



LEADER LOOK FORs

The Leader Look Fors is a coaching tool for Principals to engage in ongoing conversations with school leaders about their readiness for next-level leadership roles. Although not an exhaustive list, the following provides calibration opportunities to discuss school-level leadership expectations.

School Leaders applying to Teacher Leader Academy, HICISL Vice Principal Certification Program, or HICISL Principal Certification program are strongly encouraged to utilize the Leader Look Fors during conversations with their principal to calibrate leadership growth areas, and future opportunities to develop required Leadership Dispositions, Knowledge, and Skills. Leadership dispositions, knowledge, and skills are the foundation for effective school-level leadership. (PDERI, 2024)

“The effective school leader is committed, responsible, competent, caring, and unwavering in the effort to have students reach high standards. A sense of both moral and professional commitment enables the effective school leader to promote a shared vision of service to students and to focus on the success of every learner as the desired result.” Profile of an Effective School Leader, 2018

Leader Dispositions for All School Leaders

Dispositions are a leader’s core attitudes, values, and beliefs that are the foundation of his/her behaviors.

Inherent qualities of mind and character, reflecting one’s identity, beliefs, and values:

- Lives HĀ - Sense of: belonging; responsibility; excellence; aloha; total well-being; Hawai‘i
- Embeds the General Learner Outcomes (GLOs) in daily professional practice
- Grounded in personal/professional purpose; maintains high expectations for self and others
- Exhibits the courage and willingness to take risks and engage in “hard conversations” about what is right for students
- Models honesty and integrity at all times; takes ownership of and responsibility for professional practice
- Demonstrates unwavering commitment to increase and support success for all students; perseveres under pressure; demonstrates inner strength; is flexible and tolerates ambiguity
- Is situationally aware; demonstrates empathy and compassion for all
- Embraces equity as the foundation for their professional practice and decision-making
- Is efficacious, collaborative, and a continuous learner
- Demonstrates pride in the school community and effectively communicates this with all stakeholders

Discussion Notes:

Hawai'i Certification Institute for School Leaders (HICISL)

Principal Certification Program

Principal Knowledge

The theoretical understanding of leadership principles, concepts, and strategies. Knowledge encompasses the grasp of various leadership styles, communication techniques, decision-making processes, and organizational dynamics.

Standard 1: *Keeping a clear focus on student learning, growth & achievement at all times.*

- Shared Vision
 - Understands the importance of and alignment to all school initiative
- Data Informed Decision Making
 - Understands how to collect, analyze, and interpret data to support decisions that improve practice and student learning using an equity lens
- Systems Thinking
 - Understands how effective school wide systems drive school, staff, and student success and how this affects change
 - Strategic thinking
 - Understands how to align school initiatives with school goals
- School Improvement Cycles
 - Understands improvement cycles and the systems and practices to support this
- Department Expectations
 - Understands the performance expectations of the Profile of an Effective School Leader

Discussion Notes

Standard 2: *Advocating, nurturing & sustaining a school culture & instructional program that is conducive to student learning & staff professional growth.*

- Systems of Support that Inspire Change that Leads to Growth and Improvement
- Building a Culture for Learning
- Instructional Leadership
 - Mastery of curriculum, instruction, and assessment practices
 - Effective Instructional practices and strategies
 - Current research and trends
 - Department/Complex non-negotiables
 - Hawai'i Adapted Framework for Teaching
- Collaboration
 - Understands how to facilitate and be a participant in a collaborative group
 - Understands how to use the groups dynamics to navigate conversations

Discussion Notes

Standard 3: *Implements effective and efficient organization, operation, and resource systems for an optimal learning environment.*

- School Campus/Facilities
 - School procedures, processes and protocols especially related to the safety and well being of entire school community
- Operations
 - Understands school strengths and challenges and how to strategically address need areas
- Department Procedures and Policies Related to Operating a School

Discussion Notes

Standard 4: *Engaging the community in a meaningful, culturally responsive environment.*

- Community Awareness
 - Strengths and needs of the community and how the school meets need areas
- Community Partnerships

Discussion Notes

Standard 5: *Regularly examines decisions and actions while maintaining high ethical standards.*

- HIDOE Code of Conduct, Profile of an Effective School Leaders and Hawai'i Adapted Framework for Teaching
 - Performance expectations as it relates to teachers, staff and administrators
- HIDOE Leader Competencies

Discussion Notes

Standard 6: *Understanding, responding to & advocating the political, social, economic, legal & cultural context.*

- Laws Governing Education
- Political Structures that Affect Education
 - Implications of decisions
- Social Media
 - Influences on students, families and communities and the school stance of usage

Discussion Notes

Principal Skills

The application of the leader's knowledge. Skills are the qualities leaders possess to direct and complete tasks, support initiatives, create a sense of unity within a team, and empower others.

Standard 1: *Keeping a clear focus on student learning, growth & achievement at all times.*

- **Shared Vision**
 - Daily practice supports school vision and mission through an equity lens
 - Builds positive relationships throughout school community to promote the schools vision
 - Advocates for what is best for students
 - Understands and accepts the roles and responsibilities of leaders in the Department
 - Demonstrates a shared responsibility and shared vision and mission
- **Instructional Leadership**
 - Utilizes systems and strategies to ensure continuous improvement
 - High engagement with collaborative groups working towards school improvement and student success
 - Implements and supports rigorous curriculum and instruction that is meaningful and relevant
- **Develops an Effective School Improvement Plan that is based on:**
 - A well-crafted needs assessment
 - A clearly defined and inclusive process for creating the plan
 - A defined implementation process
 - An identified monitoring and evaluation system
- **Data Informed Decision Making**
 - Monitors and adjusts professional practice based on data analysis
 - Creates strategic goals based on data
 - Focuses on student learning and understands the importance and impact of his/her leadership practices and behaviors on the people in the school
- **Systems Thinking**
 - Aligns daily practice with school improvement efforts and initiatives
 - Thinking critically and analyzes problems in order to facilitate the best solution
 - Focuses on student learning and understands the importance and impact of his/her leadership practices and behaviors on the people in the school
- **Systems of Support that Inspire Change and Leads to Growth and Improvement**
 - Actively participates in collaborative groups that regularly seek to advocate and nurture a culture for learning that is constantly moving towards improvement
 - Is committed to a belief that "the moral purpose of the highest order is having a system where all students learn, the gap between high and low performance becomes greatly reduced; and, what people learn enables them to be successful citizens and workers in a morally based knowledge society." (Fullan, 2003)
 - Understands his/her own leadership characteristics and skills, and the leadership skills of others in the school (Reeves, 2006)
- **Department Expectations**
 - Professional practice aligns with Hawai'i Adapted Framework for Teaching expectations
 - Is committed to the vision and Philosophy of Education in Hawai'i's Public Schools

Discussion Notes

Standard 2: *Advocating, nurturing & sustaining a school culture & instructional program that is conducive to student learning & staff professional growth.*

- **Instructional Improvement Cycles**
 - Is an active participant in the school improvement initiatives
 - Builds instructional leadership in teachers
 - Develops strong school-community leadership teams
 - Aligns management style to change initiatives
- **Instructional Leadership**
 - Builds a Culture for Learning
 - Establishes systems to support learning
 - Utilizes resources to support learning
 - Is the lead learner
 - Identifies and implements positive changes and practices that influences student achievement
 - Promotes and supports students' progress and performance
 - Provides relevant resources to support and increase student learning
 - Supports and models research-based assessment and accountability practices
- **Develops and maintains a positive school culture**
 - Sets high expectations for all the school community
 - Enables teachers and students to work collaboratively and cooperatively
 - Positively influences teachers and staff working conditions
 - Sets a tone that supports continuous professional learning

Discussion Notes

Standard 3: *Implements effective and efficient organization, operation, and resource systems for an optimal learning environment.*

- **School Campus/Facilities**
 - Participates in school procedures, processes and protocols especially related to the safety and well being of entire school community
 - Provides critical feedback to improve existing procedures
 - Is involved in learning opportunities outside of the classroom ensuring school protocols are adhered to
 - Is involved in basic budget activities
- **Operations**
 - Actively participates in school initiatives that address school challenges
 - Manages the organization and systems effectively and provides resources for a safe and high-performing learning environment
 - Identifies a networking system to actively engage all audiences of the school community and stakeholders in the school improvement process
- **Department Procedures and Policies Related to Operating a School**
 - Actively participates in conversations to better understand expectations for the school and how to align the expectations to school initiatives
 - Embraces collective efficacy as a way to ensure an optimal learning environment for all

Discussion Notes

Standard 4: *Engaging the community in a meaningful, culturally responsive environment.*

- **Community Awareness**
 - Leverages the community strengths to support learning
 - Builds positive relationship with parents and community members
 - Constantly collaborates with others
 - Engages openly in shared problem-solving and decision making, maintaining a school culture of transparency and trust within the school community
 - Builds positive relationships that are culturally responsive to diverse stakeholders
- **Community Partnerships**
 - Engages in conversations involving different perspectives
 - Initiates and facilitates parent and community participation in school-wide activities and initiatives
 - Promotes open, effective, and collaborative modes of communication with staff, families, and the surrounding community
- **Effective Communication**
 - Communicates clearly through oral and written means

Discussion Notes

Standard 5: *Regularly examines decisions and actions while maintaining high ethical standards.*

- **HIDOE Code of Conduct, Profile of an Effective School Leader and Hawai'i Adapted Framework for Teaching**
 - Performance aligns to expectations of the above and the HIDOE Leader Competencies
 - Monitors and continuously improves teaching and learning
 - Advocates for teachers and students
- **Reflective Practice**
 - Engages in an ongoing reflective practice that impacts daily professional practice
- **Models integrity, fairness, and high ethical standards on a consistent basis**
- **Reflects on his/her practices and decision-making and learns from his/her experiences**

Discussion Notes

Standard 6: *Understanding, responding to & advocating the political, social, economic, legal & cultural context.*

- **Laws Governing Education**
 - Professional practice adheres to all laws and Department expectations
 - Acts to influence local, district, state and national decisions affecting student learning
 - Understands the dynamics of policy development and advocacy under our democratic political system
 - Knows the law as related to education and schooling
- **Political structures that Affect Education**
 - Advocates for students and families
 - Knows the political, social, cultural and economic systems and processes that impact schools
 - Promotes civic responsibilities
 - Knows the role of public education in developing and renewing a democratic society and an economically productive nation

Discussion Notes

- Social Media
 - Models and teaches appropriate usage of social media
 - Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies
 - Knows global issues and forces affecting teaching and learning
- Integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context
 - Knows the importance of diversity and equity in a democratic society
 - Advocate for children, families and caregivers

Based on the Educational Leadership Policy Standards: ISLLC 2008, CCSSO (The Council of Chief State School Officers) Douglas Reeves, "The Learning Leader", ASCD, 2006
Fullan, M., The Moral Imperative of School Leadership, Corwin Press, 2003
Hawai'i State Department of Education, Comprehensive Evaluation System for School Administrators (CESSA) Manual, 2021-2022