

## **ATTACHMENT L**

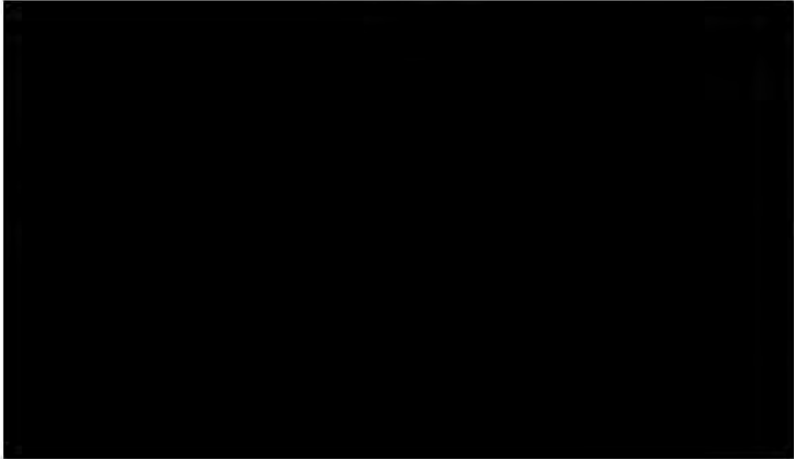
### **COMMUNITY PARTNER EVIDENCE OF SUPPORT**

Last Name	First Name	SPED	Parent Name	Address	City, State, Zip	Phone Number
Alani-Horan (Poli Alani)	Cruz		Louis Poli Alani			
Bedgood	Sierra		Lisa & Hunter Bedgood			
Burcena	Jeiven		D. Burcena			
Carpenter	Abigail		Donald Carpenter			
Delos Santos	Aaron		Mylene & Carlos Delos Santos			
Engichy	Noah		Emma Salina Akiu			
Hashimoto	Brandi		Kevin & Connie Hashimoto			
Hu-Blanco	Shanastie		Sasha Ann Littu			
Hughes	Monique		Karen Hughes or Reta Hill			
Kainoa-Aukai	Kayla		Kellene Kainoa			
Kekoa Burgos	Taylor		Jolie Burgos			
Kekoa Jara	Reishalyn		Brenda Kekoa, Regulo Jara			
Liu	Keala		Mike Liu			
Martin	Cheyenne		Kealoha Martin			
Miranda	Emelyn		Robert Miranda			
Oyama	Terree		Aileen Oyama			
Palakiko Lefew	Kaimi Pono		Charleyann & Shane Palakiko Lefew			
Patton	Randall		Randall Patton, Janis Patton			
Rosario	Justine		Moralisa Gabini			
Silk	Sesmi		Youlina Silk, Kosmi Silk			
Subica	Justin		Tomeyo Kawakami			
Tamura	Shyann		Dina & Wayne Tamura			
Torres	Mikela		Wanda Torres			
Waiwaiole	Tiarre		Pandalia Makuakane			
Watson	Eugene	1	Nina Lloyd			
Barade	Mhay Rose		Romeo Felipe			
Candaroma	Sidrielle		Lolita Candaroma			
Galea	Aiden		Reba Galea			
Kandeau Smith	Isaiah		Emma Akiu			
Rudacille-Zimmerman	Kai		Carol Zimmerman			
Galea	Ethan		Reba Galea			
Liu	Kapono		Michael Liu			
Chapot	Rio		Teri Chapot			
Rae	Jaxson		Becca Rae			

Velez  
Bedgood  
Williams  
Petrill  
Delos Santos  
Liu  
Goleso  
Ketion  
Velez  
Goleso

Chaunalisa  
Olivia  
Kiersten  
Nani  
Orion  
Kaiola  
Taenna  
Timmy  
Logan  
Ashantee

John Masters  
Hunter Bedgood  
Kathryn Tydlacka  
Anne Petrill  
1 R. Delos Santos  
Mike Liu  
Kristin Galigo  
J. Ketion  
Velez  
Kristin Galigo



# Student Pre-Enrollment List

Kau Learning Academy  
www.kaulearning.com

I am a resident of Ka'u and I am in full and strong support of bringing Learning Academy, a public charter school, to our community. I believe the families and children of Ka'u need educational choice. I believe Kathryn Tydlacka, a member of our community, understands the unique specific needs of many of the children of Ka'u and will provide them educational opportunities that are not currently being made available to many of our children.

Name DAVID M SCASLAND

Address [REDACTED]

Name MIKE AIKEN

Address [REDACTED]

Name TAMARA MAREY

Address [REDACTED]

Name Barry Jensen

Address [REDACTED]

Name Jim Helfenbein

Address [REDACTED]

Name Dianna Jensen

Address [REDACTED]

Name Marvella E. Rau

Address [REDACTED] Waka  
P.O. Box [REDACTED]

Name Sharon Tom Jensen

Address [REDACTED]

Name EDWARD RAY

Name Helen Griffin

Kau Learning Academy  
www.kaulearning.com

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Name Temi Choyot

Address [REDACTED]  
Naa'lehu Hi 96772

Name [REDACTED]

Address [REDACTED]

Name Doede Ponaugh

Address [REDACTED]

Name Don Anderson

Address [REDACTED]

Name Lamin R Boyer

Name Douglas Castro

Address [REDACTED] 96

Name Ray Goble

Address [REDACTED]

Name Stella Kibben

Address [REDACTED]

Name John Kibben

Address [REDACTED]

Name Mark Passarelli

# Kau Learning Academy

www.kaulearning.com

I am a resident of Ka'u and I am in full and strong support of bringing Learning Academy, a public charter school, to our community. I believe the families and children of Ka'u need educational choice. I believe Kathryn Tydlacka, a member of our community, understands the unique specific needs of many of the children of Ka'u and will provide them educational opportunities that are not currently being made available to many of our children.

Name WILLIAM WARD

Address [REDACTED]

Name Debrah Gwin

Address [REDACTED]

Name MICHAEL TUCKER

Address [REDACTED]

Name Daira Gwin

Address [REDACTED]

Name Robyn <sup>David</sup> Baglow

Address [REDACTED]

Name Ottavia Kibini

Address [REDACTED]

Name LES WILLIAMS

Address [REDACTED]  
ocean

Name MIKE CHAPA

Address [REDACTED]  
96

Name Lawrence Kua

Name ASIA LESLIE

Dear Ms. Tydlacka,

Should you be successful in obtaining a State Charter for Kau Learning Academy, I'll be with you all the way to the point of fruition; enabling you to bring about innovative, intense, quality education for the now grossly educationally underserved children of Kau.

To date, we have struggled together to prepare adequate facilities investing more than \$20,000 plus countless hours of volunteer labor from so many members of the community.

You have already begun by volunteering tutoring services to some of the many who trust you and learn from you. I admire your dedication and skill, particularly when you are working with little and carrying on against steep odds.

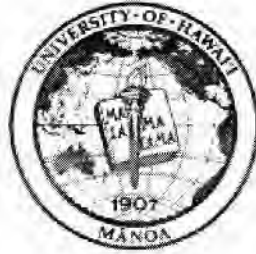
If there is anyone who can orchestrate and create a new Public Charter School in Kau, it surely is you.

We have come far. We shall go further yet!

Your Friend,



Ross Rammelmeyer  
Volcano, Hawaii



December 16, 2013

Kathryn Tydlacka  
Executive Director, Ka'u Learning Academy

Dear Kathryn Tydlacka,

I just wanted to send a quick note to say how much of a pleasure it was to spend three days with you and your students on our recent trip to Hakalau Forest. You are truly wonderful individuals, and your students were incredible!! Every member of your group inspired our staff deeply. I have thought about you guys over the entire weekend and feel grateful to share with you at Hakalau. I look forward to working with Ka'u Learning Academy in the future to continue our vision of bringing science education to the children of Ka'u.

Thank You,

Scott Laursen

Scott Laursen  
Research and Education Coordinator  
Ecosystem Ecology

Department of Natural Resources and Environmental Management  
College of Tropical Agriculture and Human Resources  
University of Hawaii

Mailing Address:  
Komohana Research and Extension Center  
875 Komohana St.  
Hilo, HI 96720

phone: 307-699-0123

email: [sllaursen@hawaii.edu](mailto:sllaursen@hawaii.edu)





December 3, 2013

Dear Ms. Tydlacka,

I am writing to give a sincere and heartfelt Mahalo for all the work you are doing to bring positive change to the educational system, here in Ka'u! We have lived here for years now and it has become all too clear that the children of Hawaii, and especially Ka'u, need better educational opportunity!!

With your success as a teacher and dedication to the youth and families in this community, I firmly believe, you can evoke real positive change!

I can only hope those responsible for the charter system will see what I have seen, and in their wisdom, grant you what you need to enact this critical goal.

Again, Mahalo for your efforts!

A handwritten signature in cursive script, appearing to read "Scott Reagan".

Aloha, Scott Reagan

Dear Miss Tydlacka,

Keala is writing this for me. He has been in your class and wants to go to your new school. Kaiola was also in your class. They are so much happier in your class and they learned a lot more. I hope that your school is open so Kaponu can go to your school. I know how much you love our children, more than any other teacher they have had at the other school. Please let Miss T open the school so my kids and all the other kids can make a better future.

Michael Liu

A handwritten signature in cursive script that reads "Michael Liu".

Ocean View parent of three sons

December 24, 2013

Dr. Doede Donough D.O.  
PO Box 673  
Naalehu, HI 96772

Dear Charter School Commission,

It is with pleasure that I write this letter in support of Ka'u Learning Academy. The concept of broadening educational horizons in the Ka'u area is imperative. I am in full support of having a new way to enlighten the minds of this community's youth and I look forward to witnessing this dream breach reality.

Sincerely,

Dr. Doede Donough  
Doctor of Osteopathic Medicine  
Ka'u Family Health Center

The greatest of these is love...Doede  
[doede4@me.com](mailto:doede4@me.com)

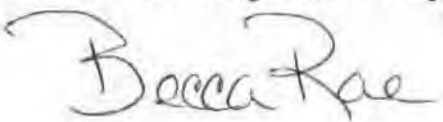
December 7, 2013

Dear Kathryn,

My son is currently a student at the Na'alehu Elementary School. I wanted to let you and the people who will be considering your application for a charter school know that I am hoping they will give you a charter for your school. My son has seen remarkable improvement with his understanding of math since you began tutoring him. I am MOST dissatisfied with his education at the existing public school. I, and many of the parents I know, would love to see an option available for our children.

Ka'u needs this school. If this is being read by the people who are reviewing your application, I want to know how much we all want this charter school for our children.

Thank you for your hard work in making this happen,

A handwritten signature in cursive script that reads "Becca Rae". The signature is written in black ink and is positioned to the left of the printed name "Becca".

Becca

December 20, 2013

Dear Kathryn Tydlacka,

I am looking forward to your opening the Ka'u Learning Academy. Both of my sons go to the public school and there are many problems that the school doesn't seem to be able to fix. I have met with their teachers and the school principal, but that leaves me feeling worse.

I have talked to the parents of several of the children who were in your class and I am very impressed with the results that you were able to get when they were in your class. I know that many of these parents want to have their children attend your school. I hope that there will be room for mine. I know that the people who are responsible for giving you a charter for Ka'u will be reading this and I hope that they understand that there are many of us parents who want our children to be able to have someplace other than the existing public schools to go to.

Even without her school, Kathryn takes our children on field trips with the University of Hawaii and comes to our home to tutor them, all without asking for anything from us. Please give Ka'u Learning Academy a chance to give our children a better education than what the other schools are providing them.

Sincerely,

A handwritten signature in cursive script that reads "Reba Galea". The signature is written in black ink and is positioned below the word "Sincerely,".

Reba Galea



November 18, 2013

Joe Iacuzzo  
Kau Learning Academy  
Naalehu, Hawaii

Dear Joe,

We are excited about you and Ka'u Learning Academy representing National Fossil Day in Hawaii. We will post KLA as an official National Fossil Day partner on our webpage. Dr. Kirkland told me about all the paleontology based educational outreach and museum exhibits you have created over the years and I am looking forward to the programs you will create in Hawaii.

I am more than happy to talk about where we can collaborate on website content. I'm thinking right now that the place for us to link to your webpage is on our Kids Page (since your content is geared towards kids). We also have an External Resources page that we could link to Kau Learning Academy. Please let me know if there is anything I can do for you, such as helping with content, etc.

Thank you so much for your support of National Fossil Day, and we look forwards to collaborating with you.

Cheers,  
Cassi Knight  
Program Director  
National Park Service

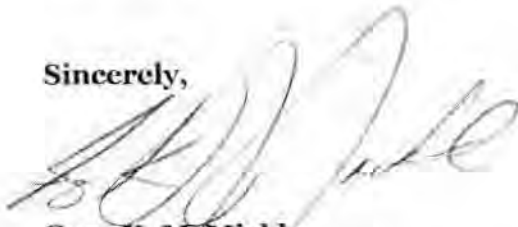
SOUTH POINT INVESTMENT GROUP  
P.O. BOX 130  
NAALEHU, HAWAII 96712

**December 3, 2013**

**To whom it may concern:**

**It is the intention of South Point Investment Group, (SPIG) to allow our real property known as the 'Discovery Harbour Clubhouse' in Discovery Harbour, Hawaii, to be used as Ka'u Learning Academy, a Charter School, and Gilligan's Café, an eatery run for the benefit of said Charter School. Lease Term for above entities to coincide with dates of current lease in effect with Joe Iacuzzo and Kathryn Tydlacka. Upon the successful completion of the current Lease term, it is SPIG's intention to renew said Lease for an additional year's term.**

**Sincerely,**



**Gary K. McMickle  
For  
South Point Investment Group**

December 3, 2013

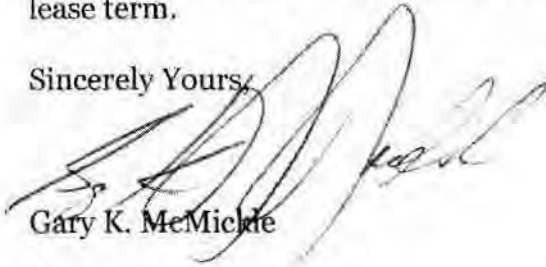
Kathryn Tydlacka  
Ka'u Learning Academy  
Discovery Harbour, Hawaii 96772

Re: Use of 5 acres for Charter School

Dear Kathryn,

It is our intention to lease five (5) acres of our land for use as Ka'u Learning Academy, a Charter School located in Ka'u, Hawaii 96772. The 5 acres to be leased is located within our 527 acre tract (TMK 3940010050000000, zoned one (1) acre Ag.) Exact location of 5 acres to be leased, will be subject to subdivision approval by County of Hawaii. Lease term shall be thirty (30) years and lease rental amount shall be \$1.00 per annum during lease term.

Sincerely Yours,



Gary K. McMickle

&



Linda L. McMickle



## ATTACHMENT M

### DIRECTOR'S QUALIFICATION AND RESUME

Ka'u Learning Academy strongly believes that Kathryn Tydlacka has the experience, skills, tenacity, drive, determination, and ability to inspire that is needed to succeed as the Executive Director of Ka'u Learning Academy.

Ms. Tydlacka has over fifteen years experience in education. She specializes in educating students from low socioeconomic backgrounds and has had tremendous success raising the academic achievement level of students who have consistently failed in the traditional public school setting. Ms. Tydlacka has a master's degree in Education Administration, and has had intensive training in standard-based, data-driven teaching methods that have been sweeping the nation under such educational organizations like Edison, Teach for America, and KIPP. As a teacher with very specific experience in the classrooms of Hawaii, she understands the system's limitations. Though she respects the accomplishments of the previous mentioned organizations, she sees that they have reached a plateau in their efforts working with failing schools across the nation. Ms. Tydlacka has broken through the invisible ceiling that kept the children of Naalehu School from reaching annual yearly progress (AYP) after four years under Edison's take over. The most recent example of successful implementation of her methods was at Naalehu Elementary School during the 2012-2013 school year. Naalehu Elementary School has traditionally been one of the lowest achieving schools in the state of Hawaii; however, using the unique pedagogical knowledge and techniques developed by the academy's founder, the sixth-grade class reached a level of achievement that surpassed the state average. As a point of reference, these are the proficiency rates for the different grades at Naalehu School during the 2012-2013 school year in math (FAY students):

3rd Grade 37%

4th Grade 44%

5th Grade 19%

**6th Grade 71%**

Perhaps of even greater importance are the percentages of students scoring in the "well below" and "exceeds" categories at Naalehu. According to the November test results, on average, 44% of students in all other grades scored "well below" on the HSA compared to only 14% of the students in the class using the methods developed by our founder, Kathryn Tydlacka. Ms. Tydlacka's methods not only reached the typically lower-achieving students, but she also had over 30% of her students "exceed" on the state test compared to 5% in the other grades combined. She saw incredible gains with all students including students with English language deficiencies like the Marshallese and with Special Education populations. Many of her students made over 50 point gains on the state achievement test under Ms. Tydlacka's instructional methods.

Kathryn Tydlacka has been able to bring the Ka'u Community together in a astounding way. Through sharing her vision for Ka'u Learning Academy, Kathryn has shown a remarkable ability to bring diverse elements of the Ka'u community together with local fishermen and physicians working side by side to achieve the same goal. She has raised over \$35,000 in financial and material contributions (plus facilities) through fundraisers and donations. She has recruited dozens of volunteers to help with the following: building renovations (roofing, electrical,

plumbing, carpentry, painting, etc.); running a restaurant as a 501(c)(3) for the funding of the charter school; writing a charter application; and serving as founding board members. Ms. Tydlacka has extensive experience in accomplishing projects. Some of her experiences include: serving as School Community Council Chairperson, Town Treasurer, HSTA Convention Delegate, and HSTA Association Policy Committee Representative ; working to build theater arts programs for schools; directing community theater plays; recruiting numerous businesses and civic organizations to accomplish reality fairs for high-school students; developing and managing community youth programs; recruiting and managing volunteers to drive and supervise field trips and camps; and developing and managing three successful businesses including Gilligan's Cafe which is currently funding Ka'u Learning Academy.

# KATHRYN TYDLACKA

*"...I highly recommend her as a school leader."*

Dr. Richard Rosenberger, Assistant Superintendent-Sapulpa Public Schools

*"...Her vision of education is refreshing, and can only be a benefit to any school district interested in her as a candidate."*

Phil Klehm, Principal-Victory Christian School

*"...Proved herself to be a capable team player with excellent leadership abilities."*

Noel Nation, Principal-Cleveland Middle School

*"...Portrays a positive attitude and illustrates a moral and ethical standard of living."*

Michael Atherton, Pastor-Christ is Life Church

## EDUCATION

2002-2005 M.Ed., School Administration	Northeastern State University	Broken Arrow, OK
1998-2000 B.S., Education/English Specialization	Southwestern AoG University	Waxahachie, TX
1992-1993 A.A., Education	Hillsborough Community College	Brandon, FL

## CERTIFICATES AND LICENSES

Standard Principal, OK

K-12 Education, TX

Standard Elementary Education, OK

Standard Secondary Education, OK

## LEADERSHIP EXPERIENCE

- Owned/Operated three successful businesses
- School Community Council Chairperson
- Association Policy Committee Representative
- HSTA Convention Delegate, Hawaii
- Wrote and received education grants
- Conducted fundraisers
- Prepared and conducted teacher training workshops
- Organized and managed volunteers for numerous projects
- Managed schedules
- Managed standardized test assessments and data and wrote individual education plans based on results
- Interim Town Treasurer for Westport, OK
- Director at Sapulpa Community Theater Sapulpa, OK
  - Auditioned/hired cast/staff
  - Trained and directed actors and crew
  - Scheduled events

- Handled media relations
- Managed schedules
- Directed performances

## PROFESSIONAL EXPERIENCE

<i>Owner/ Operator</i>		
Present	Gilligan's Cafe	Na'alehu, HI
<i>Teacher</i>		
2011-2013	Na'alehu Elementary School	Na'alehu, HI
<i>Director of Education</i>		
2010-2011	Huntington Learning Center	Tulsa, OK
<i>Owner/ Operator</i>		
2002-2011	Tom and Jerry's Antiques	Tulsa, OK
<i>Teacher</i>		
2005-2007	Clyde Boyd Middle School	Sand Springs, OK
<i>Teacher</i>		
2002-2005	Cleveland Middle School	Cleveland, OK
<i>Teacher</i>		
2000-2002	Victory Christian School	Tulsa, OK

## REFERENCES

Dr. Richard Rosenberger  
 Assistant Superintendent, Sapulpa Schools  
[rrosenberger@sapulpaps.org](mailto:rrosenberger@sapulpaps.org) [REDACTED]

Dr. Dennis Demuth  
 Superintendent, Victory Christian School  
 [REDACTED]

Philip Klehm  
 Principal, Victory Christian School  
[pklehm@victory.com](mailto:pklehm@victory.com) [REDACTED]

Joe Iacuzzo  
 Executive Director, Hawaii Science Festival  
[joe.iacuzzo@gmail.com](mailto:joe.iacuzzo@gmail.com) [REDACTED]

## PERSONAL HOBBIES AND INTERESTS

Scuba  
 Hiking  
 Travel

**ATTACHMENT N**

**HIRING AN EXECUTIVE DIRECTOR**

This section does not apply to KLA as we have already selected our Executive Director.

## **ATTACHMENT O**

### **LEADERSHIP QUALIFICATIONS**

This attachment contains the resumes and curriculum vitae of our Founding Board members:

- Board President – Mark Fournier
- Vice President – Joe Iacuzzo
- Secretary – Nancy Sledziewski
- Treasurer – Terri Chopot
- Director – Dr. Lok Lew Yan Voon
- Director – Michael Richards
- Director (ex officio) – Kathryn Tydlacka

We have also included the resumes of our Academic Advisory Board members:

- Dr. Dale Baker
- Mr. James Bordonaro
- Dr. Ken Lacovara
- Dr. Stuart Sumida

We have included the resumes of our Advisory Board Members in this attachment as we anticipate that their significant experience in developing educational programs, along with their insights, will provide us with important guidance in our academic plan implementation and continued development.

**Mark Fournier**



**E-mail: Mark@FournierMedia.com**



Mark launched a design house, Fournier Inc., in 1976 and built it into an international marketing & advertising firm. His Film & Video division was the 2<sup>nd</sup> largest production company in Arizona. Mark retired after 25 years to create empowering programs and educational outreach initiatives for nonprofit organizations.

Mark is an award winning Writer, Producer & Director of film and video with numerous EMMY, Addy, Telly and Cable Ace awards; he is an experienced Creative & Art Director, Copy & Script Writer, Layout & Graphic Designer, Animation Designer & Supervisor, and virtually every other aspect of film and video production. However, he is best known in recent years for his empowerment programs for corporations and individuals. As a sought after speaker, Mark has traveled the United States and addressed audiences of over 5,000.

Little known to many is Mark's philanthropic work. Over the years he has created and donated fund raising expertise, videos and promotional materials to many non-profit organizations such as United Way, Make-A-Wish, United Cerebral Palsy and ChildHelp USA. These materials have helped raise tens of millions of dollars for these organizations. He has also co-developed several Informal Science Education programs.

## **EMPLOYMENT EXPERIENCE**

### **1) Fournier Media, Fournier Inc.; Phoenix, Arizona 1976 to 2001**

**President / Creative Director:** Founded and led the firm.

**Clients:** Motorola, Boeing, CBS/Columbia Records, 3M, AT&T, Blue Cross/Blue Shield, United Way, Circle K Corporation, Dial Corporation, Greyhound, Hilton Hotels, Marriott Hotels, Miller Beer, Toyota, US West Communications, Ford Motor Company, Allstate Insurance Co., Make A

Wish, Diet Center, Arizona Dept. Of Transportation, Brown Derby Restaurants, United Cerebral Palsy, Childhelp USA, Phoenix Symphony Orchestra, Hi Health, others available upon request.

**Functions:**

- Executive & Line Producer (ALL size budgets and format lengths in digital through 35mm)
- Senior Director (Also Special FX, Animation & Edit Supervisor, Set and Art Director)
- Senior Script Writer
- Senior Account Executive
- Senior Creative Director
- Senior Copy Writer
- Head of strategic planning and campaign development
- Founding President of the Arizona Production Association (Association for ALL *above* and *below* line production staff and performers in Arizona, for both camera and stage)

**AWARDS & HONORS** (Writer / Producer / Director / Creative Director for all)

- 3 Emmy Awards
- 23 Telly Awards
- 1 Cable-ACE Award (Best Educational TV special)
- 1 US International Film & Television 1<sup>st</sup> Place Gold Camera Award
- 1 Mobius Award
- Two Aurora Awards (Including 1 Gold and 1 Platinum Best of Show)
- Over 60 ADDY, Prisma and other awards (for graphic design, photography and copywriting)
- Many performance and public speaking awards
- Inducted into Screen Actors Guild 1980
- Humanitarian of the Year 2008 House of Good Shepherd / Catholic church
- Humanitarian Leadership Award The Spirit Wings Foundation 2007
- Key-Note Speaker University of Phoenix 25<sup>th</sup> Anniversary
- Humanitarian Award Child Crisis Center 1999
- Many other similar awards and acknowledgements

**2) Center for Empowerment (501(c)(3) nonprofit public charity; Chicago, Il. 2001 to Present**

**Executive Director:** Founded and managed the organization, spokes person, public speaker

**Creative Director:** Created all tools, books and programs

**Clients:** United Way, Make-A-Wish, United Cerebral Palsy, Childhelp USA, Mary's House of Hope, House of The Good Shepherd, Child Crisis Center, Spirit Wings Foundation and others.

**Functions:**



- Oversee operations and production
- Create all programs, courses, books, articles, audio recordings, webinars and live events
- Host / MC / Presenter for all audio recordings, webinars, seminars, and live events
- On-Camera & Radio Spokesperson


## **EDUCATION**

**Design, Photography & Cinema Production, AA, Scottsdale College;** Scottsdale, Arizona  
**Architectural Design certification, Genesee Skill Center;** Flint, Michigan

## **ADDITIONAL SKILLS**

Professional Public & Key-Note Speaker, Employee and Client Relations (Including Conflict Resolution & Mediation via CBT and NVC, as well as employee development and training); Patented Inventor; Published Author; Columnist

Joseph M. Iacuzzo



## Education and Communications Professional

I have a diverse background in both Science and Education, producing some of the most widely read, used and viewed science education materials for both formal and informal science education. In addition, I have developed or co-developed some of the most successful marketing and communications programs in the science education field over the last decade. These endeavors have been developed for both non-profit and for-profit companies and institutions. Prior to my involvement with science education, I was a lobbyist for the banking and environmental industries, affording me invaluable experience in consensus building and the art of developing programs that meet established goals through both compromise and persuasion.

From April of 2003 through the present I have been the Managing Member of Leonardo Project, LLC, a company formed for the purpose of developing and disseminating educational materials and resources about natural history topics.

### Highlights:

- Co-produced a documentary film for the Discovery Channel, *Secrets of the Dinosaur Mummy*, an acclaimed 2008 production.
- Co-authored *The Lovely Bones*, published in New Scientist magazine in December 2009.
- Developed *Dinosaur Apocalypse: A Climate Change Story*, creating this program in partnership with the National Oceanic and Atmospheric Administration (NOAA). This is an ongoing educational outreach program offering both formal and information science education resources about Climate Change and the need for renewable energy.
- Developed Strategic Partnerships with Ford Motor Company, Kodak, Carestream Health and other companies that resulted in the donation of close to \$1 million in services, technologies and funding for the non-profit scientific research of a dinosaur mummy.

From June 2000 through June 2005 I was contracted by Universal Pictures, through their Office of Strategic Marketing to work with the Director of Strategic Marketing on the development of the Jurassic Park Institute. As Editor and Content Provider of the Jurassic Park Institute web site I was responsible for writing and developing what became the most widely used information resource about dinosaurs ever produced. More than 22 million children and their families used the site's resources and more than 35,000 educators registered to have access

to the free classroom materials and teaching tools we created for the web site. The project entailed partnering with educators and scientists to develop materials that met National Science Education Standards. The project was funded in part through strategic partnerships with companies including Sun Microsystems and Xerox. I also represented Universal Pictures and Amblin Entertainment in their role of funding the Jurassic Foundation, a non-profit granting organization that has provided nearly \$2 million for paleontological research.

From February 1996 through June 2000 I was Managing Member of Dino Science, LLC, a company that published a children's science magazine, *Dinosaurs! Illustrated*, and produced dinosaur themed exhibits that appeared in several venues. The first exhibition produced by this company, *The Great Dinosaur Extinction Exhibition*, created and developed on a small budget but utilizing some unique marketing and production concepts, broke all attendance records at the host museum, the Mesa Southwest Museum by a factor of four, drawing more than 30,000 visitors to the small museum during a six week run.

From February 1992 through April 1996 I was Creative Director at Fournier Communications, one of the largest Marketing Companies in Phoenix, Arizona. I worked directly with principal Mark Fournier, an award winning writer and producer. The company focused on producing strategic marketing tools and programs for non-profit agencies such as United Way, Make-A-Wish and ChildHelp USA. In addition, we were the principal marketing firm for Motorola's Arizona operations, INDECK Power, Hi-Health and a number of other large for-profit companies. In my role as Creative Director I worked with Mr. Fournier to develop Strategic Marketing Plans for our clients, including long and short-term analysis of proposed business operations such as expansion into foreign markets (INDECK Power.)

From October 1988 through February 1992 I was a Managing Director and Director of Publications for both the National Association of Review Appraisers and Mortgage Underwriters and the Environmental Assessment Association. These were professional credentialing organizations, the former a non-profit, representing over 8,000 banking and environmental professionals. In addition to oversight of the daily operations of the organizations, I represented their interests as a lobbyist on state and federal level. In this role I worked directly with various congressional staff on legislative issues, I was appointed by a congressional subcommittee to develop federal environmental assessment standards, I developed training programs for federal banking regulators, and I assisted in the establishment of a federal oversight agency for the appraisal industry. I also wrote and/or edited a number of professional journals, textbooks and publications for these organizations.

Prior to October 1988 I was a commercial photographer and I taught photography part-time at Glendale Community College. I also worked with Fournier Communications as a freelance Creative Director on individual projects.

## Education

State University of New York at Buffalo 1971-1972

Arizona State University 1972 - 1977

# KATHRYN TYDLACKA

*"...I highly recommend her as a school leader."*

Dr. Richard Rosenberger, Assistant Superintendent-Sapulpa Public Schools

*"...Her vision of education is refreshing, and can only be a benefit to any school district interested in her as a candidate."*

Phil Klehm, Principal-Victory Christian School

*"...Proved herself to be a capable team player with excellent leadership abilities."*

Noel Nation, Principal-Cleveland Middle School

*"...Portrays a positive attitude and illustrates a moral and ethical standard of living."*

Michael Atherton, Pastor-Christ is Life Church

## EDUCATION

2002-2005 M.Ed., School Administration	Northeastern State University	Broken Arrow, OK
1998-2000 B.S., Education/English Specialization	Southwestern AoG University	Waxahachie, TX
1992-1993 A.A., Education	Hillsborough Community College	Brandon, FL

## CERTIFICATES AND LICENSES

Standard Principal, OK

K-12 Education, TX

Standard Elementary Education, OK

Standard Secondary Education, OK

## LEADERSHIP EXPERIENCE

- Owned/Operated three successful businesses
- School Community Council Chairperson
- Association Policy Committee Representative
- HSTA Convention Delegate, Hawaii
- Wrote and received education grants
- Conducted fundraisers
- Prepared and conducted teacher training workshops
- Organized and managed volunteers for numerous projects
- Managed schedules
- Managed standardized test assessments and data and wrote individual education plans based on results
- Interim Town Treasurer for Westport, OK
- Director at Sapulpa Community Theater Sapulpa, OK
  - Auditioned/hired cast/staff
  - Trained and directed actors and crew
  - Scheduled events

- Handled media relations
- Managed schedules
- Directed performances

## PROFESSIONAL EXPERIENCE

<i>Owner/ Operator</i>		
Present	Gilligan's Cafe	Na'alehu, HI
<i>Teacher</i>		
2011-2013	Na'alehu Elementary School	Na'alehu, HI
<i>Director of Education</i>		
2010-2011	Huntington Learning Center	Tulsa, OK
<i>Owner/ Operator</i>		
2002-2011	Tom and Jerry's Antiques	Tulsa, OK
<i>Teacher</i>		
2005-2007	Clyde Boyd Middle School	Sand Springs, OK
<i>Teacher</i>		
2002-2005	Cleveland Middle School	Cleveland, OK
<i>Teacher</i>		
2000-2002	Victory Christian School	Tulsa, OK

## REFERENCES

Dr. Richard Rosenberger  
 Assistant Superintendent, Sapulpa Schools  
[rrosenberger@sapulpaps.org](mailto:rrosenberger@sapulpaps.org) [REDACTED]

Dr. Dennis Demuth  
 Superintendent, Victory Christian School  
 [REDACTED]

Philip Klehm  
 Principal, Victory Christian School  
[pklehm@victory.com](mailto:pklehm@victory.com) [REDACTED]

Joe Iacuzzo  
 Executive Director, Hawaii Science Festival  
 [REDACTED] [REDACTED]

## PERSONAL HOBBIES AND INTERESTS

Scuba  
 Hiking  
 Travel

Kathryn Tydlacka has dedicated the past fifteen years to the education profession. She has had great success in educating students who struggle under the one-size-fits-all approach to education that has, unfortunately, become systemic nationwide. Her overwhelming success at raising the academic achievement levels of her students is partly due to her proprietary methodology and partly due to her patience, understanding, and general belief that all children can and will learn given the right set of circumstances. In one case in particular, Ms. Tydlacka took her class to a level of proficiency (71%) that more than doubled the proficiency rate of the rest of the school (33%). This was accomplished because of her ability to engage students, make learning fun, and instill a sense of real accomplishment as each child reached his/her fullest potential.

Kathryn has an undergraduate degree in Elementary and Secondary Education with a specialization in English/Language Arts. She earned her Master's Degree in Education Administration from Northeastern State University in Oklahoma. She is licensed to teach in elementary and secondary schools in Texas, Oklahoma and Hawaii. She is also a licensed school administrator.

Kathryn has a record of community service including, Town Treasurer (Westport, OK), School Community Council Chairperson (Naalehu, HI), and Community Theater Performance Director (Sapulpa, OK). Ms. Tydlacka has been awarded grants to study in Europe, prepared and conducted teacher training workshops, and organized a number of community events including a career fair that brought over 35 businesses and civic organizations together for the purpose of educating children. She has also volunteered numerous afternoons, evenings and weekends to organize and lead field trips for her students. This dedication to her students gives them a sense of value based on their understanding that someone cares deeply about their futures.

This is what school and community leaders are saying about Ms. Tydlacka:

*"...I highly recommend her as a school leader."*

Dr. Richard Rosenberger, Superintendent-Anderson School District 2, SC

*"...Her vision of education is refreshing, and can only be a benefit to any school district interested in her as a candidate."*

Phil Klehm, Principal-Victory Christian School, OK

*"...Proved herself to be a capable team player with excellent leadership abilities."*

Noel Nation, Principal-Cleveland Middle School, OK

*"...Kathryn is an asset to our community."*

Connie Tutor, Mayor-Cleveland, OK

*"...Portrays a positive attitude and illustrates a moral and ethical standard of living."*

Michael Atherton, Pastor-Wharton, TX

# Michael S. Richards

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\* January, 2014

## Curriculum Vitae

### **2012-Present: Founder and Executive Director, Science Camps of America, Inc.**

Science Camps of America is a 501(c)3 non-profit corporation that was created to provide outstanding opportunities for teens to immerse themselves in fun, hands-on science education in a summer camp setting, and to bring those opportunities to as many young adults as possible. The camp successfully held its first summer programs in 2013.

As founder and Executive Director of this non-profit, I am responsible for all aspects of the business, including selecting a board of directors, developing a business plan, filing for and obtaining 501(c)3 status, selecting the camp location, marketing the camp to teens and their parents, developing the camp program, booking the camp activities, fund-raising and public relations. I have established and documented standards for policies on personnel, health and safety, bullying, child abuse, communications, and more. In my role as the Camp Director (that's the fun part!), I am responsible for lodging, meals, transportation and, of course, safety. I am also able to meet and get to know the kids who participate in our programs. Finally, as Program Director, I am responsible and actively participate in the development and implementation of the educational program.

### **2013-Present: Chief Technology Officer, Cheap Activities, Inc.**

Cheap Activities, Inc. is a Hawaii-based startup that is creating web and mobile solutions for activity providers and consumers.

As CTO, I am responsible for the design and development of the software infrastructure and user interface. This is an exciting opportunity for me to continue to expand my software development abilities in new ways and for me to participate in a modern tech startup.

### **1983-2012: Founder, President, HI-Tech Smart Systems, Inc.**

HI-Tech Smart Systems was founded in 1983 to create personal computer software for the management of self-storage facilities. The Hawaii-based company eventually grew to include more than 3,000 customers in 22 countries, with offices in Hawaii, Atlanta, Australia and The Netherlands. In 2010, the company operations were sold to a Salt Lake City-based competitor; the transition was completed in 2012.

As president and principal software designer, I was responsible for all aspects of the business, including personnel, financial planning, budgeting, marketing, product development, technical support, the development of our software and more. In this position I travelled to many places to meet with clients in both sales and service capacities. I developed, recorded and marketed software training manuals and videos for customers to learn to use our software products better, and I developed annual customer conferences that brought customers from across the country to Hawaii for software training and to other



locations in the U.S., Europe and Australia. I have spoken frequently on technology issues at national and international self-storage industry conferences.

### **1983-1990: Founder, President, HI-Tech Leasing, Inc.**

Hi-Tech Leasing was started to provide personal computers and accessories for rent. Servicing individuals, companies, residents and visitors, Hi-Tech provided IBM PCs, Macs and printers for short term use. The company operations were sold to a Honolulu-based competitor in 1990.

I started Hi-Tech Leasing the same year that the IBM PC was introduced. Though we started with just a single computer for rent, within a year we were renting up to 50 different pieces of equipment, often delivering a dozen computers or more at a time to conventions. I was responsible for all aspects of the business, including overseeing the manager, payroll, taxes, finances and capital purchase decisions. Ultimately, I offered the company for sale, negotiated with potential purchasers, and finalized the sale to the new owner.

### **1987-2005: Director, Treasurer, Bookkeeper, Kaimuki Self Storage**

Kaimuki Self Storage was started in 1987 in Market City Shopping Center (Honolulu) and was immediately recognized for its unique use of space and its location; for many years, the only self-storage facility on Oahu located east of Waikiki.

I helped with the financial planning for this facility prior to its construction in 1987. After 1990, I was responsible for the operations of this storage facility. I hired, trained and oversaw the facility manager, and assisted him or her as needed. Other duties included payroll, tax preparation, quarterly reporting to the board, accounting, operations policies, maintenance, marketing, scheduling, and more.

### **1981-1987: Director, Vice-president, EZ-Leasing, Inc.**

EZ-Leasing, Inc. was started in 1981 as a truck rental business focusing on the small truck market, which at that time very few companies were doing. Several trucks were purchased and rented to customers on an hourly or daily basis.

This was my first experience starting a company. I was responsible for creating and registering the incorporation documents, opening a bank account, obtaining insurance and tax and other licenses. I also was responsible for developing and implementing the operating and financial plan for the company. Changes to insurance rules in the mid-1980s resulted in the shutdown of over fifty small car and truck rental businesses in Hawaii, including EZ-Leasing.

### **1980-2003: Director, Vice-president, EZ-Access Storage Systems, Inc.**

EZ-Access Storage Systems was one of the first self-storage facilities to open in Honolulu, and quickly became one of the two or three largest self-storage facilities in the entire United States. It was also one of the first self-storage facilities to computerize its operations. A second Honolulu facility was opened in 1990. In 2003, the company was sold to a mainland self-storage company.

EZ-Access Storage Systems was just four years old when I joined the company as bookkeeper in 1980. In 1982, I was promoted to vice-president and made a corporate director. My responsibilities included customer service, bookkeeping, providing quarterly reports for the Board, personnel management, payroll, tax preparation, contracting, security systems, and more. In 1990, I participated in the planning and execution of the expansion to a second facility. After 1990, as my responsibilities with the other companies grew, I worked only part-time for EZ-Access Storage Systems, focusing on payroll, accounting, taxes and advising the management team.

## Education

### Formal Education

University of Hawaii Windward Community College

I am a part-time student at UH Windward (since 2010), pursuing coursework in geology and other physical sciences in support of my work with Science Camps of America.

University of California West Valley College

University of Pennsylvania

### Not-so-Formal Education

EZ-Access Storage Systems

Hired as bookkeeper, this “job” was an amazing education in entrepreneurship from the owners of this Hawaii-based small-business. I worked on and participated in multiple startups, including my own company, Hi-Tech Smart Systems.

## Activities and Memberships

American Camp Association

Ka’u Chamber of Commerce

Hawaii Chamber of Commerce

Hawaii Science Teachers Association

Friends of Hawaii Volcanoes National Park

Hawaii Technology Association

Judge, Hawaii Science Olympiad

Coach, PAL little league basketball

## EDUCATION

1979-1984 B.B.A., Management	University of Hawaii at Manoa	Honolulu, HI
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## CERTIFICATION

2013 and 2009 Re-certification	Hawaii State Department of Education Substitute Teacher, Hawaii District	Hilo, HI
2004 Certification	Hawaii State Department of Education Substitute Teacher, Hawaii District	

## EMPLOYMENT

2004 to present	Substitute Teacher for Ka'u District	Ka'u, HI
SY 2013-2014	PPT Teacher-ELL at Na'alehu Elementary	Na'alehu, HI

Other work experience: While attending UH Manoa in the early 1980s I worked for my family's food import business doing general bookkeeping. I also worked part time as an accounts receivables clerk for a CPA. After graduating from UH in 1984, I managed a small book and music store in Honolulu for three years. I left that job to move to the Big Island and start a family. For the last 15 years I have also worked as a vacation-rental house cleaner and landscaper alongside my husband.

## COMMUNITY SERVICE

- Ka'u School of the Arts: hands-on art workshop teacher at KSA's spring and fall festivals
- Ka'u High School: guest artist in the high school's art class
- Volcano School of Arts and Sciences: volunteer in 3<sup>rd</sup> grade classroom, bus monitor
- AYSO-Ka'u Region: board member, as the Child Protection and Volunteer Advocate; fundraising and publicity committees; soccer coach
- Na'alehu Assembly of God: after-school enrichment program presenter; Boys and Girls Missionary Crusade fundraising campaign developer and presenter for three years
- Ka'u Concert Society: produced publicity posters and marquee banners for three seasons
- In Honolulu as a young adult: youth group leader for First Assembly of God Church, team leader on missions outreach trips to aid fledgling congregations in Pahala, HI and Malaysia and Singapore. Participated in music mission outreaches in Korea, Guam and Micronesia.

# Dr. Lok C. Lew Yan Voon

Dean, School of Science and Mathematics and Traubert Chair at The Citadel

## Professional Preparation

- University of Cambridge (England). BA (1987), MA (1989)
- University of British Columbia (Canada). MSc (1989)
- Worcester Polytechnic Institute (USA). PhD (1993)
- Max Planck Institute for Solid State Physics (Germany). 1994-5

## Appointments

Dean, School of Science and Mathematics, The Citadel, 2012-

Professor and Chair, Department of Physics, Wright State University, 2004-12

Adjunct Faculty, Department of Electrical Engineering, WSU, 2008-12

Director, Hong Kong Project Center, Worcester Polytechnic Institute, 2003-4

Co-director, IPG Photonics Lab, WPI, 2000-4

Associate Professor, WPI, 2001-4

Assistant Professor, WPI, 1997-2001

Visiting Assistant Professor, WPI, 1995-7

## Research Visits

Visiting Professor, University of Southern Denmark, summer 2009, 2010

Balslev Visiting Professor, University of Southern Denmark, fall 2003

Visiting Professor, Department of Physics, Stanford University, winter 2002

Visiting Scholar, Hong Kong University of Science and Technology, summer 2001

Research Associate, Air Force Research Lab, Wright-Patterson AFB, summer 1998

## Honors and Awards

Sonderborg Kommune Prize, Denmark, 2009

Balslev Award, Denmark, 2003

NSF CAREER Award, 2000

Nomination, Romeo L. Moruzzi Young Faculty Award for Innovation in Undergraduate Education, WPI, 1999-2000

Provost's MQP (Senior Project) Award for Advising (1999, 2000, 2002, 2004)

Alexander von Humboldt Research Fellowship, 1994-5

Sigma Xi Doctoral Research Award, 1993

Tate & Lyle Cambridge Commonwealth Scholarship, 1984-7

## Special Skills

Languages: Chinese (elementary), English, French (fluent), German (intermediate level), Spanish (intermediate level)

## Scholarship Record

- 98 peer-reviewed papers
- 1200+ citations (h-index=16)
- Over \$2,500,000 funding
- Books:
  - "*The k,p Method*" (Springer Verlag, 2009)
  - "*Separable Boundary-Value Problems in Physics*" (Wiley-VCH, 2011)

## Other Accomplishments

- Editorial Board: ISRN Nanomaterials (2012-), Open Journal of Acoustics (2011-), J. College Science Teaching (2000)
- Scientific Committee: RADIO conference (Mauritius, 2014); RADIO conference (Mauritius, 2012); EMC-MRE-1 conference (Morocco, 2011)
- Guest editor, Journal of Physics: Conference Series, Vol. 107, No. 1 (2008)
- Co-organizer, Minisymposium on Quantum Mechanics and Links to Continuum Models at the US Congress on Continuum Mechanics (Ohio State University, July 2009)
- Co-organizer, Physics-based Mathematical Models of Low-Dimensional Semiconductor Nanostructures: Analysis and Computation (Banff International Research Station, Canada, Nov 2007)

Nancy Sledziewski



State University of New York at Buffalo: Bachelor of Science 1982

State University of New York at Buffalo: Master of Science in Education 1983

Special Education (SPED) Teacher, Our Lady of Victory School: 1983 – 1989

Teacher/SPED Teacher, Maryvale, NY School District: Grades K-12 1989 – Present

Ms. Sledziewski has been a Special Education teacher for her entire career in education. She earned a Master of Science in Education and has over 30 years experience in educating individuals with special needs. She has had extensive experience working with students with learning disabilities, speech impairments, and physical disabilities. Ms. Sledziewski has had additional training working with students with pervasive developmental disorders, including functional behavior plans, communication systems and social stories. She has been involved with goal development, Committee on Special Education meetings and Individualize Education Plan (IEP) writing and progress monitoring. Ms. Sledziewski's background includes working with children in every grade from kindergarten through high school. She has been instrumental developing the "Moving and Learning" program combining ELA skills with fine and gross motor activities. In addition, Nancy served as special education coordinator for over 10 years and has been involved in the PTA for over 20 years.

# ADVISORY BOARD MEMBERS



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**EDUCATIONAL PREPARATION**

- Certificate of Advanced Studies in Administration and Supervision** 1989  
- State University College at Buffalo
- Master of Science in Education** 1977  
- State University College at Buffalo, Technology Education
- Bachelor of Science in Education** 1973  
- State University College at Buffalo, Technology Education  
- Erie Community College, Mechanical Technology

**EXPERIENCE**

- COMMUNITY Charter School 2007 - 2009  
**Director** 2005 - 2006
- Responsible to implement and manage all state and federal statutes, special education regulations, instructional practices, assessment, evaluation, data analysis, technology and school improvement
  - Organize, write and deliver school charter and documents to NYS Education Department for approval
  - Develop and recommend long and short range goals to meet state, local and federal requirements and to address population trends and cultural needs which are consistent with Board objectives
  - Direct and supervise the operations and activities of all administrators; monitor that they effectively guide and coordinate the operations and activities of the educational program and all other programs of the school
  - Develop, coordinate and oversee all aspects of improving instruction as it relates to the NYS Learning Standards and Assessments, and all achievement requirements
  - Develop and implement appropriate staff development and in-service training for all personnel
  - Maintain records for the school including financial accounts, business and property records, personnel records, school and student records, all contracts and documents, and any other records for the Board
- Charter School for Applied Technologies  
**Career Development Director** 2006 - 2007
- Develop all guidelines , forms, documents, evaluation rubrics and protocols for a new course offering of a career exploratory internship program
  - Submit application to the NYS Education Department for course approval of a career exploratory internship program to be offered for credit
  - Establish and maintain strong and positive working relationships with business, industry and the community
  - Implement and evaluate the career exploratory internship program approved by the NYS Education Department
- Potter Career & Technical Center - Erie #1 BOCES 1991 - 2006  
Middleport Elementary School 1989 - 1990  
**Principal**
- Responsible to implement all of the policies, rules and regulations of the school district
  - Supervise and assist teachers in implementing the approved curriculum that is aligned with the NYS requirements and to enable students to achieve the goals as identified in the NYS learning Standards
  - Organize, implement, supervise and evaluate all instruction
  - Develop a school budget; and coordinate and maintain a system of budget control



Potter Career & Technical Center 1990 - 1991  
Royalton Hartland Central School District 1989 - 1990

**Assistant Principal**

- Assist in all administrative and supervisory functions to carry out the instructional program of the school
- Monitor student attendance to identify individual attendance problems and implement corrective actions
- Assist with selection, supervision and evaluation of all school staff and prepare related reports
- Assist in counseling, registration and placement of students

Royalton Hartland Jr/Sr High 1986 - 1989  
Cheektowaga Central Jr/Sr High 1974 - 1985  
Buffalo Board of Education 1973 - 1974

**Technology Instructor/Supervisor**

- Provide group and individual instruction appropriate to the curriculum objectives
- Establish and maintain standards of student conduct to provide a safe and productive environment
- Evaluate student's, performance, knowledge, skills in all courses being taught

**OTHER EXPERIENCE**

**Adjunct Lecturer** – part time, supervise student teachers 2009 – present  
- State University College at Buffalo

**LICENSES & CERTIFICATIONS**

**SDA - School District Administrator (Permanent)** 1989  
- New York State Department of Education, Albany, New York

**Teacher - Technology Education (Permanent)** 1978  
- New York State Department of Education, Albany, New York

**Coordinator of Work-based Learning Programs for Career Development** 2007  
- New York State Department of Education, Albany, New York

## **Dr. Stuart S. Sumida**



### **CV :**

Prof. Stuart S. Sumida is a professor of Biology at California State University, San Bernardino, where he joined the faculty in 1992 after completing a Ph.D. in biology at the University of California, Los Angeles. He is an internationally respected instructor and paleontological researcher, having delivered lectures in the United States, Canada, England, Germany, Brazil, and Hong Kong. He is the recipient of the Wang Family Excellence of CSU, 2008, which is designed to celebrate those CSU faculty who have distinguished themselves by exemplary contributions and achievements in their academic disciplines. In 2011 the Carnegie Institute of Washington D.C. named him the outstanding professor for the entire state of California.

Dr. Sumida has been at the forefront of science education, working with educators through educator workshops and outreach programs. As the chairman of the Society of Vertebrate Paleontology education committee, Dr. Sumida developed, implemented and conducted many workshops that provided tools to educators for teaching science. He is also a noted TED talks speaker, where he discusses how he integrates paleontology into education.

Acknowledged as the world's leading expert as an anatomical specialist for animation and digital special effects, Prof. Sumida has more than 50 feature-length film projects to his credit, working with such studios as Disney, DreamWorks, Pixar, Sony Pictures. He is the consultant of animal anatomy for many films, including *Kung Fu Panda*, *Stuart Little*, *Tarzan*, *The Lion King*, *How to Train Your Dragon*, *Life of Pi*, etc.

### **Work Experience:**

1992-present - Professor, California State University, San Bernadino  
Research Associate – The Field Museum of Natural History, Chicago  
Research Associate – The Carnegie Museum of Natural History. Pittsburgh

### **Honors and Awards:**

The Wang Family Excellence of CSU, 2008  
Carnegie Institute of Washington D.C., Outstanding professor, State of California, 2011

**Publications – Over 60 Journal Articles and 3 books, including:**

*Early Development of the Head and Neck, Visceral and Circulatory Systems  
Based on Dissections of the Cat (Laboratory Guide to Human Anatomy)  
Amniote Origins: Completing the Transition to Land*

**Education:**

Ph. D. in Biology, the University of California, Los Angeles

**Dr. Dale Rose Baker, Professor**  
**Educational Leadership and Innovation**  
**MaryLou Fulton Teachers College**  
PO Box 871811  
Arizona State University  
Tempe, AZ 85287-1811



E-mail [dale.baker@asu.edu](mailto:dale.baker@asu.edu)

Overview of Notable Leadership to Science Education through Leadership, Substantial Impact through Research, and Continuing Contributions to Science Education

My continuous contributions to science education began 33 years ago as a graduate student. I have been a regular presenter at National Association for Research in Science Teaching (NARST) for all but one of those 33 years when I was on sabbatical and could not return to the United States. I have continued to publish in the area of gender equity while expanding my focus to teacher professional development and engineering education as well as advocating for more engineering education research at NARST. Much of my current work places my graduate students as lead authors on my grant funded research in order to support their development as scholars. Grant funding (\$15,528,020) has supported research in science education, as well as collaboration with colleagues in science and engineering departments.

Both my leadership and impact through research in science education is best described as my work to promote gender equity. In particular, I'd like to highlight my leadership in initiating the NARST equity committee. The committee subsequently became a standing committee and the scope of the concerns enlarged to address equity issues relating to under-represented groups.

My research has also had a strong focus on gender issues in science education. One of my publications, written with my graduate student Rosemary Leary, addressing girls in science (*Letting Girls speak Out About Science*) was selected for the JRST issue featuring the most influential research in the past 40 years of the *Journal of Research in Science Teaching*. This research was influential in changing how research concerning issues of girls and women in science were viewed and how the research was conducted. On the basis of my research in gender equity I was made a Fellow of the American Association for the Advancement of Science in 2004 and a Fellow of the American Educational Research Association in 2009. I have also worked with colleagues in Japan investigating and promoting gender equity in science education.

## CREDENTIALS

### Preparation

Ed.D, Science Education, Rutgers University, 1981

M.A.T., Elementary/Early Childhood Education, Trenton State College, 1975

B.A., Anthropology, University of Oklahoma, 1971

### Certification

Elementary Certification (K-8)

Early Childhood Certification

Comprehensive Science Certification (K-12)

## EXPERIENCE – USA

### Appointments

1998 – Professor, Arizona State University

1989 - 1998, Associate Professor, Arizona State University

1987 - 1989, Associate Professor, University of Utah

1981 - 1985, Assistant Professor, University of Utah

1980 - 1981, Instructor, University of Utah

1978 - 1979, Research Assistant, Rutgers University

1977 - 1978, Teaching Assistant, Rutgers University

1975 - 1978, Elementary Teacher

### Administration

2010-2011, Executive Director of the Curriculum and Instruction PhD

1998, Assistant to the Department Director, for Programs in Curriculum and Instruction

Fall 1997, Director of TEAMS (Teacher Education in Arizona for Math and Science)  
middle/secondary program

1989 - 1991, Interim Department Chair, Curriculum and Instruction, Arizona State  
University

1988 - 1989, Director, Graduate Specialty in Cognition and Instruction, University of  
Utah

1985 - 1987, Elementary Education Program Coordinator, University of Utah

## EXPERIENCE – INTERNATIONAL

2008 summer, Visiting Scholar, Technion, Haifa, Israel

\*2000-2002, Gender Equity Curriculum Project, Japan

1997, World Bank Project for the Development and Field Testing of a National Science  
Education Curriculum, Turkey

1996, Sabbatical in Costa Rica, World Bank Project for Teacher In-Service  
Development

1985, Visiting Scholar, Curtin University, Perth, Western Australia

1969, Anthropological fieldwork, Mexico

## Honors and Awards for Scholarly Work

\*Distinguished Contributions To Science Education Through Research, 2013, National Association for Research in Science Teaching

\*MaryLou Fulton Teachers College award for Research with Sustained Impact, 2012 for research in assessment and equity issues in science

\*Fellow, American Educational Research Association, 2009.

\*Fellow, American Association for the Advancement of Science for research and leadership in gender equity in science, 2004.

Mentorship Appreciation Award. Graduate College of ASU Preparing future Faculty Program, 2002, 2004.

\*Most influential research in the past 40 years of the *Journal of Research in Science Teaching* for Baker, D. & Leary, R. (1995). Letting girls speak out about science. *Journal of Research in Science Teaching*, 1, 3-27.(one of 12 articles selected).

Outstanding Research Award in Classroom Applications for Baker, D. Piburn, M. and Niederhauser, D. If I were the teacher: Students attitudes towards the science curriculum. National Association of Research in Science Teaching, San Francisco, CA 1989.

\*Outstanding Paper of 1988 published in *Science Education*, Award of Merit for Piburn, M. and Baker, D. Sex Differences in Formal Reasoning Ability: Task and interviewer effects.

Ten Best Papers Award for Baker, D. and Piburn, M. The results of a year-long intervention on attitude and scientific literacy skills. Northern Rocky Mountain Educational Research Association, Missoula, Montana, October, 1986.

## Special Projects

Principal Investigator, The Carnegie Initiative on the Doctorate. The Carnegie Foundation. One of 8 Departments of Curriculum and Instruction invited to join a collaboration on re-crafting doctoral education and research on doctoral education. ( no funds given for participation)

## Funded Projects

Co-PI with S. Krause, A. Carberry, C. Chan, M. Koretsky, B. Gibbon, C. Waters, & J. Stuart. *Collaborative Research: Just-in-Time Teaching with Interactive Frequent Formative Feedback for Cyberlearning in Core Materials Courses*. National Science foundation, AY 2012-2015. Amount: \$425,132.

Affiliated faculty with S. Panchanathan, C. Miller, V. Balasubramanian, M. Santello, F. Golshani, S. Pavri, & W. Dick. *Person-Centered Technologies and Practices for Individuals with disabilities*. National Science Foundation, AY 2011-2016. Amount: \$3,000,000.

Principal Investigator with M. Lang. *Communication in Science Inquiry Project*. National Science Foundation, 7/2010- 12/ 2010. Amount: supplemental sub award \$57,351.

Co-Principal Investigator with S. Krause, S. Kurpius, & A. Tasooji. *Understanding the Progression of Student Learning in Materials Courses Achieved through Conceptual Change of Nano-to-Macroscale Concept Models of Materials (CONCOMM)*. National Science Foundation, AY 2008-2010. Amount: \$495,000.

Co-Principal Investigator with R. Culbertson, M. Oehrtman, S. Krause, L. Dukerich, & J. Meyer. *Science and Engineering of musical Instruments: A context for Promoting Technical literacy and Problem solving Skills by Understanding Science, Technology, Engineering and Mathematics*. National Science Foundation, AY 2008-2010. Amount: \$150,000.

Co-Principal Investigator with S. Krause, F. Sloane, & A. Tasooji. *Using Just-in Time Teaching to Promote conceptual change for student Learning and Understanding of Introductory Materials Science Engineering*. National Science Foundation, AY 2008-2010. Amount: \$150,000.

Principal Investigator with M. Lang. *Communication in English and Science Inquiry Project for High School*. Arizona Board of Regents, AY 2008-2010. Amount: \$164,361.

Principal Investigator with M. Lang & P. Baker. *Learning Science Content Through CISIP*. Arizona Board of Regents, AY 2007-2008. Amount \$105,640.

\*Co-Principal Investigator with T. Ganesh, J. Middleton, S. Kurpius, & S. Krause. *Learning Through Engineering Design and Practice: Using Our Human Capital for an Equitable Future*. National Science Foundation, AY 2007-2010. Amount: \$1,079,984.

Principal Investigator with M. Lang. *Communication in Science Inquiry Project*. Arizona Board of Regents, AY 2006-2008. Amount \$224,665.

Co-Principal Investigator with C. Roberts, T. Ganesh, S. Krause & D. Morrell. *Development of Engineering Curricula for Ninth Grade to be Delivered Via On-Line Flex-Books*. CK-12 Foundation, AY 2006-2008. Amount: \$55,865.

Principal Investigator. *Mathematics and Science Partnership-Maricopa Consortium for Science Literacy*. United States Department of Education, AY 2006-2007. Amount: \$67,736.

\*Co-Principal Investigator with S. Semken, & K. Maunualito. *The Development of a Placed –Based Geology Course for Navajo Pre-Service Teachers*. Arizona Board of Regents, AY 2004-2005. Amount: \$25,000.

Co-Principal Investigator with M. Lang, B. Goodman, J. Shaw, & D. Weaver. *Communication in Science Inquiry Project*. National Science Foundation, AY 2004-2009. Amount: \$2,441,430.

Co-Principal investigator with P. Crouch, E. Garcia, J. Middleton, M. Anderson-Rowland, S. Krause, A. Garcia, D. Evans, C. Roberts, & S. Kurpius. *ASU Engineering and Education: DET Expansion for K-12 Teachers*. National Science Foundation, AY 2002-2003. Amount: \$96,410.

Co-Principal investigator with A. Lawson, S. Wykoff, D. Hestenes, M. Carlson, J. Birk, H. Cohen, J. Knaupp, J. Mayer, M. Piburn, F. Staley, M. Zandieh & S. Reynolds. *Evaluation of the Arizona collaborative for Excellence in the Preparation of Teachers Project*. National Science Foundation, FY 2000-2003. Amount: \$606,229.

\*Co-Principal Investigator with M. Anderson-Rowland, S. Blaisdell, V. Pizziconi, S. Houston, J. Adams, H. Reed, D. Rollier, C. Chakrabarti, D. Evans, P. Otting, A. Razdan, V. Burrows, J. Middleton, M. Piburn & A. Jannasch-Denali. *WISE Investments*. National Science Foundation, FY 1999-2002. Amount: \$892,749.

\*Co-Principal Investigator with S. Blaisdell, M. Anderson-Rowland, V. Pizziconi. & D. Rollier. *WISE Investments*. Arizona Board of Regents Eisenhower Mathematics and Science Education Act, FY 1998. Amount: \$ 49,500.

Co-Principal investigator with S. Wykoff, J. Burke, M. Carlson, H. Cohen, A. Garcia, D. Hestenes, A. Lawson, J. Mayer, D. McLaughlin, J. Mildrew, M. Piburn, S. Reynolds & F. Staley. *Science and Mathematics Education Center*. Arizona State University Office of the Provost, strategic initiative, FY 1998. Amount: \$ 400,000.

Co-Principal Investigator with S. Wykoff, H. Cohen, M. Piburn, F. Staley, S. Reynolds, J. Bustosz, A. Lawson, J. Mayer, A. Garcia, D. Hestenes & J. Burke. *Arizona Collaborative for Excellence in Preparation of Teachers*. National Science Foundation, FY 1995-2000. Amount: \$ 4,985,716.

\*Co-principal Investigator with M. Piburn. *Trends and Transitions in Gender Differences in Attitude Toward Science*. Arizona State University ASH Grant, FY 1990-1991. Amount: \$7,000.

Principal Investigator. *A Review of Research in Science Education -1988*. National Association for Research in Science Teaching, 1991-92. Amount: \$5,000.

\*Principal Investigator. *Nonsexist and Multicultural Approaches to Teaching Science in the Elementary School*. Utah Board of Regents, 1985 - 1986. Amount: \$21,822.



Co-Principal Investigator with M. Piburn. *The Development and Effects of a Scientific Literacy Course for 9th Grade Students*. Wasatch Educational Systems, 1984-1985. Amount: \$12,000.

Principal Investigator. *An Investigation of the Effect of Graphs on Science Text Comprehension*. Graduate School of Education, University of Utah, 1982-83. Amount: \$2,430.

#### Proposals Under Review

Principal Investigator with S. Semken, E. Lyon, M. Orchnik, R. Culbertson. *Science Teacher Education Model for Arizona (STEM:AZ)*. Submitted to the National Science foundation Noyce Phase II. Amount: \$800,000.

#### Workshops

Baker, D. & Pacheco, H. (2012). A cognitive model for implementing knowledge: moving research into practice. *Workshop presented at the annual meeting of the National Association of Research in Science Teaching*, Indianapolis, IN.

#### Invited Addresses

Baker, D. (2012). Science in Context: A Panacea or a Pipedream. *Consortium for Science, Policy and Outcomes Enlightening LUNCH series*, Arizona State University, Tempe, AZ.

Baker, D. (2012). A Cognitive Model for Implementing Knowledge: Moving Research into Practice Through Professional Development. *Engineering Education and Earth and Atmospheric Science Seminar Series*, Purdue University, West Lafayette IN.

Baker, D. (1999). Frameworks and challenges. *Gender and Science Education Colloquium*, Boston, MA.

#### PROFESSIONAL SERVICE

##### Advisory Board

Advisory board member for NSF funded project - Recruiting and Retention of Women in Geosciences: an Investigation of Individual and Environmental Factors (PI Julie Sexton) 2012-2015

##### Editorial Board and Editor Activities

Editorial Board, *Journal of Engineering Education* (2010- present)

Editorial Board, *Eurasian Journal of Educational Research* (2004-2009)

Editorial Board, *Science and Technology Education Library Book Series*, Kluwer Press, (1998-2000)

Editorial Board of *Journal for Research in Science Teaching* (1987-1990)

Co-Editor, Journal of Research in Science Teaching (2001-2006)  
Editor - International Handbook of Research in Science Education (1997). Section 8:  
Equity.

NAEP Reviewer

Reviewer - Science Section, National Assessment of Educational Progress (1983)

#### National Committees

National Association for Research in Science Teaching

**Member:**

Membership and Elections (2012 -2015)

Distinguished Contributions through Research Award Committee (2010-2012)

Research Committee (2008-2011)

Governing Board *JRST* editor (2001-2006)

Membership Recruitment and Retention (1994 -1997)

Program Committee (1993 -94 & 1989-1990)

Dissertation Award Committee (1992-1995, 1997 – 2000)

Elections Nominations Committee (1990-1991)

Best Paper Awards Committee (1985-1986)

Best Journal Article Awards Committee (1983-1984)

**Chair and Founder:**

Equity Committee (1992-1995)

American Association for Engineering Education

**Member:**

Wickenden Award Selection (2010)

Best Paper Committee in the *Journal of Engineering Education* (2010)

State Committees

State department of Education

**Member:**

Curriculum Frameworks Grant Project- Content (1994-1995)

Arizona National Science Scholarship Screening Panel (1994)

**Co-Chair:**

\*Curriculum Frameworks Grant Project - Equity & Access (1994- 1995)

**Member:**

Management Leadership Team (1994 – 1996)

Science Curriculum Committee (1994)

Consulting

Universal Studios (2000-2002)

Mesa School District (1999)

Chandler School District (1998)

Navajo Community College 1996

Motorola (1995)

\*Mid-Continental Labs & Girl Scout Council of Kansas City (1993-1999)

\*Fort Worth Museum of Science and Technology (1993-1996)  
Scottsdale School District (1992-1993)  
Wasatch Educational Systems(1983-1984)  
Far West Laboratories, Junior High School Science Project (1983-1984)

Pro bono workshops

National Board Certified Teachers Program (1999)

\*Equity and Science Teaching, Phoenix Union District (1998)

\*Equity and Science Teaching, Chandler District (1998)

Constructivism, Urban Systemic Initiative (1997)

Ken Lacovara, PhD  
Associate Professor, Department of Biodiversity, Earth & Environmental Science  
Drexel University, Philadelphia, PA  
Office: PISB 322



#### Education

PhD, Geology, University of Delaware  
MA, Coastal Geomorphology, University of Maryland  
BA, Physical Geography, Rowan University

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#### Research Interests

I focus on Mesozoic Era paleoenvironments, containing the remains of dinosaurs and other vertebrates. The study of ancient biomes, particularly those of the Cretaceous Period, relates to our emerging understanding of the global response to human-induced climate change. During the past 250 million years, the world was never hotter, sea level was never higher, and atmospheric CO<sub>2</sub> was never more abundant than during the Cretaceous Period. The rocks and fossils of this period record these environmental extremes and the resulting biotic response. By understanding paleoecological change during previous episodes of global warming, we enhance our ability to understand current changes related to the ongoing climate crisis.

Another facet of my research involves the discovery and characterization of extinct forms of life. The vast majority of species that have ever lived are extinct and paleontologists thus far have discovered only a tiny fraction of these. With this in mind, a component of my fieldwork is exploratory, in pursuit of contributions to the basic characterization of life on Earth. I have co-authored descriptions of two new dinosaurs (Paralititan and Suzhousaurus), a teleost fish (Bawitius bartheli), a necrocarcinid crab, numerous indeterminate species, and several paratypes.

During five expeditions to southern-most South America, my students and I excavated over 16-tons of fossilized remains from Late Cretaceous deposits. Most of this material pertains to extremely large titanosaurian dinosaurs, representing one or more new species. One new holotype under description represents the most complete skeleton known for a dinosaur in the top class of mass. The analysis of this specimen provides an unprecedented opportunity to study the anatomy, biomechanics, and evolution of some of the largest land creatures ever.

I am also a member of the Bahariya Dinosaur Project, based in the Egyptian Sahara, and collaborate with Hai Lu You, PhD (Chinese Academy of Geological Sciences) and Matthew Lamanna, PhD (Carnegie Museum of Natural History) on the evolution of

Cretaceous ornithurine birds from the middle Cretaceous of China. In the laboratory, my students and I have isolated endogenous biomolecules from Paleogene- and Cretaceous-age fossils and are developing geochemical model pathways for the preservation of ancient tissues. Locally, my students and I study the Cretaceous fauna of southern New Jersey. Our recently excavated 65 million year old New Jersey crocodylian, *Thoracosaurus neocesariensis*, is currently on display in the lobby of Stratton Hall at 32nd & Chestnut streets.

**ATTACHMENT P**

**AGREEMENT WITH SERVICE PROVIDER**

This section does not apply to KLA as we are not contracting with a service provider.

**ATTACHMENT Q**

**Ka'u Learning Academy**

**By-Laws**

## Article I OFFICES

1. Office

## Article II MEETINGS

1. Place of Meeting
2. Annual Meeting
3. Agenda of the Annual Meeting
4. Monthly Meetings of the Board Members
5. Special Meetings
6. Adjournment of Meetings
7. Quorum of Members
8. Voting
9. Open Meetings

## Article III BOARD OF DIRECTORS

1. Board of Directors
2. Qualifications of Board Members
3. Number of Board Members
4. Election and Term of Board Members
5. Newly Created Board Members and Vacancies
6. Removal of a Member
7. Resignation of a Member
8. Compensation of Board Members
9. Conflicts of Interest/Code of Ethics

## Article IV OFFICERS

1. Number
2. Election and Term of Office
3. Officers: Positions and Responsibilities
4. Removal of Officers
5. Vacancies

## Article V REPORTING STRUCTURE

1. Role of Board Members
2. Role of the Executive Director
3. Role of the Staff



**By-Laws  
Ka'u Learning Academy**

1 Article I OFFICES

2  
3 1. The Office of the School

4  
5 The Office of the School shall be located in the School.

6  
7  
8 Article II MEETINGS

9  
10 1. Place of Meeting

11  
12 All meetings of the Board Members shall be held on site at the School or at an announced  
13 time for a video conference meeting. Written notice of all meetings of the Board  
14 Members (annual, monthly, and special) and the agenda will be provided to each Member  
15 at least seven (7) days prior to the meeting. Additionally, public notices of all meetings  
16 of Board Members and all committees and subcommittees thereof will be given.

17  
18 2. Annual Meeting

19  
20 The annual meeting of Board Members shall be held in the month of July at the School  
21 building. The first meeting of each newly elected Board of Directors shall be held at the  
22 Annual Meeting immediately following the completion of corporate business.

23  
24 3. Agenda of the Annual Meeting

25  
26 The order of business at the annual meeting shall be as follows:

- 27 a. Call to order
- 28 b. Proof of public notice of the meeting
- 29 c. Reading of the minutes of the last annual meeting
- 30 d. Reports of Officers
- 31 e. Reports of Committees
- 32 f. Election of Board Members
- 33 g. Election of Officers
- 34 h. Transaction of Business

35  
36  
37 4. Monthly Meetings of Board Members

38  
39 Monthly meetings of Board Members will be held during the second week of each month  
40 on dates determined by the Board. The order of business at the monthly Board Members'  
41 meetings shall be as follows:

- 44 a. Call to order
- 45 b. Approval of minutes
- 46 c. Review of Financial Statement, Budget, and Business Plan
- 47 d. Review of Reports
- 48 e. Report from Director
- 49 f. Transaction of Business

50

51

#### 5. Special Meetings

52

53 Meetings of the Board Members for any purpose may be called by the President or by a  
54 majority of the Board Members. The notice for such meetings shall state the purpose or  
55 purposes thereof and indicate at whose request the meeting is being called.

56

57

#### 6. Adjournment of Meetings

58

59 The members present may adjourn a meeting despite the presence of a quorum. When a  
60 determination of Board Members of record entitled to notice of or to vote at any meeting  
61 of Board Members has been made, such determination shall apply to any adjournment  
62 thereof unless the Board Members fix a new record date for the adjourned meeting.

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#### 7. Quorum of Members

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At any meeting of the Board Members, quorum will be established by fifty-one percent  
(51%) of the total number of Board Members.

74

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#### 8. Voting

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79

Every Member of record shall be entitled to one vote on each matter submitted to a vote  
by the Board of Directors. All corporate action to be taken by vote requires a majority  
vote (51%) of the quorum of voting Board Members.

80

81

#### 9. Open Meetings

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89

All meetings of the Board Members and all committees and subcommittees thereof shall  
be conducted in accordance with Hawaii Law regarding open meetings (part I of HRS  
Chapter 92) as the same may be amended from time to time. To the extent of any conflict  
or inconsistency between any provision of these By-Laws and the Sunshine Law, the  
Sunshine Law shall prevail and control.

90 Article III BOARD OF DIRECTORS

91

92 1. Board of Directors

93

94 The business of the corporation shall be overseen by the Board of Directors and shall be  
95 managed and implemented by the Executive Director. The Board of Directors holds  
96 three areas of responsibility: fiduciary, policy, and employment of the Executive Director  
97 and the staff. General responsibilities may include but not be restricted to the following:

- 98 a. Ratifying the School’s mission and vision statements, and the modification  
99 thereof.
- 100 b. Approving any management, operational, and service contracts.
- 101 c. Authorizing the broad curricular guidelines and the delegation and  
102 oversight of specific program implementation.
- 103 d. Approving assessment measures and performance standards.
- 104 e. Providing ongoing support and oversight of the academic program and  
105 performance of the School.
- 106 f. Adopting all school policies (e.g. approving staffing levels, approving the  
107 hiring of personnel, setting compensation for all employees, and all other  
108 required personnel policies).
- 109 g. Hearing appeals on student disciplinary and special education matters.
- 110 h. Hearing complaints from any individual or group alleging any violation of  
111 the provisions of the Charter School Law, the charter itself, or any other  
112 provision of law relating to the management or operation of the Charter  
113 School.
- 114 i. Preparing and approving the annual budget.
- 115 j. Ensuring that necessary accountability measures are in place, including the  
116 performance of audits and annual reports (including a monthly financial  
117 report by the Fiscal Director and Treasurer) and the transmission of all  
118 necessary records and reports to the proper charter school oversight  
119 entities.
- 120 k. Providing necessary and proper oversight of all financial aspects of the  
121 Charter School.
- 122 l. Providing supervision and evaluation of the Executive Director.

123

124 2. Qualifications of Board Members

125

126 Board Members and prospective Board Members must be at least 21 years of age,  
127 supportive of the School’s mission and vision, available to meet the time commitment,  
128 experienced in serving on policy setting boards of directors, experienced at assessing  
129 programmatic effectiveness, and have a clean police record. Board Members will be  
130 selected from among persons having expertise in the following areas: Education,  
131 Accounting and Fiscal Management, and Community Representation.

- 132 a. Education: position shall be filled by persons with a minimum of a  
133 Masters Degree in Education, demonstrated administrative experience, and policy setting  
134 experience.

135           b.       Accounting and Fiscal Management: position shall be filled by persons  
136 with education and expertise in accounting, financial planning, business, and financial  
137 management.

138           c.       Community Representation: position shall be filled by persons who  
139 represent the community, the School, the children, and the families involved in the  
140 School.

141

142           3. Number of Board Members

143

144 The number of Board Members constituting the entire Board of Directors shall be a  
145 minimum of 5 (five) to a maximum of nine (9) members. The number of Board  
146 Members may be increased by a majority vote of the Board Members.

147

148           4. Election and Term of Board Members

149

150 The initial Board of Directors shall be the “Founding Members” plus appointments by the  
151 Founders to meet the criteria set forth under qualifications.

152

153 Each Member will serve a three-year term after the first rotation (by fiscal year):

154           2014: 5 Board Members appointed       2018: 2 positions elected

155           2015: 2 positions elected                   2019: 2 positions elected

156           2016: 2 positions elected                   2020: 3 positions elected

157           2017: 3 positions elected                   2021: 2 positions elected

158

159           a.       Elections will take place at the Annual Meeting. Except as otherwise provided  
160 by law, the Charter School Law of the State of Hawaii, the Charter or these by-  
161 laws, the Board shall elect the Board Members by the vote of a majority of the  
162 Board Members then in office, whether or not the number of Board Members in  
163 office is sufficient to constitute a quorum, or by the sole remaining Member.  
164 Election of Board Members to fill expired terms shall take place at the annual  
165 meeting of the Board of Directors. Board Members-elect assume office subject  
166 to approval by the Charter Entity.

167

168           5. Newly Created Board Members and Vacancies

169

170 Any newly created Member resulting from an increase in the number of positions for  
171 Board Members or vacancies occurring in the Board of Directors for any reason shall be  
172 filled by vote of a majority of the Board Members in office, regardless of the number.

173

174           6. Removal of a Member

175

176 Any Member may be removed for cause by a majority vote of the seated Board Members.

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181 7. Resignation of a Member

182  
183 Any Member may resign at any time. Such resignation shall be made in writing and shall  
184 take effect at the time specified therein, and if no time be specified, then at the time of its  
185 receipt by the President. The acceptance of the resignation shall not be necessary to  
186 make it effective, but no resignation shall discharge any accrued obligation or duty of a  
187 Member.

188  
189 8. Compensation of Board Members

190  
191 Board Members shall not receive any compensation for their services as Board Members,  
192 but by resolution of the Board of Directors may receive a sum representing the actual  
193 expenses for costs incurred while serving on the Board, including childcare and  
194 transportation.

195  
196 9. Conflicts of Interest/Code of Ethics

197  
198 All Board Members and Officers shall be subject to and bound by the Ka'u Learning  
199 Academy Code of Ethics as adopted by the School as the same may be modified or  
200 amended from time to time. In addition, (1) no Member, Officer, or employee of a for-  
201 profit corporation having a business relationship with the Charter School shall serve as a  
202 voting member of the Board of Directors; (2) Board Members, Officers, or employees of  
203 any single non-profit organization shall hold no more than 40 percent of total seats  
204 comprising the Board of Directors; and (3) Board of Directors members representing any  
205 not-for-profit corporation proposing to do business with the School shall disclose the  
206 nature and extent of such business propositions.

207  
208  
209 Article IV OFFICERS

210  
211 1. Number

212  
213 The number of Officers of the corporations shall be four (4), namely: President, Vice-  
214 President, Secretary, and Treasurer.

215  
216 2. Election and Term of Office

217  
218 All Officers shall be elected by the Board of Directors at the Annual Meeting. Officers  
219 shall serve a term of one year with the right to succeed themselves in office and until  
220 his/her successor has been elected, appointed, and qualified.

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222 3. Officers: Positions and Responsibilities

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a. President

The President shall preside at all meetings of the Board of Directors. He/She shall act as ex officio at all committees and shall, in general, supervise and manage all of the business and affairs of the corporation, subject to the control of the Board of Directors. He/She shall have power to sign all certificates of this corporation and to sign and execute all contracts and instruments of conveyance in the name of the corporation, to sign checks, drafts, notes, and orders for the payment of money, with the prior approval of the Board of Directors. He/She shall perform all duties usually incident to the office of the President.

b. Vice-President

The Vice-President shall assume the duties of the President in the event of the President's absence.

c. Secretary

The Secretary shall keep minutes of all meetings of the Board of Directors, committee meetings, special meetings, unless otherwise directed, and shall record these minutes in a permanent book provided for this purpose. He/She shall give, or cause to be given, notice of all meetings of the Board Members and all other notices required by law or by these By-Laws, and in case of his/her absence or failure to perform for any reason, notice may be given by the President to another Member to perform the duties. He/She shall have charge of the corporate books and records. He/She shall have custody of the corporate seal and affix the same on all instruments requiring it when authorized by the Board Members or the President, and attest the same. He/She shall file all written requests that notices be mailed to Board Members at an address other than that which appears on the record. He/She shall sign all certificates of the corporation. And he/she shall, in general, perform all duties incident to the office of Secretary.

d. Treasurer

The Treasurer shall have custody of the funds, securities, evidences of indebtedness, and all valuable documents of the corporation: when necessary and proper, he/she shall endorse on behalf of the corporation for collection checks, notes, and other obligations and shall deposit the same to the credit of the corporation in such banks or depositories as the Board of Directors shall designate. He/She shall receive and give or cause to be given receipts and acquittance for monies paid into or on account of the corporation of whatever nature upon maturity of the same: he/she shall enter or cause to be entered in books of the corporation to be kept for that purpose full and accurate accounts of all monies received and pay out on account of the corporation, and he/she shall render a statement of accounts monthly to the Board of Directors, and at any other time as requested by the President. He/She shall keep or cause to be kept such other books as will show a true record of the expenses, losses, gains, assets, and liabilities of the corporation; he/she shall at all reasonable times exhibit his/her books and accounts to any

273 Member of the corporation. He/She shall perform all duties incident to the office of  
274 Treasurer and give the corporation security for the faithful performance of the duties of  
275 the office in such sum and with such surety as the Board of Directors may require.  
276

277

#### 278 4. Removal of Officers

279

280 Any officer elected by the Board of Directors may be removed for cause shown, by a  
281 simple majority of Board Members.  
282

283

#### 283 5. Vacancies

284

285 If the office of any officer becomes vacant, the Board Members may elect any qualified  
286 Member to fill such vacancy, who will hold office for the unexpired term of the  
287 predecessor and until a successor is elected.  
288

289

290

### 290 Article V REPORTING STRUCTURE

291

#### 292 1. Role of Board Members

293

294 The Board of Directors will report to the Hawaii State Public Charter School  
295 Commission, the parents of Ka'u Learning Academy children, and the community in  
296 which the School is located.  
297

298

#### 298 2. Role of the Executive Director

299

300 The Executive Director will report to the Board of Directors in a written report monthly  
301 to include but not be restricted to the following: all correspondence from all appropriate  
302 State and Federal agencies; the School Report Card; reports on behavioral contracts and  
303 "Extended Families," attendance rates, dropout/transfer rates, student performance data,  
304 comparison rates to State benchmarks for student performance, student aspirations,  
305 student surveys; number of non-certified teachers, turnover rate, teachers teaching outside  
306 their field, teacher evaluations and proficiency data, teacher surveys and self assessments,  
307 evaluations, curriculum assessment and surveys, support staff issues, grievances; parent  
308 involvement, volunteer commitments, mentor reports, business commitments, fiscal  
309 report in concert with Board of Directors Treasurer; condition and costs of buildings and  
310 grounds, role of staff and volunteers; update on the general operations of the school, and  
311 report on all contracts.  
312

313

#### 313 3. Role of the Staff

314

315 Members of the staff ultimately report to the Executive Director who in turn reports to  
316 the Board of Directors. The direct reporting structure is as follows:

317

318

a. Teachers, guidance, and health services work as teams and report  
via meetings, orally, in written reports, through survey results and student achievement

319 reports to the Director. Direct supervision and evaluation of teachers, guidance, and  
320 health staff is the responsibility of the Director.

321           b.       The secretary, custodian, and food service personnel report via  
322 meetings, orally, in written reports, and by requisition to the Office Manager. Direct  
323 supervision of the secretary, custodian, and food service is the responsibility of the Office  
324 Manager.

325           c.       The Office Manager reports to the Executive Director in all matters  
326 of finance via meeting, oral and written reports, and by requisition. Direct supervision  
327 and evaluation of the Office Manager is the responsibility of the Director.

328           d.       The Office Manager reports to the Executive Director in all matters  
329 of daily operations and of the functions of the secretary, custodial issues, and food service  
330 personnel whom he/she supervises. Direct supervision and evaluation of the Office  
331 Manager is the responsibility of the Executive Director.

332

333 To the extent there are any conflicts between the terms of the charter school's charter and  
334 the terms of these by-laws, the terms of the charter will control.



ATTACHMENT R  
STATEMENT OF ASSURANCES

## Statement of Assurances

Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the school.

The charter school governing board agrees to comply with all of the following provisions, specifically, if approved the school:

- will operate in compliance with all applicable state and federal laws including but not limited to HRS Chapter 302D;
- will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the Commission and in compliance with the charter contract and HRS Chapter 302D;
- will operate in accordance with and comply with all of the requirements of collective bargaining agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- will, for the life of the charter contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education; this includes participation in any federal or state funded charter school evaluations or studies, final grant report documentation and financial statements.
- will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- will ensure that a student's records, and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208).
- will comply with all provisions of Elementary and Secondary Education Act, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act and assessments [P.L. 107-110].
- will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act;
- will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- will ensure equitable program participation, as required under section 427 of the General Education Provision Act;
- will follow any federal and state court orders in place in the local school district;
- will comply with federal and state applicable health and safety standards;

- will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers and other records;
- will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
- will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;
- will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- will maintain its accounts and records in accordance with generally accepted accounting principles;
- will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- will read, understand and agree to comply with all parts of the charter contract, including, but not limited to, the performance standards and requirements established by the charter contract and attached performance framework.

**Certification**

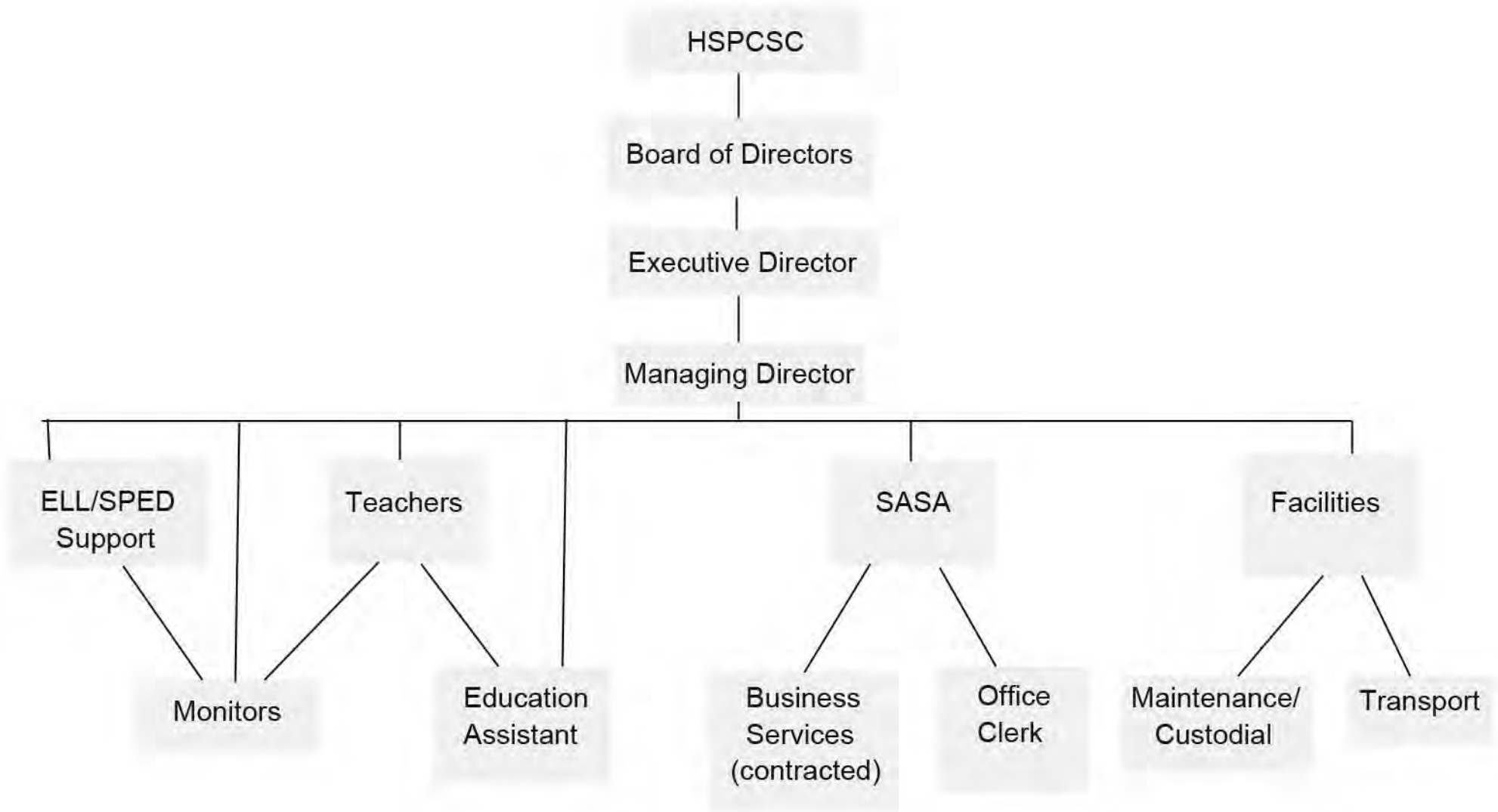
Name of School: Ka'u Learning Academy

Name of Authorized Representative: Kathryn Tydlacka

I, the undersigned, do hereby agree to the assurances contained above.

 12/28/2013  
 Signature of Charter School Sponsor Authorized Representative      Date

ATTACHMENT S  
ORGANIZATIONAL CHART



# Ka'u Learning Academy Organizational Chart

# **ATTACHMENT T**

## **BOARD MEMBER INFORMATION SHEETS**

Please see attachment o for Board Member resumes

Please see section I.A Executive Summary for Board Member biographies

## Board Member Information

**To be completed individually by each proposed school governing board member.  
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract.

As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

### Background

1. Name of charter school on whose Board of Directors you intend to serve: Ka'u Learning Academy
2. Contact information:  
Name: [REDACTED]  
[REDACTED]  
[REDACTED]
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.  
 Resume and professional bio are attached elsewhere in the application: \_\_\_\_\_
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
5. Why do you wish to serve on the board of the proposed charter school?

I am grateful for this opportunity to give back to our community in a way that makes the most of my skills and fits my interest in education. Since Ka'u is home to my own education-oriented business, I am particularly grateful for the chance to serve a community that is special to me, a community that also really needs this extra educational opportunity.

6. What is your understanding of the appropriate role of a public charter school board member?

Board members are first and foremost responsible to the public to ensure that the charter school fulfills its mission to further the education of Hawaii's students. This involves proper fiduciary oversight over the administration of the charter school, and proper guidance to the administration to ensure that all is done to fulfill the charter school's mission, and, as time goes on, to ensure that the mission evolves as necessary to meet the changing needs of the community.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am a founder, board member and Executive Director for an education-based non-profit organization started in 2012. I believe my experience in starting and establishing this non-profit will help the charter school. In addition, for the past thirty years, I have been a member of the boards of directors for several for-profit

Hawaii-based small businesses. I believe that my experience working with for-profit organizations will provide a business-oriented view that is not typically found on most non-profit boards. Also, I come from a family of teachers (mother, father, sister) which I believe has given me a good perspective that will help me see issues from a teacher's perspective.

8. Describe the specific knowledge and experience that you would bring to the board.

I have been an entrepreneur and business owner all of my professional life. I have extensive experience in virtually all aspects of business that are shared by any organization: personnel, finances, marketing, product development, project management, sales, maintenance and customer service, at least. This experience provides me with the opportunity to provide significant input to the board and administration of the school on virtually all aspects of the operation. My educational interest is oriented toward experiential education in the sciences, and I believe my knowledge in that field will be helpful to the administration when developing the school's science programming. A key part of the school's academic plan involves the collection and analysis of data for the purpose of developing and tuning each student's individual academic plan. As a professional software developer, I expect my experience as such to play a helpful role in the development, security, analysis and use of the data.

### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?

The guiding beliefs of the school are that all students can and will learn given the right conditions and that all students should be expected to reach high standards of social and academic achievement. Therefore, the mission of the school is to provide the right conditions for students to meet those expectations. This is done by implementing individualized educational plans for each student to ensure that each one is learning at a level that is appropriate, which is determined through deep and continuous analysis of each student's progress.

2. What is your understanding of the school's proposed academic plan?

The proposed academic plan blends on-line, classroom and personal instruction to achieve the best academic results. This blend is customized for each student so as to best meet each student's learning style, level and goals. A key part of the academic plan is to collect data from multiple points very frequently, to accumulate data for each student's individual academic plan. The information gathered will allow teachers, students, parents and administrators to track progress (or lack thereof) using a data-driven approach.

3. What do you believe to be the characteristics of a successful school?

Successful schools do their best to ensure that each individual succeeds, not just while in school, but at home and in life. They do this by making sure that each student knows that they have every chance there is to be successful, regardless of socio economic background, and by creating an environment in which social and academic achievement is celebrated, in school and with the community.

4. How will you know that the school is succeeding or is not succeeding in its mission?

To some degree, the market will tell us through enrollment demand. However, this could mask just being the best of poor options, and that is not enough to meet the school's mission. Data analysis will provide many numerical comparisons that will be helpful in measuring the success of the school. Personal interviews and surveys of parents, students and teachers will provide additional feedback on the school's success in its mission.

### **Governance**

1. Describe the role that the board will play in the school's operation.



The board's role is to oversee the governance of the school as determined by the bylaws of the school, and to fulfill its fiduciary responsibilities to the public through that governance. In addition the board's role is to provide support to the school administration by sharing its collective experience and knowledge.

2. How will you know if the school is successful at the end of the first year of operation?

You cannot call a school successful after a single year; you can, however, measure the success of the school to date by comparing results to expectations and other metrics, including enrollment predictions and budget, among others. Re-enrollment rates will tell a lot. Interviews of students and parents will also help quantify the school's success after a single year.

3. How will you know at the end of five years if the school is successful?

Enrollment demand and re-enrollment rates will be a key indicator of how the community views the school, which is an important measurement of the school's success. Actual results will be compared to projected results to determine how well the school did in its estimates and in its ability to adjust to variances in those estimates. Staff retention and other metrics will indicate the administration's ability to successfully hire, train and retain the school's teachers.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to support the administration by sharing their time, energy, knowledge and experience with the administrator and other school staff. The board should promote the school and its mission within Ka'u and throughout Hawaii to raise awareness of and help for the unique challenges of the community.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would report such behavior to the board president with the expectation that the board president would act appropriately, and then follow up with the president as necessary to ensure that appropriate action was taken. Escalating the issue to be discussed by the entire board could be appropriate, depending on the individual circumstances.

#### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know these individuals  Yes

I know Joe Iacuzzo through his volunteer activities with Science Camps of America. I am currently assisting him in the development of the Hawaii Science Festival.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I/we do not know any such employees  Yes

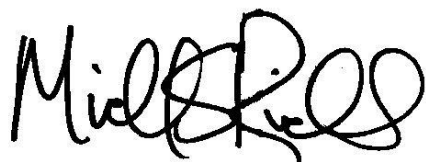
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I/we do not know any such persons  Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I/we do not know any such persons  Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A.  I/we have no such interest  Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A  I/we or my family do not anticipate conducting any such business  Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family  Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.  
 None  Yes

#### Certification

I, Michael S. Richards, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.



January 4, 2013

Signature

Date

# Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract.

As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

## Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Ka'u Learning Academy
2. Contact information:  
Name: [REDACTED]  
[REDACTED]  
[REDACTED]
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.  
 Resume and professional bio are attached elsewhere in the application: \_\_\_\_\_
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
5. Why do you wish to serve on the board of the proposed charter school? I have known the founder and managing director for a number of years and, being familiar with the needs of the children and families of Ka'u, I hope to be of service to the school and the communities it will serve.
6. What is your understanding of the appropriate role of a public charter school board member? I understand that I have a serious set of responsibilities regard fiscal issues, governance and the academic plans of the school. I know that I can't take these responsibilities lightly, that I will be required to put time and energy into by role as a board member.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you

have the capability to be an effective board member. As the founder and current Executive Director of the Fournier Center for Empowerment, the non-profit organization that is partnering with the Ka'u Learning Academy, I feel that I can contribute a great deal to the establishment of the school. I share the vision of Ms. Tydlacka, the school's founder, and I hope that my experience will be of significant service to the school.

8. Describe the specific knowledge and experience that you would bring to the board.  
As a specialist in non-profit fundraising, I expect to contribute my expertise to helping the school with its funding needs. I have a great deal of experience in business management, having owned and operated three successful companies over the previous 35 years. I will use this experience in my fiduciary responsibilities as a board member. I will also work to develop programs to empower parents and families to participate in the educational process with their children, creating programs specific to the needs of the communities of Ka'u.

### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
I understand that the school is being established to fill a serious need for educational choice in the district of Ka'u. I have done research and spoken with a number of community members and the mission of the school is one that I firmly believe in. A strong academic focus, coupled with a school that truly cares for its students and nurtures them is something that Ka'u needs.
2. What is your understanding of the school's proposed academic plan?  
I am in full agreement with the focus on academic instruction that Ms. Tydlacka has put forward. I have carefully examined her proposed academic plan, her unique teaching methodologies and the curriculum program that the school will employ and I am certain that our students will have every opportunity for success. The plan developed for the school will meet all the common core standards and allow for students to excel beyond those standards.
3. What do you believe to be the characteristics of a successful school?  
The nurturing environment, the understanding by the children that, regardless of the difficulty they may encounter in the learning process that their teacher will not give up on them – I feel that this is a characteristic of a successful school. And I believe that this is the school culture that Ka'u Learning Academy will offer students and teachers.
4. How will you know that the school is succeeding or is not succeeding in its mission?  
While I don't currently consider myself as an expert in assessment of students and teachers, I feel that I will soon become one. I understand that there are a number of metrics that will allow me to know how well the school is performing and succeeding in its mission. I and the other board members will carefully and diligently examine test and assessment results to measure how well the administration, teachers, students and the school as a whole are performing.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Our board will have the ultimate responsibility for the schools success. While we will rely

on the administration to manage the day to day school operations, we will regularly review policies and procedures implemented to operate the school. Our board has the authority and responsibility of oversight and remediation if necessary. We will use regular meetings with the administrators to gauge the schools operational direction and success.

2. How will you know if the school is successful at the end of the first year of operation?  
Our board will use standard assessment tools and test results, as well as compile the results of student, teacher and parent surveys. We anticipate proficiency levels higher than the historic numbers for Ka'u students.
3. How will you know at the end of five years if the school is successful?  
I fully anticipate that our school will be among the best performing in the state within five years, with proficiency levels equaling those of Hawaii's best schools. I also expect to be hearing from our graduates about the success that they are having following their time at Ka'u Learning Academy.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
I may be a bit prejudiced, but I believe that the best way for the charter school board to ensure our success as a school is to grant Ms. Tydlacka the charter and allow her to implement the program of teaching that she has developed to so much prior success. Oversight is important, but I can't imagine any scenario where the commission won't look back on this and be extremely pleased with their decision to grant this charter.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? As I have been offered the position of president of the Founding Board of Directors, I would take this type of circumstance very seriously. Expulsion from the board through a special meeting would be an appropriate response if the board member's actions were serious enough to harm the school in any way. If the infraction were inadvertent, an open discussion among the board may be an appropriate response.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes  
I have known Joe Iacuzzo for many years, having worked with him on a number of educational and marketing projects. He worked as a creative director for my marketing agency.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes  
Again, I know Joe Iacuzzo and I believe he may provide some curriculum development services through his company.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes  
 My non-profit is the fiscal sponsor for the school and we intend to assist with fundraising.
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I/we do not know any such persons  Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A  I/we have no such interest  Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A  I/we or my family do not anticipate conducting any such business  Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family  Yes  
 My non-profit organization is the fiscal sponsor for the school.
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.  
 None  Yes

#### Certification

I, Mark Fournier, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.

  
 Signature

December 20, 2013  
 Date

# Board Member Information

## Background

1. Name of charter school on whose Board of Directors you intend to serve:  
**Ka'u Learning Academy**

2. Contact information:

Name: [REDACTED]

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.

**Resume and professional bio are attached to this form.**

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

**I served on the Board of Directors of the National Association of Review Appraisers and Mortgage Underwriters, a 501(c)(6) non-profit organization. This was in 1990 - 1992**

5. Why do you wish to serve on the board of the proposed charter school? **Yes**

6. Board members of a public charter school have oversight responsibilities that are of critical importance to the success of the children attending the school. While the school administrative staff focuses on the daily functioning of the school, board members are charged with developing the vision and direction of the school, and working with the administration to see that it is implemented in an effective and efficient manner.

## School Mission and Plan

1. School Mission and Guiding Beliefs – The mission of Ka'u Learning Academy is to provide the children and families of Ka'u with an education choice. The Academy's curriculum is focused primarily on academic achievement that will prepare our students for success in an increasingly competitive world. Whether our students are bound for college or choose to enter the workforce, we will provide them with lifelong tools that will allow them to excel. Our guiding beliefs are based on our understanding that children are unique individuals. Children learn at an individual pace and, most importantly, they are worth investing time, energy and attention to discover their unique personalities. Once we understand

how a child learns and what their capabilities truly are, we can develop an approach for each child that will give them the chance to take as much as possible with them from their experience at Ka'u Learning Academy.

2. My personal observation through interactions with the children of Ka'u clearly underscores the need for a serious focus on academic curriculum. I have had the opportunity to review the academic plan set out by the school administration and feel that it is superior to what I have seen from the established schools in the area. The emphasis that is placed on understanding the foundation that our students have in order to provide a context for continued learning is an excellent way to address the specific and unique needs of the children of Ka'u. The inclusion of academics, creative/aesthetic activities and cultural education strikes a balance that I feel will work exceptionally well for the children. This is particularly true given the experience and vision that the administration brings to the school. In the competitive environment that our students will face as they enter the workplace, the strong academic foundation they receive at Ka'u Learning Academy will serve them well and allow them to excel in their life, particularly if they have ambitions for post-secondary education.
3. School success depends on a number of characteristics/variables. My belief is that it is impossible to have a formula that would work for every child – there is a huge body of research to support this. The approach that KLA Executive Director Kathryn Tydlacka has developed, Contextual Foundation Learning, directly addresses the pitfalls of a standardized system of teaching. This approach will insure that every student graduating from KLA will have maximized their learning experience and have a strong academic and social foundation. This foundation is what defines a successful school.
4. I spoke at length with the executive director and carefully reviewed how the school will incorporate initial and ongoing evaluation of student progress. I am most impressed with how the administration will insure that KLA teachers fully understand the methodology that the school will utilize and how important ongoing evaluation is to the teaching approach. As a board member I, and our other board members, will be reviewing teacher and administration evaluation and progress reports to be certain that the school's mission is successful. We will be quick to address any issues that we may see that we feel could compromise the mission.

### **Governance**

1. Our Board President has met with us to discuss our role and its critical importance during the first few years of operation. We discussed our understanding of the vision brought to the school by Ms. Tydlacka and our responsibility to work with her to insure that the vision becomes reality. While we



are responsible for oversight of the school's operations, we do have full faith in Ms. Tydlacka's ability to implement a successful teaching methodology and create a learning environment that will benefit the students. It is our intention to carefully balance oversight with an understanding that implementation of teaching methods that students and some faculty are not entirely familiar with will require an adjustment period. Coupled with new Common Core standards, their will may well be a few bumps in the road in the initial stages of start-up. However, we have full faith and expectations of tremendous success.

2. I anticipate that the gauge of success will be two-fold; significantly high proficiency scores and happy children and families. The first is an easily quantifiable measurement, the second will be observational.
3. By the end of the fifth year of Ka'u Learning Academy's operations, I fully expect that our students will be recognized as among the highest achieving in the state of Hawaii, that our teachers will be sought after for their success and that our methodologies will have been adopted by many schools. This will be my measure of success.
4. Oversight by the board is critical, but we must be cautious in our approach so as not to constrict the implementation of the unique and proven successful methodologies developed by the school's founder. As a board member, I will be keenly aware of the need to continually seek funding and financial support for the school and our programs, while also working to develop strategic partnerships and collaborations. I take very seriously our responsibility to insure that the funds needed to meet our goals and mission are available and that they are spent judiciously and wisely.
5. If unethical behavior by a board member was proven, I would immediately seek the removal of the board member, particularly if the behavior occurred during the beginning phases of the school start-up, when we can least afford a taint of impropriety. I firmly believe that all our initial board members will always have the best interests of the school at heart and that should one of them show otherwise, I would request the full board take immediate action.

## **Disclosures**

1. I have professional relationships with two of the board members, Mark Fournier and Dr. Sumida. Mr. Fournier has been a business associate and friend for over 30 years. Dr. Sumida and I have collaborated on several education outreach programs through our affiliation with the Society of Vertebrate Paleontology.
2. I know the executive director, Kathryn Tydlacka, who brought me into the project to help develop Ka'u Learning Academy.
3. I know Mr. Fournier whose foundation, the Fournier Center for Empowerment, is the fiscal sponsor of Ka'u Learning Academy.

4. I anticipate providing some educational enrichment programs on an as-needed basis, based on the requests by school administration. My company has developed these types of resources for nearly 15 years, offering them to educational institutions throughout the U.S.
5. I do not know any of the individuals associated with the entities that have so far been discussed as potential education service providers.
6. If the school elects to utilize any of the enrichment programs my company offers, I would benefit. However, I often provide these resources at no cost, using sponsorship monies from third party sponsors to fund the resource development.
7. I don't conduct business with any third party providers.
8. I am a member of Leonardo Project LLC, and we are partnering with KLA to assist in several fundraising ventures. This includes operating the café that will give all profits to KLA. Additionally, we are assisting in developing strategic partnerships that we anticipate will offer a number of educational and financial benefits to the students and school.
9. I don't believe that there are any potential conflicts of interest at any level that would jeopardize the school or preclude my serving on the board of directors.

**Certification**

I, Joseph Iacuzzo, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.



\_\_\_\_\_  
Signature

December 6, 2013  
Date

## Board Member Information

To be completed individually by each proposed school governing board member.

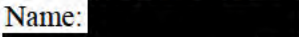

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract.

As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

### Background

1. Name of charter school on whose Board of Directors you intend to serve: Ka'u Learning Academy
2. Contact information:  
Name:   

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
Resume and professional bio are attached to this form.  
 Resume and professional bio are attached elsewhere in the application: Attachment M
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes-School Community Chairperson
5. Why do you wish to serve on the board of the proposed charter school?  
As the founder of the school, it is my deep desire to see it succeed.
6. What is your understanding of the appropriate role of a public charter school board member?  
To support the mission and vision of the school in any way I can.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
For the past two years, I have been on the School Community Council at Na'alehu Elementary School serving as chairperson in 2012-2013. I have also served as Town Treasurer and have served in numerous community and educational projects.

8. Describe the specific knowledge and experience that you would bring to the board.

As the founder of the school, I understand its mission and vision. I have dedicated the past fifteen years to the education profession. I have had great success in educating students who struggle under the one-size-fits-all approach to education that has, unfortunately, become systemic nationwide. My overwhelming success at raising the academic achievement levels of my students is partly due to my proprietary methodology and partly due to my patience, understanding, and general belief that all children can and will learn given the educational environment. While teaching in Naalehu, I took my class to a level of proficiency (71%) that more than doubled the proficiency rate of the rest of the school (35%). This was accomplished because of my ability to engage students, make learning fun, and instill a sense of real accomplishment as each child reached his/her fullest potential.

I have a record of community service including, Town Treasurer (Westport, OK), School Community Council Chairperson (Naalehu, HI), and Community Theater Performance Director (Sapulpa, OK). I have been awarded grants to study in Europe, prepared and conducted teacher training workshops, and organized a number of community events including a career fair that brought over 35 businesses and civic organizations together for the purpose of educating children. I have also volunteered numerous afternoons, evenings and weekends to organize and led field trips for my students outside of the school. This dedication to my students gives them a sense of value based on their understanding that someone cares deeply about their futures. My relationship with the children and adults of Ka'u make me uniquely qualified for this position.

### **School Mission and Plan**

#### **1. What is your understanding of the school's mission and guiding beliefs?**

##### **Mission**

Ka'u Learning Academy will be an innovative school that holds high social and academic expectations for the children of Ka'u despite the socioeconomic challenges that exist in our community, because we believe that all students can and will learn given the right educational environment. Ka'u Learning Academy recognizes that each child is an individual with unique educational needs, and we will develop and implement individual education plans that stimulate each child at his/her zone of proximal development, so that every child is engaged in learning in a safe, supportive and nurturing environment.

##### **Vision**

KLA will create an innovative school that brings education into the 21st century through implementation of an innovative blended-learning model and an intellectual school culture focused on student achievement and character development. Our students will spend a significant portion of their core instruction time using computers to learn, which not only provides them with individualized instruction and appropriately challenging content, but also creates the opportunity for teachers to work closely with students in small groups. It is our objective to provide our students with a solid educational foundation and then accelerate their learning to levels not typically expected of the children of Ka'u. We believe that a solid education gives children the roots they need to succeed in college, career and civic leadership.

#### **2. What is your understanding of the school's proposed academic plan?**

KLA will use a blended-learning approach to educating students combining online learning with individualized education plans at a "brick and mortar" campus for grades 4-6, and a virtual campus for grades 3-8 with access to teachers up to five days a week. The majority of students will participate in our blended-learning approach on campus. However, we will also accommodate home-school families by providing virtual learning in which the majority of the work is completed off campus under the

supervision of a parent/guardian who serves as a facilitator/coach. KLA's approach to education is rooted in standards-based, data-driven methodologies. We believe that, in order to keep students truly engaged in learning, they require their own individual education plan which challenges them at their OWN level of proximal development. Using Edmentum online curriculum and assessment tools as well as our own Contextual Foundation Learning strategies, KLA will identify each child's learning style, language proficiency, background knowledge, readiness to learn, and strengths and needs, and tailor individual education plans accordingly. The local public school in our area has committed to a one-size-fits-all approach to education, and as a result, HSA data indicates that only about one-third of the children in Ka'u classrooms are able to reach proficiency in math, reading, and science. KLA's founder taught in the local school for two years, and using methods she acquired and developed throughout her 15-year teaching career, she saw phenomenal results with her class more than doubling the proficiency rates of the rest of the school. Many of Ms. Tydlacka's students enjoyed 50-60 point gains on the HSA under her instruction.

### **3. What do you believe to be the characteristics of a successful school?**

Successful schools have caring teachers, a positive, safe and supportive learning environment, challenging curriculum that aligns with state standards, varied instructional practices, high expectations for students, and strong community support and involvement.

### **4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

The school board's primary responsibilities are to:

Board meetings will include many business items, such as approving the school calendar, adopting curriculum, overseeing construction, and approving contracts with outside vendors. A successful school board will balance discussion of the seemingly tedious business of running the district while paying close attention to the district's priorities for academic achievement.

Some of the board's responsibilities include:

- Set the vision and goals for the school
- Adopt policies that give the school direction to set priorities and achieve its goals
- Hire and evaluate the education director
- Adopt and oversee the annual budget
- Manage the collective bargaining process for employees of the district

### **5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**

I would address it in executive session at the first opportunity. If the nature of the concern required immediate attention (danger to a child, criminal activity, etc.) I would call for an emergency meeting.

### **Disclosures**

**1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.**

I/we do not know these individuals  Yes  
The other board members are friends and partners in founding this school.

**2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.**

X I/we do not know any such employees  Yes

**3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.**

X I/we do not know any such persons  Yes

**4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.**

X I/we do not anticipate conducting any such business  Yes

**5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.**

X Not applicable because the school does not intend to contact with an education service provider or school management organization.

I/we do not know any such persons  Yes

**6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.**

X N/A. I/we have no such interest  Yes

**7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.**

X N/A I/we or my family do not anticipate conducting any such business  Yes

**8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.**

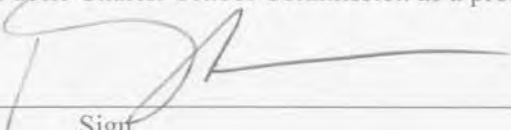
X Does not apply to me, my spouse or family  Yes

X None

Yes

**Certification**

I, Kathryn Tydlacka certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.

  
\_\_\_\_\_  
Sign

1-5-14

# Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract.

As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

## Background

1. Name of charter school on whose Board of Directors you intend to serve: Ka'u Learning Academy
2. Contact information:  
Name: Lok C. Lew Yan Voon  
Phone [REDACTED]
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.  
 Resume and professional bio are attached elsewhere in the application: \_\_\_\_\_
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
5. Why do you wish to serve on the board of the proposed charter school?

As an educational administrator, my personal goal is to provide the best opportunities to kids to succeed. As a homeowner and part-time resident in Ka'u, I see it as my duty to help the students in Ka'u and I see the proposed charter school as a unique opportunity. I would like to be part of the board so that I can help the KLA be successful.

6. What is your understanding of the appropriate role of a public charter school board member?

Board members are required to have fiduciary, educational and operational oversight of the charter school. This means the board member has responsibilities and needs to be well-informed.



7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As dean of an academic school at a four-year college since 2012, I am an ex-officio member of my school's advisory board. I have been working with the chairman of the board to rewrite the charter, redefine the role of the board, and to garner their support for a new Academy of Science and Mathematics.

I believe I can be an effective board member because I am a problem solver, do compromise, and is attentive to details. I will be an advocate for the organization but I will also have oversight over it.

I have also attended professional development workshops on the role of boards of directors.

8. Describe the specific knowledge and experience that you would bring to the board.

I am an experienced higher-education administrator, having served as a department chair for eight years and as a dean for two years. In both positions, I have been responsible for programs for training K-12 teachers and for offering them professional development (with focus in science and mathematics disciplines). Thus, I am familiar with some of the struggles in providing an effective education to K-12 grades. My strengths in this area have led us to recently receive a 5-year, \$1.2M federal grant (National Science Foundation Robert Noyce Teacher program) for providing full scholarships to prospective teachers.

It should also be noted that I am currently in an environment that is very similar to Hawai'i. South Carolina, where I currently work, is a socio-economically challenged state much like Hawai'i, with an agricultural base similar to Ka'u. I am currently working with high-need school districts in relation to the above scholarship program.

### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to provide individualized instruction to children in Ka'u. The guiding beliefs are that each child could be successful given the right environment.

2. What is your understanding of the school's proposed academic plan?

The proposed academic plan is to provide a blended instruction with the goal of achieving academic excellence via a rigorous program tailored to each individual student and that is data driven.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that focusses on the success of each student, one that sets goals that need to be

achieved instead of just goals that are achievable.

4. How will you know that the school is succeeding or is not succeeding in its mission?

I believe in gathering both quantitative and qualitative data. A rubric needs to be developed in order to assess the performance of the school. Additionally, testimonials from parents, students and the community should be gathered.

### **Governance**

1. Describe the role that the board will play in the school's operation.

I support the strong board as defined by the bylaws. They place full responsibility on the board of directors to oversee the operations of the school, with daily operation being delegated to the executive director.

2. How will you know if the school is successful at the end of the first year of operation?

It is difficult to rely on quantitative data after just one year of operation. One primary measure will be if an overwhelming number of parents and students are satisfied to the point of wanting to continue with the school. Additionally, we would expect the school to follow closely the proposed budget and be able to hire the appropriate staff.

3. How will you know at the end of five years if the school is successful?

Meeting the expectations as outlined in a rubric to be proposed. One should also look at the subsequent success of the students after they graduate from the school, whether about their performance in high school or beyond.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board should assist the school staff in meeting the goals. The board should be proactive in following the progress of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

This should definitely be handled appropriately, most likely in consultation with the board president. The exact process will depend on the nature of the situation and number of members involved. It could involve a private consultation with the responsible board member in the case of an isolated and not substantial event to possibly establishing contact with the state authorities in the case of a major problem.

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes

I became acquainted with Mr. Joe Iacuzzo through his involvement with the Hawaii Science Festival. My email correspondence with him led to my selection as a possible board member.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes

I became acquainted with the proposed Executive Director, Ms. Kathryn Tydlacka, at a social function in Ka'u two years ago.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I/we do not know any such persons  Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A.  I/we have no such interest  Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A  I/we or my family do not anticipate conducting any such business  Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

None  Yes

#### Certification

I, Lok C. Lew Yan Voon, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.

  
Signature

1/2/2014  
Date

## Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

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As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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### Background

1. Name of charter school on whose Board of Directors you intend to serve: Ka'u Learning Academy
2. Contact information:  
Name: Nancy Sledziewski  
Phone: [REDACTED]
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.  
 Resume and professional bio are attached elsewhere in the application: \_\_\_\_\_
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
X Does not apply to me    Yes
5. Why do you wish to serve on the board of the proposed charter school?

It is my belief that all children can learn and grow if provided the appropriate environment. As each learner is unique, and constantly evolving, so must their learning environment. With more than 30 years teaching experience I believe that there is much that I can contribute as a member of the founding board for Ka'u Learning Academy. I am familiar with the unique issues that are present in Ka'u with regard to the communities and I am certain the my experience will be of use to the school.

6. What is your understanding of the appropriate role of a public charter school board member?

Board members should have a passion for learning and a caring attitude towards the children. I see all children as full of potential, endless possibilities and worthy of my time and attention. As a board member I will keep myself well informed and have a clear vision of the directions and goals of KLA.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I believe I can be an effective board member because of my years of experience in the classroom, problem solving with difficult students, being comfortable in communicating my ideas, leading others in my capacity as special education coordinator, successfully fundraising for a variety of initiatives and developing and running our school's child study team.

8. Describe the specific knowledge and experience that you would bring to the board.  
30+ years Experienced Master degree teacher with special education population ages birth to 12th grade, Special education coordinator, developed and implemented "Learning and Moving" program for K students, Experience with working with ELL students, Developed and trained handwriting program for primary special education students, Well versed in developing, implementing and monitoring IEP's, Committee on Special Education committee member, chairperson for child study team, Co-teaching experience, extensive training in behavior modification, board member of Parent teacher Association for 20 years, Board member of Music boosters for 5 years+

### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
I fully agree with and understand the mission that the founder, Kathryn Tydlacka, has set out. KLA will provide individualized instruction to students and will provide them the tools, school culture, and nurturing environment that will allow them to succeed.
2. What is your understanding of the school's proposed academic plan?  
The proposed academic plan is to provide the best instruction for each individual student by using a blended learning approach. This approach uses on-line components with strong classroom/teacher support. I believe that this will be very effective working with the diverse student population of Ka'u.
3. What do you believe to be the characteristics of a successful school?

A successful school has ongoing training, collaboration of all team players working and helping each other. A successful school listens and reflects. A successful school has clear goals and vision.

4. How will you know that the school is succeeding or is not succeeding in its mission?

Data collection should drive our instruction along with feedback from teachers, parents and students. Again, reflection and being prepared are of utmost importance

### **Governance**

1. Describe the role that the board will play in the school's operation.

The board has to have a clear vision, one that is absolute concert with that of the administration. They will help set the tone of the school. The board must work closely with

the executive director in all areas of implementation of academic, financial and plans in any other areas..

2. How will you know if the school is successful at the end of the first year of operation?  
Feedback from data, students, parents, teachers and directors will be the most useful in gauging how well KLA is performing. Direct observation will be important as well as I personally feel that seeing how the children respond to their teachers and the overall school culture is important.
3. How will you know at the end of five years if the school is successful?

In addition to feedback from key players, test scores and data -How well aligned we are to the goals we set. Celebrate and share successes-What areas do we need to improve on and providing staff development in those areas.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
As a board member, I expect that we will assist staff in establishing and meeting goals..  
Our board will invite open conversations and guide the school moving forward in whatever way we can.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
This should not be handled individually, but in consultation with all board members. Any resolution should be discussed openly and with an understanding all circumstances.

#### **Disclosures**

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes

I have known Joe Iacuzzo since we were children in Buffalo, NY.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes

I agreed to be a part of the board after meeting and talking at length with Kathryn Tydlacka.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I/we do not know any such persons  Yes
  
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A.  I/we have no such interest  Yes
  
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A  I/we or my family do not anticipate conducting any such business  Yes
  
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family  Yes
  
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.  
 None  Yes

#### Certification

I, Nancy Sledziewski, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.

Nancy Sledziewski  
Signature

1-2, 2014  
Date



# Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

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As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

## Background

1. Name of charter school on whose Board of Directors you intend to serve: Ka'u Learning Academy
2. Contact information: Teresa Chopot



email: neptunefoundationhi@gmail.com

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.  
 Resume and professional bio are attached elsewhere in the application: \_\_\_\_\_
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
5. Why do you wish to serve on the board of the proposed charter school?  
PLEASE SEE ATTACHED NARRATIVE RESPONSES
6. What is your understanding of the appropriate role of a public charter school board member?
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
8. Describe the specific knowledge and experience that you would bring to the board.

### School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed academic plan?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding or is not succeeding in its mission?

### Governance

1. Describe the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of five years if the school is successful?
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

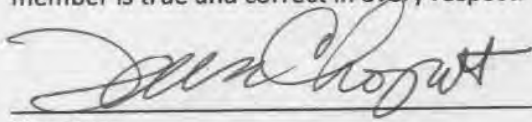
### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes Two of the other prospective board members are friends.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I/we do not know any such employees  Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I/we do not know any such persons  Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I/we do not anticipate conducting any such business  Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I/we do not know any such persons  Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A.  I/we have no such interest  Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A  I/we or my family do not anticipate conducting any such business  Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family  Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.  
 None  Yes

#### Certification

I, Teresa Chopot, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.



Signature

1/5/14

Date

## BOARD MEMBER INFORMATION for applicant Teresa (Terri) Chopot

### Narrative responses to Board Member Information questions

#### BACKGROUND

5. I wish to serve on the Ka'u Learning Academy Board because it is the right thing to do at the right time after all my years of parenting, homeschooling, volunteering and working with children in the schools and community of Ka'u. I wholeheartedly agree with the KLA core belief that children here in this very large and needy district deserve, like all Hawaii's children, the very best educational foundation possible for success in life and that each child will benefit tremendously from a tailored educational plan that meets them where they're at intellectually and developmentally, and takes them through a meaningful, exciting educational journey. I believe KLA offers Ka'u families a viable alternative to placing their children in overpopulated local elementary/intermediate schools, putting them on a two-hour-plus, round-trip bus ride to the nearest charter school, or home schooling, which many local parents may feel they are not able to do. I would like to be a part of Ka'u Learning Academy that not only hears the banging on the door for help, but is well-equipped to readily and heartily open that door to aid the children and families of Ka'u.

6. The role of a charter school board member involves being passionately committed to the school's mission and vision, knowing what his/her duties are within the board and performing them to the best of their ability so that the board, collectively, can carry out its charge to promote that mission and vision, establish sound policies for the school to run on, develop effective plans for the future, and conduct responsible financial oversight.

7. I served as a board member of the AYSO-Ka'u Region in 2010 to plan and execute a successful soccer season. I served as the Child Protection and Volunteer Advocate officer in areas concerning child safety and volunteer screening. I was also heavily involved with publicity and special events, food concession fund raising, and working with local businesses and service organizations to raise funds and donations of goods and services. I was also an assistant coach.

8. Knowledge and Experience: I have been a resident of Na'alehu, Ka'u for 25 years and have raised 5 children here. My oldest child was severely physically and mentally disabled and was in Special Ed at Na'alehu School from age 5 through 15 years. My second daughter was home schooled through grade 4 and later became class valedictorian at Ka'u High School. The next two

children could not be home schooled in their early school years and struggled all the way through public school to graduation. My youngest has been home schooled through grade 4 and is presently attending 5<sup>th</sup> grade at Na'alehu Elementary where he is academically proficient in math and exceeding proficiency in Language Arts. He is also learning to navigate through a challenging and oftentimes chaotic school environment. I am currently employed as a part-time ELL teacher at Na'alehu Elementary School and am finding the logistics of that special population eye-opening...I should say, ALARMING. I'm a certified substitute teacher of 9 years for the Ka'u District and have also made a living through house cleaning and landscape maintenance. Volunteering for community causes and events spans many years, and currently I enjoy running a free art workshop at local festivals and for home school groups. On the weekends I help out at Gilligan's Cafe as a food server.

## SCHOOL MISSION AND PLAN

1. My understanding of KLA's mission and vision is that KLA recognizes every student's unique educational needs and that each can achieve academic success through individualized educational plans that are aligned with State standards. These plans are implemented in an engaging and supportive learning environment through use of innovative and proven teaching methods. KLA looks into the eyes of Ka'u's children and, seeing greatness, is determined to help its students build the solid educational foundation crucial for their success in high school and beyond.
2. KLA plans to initially assess every student, special-population students (ELL, Special Needs) included, to find out exactly where each is at and develop individualized educational plans to address any deficiencies, bring them up to speed, and propel them on through further learning. KLA will use a "blended-learning" approach which is a combination of innovative technology-based curriculum, traditional textbooks/curriculum, and specific classroom activities to implement the IEPs. Students will receive personal attention from highly qualified teachers and staff, become technologically fluent, and regularly monitored/assessed for performance and achievement. Teaching strategies will be based on Contextual Learning models making learning relevant, applicable and meaningful to students. The plan includes moving students toward more self-directed learning and creative problem solving.
3. Characteristics of a successful school would include consistently engaged students in all grade levels willing to learn and work individually, with peers, and with their teachers towards their goals.

Students look forward to waking up and coming to school every day because their learning environment is safe, stable, supportive and fun. Conflict resolution and disciplinary measures are handled in ways that work, the school's finances are sound with plans laid for keeping it that way through the longer term, the board, administration and staff work well together and morale is high. Families and other community members are also highly involved in the vibrant life of a successful charter school.

4. If KLA is able to maintain its innovative approach to education through individualized learning strategies that results in a majority of students being brought up to speed and then progressing on to meet/exceed proficiency standards, and their learning environment is consistently stimulating, safe and supportive, then I would say that KLA is succeeding in its mission.

## GOVERNANCE

1. The role the board will play in KLA's operation is that of providing the "big picture" direction the school needs to forge ahead on its mission. Based on a strong foundation of sound policy, long-term planning, and financial oversight, the KLA administration and staff will be empowered to fully implement its plans and procedures in the daily KLA classroom.

2. Success at the end of year one would, among a number of things, be indicated by a significant number of students in all grade levels meeting or exceeding State proficiency levels. The student population and its families are happy they made the right choice and have more hope for the future. The board has survived its infancy and is evaluating its success, adjusting plans to keep itself and KLA on track. The public is becoming more and more interested in KLA and people are calling to see how they can help. The enrollment wait-list is growing.

3. Indicators of success after 5 years include the happy fact that KLA is still open, at full enrollment and has a very long wait list. Students that have exited KLA and moved on to high school are experiencing success there. The board has kept the school's financial condition is stable, and continually evaluates its workings, making necessary adjustments to policy and plans. The

administration is increasingly being approached by professionals for possible employment at KLA. The school has strong public credibility and firm working relationships with local service organizations and businesses that provide needed support..

4. Since the success of a charter school depends a lot on the success of its board, the KLA board should always make sure its in good working condition. Members need to be clear on the responsibilities of the full board and their own roles/duties within it; meetings have to be productive and full of purpose; the board must develop a clear plan for overseeing the school's progress and financial condition. It must develop a habit of evaluating itself and every decision it makes in light of KLA's mission/vision and State and Federal requirements. The board must hire the right people for the administration and staff, and should not overlook their need for continued professional development.

5. If there was a question of a fellow board member acting unethically or not in the best interest of the school, reference would have to be made to the KLA bylaws and the KLA Board Conduct and Ethics Agreement. Potential conflicts of interest would be addressed and resolved at board meetings.

# ATTACHMENT U

## Ka'u Learning Academy

### Board Member Conduct & Ethics Agreement

I, \_\_\_\_\_, understand that as a member of the Board of Directors of Ka'u Learning Academy, I have a legal and ethical responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward. As part of my responsibilities as a board member:

1. I will interpret the organization's work and values to the community, represent the organization, and act as a spokesperson.
2. In turn, I will interpret the needs and values of KLA, speak out for their interests, and on their behalf, hold KLA accountable.
3. I will attend at least 75 percent of board meetings, committee meetings, and special events.
4. I will actively participate in one or more fundraising activities.
5. I will excuse myself from discussions and votes where I have a conflict of interest following disclosure and discussion of the conflict with other Board Members.
6. I will stay informed about what's going on in the organization. I will ask questions and request information. I will participate in and take responsibility for making decisions on issues, policies, and other matters. I will not stay silent if I have questions or concerns.
7. I will work in good faith with administration, staff and other board members as partners toward achievement of our goals.
8. If I don't fulfill these commitments to the organization, I will expect the board president to call me and discuss my responsibilities with me.

**Ka'u Learning Academy is responsible to the board members for . . .**



1. I will be sent, without having to request them, quarterly financial reports and an update of organizational activities that allow me to meet the "prudent person" standards of the law. Prudent person, defined in this context, means that an individual must act with the same judgment and care as, in like circumstances, a prudent person would act.

2. Opportunities will be offered to me to discuss with the executive director and the board president the organization's programs, goals, activities, and status; additionally, I can request such opportunities.

3. The organization will help me perform my duties by keeping me informed about issues in the fields of education and charter school administration and by offering me opportunities for professional development as a board member.

4. Board members and staff will respond in a straightforward fashion to questions that I feel are necessary to carry out my fiscal, legal, and moral responsibilities to KLA. Board members and staff will work in good faith with me toward achievement of our goals.

5. If the organization does not fulfill its commitments to me, I can call on the board president and executive director to discuss the organization's responsibilities to me.

Signed: by \_\_\_\_\_, Board Member

Date \_\_\_\_\_

and by \_\_\_\_\_, Chair of the Board of Directors

Date \_\_\_\_\_

# ATTACHMENT V

## Ka'u Learning Academy Academic Advisory Board Member Resumes

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Dr. Dale Rose Baker, Professor  
Educational Leadership and Innovation  
MaryLou Fulton Teachers College  
PO Box 871811  
Arizona State University  
Tempe, AZ 85287-1811

Phone: W - (480) 965-6067

E-mail dale.baker@asu.edu

### Overview of Notable Leadership to Science Education through Leadership, Substantial Impact through Research, and Continuing Contributions to Science Education

My continuous contributions to science education began 33 years ago as a graduate student. I have been a regular presenter at National Association for Research in Science Teaching (NARST) for all but one of those 33 years when I was on sabbatical and could not return to the United States. I have continued to publish in the area of gender equity while expanding my focus to teacher professional development and engineering education as well as advocating for more engineering education research at NARST. Much of my current work places my graduate students as lead authors on my grant funded research in order to support their development as scholars. Grant funding (\$15,528,020) has supported research in science education, as well as collaboration with colleagues in science and engineering departments.

Both my leadership and impact through research in science education is best described as my work to promote gender equity. In particular, I'd like to highlight my leadership in initiating the NARST equity committee. The committee subsequently became a standing committee and the scope of the concerns enlarged to address equity issues relating to under-represented groups.

My research has also had a strong focus on gender issues in science education. One of my publications, written with my graduate student Rosemary Leary, addressing girls in science (*Letting Girls speak Out About Science*) was selected for the JRST issue featuring the most influential research in the past 40 years of the *Journal of Research in Science Teaching*. This research was influential in changing how research concerning issues of girls and women in science were viewed and how the research was conducted. On the basis of my research in gender equity I was made a Fellow of the American Association for the Advancement of Science in 2004 and a Fellow of the American Educational Research Association in 2009. I have also worked with colleagues in Japan investigating and promoting gender equity in science education.

## CREDENTIALS

### Preparation

Ed.D, Science Education, Rutgers University, 1981

M.A.T., Elementary/Early Childhood Education, Trenton State College, 1975

B.A., Anthropology, University of Oklahoma, 1971

### Certification

Elementary Certification (K-8)

Early Childhood Certification

Comprehensive Science Certification (K-12)

## EXPERIENCE – USA

### Appointments

1998 – Professor, Arizona State University

1989 - 1998, Associate Professor, Arizona State University

1987 - 1989, Associate Professor, University of Utah

1981 - 1985, Assistant Professor, University of Utah

1980 - 1981, Instructor, University of Utah

1978 - 1979, Research Assistant, Rutgers University

1977 - 1978, Teaching Assistant, Rutgers University

1975 - 1978, Elementary Teacher

### Administration

2010-2011, Executive Director of the Curriculum and Instruction PhD

1998, Assistant to the Department Director, for Programs in Curriculum and Instruction

Fall 1997, Director of TEAMS (Teacher Education in Arizona for Math and Science)  
middle/secondary program

1989 - 1991, Interim Department Chair, Curriculum and Instruction, Arizona State University

1988 - 1989, Director, Graduate Specialty in Cognition and Instruction, University of Utah

1985 - 1987, Elementary Education Program Coordinator, University of Utah

## EXPERIENCE – INTERNATIONAL

2008 summer, Visiting Scholar, Technion, Haifa, Israel

\*2000-2002, Gender Equity Curriculum Project, Japan

1997, World Bank Project for the Development and Field Testing of a National Science  
Education Curriculum, Turkey

1996, Sabbatical in Costa Rica, World Bank Project for Teacher In-Service Development

1985, Visiting Scholar, Curtin University, Perth, Western Australia

1969, Anthropological fieldwork, Mexico

## Honors and Awards for Scholarly Work

1. \*Distinguished Contributions To Science Education Through Research, 2013, National Association for Research in Science Teaching
2. \*MaryLou Fulton Teachers College award for Research with Sustained Impact, 2012 for research in assessment and equity issues in science
3. \*Fellow, American Educational Research Association, 2009.
4. \*Fellow, American Association for the Advancement of Science for research and leadership in gender equity in science, 2004.
5. Mentorship Appreciation Award. Graduate College of ASU Preparing future Faculty Program, 2002, 2004.
6. \*Most influential research in the past 40 years of the *Journal of Research in Science Teaching* for Baker, D. & Leary, R. (1995). Letting girls speak out about science. *Journal of Research in Science Teaching*, 1, 3-27.(one of 12 articles selected).
7. Outstanding Research Award in Classroom Applications for Baker, D. Piburn, M. and Niederhauser, D. If I were the teacher: Students attitudes towards the science curriculum. National Association of Research in Science Teaching, San Francisco, CA 1989.
8. \*Outstanding Paper of 1988 published in *Science Education*, Award of Merit for Piburn, M. and Baker, D. Sex Differences in Formal Reasoning Ability: Task and interviewer effects.
9. Ten Best Papers Award for Baker, D. and Piburn, M. The results of a year-long intervention on attitude and scientific literacy skills. Northern Rocky Mountain Educational Research Association, Missoula, Montana, October, 1986.

## Special Projects

1. Principal Investigator, The Carnegie Initiative on the Doctorate. The Carnegie Foundation. One of 8 Departments of Curriculum and Instruction invited to join a collaboration on re-crafting doctoral education and research on doctoral education. ( no funds given for participation)

## Funded Projects

1. Co-PI with S. Krause, A. Carberry, C. Chan, M. Koretsky, B. Gibbon, C. Waters, & J. Stuart. *Collaborative Research: Just-in-Time Teaching with Interactive Frequent Formative Feedback for Cyberlearning in Core Materials Courses*. National Science foundation, AY 2012-2015. Amount: \$425,132.

2. Affiliated faculty with S. Panchanathan, C. Miller, V. Balasubramanian, M. Santello, F. Golshani, S. Pavri, & W. Dick. *Person-Centered Technologies and Practices for Individuals with disabilities*. National Science Foundation, AY 2011-2016. Amount: \$3,000,000.
3. Principal Investigator with M. Lang. *Communication in Science Inquiry Project*. National Science Foundation, 7/2010- 12/ 2010. Amount: supplemental sub award \$57,351.
4. Co-Principal Investigator with S. Krause, S. Kurpius, & A. Tasooji. *Understanding the Progression of Student Learning in Materials Courses Achieved through Conceptual Change of Nano-to-Macroscale Concept Models of Materials (CONCOMM)*. National Science Foundation, AY 2008-2010. Amount: \$495,000.
5. Co-Principal Investigator with R. Culbertson, M. Oehrtman, S. Krause, L. Dukerich, & J. Meyer. *Science and Engineering of musical Instruments: A context for Promoting Technical literacy and Problem solving Skills by Understanding Science, Technology, Engineering and Mathematics*. National Science Foundation, AY 2008-2010. Amount: \$150,000.
6. Co-Principal Investigator with S. Krause, F. Sloane, & A. Tasooji. *Using Just-in Time Teaching to Promote conceptual change for student Learning and Understanding of Introductory Materials Science Engineering*. National Science Foundation, AY 2008-2010. Amount: \$150,000.
7. Principal Investigator with M. Lang. *Communication in English and Science Inquiry Project for High School*. Arizona Board of Regents, AY 2008-2010. Amount: \$164,361.
8. Principal Investigator with M. Lang & P. Baker. *Learning Science Content Through CISIP*. Arizona Board of Regents, AY 2007-2008. Amount \$105,640.
9. \*Co-Principal Investigator with T. Ganesh, J. Middleton, S. Kurpius, & S. Krause. *Learning Through Engineering Design and Practice: Using Our Human Capital for an Equitable Future*. National Science Foundation, AY 2007-2010. Amount: \$1,079,984.
10. Principal Investigator with M. Lang. *Communication in Science Inquiry Project*. Arizona Board of Regents, AY 2006-2008. Amount \$224,665.
11. Co-Principal Investigator with C. Roberts, T. Ganesh, S. Krause & D. Morrell. *Development of Engineering Curricula for Ninth Grade to be Delivered Via On-Line Flex-Books*. CK-12 Foundation, AY 2006-2008. Amount: \$55,865.

12. Principal Investigator. *Mathematics and Science Partnership-Maricopa Consortium for Science Literacy*. United States Department of Education, AY 2006-2007. Amount: \$67,736.
13. \*Co-Principal Investigator with S. Semken, & K. Maunualito. *The Development of a Placed –Based Geology Course for Navajo Pre-Service Teachers*. Arizona Board of Regents, AY 2004-2005. Amount: \$25,000.
14. Co-Principal Investigator with M. Lang, B. Goodman, J. Shaw, & D. Weaver. *Communication in Science Inquiry Project*. National Science Foundation, AY 2004-2009. Amount: \$2,441,430.
15. Co-Principal investigator with P. Crouch, E. Garcia, J. Middleton, M. Anderson-Rowland, S. Krause, A. Garcia, D. Evans, C. Roberts, & S. Kurpius. *ASU Engineering and Education: DET Expansion for K-12 Teachers*. National Science Foundation, AY 2002-2003. Amount: \$96,410.
16. Co-Principal investigator with A. Lawson, S. Wykoff, D. Hestenes, M. Carlson, J. Birk, H. Cohen, J. Knaupp, J. Mayer, M. Piburn, F. Staley, M. Zandieh & S. Reynolds. *Evaluation of the Arizona collaborative for Excellence in the Preparation of Teachers Project*. National Science Foundation, FY 2000-2003. Amount: \$606,229.
17. \*Co-Principal Investigator with M. Anderson-Rowland, S. Blaisdell, V. Pizziconi, S. Houston, J. Adams, H. Reed, D. Rollier, C. Chakrabarti, D. Evans, P. Otting, A. Razdan, V. Burrows, J. Middleton, M. Piburn & A. Jannasch-Denali. *WISE Investments*. National Science Foundation, FY 1999-2002. Amount: \$892,749.
18. \*Co-Principal Investigator with S. Blaisdell, M. Anderson-Rowland, V. Pizziconi. & D. Rollier. *WISE Investments*. Arizona Board of Regents Eisenhower Mathematics and Science Education Act, FY 1998. Amount: \$ 49,500.
19. Co-Principal investigator with S. Wykoff, J. Burke, M. Carlson, H. Cohen, A. Garcia, D. Hestenes, A. Lawson, J. Mayer, D. McLaughlin, J. Mildrew, M. Piburn, S. Reynolds & F. Staley. *Science and Mathematics Education Center*. Arizona State University Office of the Provost, strategic initiative, FY 1998. Amount: \$ 400,000.
20. Co-Principal Investigator with S. Wykoff, H. Cohen, M. Piburn, F. Staley, S. Reynolds, J. Bustosz, A. Lawson, J. Mayer, A. Garcia, D. Hestenes & J. Burke. *Arizona Collaborative for Excellence in Preparation of Teachers*. National Science Foundation, FY 1995-2000. Amount: \$ 4,985,716.
21. \*Co-principal Investigator with M. Piburn. *Trends and Transitions in Gender Differences in Attitude Toward Science*. Arizona State University ASH Grant, FY 1990-1991. Amount: \$7,000.

22. Principal Investigator. *A Review of Research in Science Education -1988*. National Association for Research in Science Teaching, 1991-92. Amount: \$5,000.
23. \*Principal Investigator. *Nonsexist and Multicultural Approaches to Teaching Science in the Elementary School*. Utah Board of Regents, 1985 - 1986. Amount: \$21,822.
24. Co-Principal Investigator with M. Piburn. *The Development and Effects of a Scientific Literacy Course for 9th Grade Students*. Wasatch Educational Systems, 1984-1985. Amount: \$12,000.

#### Proposals Under Review

1. Principal Investigator with S. Semken, E. Lyon, M. Orchnik, R. Culbertson. *Science Teacher Education Model for Arizona (STEM:AZ)*. Submitted to the National Science foundation Noyce Phase II. Amount: \$800,000.

#### Workshops

1. Baker, D. & Pacheco, H. (2012). A cognitive model for implementing knowledge: moving research into practice. *Workshop presented at the annual meeting of the National Association of Research in Science Teaching*, Indianapolis, IN.

#### Invited Addresses

1. Baker, D. (2012). Science in Context: A Panacea or a Pipedream. *Consortium for Science, Policy and Outcomes Enlightening LUNCH series*, Arizona State University, Tempe, AZ.
2. Baker, D. (2012). A Cognitive Model for Implementing Knowledge: Moving Research into Practice Through Professional Development. *Engineering Education and Earth and Atmospheric Science Seminar Series*, Purdue University, West Lafayette IN.
3. Baker, D. (1999). Frameworks and challenges. *Gender and Science Education Colloquium*, Boston, MA.

#### PROFESSIONAL SERVICE

##### Advisory Board

1. Advisory board member for NSF funded project - Recruiting and Retention of Women in Geosciences: an Investigation of Individual and Environmental Factors (PI Julie Sexton) 2012-2015

##### Editorial Board and Editor Activities

1. Editorial Board, Journal of Engineering Education (2010- present)
2. Editorial Board, Eurasian Journal of Educational Research (2004-2009)



3. Editorial Board, Science and Technology Education Library Book Series, Kluwer Press, (1998-2000)
4. Editorial Board of Journal for Research in Science Teaching (1987-1990)
5. Co-Editor, Journal of Research in Science Teaching (2001-2006)
6. Editor - International Handbook of Research in Science Education (1997). Section 8: Equity.

#### NAEP Reviewer

1. Reviewer - Science Section, National Assessment of Educational Progress (1983)

#### National Committees

1. National Association for Research in Science Teaching
  - Member:**
    - Membership and Elections (2012 -2015)
    - Distinguished Contributions through Research Award Committee (2010-2012)
    - Research Committee (2008-2011)
    - Governing Board *JRST* editor (2001-2006)
    - Membership Recruitment and Retention (1994 -1997)
    - Program Committee (1993 -94 & 1989-1990)
    - Dissertation Award Committee (1992-1995, 1997 – 2000)
    - Elections Nominations Committee (1990-1991)
    - Best Paper Awards Committee (1985-1986)
    - Best Journal Article Awards Committee (1983-1984)
  - Chair and Founder:**
    - Equity Committee (1992-1995)
2. American Association for Engineering Education
  - Member:**
    - Wickenden Award Selection (2010)
    - Best Paper Committee in the *Journal of Engineering Education* (2010)

#### State Committees

1. State department of Education
  - Member:**
    - Curriculum Frameworks Grant Project- Content (1994-1995)
    - Arizona National Science Scholarship Screening Panel (1994)
  - Co-Chair:**
    - \*Curriculum Frameworks Grant Project - Equity & Access (1994- 1995)
2. Phoenix Urban Systemic
  - Member:**
    - Management Leadership Team (1994 – 1996)
    - Science Curriculum Committee (1994)

## Consulting

Universal Studios (2000-2002)  
Mesa School District (1999)  
Chandler School District (1998)  
Navajo Community College 1996  
Motorola (1995)  
\*Mid-Continental Labs & Girl Scout Council of Kansas City (1993-1999)  
\*Fort Worth Museum of Science and Technology (1993-1996)  
Scottsdale School District (1992-1993)  
Wasatch Educational Systems(1983-1984)  
Far West Laboratories, Junior High School Science Project (1983-1984)

## Pro bono workshops

National Board Certified Teachers Program (1999)  
\*Equity and Science Teaching, Phoenix Union District (1998)  
\*Equity and Science Teaching, Chandler District (1998)  
Constructivism, Urban Systemic Initiative (1997)



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**EDUCATIONAL PREPARATION**

- Certificate of Advanced Studies in Administration and Supervision** 1989  
- State University College at Buffalo
- Master of Science in Education** 1977  
- State University College at Buffalo, Technology Education
- Bachelor of Science in Education** 1973  
- State University College at Buffalo, Technology Education  
- Erie Community College, Mechanical Technology

**EXPERIENCE**

- COMMUNITY Charter School 2007 - 2009  
**Director** 2005 - 2006
- Responsible to implement and manage all state and federal statutes, special education regulations, instructional practices, assessment, evaluation, data analysis, technology and school improvement
  - Organize, write and deliver school charter and documents to NYS Education Department for approval
  - Develop and recommend long and short range goals to meet state, local and federal requirements and to address population trends and cultural needs which are consistent with Board objectives
  - Direct and supervise the operations and activities of all administrators; monitor that they effectively guide and coordinate the operations and activities of the educational program and all other programs of the school
  - Develop, coordinate and oversee all aspects of improving instruction as it relates to the NYS Learning Standards and Assessments, and all achievement requirements
  - Develop and implement appropriate staff development and in-service training for all personnel
  - Maintain records for the school including financial accounts, business and property records, personnel records, school and student records, all contracts and documents, and any other records for the Board
- Charter School for Applied Technologies  
**Career Development Director** 2006 - 2007
- Develop all guidelines , forms, documents, evaluation rubrics and protocols for a new course offering of a career exploratory internship program
  - Submit application to the NYS Education Department for course approval of a career exploratory internship program to be offered for credit
  - Establish and maintain strong and positive working relationships with business, industry and the community
  - Implement and evaluate the career exploratory internship program approved by the NYS Education Department

Potter Career & Technical Center - Erie #1 BOCE 1991 - 2006  
Middleport Elementary School 1989 - 1990

**Principal**

- Responsible to implement all of the policies, rules and regulations of the school district
- Supervise and assist teachers in implementing the approved curriculum that is aligned with the NYS requirements and to enable students to achieve the goals as identified in the NYS learning Standards
- Organize, implement, supervise and evaluate all instruction
- Develop a school budget; and coordinate and maintain a system of budget control

Potter Career & Technical Center  
1990 - 1991

Royalton Hartland Central School District  
1989 - 1990

**Assistant Principal**

- Assist in all administrative and supervisory functions to carry out the instructional program of the school
- Monitor student attendance to identify individual attendance problems and implement corrective actions
- Assist with selection, supervision and evaluation of all school staff and prepare related reports
- Assist in counseling, registration and placement of students

Royalton Hartland Jr/Sr High 1986 - 1989  
Cheektowaga Central Jr/Sr High 1974 - 1985

*Buffalo Board of Education*

*1973 - 1974*

**Technology Instructor/Supervisor**

- Provide group and individual instruction appropriate to the curriculum objectives
- Establish and maintain standards of student conduct to provide a safe and productive environment
- Evaluate student's, performance, knowledge, skills in all courses being taught

**OTHER EXPERIENCE**

**Adjunct Lecturer** – part time, supervise student teachers  
2009 – present  
- State University College at Buffalo

**LICENSES & CERTIFICATIONS**

**SDA - School District Administrator (Permanent)** 1989  
- New York State Department of Education, Albany, New York

**Teacher - Technology Education (Permanent)** 1978  
- New York State Department of Education, Albany, New York

**Coordinator of Work-based Learning Programs for Career Development** 2007  
- New York State Department of Education, Albany, New York

Ken Lacovara, PhD  
Associate Professor, Department of Biodiversity, Earth & Environmental Science  
Drexel University, Philadelphia, PA  
Office: PISB 322  
Phone: 215.895.6456  
Email: [lacovara@drexel.edu](mailto:lacovara@drexel.edu)  
Lab: PISB 504  
Lab Phone: 215.895.6671

#### Education

PhD, Geology, University of Delaware  
MA, Coastal Geomorphology, University of Maryland  
BA, Physical Geography, Rowan University

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#### Research Interests

I focus on Mesozoic Era paleoenvironments, containing the remains of dinosaurs and other vertebrates. The study of ancient biomes, particularly those of the Cretaceous Period, relates to our emerging understanding of the global response to human-induced climate change. During the past 250 million years, the world was never hotter, sea level was never higher, and atmospheric CO<sub>2</sub> was never more abundant than during the Cretaceous Period. The rocks and fossils of this period record these environmental extremes and the resulting biotic response. By understanding paleoecological change during previous episodes of global warming, we enhance our ability to understand current changes related to the ongoing climate crisis.

Another facet of my research involves the discovery and characterization of extinct forms of life. The vast majority of species that have ever lived are extinct and paleontologists thus far have discovered only a tiny fraction of these. With this in mind, a component of my fieldwork is exploratory, in pursuit of contributions to the basic characterization of life on Earth. I have co-authored descriptions of two new dinosaurs (Paralititan and Suzhousaurus), a teleost fish (Bawitius bartheli), a necrocarcinid crab, numerous indeterminate species, and several paratypes.

During five expeditions to southern-most South America, my students and I excavated over 16-tons of fossilized remains from Late Cretaceous deposits. Most of this material pertains to extremely large titanosaurian dinosaurs, representing one or more new species. One new holotype under description represents the most complete skeleton known for a dinosaur in the top class of mass. The analysis of this specimen provides an unprecedented opportunity to study the anatomy, biomechanics, and evolution of some of the largest land creatures ever.

I am also a member of the Bahariya Dinosaur Project, based in the Egyptian Sahara, and collaborate with Hai Lu You, PhD (Chinese Academy of Geological Sciences) and Matthew Lamanna, PhD (Carnegie Museum of Natural History) on the evolution of

Cretaceous ornithurine birds from the middle Cretaceous of China. In the laboratory, my students and I have isolated endogenous biomolecules from Paleogene- and Cretaceous-age fossils and are developing geochemical model pathways for the preservation of ancient tissues. Locally, my students and I study the Cretaceous fauna of southern New Jersey. Our recently excavated 65 million year old New Jersey crocodylian, *Thoracosaurus neocesariensis*, is currently on display in the lobby of Stratton Hall at 32nd & Chestnut streets.

**Dr. Stuart S. Sumida**  
**California State University, San Bernadino**

  
ssumida@csusb.edu

**CV :**

Prof. Stuart S. Sumida is a professor of Biology at California State University, San Bernardino, where he joined the faculty in 1992 after completing a Ph.D. in biology at the University of California, Los Angeles. He is an internationally respected instructor and paleontological researcher, having delivered lectures in the United States, Canada, England, Germany, Brazil, and Hong Kong. He is the recipient of the Wang Family Excellence of CSU, 2008, which is designed to celebrate those CSU faculty who have distinguished themselves by exemplary contributions and achievements in their academic disciplines. In 2011 the Carnegie Institute of Washington D.C. named him the outstanding professor for the entire state of California.

Dr. Sumida has been at the forefront of science education, working with educators through educator workshops and outreach programs. As the chairman of the Society of Vertebrate Paleontology education committee, Dr. Sumida developed, implemented and conducted many workshops that provided tools to educators for teaching science. He is also a noted TED talks speaker, where he discusses how he integrates paleontology into education.

Acknowledged as the world's leading expert as an anatomical specialist for animation and digital special effects, Prof. Sumida has more than 50 feature-length film projects to his credit, working with such studios as Disney, DreamWorks, Pixar, Sony Pictures. He is the consultant of animal anatomy for many films, including *Kung Fu Panda*, *Stuart Little*, *Tarzan*, *The Lion King*, *How to Train Your Dragon*, *Life of Pi*, etc.

**Work Experience:**

1992-present - Professor, California State University, San Bernadino  
Research Associate – The Field Museum of Natural History, Chicago  
Research Associate – The Carnegie Museum of Natural History. Pittsburgh

**Honors and Awards:**

The Wang Family Excellence of CSU, 2008  
Carnegie Institute of Washington D.C., Outstanding professor, State of California, 2011

**Publications – Over 60 Journal Articles and 3 books, including:**

*Early Development of the Head and Neck, Visceral and Circulatory Systems  
Based on Dissections of the Cat (Laboratory Guide to Human Anatomy)  
Amniote Origins: Completing the Transition to Land*

**Education:**

Ph. D. in Biology, the University of California, Los Angeles



## **ATTACHMENT W**

### **COMPLAINTS PROCEDURES**

It is KLA's policy to provide students with an excellent education and to comply with ADA, IDEA, Section 504, FAPE, and any other applicable state or federal laws pertaining to education.

KLA believes complaints against a charter school are most appropriately handled by the school's Governing Board and/or Executive Director. It is the responsibility of the Executive Director and Governing Board to be accessible to those who wish to discuss a matter/register a complaint, to expeditiously address the concern/complaint, to keep the aggrieved informed about the progress in resolving the matter, and to notify the complainant about the outcome.

If no reconciliation can be reached at the local level, complaints may be filed with Hawaii Public Charter Schools Commission at the following address:

<http://www.chartercommission.hawaii.gov/#!school-complaint-form/cfgo>

Before bringing the matter to the Commission, the complainant must demonstrate that he/she has tried to resolve the matter with the charter school's Governing Board.

As long as the charter school has provided a fair, timely, and transparent process for resolving complaints and has adhered to its process and applicable law, if any, the Commission will not review the decision of the Governing Board unless there are exceptional circumstances as determined by the Commission Executive Director. If a complaint is not resolved to both parties' satisfaction, the Commission urges disputants to consider mediation.

The purpose of the following procedure is to establish a process for conflict resolution, in a fair and timely manner. This form is meant to serve as a way to help resolve conflicts when all other avenues of resolution have failed.

#### **Complaints Procedure-Introduction**

Governing bodies are required by law to have a procedure in place to deal with complaints relating to aspects of the school or the provision of facilities or certain services at the school. The law requires that this procedure must be publicized. The vast majority of complaints and concerns can be resolved informally. A complaint can be brought by a parent of a registered child at the school or any person who has been provided with a service or a facility at the school. The procedure refers to this person as a complainant. The complainant must feel able to raise concerns and complaints with members of staff without formality, either in person, by telephone or in writing. At first it may be unclear whether a complainant is asking a question or expressing an opinion rather than making an education complaint. A complainant may want a preliminary discussion about an issue to help decide whether he or she wishes to take it further. A concern or unresolved problem becomes a complaint only when the complainant asserts that a school has acted wrongly in some significant decision, action or failure to take action. Even when a complaint has been made it can be resolved or withdrawn at any stage. Schools may have a nominated member of staff with responsibility for the operation and management of the school complaints procedure. This member of staff, however, may not necessarily be the Executive Director.

#### **Special Circumstances**

Any complaint or other notice that suggests that a child has been at risk of significant harm through violence, emotional abuse, sexual interference or neglect may be referred without further notice to Children's Social Care and/or to the social services authority for the area in which the

child lives. If a social services authority decides to investigate a situation this may postpone or supersede investigation by the head teacher or governing body.

### **Other Solutions to Complaints**

Where a matter can be resolved through a legal appeal it will not be considered as a formal complaint. The key areas are: admissions decisions; certain decisions relating to formal assessment of special educational needs; and decisions to permanently exclude a child.

### **Dealing with concerns informally**

The complainant should be given an opportunity to discuss their concern with the appropriate member of staff. An appointment may need to be made. In smaller schools or on major issues, the Executive Director may be the appropriate member of staff at this stage.

The complainant should be able to bring a friend to any discussion. The member of staff dealing with the concern should make sure that the complainant is clear what action (if any) or monitoring of the situation has been agreed. This stage should be completed speedily and concluded in writing with appropriate detail. Where no satisfactory solution has been found, the complainant should be informed that s/he will need to consider whether to make a formal complaint in writing to the Executive Director. To assist in this process a complaint form should be provided.

### **Stage 1 – Referral to the Executive Director for investigation**

1.1 The Executive Director should acknowledge the complaint in writing. In some cases the Executive Director will have already been involved in looking at the matter; in others it will be his/her first involvement.

1.2 The Executive Director should consider providing an opportunity to meet with the complainant to supplement any information previously provided.

1.3 If the complaint is against a member of staff the Executive Director should talk to the staff member against whom the complaint has been made.

1.4 If necessary, the Executive Director should interview witnesses and take statements from those involved.

1.5 The Executive Director should keep reasonable written records of meetings, telephone conversations and other documentation.

1.6 Once all the relevant facts have been established, the Executive Director should produce a written response to the complainant. The Executive Director may wish to meet the complainant to discuss/resolve the matter before confirming the outcome in writing.

1.7 The written response should include a full explanation of the decision and the reasons for it. Where appropriate, it should include what action the school will take to resolve the complaint.

1.8 Stage 1 should be completed in 15 school days. However, it is recognized that where the case is complex, it may prove difficult to meet this timetable. In such cases, the Executive Director should write to the complainant giving a revised target date.

1.9 Schools will not pay financial compensation as a response to complaints, though may spend money on a relevant educational purpose (e.g. paying a fee for a repeat examination).

1.10 The formal stage 1 response should also advise the complainant that if s/he is not satisfied with the response and wishes to take the matter further, s/he should write to the Chair of the Governing Body within 15 school days of receiving the outcome letter. The outcome letter should set out the name of the Chair of the Governing Body and the address to which the complainant can send the letter.

1.11 Complaints against the Executive Director - If the complaint is wholly or mainly about the Executive Director, the Governing Body should consider the complaint in accordance with Stage

2 of the procedure described below. However, before Stage 2 is instigated the Chair of the Governing Body will invite the Executive Director to respond to the complaint in writing within ten school days. The Chair will send a copy of the Executive Director's response to the complainant who will be asked to indicate within five school days of receipt of the response whether s/he is satisfied with the response. If the complainant is not satisfied with the response stage 2 should commence as described in paragraph 2.1 below.

### **Stage 2 – Consideration by the Governing Body**

2.1 If the complainant decides to take the matter further, the Chair of the Governing Body should write to the complainant to acknowledge the complaint within five school days of receipt of the complaint. A copy of the acknowledgement and the complaints form should be sent to the Executive Director and the Clerk to the Governing Body. (A standard letter is attached to this document which the Chair may wish to use).

2.2 Investigating the complaint – If the complaint has been investigated at Stage 1, the result of the investigation must be made available to the Clerk/Chair by the Executive Director. However, where the complaint is against the Executive Director and the complaint is referred to Stage 2, the Chair of the Governing Body must decide how the complaint should be investigated. Where the facts of the complaint are clearly established, it is unlikely for the Chair of the Governing Body to order an investigation. The matter may instead be escalated directly to the Complaints Appeal Panel.

2.3 Governing bodies are advised to establish a Complaints Appeal Panel (CAP) drawing on three governors with no prior, direct involvement with the complaint. In deciding the make-up of the CAP, where possible the governing body will try and ensure that it is a cross-section of the categories of governor and sensitive to the issues of race, gender and religious affiliation.

2.4 The Executive Director should not serve on the CAP. If the Chair of the governing body has had any prior involvement in the complaint then the Chair must not sit on the CAP.

2.5 The CAP should consider the complaint on the basis of the written evidence and set up a hearing to hear both parties. The CAP should reconsider the issues raised in the original complaint and not confine themselves to consideration of procedural issues.

2.6 The Chair of the CAP should take a decision at the beginning of Stage 2 on whether to seek the services of a Clerk to:

- Deal with the administration of the procedure;
- Provide independent advice on procedure and evidence;
- Ensure that the relevant facts are established;
- Minute the meeting; and
- Draft the decision letter.

2.7 The Clerk/Chair of the CAP should write to the complainant to explain how the review will be conducted. The letter should be copied to the Executive Director.

2.8 The Clerk/Chair of the CAP should confirm the date of the meeting with the other governor(s).

2.9 The complainant and Executive Director should be invited to attend the meeting. The date and time of the meeting should be convenient to the complainant and Executive Director, within reason. The notification should inform the complainant of his/her right to be accompanied to the meeting by a friend/representative. It should also explain how the meeting will be conducted and of the complainant's right to submit further written evidence to the committee.

2.10 The Executive Director should also be invited to prepare a written report for the CAP in response to the complaint.

2.11 All relevant correspondence regarding the complaint should be circulated to the CAP; the complainant and the Executive Director in advance of the meeting.

2.12 If the Executive Director and/or the complainant wish to call witnesses, the agreement of the Chair of the CAP should be obtained in advance of the meeting.

2.13 It is the responsibility of the Chair of the CAP to ensure that the meeting is properly conducted. However, the proceedings should be as informal as possible.

2.14 The aim of the meeting should be to resolve the complaint and achieve reconciliation between the school and the complainant. However, at the end of the meeting the CAP will need to issue a finding in writing either upholding or not upholding the complaint or upholding some parts and not others.

2.15 If either party wishes to introduce previously undisclosed evidence or witnesses, it is in the interest of natural justice to adjourn the meeting so that the other side has time to respond to the new evidence. Late evidence of witnesses should not be accepted unless there is a good reason for the lateness.

2.16 The meeting should allow for:

- The complainant to explain his or her complaint and the Executive Director to explain the reasons for his or her decision;
- The Executive Director to question the complainant about the complaint and the complainant to question the Executive Director;
- The CAP to have an opportunity to question both the complainant and the Executive Director;
- Any party to have the right to bring witnesses (subject to the approval of the Chair of CAP) and all parties having the right to question all the witnesses; and
- A final statement by the Executive Director and complainant.

2.17 The Chair of the CAP should explain to the complainant and the Executive Director that the CAP will consider its decision, and a written response will be sent to both parties as soon as possible. The complainant, Executive Director and any witnesses will then leave.

2.18 The CAP will consider the complaint and all the evidence presented and reach an unanimous, or at least a majority, decision on the complaint. Where appropriate the CAP can decide on the action to be taken to resolve the complaint and/or suggest recommended changes to the school's system or procedures to ensure that problems of a similar nature do not happen again.

2.19 As in Section 1.8 above, the CAP will not pay financial compensation as a response to a complaint, though may spend money on an appropriate educational purpose.

2.20 The Clerk/Chair of CAP will send a written statement outlining the decision with reasons to both the complainant and the Executive Director.

2.21 Stage 2 should be completed in 15 school days. However, it is recognized that this timetable is likely to improve impossible for complaints which are complex. In such cases the chair of the complaints committee should write to the complainant and Executive Director giving a revised target date.

### **Vexatious Complaints**

There will be occasions when despite all stages of the procedure having been followed, the complainant remains dissatisfied. If the complainant tries to reopen the same issue, the Chair of the Governing Body can inform the complainant in writing that the procedure has been exhausted and that the matter is closed.

**ATTACHMENT X  
STAFFING CHART**

**Elementary School Staffing Model and Rollout**

<b>Title</b>	<b>Year 1 2015</b>	<b>Year 2 2016</b>	<b>Year 3 2017</b>	<b>Year 4 2018</b>	<b>Year 5 2019</b>	<b>Capacity 2020</b>
Executive Director	1	1	1	1	1	1
Managing Director / Tech Support	1	1	1	1	1	1
Data Specialist / Tech Support	0	0	0	1	1	1
SASA	1	1	1	1	1	1
Classroom Teachers	3	3	3	7	7	7
Education Assistants / Specials / ELL Support	2	2	2	4	4	4
Virtual Education Teacher / SPED	1	1	1	1	1	2
Office Clerk	0	0	0	1	1	1
Operations Support	1	1	1	1	1	1
<b>Total FTEs</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>18</b>	<b>18</b>	<b>19</b>

# **ATTACHMENT Y**

## **PERSONNEL POLICIES**

Not yet developed, but will comply with all state and federal laws and with all bargaining agreements.

# **ATTACHMENT Z**

## **SCHOOL DIRECTOR EVALUATION TOOL**



# Comprehensive Evaluation System for School Administrators (CESSA)

The Hawaii State Department of Education (HIDOE) and Hawaii Government Employees Association (HGEA) have collaboratively designed and are implementing a Comprehensive Evaluation System for School Administrators (CESSA).

The CESSA:

- Places equal weight on student achievement outcomes and principal leadership practice;
- Includes domains of principal leadership and performance that reflect a 21<sup>st</sup> century principal's role, as defined by national best practice and Hawaii's leading principals;
- Includes collaborative processes for principals and complex area superintendents to review school progress and set schoolwide student achievement targets;
- Is tied to a comprehensive system of support to differentiate and personalize support to meet principals' developmental and professional needs in the context of the school they lead.

## CESSA DESIGN

Each principal will receive a rating from a 5-point scale based *half* on Domain 1 (Student Outcomes) and *half* on Domains 2-6 (Principal Leadership Practice).



## CESSA PROCESS

Beginning of year	Complex Area Superintendent (CAS) and principal discuss and verify school goals and student targets, professional development needs, strategies and supports necessary for success, all of which are delineated in the principal's professional development plan.
Ongoing	CAS conducts observations and walkthroughs, provides feedback, and encourages reflective practice to support continuous learning and improvement.
End of year	Principal receives a rating based 50% on student outcomes (Domain 1) and 50% on professional leadership practice (Domains 2-6). CAS and Principal identify accomplishments, effective leadership practices and areas for improvement.
Once every five years	Tenured principals that have led the same school receive an additional five-year rating.

## CESSA IMPLEMENTATION TIMELINE

HIDOE and HGEA will continue to work together to provide the field with implementation guidelines, training, support, and opportunities for feedback to ensure successful implementation.





# CESSA IMPLEMENTATION GUIDELINES

## 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.)

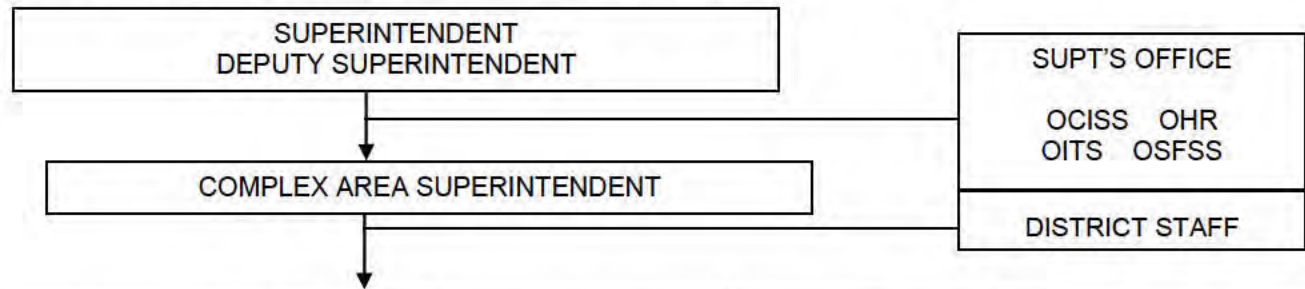
- it is required that time be provided for timely reflective practice ... time for developing and maintaining a portfolio of documentation and reflection

- 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

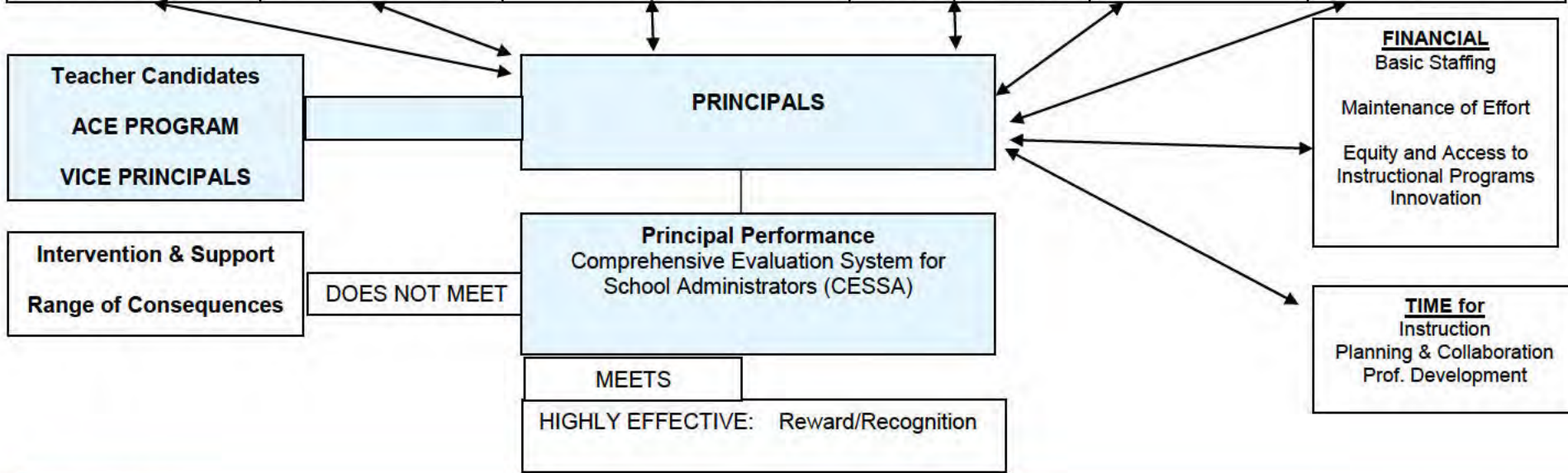
- it is essential that the system of support is designed and implemented only after a careful and collaborative review of a school administrator's daily, weekly, monthly, and yearly workload to assure that system of support structures are realistic and can be included in the already overflowing plate 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



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



**COMPREHENSIVE EVALUATION SYSTEM 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**

Domains	Descriptors	Examples of Measurement
<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><b>Student Growth and Achievement</b></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 SYSTEM 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 SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA)  
DOMAINS OF LEADERSHIP**

Domains	Descriptors	Examples of Measurements
<p>School Culture</p>	<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 SYSTEM 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 SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA)  
DOMAINS OF LEADERSHIP**

Domains	Descriptors	Examples of Measurements
<p>Stakeholder Support and Engagement</p>	<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?*

-----

**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> <ol style="list-style-type: none"> <li>1) COMMUNICATE LEADERSHIP EXPECTATIONS</li> <li>2) IMPROVE LEADERSHIP PERFORMANCE</li> <li>3) IMPROVE TEACHER PERFORMANCE</li> <li>4) RAISE STUDENT ACHIEVEMENT</li> </ol>	
<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> <ol style="list-style-type: none"> <li>1) UNACCEPTABLE PROGRESS</li> <li>2) MINIMAL PROGRESS</li> <li>3) EXPECTED PROGRESS</li> <li>4) EXCEEDS EXPECTED PROGRESS</li> <li>5) EXCEPTIONAL PROGRESS</li> </ol>	<b>RATING SCALE FOR SUMMATIVE</b> <ol style="list-style-type: none"> <li>1) UNSATISFACTORY</li> <li>2) MARGINAL</li> <li>3) BASIC</li> <li>4) EFFECTIVE</li> <li>5) HIGHLY EFFECTIVE</li> </ol>
<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
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**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.

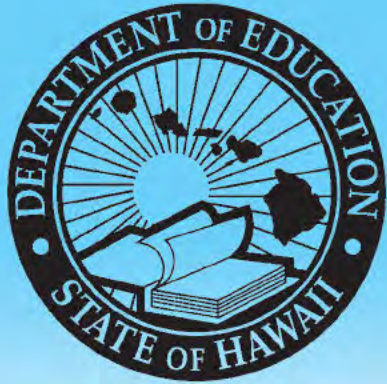
These programs and services shall enable all public school graduates to realize their goals and aspirations; possess the attitudes, knowledge, and skills to contribute positively to and compete in global society; exercise their rights and responsibilities of citizenship; and pursue post-secondary and /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

**ATTACHMENT AA**  
**TEACHER EVALUATION**



# *Hawaii Educator Effectiveness System*

*Manual for  
Evaluators and Participants*







**The Honorable Neil Abercrombie  
Governor, State of Hawaii**

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Honokaa-Kealakehe-Kohala-Konawaena Complex Area Superintendent  
Avni Sharma  
Baldwin-Kekaulike-Maui, Complex Area Superintendent  
Lindsay Ba  
Hana-Lahainaluna-Lanai-Molokai Complex Area Superintendent  
William N. Arakak  
Kapaa-Kauai-Waimea Complex Area Superintendent



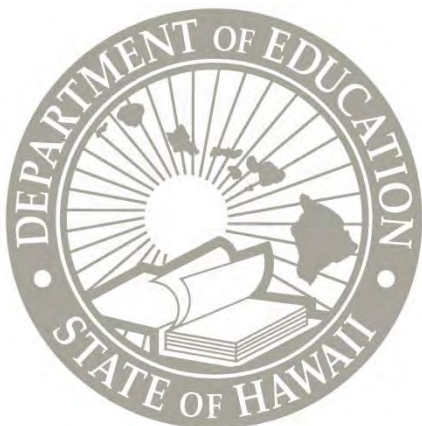
## Message from the Superintendent

Student learning and academic growth are at the forefront of our priorities. Ensuring that all students graduate college and career ready is a challenge we are committed to meet. This requires that we have an effective teacher in every classroom and an effective instructional leader in every school. Changing the way we educate our students requires changing the way we assess ourselves and determine where we need to improve. While this work challenges all of us to find new and more effective ways to do our jobs, I know you share my passion and sense of urgency to see all of our students succeed.

The Educator Effectiveness System, or EES, is our first step towards that commitment. Looking at our teaching practices from various perspectives can only help improve our overall ability to connect with students. Teaching is much more than transferring knowledge about a particular subject. Great teaching ignites curiosity, creativity and discovery. It inspires students to apply their knowledge, overcome challenges and innovate. By taking this first step forward together and examining what practices make for better student achievement, I am confident of the success that lies ahead.

Having the courage to learn from mistakes and continue to grow is not just a lesson we impart to our students, but one that all educators in our schools and classrooms live out daily. The 2013–14 school year will mark the first statewide implementation of the EES, after a two year pilot including participants from over 81 schools. We will spend next year learning from your experiences and making any final design adjustments necessary. The Hawaii State Teachers Association will be our partner in collecting your feedback and responding to your input.

Mahalo for participating in the EES and for your commitment to student achievement, quality teaching, professionalism and accountability.



A handwritten signature in black ink, which appears to read "Kathryn S. Matayoshi". The signature is fluid and cursive.

KATHRYN S. MATAYOSHI  
Superintendent of Education

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# Educator Effectiveness System Overview

## Background and Development

The Educator Effectiveness System (EES), a comprehensive process replacing the Professional Evaluation Program for Teachers (PEP-T), will better evaluate the performance of teachers in the Hawaii State Department of Education (DOE). The EES was created over the course of twelve months of planning and a two-year pilot of its measures. Driven by the Department's beliefs about the value and importance of teacher development, the EES will provide teachers with constructive feedback and structures of support throughout the school year.

While the [DOE and State Board of Education's joint State Strategic Plan](#) laid the groundwork for the EES, numerous stakeholders have contributed to its design. The collaboration of teachers, administrators, and other key community members has been essential to the development of the EES. Their efforts have helped to create a system that prioritizes student learning, promotes dialogue between administrators and teachers, and provides educators with clear guidance on how to improve their teaching practice.

## Design Values

### *Nothing matters more than effective teachers.*

Research has shown that highly effective teachers have greater impact on student achievement than any other school factor.<sup>1</sup> The EES aims to improve student outcomes by providing all teachers with the support they need to succeed. When teachers excel, students will thrive.

### *Teachers deserve to be treated like professionals.*

Professionals require evaluation systems that provide fair, transparent, equitable, and comprehensive feedback about their performance. The EES utilizes multiple measures when possible to give teachers the best information available, while guarding against misguided judgments. In order to support and retain effective teachers, the Department needs to recognize excellence. The EES introduces a new performance rating system that celebrates exceptional teachers.

### *The Educator Effectiveness System is about growth.*

To reach its goals, the Department must invest in its teachers. The EES provides new tools and data to help teachers become more effective. The EES supports teacher development by:

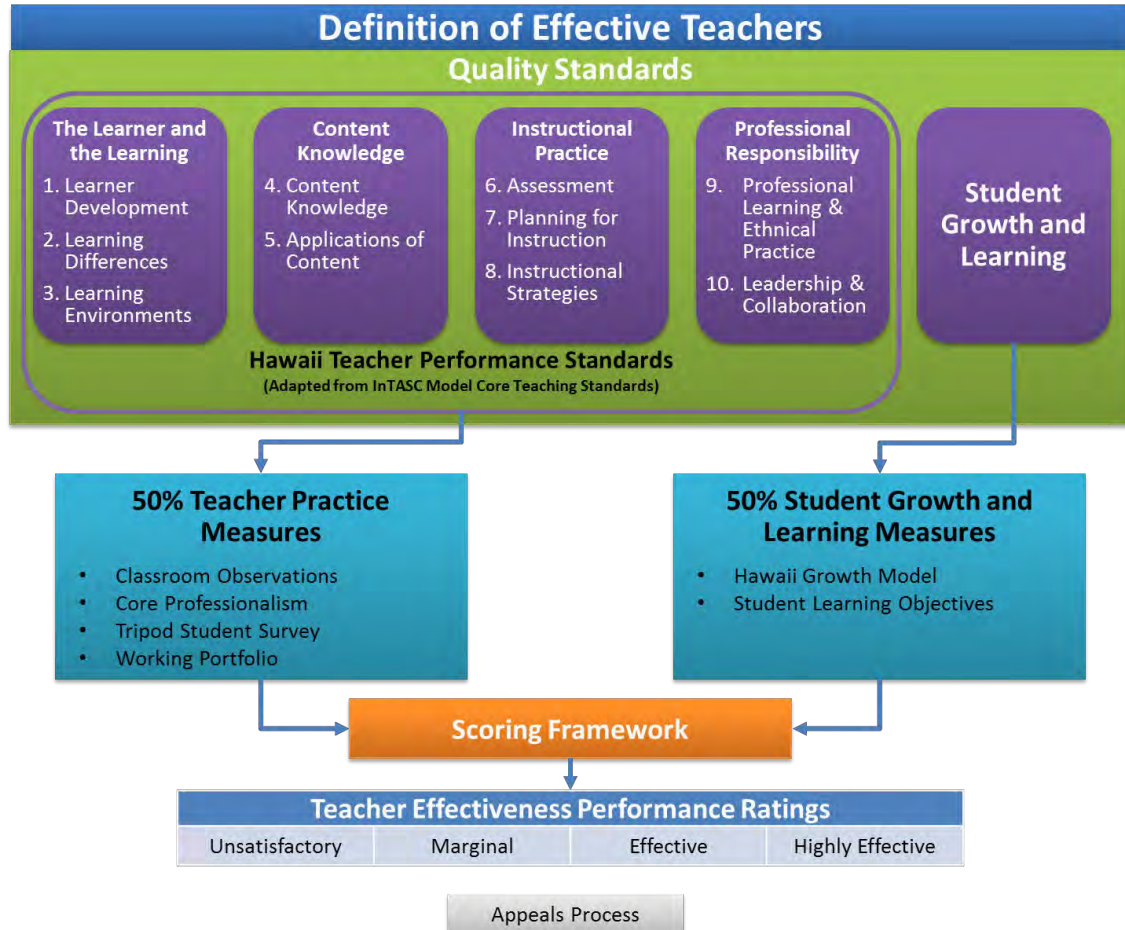
- **Clarifying Expectations** – To be effective, teachers and administrators must have a clear understanding of what constitutes successful teaching. The multiple EES measures and performance rubrics will identify areas of strength and improvement for our teachers.
- **Providing Feedback** – The EES provides new sources of regular feedback to teachers. Feedback is essential to learning and improvement. Under the EES, teachers receive feedback and opportunities for collegial discussion about the data they receive multiple times throughout the school year.
- **Driving Professional Development** – The data the EES provides will help leaders determine what support teachers need, the best way to allocate resources, and what instructional approaches/structures work best. Providing specific feedback to teachers allows them to set goals and seek professional development that is aligned with their individual needs.
- **Valuing Collaboration** – Collaboration among teachers is critical. It builds common expectations of students and allows teachers to share best practices. The EES helps facilitate collaboration within schools and between schools by providing a common language and data set to use when talking about teacher practice and student achievement. The Department encourages leveraging existing cooperative structures like data teams, professional learning communities, departments, instructional leadership teams, and grade level teams to help teachers interpret the data provided by the EES.

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<sup>1</sup> [Teachers Matter: Understanding Teachers' Impact on Student Achievement](#). Santa Monica, CA: RAND Corporation, 2012.

## EES Framework Diagram

The EES is rooted in the Hawaii Teacher Performance Standards, based on the national InTASC Model Core Teaching Standards. An overview of the EES is depicted in the graphic below.



## Teacher Performance Ratings

Performance ratings for teachers under the EES are:

- **Highly Effective** – Demonstrates excellence in teacher practice and student outcomes.
- **Effective** – Demonstrates effective teacher practice and positive student outcomes.
- **Marginal** – Needs improvement to demonstrate effective teacher practice and positive student outcomes.
- **Unsatisfactory** – Does not show evidence of effective teacher practice and positive student outcomes.

## Teacher Classification

The EES applies to all Bargaining Unit 5 employees within the Department. Depending on job responsibilities, employees can be assigned to one of the following classifications.

### Classroom Teachers of Tested Grades and Subjects

Bargaining Unit 5 employees who teach mathematics or English language arts (ELA) classes in grades 4-8 are considered classroom teachers of tested grades and subjects within the context of the EES. Teachers of 3<sup>rd</sup> and 10<sup>th</sup> grade classes do not fall in this category because prior year Hawaii State Assessment (HSA) data is not available for those grades. A roster verification process during the fourth quarter of each school year records whether teachers were responsible for planning, delivering, and assessing instruction for mathematics or ELA classes in grades where the HSA is administered.

## Classroom Teachers of Non-Tested Grades and Subjects

Bargaining Unit 5 employees who teach any classes and do not meet the criteria for classroom teachers of tested grades and subjects are considered classroom teachers of non-tested grades and subjects within the context of the EES. Classroom teachers of non-tested grades and subjects do not participate in the roster verification process during the fourth quarter of each school year because they are not responsible for planning, delivering, and assessing instruction for mathematics or ELA classes in HSA-tested grades.

## Non-Classroom Teachers (School Level)

Non-classroom teachers (NCTs) are Bargaining Unit 5 employees who do not teach classes. They do not plan, deliver, and assess instruction for students. NCTs may hold a current Hawaii State teaching license, Hawaii State School Counselor license, or a Hawaii State School Librarian license. NCTs are professionals who support students, educators, parents, and other members of the educational community. Each non-classroom teacher function is critical to the overall system of supports required for successful student outcomes.

NCTs at the school level are employed part-time or full-time at a Hawaii public school. School level NCTs could include personnel filling the following roles:

- Curriculum Coordinators
- Department Heads/Grade Level Chairs
- Literacy/Math Coaches
- Registrars
- Resource Teachers
- School Librarians
- School Counselors
- Student Services Coordinators
- Student Activities Coordinators
- Technology Coordinators

## Non-Classroom Teachers (Non-School Level)

Non-school level NCTs work from positions at complex area, district, or state offices. In contrast to NCTs at the school level, these NCTs work to provide support to educators at multiple schools, complex area offices, or state offices. Administrators of non-school level NCTs are typically their direct supervisors.

## Teachers with Multiple Roles

Some teachers may serve in multiple school roles. Teachers who have both classroom and non-classroom responsibilities will work with their administrator to decide which evaluation framework applies best. Teachers who primarily plan, deliver, and assess instruction for students should generally be rated as classroom teachers. Teachers that perform these tasks on a limited basis but have other primary job responsibilities should be rated as NCTs. Teachers with mixed professional responsibilities (classroom and non-classroom) do not have to complete both evaluation frameworks. Principals and other administrators that manage Bargaining Unit 5 employees should determine which evaluation framework is most appropriate given each employee's job function and responsibilities.

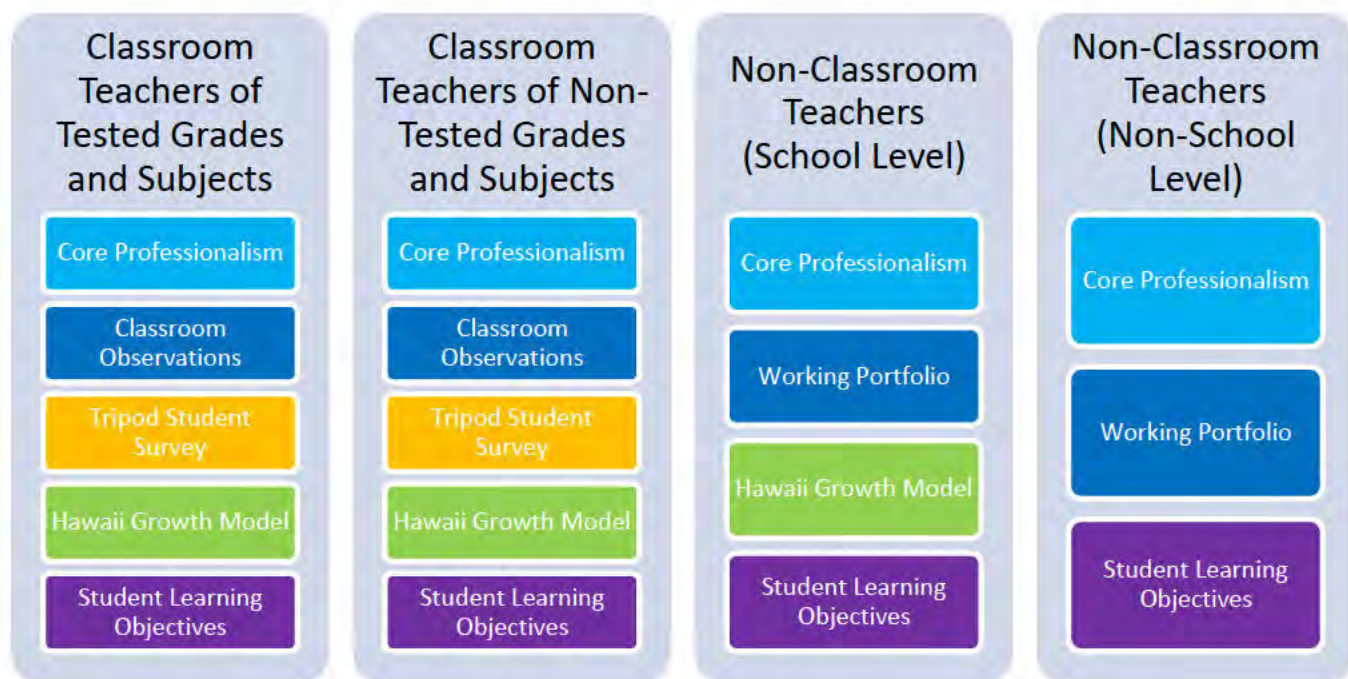
## EES Measures

The EES is comprised of several measures organized under two categories. The Hawaii State Board of Education [Policy 2055](#) requires measures of teacher practice account for 50% of a teacher's annual effectiveness rating and measures of student growth and learning account for the other 50%.

50% Teacher Practice
<ul style="list-style-type: none"><li>• Classroom Observations</li><li>• Core Professionalism</li><li>• Tripod Student Survey</li><li>• Working Portfolio</li></ul>

50% Student Growth and Learning
<ul style="list-style-type: none"><li>• Hawaii Growth Model</li><li>• Student Learning Objectives (SLOs)</li></ul>

The specific combination and weighting of EES measures used to determine evaluation ratings differs depending on each teacher’s job classification. This is because different data is available for different teaching assignments.



In addition to the EES measures, all teachers will have the opportunity to document professional growth plans using a PDE<sup>3</sup> tool. Teachers who have received a prior EES rating below effective will be required to complete a professional growth plan directed by their administrator. Other teachers can use information collected through the tool as evidence of meeting core professionalism requirements. Teachers can also use their professional growth plans to help attain re-licensure.

## Expectations and Responsibilities

	Teachers	Administrators
<b>Core Professionalism</b> <i>Acknowledges the value of teacher dedication and the numerous contributions teachers make to their profession and their schools</i>	<ul style="list-style-type: none"> <li>Document evidence aligned with the Framework for Teaching rubric for 4f in PDE<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>Document evidence aligned with the Framework for Teaching rubric for 4f in PDE<sup>3</sup></li> <li>Communicate a deadline for final submission of core professionalism evidence</li> <li>Review evidence and assign a rating for each teacher</li> </ul>
<b>Classroom Observations (Classroom Teachers)</b> <i>Acknowledges the value of targeted feedback based on clear performance expectations and evidence</i>	<ul style="list-style-type: none"> <li>Facilitate two classroom observations from a school administrator (one each semester)</li> <li>Participate in pre-observation conference with an administrator before each classroom observation</li> <li>Review observation data in PDE<sup>3</sup></li> <li>Participate in post-observation conference with an administrator within two weeks of each classroom observation</li> <li>Reflect on the cycle using the post conference summary form</li> </ul>	<ul style="list-style-type: none"> <li>Conduct two full-cycle observations for every classroom teacher</li> <li>Provide teachers with a minimum of 24 hours’ notice before each pre-observation conference</li> <li>Hold pre-observation conference with each teacher before each classroom observation</li> <li>Hold post-observation conference with each teacher within two weeks of each classroom observation</li> <li>Enter observation data into PDE<sup>3</sup></li> </ul>

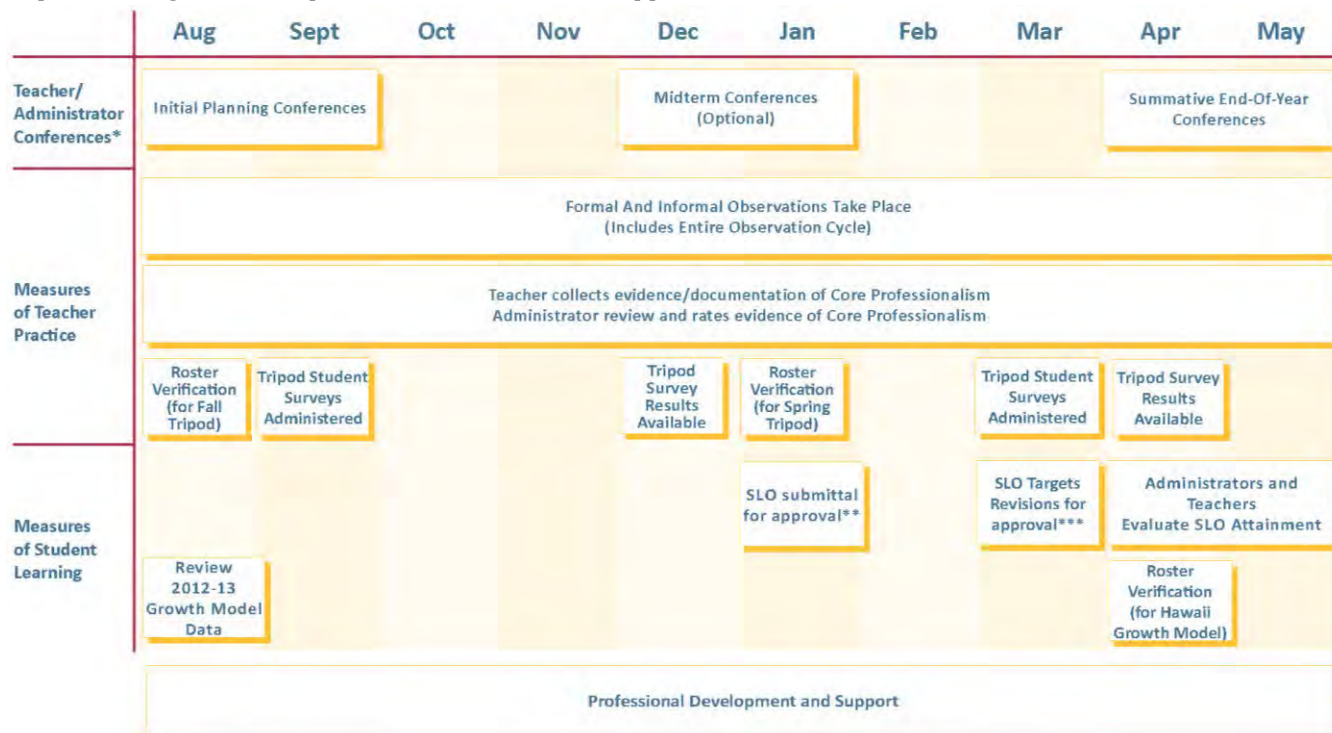


	Teachers	Administrators
<b>Working Portfolio (NCTs)</b> <i>Acknowledges the value of targeted feedback based on clear performance expectations and evidence</i>	<ul style="list-style-type: none"> <li>Develop a working portfolio proposal</li> <li>Schedule and prepare for a progress check conference if necessary</li> <li>Collect evidence and finalize supplementary materials to complete a working portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Schedule and conduct a beginning conference</li> <li>Set clear job performance expectations for each NCT</li> <li>Review and approve working portfolio plans</li> <li>Schedule an ending conference to discuss final working portfolio evaluation</li> <li>Evaluate final working portfolios against the appropriate Framework for Teaching component rubrics</li> <li>Submit final working portfolio ratings to the Office of Human Resources (OHR)</li> </ul>
<b>Tripod Student Survey</b> <i>Acknowledges the value of student perceptions as an essential gauge of school and classroom quality</i>	<ul style="list-style-type: none"> <li>Complete the Tripod roster verification process in the fall and spring using an online tool*</li> <li>Administer the Tripod student survey in the fall and spring</li> </ul>	<ul style="list-style-type: none"> <li>Give final approval of submitted Tripod rosters in the fall and spring using the online tool</li> <li>Oversee the administration of the Tripod student survey in the fall and spring</li> <li>Prepare staff to receive and analyze Tripod student survey results</li> </ul>
<b>Hawaii Growth Model</b> <i>Acknowledges the value of student growth and the belief that teachers deserve to be recognized for the gains students make</i>	<ul style="list-style-type: none"> <li>Complete roster verification for the Hawaii Growth Model during the spring, tracking the enrollment of students in classes of tested grades and subjects using an online tool*</li> </ul>	<ul style="list-style-type: none"> <li>Give final approval of submitted rosters for the Hawaii Growth Model in late spring using the online tool</li> <li>Receive growth model data for the school</li> <li>Lead efforts to analyze growth model data</li> </ul>
<b>Student Learning Objectives</b> <i>Acknowledges the value of high expectations for student achievement and the process of linking planning, classroom instruction, and assessment with student outcome goals</i>	<ul style="list-style-type: none"> <li>Complete two SLOs</li> <li>Participate in beginning-of-term conference</li> <li>Schedule and participate in a midterm check-in as necessary</li> <li>Schedule and participate in an end-of-term conference</li> <li>Enter SLO data into <a href="#">PDE<sup>3</sup></a></li> </ul>	<ul style="list-style-type: none"> <li>Oversee SLO development</li> <li>Schedule and conduct beginning-of-term conference with each teacher</li> <li>Conduct midterm check-ins as necessary</li> <li>Hold end-of-term conference and assign final SLO ratings for each teacher</li> <li>Enter SLO data into <a href="#">PDE<sup>3</sup></a></li> </ul>
<b>Professional Growth Plan</b> <i>Acknowledges the value of self-reflection and self-directed goal-setting as critical drivers of teacher learning and improved practice</i>	<ul style="list-style-type: none"> <li>Create professional growth plan using the <a href="#">PDE<sup>3</sup></a> tool if desired or if prior year EES rating was below effective</li> <li>Complete end-of-year reflection and submit evidence for any growth plans created</li> </ul>	<ul style="list-style-type: none"> <li>Direct growth plan development for any teacher rated below effective</li> <li>Review submitted growth plans</li> <li>Review submitted reflections and evidence</li> </ul>
<b>Final Effectiveness Rating</b>	<ul style="list-style-type: none"> <li>Receive final rating in May</li> </ul>	<ul style="list-style-type: none"> <li>Input all necessary evaluation data into <a href="#">PDE<sup>3</sup></a></li> <li>Assign teachers a final effectiveness rating no later than May 16, 2014 or a mutually agreed to alternate date (see HSTA contract Article 8N)</li> </ul>

\* See roster verification in appendix for more information.

## Example Timetable and Implementation Strategies

The diagram and the tables below show EES implementation timings that should work well for many classroom teachers. While many statewide initiatives have fixed dates, the ideal timing of classroom observations and other meetings may vary for each teacher and school. For example, the availability of teachers at multi-track schools could vary significantly from other teachers in any particular month. Required tasks will also vary for NCTs due to differences in which EES measures apply to them. Teachers and administrators should collaborate to complete all EES requirements given the requirements and constraints applicable to their school and situation.



\* Teacher/administrator conferences should occur once at the beginning of the year and once at the end of the school year. Administrators may find it useful to discuss any available data from observations, Tripod student surveys, SLOs, and the growth model during these meetings as opposed to holding a separate meeting to review each EES measure.

\*\* Schools familiar with the process for SLOs may ask teachers to complete one SLO per semester instead completing both required SLOs in the second semester.

\*\*\* Second semester SLOs must be finalized in March with no additional changes to the goal and targets.

JULY		
Teachers	Administrators	Implementation Strategies and Best Practices
Attend orientation describing EES protocols and available resources	Facilitate delivery of EES orientation to staff	<ul style="list-style-type: none"> <li>Present information during faculty meetings</li> <li>Utilize available meeting time prior to the first day of instruction</li> </ul>
Attend an EES overview training by end of month	Ensure teachers have attended an EES overview training and track attendance in <a href="#">PDE<sup>3</sup></a>	<ul style="list-style-type: none"> <li>Utilize online modules and/or master training materials produced by the Office of Human Resources</li> <li>Allocate a portion of the 21 hours of contractual professional development time available for the year to complete EES overview trainings</li> </ul>
AUGUST		
Teachers	Administrators	Implementation Strategies and Best Practices
Complete Tripod roster verification process to identify the students who will be surveyed	Oversee Tripod roster verification process and give final approval of submitted rosters	<ul style="list-style-type: none"> <li>Appoint a school roster verification lead</li> <li>Designate faculty meeting time and provide computers to help teachers complete roster verification</li> </ul>
Receive Hawaii Growth Model data	Receive and review growth model data with staff	<ul style="list-style-type: none"> <li>Analyze growth model data in data teams, departmental meetings, and faculty meetings and create plans to address any needs</li> </ul>

## AUGUST (CONTINUED)

Teachers	Administrators	Implementation Strategies and Best Practices
Begin gathering student data for Student Learning Objectives (SLOs) development	Provide appropriate supports to teachers	<ul style="list-style-type: none"> <li>Utilize data teams, departmental meetings, and faculty meetings to discuss student data and goals</li> <li>Ask data teams or department heads to review possible student goals</li> </ul>
Attend Charlotte Danielson's <i>Introduction to the Framework for Teaching</i> training by August 31, 2013	Ensure teachers attend Charlotte Danielson's <i>Introduction to the Framework for Teaching</i> training and track attendance in <a href="#">PDE<sup>3</sup></a>	<ul style="list-style-type: none"> <li>Reference concepts and vocabulary from the Framework for Teaching when discussing other school initiatives to make connections and deepen understanding</li> </ul>

## SEPTEMBER

Teachers	Administrators	Implementation Strategies and Best Practices
Work with administrator to schedule and begin completing one classroom observation and associated conferences	Schedule and begin completing one classroom observation and associated conferences for each teacher	<ul style="list-style-type: none"> <li>Schedule dates and times for the pre-observation conference, observation, and post-observation conference at the same time</li> <li>Allocate a portion of the 21 hours of contractual professional development time available for the year to complete pre- and post-observation conferences outside of school hours</li> <li>Divide observation responsibilities amongst administrators if possible</li> <li>Develop and communicate a clear process for how observations get scheduled, completed, and tracked</li> <li>Leverage the help of administrative support staff to manage observation scheduling, logistics, and tracking</li> </ul>
Articulate areas of growth using the professional growth plan tool in <a href="#">PDE<sup>3</sup></a> if desired or if prior year EES rating was below effective	Direct growth plan development for any teacher rated below effective and review any other submitted growth plans	<ul style="list-style-type: none"> <li>Share growth plan examples from teachers or complex area support team (CAST) members at faculty meetings</li> <li>Discuss potential areas for growth during EES conferences</li> <li>Explore the <a href="#">PDE<sup>3</sup></a> professional growth plan tool and review Hawaii Teacher Standards Board re-licensure requirements to become familiar with what information should be entered</li> </ul>
Administer the Tripod student survey for the fall semester	Oversee the administration of the Tripod student survey for the fall semester	<ul style="list-style-type: none"> <li>Appoint a Tripod student survey coordinator</li> <li>Discuss survey administration protocols during a faculty meeting</li> <li>Allow teachers to switch classes to proctor the Tripod student survey to provide students with greater assurance of confidentiality</li> </ul>

## OCTOBER

## NOVEMBER

Teachers	Administrators	Implementation Strategies and Best Practices
Receive results from the first Tripod student survey administration	Receive and review results from the first Tripod student survey administration	<ul style="list-style-type: none"> <li>Share school-wide survey data during a faculty meeting</li> <li>Charge data teams with looking at school-wide survey data and prioritizing actions based on results</li> <li>Discuss protocols for understanding individual teacher survey results during a faculty or department meeting</li> </ul>

DECEMBER		
Teachers	Administrators	Implementation Strategies and Best Practices
Facilitate first classroom observation and complete associated conferences	Finalize classroom observations for each teacher and complete associated conferences by the last day of instruction in December	<ul style="list-style-type: none"> <li>Match records of observation completion against <a href="#">PDE<sup>3</sup></a> to ensure that all observations have been marked as finalized within <a href="#">PDE<sup>3</sup></a></li> </ul>
JANUARY		
Teachers	Administrators	Implementation Strategies and Best Practices
Complete Tripod roster verification process to identify the students who will be surveyed	Oversee Tripod roster verification process and give final approval of submitted rosters	<ul style="list-style-type: none"> <li>Appoint the same person (from the fall) to serve as the school roster verification lead</li> <li>Designate faculty meeting time and provide computers to help teachers complete roster verification</li> </ul>
Submit student learning objectives for approval	Review and approve student learning objectives	<ul style="list-style-type: none"> <li>Leverage existing collaborative structures (data teams, departments, professional learning communities, etc.) to vet student learning objectives and receive feedback on student learning objective drafts</li> <li>Structure a process that pairs curriculum coordinators with teachers to review student learning objectives before passing to administrator for final review and approval</li> </ul>
Work with administrator to schedule and begin completing second classroom observation and associated conferences	Schedule and begin completing second classroom observation and associated conferences for each teacher	<ul style="list-style-type: none"> <li>Continue scheduling dates and times for the pre-observation conference, observation, and post-observation conference at the same time</li> <li>Track how much of the 21 hours of contractual professional development time available for the year has been used and reserve remaining time to complete pre- and post-observation conferences outside of school hours</li> <li>Continue to divide observation responsibilities among administrators if possible</li> <li>Maintain established processes for how observations get scheduled, completed, and tracked</li> <li>Continue to leverage the help of administrative support staff to manage observation scheduling, logistics, and tracking</li> </ul>
FEBRUARY		
MARCH		
Teachers	Administrators	Implementation Strategies and Best Practices
Administer the Tripod student survey for the spring semester	Oversee the administration of the Tripod student survey for the spring semester	<ul style="list-style-type: none"> <li>Appoint the same person (from the fall) to serve as the Tripod student survey coordinator</li> <li>Discuss survey administration protocols during a faculty meeting</li> <li>Continue to allow teachers to switch classes to proctor the Tripod student survey to provide students with greater assurance of confidentiality</li> </ul>
Complete mid-course check-in meetings for student learning objectives if desired	Respond to requests from teachers or initiate mid-course check-in meetings if desired for year-long student learning objectives	<ul style="list-style-type: none"> <li>Check in with data teams, departments, and other collaborative groups to gauge progress and the need to initiate meetings</li> <li>Provide a schedule of when teachers who want help or need to make changes can have a check-in meeting</li> </ul>

<b>APRIL</b>		
<b>Teachers</b>	<b>Administrators</b>	<b>Implementation Strategies and Best Practices</b>
Complete roster verification for the Hawaii Growth Model during the spring, tracking the enrollment of students in classes of tested grades and subjects using the online tool	Give final approval of submitted rosters for the Hawaii Growth Model in late spring using the online tool	<ul style="list-style-type: none"> <li>Continue to appoint the same person to serve as the school roster verification lead</li> <li>Designate faculty meeting time and provide computers to help teachers complete roster verification</li> </ul>
Submit data and end-of-term reflection for student learning objectives by the fourth Friday in April	Begin reviewing and rating final student learning objectives submissions	<ul style="list-style-type: none"> <li>Develop and communicate a clear process for collecting, tracking, and reviewing student learning objectives submissions</li> <li>Utilize other school administrators to help principals decide the appropriate rating for final student learning objectives submissions</li> </ul>
Complete end-of-year reflection for any submitted professional growth plans by the fourth Friday in April	Begin reviewing any submitted reflections and evidence	<ul style="list-style-type: none"> <li>Remind teachers to complete final growth plan submissions in faculty meetings or other established communication channels</li> <li>Have teachers share reflections during post-observation conferences</li> </ul>
Submit evidence aligned with the Framework for Teaching 4f rubric using the core professionalism tool in <a href="#">PDE<sup>3</sup></a>	Begin reviewing submitted evidence and assigning ratings for each teacher	<ul style="list-style-type: none"> <li>Attach meeting minutes of professional collaboration, attendance records from school events, or other documents that demonstrate evidence of professionalism</li> </ul>
Receive results from the second Tripod student survey administration	Receive and review results from the second Tripod student survey administration	<ul style="list-style-type: none"> <li>Share school-wide survey data during a faculty meeting</li> <li>Charge data teams with looking at school-wide survey data and prioritizing actions based on results</li> <li>Discuss protocols for understanding individual teacher survey results during a faculty or department meeting</li> </ul>
<b>MAY</b>		
<b>Teachers</b>	<b>Administrators</b>	<b>Implementation Strategies and Best Practices</b>
Complete second classroom observation and associated conferences by the first Friday in May	Finalize classroom observations for each teacher, complete associated conferences, and input ratings into <a href="#">PDE<sup>3</sup></a>	<ul style="list-style-type: none"> <li>Match records of observation completion against <a href="#">PDE3</a> to ensure that all observations have been marked as finalized within <a href="#">PDE<sup>3</sup></a></li> </ul>
Complete end-of-term SLO conference and identify SLOs for evaluation (one for classroom teachers and two for NCTs)	Provide teacher with final SLO ratings at end-of-term conference	<ul style="list-style-type: none"> <li>Share SLO results utilizing supporting data and end-of-term reflection</li> <li>Determine final SLO rating</li> <li>Provide professional development recommendations</li> </ul>
Meet with administrator to review final ratings for each EES measure and receive a summative rating for the year	Meet with each teacher to review final ratings for each EES measure and share a summative rating for the year	<ul style="list-style-type: none"> <li>Meet during teacher planning periods or reserve some of the 21 hours of contractual professional development time available for the year</li> <li>Hold quick meetings with each teacher and allow teachers who want more time to request follow-up meetings</li> <li>Review how summative ratings are determined in faculty meetings so that this information doesn't have to be reviewed during meetings for each individual teacher</li> </ul>

# Teacher Practice Measures

## Hawaii Adapted Framework for Teaching

The [Framework for Teaching](#), developed by Charlotte Danielson, is a research-based tool that establishes criteria and expectations for evaluating teacher practice. Based on years of research, it organizes the complex work of teaching into 4 domains, 22 components, and 76 elements. Classroom teachers selected the framework in the first year of the EES pilot after exploring multiple options and concluding it was the most robust tool available. Collaboration with various non-classroom teacher groups also led to its adoption for NCTs.

<b>Domain 1:</b> <b>Planning and Preparation</b> 6 Components 23 Elements	<b>Domain 2:</b> <b>The Classroom Environment</b> 5 Components 15 Elements
<b>Domain 4:</b> <b>Professional Responsibilities</b> 6 Components 20 Elements	<b>Domain 3:</b> <b>Instruction</b> 5 Components 18 Elements

The Framework for Teaching guides several EES measures designed to assess teacher practice. The core professionalism measure for all teachers is evaluated using a component rubric from Domain 4. Component rubrics from the Framework for Teaching are also incorporated into the evaluation of classroom observations for classroom teachers and working portfolios for NCTs. In order to build foundational knowledge, teachers are required to attend the one-day *Introduction to the Framework for Teaching* training prior to engaging in the evaluative process. Teachers should also have access to Charlotte Danielson's first book, *Enhancing Professional Practice: A Framework for Teaching*. The element-level rubrics found in the 2007 edition of this book and the component-level rubrics found in the 2013 edition of *The Framework for Teaching Evaluation Instrument* will be used to guide evidence collection and evaluation within the EES.<sup>2</sup>

## Performance Levels and Scoring

The Framework for Teaching rubrics describe four levels of performance for each element, component, and domain. The levels of performance are:



Within the EES, measures based on the Hawaii Adapted Framework for Teaching evaluate teachers at the Framework component level. After levels of performance are determined using the appropriate component rubrics, the results for each teacher will be quantified using the following point values:

- **Distinguished:** 4 Points
- **Proficient:** 3 Points
- **Basic:** 2 Points
- **Unsatisfactory:** 0 Points

<sup>2</sup> ASCD first published *Enhancing Professional Practice: A Framework for Teaching* in 1996. In 2007, Charlotte Danielson released a second edition to include clarifications to language as well as additional frameworks for specialist positions. In 2009, the Framework for Teaching was selected for inclusion in the [Measures of Effective Teaching \(MET\)](#) study funded by the Bill and Melinda Gates Foundation. Inclusion in this large study led to the publication of the 2011 edition of *The Framework for Teaching Evaluation Instrument*, which was created to help observers make accurate and consistent judgments using component rubrics that summarized essential information previously detailed at the element level. These component rubrics were further updated in 2013 to reflect the instructional implications of the Common Core State Standards (CCSS). Revisions to the Framework for Teaching reflect Charlotte Danielson's commitment to continually improve the clarity of its rubrics by improving wording and providing stronger examples. Despite these minor modifications, the overall architecture of the Framework has remained the same. Danielson has asserted that none of the recent revisions would alter performance level assessments based on prior versions.

## Core Professionalism

Dedicated teachers make numerous contributions to their schools and always conduct themselves appropriately in and out of the classroom. Core professionalism encompasses the wide range of responsibilities and activities a teacher handles that are critical to their students and their schools. Teachers demonstrate professionalism in the manner that they serve and lead others.

Examples of ways to demonstrate core professionalism include:

- Participating as a reliable and responsible member of a grade level/content team
- Actively working to provide opportunities for student success by helping out with science fair
- Proactively addressing student needs identified by student survey results
- Taking a leadership role in team and departmental decision making
- Completing the professional development specified in a professional growth plan
- Creating activities based on student interests

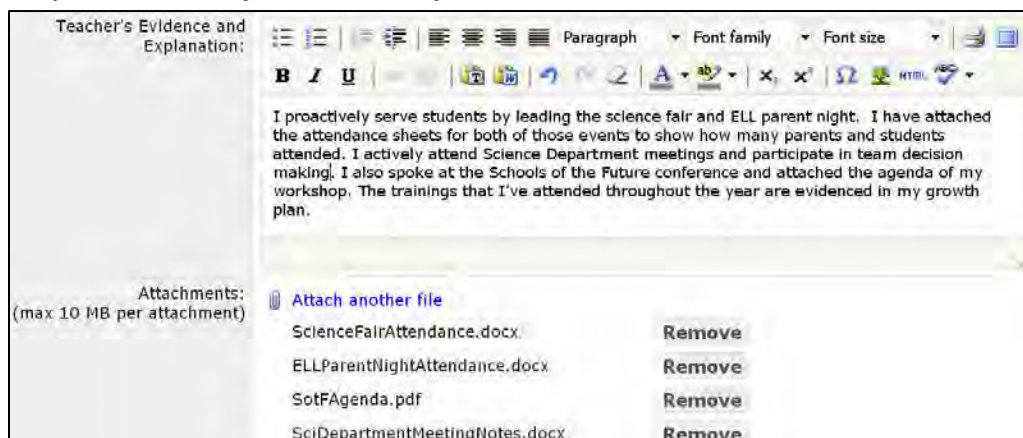
## Indicators

The criteria and expectations for core professionalism are articulated in the Framework for Teaching within Domain 4 (professional responsibilities). In consultation with various stakeholders the Department has decided to utilize the rubric for just one component for the 2013-2014 school year, with the goal of expanding to other components in the future. Component 4f: Showing Professionalism was selected as a starting point because it captures several PEP-T Duty 4 values not captured in other EES measures (e.g., modeling ethical conduct, working on a team, and complying with school and district regulations).

## Process and Requirements

Throughout the school year, both teachers and administrators should collect evidence aligned to elements of 4f in the Framework for Teaching. Sources of evidence could include documents from team planning and collaboration sessions, proof of attendance at school based-activities, professional development records, etc. As evidence is collected, teachers and administrators can update their respective form entry on [PDE<sup>3</sup>](#) along with an explanation of how the evidence relates to the 4f rubric.

### Sample PDE<sup>3</sup> Core Professionalism Entry



Teacher's Evidence and Explanation:

I proactively serve students by leading the science fair and ELL parent night. I have attached the attendance sheets for both of those events to show how many parents and students attended. I actively attend Science Department meetings and participate in team decision making. I also spoke at the Schools of the Future conference and attached the agenda of my workshop. The trainings that I've attended throughout the year are evidenced in my growth plan.

Attachments:  
(max 10 MB per attachment)

Attach another file	
ScienceFairAttendance.docx	Remove
ELLParentNightAttendance.docx	Remove
SotFAgenda.pdf	Remove
SciDepartmentMeetingNotes.docx	Remove

Before finalizing EES summative ratings and sharing results with teachers through an end-of-year conference, administrators should assign a core professionalism rating based on the evidence submitted using the appropriate Framework for Teaching rubric for component 4f. Administrators are responsible for clearly communicating a deadline for final submissions of core professionalism evidence. Throughout the year, both administrators and teachers should regularly dialogue about core professionalism and how much progress has been made towards compiling and submitting appropriate evidence.

### Professional Growth Plan Tool

Self-reflection is the true mark of a professional. Pursuant to the contract, “All teachers will develop and maintain an individual professional development plan that identifies areas for targeted growth and learning. Completion of the learning opportunities within the plan will be considered a matter of professional responsibility.” The Department’s professional growth plan tool on [PDE3](#) allows teachers to set goals for their own learning, collect evidence of completed professional development activities, track impact on students, and reflect on their progress. Probationary teachers are expected to set four goals using this tool. It is best practice for tenured teachers to set two goals a year when leveraging the tool to help compile and store documents to meet re-licensure requirements.

## Rating Calculation

Only one Framework for Teaching component is currently incorporated into the core professionalism EES measure, making its rating calculation straightforward. After administrators apply the 4f rubric to the evidence submitted on [PDE3](#), they enter their rating at the bottom of the form. This is then converted to a numerical rating using the performance level scoring scale previously described.

## Classroom Observations

For classroom teachers, observations and conferencing are critical to understanding and developing teacher practice. Formal observations should be a collaborative process between teachers and administrators.

### Indicators

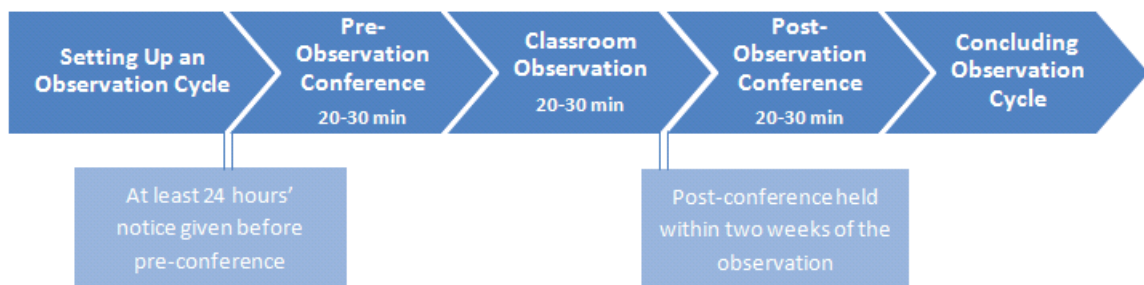
There are ten observable components within Domain 2 (classroom environment) and Domain 3 (instruction) of the Framework for Teaching. The Department has decided to focus on five observable components for classroom observations based on their alignment with our statewide priorities. Rubrics based on the 2013 edition of *The Framework for Teaching Evaluation Instrument* will be used to guide evidence collection and evaluation of these components as part of the EES classroom observation process.

#### Framework for Teaching Observation Components

- 2b: Establishing a Culture for Learning
- 2d: Managing Student Behavior
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Learning

## Process and Requirements

All classroom teachers must be formally observed at least twice each school year. The observation cycle consists of the five steps outlined below.



Each step within an observation cycle must be conducted by the same observer. Teachers may benefit from having different observers for each of the two required observation cycles. Observations must be conducted by an observer certified by the Department.



## Observation Cycle Responsibilities

### Setting Up an Observation Cycle

- **Observer:** Select dates for the observation cycle. Record the dates in PDE<sup>3</sup>. If desired, add additional questions to the pre-conference questions listed for the teacher to consider.
- **Teacher:** Address the pre-conference questions in PDE<sup>3</sup>. Attach relevant lesson materials to provide context for the upcoming lesson (lesson plan, worksheet, assessment, etc.).

### Pre-Observation Conference

- **Observer:** Review the pre-conference materials submitted by the teacher in order to better understand the goals of the upcoming lesson. Ask questions rooted in the rubric to discuss what you will be looking for as evidence of learning.
- **Teacher:** Share lesson objectives and activities along with helpful information that will assist the observer, such as student characteristics. If desired, ask observer to collect specific data (e.g., "Can you track how many times I call on the boys compared to the girls in my class?").

### Classroom Observation

- **Observer:** Collect objective evidence noting both student and teacher actions. Speak with students during the lesson to gather additional evidence about their learning or typical classroom practice. After the observation, share the evidence with the teacher.
- **Teacher:** Carry out the lesson discussed. Collect additional artifacts, such as student work samples, to bring to the post-observation conference.
- **Both:** After the observation, match evidence with Framework components and analyze how the evidence aligns with applicable rubrics.

### Post-Observation Conference

- **Observer:** Facilitate an evidence-based discussion rooted in the Hawaii Adapted Framework for Teaching. Discuss areas of strength and weakness and the performance level demonstrated for each component. Record the main points of the collaborative analysis in PDE<sup>3</sup>.
- **Teacher:** Participate in collaborative analysis about how evidence corresponds to component rubrics. Present any additional artifacts collected.

### Concluding Observation Cycle

- **Observer:** Review the Teacher Post-Observation Conference Summary form after the teacher completes it. Add additional comments as needed. Finalize the observation cycle in PDE<sup>3</sup>.
- **Teacher:** Log in to PDE<sup>3</sup> and complete the Teacher Post-Observation Conference Summary form. Use form to reflect on the observation, the post-observation conference, strengths and weaknesses identified, and next steps.

## Rating Calculation

During the post-observation conference for each observation cycle, the observer assigns a final performance level rating for each of the applicable Framework for Teaching components (2b, 2d, 3b, 3c, and 3d). After both formal classroom observation cycles are complete, the ten individual component ratings (five from each observation) will be quantified using the performance level scoring scale previously described. The final classroom observation rating will be a number from zero to four that is produced by averaging the scores from all ten component ratings.

## Working Portfolio

In lieu of collecting evidence aligned to the Framework for Teaching through classroom observations, evaluations for NCTs utilize a working portfolio. A working portfolio is a purposeful, ongoing collection of evidence that shows progress or achievement. Similar to classroom teachers who complete an observation cycle, NCTs collaborate and reflect under the guidance of their administrators.

## Indicators

As part of the EES development process, NCT workgroups identified their critical work responsibilities and aligned those tasks to Framework for Teaching components. Rubrics based on the 2013 edition of the *Framework for Teaching Evaluation Instrument* will be used to guide evidence collection and evaluation of these components as part of the EES working portfolio process. Working portfolios for NCTs will focus on different components and use different Framework rubrics depending on their individual roles.

### Framework for Teaching Working Portfolio Components and Rubrics

Non-Classroom Teacher Role	Components	Framework for Teaching Rubric
Counselor	2a, 2b, 3a, 3b, 3d	School Counselors
Curriculum Coordinator	2a, 2b, 3a, 3b, 3c	Instructional Specialists
Department Head/Grade Level Chair	2a, 2b, 3a, 3c, 3e	Instructional Specialists
Librarian	2b, 2c, 3b, 3c, 3d	Library/Media Specialists
Literacy/Math Coach	2a, 2b, 3a, 3b, 3c	Instructional Specialists
Registrar	2a, 2b, 2c, 3e, 4b	School Counselors
Resource Teacher	2a, 2c, 2d, 3c, 3e	Instructional Specialists
Student Activities Coordinator	2a, 2b, 2d, 2e, 3e	Instructional Specialists
Student Services Coordinator	2b, 2c, 3a, 3d, 3e	School Counselors
Technology Coordinator	2a, 2b, 3a, 3c, 3e	Instructional Specialists

\* NCTs whose role is not listed on the table above shall be assigned the most appropriate rubric and components that best meet their job expectations by their administrator.

## Process and Requirements

All NCTs teachers will create a working portfolio using the following process:



### Beginning Conference

The working portfolio process begins with a review of the Framework for Teaching components specific to the expected roles and responsibilities of each NCT by NCTs and their administrators. This process should begin in September.

Non-classroom Teacher	Administrator
<b>Responsibilities Prior to Beginning Conference</b>	
<ul style="list-style-type: none"> <li>Download the appropriate working portfolio form from <a href="#">PDE<sup>3</sup></a> after the administrator provides notice of a meeting</li> <li>Review the Framework for Teaching components required</li> <li>Identify possible sources of evidence for each component using working portfolio rubrics and evidence prompts as guides</li> </ul>	<ul style="list-style-type: none"> <li>Download the appropriate working portfolio form for the NCT role from <a href="#">PDE<sup>3</sup></a></li> <li>Complete the general information section of the working portfolio form for the NCT</li> <li>Schedule the beginning conference with the NCT</li> </ul>
<b>Responsibilities During the Beginning Conference</b>	
<ul style="list-style-type: none"> <li>Review expected work responsibilities with administrator</li> <li>Share possible sources of evidence for each component</li> <li>Sign and date the appropriate section of the working portfolio form</li> </ul>	<ul style="list-style-type: none"> <li>Communicate expectations for the work the NCT will be responsible for throughout the year</li> <li>Discuss potential sources of evidence and set clear expectations for evidence collection using working portfolio rubrics and evidence prompts as guides</li> <li>Identify what evidence will be collected for each component on the working portfolio form</li> <li>Sign and date the appropriate section of the working portfolio form and provide a copy to the NCT</li> </ul>
<b>Responsibilities After the Beginning Conference</b>	
<ul style="list-style-type: none"> <li>Use working portfolio form as the coversheet for the working portfolio</li> <li>Begin gathering evidence for each component</li> </ul>	<ul style="list-style-type: none"> <li>Upload the working portfolio form to <a href="#">PDE<sup>3</sup></a></li> <li>Document conference date on <a href="#">PDE<sup>3</sup></a></li> </ul>

### Progress Check Conference

NCTs or administrators can schedule a progress check conference to review working portfolio progress if desired. In situations where NCT work priorities and responsibilities have changed, a progress check conference is required to change the type of evidence collected. When revising the original plan in this way, the NCT and administrator should be prepared to discuss the strategies initially used to show evidence and why a revision is necessary. Due to the nature of many NCT roles, changes to the type of evidence required may occur at any time during the year.

Non-classroom Teacher	Administrator
<b>Responsibilities Prior to Progress Check Conference</b>	
<ul style="list-style-type: none"> <li>Schedule progress check conference with administrator</li> <li>Prepare to share collected evidence to demonstrate progress or justification for revisions to the type of evidence collected</li> </ul>	<ul style="list-style-type: none"> <li>Confirm conference date</li> </ul>
<b>Responsibilities During the Progress Check Conference</b>	
<ul style="list-style-type: none"> <li>Share evidence collected and receive feedback as appropriate</li> <li>Repeat beginning conference process for any revisions to the type of evidence collected</li> <li>Sign and date the appropriate section of the working portfolio form</li> </ul>	<ul style="list-style-type: none"> <li>Review progress and provide feedback as appropriate</li> <li>Repeat beginning conference process for any revisions to the type of evidence collected</li> <li>Sign and date the appropriate section of the working portfolio form and provide a copy to the NCT</li> </ul>
<b>Responsibilities After the Progress Check Conference</b>	
<ul style="list-style-type: none"> <li>Update working portfolio coversheet</li> <li>Continue to collect evidence and implement appropriate strategies to meet working portfolio requirements</li> </ul>	<ul style="list-style-type: none"> <li>Upload the updated working portfolio form to <a href="#">PDE<sup>3</sup></a></li> <li>Document conference date on <a href="#">PDE<sup>3</sup></a></li> </ul>

## Ending Conference

The final step of the working portfolio process is the ending conference. This is where the teacher and administrator dialogue about the results of the working portfolio to determine a final rating for each Framework for Teaching component. Ending conferences should typically be held in May.

Non-classroom Teacher	Administrator
<b>Responsibilities Prior to Ending Conference</b>	
<ul style="list-style-type: none"><li>• Prepare the working portfolio for administrative review by finalizing and organizing evidence appropriately</li></ul>	<ul style="list-style-type: none"><li>• Schedule an ending conference with the NCT</li></ul>
<b>Responsibilities During the Ending Conference</b>	
<ul style="list-style-type: none"><li>• Share the strengths of the evidence collected using working portfolio rubrics and evidence prompts as guides</li><li>• Reflect on areas of improvement required to reach higher performance levels</li><li>• Sign and date the appropriate section of the working portfolio form</li></ul>	<ul style="list-style-type: none"><li>• Review evidence collected and make comments on the working portfolio form using working portfolio rubrics and evidence prompts as guides</li><li>• Discuss areas of improvement required to reach higher performance levels</li><li>• Determine ratings for each Framework for Teaching component</li><li>• Sign and date the appropriate section of the working portfolio form and provide a copy to the NCT</li></ul>
<b>Responsibilities After the Ending Conference</b>	
<ul style="list-style-type: none"><li>• Maintain a copy of the working portfolio form and file with evidence</li><li>• Complete the final summary form on <a href="#">PDE<sup>3</sup></a> to comment on the ending conference</li></ul>	<ul style="list-style-type: none"><li>• Upload the updated working portfolio form to <a href="#">PDE<sup>3</sup></a></li><li>• Complete the final summary form on <a href="#">PDE<sup>3</sup></a> to comment on the ending conference</li><li>• Document conference date and rating on <a href="#">PDE<sup>3</sup></a></li></ul>

## Rating Calculation

During the ending conference, the administrator assigns a final performance level rating for each of the applicable Framework for Teaching components incorporated into the working portfolio. Then the individual component ratings will be quantified using the performance level scoring scale previously described. The final working portfolio rating will be a number from 0 to 4 that is produced by averaging the scores from all component ratings.

## Tripod Student Surveys

### Overview

Students provide an intimate perspective on teacher practice given the amount of time they spend with their teachers. The experience that students have is critical to their learning and the way that their classroom experiences shape their attitudes toward school and learning. Student input is valuable because it may capture insight about the quality of student learning experiences that other EES measures cannot capture. Student surveys have been utilized in many school systems to help teachers evaluate their practice. The Department selected Tripod student surveys for inclusion in the EES due to their pivotal role in research demonstrating the link between positive student perceptions and strong student achievement outcomes.

The Tripod student survey is a well-designed, classroom-level analysis and reporting system developed over ten years through a partnership between Cambridge Education and Dr. Ron Ferguson of Harvard University. The Tripod student survey asks students to give feedback on specific aspects of their classroom experience, organized around seven elements of teaching practice. Additionally, the survey seeks to assess student engagement through target values like trust, cooperation, ambitiousness, and diligence. Tripod student surveys were an integral part of the [Measures of Effective Teaching \(MET\)](#) Project. The MET Project was a three-year study designed to determine how to best identify and promote great teaching. It concluded that student perception surveys provide important information about teaching effectiveness as well as concrete feedback that can help teachers improve.

## Indicators

Tripod student surveys use a suite of indicators that capture students' academic and social behaviors, goals, beliefs and feelings on a Likert scale. Tripod teacher reports show the percent of favorable responses for multiple questions corresponding to seven indicators of teaching practice known as the 7Cs. While Tripod student surveys also contain questions designed to study student engagement and capture demographic information, this information is not currently used within the EES.

### *The Tripod 7Cs*

- Care: "Your success and wellbeing really matter to me in a serious way."
- Control: "Our class is orderly, on task and respectful, with learning as our first priority."
- Challenge: "I insist upon rigor—understanding, not just memorization—and your best effort."
- Clarify: "I have multiple good explanations; when you are confused I will help you understand."
- Captivate: "I make lessons intellectually relevant and stimulating because they are important."
- Confer: "You must talk with me to help me understand your ideas and support your learning."
- Consolidate: "I summarize lessons and check for understanding to make learning coherent."

## Process and Requirements

Dr. Ron Ferguson of the Tripod Project has customized the survey that is administered in Hawaii to keep the amount of time necessary for the survey administration as short as possible. Targeted surveys and procedures have been developed for early elementary (grades K-2), upper elementary (grades 3-5), and secondary students (grades 6-12). All survey versions have also been translated into Hawaiian for administration to students in Hawaiian language immersion settings.

Each classroom teacher will have one class surveyed at the end of the first quarter and the third quarter. Principals are responsible for designating a roster verification lead and Tripod student survey coordinator. The roster verification lead will work closely with teachers to ensure that the student rosters used to order Tripod student surveys are accurate. The Tripod student survey coordinator will be responsible for ensuring that Tripod student survey guidelines and procedures are communicated and followed.

While the Tripod student survey will be administered for classroom teachers in all grades and subjects, not all students will take a survey and not all teachers will receive results. Teachers will not administer the Tripod student survey to the following types of students:

- Students with an individualized education program (IEP) specifying that they are exempt from taking the Hawaii State Assessment (HSA) or must take the Hawaii State Alternative Assessment (HSA-Alt)
- New students that have not been with the teacher being surveyed for at least four weeks
- Students for whom parental declinations were received

Teachers will only complete the roster verification process for Tripod and have students fill out surveys for them if they are responsible for delivering classroom instruction and monitoring student progress. Examples of teachers who may fail to meet these requirements and would not have their students surveyed include:

- a) Short-term substitute teachers or substitutes who will not be at the school when survey results are released
- b) Educational assistants
- c) Student-teachers
- d) Part-time teachers who are not certified
- e) Visiting lecturers

## Rating Calculation

Three to four weeks after completed surveys from all schools have been submitted for processing, detailed score reports will be delivered to administrators and teachers. These reports show distributions that reveal what percentage of surveyed students gave each possible response. The percentage of favorable responses – student answers that indicate positive teaching practice – is also aggregated per question. The percentage of favorable responses per question within a 7C category is then averaged to produce a favorability percentage for each of the 7C indicators. Finally, the percentage of favorable responses for each of the 7Cs is averaged to produce a composite favorability percentage.

To produce an evaluative rating for the purposes of EES, the composite favorability percentage of all teachers within each of the three survey types (lower elementary, upper elementary, and secondary) will be ranked to calculate a normal curve equivalent (NCE) score for each Tripod administration period. Favorability scores are used to create the NCE score and will be reported along with NCE. NCE scores are a standardized metric that aligns with percentile rank for the values 1, 50, and 99. Unlike percentile rank scales, NCE scores have an equal-interval scale, which allows them to be averaged. Teachers with classes spanning multiple survey levels will have their NCE score for each level averaged to determine their NCE score for each Tripod administration period.

At the end of each school year, NCE scores available from all Tripod administrations over the prior two years will be averaged to produce a final NCE score. The final NCE score will then be rounded to a whole number and converted to a number from one to four using the following scale.

EES Rating	Final NCE Range
4	69-99
3	33-68
2	24-32
1	1-23

Tripod student survey results will only be released or averaged for those teachers with at least five valid student responses for each survey level and survey administration period. This is to protect student identities and ensure teachers have enough responses to make inferences about the way their students perceive their classroom experience. While most classroom teachers will survey only one class, teachers who teach very small classes may survey multiple classes if necessary to reach this minimum.

# Student Growth and Learning Measures

## Hawaii Growth Model

### Overview

Student growth percentile (SGP) scores from the Hawaii Growth Model make up one of the two EES measures designed to capture student growth and learning for classroom teachers. Student growth metrics are not currently incorporated into the evaluations of NCTs. The Hawaii Growth Model calculates SGP scores using a statistically robust approach pioneered by the Colorado Department of Education. This method of measuring and monitoring student growth was selected based on a thorough analysis of possible approaches. The Department has been calculating and analyzing SGP using Hawaii State Assessment (HSA) data since the 2007-2008 school year.

The EES uses growth rather than proficiency to measure educators' contributions to student learning because proficiency measures do not take into account each student's learning history. Proficiency measures become increasingly biased by prior performance over time. SGP scores indicate how well a student has progressed compared to others that have demonstrated similar academic performance in the past. This allows all students to have the same chance of attaining high or low SGP scores each year, regardless of their prior performance.

### Indicators

The Hawaii Growth Model is a normative model that ranks each student's HSA scores within a content area against students with similar score histories. The SGP score resulting from this analysis helps us understand how much a student has progressed by communicating what percentage of similar students he or she scored higher than. If a student attained a SGP of 60 for math, that would mean the student scored higher than 60% of similar students taking the same test.

Median student growth percentiles (MSGPs) are used to summarize the growth performance of groups of students. An MSGP for a student group is the SGP value that approximately half of the group did better than and half of the group did worse than. Medians are more appropriate than using arithmetic means to aggregate percentiles because the same amount of change measured in percentiles often corresponds to vastly different variations in student HSA scale scores. Using medians provides the additional advantage of preventing school and teacher scores from being skewed by outliers.

### Process and Requirements

The Student Assessment Section (SAS), under the Systems Accountability Office (SAO), oversees HSA development and implementation. The highest scores attained on the English language arts and mathematics related HSA for each student will be incorporated into the Hawaii Growth Model to calculate the English language arts (ELA) and mathematics SGP score for each student. During the fourth quarter, classroom teachers of ELA and mathematics classes in grades 3-8 and 10 will complete a roster verification process for students in those classes. This roster verification process will measure individual student enrollment in ELA and mathematics classes over the course of the year guided by inclusion rules for each month (enrollment for 10 or more school days). Principals are responsible for designating someone to serve as the school's roster verification lead. The roster verification lead will work closely with teachers to ensure that the student rosters used for SGP reporting and teacher evaluation are accurate.

### Rating Calculation

Growth calculations are performed shortly after HSA scores are validated and finalized in the summer. Due to the time required for this process, MSGPs used for evaluation within the EES will lag by at least one school year. This will give teachers a year to bolster their performance in other areas to ameliorate a low growth rating. Classroom teachers with ELA and mathematics classes in grades 4-8 will be evaluated using individual MSGPs and classroom teachers of non-tested grades and subjects will be evaluated using school ELA MSGPs. New teachers and other teachers without

prior year placements will not receive school MSGP scores. School MSGPs will follow the student inclusion and calculation rules used for school accountability and improvement under the [Strive HI Performance System](#).

### **Classroom Teachers of Tested Grades and Subjects**

MSGPs for individual teachers will be computed for teachers of tested content areas in grades 4-8 based on student enrollment information captured through the fourth quarter roster verification process. Students will be counted and weighted based on the length of enrollment using minimum terms that approximate an academic quarter. Within the EES, MSGPs will only be utilized for evaluation if the growth data is based on the performance of at least 20 individual SGP scores. If a teacher has less than 20 individual SGP scores linked to them across all grades and subjects they teach for any given year, the pool of SGP scores from that year will be combined with the pool of students from the prior year to form a larger group that will be used to calculate an individual teacher MSGP. If that group still does not contain 20 individual SGP scores, student SGP scores linked to a teacher will be combined over the previous three years to calculate an individual teacher MSGP. Teachers lacking 20 individual SGP scores linked to them over the prior three school years will be classified as a non-classroom teacher and given a school MSGP score.

### **Final EES Growth Score Determination**

To produce an evaluative rating, each teacher with an individual MSGP score will receive a percentile rank based on how their MSGP score compared with the MSGP score of other teachers. Classroom teachers without an individual MSGP score will receive a percentile rank based on how they compared with other teachers receiving school MSGP scores. These rankings will then be converted to a number from one to four using the following scale.

<b>EES Rating</b>	<b>Corresponding Percentile Range</b>
4	81-99
3	16-80
2	6-15
1	1-5

## **Student Learning Objectives**

### **Overview**

Student Learning Objectives (SLOs) apply to all teachers within the EES. SLOs strengthen the way teachers set goals and support student achievement. SLOs were incorporated into the EES due to their flexibility and ability to unite student, teachers, and administrators in ongoing efforts to improve student achievement.

Teachers engage in the design and implementation of SLOs as they gather and analyze data to select learning goals in support of strategic priorities. The SLO process promotes meaningful conversations between teachers and administrators about data, assessment methods, and instructional strategies to improve student learning. It also presents opportunities for educators to document the impact they make on students.

For classroom teachers, SLOs contain long-term academic goals that teachers set for students at the start of a course. These targets should be specific, measurable, informed by baseline data, and aligned to state standards or national standards. NCTs who do not have access to students or student data can utilize the SLO structure and process to set strategic goals that are aligned school, complex area, or state priorities. These targets should align with the work performed by NCTs in support of operations and services to schools, educators, students, parents, etc.

### **Indicators**

SLOs are comprised of goals, assessments, targets, and strategies. SLOs for classroom teachers and NCTs follow a parallel structure, but have modified requirements to account for the fact that NCTs may not be directly responsible for student outcomes.



### Goals

Explaining the goal with enough specificity allows for a solid SLO, which is the foundation that the other three parts of the SLO are built on. If done well, then everything built around it will be stable and strong.

Classroom Teachers	Non-Classroom Teachers
<b>Learning goals are:</b>	<b>Goals are:</b>
<ul style="list-style-type: none"><li>• A description of what students will be able to do at the end of the instructional term</li><li>• Based on the intended standards and curriculum that are being taught and learned</li><li>• As close to the individual student as possible, allowing for a variation based on the current achievement levels of individual groups of students</li></ul>	<ul style="list-style-type: none"><li>• A description of what will be accomplished at the end of the instructional term</li><li>• Based on the professional standards as appropriate</li></ul>

### Assessments

Assessments should be used to support and measure the SLO goal, not vice versa.

Classroom Teachers	Non-Classroom Teachers
<b>Assessments should be:</b>	<b>Assessments should be:</b>
<ul style="list-style-type: none"><li>• Standards-based</li><li>• Designed to best measure the knowledge and skills found in the learning goal</li><li>• Accompanied by clear criteria or rubrics to determine student learning from the assessment</li><li>• High quality measures used to evaluate the degree to which students achieved the developed learning goal</li></ul>	<ul style="list-style-type: none"><li>• Standards-based</li><li>• Designed to best measure the intended outcomes identified in the goal</li><li>• Accompanied by clear criteria or rubrics to determine progress or obtainment of the goal from the assessment</li><li>• High quality measures used to evaluate the degree to which the goal was achieved</li></ul>

### Targets

Expected targets should be aligned to prioritized standards, initiatives, and/or best practices. They are determined by baseline data connected to areas of need. All expected targets should also incorporate specific, measurable, attainable, results-based and rigorous, and time-bound criteria. For classroom teachers, expected targets should encompass all students within the selected content area (elementary teachers) or period. Targets for various performance level groups should be rigorous and appropriate for the developmental range of the students.

Classroom Teachers	Non-Classroom Teachers
<b>Expected targets:</b>	<b>Expected targets:</b>
<ul style="list-style-type: none"><li>• Should identify the expected outcome by the end of the instructional term</li><li>• May differ for different levels of proficiency</li><li>• Consist of two key components (starting level and end result)</li></ul>	<ul style="list-style-type: none"><li>• Should identify the expected outcome by the end of the instructional term</li><li>• May differ for different goal focus areas</li><li>• Consist of two key components (starting point and end result)</li></ul>

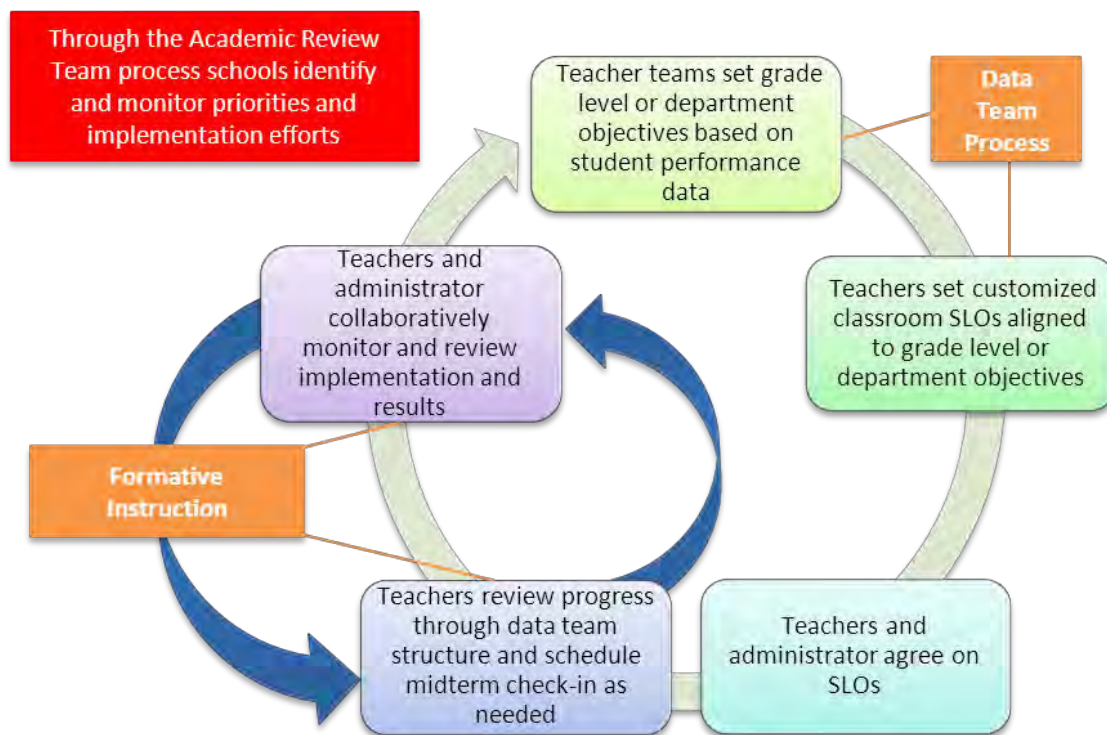
### Strategies

The strategies used may vary throughout the course of the time period covered as teachers make adjustments based on the needs of their students and offices.

Classroom Teachers	Non-Classroom Teachers
<b>Instructional strategies are:</b>	<b>Strategies are:</b>
<ul style="list-style-type: none"><li>• Appropriate and evidence based</li><li>• Comprehensive in addressing all learner needs</li><li>• Specific to different aspects of the learning goal</li></ul>	<ul style="list-style-type: none"><li>• Appropriate and evidence based</li><li>• Comprehensive in addressing all prioritized needs</li><li>• Specific to different aspects of the learning goal</li></ul>

## Process and Requirements

For classroom teachers, the SLO process is integrated into existing efforts to analyze data, set goals, and implement formative instructional cycles. All teachers must complete two SLOs by the end of the year. Both required SLOs may be completed in the second semester. The following process diagram details how the SLO process fits into existing collaborative structures for classroom teachers.



Both classroom teachers and NCTs engage in a series of conferences as they complete their SLOs. The overall process is identical for all teachers, though teachers will be required to use SLO documents corresponding to their job role. These documents will provide detailed guidance beyond the overview provided in this manual.

### Beginning-of-Term Conference

For individual teachers, the SLO process begins with the collection of data and identification of areas of need.

Teacher	Administrator
<b>Responsibilities Prior to Beginning-of-Term Conference</b>	
<ul style="list-style-type: none"> <li>Determine areas of need for setting goals, choosing assessments, and expected targets</li> <li>Collect evidence on starting points by reviewing baseline data</li> <li>Complete the SLO planning document and template for the chosen course or area of focus and submit to administrator prior to conference</li> </ul>	<ul style="list-style-type: none"> <li>Ensure SLO process and expectations are implemented. Determine areas of priority aligned to school needs</li> <li>Review the teacher's baseline data and SLOs</li> <li>Set schedule for beginning-of-term conference</li> </ul>
<b>Responsibilities During the Beginning-of-Term Conference</b>	
<ul style="list-style-type: none"> <li>Discuss the SLO submitted and share rationale for the targets using the prepared SLO documents and rubric</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate discussion about the submitted SLO planning document and template using the rubric and reference sheet</li> <li>Review the submitted documents and indicate approval date in PDE<sup>3</sup></li> <li>Establish next steps and due dates for any required changes</li> </ul>

### Responsibilities After the Beginning-of-Term Conference

- Submit any requested revisions by specified due dates
- Input initial conference date and upload approved SLO template in [PDE<sup>3</sup>](#)
- Implement appropriate strategies to meet the approved SLO goal
- Review any requested revisions submitted

### Midterm Check-In (Optional)

If necessary, a teacher may schedule a midterm check-in to review the progress made with an administrator. One reason a teacher may wish to schedule a midterm check-in is to make adjustments based on supporting data. If goals are too low or high, teachers can request to change the expected targets to better align with the collected data. Expected targets may also be adjusted if there are significant changes in the student population being measured by classroom teachers or the job function performed by NCTs. Note that midterm check-ins are optional and can occur at any given time before the mid-point of the instructional term covered by the SLO. After the mid-point of the instructional term, the SLO must be considered final and revisions are no longer permissible.

Teacher	Administrator
<b>Responsibilities Prior to Midterm Check-in</b>	
<ul style="list-style-type: none"><li>• Schedule a midterm check-in with administrator if necessary</li><li>• Collect and organize important interim data related to the SLO</li><li>• Submit the midterm check-in form if revisions to expected targets are requested</li></ul>	<ul style="list-style-type: none"><li>• Review any midterm check-in forms submitted and examine all available data to evaluate overall progress</li></ul>
<b>Responsibilities During the Midterm Check-in</b>	
<ul style="list-style-type: none"><li>• Discuss the data collected to gauge the current level of student progress using the midterm check-in form</li><li>• Collaborate with the administrator to develop and modify original expected targets</li></ul>	<ul style="list-style-type: none"><li>• Discuss the data collected to gauge the current level of progress using the midterm check-in form</li><li>• Collaborate with teacher to develop and modify original goals</li><li>• Review any proposed changes to the SLO and determine whether to grant approval for the revision request</li><li>• Enter midterm check-in date on <a href="#">PDE<sup>3</sup></a> to indicate approval of any revision of expected targets</li></ul>
<b>Responsibilities After the Midterm Check-in</b>	
<ul style="list-style-type: none"><li>• Input midterm check-in conference date and upload approved target revisions in <a href="#">PDE<sup>3</sup></a></li><li>• Continue to collect data, refine practices, and reflect on performance in working towards meeting expected targets</li></ul>	

### End-of-Term Conference

The final step of the SLO process is the end-of-term conference. A final rating will be assigned at this time.

Teacher	Administrator
<b>Responsibilities Prior to End-of-Term Conference</b>	
<ul style="list-style-type: none"> <li>• Schedule an end-of-term conference with administrator</li> <li>• Collect all final assessment data and any additional information related to expected targets</li> <li>• Submit the completed end-of-term reflection form</li> </ul>	<ul style="list-style-type: none"> <li>• Review the SLO template, accompanying evidence, and end-of-term reflection form</li> </ul>
<b>Responsibilities During the End-of-Term Conference</b>	
<ul style="list-style-type: none"> <li>• Discuss the data collected and the SLO rating guided by support documents</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate discussion about the data collected and the SLO rating guided by support documents</li> <li>• If the SLO was not met, discuss future support and relevant professional development opportunities</li> <li>• Determine a final SLO rating</li> </ul>
<b>Responsibilities After the End-of-Term Conference</b>	
<ul style="list-style-type: none"> <li>• Input end-of-term conference date in <a href="#">PDE<sup>3</sup></a></li> <li>• Identify SLOs for evaluation (one for classroom teachers and two for NCTs)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit documentation of final SLO rating to in <a href="#">PDE<sup>3</sup></a></li> </ul>

## Rating Calculation

During the end-of-term conference, the administrator assigns a final SLO rating for each SLO. Classroom teachers should select the highest SLO rating obtained to be used for their evaluations. For NCTs and any other teacher that NCT measure weightings apply to, the two SLO ratings obtained will be averaged.

Highly Effective	Effective	Developing	Ineffective
<b>Classroom Teachers with Five or More Students</b>			
At least 90-100% of students met or exceeded expected target.	At least 75-89% of students met or exceeded expected target.	At least 60-74% of students met or exceeded expected target.	Fewer than 60% of students met or exceeded expected target.
<b>Classroom Teachers with Four or Fewer Students</b>			
Based on individual growth outcomes, all students exceeded expected targets.	Based on individual growth outcomes, all students met expected targets.	Based on individual growth outcomes, some students met or exceeded expected targets.	Based on individual growth outcomes, no students met expected targets.
<b>Non-Classroom Teachers</b>			
Assessment measures indicate that the expected target was met or exceeded 90-100% of the time.	Assessment measures indicate that the expected target was met or exceeded 75-89% of the time.	Assessment measures indicate that the expected target was met or exceeded 60-74% of the time.	Assessment measures indicate that the expected target was met or exceeded less than 60% of the time.

After SLO ratings are determined, the results for each teacher will be quantified using the following point values:

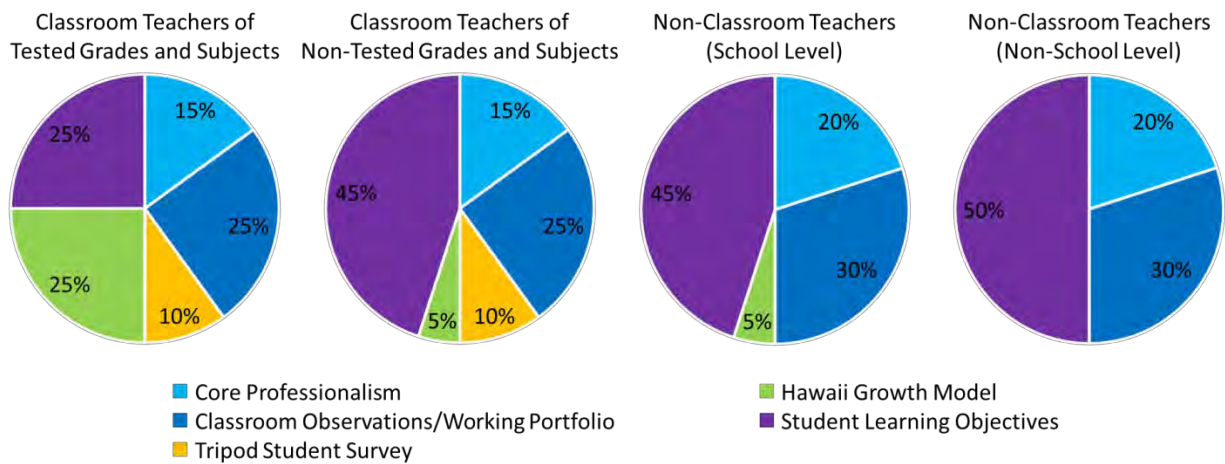
- **Highly Effective:** 4 Points
- **Effective:** 3 Points
- **Developing:** 2 Points
- **Ineffective:** 1 Point
- **Incomplete:** 0 Points

# Determining Summative Performance Ratings

## Summative EES Ratings

Under the EES, final teacher ratings for each measure will be combined into a rating for teacher practice and for student growth and learning. Within PDE<sup>3</sup>, teachers will be able to see annual rating data, as well as historical data about their performance. Scores for teacher practice and for student growth and learning will be determined by calculating a weighted average based on weightings for each EES measure. The weighting of each measure will vary depending on each teacher's classification.

Measure	Classroom Teachers of Tested Grades and Subjects	Classroom Teachers of Non-Tested Grades and Subjects	Non-Classroom Teachers (School Level)	Non-Classroom Teachers (Non-School Level)
<b>Teacher Practice</b>				
Core Professionalism	15%	15%	20%	20%
Classroom Observations	25%	25%	-	-
Working Portfolio	-	-	30%	30%
Tripod Student Survey	10%	10%	-	-
<b>Student Growth and Learning</b>				
Hawaii Growth Model	25%	5%	5%	-
Student Learning Objectives	25%	45%	45%	50%



### Student Growth and Learning

Once teachers have a score for teacher practice and student growth and learning, this value is rounded to the nearest whole number. Each teacher's overall effectiveness rating can then be determined by matching the teacher's rating on student growth and learning with the teacher's rating on teacher practice using the matrix shown.

	Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4	
Marginal	Effective	Effective	Highly Effective	Highly Effective 4	Teacher Practice
Marginal	Effective	Effective	Effective	Effective 3	
Marginal	Marginal	Effective	Effective	Marginal 2	
Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1	
Unsatisfactory	Unsatisfactory 0-1	Unsatisfactory 0-1	Unsatisfactory 0-1	Unsatisfactory 0-1	

## Transitioning from PEP-T

Statewide implementation of the EES begins in the 2013-14 school year. Teachers are affected differently based on their status.

- Probationary teachers newly hired on July 1, 2013 or after:
  - Will be evaluated using the EES with all potential personnel actions in effect for the 2013-14 school year and beyond.
- Probationary teachers continuing service from the 2012-13 school year:
  - Probationary teachers who were rated satisfactory on PEP-T in the 2012-13 school year will remain on PEP-T with all potential personnel actions in effect in the 2013-14 school year. They are eligible for all pay increases.
  - Probationary teachers who were rated marginal on PEP-T will remain on PEP-T with all potential personnel actions in effect in the 2013-14 school year. They are eligible for across-the-board pay increases or reclassification.
- Tenured Teachers:
  - Tenured teachers who were not evaluated in the 2012-13 school year or were rated satisfactory on PEP-T will be evaluated using the EES with no negative personnel actions in effect until the 2014-15 school year. They are eligible for all pay increases.
  - Tenured teachers who were rated marginal on PEP-T in the 2012-13 school year or have identified deficiencies will remain on PEP-T for the 2013-14 school year. They are eligible for across-the-board increases or reclassification.

Diagrams illustrating each of these scenarios can be found in the appendix.

## Special Cases

### New Teachers

As mentioned in the rating calculation section for the Hawaii Growth Model measure, new teachers and other teachers without prior year school growth data do not have the growth model factored into their evaluations. For teachers in this situation, the student growth and learning portion of their evaluation is calculated in a manner similar to non-school level NCTs. This includes the requirement to average both SLO scores. The teacher practice portion of the evaluations for these teachers is determined using the normal weightings for classroom or non-classroom teachers depending on their role.

### Teachers Hired Mid-Year

Teachers who are hired late or mid-year will still be rated under the EES, provided the teacher is assigned to the role for a minimum of a semester. The annual summative rating will be based on the semester's data for each individual teacher.

### Teachers with Missing Data

Teachers missing data for an EES measure will have an EES rating calculated from available data. If data for entire EES measures are missing, teacher ratings will be reclassified to incorporate available measures. For example, classroom teachers of a tested grade and subject who do not have individual MSGP scores will have a summative rating determined using the weightings for a classroom teachers of non-tested grades and subjects. Similarly, any teachers who have no Tripod survey data will default to using the weightings for non-classroom teachers at the school level (classroom observations will replace the working portfolio).

# Appendix

## Key Terms

### **Educator Evaluation System (EES)**

The EES refers to the new evaluation system for Bargaining Unit 5 members employed as teachers within the Department.

### **Hawaii State Assessment (HSA)**

<http://www.alohahsap.org/>

Within the context of this manual, HSA is used to reference the statewide proficiency test administered to measure proficiency in reading and mathematics up to the 2013-14 school year and English language arts and mathematics starting in the 2014-15 school year after the implementation of assessments from the Smarter Balance Assessment Consortium.

### **Median Student Growth Percentile (MSGP)**

An aggregate measure calculated by finding the median score for a group of SGP scores.

### **Non-Classroom Teacher (NCTs)**

A Bargaining Unit 5 employee within the Department who does not teach any class or is not primarily responsible for planning, delivering, and assessing instruction for students.

### **Professional Evaluation Program for Teachers (PEP-T)**

The teacher evaluation system used within the Department before the EES.

### **Roster Verification**

The term roster verification is used to describe a process to record and validate instructional relationships between students and teachers. The online tool used captures data from the Electronic Student Information System (eSIS) to help schools build rosters for their teachers to verify. While the same online tool may be used for Tripod and Hawaii Growth Model related roster verifications, the roster verification administrations are distinct due to differences in what type of information needs to be collected for each metric.

### **Strive HI Performance System**

<http://doe.k12.hi.us/strivehisystem/>

A new school accountability and improvement system that was approved by the U.S. Department of Education in May 2013. It replaces many of the federal No Child Left Behind Act's most outdated and ineffective requirements with a system better designed to meet the needs of Hawaii's students, educators and schools.

### **Student Growth Percentile (SGP)**

A growth measure for student HSA performance that is produced by the Hawaii Growth Model. It describes what percent of similar peers a student performed better than.

## Recommended Resources

### **Overall EES**

#### Complex Area Support Team

Each complex area will have at least one lead educator who will serve as the facilitator and trainer for the EES.

#### EES Website (<http://doeohr.weebly.com>)

An informational website with videos, archived presentations, reference documents, frequently asked questions, and other communication from the Office of Human Resources.

## Hawaii Adapted Framework for Teaching

### *Enhancing Professional Practice: A Framework for Teaching*

This is the foundational book for the Framework for Teaching. It includes the complete description of all components and elements, with levels of performance written at the element level. In addition, there are frameworks for non-classroom specialist positions, such as school librarians, nurses, psychologists, etc. The research foundation is included as an appendix.

### *Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool*

Charlotte Danielson and six members of the Danielson Group collaborated to create this book. It contains specific examples for each component and element of the Framework for Teaching, for proficient and distinguished levels of performance.

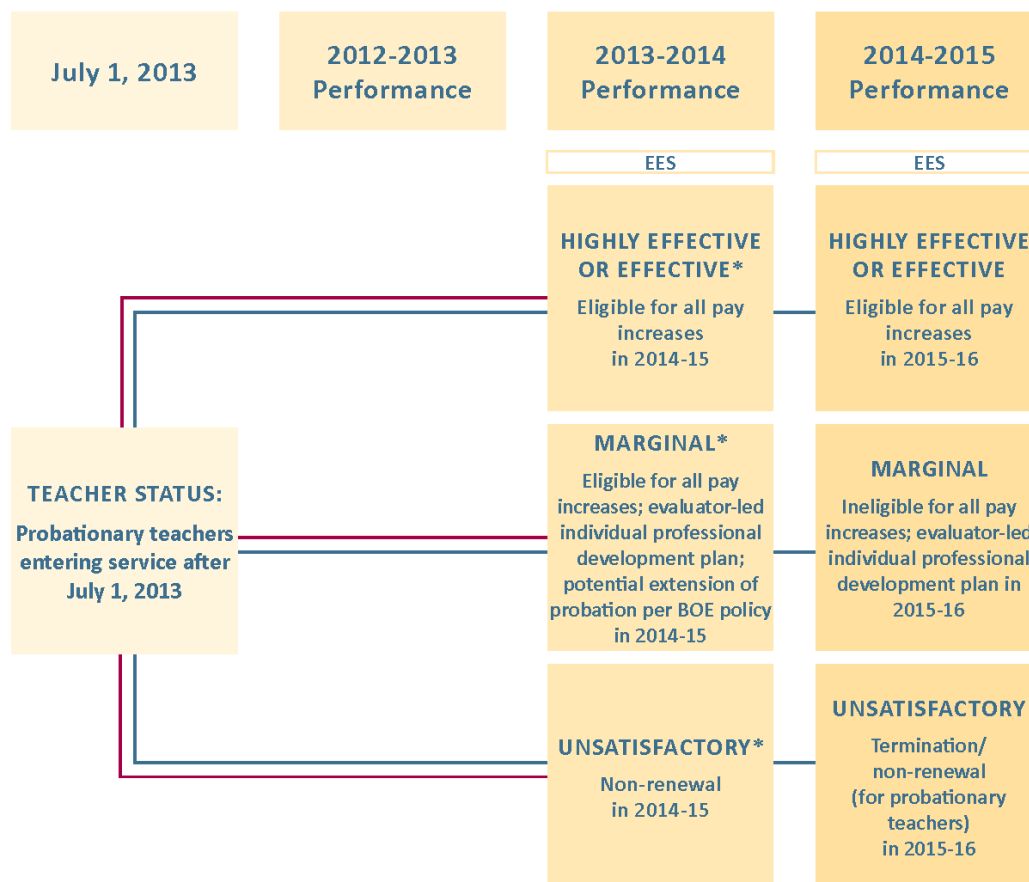
## Tripod Student Surveys

Tripod 7Cs Community (<http://tripod7cs.net>)

An online network offering a supportive environment where teachers can find and share helpful teaching strategies related to the Tripod 7C's of effective teaching: care, control, clarify, challenge, captivate, confer, and consolidate.

## PEP-T to EES Transition Timelines

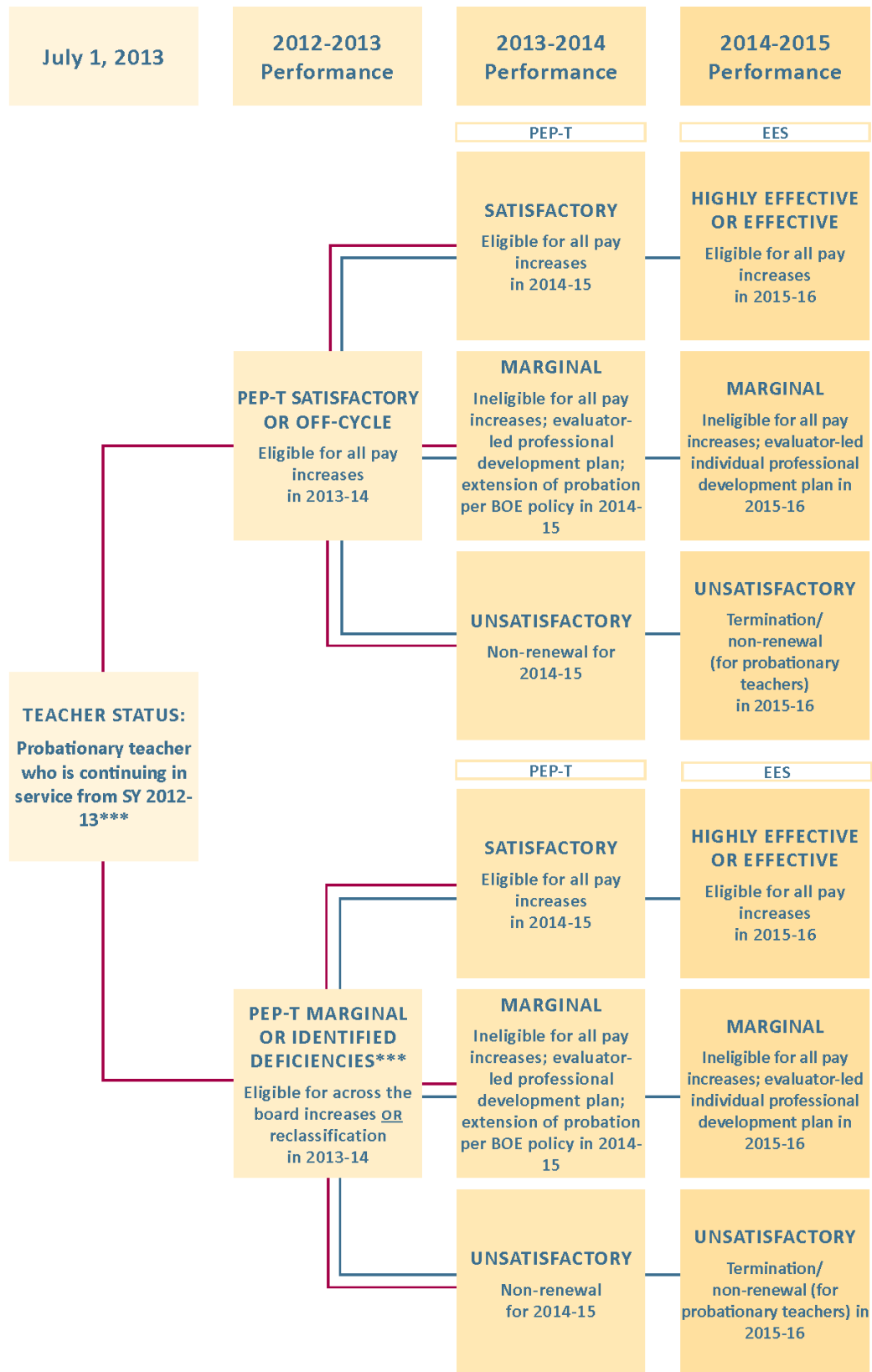
### New Probationary Teachers



\* Based on new performance evaluation (which will be rating of record)  
 TTAA, Code 5, Code V, and Code W teachers will be evaluated using the EES



## Continuing Probationary Teachers

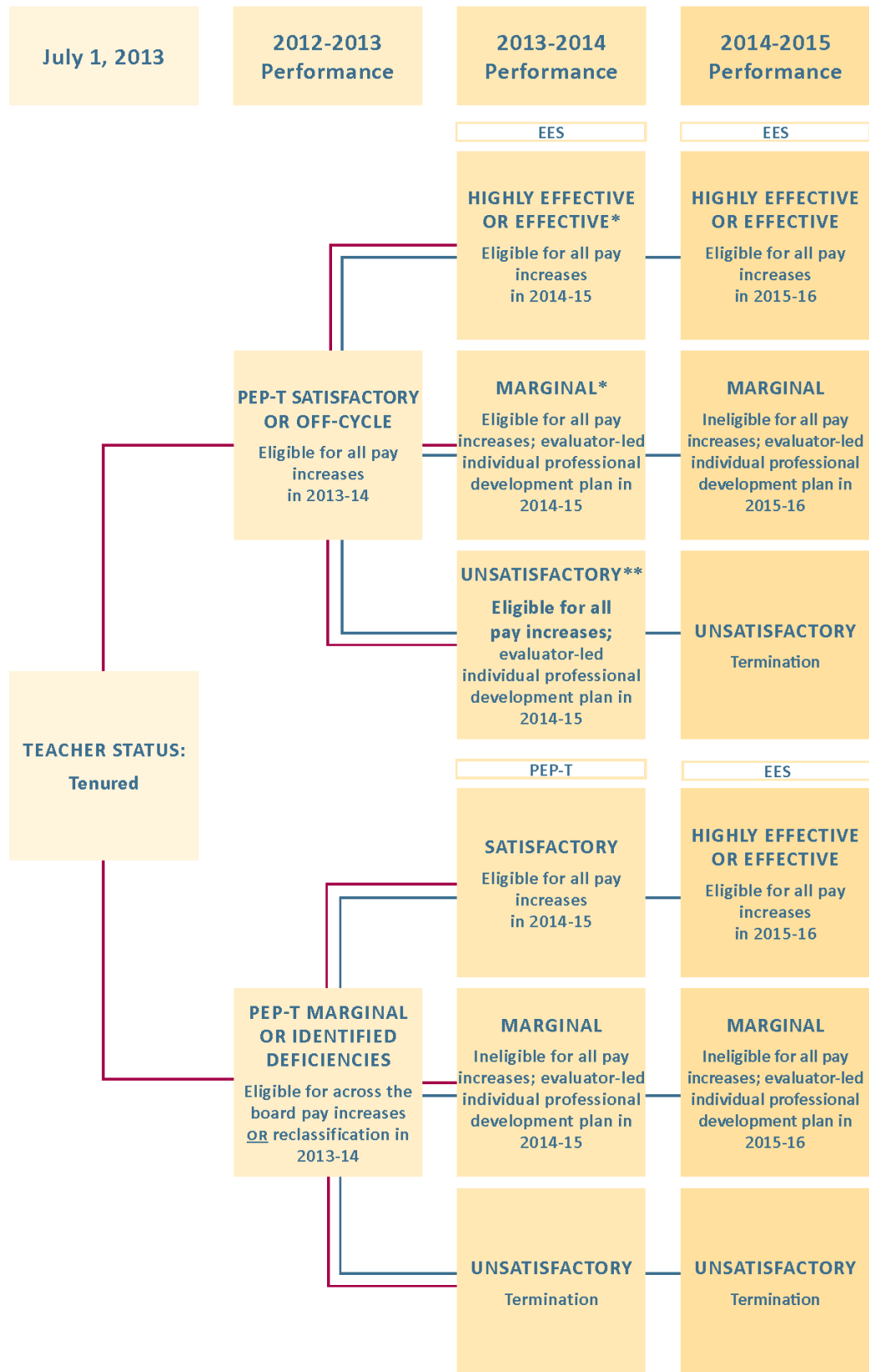


\* Based on new performance evaluation (which will be rating of record)

\*\* If teachers are showing evidence of performance deficiencies during the year, contact the Office of Human Resources Performance Management Section (808-586-3279)

\*\*\* [Board Policy 5100](#) describes requirements for probationary teachers to complete probation

## Tenured Teachers



\* Based on new performance evaluation (which will be rating of record)

\*\* If teachers are showing evidence of performance deficiencies during the year, contact the Office of Human Resources Performance Management Section (808-586-3279)

# Classroom Teacher EES Rating Form



## 2013-14 Educator Effectiveness Rating Classroom Teacher

DOE OHR 500-008  
 Last Revised: New  
 Former DOE Form(s): N/A  
 DEPARTMENT OF EDUCATION  
 Office of Human Resources  
 Performance Management Section  
 P.O. Box 2360 Honolulu, HI 96804

		Component	First Cycle	Second Cycle	Average	Teacher Information			
Teacher Practice (50%)	Classroom Observations	2b				Teacher Last Name			
		2d				Teacher First Name		Middle Initial	
		3b				Evaluation Year	Employee ID#		
		3c				Location Code	School Name		
		3d				Weights	Brand new teacher	Tested Grade & Subject	Non-Tested Grade & Subject
	Rating					Classroom Observations	25%	25%	25%
						Core Professionalism	15%	15%	15%
						Student Survey	10%	10%	10%
	Core Professionalism	4f				Hawaii Growth Model	N/A	25%	5%
		Rating				Student Learning Objectives	50%	25%	45%
					Overall Teacher Practice				
Student Survey	NCE Composite								
	Rating								
						Overall Student Growth & Learning			
Student Growth & Learning (50%)	Hawaii Growth Model								
		Rating							
						Overall Effectiveness Rating			
	SLO	SLO 1							
Rating									
Final Rating Matrix	Student Growth & Learning					Teacher Practice			
	Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4					
	Marginal	Effective	Effective	Highly Effective	Highly Effective 4				
	Marginal	Effective	Effective	Effective	Effective 3				
	Marginal	Marginal	Effective	Effective	Marginal 2				
Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1					

*Teacher Comments:*

*Teacher Name (Printed)*

*Teacher Signature*

*Date:*

*Teacher's signature does not necessarily indicate concurrence but merely that the teacher is aware of rating.  
Comments, if any, of teacher and/or evaluator may be attached on a separate sheet*

*Evaluator Comments:*

*Evaluator Name (Printed)*

*Evaluator Signature*

*Date:*

*Additional Documentation (if necessary):*

# Non-Classroom Teacher EES Form



## 2013-14 Educator Effectiveness Rating Non-Classroom Teacher

DOE OHR 500-009  
 Last Revised: New  
 Former DOE Form(s): N/A  
 DEPARTMENT OF EDUCATION  
 Office of Human Resources  
 Performance Management Section  
 P.O. Box 2360 Honolulu, HI 96804

		Component	Working Portfolio	Rating	Teacher Information		
Teacher Practice (50%)	Working Portfolio				Teacher Last Name		
					Teacher First Name	Middle Initial	
					Evaluation Year	Employee ID#	
					Location Code	School Name	
					Weights	Non-Classroom Teacher (school-level)	Non-Classroom Teacher (non-school level)
		Rating			Working Portfolio	30%	30%
					Core Professionalism	20%	20%
	Core Professionalism	4f			Hawaii Growth Model	5%	N/A
					Student Learning Objectives	45%	50%
		Rating			Overall Teacher Practice		
					Overall Student Growth & Learning		
Student Growth & Learning (50%)	Hawaii Growth Model						
		Rating			Overall Effectiveness Rating		
	SLO	SLO 1					
		Rating					
Final Rating Matrix	Student Growth & Learning				Teacher Practice		
	Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4			
	Marginal	Effective	Effective	Highly Effective		Highly Effective 4	
	Marginal	Effective	Effective	Effective		Effective 3	
	Marginal	Marginal	Effective	Effective		Marginal 2	
Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1			

# Sample Classroom Teacher EES Form



## 2013-14 Educator Effectiveness Rating Classroom Teacher

DOE OHR 500-008  
Last Revised: New  
Former DOE Form(s): N/A  
DEPARTMENT OF EDUCATION  
Office of Human Resources  
Performance Management Section  
P.O. Box 2360 Honolulu, HI 96804

		Component	First Cycle	Second Cycle	Average	Teacher Information			
Teacher Practice (50%)	Classroom Observations	2b	Proficient	Proficient	3	Teacher Last Name			
			3	3		Teacher First Name		Middle Initial	
		2d	Basic	Proficient	2.5	Evaluation Year		Employee ID#	
			2	3		Location Code		School Name	
		3b	Basic	Proficient	2.5	Weights		Brand new teacher	Tested Grade & Subject
	2		3	Classroom Observations		25%	25%	25%	
	3c	Proficient	Proficient	3	Core Professionalism	15%	15%	15%	
		3	3		Student Survey	18%	10%	10%	
	3d	Basic	Basic	2	Hawaii Growth Model	N/A	25%	5%	
		2	2		Student Learning Objectives	50%	25%	45%	
Rating		2.6			Overall Teacher Practice				
Core Professionalism	4f	Distinguished			3	Effective			
	Rating		4			Overall Student Growth & Learning			
Student Survey	NCE Composite	45			3	Effective			
	Rating		2			Overall Effectiveness Rating			
Student Growth & Learning (50%)	Hawaii Growth Model	58				3	Effective		
		Rating		3			Final Rating Matrix		
	SLO	SLO 1	2			Effective			
		SLO 2	3						
Rating		3							
Student Growth & Learning									
Unsatisfactory 0-1		Marginal 2		Effective 3		Highly Effective 4		Teacher Practice	
Marginal		Effective		Effective		Highly Effective 4			
Marginal		Effective		Effective		Effective 3			
Marginal		Marginal		Effective		Marginal 2			
Unsatisfactory		Marginal		Marginal		Marginal 0-1			

**ATTACHMENT BB**  
**SCHOOL SPECIFIC MEASURES**

School-Specific Performance Goal #1	<p><i>What is your school-specific performance goal #1?</i></p> <p><b>KLA students will meet or exceed Strive HI academic expectations for our area as measured by the HSA.</b></p>																
Measure	<p><i>How will you assess and demonstrate performance toward this goal?</i></p> <p><b>KLA students will be assessed using the Smarter Balanced Assessment in reading, math and science as required by the state.</b></p>																
Metric	<p><i>How will you quantify this measure? Are you tracking this data now (for conversion schools)?</i></p> <p><b>We will quantify the measure through the DOE-supported reporting system.</b></p>																
Targets	<p><i>What targets will your school achieve?</i></p> <p><b>Strive HI Performance System - Current Goals and Annual Targets for Ka'u</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>School Year</th> <th>Reading Proficiency</th> <th>Math Proficiency</th> <th>Science Proficiency</th> </tr> </thead> <tbody> <tr> <td>15-16</td> <td>65%</td> <td>60%</td> <td>87%</td> </tr> <tr> <td>16-17</td> <td>70%</td> <td>66%</td> <td>88%</td> </tr> <tr> <td>17-18</td> <td>75%</td> <td>72%</td> <td>90%</td> </tr> </tbody> </table>	School Year	Reading Proficiency	Math Proficiency	Science Proficiency	15-16	65%	60%	87%	16-17	70%	66%	88%	17-18	75%	72%	90%
School Year	Reading Proficiency	Math Proficiency	Science Proficiency														
15-16	65%	60%	87%														
16-17	70%	66%	88%														
17-18	75%	72%	90%														
Rationale for Goal	<p><i>Why is this goal important to your mission?</i></p> <p><b>This goal is a measure of our academic success and clearly aligns to our mission:</b></p> <p><b>Ka'u Learning Academy will be an innovative school that holds high social and academic expectations for the children of Ka'u despite the socioeconomic challenges that exist in our community, because we believe that all students can and will learn given the right educational environment.</b></p>																
Assessment Reliability and Scoring Consistency	<p><i>How will you demonstrate both the reliability and scoring consistency of the assessment(s) you plan to use, of non-standardized?</i></p> <p><b>We will use the DOE state standardized method of scoring to ensure reliability and consistency.</b></p>																
Baseline Data	<p><i>What is your beginning data point?</i></p> <p><b>Our baseline is determined by the Hawaii Department of Education. Their baseline is determined by public school performance indicators</b></p>																

Attachments	<i>Optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i> <b>N/A</b>



**ATTACHMENT CC**  
**FACILITIES DESCRIPTION**

Please refer to section III.H for a description of facilities.

KLA has been working closely with the planning department to secure the necessary use permits for our facility. We have already ascertained that our facility and the five acres of land that we intend to use for expansion meet the proper zoning requirements for a school. The planning department has been extremely helpful thus far, and we anticipate positive interactions in the future.

We have already begun building community support of our permits in anticipation of the required community hearings. Our expansion plan includes the use of an existing half-built structure that has been an eyesore and a point of contention in our community. Because our plan is to complete the structure and make it attractive, the community is grateful.

December 3, 2013

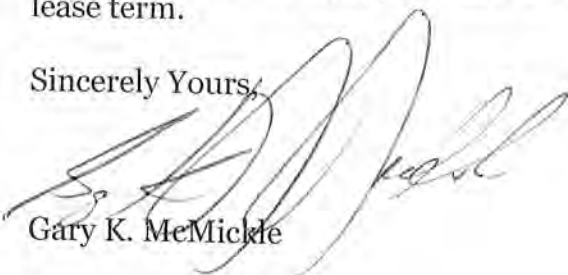
Kathryn Tydlacka  
Ka'u Learning Academy  
Discovery Harbour, Hawaii 96772

Re: Use of 5 acres for Charter School

Dear Kathryn,

It is our intention to lease five (5) acres of our land for use as Ka'u Learning Academy, a Charter School located in Ka'u, Hawaii 96772. The 5 acres to be leased is located within our 527 acre tract (TMK 3940010050000000, zoned one (1) acre Ag.) Exact location of 5 acres to be leased, will be subject to subdivision approval by County of Hawaii. Lease term shall be thirty (30) years and lease rental amount shall be \$1.00 per annum during lease term.

Sincerely Yours,



Gary K. McMickle

&



Linda L. McMickle

SOUTH POINT INVESTMENT GROUP

P.O. BOX 130

NAALEHU, HAWAII 96772

**December 3, 2013**

**To whom it may concern:**

**It is the intention of South Point Investment Group, (SPIG) to allow our real property known as the 'Discovery Harbour Clubhouse' in Discovery Harbour, Hawaii, to be used as Ka'u Learning Academy, a Charter School, and Gilligan's Café, an eatery run for the benefit of said Charter School. Lease Term for above entities to coincide with dates of current lease in effect with Joe Iacuzzo and Kathryn Tydlacka. Upon the successful completion of the current Lease term, it is SPIG's intention to renew said Lease for an additional year's term.**

**Sincerely,**

A handwritten signature in blue ink, appearing to read "Gary K. McMickle". The signature is stylized and cursive.

**Gary K. McMickle  
For  
South Point Investment Group**



**ATTACHMENT DD**

**FACILITY EVIDENCE**

December 3, 2013

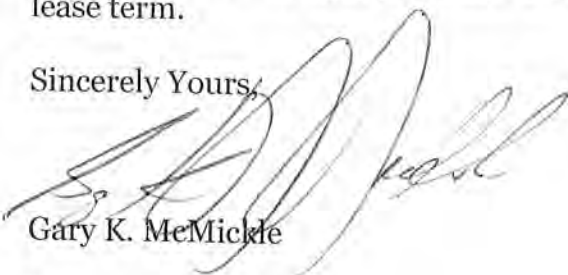
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Sincerely Yours,



Gary K. McMickle

&



Linda L. McMickle

SOUTH POINT INVESTMENT GROUP

P.O. BOX 130

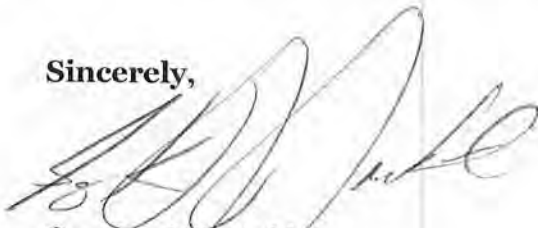
NAALEHU, HAWAII 96772

**December 3, 2013**

**To whom it may concern:**

**It is the intention of South Point Investment Group, (SPIG) to allow our real property known as the 'Discovery Harbour Clubhouse' in Discovery Harbour, Hawaii, to be used as Ka'u Learning Academy, a Charter School, and Gilligan's Café, an eatery run for the benefit of said Charter School. Lease Term for above entities to coincide with dates of current lease in effect with Joe Iacuzzo and Kathryn Tydlacka. Upon the successful completion of the current Lease term, it is SPIG's intention to renew said Lease for an additional year's term.**

**Sincerely,**



**Gary K. McMickle  
For  
South Point Investment Group**

## **ATTACHMENT EE**

### **START-UP PERIOD**

Ka'u Learning Academy has been fortunate in securing significant start-up resources for our anticipated first year of operations. Most importantly, we have a wonderful building for our use for the first two years. This allows us to focus our efforts, with regard to facilities, on securing funding for our permanent facilities in Na'alehu and Ocean View. During year 0 we will be sourcing and hiring the best educators whose philosophies align with the mission and vision of Ka'u Learning Academy. In addition, we will be refining our classroom methodologies to insure their effectiveness with our inaugural student population; we will be formalizing several of our nascent collaborations with organizations and institutions such as the University of Hawaii, the National Park Service and the Hawaii Science Festival. Our Founding Board will have a number of meetings based on information provided by the Executive and Managing Directors that will address fiscal, administrative and academic issues. Perhaps most importantly, we will institute an after school program one day every other week for students that are planning on attending KLA our first year. This program will begin to prepare them for the academic environment that they will encounter and begin to establish a foundation for their first year at KLA. It will also give our Executive Director the opportunity to begin to assess each students needs and convey that information to their teachers.

Our building was renovated in late 2013 and is currently being utilized as a café to generate income for KLA. 100% of the net revenues of the café are dedicated to KLA operations. The renovations took into account the use of the building as a school and it will require very minimal conversion to operate with students. As stated elsewhere, we have had several meetings with the county planning department to insure that our permitting process goes smoothly. We are working with the law firm of Torkildson, Katz, Moore, Hetherington & Harris to insure that there are no bumps in the permitting process road. Again, as the use of the building has been donated with our only expenses being utilities, insurance and maintenance, we expect to be able to establish a building fund beginning with Year 0 and going through Year 2. In addition to having no rent and allowing us to accumulate funds for our new buildings, this will help with cash flow in Year 0 as we won't need to spend on design and development until the first part of Year 1.

As stated elsewhere, we have been greatly encouraged about our potential to acquire grants following discussions with Hawaii-based grant organizations such as the Atherton Family Foundation and the HK Castle Foundation. Several of our board members and advisory board members have had great success in grant writing and acquisition. During Year 0, we will continue to identify appropriate granting organizations, carefully analyzing those that present the best chance of our being awarded in order to most efficiently use our time in writing the grants. We began in the early fall of 2013 the process of identifying grants we will pursue and this will be a continuous process through Year 0 and beyond. We have a calendar of grant submission deadlines that will help us budget time to write these grants. Many of the grants require that we have our charter granted prior to submission.



In addition to grants, we will develop other fundraising mechanisms. Founding Board president Mark Fournier has been developing non-profit fundraising programs for over three decades and will work closely with our administrative staff during Year 0 to assist in creating effective fundraising programs for KLA. We will hold our first major fundraising event, a music concert, at our café in the summer of 2014. We have been in discussions with several prominent musical talents with ties to education and Hawaii who are interested in performing to benefit KLA.

As stated above, the operation of the café in our future school building is providing a modest revenue stream to KLA. Open only on Friday and Saturday evenings (in order to allow us time to write the charter), the café funds have provided funding for our expenses related to establishing the school and will continue to do so through Year 0. Importantly, the café provides us a platform to introduce, in a very positive way, Ka'u Learning Academy to our community. We have held, and will continue to hold, family oriented events, both educational and entertaining, to familiarize our community with our mission and vision.

In addition, Managing Director Joe Iacuzzo has significant experience in developing strategic partnerships and will continue to do this for KLA during Year 0. To date he has developed several partnerships for KLA with organizations and institutions such as the University of Hawaii, the National Park Service, and the Hawaii Science Festival. Joe has met with the UH Foundation as well as university researchers who are interested in developing and funding a research program that would use our classrooms to gather information about the success of the teaching methods that will be implemented as a part of our academic plan. Some of the funding will go to KLA as a part of the research program and the research results will assist our board and administration in assessing student and program progress.

KLA has already established a significant amount of exposure in our community. As stated throughout this application, Executive Director Kathryn Tydlacka spent two years as a math teacher at Na'alehu Elementary School where her class had a proficiency level twice that of the rest of the school. While the school principal acknowledged Ms. Tydlacka as a "hero teacher", unfortunately, Ms. Tydlacka's methods did not "fit" the DOE system. KLA hopes to collaborate with the public school to accomplish whatever is best for the children of Ka'u. KLA hopes that, with ongoing success at our new school, we can integrate our methodologies for working with the unique needs of the children of Ka'u into the DOE schools. With regard to other charter schools, we hope that we can work in sharing successful methodologies between schools. There are no other charter schools in all of Ka'u. Executive Director Kathryn Tydlacka has worked to establish relationships with other charter schools and proposed charter schools. This includes HAAS, Volcano, and Kua O Ka La.

Enrollment is an issue that we have considered at some length. Ka'u has a small student population, which is why we don't anticipate more than 250 students even at full capacity after our third year. At present, we have nearly 50 "pre-enrolled" students. These are children whose parents have given us written letters of intent to have them attend KLA. There are also a significant number of home-schooled children whose parents have expressed an interest in a charter school. We anticipate about 50 students from this group by Year 3.

We plan to have all of our teachers and staff committed by May 1, 2015 and under contract by July 1, 2015. This will provide them time to learn and understand the academic plan. We anticipate having several workshops, likely conducted via video conference, to train our teachers and acclimate them to the KLA culture. We will advertise throughout Hawaii through various media sources, and on the Charter Commission and DOE websites to find teachers with the passion for excellence and the caring for children that they must have to become a KLA teacher. In addition, we have already met with Teach for America at their Kona office to let them know that, once our charter is granted, we will be looking for the “best and brightest” for our school. Ms. Tydlacka’s experience with Teach for America educators has been very positive, and their enthusiasm and specific training is a great fit for the KLA culture.

In addition to our paid staff, we have a number of volunteers that will be organized into a Friends of KLA group. These people, many of whom are parents of our future students, will help with many activities such as fundraising and athletic events. They have also committed to assisting in grounds keeping and other basic school maintenance, along with activities like cafeteria work, office work and field trips.

Our Founding Board of Directors has already reviewed our proposed By-Laws and we anticipate passage as written. The By-Laws set out the transition from the Founding Board to the Governing Board. The By-Laws are included as Attachment Q.

## ATTACHMENT GG

### Year 0

Figures for Year 0 reflect our estimations of costs of establishing the school's staffing, academic plan and all other ancillary operational requirements. In addition, a significant amount of time of the Executive and Managing Directors, along with Founding and Advisory Board members will be spent identifying and applying for grants, soliciting donations, developing fundraising strategies and developing strategic partnerships. We have a unique source of revenue in that we operate Gilligan's Café in the building that will house the school the first two years of operations. This part-time café provides a revenue stream shown as non-operating revenue. Additionally, we have already received cash contributions and contributions of some classroom equipment. We anticipate these contributions will continue, and these are shown as cash contributions.

### Year 1 & Year 2

This reflects, as revenue, the per pupil state payments, our anticipated cash contributions, transportation fees that will be collected from students, and what we feel are modest private grant revenues. Our staffing chart, Attachment X, shows the staffing levels that are reflected in these projections, broken down on page A2. As we have use of a building for minimal cost, our facilities cost is minimal. Our assumptions of all other costs, such as instructional materials, etc., are based on the bids and expense quotes provided by anticipated vendors.

### Year 3

This is the first year that we will operate out of our permanent buildings, and the main cost distinction is that of servicing the debt on these buildings, estimated at \$60,000 per year. For year three we have kept our student level the same as the first two years to allow us to acclimate to the new facility. Some of the expenses, such as grounds keeping and maintenance, have increased due to the relocation. Likewise, furniture, equipment, technology and utilities expenses have increased to reflect the new location.

### Restrictions, Commitments, MOU's:

There are assumptions made based on commitments made to KLA by third party donors and benefactors. Most importantly is the agreement from the owners of the building that will be used the first two years and currently being use as the fundraising café. This is the South Point Investment Group, and the agreement for the use of this building is attached. Second is the commitment made by Gary and Linda McMickle, also attached, that donates a 30 year lease for the land that will be used for the permanent school buildings in Discovery Harbour (Na'alehu). Leonardo Project LLC has provided a letter of commitment, also attached, that provides the net

revenues of the café operations to KLA. A donor who prefers to remain anonymous has made a commitment to fund other operational expenses, such as providing computers and furniture (already donated) and the future purchase of a bus and other operational needs. The restriction on all of these contributions is that they be used to benefit the students of KLA and the communities of Ka'u.

We anticipate acquiring bank funding, along with using surplus operations revenue, to build our permanent school buildings on the donated land. The term of the land lease donation is sufficient to allow us to secure financing for the structures. KLA will phase in buildings as needed in a modular format to better manage cash flow.