Leadership Profile – Southwest High School Principal

Southwest High School is the largest high school in the Minneapolis Public School district, serving approximately 1900 students. Southwest students speak 29 different languages, and over 12% of the student body is served by the English Language Learner (ELL) program. Nearly 12% of students receive academic support from a wide range of special educational services. Additionally, 38% of students meet federal poverty guidelines, qualifying them for free or reduced lunch.

As an International Baccalaureate (IB) World School, Southwest has a long-standing history of academic excellence. We offer the Diploma Programme, the Middle Years Programme, and the Career-related Programme which focuses on business and computer science. Southwest offers Advanced Placement courses to students. Our extensive Special Education programs serve a variety of student needs. Southwest takes great pride in providing open access to advanced course offerings to all students.

As an IB world school, we place high value in the richness that comes from the diversity of ideas, experiences, beliefs, and backgrounds interacting within our community. We strive to foster a learning environment where our students can practice and demonstrate the attributes of the IB Learner Profile. Within this framework, Southwest purposefully integrates fine arts, both performing and visual, into the curriculum to create pathways to holistic learning for all students.

Southwest, a Community Partnership School, relies on the participation and involvement of its stakeholders and promotes shared leadership through collaboration between administration, leadership council and committees made up of students, families, and staff. Southwest students are acutely aware of both their role within the global community and their ability to be agents of change. They are committed to social justice and the betterment of the local and global communities.

Knowledge and Experience

- Administrative experience leading a large, urban, diverse, public high school
- Teaching experience at the high school level
- Experience developing strategies to achieve equitable outcomes for diverse students and creating opportunities so that every student fully participates in the learning process
- Understanding of and experience with using funding sources, including federally-funded programs, and distributing funds to creatively meet school priorities and needs
- Knowledge of and experience with designing and implementing school-wide systems using best practices for 21st century teaching and learning to promote success for all students

Skills

- Equity – ensures that students are provided the tools they need to succeed, regardless of background, race, color, ethnicity, gender identity, sexual orientation, disability, religion, nation of origin, native language, socioeconomic status or any other factor
- Inclusion – recognizes, respects, reaches and engages students, families and staff from diverse backgrounds, abilities, cultures, promoting a school culture of inclusion
- Vision – articulates and inspires a strong, clear organizational vision for a large public institution.
- Advocacy – takes a stand for school (students and staff) priorities with the district, school board, and community
• Communication – shares information with and listens to learn from all stakeholders with a focus on transparency and clarity
• Interpersonal – builds strong relationships and partnerships with students, staff, families, and others
• Community-building - brings diverse groups of staff, students, and families together to build mutual understand and achieve goals
• Problem-solving – creative and resourceful in finding solutions to difficult problems
• Decision-making – acts decisively in a timely manner, consulting with others as appropriate, and makes decisions using fair and equitable processes supported by data
• Shared Leadership – empowers staff, students, and families to have a voice and participate in setting goals and making decisions
• Management – oversees and delegates work providing ongoing guidance and opportunities for shared responsibility to support and lead staff; gives and welcomes constructive feedback

Focus
• Student-focused – keeps student experiences and outcomes central to all decisions while understanding and supporting staff needs and development
• Community-based – welcomes and leverages parent and community involvement
• IB – values and supports International Baccalaureate programmes to develop globally-minded students who are creative and analytical thinkers
• Arts-integrated - focuses on integrating the visual and performing arts as pathways to learning
• Equity lens – fosters a learning environment that is mindful of biases and creates a diverse and inclusive school climate

Characteristics
• Integrity – behaves honestly and truthfully, upholding all ethical standards and principles
• Professionalism – is respectful and sensitive to the needs and feelings of students, staff, and families
• Open – is curious, open-minded, and embraces new and different people, ideas, and circumstances
• Approachable – welcoming and easy to talk to
• Collaborative – is cooperative and supportive when working in partnership with others
• Culturally Competent – aware of own culture and perspectives on differences; values and respects the traditions of others; learns from and adapts to different cultural and community norms to fully engage with students and families
• Visible – maintains a positive presence at Southwest High School, Southwest sponsored activities and events, and within the community