EFFECT AND URGENCY:
RATING THE AUTHORITIES THAT THE BOARD OF EDUCATION, THE SUPERINTENDENT OF EDUCATION, PRINCIPALS, TEACHERS, PARENTS, AND STUDENTS SHOULD HAVE IN ORDER TO ENSURE THAT ALL STUDENTS MEET OR EXCEED A PROFICIENT LEVEL OF ACADEMIC ACHIEVEMENT

Instructions:

First, rate each authority according to the size of the "effect" you think it will have on academic achievement (*i.e.*, small to none, medium, or large).

Second, rate each authority according to how "urgently" you think it is needed by educational decisionmakers and leaders (*i.e.*, within the next 6 years, next 3 years, or next (1) year).

If you do not wish to share your opinion with us or do not feel sufficiently informed about a specific matter to form an opinion, please leave the space provided for rating an authority blank.

This survey was completed by (name): _____
Daytime telephone number
or e-mail address, or both: _____

Mail, fax, or e-mail by
Wednesday, August 28, 2002, to:

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Q. What authorities should the Board of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement?

	How big an effect will this authority have on academic achievement? *(Check only one)*				How urgent is it for the Board of Education to have this authority? *(Check only one)*		
Authority	Small to none	Medium	Large		Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. To levy a state tax for education without a cap on the amount/percentage of the tax.							
2. To conduct internal audits of the [DOE's] systems, finances, personnel functions, systems management, and operations.							
3. To establish policies, manage/monitor the financial and personnel systems, hire a superintendent, approve state/district educational officers, and take corrective actions for a single, statewide system of public schools.							
4. To align the State's budgeting/allocation/expenditure system with the BOE's vision for students.							
5. To direct negotiations with labor unions/employees without interference from the Governor's office.							
6. To hold the Superintendent accountable for the interpretation/implementation of BOE policies.							
7. To fill DOE positions with appropriate administrative, technical, and professional personnel rather than relying on our scarce supply of principals/teachers.							
8. To provide incentives for hard to fill positions and retaining teachers/administrators.							
9. To allow non-teachers and other professionals to teach in classrooms in a limited capacity.							
10. To demand that BOE/DOE personnel and legislators send their own children to public school.							
11. To solely determine the internal structure, management, and operation of the DOE like the Board of Regents does for the University of Hawaii.							
12. To seek donations and fundraise for the DOE.							
13. To only formulate generic educational policy (the BOE should not be "running" the DOE or interfering with schools' instructional strategies).							
14. To only provide advice to the Superintendent (the BOE should be an advisory body).							
15. To determine whether the Board should be comprised of salaried, full-time members or per diem, part-time members.							
16. To reward/recognize effective school teachers/administrators.							

Q. What authorities should the Superintendent of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement?

	How big an effect will this authority have on academic achievement? *(Check only one)*				How urgent is it for the Superintendent of Education to have this authority? *(Check only one)*		
Authority	Small to none	Medium	Large		Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. To restructure the DOE's use of personnel/program resources in order to align the resources with educational priorities.							
2. To remove ineffective or incompetent administrators/teachers without having to promote/transfer them to other positions.							
3. To systematically prevent ineffective individuals from being placed in principal/teacher positions.							
4. To secure the BOE's commitment to the Superintendent's program/plan, including a commitment to give the program/plan sufficient time to succeed or fail.							
5. To remove/reassign school, district, and state-level educational officers and other leadership personnel in order to improve educational output and student performance.							
6. To appoint principals/vice-principals as needed and without delay.							
7. To provide incentives for hard to fill positions and retaining teachers/administrators.							
8. To sanction personnel who refuse to carry out the Superintendent's educational policies/plans/priorities.							
9. To monetarily reward teams of teachers or schools that meet the curricular goals of the district (complex area).							
10. To adopt educational policies without interference from the BOE.							
11. To delegate the responsibility for school repair/maintenance and other non-instructional matters to someone else.							
12. To expeditiously enter into contracts and expend funds in order to resolve critical health and safety issues.							
13. To set the financial compensation for the Superintendent's leadership team.							

Q. What authorities should a principal have in order to ensure that all students meet or exceed a proficient level of academic achievement?

	How big an effect will this authority have on academic achievement? *(Check only one)*				How urgent is it for a principal to have this authority? *(Check only one)*		
Authority	Small to none	Medium	Large		Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. To expeditiously remove/sanction ineffective, incompetent, and unstable teachers/staff.							
2. To delegate the responsibility for coordinating the operation of the school's physical plant to a "plant manager" in order to give the principal more time to focus on instructional issues.							
3. To reward effective teachers with higher salaries.							
4. To institute a system (provided by the state [office]) that can immediately assist any teacher who needs help in becoming an excellent instructor.							
5. To solely pick and choose their school's personnel.							
6. To manage their school's allocated resources in order to place funding where it is most needed.							
7. To procure/obtain staff assistance to perform non-instructional duties and free up more time for the principal to address student needs.							
8. To make the final decision concerning a school's policies, vision, mission, *etc.*							
9. To make decisions concerning the maintenance of a school's facilities in order to create a better learning environment.							
10. To hold parents accountable for their children's misbehavior/misdeeds.							
11. To delegate the responsibility for conducting IDEA/504 meetings and attending to administrative/non-instructional matters to someone else.							
12. To hire qualified administrative, technical, and professional personnel to conduct IDEA/504 meetings and attend to administrative/non-instructional matters.							
13. To ensure, through collective bargaining, that management rights/responsibilities can be carried out for student achievement.							
14. To require in-service training for all teachers in critical areas.							

Q. What authorities should a teacher have in order to ensure that all students meet or exceed a proficient level of academic achievement?

	How big an effect will this authority have on academic achievement? *(Check only one)*				How urgent is it for a teacher to have this authority? *(Check only one)*		
Authority	Small to none	Medium	Large		Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. To participate in the evaluation/critique of their principal/vice-principals, and require the principal/vice-principals to respond to their teachers' concerns.							
2. To refer disruptive students to alternative programs or get these students the help they need.							
3. To create a personal professional development plan that reflects professional growth needs and goals, and that supports system-wide capacity building for standards based learning and the expectation for shared learning.							
4. To deal expeditiously but fairly with students who misbehave and disrupt the learning environment.							
5. To participate in professional improvement and be properly compensated without having to take instructional time away from students.							
6. To control their lesson plans and activities for purposes of accountability.							
7. To hold parents accountable for providing their children with a place to do their homework.							
8. To hold parents accountable for their children's attendance/tardiness.							
9. To eliminate extraneous/non-instructional paperwork.							
10. To overrule a decision by the principal if a supermajority (*e.g.*, 80 percent) of the teachers think that the principal's decision is incorrect.							
11. To mediate a decision by the principal if a supermajority (*e.g.*, 80 percent) of the teachers think that the principal's decision is incorrect.							

Q. What authorities should parents have in order to ensure that their children meet or exceed a proficient level of academic achievement?

	How big an effect will this authority have on academic achievement? *(Check only one)*				How urgent is it for parents to have this authority? *(Check only one)*		
Authority	Small to none	Medium	Large		Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. To obtain training from, and access the resources of, their children's schools.							
2. To participate in the evaluation of their children's teachers/principals.							
3. To use family leave to meet with the school and their children's teachers.							
4. To observe their children in the classroom as a matter of custom.							
5. To ask for a change of placement for their child in order to ensure child/teacher compatibility and improve student learning/performance.							
6. To choose their children's classes/teachers.							
7. To participate in learning activities with their children.							
8. To participate in decisionmaking discussions with the BOE, the DOE, principals, and teachers.							
9. To meet with their children's teachers at least once per quarter.							
10. To request, at state expense, afterschool tutoring for their children.							
11. To request that their children be allowed to stay on campus after the end of the school day in a supervised environment.							

Q. What authorities should a student have in order to ensure that the student meets or exceeds a proficient level of academic achievement?

	How big an effect will this authority have on academic achievement? *(Check only one)*				How urgent is it for a student to have this authority? *(Check only one)*		
Authority	Small to none	Medium	Large		Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. To participate in the evaluation/critique of teachers/staff, and require teachers/staff to respond to the student's concerns.							
2. To participate in the creation of school-level student policies, and take part in school-level planning/decisionmaking.							
3. To take responsibility and be held accountable for the student's education.							
4. To ask for a change of teachers if the student's educational needs are not being met.							
5. To demand competent, effective teachers.							
6. To demand a safe and nurturing school environment.							
7. To demand classrooms that are equipped for learning.							
8. To demand that teachers coordinate their assignments so that all assignments are not due on the same day/week.							
9. To demand the coordination of co-curricular and academic activities (*e.g.*, football and band) in order to allow a student to participate in both kinds of activities without being penalized.							
10. To demand hygienic restroom facilities and sufficient time to use the restroom.							
11. To demand a classroom environment that is physically comfortable (cool/quiet/odorless) and conducive to learning.							
12. To participate in the setting of educational goals, as aligned with the Hawaii Content and Performance Standards II.							