

Howard Middle School Leadership Profile

In order to determine the leadership traits that would best describe the ideal Principal candidate for Howard Middle School, staff and community meetings were held virtually to gather input. The following profile summarizes the leadership characteristics and qualities valued by the school community:

Types/Years of Experience

- A. Type of experience is important, particularly experience in a middle school with a similar size and demographic population
- B. 5 years or more of experience in APS system. Need to understand diversity of APS.
- C. Experience with a diverse population
- D. Experience at various levels of K-12
- E. Experience in a metro city
- F. Someone from outside the current APS system
- G. Classroom experience and experience working with Students with Disabilities
- H. Successful virtual experience
- I. Experience to effectively be a transformational vs. a transactional leader
- J. 10+ years of teaching, 5+ years in leadership
- K. Would like to see someone who has experience at different levels (Elem/Middle/High)
- L. Discipline Experience at Middle School
- M. Minimum of three years experience as a Principal
- N. Would like someone at a High Achieving School and a struggling school or someone who has worked in a school with strong populations in both
- O. Not so far removed from teaching that they are not in touch with teacher's needs and current trends in education
- P. successful veteran principal of a comparably-sized middle school.
- Q. Experience in school setting with highly engaged parent community, understands how partnerships can be leveraged for best school experience
- R. An understanding of APS and of Midtown Cluster.
- S. Experience with the the community and demographics and academic levels and rigor of our midtown students
- T. Familiarity with Midtown Cluster strengths and challenges
- U. High performing high school experience that can help with 6-12 vertical articulation
- V. An active expert in diversity, has led initiatives in relationship to diversity
- W. Strong instructional leader with 10 years or more as a principal that understands systems, protocols, procedures and policies.
- X. have middle school experience
- Y. high record of teacher retention
- Z. Relational Leader

Instructional Leadership

- A. Principal who assesses curriculum and validates that curriculum goes above and beyond district standards
- B. Able to adapt to new curriculum and implement quickly and support the teachers in implementation. Get the best and most current instructional materials and programs.
- C. Consistency across teams with the workload

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Instructional Leadership (cont'd)

- D. Assist teachers in implementing curricular changes
- E. Ensure consistent delivery of the curriculum
- F. Thorough understanding of best practices
- G. Should be a doer (willing to demonstrate, engage, hear reflections on instructional practices)"
- H. Promotes teacher/team autonomy
- I. Data-driven, able to analyze data to inform decisions
- J. Track record for addressing the achievement gap
- K. Vast knowledge of best practices
- L. Constructive feedback in all contents
- M. Connected to all grade levels including connections
- N. Provides information in a timely manner
- O. Clear communication of instructional expectations and information
- P. Clear focus of school achievement expectations and how those expectations look on a diversified school population
- Q. Strong pedagogy, strong background in Math or ELA
- R. Classroom Tech efficient/proficient
- S. Focused on students with disabilities
- T. Experience with a variety of content areas
- U. Able to speak to pedagogy for ALL subject areas (able to be an instructional coach)
- V. Commitment to diversity in gifted/talented education
- W. Help new and veteran teachers
- X. Create vision and mission for school based on data invoking staff and students
- Y. Be present in classrooms, provide feedback, and lead staff
- Z. Create and maintain school culture
- AA. Demonstrated excellence as an instructor
- BB. Understands differentiated instruction
- CC. Demonstrates how to collaborate and coach others including teachers

Discipline Management

- A. Consistent and transparent discipline
- B. Firm and unwavering in discipline
- C. Uplifting method of discipline rather than punitive
- D. No tolerance for violence - creation of safe environment is a priority
- E. A preventive disciplinary model that avoids getting too reactive and corrective. Someone who is proactive to prevent discipline needs.
- F. Flexible (meeting kids where they are)
- G. Inspire a culture of abiding by the rules even when not being watched. Create an environment where distractions from academics are minimized and frowned upon. Setting ground rules, holding them to the rules and enforcing over time. Hold entire community accountable.
- H. Centralize discipline so that teachers can teach
- I. Focus on preventive and supportive disciplinary models to develop a proactive approach.
- J. Being willing to continue with the things that are working (RAMbassadors)
- K. Restorative practices-minded, relational
- L. Promotes high expectations for all
- M. PROactive instead of reactive

Discipline Management (cont'd)

- N. Enforcement on device policies
- O. Address bullying swiftly & effectively and doesn't put the burden on the victim
- P. Develops a leadership structure that provides appropriate supports for students who struggle to lessen their time out of class and disruptions while in class
- Q. Equity around discipline, and focus on culture building of respect between students and teachers first.
- R. Provides students the SEL tools they need to work through their emotions and struggles
- S. Thinks outside the box on discipline and accountability.
- T. Ability to deal with discipline in different and creative ways
- U. Plan that helps child know how to do the right thing the next time they face a similar situation
- V. Supports student accountability - make sure existing dean positions are clearly understood
- W. Well trained in SEL, experienced in how to use it well.
- X. Equitable and fair across the board
- Y. True commitment to PBIS
- Z. Concrete discipline plan and goal that includes positive reinforcements as well as consequences for behaviors; Ensures follow-through of discipline plans and reinforcements with staff
- AA. Prioritizes student and staff safety
- BB. Immediate attention to concerns or issues
- CC. PBIS and promoting better self management
- DD. Communicates a discipline plan for 1,000+ student population
- EE. Supports student accountability
- FF. Individualizes discipline plan per grade level
- GG. Establishes a discipline plan that is consistent across all grade levels as well as connections.

Leadership Style

- A. Someone who is good at managing, delegating and empowering the leadership team
- B. Someone who knows how to establish a vision and goals
- C. Transparent about decision-making processes and able to effectively communicate decisions.
- D. Specific intention around parent and community engagement. Someone who values parent and community input.
- E. An innovative leader who doesn't just do things the same way because "that's the way it's always been done."
- F. Be able to make and implement tough decisions
- G. Communication (transparent, clear, honest, two-way/open, meaningful)
- H. An accountable, strong leader, empathy
- I. Builds Culture/Climate
- J. Collaborative with the school board, teachers and parents.
- K. Sense of community and school pride/team/ togetherness is extremely important
- L. Inclusive, respectful, trusting of staff
- M. MACROmanager, leader-builder, coach
- N. Servant leader, an advocate for teachers and students
- O. Values the needs of the stakeholders and school
- P. Present and visible, personable/approachable
- Q. Promotes teacher growth and development

Leadership Style (cont'd)

- R. Being able to see how decisions can impact multiple people in the building. Look at the big picture.
- S. Hands-off style, someone who will allow teachers to focus on teaching
- T. Proactive in planning
- U. Transformational leader/open to change/who listens to our voices.
- V. Values staff input but also has a personal vision for the school.
- W. A willingness to accept and utilize constructive feedback from staff
- X. Customer-service oriented
- Y. Visible in the school building
- Z. Will advocate for children whose parents aren't able to take off work in the middle of the day, etc.
- AA. Collaborative leadership style, a balance between delegation and management
- BB. very good at spending some time observing, building relationships, and encouraging engagement.
- CC. Must build culture, climate and capacity.
- DD. True to diversity, equity, and equality among students, staff, teachers, and stakeholders.
- EE. Prioritizes teacher development
- FF. Respects teachers as professionals and includes them in the decision-making process.
- GG. Cognizant of repairing relationships (trust lost with the parents, community and the teachers) and establishing trust
- HH. Receptive to feedback
- II. Respects parents and teachers, valuing their expertise and experience
- JJ. Supportive, but also holds staff, teachers and students to high standards
- KK. Authentic and honest, but also respectful
- LL. Committed, passionate and energetic
- MM. Collaborative and engaged, but not a micromanager
- NN. Thoughtful, collaborative leadership decisions
- OO. Positive and inspiring leader, who creates an environment built on teamwork and respecting all voices
- PP. Open Door policy
- QQ. Relationship building in trust/rapport with staff
- RR. True to diversity, equity, and equality among students, staff, teachers, and stakeholders.

Community Engagement

- A. Make a presence in the community
- B. Experience with building a parent community
- C. Effective and engaging oral and written communicator
- D. Ability to use technology effectively to communicate with the community
- E. Principal needs to be more active in the community, and be a voice of positivity externally, as well as internally. Principal should lead the school voice.
- F. Cluster involvement and coordination with other connected schools could be improved
- G. Principal should be a cheerleader and common attendee of extracurriculars, sports, events, etc.
- H. Work to develop a cohesive cultural framework of values and goals in the community by: (1) Engaging and collaborating with stakeholders of diverse backgrounds and (2) Ensuring the voice of every stakeholder community can achieve meaningful participation to minimize groupthink

Community Engagement (cont'd)

- I. Transparent, proactive, and consistent communication and notification dialogue with parents and the community.
- J. Interest in working with the community to identify and support families in need
- K. High value on equity and equality.
- L. Experience in a school with community outreach services to expand programs for our families.
- M. Appreciation of Howard's History or a willingness to learn about it
- N. Transparency
- O. Willingness to reach out and provide opportunities for all facets of our school community to have a voice
- P. Anticipates the needs for targeted populations in the community
- Q. Present and visible in ALL communities"
- R. Bring different communities that attend DTH together and get families to the building
- S. Close gaps between school and communities served
- T. Inclusive of ALL families and cultures
- U. Communicative, collaborative, strategic, and informative with and towards community
- V. Community programming and plans
- W. An open-door policy for all stakeholders
- X. Building positive relationships