in shaping school improvement to build a strong foundation to enhance teacher effectiveness, thus impacting student achievement and growth. The Wallace Foundation’s report, *How Leadership Influences Student Learning* boldly asserts, “Leadership is second only to teaching among school influences on student success”. This is a belief shared by school leaders. Therefore, we advocate for a comprehensive evaluation system that acknowledges and differentiates support for principals, and takes into consideration the specific contextual needs of individual school leaders and the communities they serve.

NAESP and NASSP in their executive summary of *Rethinking Principal Evaluation* (2012) reports that a new paradigm in the re-design of principal evaluation advocates careful consideration to the context of a school (uniqueness of students, school and community), incorporates standards that improve practice, uses evaluation to build capacity and focuses on multiple measures of performance data. It is our belief that a well-designed comprehensive evaluation system for school administrators will include considerations to all of the above, while strongly emphasizing inclusion of standards and the support requisite for reaching these standards that will affect improved leadership practice.

As school leaders, our commitment is in establishing structures and systems that support teachers and school administrators to maximize student learning at every school. This is accomplished with careful consideration in the management of personnel, facilities, operations and fiscal resources. However, the "Profile of an Effective School Leader" best expresses what we believe is at the heart of leadership. It states:

*"Human relationships and capacity building within students, teachers and the wider school community is at the heart of the school leader's work. The effective school leader is committed, responsible, competent, caring and unwavering in the effort to have students reach high standards. A sense of both moral and professional commitment enables the effective school leader to promote a shared vision of service to students and to focus on the success of every learner as the desired result."*

A bridge between what has been honored in the past and a paradigm shift to the future recognizes the importance of human relationships and capacity building (*Profile of an Effective School Leader*) with a deliberate focus on enhancing individual principal leadership development (*Rethinking Principal Evaluation*). This is the core belief that drives the commitment we as school leaders have in supporting quality public education in Hawaii. Our shared vision is for the success of every learner within the school community from principal to teacher and ultimately to the students we serve. A quality Comprehensive Evaluation System for School Administrators will focus on supporting and equipping every school leader with the necessary instructional leadership practices that build effective schools, assuring all students are college, career and especially, life ready.

## COMPREHENSIVE SYSTEM OF SUPPORT

*"While educators have a direct impact on student achievement, a cohesive and effective system of support is necessary to create the conditions in which success is maximized."*

MOU Between HGEA and State of Hawaii DOE, April 10, 2012

The performance contract is part of an entire system of support to improve principal leadership. A comprehensive evaluation system for school administrators requires a comprehensive system of support that is implemented with fidelity.

The single most important piece of the new system of support is the shared belief that,

*"the purpose of evaluation is  
to build a principal's leadership capacity  
and encourage professional development."*

NAESP - NASSP, Rethinking Principal Evaluation, 2012, page 6

With a foundation focused on improving the leadership performance and capacity of principals, vice principals, and school administrators, the system of support will be manifested in meaningful and coherent structures supported by time and resources. First and foremost is that a system of support for principals must include the "voice of principals" and a commitment to empowering school leaders. An evaluation system committed to building and growing leadership ability and capacity will include best and next practices of high quality professional development and leadership training. Examples include support in terms of descriptive, specific, and timely feedback that is at first formative and non-evaluative. Such feedback is meaningful when it is provided by supervisors who have the wisdom, experience, respect, and a proven track record of being a leader of leaders and a skilled mentor for leadership growth. Another requirement for a system of support in a large organization such as the Hawaii Department of Education - is clear, open, timely, and consistent communication of school related initiatives, programs, compliance requirements - school leaders cannot perform and lead when communication is poor and information is inconsistent or unclear. In addition, support needs to be provided in the form of time and opportunities to learn and implement leadership practices that are contextually appropriate, triangulation of information and feedback to inform changes and enhancing successes. The system of support needs to be guided by research-based studies that clearly indicate that

*"the quality of how principal evaluations are conducted  
may be even more important than  
the content of what the evaluation contains."*

NAESP - NASSP, Rethinking Principal Evaluation, 2012, page 2



The current procedure of end of the year summative evaluation is an obsolete rear view mirror type of practice that must be changed. A comprehensive and systematic evaluation system cannot wait until the end of the year and must include what a school administrator does day in and day out.

*"A systematic principal evaluation system  
must include an assessment of principal's practice  
-their daily work."*

NAESP - NASSP, Rethinking Principal Evaluation, 2012, page 5

Reflective practice and change leadership is a key. The structures to support a review of a principal's practice must be part of this system of support:

- it is required that time be provided for a supervisor to observe and monitor the daily leadership practices of a principal (communication, collaboration, capacity building, problem solving, data analysis, planning, and implementation, etc.)
- it is required that time be provided for timely reflective practice ... time for developing and maintaining a portfolio of documentation and reflection
- it is required that leaders have access to a robust data system that is reliable and has timely data - a system designed specifically for and by school principals
- it is essential that the system of support is designed and implemented only after a careful and collaborative review of a school administrator's daily, weekly, monthly, and yearly workload to assure that system of support structures are realistic and can be included in the already overflowing plate of responsibilities of school principals and vice principals.

Improving principal evaluation is long overdue. School leadership is second only to teaching among school influences on student success. It is essential that a new comprehensive evaluation system for school administrators include a comprehensive, well designed, and carefully implemented comprehensive system of support.

# COMPREHENSIVE SYSTEM OF SUPPORT

SUPERINTENDENT  
DEPUTY SUPERINTENDENT

COMPLEX AREA SUPERINTENDENT

SUPT'S OFFICE  
OCISS OHR  
OITS OBS  
DISTRICT STAFF

SYSTEMS	STRUCTURES	PROFESSIONAL DEVELOPMENT	LEADERSHIP	SERVICES	RESOURCES
<b>EFFICACY</b> Established Protocols & Governance Parameter Consistent Appl/Interp Technology: Efficient Reliable, Robust Data System, Real-Time	<b>SUSTAINABILITY</b> Organizational Stability Program Design and Implementation Administrative Teaming Complex, District, State	<b>SUPERVISION</b> Personalized Differentiated Quality Prof Devel. Observation/Feedback Coaching/Mentoring Time-Reflective Practice	<b>COMMUNICATION</b> Clear, Two-way-Open Consistent Timely <b>DECISION-MAKING</b> Quality Shared/Collaborative	<b>SCHOOL-CENTERED</b> Consultation Technical Assistance On-Site Assistance	<b>SCHOOL-BASED</b> <b>PERSONNEL</b> Administrative Business Human Resources Instructional Personnel Support Staff

Teacher Candidates  
ACE PROGRAM  
VICE PRINCIPALS

PRINCIPALS

Intervention & Support  
Range of Consequences

Principal Performance  
Comprehensive Evaluation System  
for School Administrators (CESSA)  
MEETS  
HIGHLY EFFECTIVE: REWARD/ RECOGNITION

**FINANCIAL**  
Basic Staffing  
Maintenance of Effort  
Equity and Access to Instructional Programs  
Innovation

**TIME for**  
Instruction  
Planning & Collaboration  
Prof. Development

Does Not Meet



**COMPREHENSIVE EVALUATION FOR SCHOOL ADMINISTRATORS (CESSA)  
WHAT WILL IT TAKE FOR SUCCESS?**

**The Principal:**

- Understands and accepts the roles and responsibilities of leaders in the Department;
- Is committed to the vision and Philosophy of Education in Hawaii's Public Schools;
- Is committed to a belief that "the moral purpose of the highest order is having a system where all students learn, the gap between high and low performance becomes greatly reduced; and, what people learn enables them to be successful citizens and workers in a morally based knowledge society." (Michael Fullan. The Moral Imperative of School Leadership. Corwin Press, 2003.)
- Focuses on student learning and understands the importance and impact of his/her leadership practices and behaviors on the people in the school.
- Reflects on his/her practices and decision-making and learns from his/her experiences;
- Understands his/her own leadership characteristics and skills, and the leadership skills of others in the school. (Douglas Reeves. The Learning Leader. ASCD, 2006.)

**The Complex Area Superintendent:**

- Cares whether the Principal understands the vision, direction and values of the organization;
- Believes in the positive intentions of the school administrator ;
- Utilizes effective communication and process skills;
- Provides direct and system support to the Principal to enable school success;
- Supports the growth and professional development of the Principal; and,
- Creates opportunities for continuous improvement.

**The CESSA:**

- Reaffirms the importance of both Student Educational Growth Outcomes and Principal Leadership Practice;
- Recognizes that what Principals do, indirectly affects Student Educational Growth Outcomes;
- Affirms the need to continue annual evaluation, but creates a multi-tiered cumulative summative rating over five years. The annual evaluation uses a five-point rating scale to evaluate progress each year; and, the summative evaluation uses a five-point rating scale to provide overall performance ratings for the five years .

- Acknowledges and understands the complexities of school improvement planning and implementation processes.
- Acknowledges and understands the need for time to strategically focus change efforts, in order to maximize acceptance, assimilation, success, sustainability and continuous improvement .
- Recognizes that levels of expertise in school leadership is developmental, occurs over time and renews when the context changes.
- Acknowledges the value of the tenured system to Hawaii schools and the organization. The tenured system aids in the recruitment and retention of employees, brings stability to the schools and workforce, supports long-term successive management goals, utilizes time, energy, materials, human and financial resources more effectively and efficiently. The CESSA incorporates a multi-tiered evaluation system to hold both Supervisor and Principal accountable for continuous improvement.

**COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA)  
DOMAINS OF LEADERSHIP**

<b>Domains</b>	<b>Descriptors</b>	<b>Examples of Measurement</b>
<p>Professional Growth and Learning</p>	<p>Initiates professional development to improve leadership practice.</p> <p>Reflects on leadership practices.</p> <p>Identifies strengths and areas for improvement.</p> <p>Considers feedback from faculty, staff, parents, students and community/university partners in identifying strengths and needs.</p> <p>Demonstrates commitment to continuous learning.</p> <p>Promotes partnerships and alliances to strengthen leadership skills and practices.</p>	<p>Personal journal</p> <p>Professional Development Plan</p> <p>Conducts and leads staff professional development</p> <p>Seeks and incorporates new learning in current practices</p> <p>Incorporates new learning in school programs</p>

**COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA)  
DOMAINS OF LEADERSHIP**

Domains	Descriptors	Examples of Measurement
<p align="center">Student Growth and Achievement</p>	<p>Promotes and supports students' progress and performance.</p> <p>Provides relevant resources to support and to increase student learning.</p> <p>Develops strong school-community leadership teams.</p> <p>Builds instructional leadership in teachers.</p> <p>Identifies and implements positive changes and practices that influences student achievement.</p> <p>Aligns management style to change initiatives.</p> <p>Implements and supports rigorous curriculum and instruction that is meaningful and relevant.</p> <p>Supports and models research-based assessment and accountability practices.</p>	<p>Professional portfolio of artifacts</p> <p>Formative and summative teacher test data</p> <p>Work samples and scores</p> <p>Benchmark assessment</p> <p>Use of scoring/grading rubrics</p> <p>Attendance rates</p> <p>Discipline data</p> <p>Graduation/promotion data</p> <p>ACT (American College Testing) scores</p> <p>Advance placement scores</p> <p>Scholarships</p> <p>Special recognition and accomplishments</p> <p>Multiple measures of student learning</p>

**COMPREHENSIVE EVALUATION FOR SCHOOL ADMINISTRATORS (CESSA)  
DOMAINS OF LEADERSHIP**

Domains	Descriptors	Examples of Measurements
<p align="center">School Planning and Progress</p>	<p>Develops an effective school improvement plan that is based on:</p> <ul style="list-style-type: none"> <li>• A well crafted needs assessment;</li> <li>• A clearly defined and inclusive process for creating the plan;</li> <li>• A defined implementation process; and,</li> <li>• An identified monitoring and evaluation system.</li> </ul> <p>Identifies a networking system to actively engage all audiences of the school community and stakeholders in the school improvement process.</p>	<p>Academic/Financial Plan</p> <p>School Improvement Plan data and outcomes (such as student attendance, behavior, student outcomes)</p> <p>Principal's reflection</p> <p>Interviews/questionnaires</p>

**COMPREHENSIVE EVALUATION FOR SCHOOL ADMINISTRATORS (CESSA)  
DOMAINS OF LEADERSHIP**

Domains	Descriptors	Examples of Measurements
School Culture	<p>Develops and maintains a positive school culture.</p> <p>Sets high expectations for all the school community.</p> <p>Enables teachers and students to work collaboratively and cooperatively.</p> <p>Positively influences teachers and staff working conditions.</p> <p>Sets a tone that supports continuous professional learning.</p>	<p>School climate surveys of faculty and staff</p> <p>Student, parent, teachers, staff and community interviews</p> <p>Observations</p> <p>Recruitment and retention of faculty and teachers</p> <p>Participation in school activities</p> <p>News clippings, media and school publications</p> <p>Exit interviews of employees and students</p>



**COMPREHENSIVE EVALUATION FOR SCHOOL ADMINISTRATORS (CESSA)  
DOMAINS OF LEADERSHIP**

Domains	Descriptors	Examples of Measurements
<p>Professional Qualities and Instructional Leadership</p>	<p>Demonstrates a shared responsibility and shared vision and mission.</p> <p>Monitors and continuously improves teaching and learning.</p> <p>Manages the organization and systems effectively and provides resources for a safe and high performing learning environment.</p> <p>Models integrity, fairness and high ethical standards on a consistent basis.</p> <p>Advocates for teachers and students.</p> <p>Promotes civic responsibilities.</p>	<p>Professional portfolio and artifacts aligned to state and district or national professional standards</p> <p>Degree to which a principal achieves benchmark goals in the previous year's professional development plan</p> <p>Observations of principal's practice</p> <p>School Community Council evaluation of principal</p> <p>Self Reflection/Analysis</p>

**COMPREHENSIVE EVALUATION FOR SCHOOL ADMINISTRATORS (CESSA)  
DOMAINS OF LEADERSHIP**

Domains	Descriptors	Examples of Measurements
Stakeholder Support and Engagement	<p>Initiates and facilitates parent and community participation in school wide activities and initiatives.</p> <p>Engages openly in shared problem-solving and decision making, maintaining a school culture of transparency and trust within the school community.</p> <p>Promotes open, effective and collaborative modes of communication with staff, families, and the surrounding community.</p> <p>Builds positive relationships that are culturally responsive to diverse stakeholders.</p>	<p>Student, parent, community surveys</p> <p>School Status and Improvement Report data</p> <p>Leadership Team structures</p> <p>Leadership Team minutes</p> <p>School Accreditation report</p> <p>News releases</p> <p>Newsletters</p> <p>School Community Council</p> <p>Principal evaluation</p> <p>Tripod Survey</p> <p>School Assessments</p> <p>Letters of continuing support, thank you letters, and letters of appreciation from stakeholders.</p>

## COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS IMPLEMENTATION GUIDELINES

### **Basic Premise.**

The purpose and intent of the evaluation program in the system is to support the professional growth and development of Principals in their leadership practice.

### **Evaluation Program Design.**

The evaluation program is differentiated and personalized to meet the developmental and professional needs of Principals.

#### **Type A. Annual Summative Evaluation for Probationary and Tenured Transferring Principal.**

##### **Duration.**

The Annual Summative Evaluation is conducted for Principals each year the Principal is on probation.

##### **Purpose.**

The purpose and intent of the Annual Summative Evaluation is to ensure that the Principal in his/her new position is provided the guidance and other support necessary for success and continued professional growth. A Professional Development Plan will be developed by the Principal.

##### **Applicability.**

The Annual Summative Evaluation applies to new hire Principals; Vice Principals promoted to Principalships; and, tenured Principals who are promoted to a new position and/or a new school (lateral transfer or promotion).

##### **Exit Requirements.**

When a tenured Principal transfers to a position prior to the end of a five year cycle, a summative evaluation for his/her current position is completed by the Complex Area Superintendent prior to the effective date of transfer. A conference with the exiting Principal to review evidence and discuss performance must be held prior to the completion of the Summative Evaluation Form. This conference is necessary to validate the performance of the Principal and communicate information on the school's status, i.e. accomplishments, challenges, status of school improvement and the recommended next steps for the successor Principal.

**Type B. Annual Interim Evaluation with a Five Year Summative Evaluation for Tenured Principals.**

**Duration.**

An Annual Interim Evaluation is completed for **each year for four (4) years.** A Summative Evaluation is completed at the end of the year for the **fifth year** of a cycle.

Tenured Principals are placed on a five-year evaluation cycle and remain on the cycle for as long as they are in their appointed position at the school.

**Purpose.**

The purpose and intent of the **Annual Interim Evaluation** for tenured Principals is to provide the opportunity for professional dialogue between the Complex Area Superintendent and Principal on at least one area in each of the six domains (selected by the principal with concurrence by the CAS); to assess the school's progress in school improvement and student educational growth outcomes; and, to identify supports necessary for next steps in the five year continuum. A five-year Professional Development Plan will be developed by the Principal.

The **Summative Evaluation** is completed for tenured Principals at the end (June or July) of the Principal's fifth year. The purpose and intent of the conference is to discuss the Principal's performance and leadership practices over the five year period. This evaluation is intended to be a summary evaluation that is cumulative of the Principal's accomplishments, progress and growth over the five year period. Prior year's evaluations and data over the five years must be considered in completing the Summative Evaluation for tenured Principals.

**Applicability.**

Only tenured Principals are eligible for the five year interim/summative evaluation cycle.

## Evaluation Program Process.

**Determine appropriate evaluation cycle.**

1 year Summative or 5 year Annual Interim/Summative

### **Type A. One year Summative Evaluation Process for Probationary and Tenured Transferring Principals.**

Conduct Evaluation Conferences each year the Principal is on probation.

- **Beginning of the Year**

Discuss the Principal's professional development needs, strategies and plans to address each area in the six domains. Discuss and identify the supports that are necessary for his/her success. Complete the PRE-Evaluation Period Conference section of the evaluation form for probationary school administrators. The Principal will develop and submit a Professional Development Plan based on the discussion points of the conference.

- **End of the Year**

Discuss the Principal's accomplishments, the school's current status in school improvement and student educational growth outcomes. Review evidence and measures. CAS informs the Principal of his/her rating for each domain and the rationale for the ratings. Discuss next steps.

Conduct School Visitations.

Activities include walkthroughs, observations, meetings and/or informal meetings followed by an exit conference with the Principal.

Phone conferences (Optional)

**Type B. Annual Interim/Five-Year Summative Evaluation Process for Tenured Principals.**

**Conduct Annual Interim Evaluation Conference**

During June or July meet with the Principal to discuss his/her performance and practices for the previous school year in the six domains. Discuss accomplishments, progress on school improvement; and, student educational growth outcomes. Review and discuss evidence and measures. Review next steps in the Professional Development Plan. Identify focus areas and supports needed for the new school year. CAS informs the Principal of his/her annual Interim Rating for the year.

**Conduct Summative Evaluation Conference**

During June or July, of the 5<sup>th</sup> school year meet with the Principal to discuss his/her performance and leadership practices for the five (5) years in the six domains. Discuss progress on the Professional Development Plan; accomplishments; progress on school improvement; and, student educational growth outcomes. Review and discuss evidence and measures.

At a follow-up meeting, the CAS will inform the Principal of his/her Summative Ratings and the rationale for the ratings. The Principal and CAS will discuss the performance goals that will guide the Principal's leadership practices and serve as a basis for his/her Professional Development Plan for the next five years. The CAS and the Principal will identify the supports that will be provided to the Principal.

**Conduct School Visitations.**

Activities include walkthroughs, observations, meetings and/or informal meetings followed by an exit conference with the Principal.

**Phone conferences (optional)**

**Maintaining Confidentiality.**

All matters and documents directly related to the Principal's performance evaluation must be treated as confidential. Examples of confidential documents include evaluation forms, notes and records of CAS/principal conferences, and CAS walk-through or observation notes and forms. In the event that Complex or District staff are assigned to provide support services to assist the principal and/or school discretion must be exercised by the CAS in his/her communications with Complex or District staff. Complex and District staff may not conduct walkthroughs, observations, or school visits for purposes of Principal evaluation.

## Performance Evaluation Conferences.

The manner in which the Complex Area Superintendent conducts conferences with the Principal is key to establishing rapport; building trust; conveying a message of support; and, communicating his/her understanding of the complexities and challenges that the Principal faces. The Principal's performance is to some extent a reflection and indication of the professional development, personalized guidance and differentiated support that has been provided to the Principal by the Complex Area Superintendent.

## Pre-Requisites for all Evaluation Conferences.

1. Strive to understand the unique context; the history, climate and culture of the school and community.
2. Consider the Principal's influence on student achievement to understand "the direct effects of the Principal's Leadership Practice on schools and teachers, and the indirect effects on instruction and learning." (*The Ripple Effect: A Framework for Principal Impact.* Rethinking Principal Evaluation. A New Paradigm Informed by Research and Practice. NAESP and NASSP, 2012, pages 10-11).
3. Know and understand the basic concepts of Change. (*Assumptions of the Concerns Based Adoption Model, CBAM*)

### CHANGE:

- Is a PROCESS, not an event
- Is made by INDIVIDUALS first, then institutions
- Is a highly PERSONAL experience
- Entails DEVELOPMENTAL growth in feelings and skills

### INTERVENTIONS MUST BE RELATED TO:

- The people first
- The innovation second

4. Utilize the "Six Domains of Principal Leadership" in *Rethinking Principal Evaluation*. NAESP/NASSP, 2012, pages 1-29, as a framework for the Hawaii Comprehensive Evaluation System for School Administrators.
5. Utilize the "Profile of an Effective School Leader" (*Updated Version*); Performance Expectations and Elements from "Performance Expectations and Indicators for Education Leaders" CCSSO, 2008; in relation to the NAESP/ NASSP *Six Domains of Principal Leadership* to further define the leadership behaviors and practices that support successful performance in the six domains, including student educational growth outcomes and learning.

**During the Conference consider the following:**

**1. Recognize and identify accomplishments.**

*What stages of leadership planning were completed?*

*What programs, processes, and/or innovations that support high performance and informed decision-making by teachers and students were implemented?*

*What structures or systems were implemented that: increases access to information; improves communication; are inclusive; and, promotes and sustains collaborative and collegial relationships, effective teamwork; and leadership?*

**2. Examine and analyze school data in relation to the six domains.**

*What is the Principal's performance goal(s) for each domain?*

*What are student educational growth outcomes?*

*(Analysis is: organizing data; summarizing the data; relating data to the performance goals and student outcomes; evaluating the differences between existing and desired conditions.)*

**3. Discuss the programs, processes, innovations, instructional strategies or leadership strategies that will be/or were implemented to achieve the identified goals.**

*To what extent were the above implemented?*

*Who are/were the people involved?*

*What were the reasons for successful implementation?*

*What, if any are/were the barriers to implementation?*

**4. Discuss the Results and Impact on Principal Leadership Performance, teacher responsiveness and student learning.**

*How well did we do?*

*What did I learn?*

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**After the Conference consider the following:**

**5. Provide the Principal with time for Reflection and Research.**

*What did I learn? What made the difference?*

*What might be some alternative strategies? Is there another way?*

**6. Hold a Follow-up Meeting To Discuss Next Steps and Professional Development Plan.**

*What do I maintain or continue? What do I renew or change?*

*What supports do I need?*



**COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA)**

STATE OF HAWAII DEPARTMENT OF EDUCATION OFFICE OF HUMAN RESOURCES	(DRAFT – COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA)
Name _____ Position _____ School _____ Rating Period _____ Evaluated by _____ Position _____	
Interim _____ Summative _____	Probationary _____ Tenure _____
<b>OBJECTIVES:</b> 1) COMMUNICATE LEADERSHIP EXPECTATIONS 2) IMPROVE LEADERSHIP PERFORMANCE 3) IMPROVE TEACHER PERFORMANCE 4) RAISE STUDENT ACHIEVEMENT	
<b>INITIAL PRE-EVALUATION PERIOD CONFERENCE:</b>	
Goals:   ADMINISTRATOR SIGNATURE: EVALUATOR SIGNATURE: DATE OF CONFERENCE:	
<b>POST-EVALUATION PERIOD RATINGS</b>	
<b>RATING SCALE FOR INTERIM</b> 1) UNACCEPTABLE PROGRESS 2) MINIMAL PROGRESS 3) EXPECTED PROGRESS 4) EXCEEDS EXPECTED PROGRESS 5) EXCEPTIONAL PROGRESS	<b>RATING SCALE FOR SUMMATIVE</b> 1) UNSATISFACTORY 2) MARGINAL 3) BASIC 4) EFFECTIVE 5) HIGHLY EFFECTIVE
<b>STUDENT EDUCATIONAL GROWTH OUTCOMES (DOMAIN 1) 50%</b>	

**DOMAIN 1 STUDENT GROWTH AND ACHIEVEMENT**

**BOX**

1) Raises student achievement Met \_\_\_\_\_ Not Met \_\_\_\_\_

2) Second indicator of student achievement Met \_\_\_\_\_ Not Met \_\_\_\_\_

**Performance Indicators:**

Promotes and supports students' progress and performance.

Provides relevant resources to support and to increase student learning.

Develops strong school community leadership teams.

Builds instructional leadership in teachers.

Identifies and implements positive changes and practices that influence student achievement.

Aligns management style to change initiatives.

Implements and supports rigorous curriculum and instruction that is meaningful and relevant.

Supports and models research based assessment and accountability practices.

**COMMENDATIONS:**

**RECOMMENDATIONS:**

**PRINCIPAL LEADERSHIP PRACTICE (DOMAINS 2 – 6)**

**50%**

**DOMAIN 2 PROFESSIONAL GROWTH AND LEARNING**

**BOX**

**Performance Indicators:**

Initiates professional development to improve leadership practices.

Reflects on leadership practices.

Identifies strengths and areas of improvement.

Considers feedback from faculty, staff, parents, students and community/university partners in identifying strengths and needs.

Demonstrates commitment to continuous learning.

Promotes partnerships and alliances to strengthen leadership skills and practices.

**COMMENDATIONS:**

**RECOMMENDATIONS:**

DOMAIN 3 SCHOOL PLANNING AND PROGRESS

BOX

Performance Indicators:

Develops an effective School Improvement Plan that is based on the following: 1) well crafted needs assessment; 2) A clearly defined and inclusive process for creating the plan; 3) defined implementation process; 4) identified monitoring system.

Identifies a networking system to actively engage all audiences of the school community and stakeholders in the school improvement process.

**COMMENDATIONS:**

**RECOMMENDATIONS:**

DOMAIN 4 SCHOOL CULTURE

BOX

Performance Indicators:

Develops and maintains a positive school culture.

Sets high expectations for all the school community.

Enables teachers and students to work collaboratively and cooperatively to meet school goals.

Positively influences teacher and staff working conditions.

Sets a tone that supports continuous professional learning.

**COMMENDATIONS:**

**RECOMMENDATIONS:**

**DOMAIN 5 PROFESSIONAL QUALITIES AND INSTRUCTIONAL LEADERSHIP**

**BOX**

Performance Indicators:

Demonstrates a shared responsibility and shared vision and mission.

Monitors and continuously improves teaching and learning.

Manages the organization and systems effectively and provides resources for a safe and high performing learning environment.

Models integrity, fairness and high ethical standards on a consistent basis.

Advocates for teachers and students.

Promotes civic responsibilities.

**COMMENDATIONS:**

**RECOMMENDATIONS:**

**DOMAIN 6 STAKEHOLDER SUPPORT AND ENGAGEMENT**

**BOX**

**Performance Indicators:**

Initiates and facilitates parent and community participation in school wide activities and initiatives.

Engages openly in shared problem solving and decision making, maintaining a school culture of transparency and trust within the school community.

Promotes open, effective and collaborative modes of communication with staff, families, and the surrounding community.

Builds positive relationships that are culturally responsive to diverse stakeholders.

**COMMENDATIONS:**

**RECOMMENDATIONS:**

**ANNUAL OVERALL RATING OF PROFESSIONAL LEADERSHIP PERFORMANCE**

DOMAIN 1 (50%)

BOX

DOMAIN 2 TO 6 (50%)

BOX

OVERALL RATING BOX

**EVALUATOR COMMENTS:**

**PRINCIPAL COMMENTS:**

*(Principal signature does not indicate concurrence but merely that he/she is aware of the rating)*

Signature of the Principal \_\_\_\_\_

Date \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_

Date \_\_\_\_\_

Distribution: OHR, PRINCIPAL, EVALUATOR

## APPENDICES

<i>Profile of an Effective School Leader (Updated)</i>	A1-3
<i>Philosophy of Education Hawaii's Public Schools Policy 2000</i>	B1
<i>Principal Surveys and Summary Results, October 2012-Pending</i>	C1- <u>  </u>

**PROFILE OF AN EFFECTIVE SCHOOL LEADER (Updated)**  
*Based on the Educational Leadership Policy Standards: ISLLC 2008*  
*CCSSO. The Council of Chief State School Officers*

The effective school leader is committed, responsible, competent, caring, and unwavering in the effort to have students reach high standards. A sense of both moral and professional commitment enables the effective school leader to promote a shared vision of service to students and to focus on the success of every learner as the desired result.

Human relationships and capacity-building within students, teachers and the wider school community are at the heart of the school leader's work. School leaders promote a school culture focused on professionalism, where school staff is committed to systematically improve their practices and student learning.

The effective school leader holds school professionals accountable for data-driven school and instructional improvement to attain the state performance standards.

The effective school leader is responsible for the following professional expectations and responsibilities:

**STANDARD 1            Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders**

Collaboratively develop and implement a shared vision and mission.

Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.

Create and implement plans to achieve goals.

Promote continuous and sustainable improvements.

Monitor and evaluate progress and revise plans.



**STANDARD 2            Advocating, nurturing, and sustaining a school culture and instructional program that is conducive to student learning and staff professional growth**

Nurture and sustain a culture of collaboration, trust, learning, and high expectations.

Create a comprehensive, rigorous, and coherent curricular program.

Create a personalized and motivating learning environment for students.

Supervise instruction.

Develop assessment and accountability systems to monitor student progress.

Develop the instructional and leadership capacity of staff.

Maximize time spent on quality instruction.

Promote the use of the most effective and appropriate technologies to support teaching and learning.

Monitor and evaluate the impact of the instructional program.

**STANDARD 3            Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment**

Monitor and evaluate the management and operational systems.

Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.

Promote and protect the welfare and safety of students and staff.

Develop the capacity for distributed leadership.

Ensure teacher and organizational time is focused to support quality instruction and student learning.

**STANDARD 4 Collaborating with faculty and community members; responding to diverse community interests and needs; and, mobilizing community resources**

Collect and analyze data and information pertinent to the educational environment.

Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources.

Build and sustain positive relationships with families and caregivers.

Build and sustain productive relationships with community partners.

**STANDARD 5 Acting with integrity, fairness, and in an ethical manner**

Ensure a system of accountability for every student's academic and social success.

Model principles of self-awareness, reflective practice, transparency, and ethical behavior.

Safeguard the values of democracy, equity, and diversity.

Consider and evaluate the potential moral and legal consequences of decision-making.

Promote social justice and ensure that individual student needs inform all aspects of schooling.

**STANDARD 6 Understanding, responding to, and influencing the political, social, economic, legal and cultural context**

Advocate for children, families, and caregivers.

Act to influence local, district, state, and national decisions affecting student learning.

Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

**PHILOSOPHY OF EDUCATION  
HAWAII'S PUBLIC SCHOOLS  
POLICY**

**The Premise.** The Board of Education believes that a democratic society is dependent upon the free, full growth of individuals who will participate in the creation and development of the institutions in that society. The institution of government in this society is founded on a secular base, which allows and encourages the development of a pluralistic society that contains many cultures within that society.

**The Need for Education.** Individuals must develop their personal potentials to participate fully in a democratic, multi-cultural society. Education is the process which allows individuals to become citizens who have positive attitudes toward learning and inquiry, who communicate effectively, who are guided in making choices based on critically determined and commonly shared values, who are successful in the workplace, and who practice civic responsibility. The preservation, promotion, and improvement of a democratic, multi-cultural society require the formal schooling of its children, youth and adults.

**Scope.** The State of Hawaii shall provide a public school system with a scope of curricular, instructional and assessment programs from pre-school to high school for children, youth and adults. Such programs shall be simultaneously intellectual, aesthetic, and practical, with instructional practices which insure that learners acquire the knowledge relevant to living in the present as well as the arts and skills required for living in the future. All programs shall derive from a standards-based curriculum and research-based best practices which must include the areas of knowledge of language arts, science, mathematics, social studies, fine arts, health, physical education, world languages, and career and life skills, and all other comprehensive support services necessary for implementation.

These programs and services shall enable all public school graduates to realize their goals and aspirations; possess the attitudes, knowledge, and skills to contribute positively to and compete in global society; exercise their rights and responsibilities of citizenship; and pursue post-secondary and /or careers without the need for remediation.

**Equal Educational Opportunity.** Students shall have an equal education opportunity to enroll in programs regardless of race, color, religion, sex, sexual orientation, disabilities, or national origin.

Former Code No. 6121  
Former Policy Approved: 09/52  
Reviewed: 07/60  
Amended: 01/68; 09/70; 03/88; 10/94; 01/99; 06/23/05

Appendix B1