



Hawai'i State Department of Education (Department)
 Professional Development and Educational Research Institute (PDERI)
 Na Kumu Alaka'i - Teacher Leader Academy (TLA)
 School Year 2025-2026

PRINCIPAL/SUPERVISOR RECOMMENDATION FOR SCHOOL YEAR (SY) 2025-2026

To the applicant:

Before initiating dialogue with your principal/supervisor, document your experiences that demonstrate the dispositions, knowledge, and skills enumerated in the [Teacher Leader Look Fors](#). The discussion between you and your principal/supervisor will lead to identifying growth areas and opportunities to strengthen your leadership dispositions, knowledge, and skills.

The applicant's principal (school-based) or supervisor (complex area/state office) completes and signs this recommendation form. Completed recommendation forms must be forwarded to their respective Complex Area Superintendent or Assistant Superintendent for their review and endorsement. **It is the responsibility of the applicant to upload this form to <https://ehr.k12.hi.us> by 11:59 p.m. on April 4, 2025.**

Applicant's Name:	
School/Office:	
Name of Principal/Supervisor:	
Email of Principal/Supervisor:	
School/Office Phone Number:	

To the Principal/Supervisor:

The teacher named above is applying to Na Kumu Alaka'i – Teacher Leader Academy (TLA). Participants of TLA strengthen and refine their teacher leader dispositions, knowledge, and skills; deepen their understanding of a teacher leader's role in a continuous school improvement process; and lead collaborative inquiry to support teachers in addressing student-centered challenges. Before initiating a discussion with you, the applicant should reflect on their readiness for TLA using the [Teacher Leader Look Fors](#). The conversation between you and the applicant will focus on identifying areas for growth and opportunities to strengthen their leadership dispositions, knowledge, and skills. Together, you will determine whether the applicant is prepared to participate in TLA for the 2025-2026 school year.

A. Teacher Leader Dispositions

“Dispositions largely define an individual's approach to situations; when we think about a person, we recall less about that person's skills or even interests than we do about their traits such as optimism and energy. Teacher leaders possess certain dispositions that influence their work with both students and colleagues” (Danielson 2006). Below are the teacher leadership dispositions enumerated on the [Teacher Leader Look Fors](#).

- Grounded in personal/professional purpose
- Demonstrates unwavering commitment to increase and support success for all students
- Exhibits the courage and willingness to take risks
- Demonstrates empathy and compassion for all
- Models honesty and integrity at all times
- Perseveres; is flexible and tolerates ambiguity
- Demonstrates pride in the school community
- Embraces equity as the foundation for their professional practice and decision making
- Is efficacious, collaborative, and a continuous learner who lives the General Learner Outcomes (GLOs)
- Maintains high expectations for self and others
- Takes ownership of and responsibility for professional practice

1. Provide examples of how the applicant demonstrates (through observations, conversations, experiences, or projects) the dispositions. What opportunities and/or next steps does the applicant have to continue demonstrating the dispositions?

2. Which dispositions do you consider to be the applicant's areas of growth? What opportunities and/or next steps does the applicant have to continue developing the dispositions?

B. Teacher Leader Knowledge - Indicate your assessment of the applicant's readiness into TLA based on the [Teacher Leader Look Fors](#). Provide evidence of your rating.

1	2
<i>demonstrates minimal evidence of teacher leader knowledge that impacts school or system-wide improvement efforts that increase student achievement, enhance professional practice and organizational change.</i>	<i>demonstrates satisfactory evidence of teacher leader knowledge that impacts school or system-wide improvement efforts that increase student achievement, enhance professional practice and organizational change.</i>

Teacher Leader Knowledge	Rating	Evidence
Instructional Leadership	<input type="checkbox"/> 1 <input type="checkbox"/> 2	
Data-informed Decision Making	<input type="checkbox"/> 1 <input type="checkbox"/> 2	
Systems Thinking	<input type="checkbox"/> 1 <input type="checkbox"/> 2	
Department Expectations	<input type="checkbox"/> 1 <input type="checkbox"/> 2	

C. Teacher Leader Skills - Indicate your assessment of the applicant's readiness into TLA based on the [Teacher Leader Look Fors](#). Provide evidence of your rating.

1	2
<i>minimal evidence in demonstrating teacher leader skills that impact school or system-wide improvement efforts that increase student achievement, enhance professional practice and organizational change.</i>	<i>satisfactory evidence in demonstrating teacher leader skills that impact school or system-wide improvement efforts that increase student achievement, enhance professional practice and organizational change.</i>

Teacher Leader Skills	Rating	Evidence
Uses data to inform decisions	<input type="checkbox"/> 1 <input type="checkbox"/> 2	
Collaboratively facilitates student/data focused conversations to improve supports and outcomes for all students	<input type="checkbox"/> 1 <input type="checkbox"/> 2	
Effective communication	<input type="checkbox"/> 1 <input type="checkbox"/> 2	
Reflective practice	<input type="checkbox"/> 1 <input type="checkbox"/> 2	

- D.** TLA participants will serve in a role during the 2025-2026 school year where they will apply leadership dispositions, knowledge, and skills gained through TLA, such as leading a Collaborative Inquiry team who supports the school academic plan, facilitating collaboration with colleagues, facilitating student data analysis, leading professional learning, and helping colleagues use assessments to improve teaching practices.

During the 2025-2026 school year, what are the applicant's next steps in leadership? What leadership opportunities (e.g., leading a school initiative, chairing a committee) or leadership pathway (e.g., coaching role, administration) does the applicant have?

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E. Verification of Teacher Leader Experience

The applicant has at least two (2) school years of experience actively participating in school or system-wide improvement efforts focused on increasing student achievement, enhancing professional practice, and supporting organizational change. Examples include roles like curriculum, instructional, or content specialist/coach; state office or complex area instructional or data coach; mentor teacher; department, grade level, or academy chair; committee chair; and accreditation focus group committee chair.

Role:		From (mo/yr)		To (mo/yr)	
How did the applicant actively participate in school or system-wide improvement efforts that focus on increasing student achievement, enhancing professional practice, and supporting organizational change?					

Role:		From (mo/yr)		To (mo/yr)	
How did the applicant actively participate in school or system-wide improvement efforts that focus on increasing student achievement, enhancing professional practice, and supporting organizational change?					

If the space provided is not enough, you may attach one (1) additional page.

Principal/Supervisor:

Applicant Name: _____

- ☐ I met with the applicant to discuss their readiness and identify areas for growth and improvement based on the teacher leader dispositions, knowledge, and skills enumerated on the [Teacher Leader Look Fors](#).
- ☐ I discussed the applicant's readiness for Na Kumu Alaka'i - Teacher Leader Academy (TLA) on _____, 2025 and have conferred with him/her regarding the contents of this recommendation form.

- ☐ I recommend this applicant for TLA.
- ☐ I do not recommend this applicant for TLA at this time.

Principal/Supervisor's Name: _____

Position/Title: _____ School/Office: _____

Principal/Supervisor's Signature: _____

Date: _____

Complex Area Superintendent/Assistant Superintendent:

I reviewed the completed Principal/Supervisor recommendation form above and discussed the applicant's readiness into TLA for next school year.

- ☐ I endorse this applicant into TLA for the SY 2025-2026.
- ☐ I do not endorse this applicant into TLA at this time.

CAS/AS Name: _____ Complex Area/Office: _____

CAS/AS's Signature: _____

Date: _____