

In order to determine the leadership traits that would best describe the ideal Principal candidate, 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. School finances School climate for both high performers and low performers
- B. Strong written and oral communication skills
- C. Someone with high school experience
- D. We do NOT need someone with limited administrative experience
- E. Minimum 5 years as an assistant principal
- F. 7 plus
- G. no less than 10 years in the classroom
- H. Experience with working with diverse communities/populations.
- I. Someone who has taught in a high school as a teacher and worked as an assistant principal for at least 3-5 years.
- J. Someone who understands our signature programs
- K. IB Experience
- L. minimum 5 as a classroom teacher
- M. minimum 3-5 instructional leader,
- N. minimum 3-5 as an assistant principal 10+
- O. 10 years teaching, 5 in leadership roles (AP or Principal)
- P. 3 to 5 years experience as a Principal
- Q. no less than 5 years of HIGH SCHOOL EXPERIENCE
- R. Possess restorative justice experience
- S. 5 years teacher 3 years school leadership
- T. BONUS: spend some years not in academia—to have worked in the world we are sending our children into

Instructional Leadership

- A. Someone who can communicate to parents how they can best support their students
- B. knowledge of research based strategies for improvement
- C. A hands-on instructional leader (Leading, directing, and doing)
- D. Is consistent in the messaging about critical elements of teaching and learning
- E. and special education and ELL, understanding those subgroups
- F. Understanding the process of the MTSS and how it ties into daily instruction
- G. Having a clear vision for teacher growth and student growth
- H. Encourages growth within staff (opportunities for promotion to new roles within the school)
- I. Someone can motivate students on the bubble or who are unsure about what to do after high school.
- J. build the culture of the school as a leader
- K. Talent review, management, and support
- L. The ability to effectively utilize data to lead academics, not so much operational
- M. be a very solid leader to encourage the administrative staff n the areas of his / her weakness

Instructional Leadership (cont'd)

- N. needs to be aware of the state of the art of instruction etc
- O. Have a proven track record.
- P. Needs to be an "academic" person in that he/she is well-versed in varying curriculums throughout the building
- Q. To promote excellent teaching and learning

Discipline Management

- A. Find creative ways to fight the discipline problems
- B. Support her staff on the Discipline Team on Restorative Practices Action Plan
- C. Hold all students, teachers/staff to adhere to policies that are in place
- D. Holding the students accountable for their actions
- E. Someone not only enforces consequences but also provides positive reinforcement
- F. Believes in restorative practices regarding discipline
- G. Someone who is fair, but sets a culture of discipline and academic excellence
- H. Someone who works to build school culture to get student buy in with behavior
- I. Parents held accountable as well as the student
- J. Excellence with facilitating behavior management with caring
- K. Consistency across the grade levels for behavior expectations
- L. Consistent with discipline practices levied against students and understands the intersection of discipline and students with IEPs
- M. Understanding forgiveness and how to provide positive discipline processes
- N. Possess restorative justice experience
- O. Ensure the administration is on the same, they speak with one voice. Everyone buys in

Leadership Style

- A. Cooperative/collaborative to engage cluster principals to identify the areas of growth needed to strengthen the cluster and the pipeline through the IB program
- B. Sense of humor
- C. Leader who understands one of the APS 5 of SEL in both the students and especially the staff.
- D. Willingness to listen and learn, and be open to feedback
- E. Recruiter and cheerleader
- F. someone who efficiently and effectively communicates and informs staff of information in advance
- G. Shows respects to our crafts and trust us to know our expertise in Ctae
- H. Proactive instead of Reactive
- I. Someone who believes and is determined to make the best of helping the faculty with a commitment to better our students to reach their full potential.
- J. Someone that sees people and is compassionate about saving lives through educational obtainment.
- K. This person will have to complete the work through others. SO their ability to encourage others to work is critical

Leadership Style (cont'd)

- L. Has to rally the administration to be one accord
- M. Need to encourage parental and community involvement
- N. Recognizing staff in the school to increase school morale
- O. Consistency and support for the staff
- P. Empathy, Flexibility, Trust, Positivity, Consistency, Transparency
- Q. Great communication skills/ a listener and problem solver
- R. Strict and caring
- S. Have unbiased opinions and be for the entire Therrell Community
- T. Build working relationships with the parents, students, and staff
- U. Develop an open door policy for the students
- V. Culturally aware
- W. Can inspire trust and a can do spirit
- X. Desire to teach the whole child
- Y. Honesty Decisiveness Trustworthy Willingness to listen Integrity Empower Staff Respectful
- Z. Needs to continue encouraging academic growth for the above grade level students while continuing to grow the below grade level students
- AA. Focuses on our 980+ that do the right thing ALL the time versus the small minority who are disruptive. Advertising programs to students that are not going to college so they see the value in attending high school.
- BB. Politically savvy (but not a politician who is looking for their next promotion Someone who understands the differences between graduation rates and educating students
- CC. Offers will organized intentional effective professional developments that practiced before implementing something new
- DD. Fair and promote a sense of equality throughout the building amongst faculty/staff and scholars alike
- EE. Engaging, one will be seen throughout the school among the students and staff
- FF. Leads by example and will to get into the trenches with the staff to show appreciation and modeling expectations
- GG. Structure- safe environment where everyone is aware of a plan to promote a safe environment, communication, honesty, a leader that knows instruction
- HH. A leader who will value teachers work/home balance
- II. Transformative leadership qualities
- JJ. Approachable
- KK. Trustworthy
- LL. Good listener
- MM. Organized
- NN. Strong problem solver
- OO. Sympathy/Empathy
- PP. Empowerment
- QQ. Visionary
- RR. Integrity
- SS. Grit
- TT. Delegation
- UU. Creativity
- VV. Accountability

WW. Openness

XX. Forward thinking

Community Engagement

- A. Allow more community involvement in the school to create a positive and cooperative relationship with the school, students, and local businesses
- B. Listens to parents and acts upon concerns
- C. Develop opportunities for parents to volunteer and interact with the staff other than academic concerns
- D. Transparency
- E. More parent involvement with academics and athletics
- F. Needs knowledge of and have experience with the culture of our school.
- G. Involve parents more in the proper operation of the school
- H. Being visible to all stakeholders at all times
- I. Able to identify community resources to support school initiatives
- J. Invites the alumni to engage with the school other than
- K. Clear vision for how parents and teachers can work better together.
- L. Have community engagement nights/programs
- M. incentivize parent involvement? just something to get them more involved
- N. They HAVE to be community centered, probably involved outside of APS. There are SO many groups in Atlanta National Society of Black Engineers etc
- O. Solicit parents to help build a meaningful community engagement strategy