

### Types/Years of Experience

- At least 5+ years in elementary school administration (principal or assistant principal).
- Experience working at large schools and diverse communities is highly valued.
- Experience with curriculum development, student behavior management, and operational leadership is beneficial.
- Ability to navigate a variety of stakeholders, including families, teachers, and support staff.
- Familiarity with Title I schools, ESOL, DLI, IB, and Special Education programs is a plus.
- Ability to manage school operations effectively, including budgeting, staffing, and strategic planning.
- Should be energetic, passionate, and dedicated to student success.
- Ability to handle the complexities of a fast-paced educational environment.
- Must be able to relate to students, teachers, and families while promoting a culture of learning and respect.

### Instructional Leadership

- A principal should have a clear and compelling vision for academic excellence, student success, and teacher support.
- Must be a strong communicator, engaging with teachers, students, parents, and the community.
- Lead by example with high expectations, integrity, and honesty, while staying student-focused.

## E. Rivers ES: Leadership Profile

- Avoid micromanagement, and trust teachers to implement programs effectively.
- Skilled in data disaggregation and using it to target school needs and improve instruction.
- Experience with IB, Dual Language Immersion (DLI), gifted, ELL, and special education programs.
- Ability to balance standardized testing while minimizing its negative impact on students and teachers.
- Open to teacher input regarding curriculum, instructional strategies, and best practices.
- Should be knowledgeable about small-group instruction, differentiation, and professional learning communities (PLCs).
- Stay updated on education research and instructional technology.
- Must hire, coach, and retain quality teachers while ensuring professional growth.
- Respect teachers' time avoid micromanagement and prioritize meaningful instruction over bureaucratic tasks.
- Creates an environment where students feel safe, engaged, and excited to learn.
- Works well with teachers, instructional coaches, parents, and district leaders.
- Open-minded, flexible, and adaptable to change.
- Passionate, enthusiastic, and positive about education and student success.
- Should be fair, consistent, and lead with kindness.

## Discipline Management

- Be proactive in addressing issues and maintaining a positive school climate.
- Promote a culture of caring, support, and mutual respect.
- Implement a clear and consistent discipline plan aligned with school policies.
- Reward positive behavior while maintaining accountability.
- Ensure fair treatment for all students, avoiding disproportionate punishments.
- Be a strong advocate for teachers, backing them on discipline matters.
- Provide ongoing training and support for staff in behavior management.
- Have strong emotional intelligence and problem-solving skills.

- Build meaningful connections with students while maintaining clear expectations.

### Leadership Style

- Guide teachers, encourage professional growth, and promote high standards for student outcomes.
- Foster a teamwork-oriented, inclusive environment, valuing feedback while making decisive choices.
- Visible Leadership: Be present and engaged with students, staff, and families. Regularly interact with all stakeholders and attend school events.
- Open to feedback and suggestions, easily accessible, and visible in the school community.
- Actively listen to concerns, maintain transparency, and communicate effectively with all members of the community.
- Ensure fairness in policies and actions, treating everyone equally and with respect.
- Prioritize student growth, well-being, and success in all decision-making.
- Possess a strong understanding of education standards, practices, and school management.
- Delegate & Trust: Avoid micromanagement, trusting staff to perform their duties while offering guidance and support when needed.
- Celebrate diversity, ensure an open and welcoming atmosphere, and support students' unique needs.
- Encourage a healthy work-life balance, infusing humor and positivity into the school environment.

### Community Engagement

- They should engage with parents, students, and teachers face-to-face, fostering relationships through personal interactions.
- The principal should embrace and celebrate the school's diverse community, ensuring all cultures feel represented and valued.

## E. Rivers ES: Leadership Profile

- They must balance the needs of affluent parents with the needs of vulnerable families, ensuring equity in decision-making.
- The principal should foster positive relationships with all stakeholders, ensuring transparency and open dialogue.
- The principal should maintain and build upon the current leadership structure, including EREF, PTA, and the Go Team.
- They should be a strong leader who listens to feedback but remain firm in making decisions that benefit all students.
- They should continue established traditions while bringing in innovative ideas to enhance the school experience.
- The principal should work closely with teachers, parents, and local businesses to support the school's goals.
- They must be strategic, organized, and capable of handling multiple responsibilities effectively.