

Catherine H. Payne



PROFESSIONAL EXPERIENCE

- Commissioner/Chair, State Public Charter School Commission**
 Appointed to the first commission for Hawaii's public charter schools; responsible for establishing school performance contracts, criteria for authorizing new schools, and criteria for closure.

2012 - Present
- Educational Consultant for Ke Alaka'i Mau, LLC**
 Developed with a team of retired school administrators to support principals and teacher leaders in understanding and using the WASC accreditation process as a tool for school improvement and renewal.

2011 - Present
- Mentor for College of Education's EdD. Cohort**
 Assisted with the development and implementation of the first Doctorate for professional practice at the University of Hawaii designed for current leaders in education.

2011 - 2014
- Principal of Governor Wallace Rider Farrington High School**
 Led a large urban high school through restructuring and curriculum reform.

1995 - 2010
- Principal of Olomana School**
 Led the special state school serving delinquent, incarcerated, and at-risk youth.

1986 - 1995
- Vice-Principal of Waianae High School**
 Helped to lead a large high school on the west side of Oahu serving a diverse community where a majority of families struggle with poverty and associated problems.

1984 - 1986
- Teacher at Nanakuli High and Intermediate School**
 Taught English to all grade levels; developed and taught a social studies class for academically gifted and talented students; served as student activities and curriculum coordinator for a school located on Hawaiian Homestead land serving a predominately native Hawaiian population.

EDUCATION

- Enrolled in Ph.D. Program:** University of Hawaii, College of Education

1998 - 2005
- M.Ed. in Educational Administration:** University of Hawaii

1986
- National Endowment for the Humanities Fellowship:** University of Minnesota

1985
- B.Ed. in Secondary English:** University of Hawaii

RELEVANT KNOWLEDGE AND SKILLS

Through my years as a teacher and public education leader, I:

Continue to learn and share research on school renewal and on student and adult learning

Since my retirement I have participated in workshops and conferences and co-taught a graduate class at the University of Hawaii on adult learning. I have also been able to share this knowledge with the principals and teacher leaders with whom I currently work.

Have developed and implemented a strategic planning process

I refined my understanding of the strategic planning process during my last years at Farrington when I worked with staff, community, and a strategic planner to develop a long-term direction for the school. It was this plan that inspired the Department of Education to begin a transformation plan for the school's facilities that would support the education plan. The redevelopment of the school's buildings and grounds is currently underway.

Have experience in collaboratively developing budgets that are linked to strategic visions and plans

I learned early in my work as a school leader that when everyone understands the budget and helps in identifying spending priorities that connect to our mission and vision, there are very few complaints about how we manage the funds. I believe in complete spending transparency and clear linkage to student success.

Understand Hawaii's unique statewide school district and how the related agencies connect to serve students and families

I believe our single system has more advantages than disadvantages. My experiences at Olomana and Farrington built my depth of understanding through our partnerships with the Departments of Health, Labor, Public Safety, Housing, and Human Services. I worked with staff and community leaders to build connections with these public agencies and with many other private and non-profit groups that all want to work with our schools to support students.

Understand and am dedicated to embracing Hawaiian culture and values within our public education system

Hawaii has been my home since I was 17 when my Navy family moved here from California. I have felt welcomed as I moved through higher education and my career. I am sensitive to local culture and traditional practices and believe that the values of Hawaii are the values we must build into our leadership and instructional practices. These values reflect our aspiration for excellence with aloha.

Understand and have managed changes in organizations in response to new knowledge and/or new policies and legislation

Managing changes that are both externally imposed and internally identified is a key role for a leader in any organization. I became much better as I grew as a leader and developed strategies for helping others to see how much of the work they perceived as new and different could be integrated into the work that we were already doing. I found that working with others to develop change strategies as part of our planning process also helped. Sometimes, when there is flexibility, the leader should say that the change must be postponed. I am good at thinking things through before we embark, so that challenges and potential pitfalls can be identified.

Understand the relationship between public charter schools and regular public schools and support the potential of charters to inspire innovation throughout the system

My role as a commissioner for the public charter schools has deepened my understanding of the importance of quality charter schools that meet the unique needs of specific communities. I understand different ways of organizing schools and learning that reflect the needs of different communities. Our charter schools have ideas that could be shared to benefit the larger system of public education and I can help build culture where ideas and support can be more easily shared.

Have worked collaboratively with state public employee unions to address concerns and reach resolutions

By building positive relationships with union representatives and always being thoughtful and fair when making hard decisions, I have had few situations that could not be worked out in the best interest of all parties. I understand the importance of honoring contracts and following due process and have worked with other leadership staff in developing this understanding.

Communicate effectively with community groups and the media about issues related to education

I am experienced in working with both print and television reporters. My approach is to share whatever is possible and never avoid providing a comment. I have found that my willingness to respond to uncomfortable and controversial issues fosters on-going relationships that can be helpful when I want to get the word out about issues that matter to the school or the system. I am also comfortable speaking before community groups and legislators.

Have experience in building positive relationships through non-confrontational conflict resolution

Conflict is part of any organization that is moving forward. I embrace robust discussions about important issues and want those on my team to challenge my ideas and share new ideas that might be better. I work toward collaborative decisions that can be supported by everyone. I know that to accomplish this I must be open with all information related to the decision.

Understand and work with federal laws impacting public education, including those related to special education, civil rights, the American Disabilities Act, Title IX, Title I and Title II

By understanding how these laws affect our students, employees and visitors to our school, I avoided having the majority of challenged situations move from the school to the courts. When we did go to court, we were able to prevail. I understand the importance of both compliance and understanding and work with staff to assure that we both understand and comply with laws.

Have established and developed strong leadership teams and am committed to leadership development throughout the system

I have been very fortunate in being supported throughout my work by strong teams of vice principals and teacher leaders. Finding the right individuals to hire that match the specific circumstance is one element in team success. However, coaching individuals who are not the best fit is also rewarding and has taught me about leadership development. I believe that leadership at all levels within the system is key to overall success. These are skills that I have intentionally developed over my years as an education leader. Just as we differentiate with our students, we need to bring professional learning to adults that will help them move forward from where they are. I have been effective as a mentor to the adults on my teams and they have become mentors to others. This is how we sustain organizations and systems.

EDUCATION AND COMMUNITY SERVICE

- Board Member, Adult Friends for Youth** 1996 - Present
This organization works with youth gangs throughout Oahu to re-direct participants' behavior toward education and employment.
- Board Member, Education Institute of Hawaii** 2014 - Present
This non-profit "think tank" was established to support public education leaders who are working to move decisions affecting students closer to those who work in schools.
- Member, Governor's ESSA Team** 2016 - Present
This team was appointed by Governor Ige to develop a blueprint for public education in Hawaii that incorporates flexibility in the new federal law, "Every Student Succeeds Act".
- Board Member, College of Education Alumni Association** 2010 - 2016
The association, an affiliate of the University of Hawaii Alumni Association, raises funds for undergraduate and graduate scholarships, recognizes professional excellence, and provides support through speakers, workshops, and mentors.
- Member, Chaminade University-Education Advisory Council** 2010 - 2014
The council advised the Dean concerning programs that were needed to support pre-service and graduate students.
- Member, Hawaii Teacher Standards Board** 1998 - 2007
During these first years of existence, the board established standards for teacher licensing and support for National Board Certification.
- Member, University of Hawaii-Community Partnership Group** 2001 - 2005
The group was established by the university president to develop stronger connections among business, education, and university leaders.
- Volunteer Counselor, Suicide and Crisis Center** 1978 - 1995
The center provided 24-hour emergency phone counseling and outreach to individuals in a multitude of crisis situations.

PROFESSIONAL ORGANIZATIONS

National Association of Secondary School Principals
Association for Supervision and Curriculum Development
Honorary Educational Societies: Phi Delta Kappa, Alpha Delta Kappa, and Delta Kappa Gamma

AWARDS

- Women's Leadership Honoree** 2011
Presented by the YWCA of Oahu
- The Farrington Way Award** 2007
Presented by the Farrington Alumni and Community Foundation
- Excellence in School Leadership Semi Finalist** 2006
Presented by the Island Insurance Foundation
- Service to Hawaii's Youth** 2004
Presented by Adult Friends for Youth
- Communication and Leadership** 1997
Presented by Toastmasters International
- National Educator Award** 1995
Presented by the Milken Family Foundation
- Hawaii Secondary Principal-of-the-Year** 1991
Presented by the National Association of Secondary School Principals

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REFERENCES

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