



## TRAVIS HEIGHTS ELEMENTARY SCHOOL SCHOOL LEADERSHIP PROFILE

### Leadership Style

- Appreciates and encourages innovation; is open to new ideas and solutions; is visionary and goal-oriented
- Is engaged and involved, willing to “get his/her hands dirty”
- Knows students and families by name; is a servant leader
- Recognizes and builds on the talents and strengths of all stakeholders
- Fosters growth and development of staff; supports staff and treats staff as professionals
- Empowers and motivates students, staff and families with a balance of high expectations and empathy
- Is positive and respectful, as well as confident, strong, decisive and assertive
- Holds everyone accountable, including herself/himself
- Understands school operation systems, e.g., value of flex positions such as parent support specialist and tech positions
- Collaborates; delegates appropriately; is not a micromanager
- Is open to feedback; is flexible and adaptable; is open-minded
- Treats students, families and staff professionally, fairly and consistently
- Knows how to develop consensus
- Has an open-door policy and is approachable to both students and adults; is available
- Focuses on the whole child; thinks beyond testing; possesses a holistic outlook
- Employs strategic planning skills
- Observes, supervises, and guides
- Buys into and is committed to mission statement, values, and programs in place, including the charter
- Remains calm under pressure
- Values context over rules
- Is organized and able to multi-task; is observant
- Communicates about discipline; enforces discipline consistently; is open to age-appropriate consequences
- Understands when there is a problem
- Values work-life balance; is supportive of family
- Possesses a social justice world view

### Relationships and Communication

- Is bilingual (STRONGLY preferred)
- Respects the multi-culturalism of Travis Heights; is willing to learning culture and languages, including Arabic, Pashto, and others
- Values diversity



- Is open and transparent; has strong and effective communication skills
- Shows respect for ALL stakeholders; is an ally for students, teachers and families
- Builds relationships and forms connections; "is a bridge builder, not a lone ranger"
- Is receptive, welcoming and warm
- Articulates clearly policies and procedures, and adheres to them
- Maintains confidentiality and discretion; maintains professional boundaries
- Provides various and consistent means of communicating, written, electronic, and in-person meetings, especially with non-English-speaking families
- Ensures communication before teaching culturally sensitive material
- Listens effectively and objectively

### **Personal Qualities**

- Is child-centered
- Shows compassion and understanding, authenticity and humility
- Is friendly, personable, and kind
- Is "cool and laid back"; accepts "South Austin funky"
- Displays a positive attitude and energy; is charismatic
- Has a sense of humor

### **School and Community Relations**

- Invests himself/herself in the THES school community; builds school and community spirit
- Is inviting and welcoming to parents and community; encourages involvement of all stakeholders in academic and social activities
- Unifies campus as a whole while respecting the diversity of populations
- Advocates for needs of Travis Heights Elementary to the District, community and outside partners
- Balances input from staff and parents/community
- Respects school traditions and history
- Engages in the local community
- Continues problem-solving in meeting enrollment and staffing goals
- Embraces the "teaching campus" identity of Travis Heights, with interns, certification programs, etc.

### **Education and Experience**

- Possesses elementary teaching experience as well as administrator experience (At least five years preferred.)
- Has experience in school with diverse populations and in advocating for/supporting immigrants and refugees
- Is highly educated in pedagogy
- Is knowledgeable and/or experienced in Special Education, SEL, impact of trauma



- Has experience in school with similar demographics: Title I, multi-cultural
- Has experience as a principal -- Preferred
- Possesses experience in improving low-performing school
- Has budget "magic," i.e., has experience in financial management

### **Academic Leadership**

- Supports the Four Pillars as developed at Travis Heights
- Holds high expectations for all students in closing achievement gaps
- Provides for teacher autonomy; allows teachers to be creative and entrepreneurial
- Is committed to restorative justice and positive discipline
- Supports dual language program
- Visits classrooms and provides reflective feedback regularly
- Respects, supports and implements social-emotional learning
- Differentiates instructional technology PD to better support, extend, advance Blended Learning
- Leads campus in RTI (Response to Interventions) and use of CST (Child Study Team)
- Keeps up-to-date in current educational trends and provides leadership and training for staff
- Promotes Problem-Based Learning
- Supports individualized (differentiated) education