



HAWAI'I EDUCATIONAL POLICY CENTER
Informing the Education Community

Perspectives #7

Changing the Way Hawai'i's Principals Do Business

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[Perspectives are quick takes on Reinventing Education (Act 51) issues that are in transition. These issues will be revisited periodically as new developments warrant.]

As summer wanes, Hawai'i's 256 public school principals begin their own season of change. Three provisions in Act 51, the Reinventing Education Act of 2004, will have a heavy impact on how and when principals perform their jobs.

Starting with the 2006–2007 school year, resources will be allotted to schools in dollars rather than in staff positions. Getting money rather than people is a radical change for principals, requiring new skills and the retooling of old ones. Decision-making will begin to move down the ladder to the school level, and principals will be asked to develop budgets, create and analyze student profile data, and make decisions about staffing, all of which will add more to their already full plates.

To help empower principals, Act 51 mandates: (1) a 12-month work period, rather than the 10-month contracts principals currently work, (2) performance contracts, and (3) mandatory training.

Key provisions of the new 12-month contract for principals (Unit 6, Education Officers) entered into by the Union (Hawaii Government Employees Association, AFSCME, Local 152) and the State of Hawaii Board of Education include:

The terms of the new agreement will be effective July 1, 2005 through June 30, 2007. All employees covered by this agreement will receive a 3.5% increase to the salary schedule effective October 1, 2005, a move of two steps effective January 1, 2006, a 3.5% increase to the salary schedule effective October 1, 2006 and a move of one step effective January 1, 2007.

Separately, the parties also agreed to the following:

- Effective July 1, 2005, principal salary schedules will be converted from a 10-month to a 12-month period.
- A 24% wage increase for principals will be effective July 1, 2005 to compensate for this conversion.

Principals converting to a 12-month period will have the following changes:

- A return-to-school date of Friday July 1, 2005.
- The principals' 12-month schedule will reflect 13 or 14 holidays: Independence Day, Admission Day, Labor Day, Veterans' Day, General Election Day (in election years),

Thanksgiving Day, Christmas Holiday, New Year's Holiday, Martin Luther King Day, Presidents' Day, Kuhio Day, Good Friday, Memorial Day, and Kamehameha Day.

- Principals will receive credit for 14 hours or 1 3/4 days of sick leave and 14 hours or 1 3/4 days of vacation leave for every full month of employment beginning July 1, 2005.
- Vacation leave will be accumulated beginning July 1, 2005 and Principals will begin 7/1/05 with 0 vacation days.
- Accumulated vacation can be utilized for the remainder of the 2005 calendar year when requested and approved.
- Employees are allowed to carry over accumulated vacation (up to 720 hours) and sick leave (unlimited) from year to year.
- Mandatory professional development training for principals will begin this summer.
- Performance contracts have not been finalized. The plan is to field test a prototype performance contract during the 2005-06 school year with one elementary, one middle/intermediate and one high school principal in each complex area.

To help principals take on new budgetary and fiscal responsibilities and work collaboratively with their School Community Councils, the DOE has launched the Hawai'i Principals Academy. Principals will be required to participate in four institutes designed by the DOE's Professional Development and Educational Research Institute (PDERI). As described by PDERI, these institutes are as follows:

- Adaptive Schools Institute (4 days)—presented by Sue Presler from the Center for Adaptive Schools. Principals will explore the latest developments in organizational development and team learning. They will learn strategies to facilitate dialogues and discussions around student learning with their SCCs in order to craft the Academic and Financial Plan that will become the blueprint for each school.
- Focusing and Crafting the Academic and Financial Plan
 - Data Analysis (1 day)—presented by Robert McClelland, Director of the DOE Planning and Evaluation Office. Principals will learn what data the state has available to help schools create their school profile, identify areas of need and focus on what will positively impact student achievement in their Academic and Financial Plan. They will also be given strategies/templates to organize their data for analysis and interpretation.
 - Crafting the Academic and Financial Plan (1 day)—presented by Joellen Killion from the National Staff Development Council. She will cover essential planning elements for a data driven school improvement plan and discuss how to utilize data to craft goals and academic plans within the frame of theory of change and the formation of professional learning communities. A second day (optional) will be available for principals to tune the current drafts of their plans with Ms. Killion.
- Resource Management for the Academic and Financial Plan (1 day)—principals will be given essential technical knowledge relating to the crafting of their Academic and Financial Plans. Additional sessions will be planned in Spring of 2006 in the area of fiscal responsibilities.
- Communicating the Academic and Financial Plan: Presentation Skills for Principals (2 days)—presented by Robert Garmston, author of Adaptive Schools, Cognitive Coaching, and The Fieldbook for Presenters. Principals will be given the “how to’s” of presenting to and

communicating with their school communities. They will also learn positively ways to influence others through oral, written and visual communications.

Additional sessions sponsored by the Hawaii Principals Academy include:

- Moral Imperative of School Leadership (1 day)—presented by Michael Fullan, author of Leading in a Culture of Change, What's Worth Fighting For, and The Moral Imperative of School Leadership. This session presented in February of 2006 will be for principals and their SCC chairs

Will these changes stem the flow of principals leaving their jobs or increase the exodus? During the past school year, nearly one-quarter of Hawaii's principals retired or left their jobs. Principals believe they are held accountable for results but have little control over the resources needed to achieve these results. Will Act 51 result in principals having more control over their resources? Time will tell, but it looks promising.

Superintendent of Schools Pat Hamamoto believes Act 51 is about “unleashing the creative potential in principals” and “preparing the system for independence.” Do principals want independence? Is the state DOE ready to let go of the reins? Time will tell, but it looks promising.