



Boyd Elementary School Leadership Profile

To determine the leadership traits that would best describe the ideal Principal candidate for Boyd 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

- 5+, 10+, 15+
- At least 6 successful years in a Title 1 school
- Experience should be in a Title 1 or school with disproportionalities
- Experience teaching in an elementary school
- They should have a good record with discipline and parent involvement
- Strong leadership skills
- Experience working in multiple different settings. From a high needs urban setting to a middle class setting
- Experience with data analysis and academic coaching
- Experience as a principal that made a positive change in their previous school
- Budgeting the school's finances well
- Experience teaching upper and lower grades
- Data driven and student focused

Instructional Leadership

- Experience as an elementary classroom teacher and in administration so that they know what effective instruction is and how to support the school
- Background knowledge in math and reading curriculum
- A knowledge of instruction, but more importantly be able to recognize skills and put the right people in place
- To trust teachers to teach and give teachers the flexibility to plan with each other and determine our needs; only relying on the coaches for pedagogical advice and not micromanaging our instruction
- Principal should observe ALL grade levels' instruction
- A great attitude towards all staff
- Experience effectively teaching math and reading in a K-5 setting
- Has a history of supporting failing schools and effectively turning them around
- Student focused, cares for students
- To serve in excellent at all times
- Flexible to make changes
- Familiar with the curriculum
- Listens to staff and community
- Have people skills and know how to be flexible when talking to different teachers and staff
- Aware of the depth of the standards
- Be familiar with the mathematics learning plans
- Keep abreast of research best practices

- Know developmentally appropriate decisions for elementary student
- Know what is developmentally appropriate academically for elementary students.
- A servant LEADER...to know how to lead without intimidation and fear
- Knowledge about STEAM

Discipline Management

- Experience with a plan that has been successful with title 1 students before; be able to maintain the plan and the plan has to have consistent consequences and rewards
- A history of being a disciplinarian
- De-escalation technique
- A background in athletics, structure, culture and leading
- Strong behavioral plan; supports the teachers in discipline
- Proactive and not reactive
- If students are physical with a student or teacher there needs to be a consequence for that to maintain the safety of the school
- To care for everyone's safety and well-being and the environment
- Problem solving skills
- Aware of proactive discipline approaches
- The rules governing student behavior management should be school wide and nonnegotiable
- A leader who does not accept nor encourage staff to yell or speak disrespectful to students
- A leader who encourages positive reinforcement
- Requires that staff not speak negatively about the students, the parents, or the community
- A leader who believes that a part of discipline management is building relationships with students, equity and fairness, positive reinforcements, and firm but loving relationships with students and staff
- Be involved in the behaviors in the school
- Able to discipline without intimidation

Leadership Style

- Great communication skills
- Encourage the teachers to communicate with parents more
- Be professional at all times
- Know how to talk to children
- Ability to lead with the end in mind
- Be an advocate for students
- Servant spirit and truly be there for the students
- Present at the school
- Some one who holds all stakeholders accountable
- Not biased
- A principal shows true support of staff members in the classrooms
- Open door policy
- Organization skills



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- Positive person
- Focused on the business
- Able to enhance the children and encourage them to accomplish their goals at the school
- A firm and loving leader.
- A leader that will hold staff members accountable
- A leader that is not easily swayed by influences
- A leader who works to build relationships, develop people, drive data, lead academics, and lead with courage
- Monitor Expectations
- Builds leadership in others
- Patience
- Personable
- Compassionate
- Reliability
- Transformative
- Knowledge
- Empowering
- Dedication
- Loving
- Equitable
- Consistent
- Hospitable
- Empathetic
- Attentiveness
- Motivating
- Professional
- Supportiveness
- Integrity
- Dependability
- Respect
- Fair
- Firm
- Understanding
- Collaborator

Community Engagement

- Compassion for others
- Experience working in inner city schools
- Experience relationship building
- Feeding the homeless
- Have students participate in a community clean up
- Allows parents to come to school and check on her children in the classroom
- Able to bring the community together



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- Values building relationships with the community; the new incoming community and the community that has been here for generations
- Hosts more events where parents are invited into the building such as monthly curriculum meetings, PTA's, etc.
- Forming a Strong PTA
- Willing to engage with everyone
- To connect with the parents teachers and students and everything they do
- Community minded and is relatable
- Be a community involved person
- A person who can talk with anyone and make sure that the person feels as if they have been heard
- Engages with the community
- The leadership style that best fits this culture is transformational and servant leadership
- Hold Meetings Within the Community-Where the Community Lives
- Ability and willingness to connect and work with new community partners/partnerships
- Develop Partnerships that Meet the Needs of the Community in Which We Serve