



Hawaii Department of Education Leadership Institute Plan Executive Summary

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 4th 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.

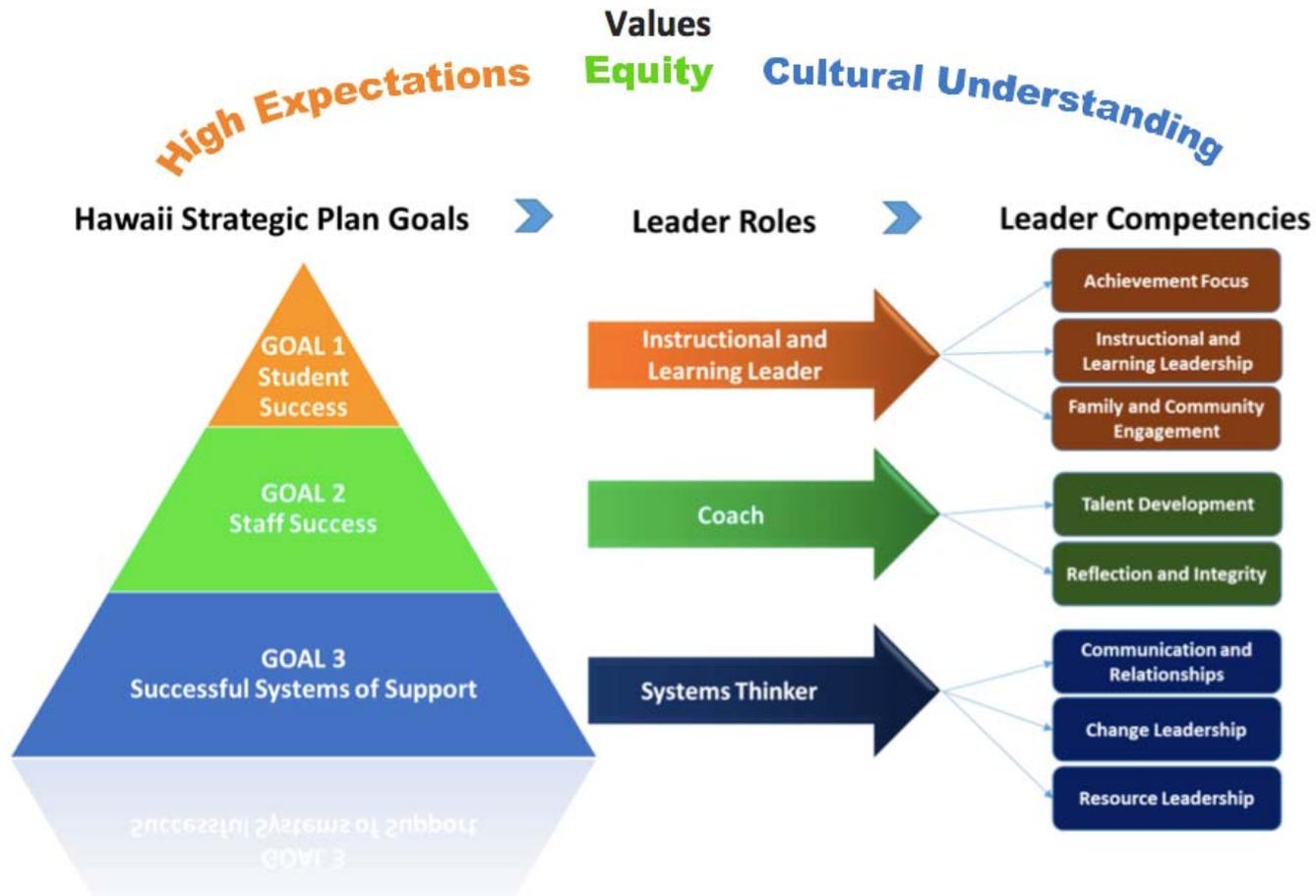
As we move into the next phase of our efforts to prepare students for college, career, and citizenship in the 21st century, we know that leaders will need a different kind of support in order to continue to achieve this success for students.

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.

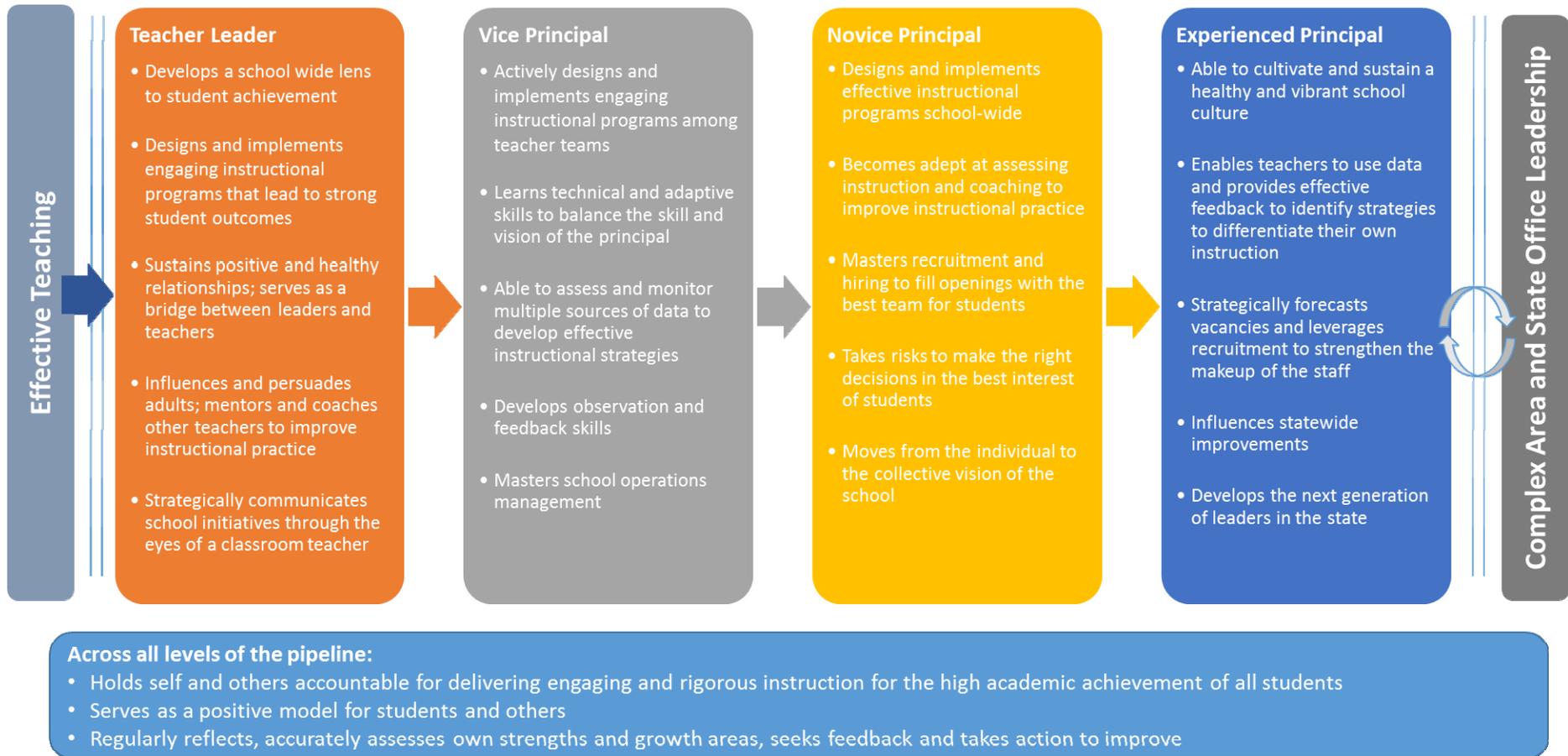
The Leadership Institute - Learning and Leading to Secure the Future for our Students



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

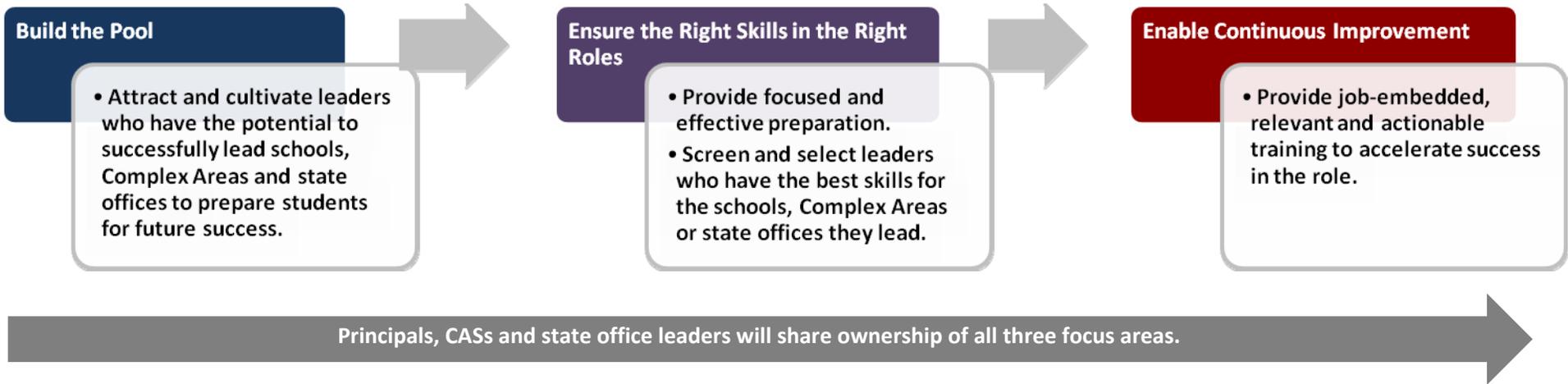
The competencies remain the same across multiple leadership positions, yet look different in practice for different roles. The following visual provides more detail about how the competencies progress from one role to the next. The current focus on principal competencies will set the basis for defining leadership competencies at different levels across the system. This is critical to ensure that HIDOE 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



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

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.