

Long Middle School Leadership Profile

In order to determine the leadership traits that would best describe the ideal Principal candidate for **Long 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. 5+ years of experience including being a teacher, being another leader beside a principal, and prior experience as a principal
- B. 10 years of teaching experience
- C. 2 years experience as an instructional coach
- D. 6 years as an assistant principal
- E. 5 years of assistant and/or principal experience.
- F. 2 years as the building testing coordinator
- G. 15 plus years of experience
- H. Experience from a teacher standpoint as well as from an administrative standpoint
- I. 5 years of experience in an urban educational setting such as Long Middle
- J. Ten (10) or more years of successful work (data to prove) in education. Instructional experience in a school with demographics similar to that of LMS and MIDDLE SCHOOL EXPERIENCE
- K. Needs to have experience with dealing with students that have a various range of learning abilities; academic abilities; behavior and emotional issues; and low parental involvement.
- L. 9 to 12 years experience. In an educational setting the new principal should have experience in teaching, testing coordination, support services, technology, partnerships, people skills, talent development, and recruitment
- M. 5-10 years of teaching experience in a Title one setting. When I say teaching I mean in a Core subject and or have dual certifications. This individual needs proof that they have been proven to make gains and turn schools around.
- N. Been in the classroom of students k-12 is important not so much worried if they have been a principal before but can they relate to the teachers
- O. Have taught in the classroom (recent experience) and not so removed from all the many tasks teacher's are asked/required to do.
- P. Dealing with our children with mental health or psychological issues patience and understanding that our kids mental health is an important as well.

Long Middle School Leadership Profile

Instructional Leadership

- A. A successful academic vision, a focused learning climate, a model of distributed leadership, solid instruction
- B. The principal needs to have a very good understanding of the math as well as ELA standards
- C. Experience of being an instructional coach/instructional liaison specialist
- D. Relay trained, innovative, life long learner, able to communicate with all stake holders, knowledgeable of all assessments that are required and able to use the data to increase student achievement.
- E. Have an understanding that incentives for academics also plays a huge part.
- F. have knowledge of not only the instructional program but knowledge of the school budget, testing, wrap-around support services, scheduling, and etc.
- G. Understanding when something does not work and knowing when it is time to change
- H. Able to use data to make instructional decisions (all contents), provide ongoing feedback, coaching and support, identify needs of all subgroups and strategies to support instruction, ability to make decisions about the MTSS and the interventions provided
- I. An understanding of the stages of development in middle school aged students
- J. Have some instructional knowledge but more importantly should be able to surround him or her self with individuals that can meet his instructional vision and goals for the school
- K. An instructional leader needs to be able to give feedback on the inner workings of a classroom, not just classroom management but on effective instructional practices and even some content specific feedback
- L. Having a vision and a plan to achieve that vision
- M. Leader to observe all instruction objectively and rationally; must know what each learning environment should have in place and what works.
- N. Depend on the teachers, and ALL of the staff to make sure our students get what's needed to successfully move to the next level.
- O. Content knowledge and pedagogy
- P. Must have a strategic mind to merge standards with the reality of the school without creating low moral or motivation for teachers.
- Q. They should be able to give the teachers meaningful & timely feedback to improve their performance
- R. Creative, resourceful, and collaborative.
- S. Know the curriculum and the programs that each subject is using. If they notice a subject is lacking it is their responsibility to find a program that is beneficial to that subject
- T. Measurable goals
- U. Have expert level instructional insight.
- V. A proven track record with data to support gains in teaching and learning.
- W. Be able to understand, be knowledgeable about, and incorporate new, modern trends in teaching and learning to Crawford Long Middle.

Discipline Management

- A. Enforces discipline across the board. Holds everyone equally responsible
- B. Needs to be a strong disciplinarian and have a good plan how to handle the issues at our school.
- C. Have experience with implementing a school-wide discipline plan or PBIS; preparing tribunal packages and participating in at least 2 tribunal hearings.
- D. The new principal should establish a no non-sense environment holding students, parents and staff accountable for their actions.
- E. Should support their staff members especially if students and parents are in the wrong.
- F. Ability to have crucial conversations with teachers, parents and students concerning behavior, consistent, ability to incorporate progressive discipline, and the use of trauma informed practices to decrease behaviors and an advocate for SEL.
- G. Restorative Justice Programs that work. Making students accountable for their actions.
- H. Zero tolerance for assault on teachers (verbally and physically) fighting and bullying
- I. Discipline first and everything else will follow.
- J. An effective communicator, support teacher's with disciplinary issues and students who have little respect for authority (no nonsense).
- K. Equipped to handle minor to more severe behaviors
- L. Stop resorting to suspension; instead build a community work team that assist with your hardest task on the campus
- M. Deal with discipline (the backbone of the educational environment) unemotionally, quickly, and fairly. I also believe a peer review needs to be involved.
- N. Holds kids, parents, teachers, administrative staff accountable
- O. Hold students accountable for the actions.
- P. Documentation, be fair and consistent, be stern, have a plan for students and teachers, inform parents of discipline plans
- Q. Should have knowledge and experience with creating the student code of conduct. Knowledge and experience with restorative practices.
- R. They should be able to control the environment, communicate expectations of the discipline policy to the students and parents, and they should have a discipline protocol or a 90 day plan in place to improve discipline at Long Middle School
- S. This new principal should be willing to incorporate traditional approaches to discipline, such as ISS, parent shadowing, and behavior contracts.
- T. Have a track record of working with students/parents with behaviors.
- U. Coaching experience
- V. Strong discipline presence
- W. Collaborative input and a plan along with discipline handbook should be used to create a sound discipline plan
- X. A good listener and hear all sides to make informed and appropriate decision based on the facts.

Leadership Style

- A. A principal who is going to support, mentor, and guide teachers into become leaders
- B. Someone who can deal with difficult parents and aren't afraid or back down and back their teachers up
- C. Show appreciation throughout the year.
- D. Coming in class and helping the teacher teach a lesson from time to time.
- E. A principal who is going to be an all around great leader and understand that sometimes great learners have to make adjustments as well.
- F. Transformational Leader one who is a people person and has a listening ear.
- G. Management with an eye toward improvement.
- H. Honest, team leader, solution oriented, listens to everyone that are vested and make hard decisions
- I. Patience and ability to model well what they are looking for
- J. The ability to be flexible.
- K. Compassion, integrity, positive, communication, encourage feedback and collaboration, empower, making decisions and problem solving, strong leadership skills
- L. Effective communication; listens to the advice of fellow faculty/staff members while also being able to give sound advise.
- M. Stands up for the best interest of the school
- N. They need to be hands on to build relationships with the students and teachers
- O. Non micro management
- P. Compassion, empathy and a non-judgmental demeanor are also important qualities
- Q. Leadership style should be a combination of democratic and transactional along with being open to listening to suggestions of all stakeholders
- R. It is important for the principal to always remain professional in all aspect. From attitude to professionally dress.
- S. Passionate about education,
- T. Considerate of the teachers mental and well- being
- U. Not afraid to get her their hands dirty.
- V. Transformational wholistic leadership style
- W. Treat everyone with respect, while holding everyone accountable
- X. Be an open book and/or have an open door policy
- Y. The most important quality in Leadership is consistency and fairness and all around clear communication with all stakeholders.
- Z. Have an adaptive/situational leadership style
- AA. Culturally conscious
- BB. Establishing Vision
- CC. Lead by example
- DD. Improving Academics
- EE. Cultivating Leaders
- FF. Managing Academic Settings
- GG. Further the current culture

HH. Effective communicator
II. Inclusive of all
JJ. Ongoing learner
KK. High expectations for all
LL. Ability to empathize
MM. Able to have critical conversations
NN. Team oriented
OO. Consistency
PP. Open minded
QQ. Firm but flexible
RR. Considerate
SS. Timely
TT. Caring
UU. Thoughtful
VV. Proactive
WW. Visible
XX. Very charismatic
YY. Personable
ZZ. Strict
AAA. Compassionate
BBB. Engaging
CCC. Positive
DDD. Diverse
EEE. Approachable
FFF. Knowledgeable

Community Engagement

- A. The new principal should have great communication skills that will build relationships and is an advocate for the school
- B. Have a preestablished or connection (an investment) within the community.
- C. Know the school's community and understand the family dynamics so that they can connect with partners that are willing to support the school.
- D. Knowledge of city, school, and community needs and trends, able to engage with all stakeholders, and an ongoing desire to serve the city, community, and school.
- E. A relationship with Atlanta City Council, Atlanta School Board, and other community organizations
- F. Surround themselves with individuals who are experienced in this area and delegate responsibilities as needed to serve the needs of the school
- G. Connect with the community and provide maximum support, while ensuring the community understands and abide by the guidelines.
- H. A shared vision for learning and developmental outcomes for students events with local community and business, parents' participation in after-school and extracurricular activities, and participation in the school's decisions.



Long Middle School Leadership Profile

- I. Come with ideas as to how to expand our community engagement. They also need to be a part of the plan (not always designate)
- J. Personality! Personality, Personality!!!
- K. Creativity, Compassion, Organization, Respectful etc.
- L. Be a people person (know the difference between a people person and a people pleaser)
- M. Excellent communication, listening, and collaboration skills are needed in order to connect the school to the local community.
- N. They should be visible to parents
- O. Fund Raising Experience
- P. Have worked in Community Organizations
- Q. Consistent investment in the city, school, and community.