

Design Idea: LEADERSHIP

Our Hawaii public schools will ensure that every school has a highly effective (innovative, collaborative, adaptive, transparent) principal who is an instructional leader committed to the school's community.

Input from post it notes and chart papers:

Leaders (Principals) need to walk the talk
Need more *career ladder* opportunities for teachers
<u>Leadership</u> Length of time @ school Feeling trusted, empowered
There needs to be a balance between principals leading schools with a common vision & at the same time giving autonomy to teachers
Empower our people to make good decisions. Set the frame and let go a mandate culture.
More admin. Support so teachers/leaders can be educators & innovators
Leaders must be collaborative and bring in expertise from multiple stakeholders
"Positive deviance" shared/cohort of teachers sharing and learning from each other in lieu of PD
Communication <u>MUST</u> be open!
The one sentence summary for Leadership needs to be broader than <u>principals</u> e.g. teachers, parents, student, community, HIDOE staff
Leadership qualities: •good communicator •has support team of multiple stakeholders that make decisions •innovator •resource sharing •open to new ideas •good listener •good politician
Entrance & curriculum of CISL program need to be reframed
Culture of Improvement All should strive to learn & improve (Principals are monitored & developed)
Strong principal training is a priority
How does the DOE view the changing role of the administrators?
Culture shifts need to happen at all levels of DOE to develop instructional leaders? [sic]
How can PD be changed to support admin to be Instructional Leader?
Transparency on budget/funding
How is innovation evaluated--measured?
How is innovation encouraged?
Readily accessible private legal counsel for DOE & Charter schools so admin, teachers, BOE can make decisions--instead of relying on "inhouse" educational specialists & DAGS.
Administrative support needed for teachers for professional development i.e. keeping pace w/tech/computer skills
The empowered school principal cannot become a "dictator," but a <u>leader</u> who will empower her/his staff.
Principal needs to be free to concentrate on educational needs. A business manager should handle all the ancillary services.
Principals should not be so burdened by compliance issues/bureacratic issues that they don't have time to be instructional leaders. Principals need to learn how to empower teachers and to build a trusting environment.
Implement engineering design process for teacher meetings so they're not threated by change.
The empowered school principal leads & inspires, not just manage.
State leaders should send their kids to public schools
Training integrating more process than content -- esp the Na Hopena Role
Staff, student surveys for evaluation for continuous reflection and training of leadership
Early learning needs to be included in all design ideas!
Pathway to leadership -- alternate routes that encourage and result in diverse leader that represents the community
Principals need more training to be cognizant of needs of all student groups.

Principals need to have flexibility and safety to make decisions and be innovative
School Leadership (Principals/VPs) should be involved in decision making that affects schools
Foster collaborative leadership
Training for all DOE workers that are leaders?
A leader that is also a servant.
Principal & VPs should [?] be chosen by peers
Leadership spans a large area. Principals must be aware of those individuals who exhibit those skills and abilities and hone those attributes
All candidates must have a certain amount of yrs as a teacher
Utilize Title 2 funding --aware of community resources --strengths-based focus --trusts teachers to do job effectively, listens, counsels --coaching and mentorship programs --well-adjusted adults
Leadership as a function vs leadership as a role Not only is the principal a leader but utilizing the leaders (even unofficial ones) to guide the school [difficult to decipher handwriting to identify name of contributor]
Goals for students need to be same for themselves GLO's [sic]
School leaders (principal, teachers, adults) need to be invested in students.
Open pathways to become EO's Mainland principals need not go through CISL route
Believe in empowerment & be willing to trust leaders to lead
Reconsider existing policy that restricts VP from returning to classroom by restoring salary to same level exited at [sic] This will encourage VPs to advance in career
Walk the talk at all levels
Quality mentorship for administrators
Incentive compensation for advance degrees for principals/and or administrators
Administrators (Politicians) should send their children to schools in the public school system preferable in the district so they have a vested interest
Shorten & proliferate the mission statement
Give the teachers a meaningful voice in hiring and firing their principal.
Provide prof dev \$ & mentors for leaders
Train school leaders in people management
Provide quality professional development
Pretty much every conversation came back to leadership. [?] power to student-serving employees. Rest of DOE staff takes a service role, if needed.
Personalize learning & continuous improvement (for Admin) environments more intentional training & monitoring. [sic]
Change the culutre -- top-down -- the politics of that culture. If we don't get rid of the <u>fear factor</u> nothing will change
Allow all teachers to have a voice in principal/vice principal evaluations (especially since students have a voice via Tripod)
Leaders (i.e. principals) need to lead by example -- not "do as I say, not what I do." Don't ask teachers to do something you yourself is not willing to do!
Need a superintendent who knows education; who is an educator.
Allow teachers more autonomy in deciding curriculum.
Support at all levels teachers, Eos, CASs
Leadership needs to have more PD opportunity outside of Hawaii. ASCD
Need to make the teacher/student relationship the focal point of the system supported by effective site leadership.
Training program needs to be (??) the children (??) the needs in the community [unable to decipher handwriting]
Build students capacity to learn through supporting emotional social learning Kids learn through connection & safety
Have a leadership class to develop this lifelong skill
Please structure staff meetings in a way that promotes dialogue abou not only the issues on the agenda,

but also dialogue about what should be on the agenda
Administration needs to work (?) with staff & faculty to get (?) input on what (?) best with the children in the community
Everyone is a leader, everyone is a learner
Principal/admin training should include critical thinking, innovation, and problem solving
ESSA Plan reflects the culture of place & supports the Hawaiian Language & culture for all its learners. Native Hawaiian Ed Summit invite Keaomalama to present to the committee --> email keiki@hawaii.edu if interested
Develop leadership in students
Principal who runs his/her school like a business w/employees. Is highly collaborative, visionary, leads w/humility & does performance reviews
Teacher population & leadership should reflect student population ethnicity & gender
Strong leadership happens in a system that affords its people the support (<u>time</u> , <u>personnel</u> , resources, <u>processes</u> , etc.) to accomplish what we are asking them to do. Take the handcuffs off our schools.
State & District level supports must be made available to mentor school personnel through transformation process. DOE bureaucracy is a barrier!
Hawaii can recruit and retain effective leaders by having a track record of a working environment that is well-rounded (?), healthy, and exciting to be at. [sic]
Should the principal hold all of the burden of leadership? Is there a way a principal can form a team with a shared value of leadership? Build up collaborative principals and embrace the unique strengths of them individually.
Create a collaborative environment across all DOE (. . .?) Better collaboration between admin & teachers
Admin evaluates teachers, teachers should evaluate admin.
Increasing feedback & transparency for teachers to give feedback to their admin.
Shared/distributive leadership
P.D. & PLC on Distributive Leadership and Change Process/Change Models
At least 1 VP or Assistance [sic] for every school principal (not dependent on size of school)
How will you support and grow the Office of Hawaiian Education?
Leadership is being narrowly focused on "Principal" -as an instructional leader who is charged to collaborate isn't this restrictive [sic]
Little can be accomplished relative to transformational change without strong principal leadership-- fear of being fired is not an excuse
Need to reward/incentivize teacher leaders
Could we have an Effective Administrator System where teachers can assess their administrators?
Could teachers chose which administrator does their EES?
How can the school's leadership team be mor NOT top down? [sic] Right now it is chosen by principal. Why is APC not part of that team?
Hire principals that live in the school district that they work for
What is the ESSA Team's blueprint plan to attract, recruit, grow and develop highly effective instructional <u>teachers</u> at each school (our future transformational leaders)?
What systems of support are being considered, planned for [sic] to support new principals (who need mentoring) to empower their teachers?
How will the Gov. ensure the many things that <u>are</u> working & successful do not get abolished?
Every person who is a parent of students' learning needs to be in touch w/the classroom [sic]
What systems of support are being considered for new teachers to develop as teacher leaders/
Mentoring is an effective strategy for developing innovative teachers & leaders
What kind of teacher leadership pathway do you envision to build the leadership pipeline?
Teacher leaders-- need to be collaborating, disparate groups exist but don't come together
For our ESSA plan to work we need a change in leadership
Teachers need to believe in their students-- Does collective bargaining stifle the belief?
Leadership cultivated at all levels Flexibility in leaders responsibility from DOE at school level

Schools should allow teachers and students to evaluate the admin., not just the SCC.
Mentorship & collaboration for new teachers
Create leadership opportunities in school teams
Plan needs to better articulate how teachers will be inducted & supported, developed to take on leadership roles.
The DOE is so large. . .how will we bring all of these ideas, perceptions, experiences together to formulate a plan to move together?
School empowerment requires system and school leadership that believe in and support it; requires quality professional development for present school leaders.
Your design idea seems to assume that the principal is the only leader in the school. But aren't we trying to grow leadership among all role groups?
I learn from my haumana in so many instances. They assist me in leading them to learning. Each haumana becomes a leader eventually.
Allow instructional leaders to lead by decreasing the emails, memos, and per work required. Do you know how many emails a principal receives from state DOE people alone?
Investing in build effective school leaders is key and best investment of DOE dollars. All administrators should have access to personalized support w/o fear of adverse evaluation.
Design IDEA Leadership "Where is my principal?"
I think our leaders need to remember or experience the classroom to really understand what's going on. . .it's been tough!
The adoption of HA will sensitize leadership to change perspective from top down to collaborative
Improvement doesn't mean ignoring what HAS worked. It means getting better every day
Question (3) Answer -- <u>will</u>