

In order to determine the leadership trait that would best describe the ideal principal candidate for Perkerson Elementary School, the leadership survey collected feedback, and a community meeting was held on Wednesday, May 14, 2025. The following profile summarizes the leadership characteristics and qualities valued by the school community:

Instructional Leadership

- Organized, consistent, supportive.
- Kindness, empathy, and a supportive attitude that helps our children develop a growth mindset.
- Communication skills are critical—both written and verbal—and the principal should keep parents informed, take feedback, and be responsive.
- Engaging with parents since a lot of learning happens at home, using evidence-based programming and supporting reading and writing.
- Open-minded, innovative, and aware of the diversity of family types and mental health issues; committed to preparing students for the future.
- Involved in curriculum and instruction, able to assist in the classroom, and knowledgeable about teaching at every grade level.
- Prioritize improving academic performance and test scores, while also supporting diverse instructional approaches like differentiated instruction, inquiry-based learning, and play-based learning.
- A student-centered leader is essential—someone who understands the whole child, multiple intelligences, and learning styles.
- Inspirational and relatable leadership is needed—someone who understands the demands on teachers and can lift and motivate them.
- The principal should have a strong instructional background, with deep curriculum knowledge and the ability to coach teachers using data and research-based methods.
- The leader should focus on equity, closing achievement gaps, and ensuring all students—including those with disabilities—have access to high-quality instruction.
- Values professional growth, provides meaningful feedback, models best practices, and supports staff without micromanaging.
- Build trust, listen actively, and treat all staff with fairness and respect.
- Visionary leadership
- Sets high expectations for students and staff
- Aligns instruction with educational standards, and values all content areas from academics to the arts.
- Foster collaboration among staff, build a thriving school culture, and encourage shared decision-making.
- Ensure consistent implementation of curriculum and uphold high professional standards across the school.
- Support and empower staff to take instructional risks, develop leadership skills, and feel respected in their roles.
- Foster a positive and inclusive school climate through transparency, collaboration, and clear, shared goals.
- Joy in learning matters—students should have meaningful, engaging experiences, including recess and celebration of holidays.
- Be present, authentic, and committed to relationships with staff, students, and families—connecting respectfully and leading by example.
- Commit to following district policies, using data to guide decisions, and treating all adults and children with dignity.

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- Leadership should be balanced, accountable, and adaptable—ready to pivot when needed based on teacher feedback and student data.
- Prioritize both academics and social-emotional learning, helping students be not just successful in school, but ready for life.

Discipline Management

- Consistent, fair and objective
- Educated and trained on conflict resolution and follow the guidelines afforded to them under the APS handbook.
- Prioritize building a positive and safe school community.
- Provide administrative support to teachers.
- Work with parents to communicate issues and provide solutions that preserve student dignity.
- Someone who works with parents and staff to collaborate on the best course of disciplinary action.
- Conflict resolution training should be required.
- Setting behavior expectations that are conducive to learning and holding students to them are imperative.
- Recognize students who consistently display behavior that is conducive to learning.
- Value mediation when conflict arises
- Mediator who collects information and communicates with parents/guardians.
- Clear and specific expectations for student behavior and a clear set of consequences.
- Using evidence-based practices.
- School mental health counselors.
- Strong understanding of behavioral management.
- Cultural competence, restorative practices, training and professional development.
- Set behavioral and academic policies for students; data analysis to find out the cause of the child's misbehavior.
- Emphatic yet firm and consistent.
- Experience in Title I schools and with minorities
- Serious but fair about discipline.
- Effective discipline management.
- Trauma-informed practices.
- Support for teachers, school-wide consistency.
- Constructive discipline and correction over punishment
- Develop partnership between students, parents and school staff.
- Familiar with PBIS and restorative practices.
- Strong Tier 1 behavior plan.
- Laser focus on classroom management strategies.
- Creative with disciplinary actions.
- Help children identify the error in their ways.
- Ability to engage in creative, restorative discipline practices and seek training for themselves, staff, and families.
- Find the root of the problem before providing consequences
- Not to be afraid to discipline students.
- Consistent and fair, proactive and preventive
- Data-informed student-centered approach.
- Calm, fair, and consistent approach to discipline
- Clear schoolwide expectations.
- Clear and respectful protocol for resolving staff conflicts.
- Support staff when behavior concerns are reported

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- Create a safe and welcoming environment for all.
- Establish expectations early and enforce those expectations.
- Strong understanding of modern, restorative discipline practices, behavioral expectations, positive school climate and communication skills.
- Expectations and results should be consistent, with discretion for showing sympathy.
- Build a solid core of teacher leaders.
- Students need corrective feedback, redirections, celebrations and consequences.
- Listen and support your teachers. Be consistent with the consequence tiers.
- Building positive relationships. Leading with love and kindness.
- Calm and level-headed. Experience with PBIS.
- Ability to enforce the rules that are already created.
- Use team-based decision-making.
- Knowledgeable about PBIS and restorative practices with strong grasp on Tier 1 Behavior.
- Mindset of "it takes a village."

Leadership Style

- Values relationships and communication. Personable, open, honest, authentic, and able to make connections with all kinds of people and make them feel seen and valued.
- Has high expectations, clear communication, regular observations, feedback, and a servant leader that prioritizes student and staff needs.
- Visionary leader who prioritizes student success, builds a strong school community, and empowers teachers.
- Demonstrate empathy, a lifelong learner, and possess strong communication, decision-making, and problem-solving skills.
- Warm Demander: Someone who balances a warm, welcoming energy with clear boundaries and standards for behavior, knows how to have fun and relate to students but can also enforce expectations and hold people accountable.
- A transformational, instructional, and collaborative leadership style is essential—focusing on student learning, supporting school culture, and involving staff in decision-making.
- Leads with integrity, empathy, and vision.
- A relational, student-centered leader who listens, builds trust, and values all voices.
- The quality of a good leader is to lead by example and build trust.
- Self-aware, humble, and willing to lead at every level.
- Community-engaged leadership is key.
- Values input from all stakeholders, recognizes diverse lived experiences, and fosters collaboration among staff, students, and families.
- Demonstrate integrity, accountability, transparency, resilience, courage, and a commitment to continuous improvement and learning.
- Creates buy-in, is fair but decisive, and is adaptable to meet the school's needs.
- Leadership should be situational, identifying individuals' strengths and supporting them in personalized ways to promote growth and motivation.
- Servant leadership is critical.
- Support well-being, engage all staff, lead with fairness and empathy, and follow through on expectations.
- Have an open-door policy, be visible in the school and community, and be responsive to students, staff, and families.
- Culturally responsive
- Engages parents and community partners.
- Show excellence through example—be present, support teachers, get involved in classrooms, and take pride in the appearance and function of the school.
- Someone fun! People learn better when they are engaged and having fun. A leader who brings joy and positivity.
- Relational and visible leadership is a must: build authentic relationships, be present in

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hallways and classrooms, and listen with genuine care.

- Empowering and collaborative leadership includes teacher voice, shared decision-making, and support for innovation.
- Transparent and communicative leadership means clearly sharing goals and expectations, being consistent, and encouraging feedback.
- Supportive and appreciative: Recognize staff contributions, promote learning and growth, and build a culture of respect.
- Student-focused and approachable: Know student names, engage with them, and value academic and social development.
- Calm, fair, and decisive: Handle challenges with consistency, model fairness, and resolve conflicts with integrity.
- Growth-oriented: Model lifelong learning, support professional development, and promote high expectations for all.
- A collaborative, empowering, and transparent leader who creates a positive culture and engages everyone in school improvement.
- Confident and open and builds trust through consistency and accountability.
- Equity-centered leadership includes high expectations, engagement with families, fairness, and valuing diversity. The APS core values (Equity, Engagement, Excellence, Ethics, Empathy) should be modeled.
- Incorporate input from instructional coaches and staff, foster school pride, and adjust to meet student and school needs.
- A team player who listens actively, involves stakeholders, and promotes collective responsibility.
- Transformational and culturally responsive—advocating for the community, preserving culture, and promoting academic excellence for all.
- Invests in people and inspires collaboration toward shared goals.
- Care for your staff.
- Ethical, fair, and consistent—follow APS guidelines and ensure all voices are heard.
- A democratic leader who makes timely decisions, motivates others, communicates clearly, and serves alongside staff.
- Be sociable and relatable.
- Encourage, support, and engage with students beyond discipline.
- Strong content knowledge and a focus on building a positive culture are essential.
- Approachable, student-centered, and transparent.
- Celebrate diversity and academic excellence. Set high standards and lift all students.
- Collaborative, supportive, empathetic, and flexible—able to listen, respect input, and foster trust.
- Servant leader.

Community Engagement

- Be active in the surrounding neighborhoods.
- Be visible—going to NPU and neighborhood association meetings; attending neighborhood events.
- Be prepared to be the front face of the school.
- Values relationship building and understands the power of partnerships.
- Bring a proactive and inclusive approach to connecting with families, businesses, and neighborhood associations.
- Be connected to our neighborhoods in a meaningful way.
- The ability to establish and grow relationships is paramount.
- Understand many of our families are underprivileged but that doesn't mean they are undeserving of the best education possible.
- The principal should involve community and community partners for fundraising, planning,

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event hosting, and general support.

- Get sponsors and grants, raise money, grow a community garden.
- Network effectively and provide students with resources and opportunities.
- Actively reach out to local businesses to form partnerships that support student learning.
- Strategic Networker: Has experience building partnerships with local businesses, civic/nonprofit orgs, colleges, and neighborhood or faith-based groups.
- Provide innovative strategies to get community and parent involvement.
- Creates a school culture where all families feel welcomed and valued.
- Demonstrate exceptional communication and interpersonal skills, capable of building rapport with diverse community stakeholders.
- Develop programs that address all stakeholders—not just students.
- The principal should not be afraid of community members or parents.
- Excellent Communicator: Keeps families and community informed through newsletters, social media, and events.
- Communication Proficiency: Ability to effectively convey school initiatives and needs.
- Do not be afraid of marketing, advertising, or receiving donations/help from within the community.
- Be Perkerson's biggest advocate and cheerleader.
- Rehiring a community engagement coordinator who has experience with community-led initiatives, should reflect school/community demographics.
- Be Collaborative.
- Assess what the needs are and then create a process for connecting community resources to said need.
- Experience organizing inclusive community events like block parties, community fairs, turkey giveaways, festivals, and health fairs.
- Have school improvement days, revive garden beds, host parent workshops, and engage businesses. Have event planning experience for open houses, volunteer days, and fundraisers.
- Skilled at leadership development.
- Approachable, a good listener, and sees the school as part of a larger community. Excellent Social skills.
- Welcome dialogue with parents, community, or stakeholders.
- Implement a parent center.
- Find creative ways to get families involved even when work schedules or challenges make it hard.
- Engage in the PTA and create synergy with the middle school and other neighborhood organizations.