

Types/Years of Experience

- 3–10+ years in classroom teaching/ education in general and leadership roles (teaching, coaching, AP, etc.).
- Classroom teaching experience, especially in elementary and inner-city schools, is a must.
- Experience at the current school or similar school environments is highly valued.
- Experience with DLI, IB, SPED, gifted education, ESOL, and MTSS processes is a plus.
- Must understand and support the school's culture, diverse community, and shared vision, like the experience of the current sitting Principal.

Instructional Leadership

- A principal who is deeply focused on fostering strong academic growth and a love of learning in all students. Our school leadership must prioritize core educational values, curriculum, instruction, assessment, and educational standards.
- Data-driven decision makers who use results to guide growth and instruction.
- Strong communicator who builds trust with students, staff, and families.
- The principal should be a leader who is charismatic so the teachers want to follow their lead, but lead with empathy, integrity, and a student-first mindset.
- Collaborative; committed to supporting our teachers; focused on the personal well-being and success of every student; committed to a culture of improvement.

Discipline Management

- Sets and applies clear expectations and consequences consistently while maintaining fairness.
- Has experience with diverse student populations and understands their unique behavioral needs.
- Works with counselors, teachers, and families to address root causes and provide holistic support.
- Involves parents proactively and respectfully in the discipline process to ensure shared responsibility.
- Prioritizes student and staff safety through firm boundaries and zero tolerance for bullying or violence.

Leadership Style

- Visible and present in classrooms, hallways, and events to build community and show commitment, along with making themselves accessible and visible to families, including being present during arrivals, dismissals, and school events.
- Supportive and empowering, trusting staff to do their jobs while guiding with professionalism and grace.
- Committed to longevity, with a genuine desire to invest in the school's long-term success rather than using the role as a stepping stone.
- Encourages a culture of teamwork and shared leadership, valuing the unique contributions of every staff member.
- Maintains a student-first mindset, making decisions based on what's best for children academically, emotionally, and socially.

Community Engagement

- Strong relationship-building skills with parents, students, staff, and community members.
- Approachable, personable, and visible at school events, community gatherings, and meetings.
- Visionary and community-minded, with a deep understanding of local socioeconomic and cultural dynamics.
- Accessible and trusted leader, fostering a welcoming environment for families and community involvement.
- Promotes a family-friendly school culture, encouraging parent involvement in classroom and school-wide activities.
- Champions inclusive engagement, ensuring that multilingual families and those with limited access still feel connected and informed.
- Works with local government and nonprofits to address broader community needs that impact the school.
- Supports and empowers teacher involvement in community partnerships, making engagement a shared responsibility.