

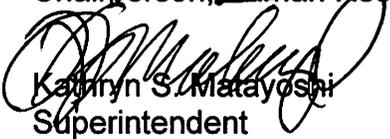


STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

November 17, 2015

TO: The Honorable Brian De Lima  
Chairperson, Human Resources Committee

FROM:   
Kathryn S. Matayoshi  
Superintendent

SUBJECT: **Update on Leadership Institute**

1. DESCRIPTION

The purpose of the Leadership Institute is to develop leadership capacity system-wide, preparing our leaders to implement systemic change and transform schools to secure the futures of the children we serve.

2. REPORT

The Board of Education was most recently briefed on the status of the Leadership Institute in January 2015. The Office of Human Resources and the Executive Director of the Leadership Institute will provide an update on the development and achievements of the Leadership Institute since that time.

KSM:BAK:je  
Attachments

c: Deputy Superintendent  
Office of Human Resources

# Update on the Leadership Institute

Board of Education | Human Resources Committee

NOVEMBER 17, 2015



# VALUES

HIGH EXPECTATIONS

EQUITY

CULTURAL UNDERSTANDING

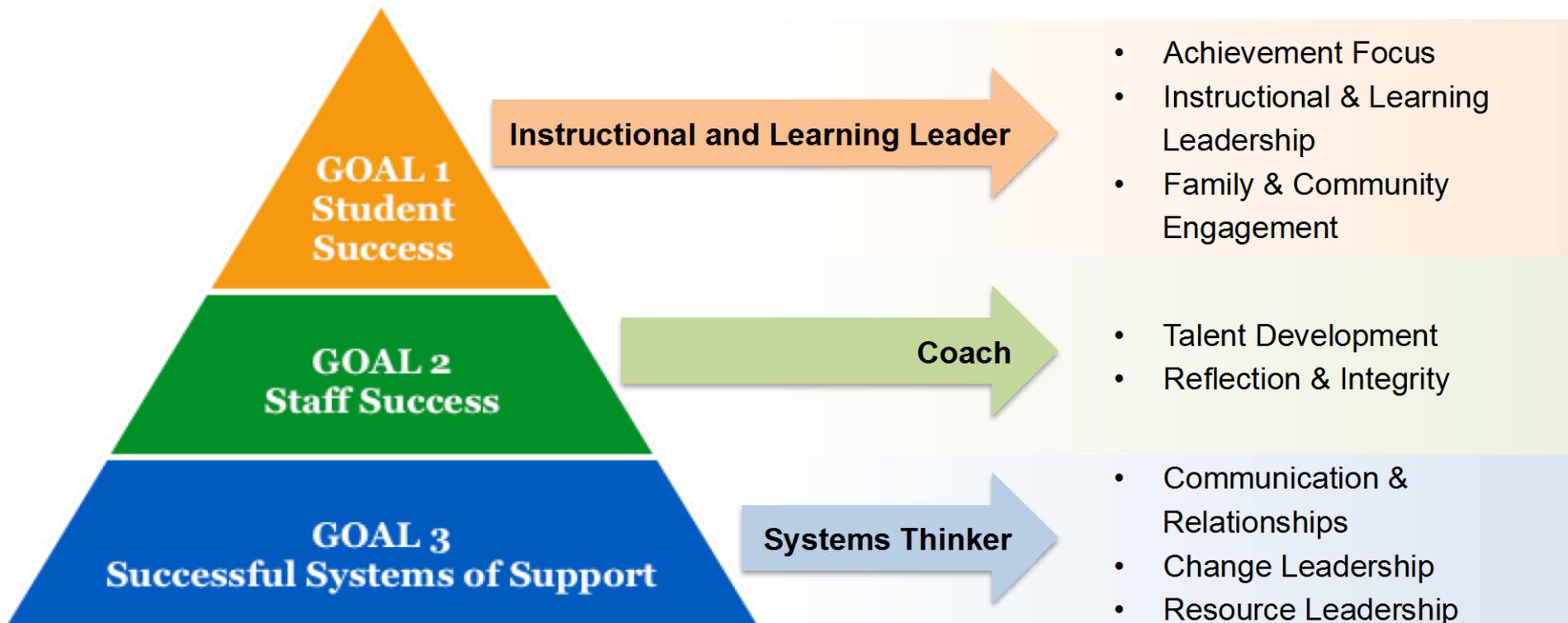
*Hawaii Strategic Plan*



*Leader Roles*



*Leader Competencies*



# Leader competencies

- Achievement Focus
- Instructional & Learning Leadership
- Family & Community Engagement
- Talent Development
- Reflection & Integrity
- Communication & Relationships
- Change Leadership
- Resource Leadership



# Focus areas

1. Create conditions for shared leadership
2. Build the pool
3. Ensure right skills in the right roles
4. Provide continuous improvement to build capacity



# Create conditions for shared leadership

- Defined competencies for CAS
- Progressing with defining competencies for State Office Leaders
- Created Leadership Institute Advisory Council
- Created Principal in Residence and secretary positions
- Assigned permanent leader for Leadership Institute



# Build the pool

- Re-designed PDERI programs around leader competencies
- Changed administrator certification program into two phases
- Increased timeliness of induction for new principals and more just-in-time supports
- Began partnership to provide leadership training that supports project based learning



# Ensure right skills in right roles

- Starting a “Grow your own leaders” bright spot study
- Starting exit interviews with leaders in key roles
- Launching State Office Leadership Academy in Summer 2016



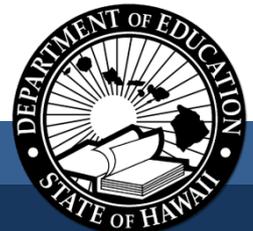
# Provide continuous improvement to build capacity

- Rewrote CAS position description
- Created induction supports for new CASs
- Created self-reflection, 180, 360 tool based on competencies for new principals and CASs
- Changed structure of Academic Leadership Team sessions
- Increased rigor of coaching training



# Next steps

- Take “state lead” for Academic Review Team priority strategy
- Incorporate Mentor and Induction in Leadership Institute structure
- **JUNE 2016:** Launch Hawaii Innovative Leaders Network
- **JULY 2016:** Plan Educational Leadership Institute
- **AUGUST 2016:** Launch State Office Leaders Academy





## **Hawaii Department of Education Leadership Institute Plan Executive Summary**

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**We at the Hawaii Department of Education (HIDOE) are proud to serve our students. Student achievement is at the heart of the Department's strategic plan, and each one of us plays a critical role in ensuring that all of our students reach their full potential.**

We recognize that an organization's success rises and falls on leadership's ability to motivate others towards a common goal. In Hawaii and across the world, schools are in the midst of an enormous transformation, driven by a new knowledge-based economy, social and environmental challenges, constantly evolving technology, the rapid creation and proliferation of information, and diminishing funding. Students need an entirely new level of academic skills and a strong sense of self and connection to their community to succeed and contribute to a better society.



**The key to transforming the quality of education in Hawaii for this new kind of student learner is to ensure a high-quality teacher in every classroom, and a great leader in every school, Complex Area and state office.** Our leaders must be instructional and learning leaders, coaches, and systems thinkers to help students exceed the high expectations we set for them. The Leadership Institute is a critical strategy to support leaders in this effort and to establish and sustain new beliefs, attitudes, and behaviors among those who have the most direct influence over student learning.

**The purpose of the Leadership Institute is to develop leadership capacity system-wide, preparing our leaders to implement systemic change and transform schools to secure the futures of the children we serve.** Leadership development at the Department has gone through various iterations – whether CISL, ACE, CPSL or Cohort. The Leadership Institute builds on the work of the past to develop a cohesive framework for leadership across the DOE. This framework will inform all aspects of our approach to leadership – including pre-service training, recruitment, selection, placement, and on-the-job development and support – in order to ensure that we have effective leaders in every school, Complex Area and state office.

**The Department began this work by understanding the principal role with the intention of expanding to other school leaders, Complex Area Superintendents (CAS), and state office leadership.** Principals in Hawaii public schools accomplish great things for students every day. Principals set the vision for their schools, integrate the community in the school's work, and take action to recruit, develop and retain the best staff to meet their students' needs. The feedback shows, however, that leaders have not always felt prepared for success in their roles or sufficiently engaged in Department decision-making.

Our leaders expressed the need to reinvigorate our leadership pipeline with the following key priorities:

- 1) Further incorporate the principal's voice in the development of Department priorities.
- 2) Clarify those skills most important for Hawaii leaders along the progression of leadership.
- 3) Prepare aspiring leaders to be successful in their leadership roles.
- 4) Provide timely and actionable on-the-job training and supports that are most impactful for school leaders to drive change and increase achievement in their schools.

The Department supports this call and is focused intentionally on the supports needed to ensure that our empowered leaders have the skills and tools required to be successful. This includes strengthening support

systems, clarifying responsibility, and ensuring accountability for results. The Leadership Institute will offer a series of aligned leadership training and certification programs and leverage existing structures to enable deep reflection and continuous learning for system leaders. **CASs will coach principals and facilitate principal learning communities, and principals will identify high-performing teachers and provide opportunities to stretch their leadership capacity on the job.** In this way, all leaders in the Department will become part of the Leadership Institute and play a critical role in developing and motivating their teams to support our students in meeting their fullest potential.

Over the past year, principals, vice principals, teachers, CASs and state office leaders engaged in discussions about how to truly enable effective leadership. Through a series of working sessions, HIDOE leaders helped to clarify the Leadership Institute's purpose, focus, and design. Principals, CASs and state office leaders developed a set of HIDOE School Leader Competencies to guide all Leadership Institute work and identified priorities for a new approach to developing and supporting leadership at every level. In addition, 72% of HIDOE's principals completed an online survey this fall to provide feedback and inform the Leadership Institute's design. With a school leader framework now developed, the Department is ready to put in place a school leader preparation, development and support model, and expand outward from the principalship to ensure support and development for leaders across the school system.

**Every staff member in the Hawaii public schools shares ownership of meeting our students' needs.** The results of this collective movement already are evident in student achievement, college readiness, and other leading indicators of success. Over the past five years, our National Assessment of Educational Progress (NAEP) results continued to rise. In 2013, Hawaii's 4<sup>th</sup> graders surpassed the national average for the first time, and scores in reading continue to increase steadily. Currently 82% of students in Hawaii graduate with a regular diploma in four years or less, and 63% of graduates enroll in college within 16 months of graduation. Each year, fewer of our students require remediation in English and math at the University of Hawaii community colleges. Participation in Advanced Placement courses among high school students has jumped 32% within the last five years. Elementary chronic absenteeism rates are falling significantly, as are student disciplinary infractions.

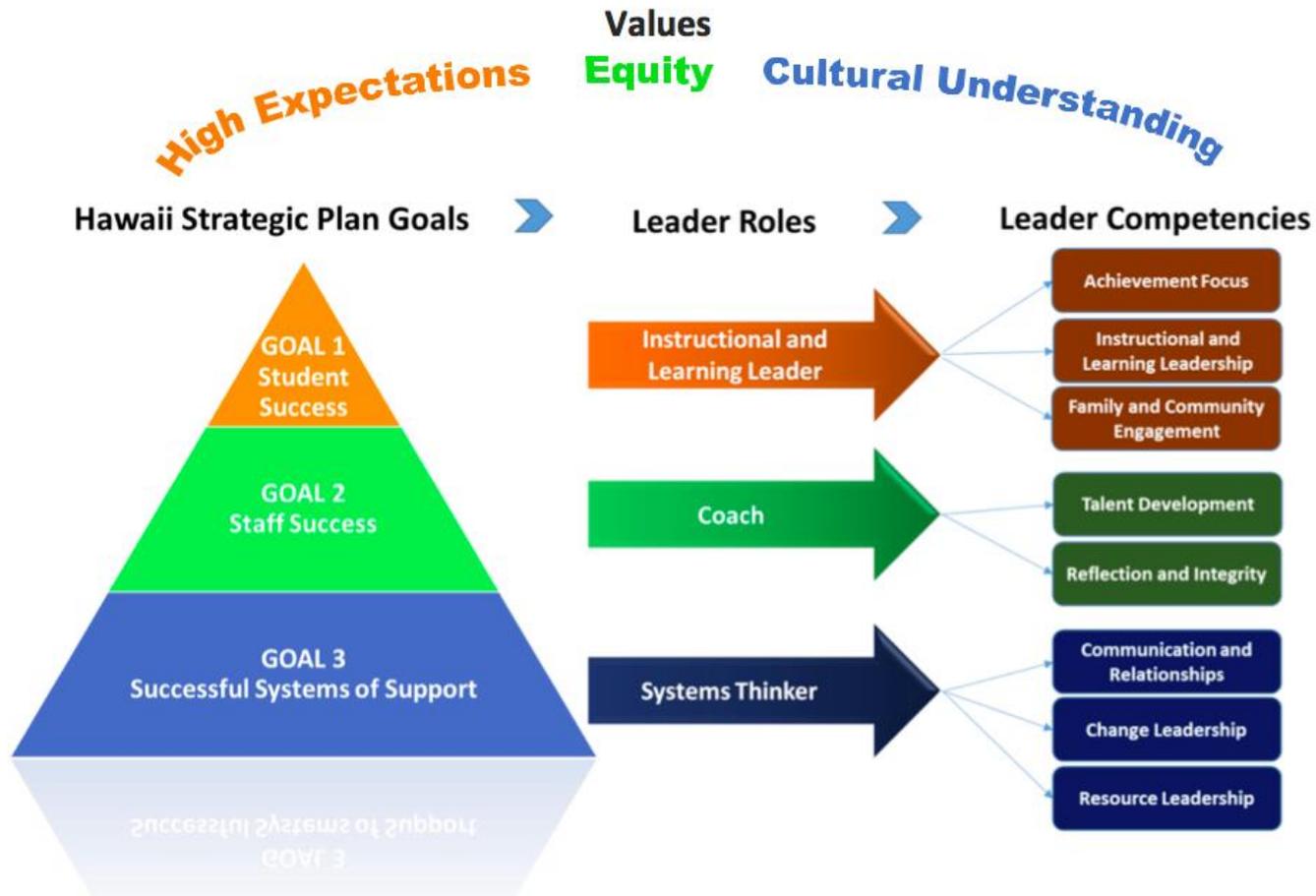
As we move into the next phase of our efforts to prepare students for college, career, and citizenship in the 21<sup>st</sup> century, we know that leaders will need a different kind of support in order to continue to achieve this success for students.

**This plan helps set the vision on how the Department will elevate leadership development and support to a priority strategy.** Building capacity across the system is critical to the success of our transformation efforts. The remainder of this document summarizes how the Leadership Institute will take shape in the coming years.

## How does the Leadership Institute support the Department’s Strategic Plan?

A set of leadership competencies forms the foundation for the Leadership Institute. Aligned with CESSA, these HIDOE School Leader Competencies were identified by principals, vice principals, teacher leaders, CASs and state office leaders as most important to successfully lead schools and offices to meet the Department’s strategic goals. While the emerging HIDOE School Leader Competencies build on previous ideas about leadership competencies, it is more focused on the skills and knowledge that will enable leaders to increase student achievement and prepare students for success in college, career, and citizenship, while grounded in the values of high expectations, equity, and cultural understanding.

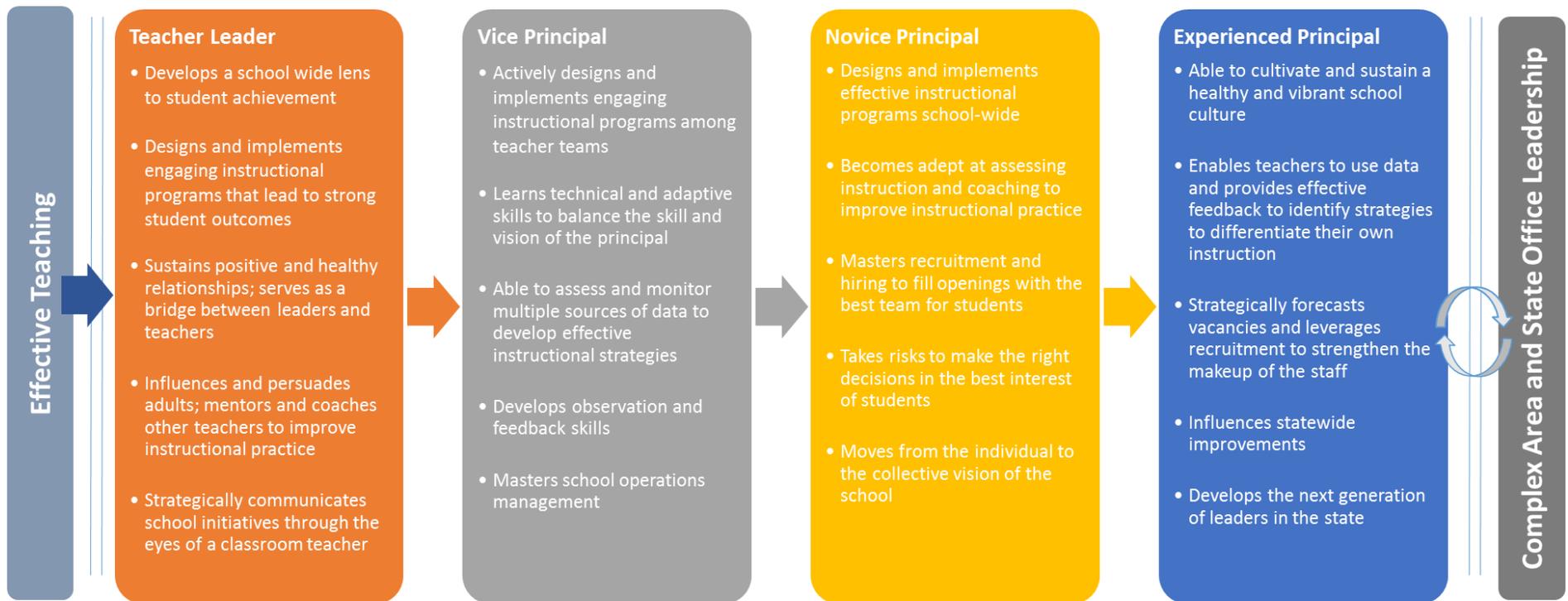
### The Leadership Institute - Learning and Leading to Secure the Future for our Students



## How do the HDOE School Leader Competencies progress at each level of the pipeline?

The competencies remain the same across multiple leadership positions, yet look different in practice for different roles. The following visual provides more detail about how the competencies progress from one role to the next. The current focus on principal competencies will set the basis for defining leadership competencies at different levels across the system. This is critical to ensure that HDOE has a system-wide approach to leadership development that is coherent and aligned. Hawaii's uniquely strong "grow and support from within" culture enables the leadership community to have a powerful impact. The leadership pipeline will clarify what is required at different levels of leadership and provide a system-wide approach to leadership development.

### Hawaii School Leadership Progression

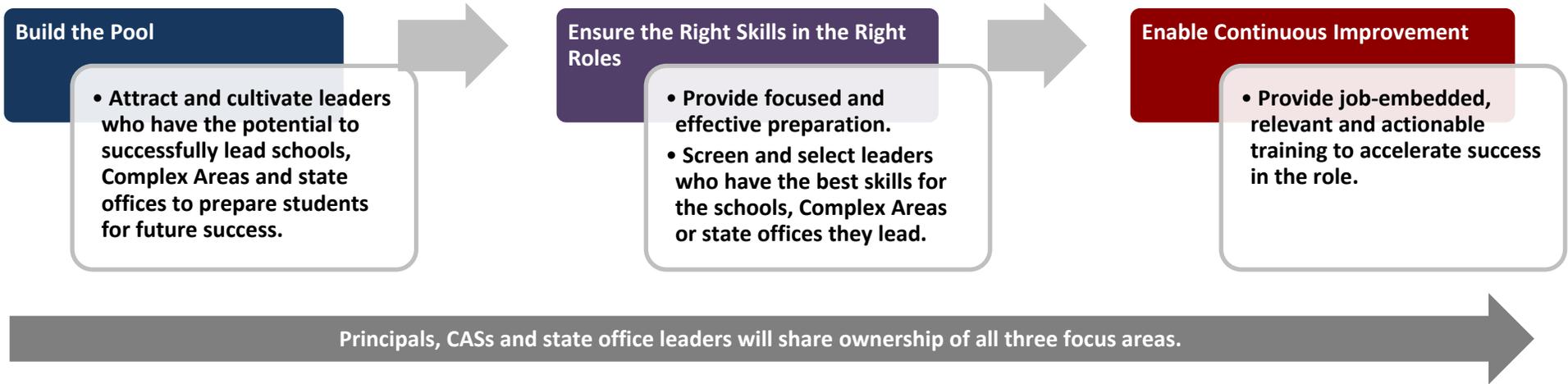


#### Across all levels of the pipeline:

- Holds self and others accountable for delivering engaging and rigorous instruction for the high academic achievement of all students
- Serves as a positive model for students and others
- Regularly reflects, accurately assesses own strengths and growth areas, seeks feedback and takes action to improve

## What are the top focus areas of the Leadership Institute plan?

Using the competencies as the foundation, the Leadership Institute will focus on three specific areas to ensure effective leadership across the system to achieve the strategic plan goals.



## What will be the Leadership Institute priorities?

Over the next three years, we will implement the following nine priorities to transform the way we recruit, develop and support Department leaders.

### Create the Conditions for Effective Shared Leadership

- 1) Develop a shared vision and language for leadership.
- 2) Incorporate school leader voice and engagement in Department priorities.
- 3) Develop an Advisory Council to guide the strategic direction of the Leadership Institute.

Build the Pool	Ensure the Right Skills in the Right Roles	Enable Continuous Improvement
<ol style="list-style-type: none"> <li>4) Identify and retain high-potential leaders.</li> <li>5) Refine the content and delivery of training programs.</li> </ol>	<ol style="list-style-type: none"> <li>6) Design strategic recruitment, screening and selection of leaders.</li> <li>7) Revisit pay structures to attract leaders.</li> </ol>	<ol style="list-style-type: none"> <li>8) Refocus CAS role on principal support.</li> <li>9) Select, train and monitor mentors for quality.</li> </ol>

## What will the priorities look like in action?

**Create the Conditions for Effective Shared Leadership** – Establish a stronger connection between school leaders and state office leaders and ensure shared reflection, feedback and continuous improvement.

### Related Priorities

- 1) **Develop a shared vision and language for leadership** – Engage principals and other leaders in shared conversation about the purpose of leadership support and development for student achievement.
- 2) **Incorporate school leader voice and engagement in Department priorities** – Provide regular opportunities for school leaders, both to give feedback to the Superintendent and the leadership team and to receive updates on how feedback is considered and utilized.
- 3) **Develop an Advisory Council to guide the strategic direction of the Leadership Institute** – Work with internal leaders and external partners (higher education institutions, funders, and community partners) to inform a consistent approach to leadership Statewide.

**Build the Pool** – Actively support and develop those who show leadership potential early in their careers.

### Related Priorities

- 4) **Identify and retain high-potential leaders** – Develop shared agreement among principals, CASs and state office leaders on the way high-potential leaders are identified to promote consistency across schools. Create designated facilities for leadership development.
- 5) **Refine the content and delivery of training programs** – Ensure that leadership development activities are timely, relevant and actionable. Increase the ability to integrate authentic practice, feedback on the practice, and opportunities to apply learning in schools.

**Ensure the Right Skills in the Right Roles** – Recruit, screen and select candidates ready for leadership.

### Related Priorities:

- 6) **Design strategic recruitment, screening and selection of leaders** – Recruit to build a strong bench of leaders ready to fill anticipated openings. Provide consistent screening opportunities so that candidates are able to demonstrate their ability to lead schools. Ensure the best fit leader to meet each school's needs.
- 7) **Revisit pay structures to attract leaders** – Analyze current salary schedules and benefit packages to identify places where pay scales and benefits provide a disincentive for pursuing leadership positions.

**Enable Continuous Improvement** – Provide job-embedded, relevant training to current leaders.

### Related Priorities:

- 8) **Refocus CAS role on principal support** – Clarify the CAS's role to develop principal capacity and increase student achievement. Revise the CAS competencies and job description to align with the new vision for the role. Provide specific capacity-building and support to CASs, and refocus CAS time with principals on instructional leadership.
- 9) **Select, train and monitor mentors for quality** – Recruit and screen mentors based on past effectiveness as principals or mentors. Provide specific training to ensure mentors are consistent in their mentoring and coaching and up-to-date on Department initiatives.

## What principles will guide Leadership Institute programs?

The Leadership Institute will create a learning support system that adheres to the following guiding principles:

- **Focused and Targeted** – Learning opportunities are designed to enable leaders to effectively implement strategies that have the greatest impact on student outcomes.
- **Relevant and Timely** – All programs directly support the success of students and staff by providing timely, role-relevant and differentiated development that makes the work of leadership more effective, easy and enjoyable.
- **Proactive and Systemic** – The Leadership Institute proactively builds a system of leadership support and a capacity-building culture throughout the Department – in schools, Complex Areas, and state offices.
- **Active and Experiential** – Development activities reflect effective adult learning practices and are problem-based, job-embedded and wherever possible, integrated into the systems and facilities within which the work is done.
- **Coaching and Support Networks** – On-the-job coaching, professional learning communities, learning networks and support systems are integrated into formal development programs and ongoing supports.
- **Continuous, Organization-Wide Learning** – All Department employees are engaged in developing their leadership potential at every stage of their leadership career.

## HIDOE Leader Competencies by Pipeline Level (April 15, 2015)

Competencies	Teacher Leader	Vice Principal	Novice Principal	Experienced Principal	Complex Area Superintendent
<p><b>Achievement Focus</b></p> <p><i>An educational leader promotes the success and well-being of every student by keeping a clear focus on student learning, growth, and achievement at all times.</i></p>	<ul style="list-style-type: none"> <li>Makes all decisions based on putting students first and is a champion of the school's vision to prepare all students for college, career and citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Makes all decisions based on putting students first and supports the implementation of a clear and innovative school vision to prepare all students for college, career and citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Makes all decisions based on putting students first and facilitates a clear and innovative school vision to prepare all students for college, career and citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Makes all decisions based on putting students first and facilitates all aspects of a clear and innovative school vision to prepare all students for college, career and citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that the focus of all decision-making is based on students first and facilitates all aspects of a clear and innovative complex area vision, (that encompasses the school vision) to prepare students for college, career and citizenship</li> <li>Safeguards the values of democracy, equity, and diversity</li> </ul>
	<ul style="list-style-type: none"> <li>Reinforces clear expectations and promotes a sense of urgency among peers to prepare students for success</li> </ul>	<ul style="list-style-type: none"> <li>Communicates clear expectations and a sense of urgency to prepare students for success</li> </ul>	<ul style="list-style-type: none"> <li>Sets and communicates clear expectations and creates a sense of urgency for all stakeholders to prepare students for success</li> </ul>	<ul style="list-style-type: none"> <li>Sets and communicates clear expectations and creates a sense of urgency for all stakeholders to prepare students for success</li> </ul>	<ul style="list-style-type: none"> <li>Sets and communicates clear expectations for K-12, and a sense of urgency for all stakeholders to prepare students for success</li> <li>Champions this message with all schools and community</li> </ul>
	<ul style="list-style-type: none"> <li>Holds self and others accountable for high academic achievement of all students</li> </ul>	<ul style="list-style-type: none"> <li>Holds self and others accountable for high academic achievement of all students</li> </ul>	<ul style="list-style-type: none"> <li>Holds self and others accountable for high academic achievement of all students</li> </ul>	<ul style="list-style-type: none"> <li>Holds self and others accountable for high academic achievement of all students</li> </ul>	<ul style="list-style-type: none"> <li>Holds self and others accountable for high academic achievement of all students complex area wide</li> <li>Participates in executive leadership policy and decision matters to impact student success</li> </ul>
	<ul style="list-style-type: none"> <li>Prioritizes student safety and development as necessary conditions for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Prioritizes student safety and development as necessary conditions for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Prioritizes student safety and development as necessary conditions for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Prioritizes student safety and development as necessary conditions for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Prioritizes student safety and development as necessary conditions for student achievement complex area wide</li> </ul>

## HIDOE Leader Competencies by Pipeline Level (April 15, 2015)

Competencies	Teacher Leader	Vice Principal	Novice Principal	Experienced Principal	Complex Area Superintendent
<p><b>Instructional and Learning Leadership</b></p> <p><i>An educational leader promotes the success and well-being of every student by advocating, nurturing and sustaining an instructional program that maximizes student learning and staff professional growth.</i></p>	<ul style="list-style-type: none"> <li>Collaborates with others to support the alignment of curriculum, instruction and assessment to ensure that students master content standards</li> </ul>	<ul style="list-style-type: none"> <li>Informs the alignment of curriculum, instruction and assessment to ensure student mastery of content standards</li> </ul>	<ul style="list-style-type: none"> <li>Aligns curriculum, instruction and assessment to ensure that students master content standards</li> </ul>	<ul style="list-style-type: none"> <li>Aligns curriculum, instruction and assessment to ensure that students master content standards</li> <li>Collaborates with complex schools to ensure K-12 progression and alignment</li> </ul>	<ul style="list-style-type: none"> <li>Provides support and monitors alignment of curriculum, instruction and assessment in all complex area schools K-12 to ensure that students master content standards</li> <li>Strategically plans for maximizing academic results/goals complex area wide</li> </ul>
	<ul style="list-style-type: none"> <li>Uses data to diagnose student learning needs and differentiate instruction in the classroom, and supports teachers to do the same</li> </ul>	<ul style="list-style-type: none"> <li>Uses data to diagnose student learning needs and differentiate instructional supports, and supports staff and others to do the same</li> </ul>	<ul style="list-style-type: none"> <li>Provides coaching that enables staff to use data to diagnose student learning needs and differentiate instructional supports and interventions</li> </ul>	<ul style="list-style-type: none"> <li>Provides coaching that enables staff to use data to diagnose student learning needs and differentiate instructional supports and interventions</li> </ul>	<ul style="list-style-type: none"> <li>Provides support and coaching for principals and monitors schools' use of data to diagnose student learning needs and differentiation of instructional supports and interventions complex area wide</li> </ul>
	<ul style="list-style-type: none"> <li>Designs and implements rigorous and engaging instruction that reaches all students and leads to strong student outcomes; leads teams to do the same</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes team structures and helps consistently improve and provide rigorous and engaging instruction that reaches all students and leads to strong student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Designs and adjusts team structures to consistently improve and provide rigorous and engaging instruction that reaches all students and leads to strong student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Develops and mobilizes team structures to consistently improve and provide rigorous and engaging instruction that reaches all students and leads to strong student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Provides support and monitors all complex area schools to provide rigorous and engaging instruction that reaches all students leading to strong student outcomes</li> </ul>
	<ul style="list-style-type: none"> <li>Facilitates professional learning opportunities for at least one group or team to share practice</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates focused professional learning opportunities for staff to share practice</li> </ul>	<ul style="list-style-type: none"> <li>Leads regular professional learning opportunities that support capacity building and shared practice among staff</li> </ul>	<ul style="list-style-type: none"> <li>Leads and sustains professional learning opportunities that support capacity building and shared practice among staff</li> </ul>	<ul style="list-style-type: none"> <li>Leads and sustains professional learning growth opportunities for principals and school leaders to further build their capacity to support school staff and share practices amongst colleagues</li> </ul>
	<ul style="list-style-type: none"> <li>Participates in classroom observations and accurately identifies strengths and opportunities to improve instruction and student learning</li> </ul>	<ul style="list-style-type: none"> <li>Regularly conducts classroom observations, accurately assesses instruction, and provides feedback to improve instruction and student learning</li> </ul>	<ul style="list-style-type: none"> <li>Regularly observes staff, accurately assesses instruction and provides timely and relevant feedback to teachers and staff to help improve instruction and student learning</li> </ul>	<ul style="list-style-type: none"> <li>Regularly observes staff, accurately assesses instruction and provides timely and relevant feedback to teachers and staff that results in improved instruction and student learning</li> </ul>	<ul style="list-style-type: none"> <li>Regularly visits classrooms throughout the complex area, accurately assesses and engages in discussion around instruction, and provides timely and relevant feedback to principals to share with teachers and staff that results in improved instruction and student learning</li> </ul>

## HIDOE Leader Competencies by Pipeline Level (April 15, 2015)

Competencies	Teacher Leader	Vice Principal	Novice Principal	Experienced Principal	Complex Area Superintendent
<p><b>Family and Community Engagement</b></p> <p><i>An educational leader promotes the success and well-being of every student by engaging the community in a meaningful, culturally responsive environment.</i></p>	<ul style="list-style-type: none"> <li>Collaborates with students, families and staff to create a culturally responsive school culture that prepares all students for college, career and citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with students, families, staff and community and takes actions to create a culturally responsive school culture that prepares all students for college, career and citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Leads partnerships with students, families, staff and community to create a culturally responsive and inclusive school culture that prepares all students for college, career and citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Leads partnerships with students, families, staff and community to create a culturally responsive and inclusive school culture that prepares all students for college, career and citizenship</li> <li>Collaborates with complex schools for K-12 seamless supports</li> </ul>	<ul style="list-style-type: none"> <li>Serves as community liaison and relationship builder to create a culturally responsive and inclusive complex area culture that prepares all students for college, career and citizenship</li> <li>Fosters K-12 complex alignment</li> </ul>
	<ul style="list-style-type: none"> <li>Accepts on leadership roles and serves as a bridge between leaders and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Assumes leadership to enable and facilitate collaboration among school community members</li> </ul>	<ul style="list-style-type: none"> <li>Effectively shares leadership and builds a system for collaboration among the entire school community</li> </ul>	<ul style="list-style-type: none"> <li>Effectively shares leadership and sustains a system for collaboration and partnership with the entire school community consistent and aligned to student achievement and the school vision</li> </ul>	<ul style="list-style-type: none"> <li>Effectively shares leadership and sustains a system for collaboration and partnership in the complex area</li> <li>Provides supports in order for principals to share leadership and sustain a system for collaboration and partnership with the entire school community</li> </ul>
	<ul style="list-style-type: none"> <li>Identifies and pursues community resources to advance student success</li> </ul>	<ul style="list-style-type: none"> <li>Identifies community relationships to leverage and supports pursuit of community resources to advance student success</li> </ul>	<ul style="list-style-type: none"> <li>Nurtures community relationships and leverages community resources to advance student success</li> </ul>	<ul style="list-style-type: none"> <li>Nurtures community relationships and leverages community resources to advance student success</li> <li>Creates the context of understanding for partners to engage with the school</li> </ul>	<ul style="list-style-type: none"> <li>Nurtures and sustains community relationships and proactively seeks community resources to advance adult school personnel and student success</li> <li>Creates the context of understanding for partners to engage with the complex area</li> </ul>
	<ul style="list-style-type: none"> <li>Engages families as full partners in their children's education aligned with research based practices</li> </ul>	<ul style="list-style-type: none"> <li>Engages families as full partners in their children's education aligned with research based practices</li> </ul>	<ul style="list-style-type: none"> <li>Engages families as full partners in their children's education aligned with research based practices</li> </ul>	<ul style="list-style-type: none"> <li>Engages families as full partners in their children's education aligned with research based practices</li> </ul>	<ul style="list-style-type: none"> <li>Provide supports in order for principals to engage families as full partners in their children's education</li> <li>Advocates for children and families through policies and actions</li> </ul>

## HIDOE Leader Competencies by Pipeline Level (April 15, 2015)

Competencies	Teacher Leader	Vice Principal	Novice Principal	Experienced Principal	Complex Area Superintendent
<p><b>Talent Development</b></p> <p><i>An educational leader promotes the success and well-being of every student by developing and tapping internal expertise to promote learning, improved practice and leadership capacity.</i></p>	<ul style="list-style-type: none"> <li>Participates in recruitment and selection to support quality hiring decisions</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates recruitment and selection to support quality hiring decisions</li> </ul>	<ul style="list-style-type: none"> <li>Implements effective recruitment and selection skills that lead to quality hiring decisions</li> </ul>	<ul style="list-style-type: none"> <li>Strategically forecasts vacancies and leverages recruitment and selection to strengthen the makeup of school staff</li> </ul>	<ul style="list-style-type: none"> <li>Strategically forecasts vacancies and leverages recruitment and selection to strengthen the makeup of school administrators, teachers, and complex area staff</li> </ul>
	<ul style="list-style-type: none"> <li>Mentors and coaches new teachers to improve instructional practice and increase teacher retention</li> </ul>	<ul style="list-style-type: none"> <li>Supports effective induction and mentoring for new staff to increase employee performance and retention</li> </ul>	<ul style="list-style-type: none"> <li>Ensures effective and purposeful induction and mentoring for new staff to increase employee performance and retention</li> </ul>	<ul style="list-style-type: none"> <li>Ensures effective and purposeful induction and mentoring for new staff to increase employee performance and retention</li> </ul>	<ul style="list-style-type: none"> <li>Ensures effective and purposeful induction and mentoring for new principals and complex area staff to increase employee performance and retention</li> </ul>
	<ul style="list-style-type: none"> <li>Supports the analysis of student data to identify trends in educator needs across the school; provides development supports as requested by school leader</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes evaluation and student data to inform supports to meet individual educators' needs</li> </ul>	<ul style="list-style-type: none"> <li>Uses evaluation and student data to differentiate supports to meet individual educator's needs</li> </ul>	<ul style="list-style-type: none"> <li>Uses evaluation and student data to differentiate supports to meet individual educator's needs</li> </ul>	<ul style="list-style-type: none"> <li>Uses evaluation and student data to differentiate supports and learning opportunities to meet individual leaders' and complex area staff needs</li> </ul>
	<ul style="list-style-type: none"> <li>Develops leadership capacity among teachers</li> </ul>	<ul style="list-style-type: none"> <li>Develops leadership capacity among staff</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and develops leadership capacity strategically among staff</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and develops leadership capacity strategically among staff</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes, encourages, and continuously develops leadership capacity strategically among school leaders and complex area staff</li> </ul>

## HIDOE Leader Competencies by Pipeline Level (April 15, 2015)

Competencies	Teacher Leader	Vice Principal	Novice Principal	Experienced Principal	Complex Area Superintendent
<p><b>Reflection and Integrity</b></p> <p><i>An educational leader promotes the success and well-being of every student by regularly examining decisions and actions to continuously improve while maintaining high ethical standards.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrates the courage to take risks and make difficult decisions in the best interest of students</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the courage to take risks and make difficult decisions in the best interest of students</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the courage to take risks, engage in critical conversations and make difficult decisions in the best interest of students</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the courage to take risks, engage in critical conversations and make difficult decisions in the best interest of students</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the courage to take risks, engage in critical conversations and make difficult decisions based on pertinent information with the best interest of students</li> <li>• Utilizes processes that promote social justice</li> </ul>
	<ul style="list-style-type: none"> <li>• Regularly and accurately reflects on own strengths and growth areas, seeks feedback, and takes action to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly and accurately reflects on own strengths and growth areas, seeks feedback, and takes action to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly and accurately reflects on own strengths and growth areas, seeks feedback, and takes action to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly and accurately reflects on own strengths and growth areas, seeks feedback, and takes action to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly and accurately reflects on own strengths and growth areas, seeks feedback, and takes action to improve</li> </ul>
	<ul style="list-style-type: none"> <li>• Takes personal responsibility for all decisions and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Takes personal responsibility for all decisions and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Takes personal responsibility for all decisions and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Takes personal responsibility for all decisions and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Takes personal responsibility for all decisions and outcomes</li> <li>• Models transparency</li> </ul>
	<ul style="list-style-type: none"> <li>• Exhibits honesty, integrity and ethical decision-making to promote student success</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits honesty, integrity and ethical decision-making to promote student success</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits honesty, integrity and ethical decision-making to promote student success</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits honesty, integrity and ethical decision-making to promote student success</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits honesty, integrity and ethical decision-making to promote student and school success</li> </ul>

## HIDOE Leader Competencies by Pipeline Level (April 15, 2015)

Competencies	Teacher Leader	Vice Principal	Novice Principal	Experienced Principal	Complex Area Superintendent
<p><b>Communication and Relationships</b></p> <p><i>An educational leader promotes the success and well-being of every student by developing relationships, soliciting input and articulating ideas in a variety of ways to inculcate support, respect, and trust.</i></p>	<ul style="list-style-type: none"> <li>Articulates a clear point of view in a concise and compelling manner using oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a clear point of view in a concise and compelling manner using a variety of oral and written channels tailored to each audience</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a clear point of view in a concise and compelling manner using a variety of oral and written channels tailored to each audience</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a clear point of view in a concise and compelling manner using a variety of oral and written channels tailored to each audience</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a clear point of view in a concise and compelling manner using a variety of oral and written channels tailored to each audience</li> <li>Advocates publicly the ideals of public education</li> </ul>
	<ul style="list-style-type: none"> <li>Addresses conflict and builds respectful, trusting and supportive relationships centered around student success</li> </ul>	<ul style="list-style-type: none"> <li>Addresses conflict and helps develop respectful, trusting and mutually supportive relationships centered around student success</li> </ul>	<ul style="list-style-type: none"> <li>Manages conflict and builds respectful, trusting and mutually supportive relationships centered around student success</li> </ul>	<ul style="list-style-type: none"> <li>Manages conflict and sustains respectful, trusting and mutually supportive relationships centered around student success</li> </ul>	<ul style="list-style-type: none"> <li>Models and provides guidance and coaching to principals to manage conflict in a manner that sustains respectful, trusting and mutually supportive relationships centered around student success</li> <li>Proactively anticipates and takes appropriate measures to limit potential conflicts</li> </ul>
	<ul style="list-style-type: none"> <li>Actively listens to others, solicits stakeholder input and seeks to understand and address their perspectives and needs</li> </ul>	<ul style="list-style-type: none"> <li>Actively listens to others, solicits stakeholder input and seeks to understand and address their perspectives and needs</li> </ul>	<ul style="list-style-type: none"> <li>Actively listens to others, solicits stakeholder input and seeks to understand and address their perspectives and needs; creates a culture that promotes open communication</li> </ul>	<ul style="list-style-type: none"> <li>Actively listens to others, solicits stakeholder input and seeks to understand and address their perspectives and needs; creates and sustains a culture that promotes open communication</li> </ul>	<ul style="list-style-type: none"> <li>Actively listens to others with empathy, solicits principal and stakeholder input and seeks to understand and address their perspectives and needs; creates and sustains a culture that promotes and commits to open communication</li> </ul>

## HIDOE Leader Competencies by Pipeline Level (April 15, 2015)

Competencies	Teacher Leader	Vice Principal	Novice Principal	Experienced Principal	Complex Area Superintendent
<b>Change Leadership</b> <i>An educational leader promotes the success and well-being of every student by strategically and systemically adapting to and shaping change.</i>	<ul style="list-style-type: none"> <li>Strategically advocates for and supports school change efforts, communicating through the lens of a classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>Helps develop and coordinate plans to implement change school-wide</li> </ul>	<ul style="list-style-type: none"> <li>Develops, implements, monitors and adjusts plans to affect positive change school-wide</li> </ul>	<ul style="list-style-type: none"> <li>Develops, implements, monitors and adjusts plans to affect positive change school-wide</li> </ul>	<ul style="list-style-type: none"> <li>Initiates, develops, implements and monitors and adjust plans to affect positive change complex area wide</li> <li>Understands the change process and management</li> </ul>
	<ul style="list-style-type: none"> <li>Models and leads team in using data to identify problems and develop effective strategies to resolve persistent challenges</li> </ul>	<ul style="list-style-type: none"> <li>Identifies problems and uses data to develop effective strategies to resolve persistent challenges</li> </ul>	<ul style="list-style-type: none"> <li>Identifies problems, analyzes root causes and uses data to develop effective strategies to resolve persistent challenges</li> </ul>	<ul style="list-style-type: none"> <li>Proactively identifies problems, analyzes root causes and uses data to develop effective strategies to manage risk and resolve persistent challenges</li> </ul>	<ul style="list-style-type: none"> <li>Provides guidance and coaching in order for principals to proactively identify problems, analyze root causes, and use data to develop effective strategies to manage risk and resolve persistent challenges</li> </ul>
<b>Resource Leadership</b> <i>An educational leader promotes the success and well-being of every student by implementing effective and efficient operational systems for an optimal learning environment.</i>	<ul style="list-style-type: none"> <li>Identifies resource needs using educator input</li> </ul>	<ul style="list-style-type: none"> <li>Identifies resource needs using data and stakeholder input</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and addresses resource needs using data and stakeholder input</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and addresses resource needs using data and stakeholder input</li> </ul>	<ul style="list-style-type: none"> <li>Anticipates and addresses resource needs using trends, data, and principal and stakeholder input</li> </ul>
	<ul style="list-style-type: none"> <li>Leverages relevant budget, schedules and facilities to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Effectively plans, organizes and implements complex school systems (such as budgets, schedules, facilities, lunchroom logistics and physical operations) to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Prioritizes and aligns people, time and resources (such as budgets, schedules, contracts and facilities) to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Continuously prioritizes and aligns people, time and resources (such as budgets, schedules, contracts and facilities) to improve student outcomes as well as adult learning</li> </ul>	<ul style="list-style-type: none"> <li>Provides appropriate support for principals to maximize alignment of people, time and resources to improve student outcomes</li> <li>Continuously prioritizes and aligns people, time and resources in the complex area (such as budgets, schedules, contracts and facilities) to improve student outcomes</li> </ul>
	<ul style="list-style-type: none"> <li>Informs the effective management of school operations</li> </ul>	<ul style="list-style-type: none"> <li>Supports principal by effectively managing certain school operations</li> </ul>	<ul style="list-style-type: none"> <li>Ensures effective management of school operations</li> <li>Utilizes systems thinking for efficiency of school routines and processes</li> </ul>	<ul style="list-style-type: none"> <li>Ensures effective management of school operations</li> <li>Continuously assesses and monitors systems to enhance effective school routines and processes</li> </ul>	<ul style="list-style-type: none"> <li>Provides supports and guidance to ensure equitable and effective management of school and complex area operations</li> <li>Works collaboratively with state offices to put effective systems in place for the schools and complex area</li> </ul>

**Leadership Institute Advisory Council**  
**“Everyone a Leader, Everyone a Learner”**  
**(October 13, 2015)**

**Key to transforming the quality of education in Hawaii is to ensure a high-quality teacher in every classroom, and a great leader in every school, complex area and state office.** Our leaders must be instructional and learning leaders, coaches, and systems thinkers to help students exceed the high expectations we set for them. The Leadership Institute was created as a critical strategy to support leaders in this effort and to establish and sustain new beliefs, attitudes, and behaviors among those who have the most direct influence over student learning. Our recent launch of the Institute represents a new model of leadership development, one where we move away from the individual leader as authority to fully embrace the idea that everyone is a leader and everyone a learner.

The purpose of the Leadership Institute is to develop leadership capacity system-wide, preparing our leaders to implement systemic change and transform schools to secure the futures of the children we serve.

As part of the Leadership Institute Design Plan, a key recommendation was the establishment of the Leadership Institute Advisory Council. (p. 15, Leadership Institute Design Plan, January 2015)

**Priority #3: Develop an advisory council to guide the strategic direction of the Institute**

Rationale: The Leadership Institute exists to be at the service of the field and Hawaii’s students. The best programs across the country rely on an ongoing data feedback loop to strengthen their model and hold themselves accountable for the ultimate performance of leaders in their program. While there are challenges and considerations in the variety of data used, the best programs remain committed to this accountability, both in the form of rigorous data and feedback informed by internal and external partners. In addition, the U.S. Department of Education’s policy recommendations to hold principal preparation programs accountable for principal effectiveness measures will drive all programs to ultimately track the placement and performance of graduates. Given Hawaii’s already strong investment to build from within, we owe it to our leaders to ensure we are always providing them rigorous content that is immediately relevant across all partners.

**Key Action Steps**

- Identify the key internal and external partners that should be a part of the ongoing advisory council to guide the strategic direction and review impact (e.g., CAS, Principals, Teachers, Higher Education partners, Nonprofit partners, 3rd party evaluators)
- Design the structure, format, and frequency of advisory council gatherings
- Determine the proposed cycle of data and feedback that should be reviewed by the council and have the council review and provide feedback (e.g., placement, student

achievement indicators, school environment indicators, retention in each role, evaluations, participant feedback)

Members will serve on the Leadership Institute Advisory Council in a time-limited capacity. The Leadership Advisory Council will serve as a critical friend, to review ongoing efforts, assess impact, and provide feedback, all so that our work is cutting edge.

Membership on the advisory council consists of representation from complex area superintendents, school administrators, teacher, institutions of higher education, collective bargaining organizations and external partners.

**Members are:**

Duwayne Abe  
Sean Arai  
Linell Dilwith  
Alex Harris  
Ron Heck/Stacey Roberts  
Katherine Kawaguchi  
Amy Kunz  
Rodney Luke  
Jonathon Medieros  
Kim Payton  
Irene Puuohau  
Raymond "RJ" Rodriguez  
Timothy Shim  
Art Souza  
Iris Tomita  
Teri Ushijima  
Jessica Worchel

**PDERI Specialist:**

Sandy Cameli  
Barry Harris  
Linda Kamiyama  
Carm Minami  
Fay Toyama  
Bobby Widhalm

**Leadership Institute TA Secretary**

Michael Nomura

The board will meet quarterly to examine the changing needs of our leaders, prioritize and refine the supports provided, examine impact and periodically re-examine the leadership framework that governs our work.

The following are the dates and times:

October 13, 2015, 8:30 –11:30 am, Facilities Dev Branch Meeting Rm

December 7, 2015, 8:30 –11:30 am, site TBD

February 23, 2015, 8:30 –11:30 am, site TBD

May 10, 2015, 8:30 –11:30 am, site TBD

Mahalo in advance for service on the Leadership Institute Advisory Council.

We are all "We're proud to serve Hawaii's Keiki!"