



Governor's ESSA Team
August 9, 2016
Summary and Synthesis of Shareholder Feedback

What do we want for students?

Current	Proposed
Hawaii's students are educated, healthy and joyful learners who contribute positively to our community and the global society	DRAFT Hawaii's students are empowered to pursue their passions while demonstrating "Global" Learner Outcomes (GLOs)
	"Global" Learner Outcomes include: <ul style="list-style-type: none"> • Complex Thinker • Effective Communicator • Self-Directed Learner • Community Contributor • Quality Producer • Effective and ethical user of technology • Innovative creator

How will we support students to pursue their passions and achieve their potential?

Current	Governor's Vision
We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career and citizenship.	DRAFT Future-focused, empowered school communities that inspire leadership, creativity and innovation in a healthy and safe learning environment.

At the Governor's Education Summit on July 9, 2016, the following eight Design Ideas were well received as key principles to guide the Blueprint for Hawaii Public Education. The ESSA Team reviewed all of the input and feedback gathered and summarized and synthesized the comments for each Design Idea. Additionally, a ninth Design Idea (Teacher Quality) was added as a result of the team review of input and ongoing team briefings. Following the Kapolei Town Hall meeting, a tenth Design Idea (Systemwide Values, Expectations, and Outcomes) was added.

Design Idea: Equity and Excellence

The Hawaii public schools will achieve high learning expectations, built around 21st century skills, supported by quality teaching that meets the needs of all students and eliminates the achievement gap.

Key Ideas:

- Provide early learning opportunities and deepen understanding of early learning
- Need more funding to further differentiate ability to meet needs
- Revisit how we define the “achievement gap”
- *Quality teaching for all students that support early childhood education , innovative strategies and equity for all (synthesis of input from Kapolei Town Hall meeting)*

Related to the Larger System	Proposed School-Based Decisions
<ul style="list-style-type: none"> • Many suggestions on how to provide consistent support to principals and teachers to address cultural sensitivity, ELL, SPED and poverty • Promote a culture that is inclusive – think also about language that categorizes students and stigmatizes the way they are viewed – fosters disrespect • More arts education • More resources based on needs of students • Teacher quality • More funding for all – close resource gaps • More attention to high needs students • The system must be transparent regarding data, funding and resources 	<ul style="list-style-type: none"> • Ensure all teachers and principals are qualified and effective – good match for the schools • Individualized / differentiated professional development • Personalize student learning • Individualized Education Plans • Provide support for inclusion and co-teaching • Develop a system for 2-way evaluation – teachers of principals and principals of teachers • Addressing the achievement gap – reading and SPED needs • Eliminate demeaning language that is divisive when referring to students with special needs

Design Idea: Balanced Assessments for Learning

Our Hawaii public schools will be guided by a core belief that education assessment will be conducted in the service of student learning and that all educators possess the assessments literate skills for reflection and refinement of professional practice.

Key Ideas:

- Don’t assess just reading and math – expand to other measures
- Consider sampling
- Make testing less high stakes
- How do we motivate students to do well on tests

- Use multiple forms of assessment including formative and authentic assessment such as project based and teacher created rather than a focus on standardized tests. (synthesis of input from Kapolei Town Hall meeting)

Related to the Larger System	Proposed School-Based Decisions
<ul style="list-style-type: none"> • Use of assessment data to inform instruction, intervention and data • Assess GLOs • De-emphasize standards, move to assessments that matter to kids • Reinstate senior/authentic projects • Motivation to do well on summative assessments • Need more training and PD and support for principals and teachers • Alternative assessments for learning • Less high stakes testing/more authentic • Performance based assessments in Grades 5, 6, and 8 	<ul style="list-style-type: none"> • Authentic assessments • Student reflection on work performance (self-assessment) • Formative assessments • Motivation to do well on formative assessments • Rubrics • Address varied ways of measuring excellence and student success • Parent/teacher conferences

Design Idea: Leadership

The Hawaii public schools will ensure that every school has a highly effective (innovative, collaborative, adaptive, transparent) instructional leader who is committed to students and their community.

Key Ideas:

- Create a needs-based support system for leaders
- Make a distinction between management and leadership
- Let leaders lead (lessen mandates and compliance)
- Eliminate the “one size fits all” approach
- Leaders must know their community and commit to leading in that context
- *Leadership should be shared and focused on teaching and learning in order to create a system of continuous improvement with a deep commitment to student success. (synthesis of input from Kapolei Town Hall meeting)*

Related to the Larger System	Proposed School-Based Decisions
<ul style="list-style-type: none"> • Identify, mentor and support leadership at all levels • Include the legislators (an important group) in the conversations about education reform • Manager should take care of operations – freeing principal to concentrate on leading and education • Require decision makers (including legislators) to send their kids to public schools in their districts and principals too 	<ul style="list-style-type: none"> • Focus on GLOs • Support to school-based leaders should come from the Complex Area • Principals must create a proper environment to empower teachers and students • Principals must be a moral and inspirational touchstone • Principals must be visionary • Shared leadership – develop teacher leaders • Leadership for early learning

Design Ideas: School/Community Empowerment and Engagement

Our public schools and communities will design and establish a trust-based system to move decision making and resources to those closest to the students and their learning.

Key Ideas:

- Empowerment and engagement is powerful.
- Empowerment requires transparency to promote trust
- Loosen the “grip.” Release control.
- Lessen compliance when possible as it relates to teaching and learning
- Provide choice
- The system should trust the schools
- Teachers should trust their administrators and vice versa
- Determine how to address variation when there is flexibility
- Build upon the foundation that has been provided by Ke Au Hou, SCBM, Act 51, WSF, learning centers, waivers and exceptions, focus SBM on learning and teaching
- *School Community Empowerment – involves partnerships with all stakeholders focused on fostering learning for all pre-K to 12 students. (synthesis of input from Kapolei Town Hall meeting)*

Related to the Larger System	Proposed School-Based Decisions
<ul style="list-style-type: none"> • Decentralize the system • Better use data communication • Engage all shareholders • Vision of empowerment • Personalizing education pathways • Student voice • Allow schools to be more flexible to meet student needs • Open, consistent processes for communication • More Town Hall meetings • Need BOE meeting times changed so more people could attend • Trust each other 	<ul style="list-style-type: none"> • Allow schools to be more accountable in their decision making • Bring in more partnerships with other organizations and shareholders • Get parents involved in child’s education • Teachers sharing and learning from each other

Design Idea: Student Voice / Student Empowerment

Our Hawaii public schools will empower students to take responsibility for their learning through student voice and choice of meaningful learning opportunities.

Key Ideas:

- Empowerment should be modeled throughout the system
- Teachers must release control to empower students

- Empower all students through project and placed based learning by giving them opportunities for meaningful input into what they want their schools and classrooms to offer. (synthesis of input from Kapolei Town Hall meeting)

Related to the Larger System	Proposed School-Based Decisions
<ul style="list-style-type: none"> • Include student engagement as part of accountability system • Provide professional development for principals and teachers on how to promote student voice • Move away from top-down command and control systems • Empower teachers IN ORDER to empower students 	<ul style="list-style-type: none"> • Student-driven classes/curriculum choices/ pathways • Students driving school-based decision making across the system • Create school culture for student voice • Embrace failure learning • Project-based learning • Student driven master schedule in school • Personalized learning • Relationships between teachers and students • Change pedagogy – constructivist, student-centered

Design Idea: Innovation

The Hawaii public schools will create and sustain a culture that values innovation and unleashes curiosity and creativity in all learners.

Key Ideas:

- Eliminate standardization of instructional practice
- Allow innovative problem solving by students; allow teachers to innovate
- Create a framework to encourage innovation
- Offer grants and incentives
- Need flexibility, culture, conditions, competencies and visionary leadership
- *Innovation – facilitates creativity in an environment of personalized learning with an emphasis on skills and competencies for the 21st century global learner. (synthesis of input from Kapolei Town Hall meeting)*

Related to the Larger System	Proposed School-Based Decisions
<ul style="list-style-type: none"> • Offer greater diversity in what the high school “finish line” can look like to complete their education • More options for career education/preparation expanded beyond just college prep • Credit for community-based practicums • Integrated HS/CC vocational degree 	<ul style="list-style-type: none"> • More arts integration and less focus on tech integration • Project-based opportunities • Time to learn together • Much more flexibility for classroom teachers to choose their learning strategies and resources • More say in what is taught

<ul style="list-style-type: none"> • Less standardized testing • More emphasis on project-based learning and performance-based assessment • Strong vision • Room to pursue the whole child • Build on the innovations of charter schools 	
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Design Idea: Learning Environments

Our Hawaii public schools will design and establish new, innovative, and cost effective strategies to provide the best possible learning environments for both K-12 and Early Learning programs.

Key Ideas:

- Leverage Act 155 to create 21st century learning facilities.
- Expand the “learning environment to go beyond the school walls.
- Define the learning environment to include the atmosphere or culture of the classroom and the school not just the physical space
- *Transforming traditional schools and classrooms to learning areas that are clean safe and conducive to teaching and learning in creative and resourceful environments. (synthesis of input from Kapolei Town Hall meeting)*

Related to the Larger System	Proposed School-Based Decisions
<ul style="list-style-type: none"> • Budget – provide more funding • Technology • Model and foster a culture of aloha from the top of the system to the schools • System-wide PD for teachers and administration • Reduce class size • Early childhood education 	<ul style="list-style-type: none"> • Facilities, A/C, conditions on campus • Better community partnerships • Learning beyond the classroom walls – outdoors, field trips • A school culture that promotes curriculum designed collaboratively by teachers to engage students • Teachers use collaborative, student-centered, strategies in the classroom • Caring adults at every level who support the student (the whole child) • Remove anxiety and fear (a culture of fear) • Promote innovation at the school – empower schools to customize their learning environments • Various campuses share resources to provide students with more opportunities • Include more project-based learning, career and tech programs

Design Idea: Networked Improvement Community - A Statewide Learning Community

Our Hawaii public schools will become the home of a world class research and design (R&D) center, aligned system wide at all levels of the education system, for the purpose of informing shareholders in the area of cognitive and emotional learning and balanced assessment practices, in the service of learning, and high performing instructional leadership.

Key Ideas:

- Maximize the use of a NIC with policymakers, researchers and practitioners for the sole purpose of continuous improvement.
- The NIC should be external to the Department of Education to ensure objectivity.
- *Include community and networking opportunities to share ideas and to create statewide learning community to guide educational reform and improvement (synthesis of input from Kapolei Town Hall meeting)*

Related to the Larger System	Proposed School-Based Decisions
<ul style="list-style-type: none"> • Research and Development think tank attached to the Board of Education or the University of Hawaii • Need better collaboration and communication with the DOE and the schools • Avoid “restarting,” “flavor of the month,” “reinventing” by using research • Shoot for a world class education system • Systematize support/communication with neighbor islands 	<ul style="list-style-type: none"> • Offer an option to conduct action research to improve school-based practice • Offer the opportunity for schools to participate in research and development initiatives conducted by the NIC

Sources of Data

- Comments from Summit Evaluations
- Summit participants input/feedback through the worksheets submitted
- “Post-its” during afternoon input/feedback sessions at the Summit
- Summit feedback in “real time” online
- Public Survey
- Principal Survey
- Teacher Survey

Design Idea: Teacher Quality

All students in Hawaii public schools will be served by future focused teaching profession of highly skilled teachers who are empowered to teach to their passions, build effective relationships, inspire innovative learning for curious and creative learners, and deliver relevant and rigorous instruction and assessment for attainment of global learning outcomes.

Key Ideas:

- Eliminate the teaching shortage for the Hawaii DOE and create conditions where teaching as a profession is one of the most in demand
- Attract, recruit, and retain Hawaii students to enter the teaching profession and careers in teaching and school leadership
- Address conditions that lead to resignation, early retirement, employment in other systems and create conditions for teachers who are committed and dedicated to teach in the Hawaii public schools
- Secure the necessary financial and other resources to fully support a future focused teaching profession in the Hawaii public schools
- *Teachers should be supported in growth and development and teacher preparation programs and professional development that encourages them to continually improve and to provide adequate compensation for this effort. (synthesis of input from Kapolei Town Hall meeting)*

Related to the Larger System	Proposed School-Based Decisions
<ul style="list-style-type: none"> • Elevate the teaching profession • System transformation will guide accountability • Accountability processes will be implemented to get to desired practices in classrooms and schools • Develop a deep capacity for high quality teacher training through higher education systems • Focus on long term solutions vs quick fixes • System that leads through transparency and openness • System that trusts teachers • System that values and listens to the voices of teachers as practitioners to guide continuous improvement of the larger system • System designed for balanced assessments and evaluations • Significant time and resources provided for collaboration and working with others • Evaluate teacher training programs 	<ul style="list-style-type: none"> • Collaborative and visionary school administrators will empower teachers, create a culture for professional learning, and conditions for innovation and creativity • A system of support for teachers through skillfully facilitated professional learning communities • Teachers who promote and inspire creativity and innovation in all students • Teachers who embrace failure as part of the learning process that can lead to a growth mindset • Teachers who value student voice • Teachers that are skilled in balanced assessment and triangulation of evidence for learning • Teachers who are trained and skilled in brain based cognitive teaching and learning practices • Personalized learning for teachers

Design Idea: Systemwide Values, Beliefs, and Expectations

The public school education system in Hawaii will have as its foundation a set of systemwide values, expectations, and outcomes that are place-based and unique to the Hawaiian values, language, culture, and history.

Key Ideas:

- Na Hopena A’o are six outcomes to be modeled by all leaders, educators, and staff and strengthened in every student
- Establish a powerful cultural context for the delivery of instruction and learning and lift up all things that makes Hawaii unique and special for our education system
- This is an opportunity to reempower schools where innovation is ingrained

Related to the Larger System	Proposed School-Based Decisions
<ul style="list-style-type: none"> • To approach all efforts as an ohana, collective team based approach to all, we are all obligated to each other as family; once you start to compare, it can become one against the other • Professional development, leadership development, and systemwide application of Na Hopena A’o • These outcomes do not serve as a end • Teacher Training Programs • Principal Leadership Training Program 	<ul style="list-style-type: none"> • Apply learning from early adopters of Na Hopena A’o • Apply insights from the Assessment for Learning Grant / Project • Opportunity for schools to be empowered and to develop curriculum, strategies, and assessments meaningful to Hawaii

Synthesis of Input on Cross Cutting Themes from Role Groups – Kapolei High School - Highlights

Teachers provided input relating to professionalism and satisfaction including the need for academic freedom, more time, more teacher voice in the academic and financial plan process, being respected and treated as professionals, and the need for improved professional development.

Principals provided input relating to the need for greater support from the state level in various areas, the need for personnel flexibility and support, and a request – don’t tie principals hands.