



# Hope Hill Elementary School Leadership Profile

In order to determine the leadership traits that would best describe the ideal Principal candidate for **Hope Hill Elementary 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. 10+ years with experience in managing a Title 1 school. An understanding of support services that are needed for all students
- B. At least 7 years (two of those being in leadership at least)
- C. Versed in working with diverse racial and socioeconomic groups
- D. Teaching and principal experience in different kinds of schools
- E. Experience working in communities that have families from diverse backgrounds and needs
- F. Previous principal experience at a title 1 school
- G. 15-20 years
- H. 5-10 years in a supportive school environment
- I. Experience teaching in an elementary school
- J. Experience improving math, reading, and writing skills with their students
- K. At least 10 years of experience in education, majority in teaching. Experience engaging with the community in a productive manner.
- L. A minimum of 10 years. A majority of this should be working specifically with but no limited to minority students. Especially those at or below poverty.
- M. 4-5 years and experience in a diverse socioeconomic setting
- N. At a minimum, a master's degree in education. At least 3 years in a leadership role e.g. previous Vice Principal
- O. Be good at working with low socioeconomic families as well as higher ones
- P. Experience working with budgeting
- Q. Diverse experience in multiple schools with varying levels of students in each year
- R. Knowledge of grant writing

## Instructional Leadership

- A. Build capacity of teachers while being supportive
- B. Allows staff freedom to tailor the curriculum to their students abilities
- C. Collaborative approach to listen to what the faculty is saying about what they need for our scholars to be successful
- D. Innovative, knowledgeable about latest research/methods in pedagogy, desire to ensure a supportive and nurturing learning environment that addresses the whole child.
- E. Very important to focus on kids who need extra support for reading and math
- F. Make sure that these kids also get to experience fun educational opportunities (i.e. not just Gifted kids getting to do fun extras, make sure that this is distributed)
- G. Recognition that all pathways are important for students to explore. This includes STEM but also the arts
- H. Committed to achieving performance outcomes
- I. Continue to meet the learning needs of those who enter the school with less educational background along with continuing to challenge the higher learners.
- J. Quick study - always willing to learn new things to help children learn better

- K. A good understanding of how to read the data after testing
- L. Creativity, flexibility, and understanding.
- M. Understanding that special education classroom settings and delivery of instruction will be vastly different from general education
- N. Have a wealth of knowledge of elementary curriculum, instruction, and assessment
- O. Be available to support the instructional coaches when considering adopting instructional resources for Hope-Hill students and making decisions about instructional programs that are beneficial to the students in the Hope-Hill community.
- P. Be able to advocate for Hope-Hill students and explain why some researched based instructional resources and programs are a better fit for our population of students.
- Q. Keeping class sizes small
- R. Recent experience in a classroom, willingness to spend time in classrooms to understand instructional needs and complexities, and willingness to seek input from teachers
- S. Ongoing instructional leadership training, including instructional trainings that the faculty continues to attain...such as training in Orton Gillingham
- T. Making sure funds go towards, not just technology, but arts, music, dance, gym, etc.
- U. Assessment of teacher needs and action plan for addressing needs
- V. Open minded and engaging
- W. The ability to keep the teachers happy and ensure we maintain and expand the skilled work force at the school
- X. Commitment to success of every student

## Discipline Management

- A. Willing to be a firm but fair to build rapport with students
- B. Experience working in an environment that challenged them with discipline management
- C. A balance between disciplinarian and rewarding good behavior
- D. Safety for everyone in the building is paramount.
- E. Take care not to label a child as a discipline issue without providing the appropriate support to mitigate underlying issues that may be the cause of the acting out
- F. Ability to address imminent threats swiftly
- G. Reserves heavy handed discipline for the most severe cases and sparingly
- H. Should be collaborative, restorative, supportive
- I. Prioritize equity and skills-based discipline efforts that help students fail forward
- J. No tolerance policy on weapons
- K. Flexible support (utilize counselors for kids who are acting out to help them work through their challenges)
- L. Restorative practices for discipline; Less punitive and more of a learning atmosphere.
- M. Experience that conveys the use of fair and equitable practices within a diverse population (supporting racial, gender, physical and neurodiversity). Being able to work with the leadership team that is already in place and has knowledge of the current community
- N. Approaches and experience that are rooted in equity.
- O. Ability to lead and talk to the kids to guide them in the correct direction
- P. Advocate for evidence based and equitable school discipline practices
- Q. Implement discipline with fidelity

- R. Establish nurturing relationships with all students and parents to create a learning environment with very few behavior issues
- S. Have a school wide plan of action for behavior management
- T. Work with the assistant principal, behavior coach and other staff members to create a plan that is fair, age appropriate for elementary students, consistent, and that supports teachers
- U. Gets parents involved with quarterly meetings with parents
- V. Investing in a behavioral coach
- W. Make sure students are rewarded for good behavior
- X. Confident in being a strong leader but someone that the children feel comfortable with and that they love, so it doesn't feel like a disciplinarian
- Y. Firm (unwavering) with students and parents
- Z. Confident - good with expectation setting and sticking to them
- AA. Empathy as well and being an enforcer
- BB. Discipline should be consistent and fair

## Leadership Style

- A. Ability to assess the impact of policies/strategies implemented in previous positions.
- B. Collaborative with teachers and staff
- C. Allow delegation of staff to lead and direct activities
- D. Creates positive atmosphere for both students and teachers which both can learn and grow from
- E. allow students to find their voice, problem solve, and also communicate and express emotional intelligence and resiliency
- F. Recognize that resiliency, communication, and social learning are very important at this developmental stage
- G. The principal should be a good listener, adaptable, and a good team player.
- H. Be able to communicate effectively to staff, students, parents, and community members
- I. Makes sure parents are correctly notified when anything is going on with their child
- J. Prioritizing outdoor time for teachers and students
- K. Focus on staff retention and hiring teacher to serve the full spectrum of student needs from remedial to gifted
- L. Familiar with the heritage and the founding members of the surrounding community,
- M. Facilitate a 'family' environment with staff
- N. Not afraid to take a firm stand, motivator
- O. Modernize communication tools
- P. Listens to and empowers teachers
- Q. Speaks to the greatness in our students while giving them a safe space to be themselves
- R. Encouraged a healthy work/home balance for the staff
- S. Willingness to learn from the staff that is already established and empower staff to improve
- T. A connector nurturer leadership style
- U. Unique approach to meeting some students (and families) where they are, while not limiting the experience of some of the other students (and families)
- V. Creativity, integrity, inspiring, inclusive of experiences and needs of families of diverse backgrounds

- W. Leadership style would be stern under the larger umbrella of care, love, support, concern, authenticity, and transparency
- X. Transformational leader and share their vision with staff and parents allowing the vision to unfold with support from all stakeholders
- Y. Servant leader who seeks to serve others rather than focusing on his/her own interests
- Z. Responsible leader who's realistic and makes decisions based on logic and experience
- AA. Distributed leader who works collaboratively with staff and community towards the common goal which is to ensure that Hope-Hill Elementary is the best educational institution for students in the Old Fourth Ward community
- BB. A resolve to lead with conviction and resolution to achieve the highest and best for students, faculty, and the community
- CC. Someone who understands the new generation and willing to make changes that best fit the school needs accordingly
- DD. Equitable
- EE. Desire to serve & support
- FF. Approachable
- GG. Relatable
- HH. Empathetic
- II. Warm and caring
- JJ. Open door policy
- KK. Interpersonal Skills
- LL. Present
- MM. Compromising
- NN. Fair
- OO. Collaborative
- PP. Stern
- QQ. Engaging
- RR. Not a dictator
- SS. Non micromanagement

## Community Engagement

- A. Engage parents and staff while still keeping children a focus
- B. Communicate with APS to advocate for what is best for Hope-Hill and it's families to make the children successful, safe, and supported.
- C. Knows the established community history and listens to their views
- D. Continue to connect community members, build partnerships, garner sponsors
- E. Have an open communication strategy that supports all voices
- F. Networking ability to bring resources to the school
- G. Be available and make themselves visible within the community
- H. Social ability to engage with PTA, the foundation, and community leaders
- I. Honest and direct when communicating needs
- J. Strong relationship building skills and demonstrating experience in community building and engagement



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- K. Helps the PTA and board to create opportunities for the community to be a part of school as often as possible
- L. Effectively communicate and network with local businesses in an effort to provide support for Hope-Hill
- M. Allows Stakeholders to feel comfortable being in the school and collaborating with the community.
- N. Parent engagement strategy to stress the importance of attendance, child health and well being at home and school... offering aid to those who need help
- O. Willingness to let stakeholders help the school, students, and staff
- P. Advocate for the proper share of resources to make APS resources more equitable
- Q. Openness to all members of the community
- R. Host monthly principal/parent meetings
- S. Active community member
- T. Operate with integrity
- U. Community outreach
- V. Support GO Team & PTA
- W. Outgoing, extroverted
- X. Transparent communication
- Y. Engaged with parents
- Z. Bias-free and culturally competent
- AA. People person
- BB. Active involvement with Hope Hill Foundation