

School Administration and Instructional Leadership Director (High School)

Required Qualifications:

Education, Training, Experience

- Master's degree in school administration or related field.

Certifications/Licenses

- Immediately eligible for Maryland State Department of Education Advanced Professional Certificate with the Administrator I and II endorsement.

Knowledge, Skills, Abilities

- Broad, but sophisticated, understanding of school operations and the role of the principal.
- Demonstrated exemplary leadership during years of service as a principal.
- Demonstrated ability to coordinate a team to support school improvement processes in schools throughout the county.
- Thorough knowledge of effective curricular and instructional practices in all content areas.
- Demonstrated outstanding written and oral communication skills and interpersonal skills with students, parents, colleagues and community members.
- Ability to access and review information electronically, develop databases and utilize data to improve student achievement and support school improvement efforts county wide.
- Regular and predictable attendance.
- Capable of performing the essential functions of the position with or without reasonable accommodations.

Physical Requirements:

- Frequent prolonged and/or irregular hours.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation and on the telephone and in addressing groups.
- Ability to travel to school and other local locations, as well as state meetings, sometimes with little notice.
- Ability to maintain emotional control under stress.
- Ability to spend long hours sitting.
- Ability to reach with hands and arms.
- Sufficient manual dexterity to grasp, handle, manipulate, and/or feel objects and use office technology.
- Sufficient mobility to move about the work area.
- Sufficient vision to read and comprehend printed materials, see distant objects with clarity, and identify and distinguish objects.
- Sufficient hearing to hear and comprehend conversations in person and on the telephone, as well as distinguish sounds up to twenty (20) feet.
- Occasionally climb or balance.
- Occasionally stoop, kneel, crouch, or crawl.
- Occasionally lift five to ten (5-10) pounds.

Work Environment:

- Moderate noise (examples: office environment with computers, printers, and telephones; regular conversations within offices, cubicles, hallways, and conference rooms; meetings one-on-one, in small groups, and large settings, etc.)

Preferred Qualifications:

Education, Training, Experience

- Recent experience as a building principal in more than one school, coupled with other significant leadership experiences.
- A minimum of (5) years' experience as an administrator.
- Doctoral candidate or degree

Dispositions

- Growth-oriented, collaborative, innovative, analytical, ethical, perseverant, reflective, equity-minded, systems-focused

Knowledge, Skills, Abilities

Familiarity with FCPS goals, mission and strategic plan.

Essential Functions:

The Director of School Administration and Instructional Leadership, assigned to the Department of System Accountability and School Administration has primary responsibility for providing instructional leadership, direction, and support for the effective day-to-day administration of assigned schools and programs. The Director will have primary responsibility to coach principals to effect continuous improvement by: studying and analyzing data and evidence to understand a situation and identify its strengths and weaknesses, assisting with developing the rationale and plan for addressing pertinent areas, supporting the enactment of the plan, and assisting with evaluating outcomes. The Director is responsible for evaluating principals and for providing effective and appropriate staff, family and student support in the schools assigned.

Reporting directly to the Chief of Schools and Accountability, the Director for School Administration and Instructional Leadership performs the following duties:

Develop instructional capacity when working with individual principals as well as groups of principals. Develop efficient approaches and connections with other central office functions to minimize time spent on activities unrelated to principal development.

- Spends time in schools observing and coaching principals in their leadership efforts and the effects thereof.
- Focuses time on supporting principals' efforts to improve teacher effectiveness, student learning, and achievement.
- Identifies operational and other central office supports for principals that allow for a focus on instructional leadership.
- Monitors use of time to ensure most of it is on developing principals as instructional leaders.
- Models leadership behavior expected of principals, offer timely and actionable feedback, and provide differentiated learning opportunities.
- Communicates effectively with principals and explains reasoning and research behind decisions and actions.
- Models culturally responsive best practices and effective leadership behaviors such as self-awareness, reflective practice, transparency, and ethical behavior.
- Builds relationships with principals based on the knowledge of adult learning theory, common goals, trust, candid communication, support and mutual accountability.
- Differentiates support given to each principal through balancing the learning strengths and challenges of the principal and the instructional needs of the school.
- Establishes and sustains safe and supportive learning communities that provide peer feedback and promote innovative thinking.
- Shifts from being a coach to a supervisor as necessary to push the learning of the principal.
- Utilizes professional learning strategies that are supported by research and known to be effective with principals.
- Ensures the principals' learning communities stay focused on instructional leadership.
- Demonstrates strong collaboration with other central department leaders to ensure principals and their schools can achieve their goals.
- Gathers quantitative and qualitative and observational evidence about principals' capacity for instructional leadership and serving the needs of diverse learners.
- Uses evidence from a variety of sources to assess current levels of principals' proficiency and to target areas for professional learning.
- Formatively assesses principals' implementation of new practices through on-site observations and other sources of evidence.
- Provides purposeful, timely, goal-aligned, and actionable feedback for principals.
- Monitors the effects of principals' implementation of prescribed actions.

Engage principals in the formal systemic principal evaluation process in ways that help them grow as instructional leaders.

- Collaborates with principals to articulate and refine a system-wide shared vision and understanding of effective principal instructional leadership and how the evaluation system supports the vision.
- Gathers qualitative, quantitative and observational evidence about principals' capacity for instructional leadership.
- Ensures all principals clearly understand the system's expectations for instructional leadership and the associated terminology.
- Communicates and models how the evaluation process supports principal's growth as instructional leaders.
- Collaborates with principals to identify leadership strengths and weaknesses, determine actions and supports needed to improve their practice, and develop a professional learning plan for achieving their goals.
- Supports principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed.

Advocate for and inform the coherence of organizational vision, policies, and strategies to support schools and student learning.

- Examines school-level goals and strategies to promote equity for students and ensure alignment with system vision, policies, and strategies.
- Communicates the vision, goals, and strategies of the system with all internal and external stakeholders.
- Connects principals to central office resources and personnel to support the principals' work.
- Assists principals in learning to allocate school resources in ways that best support students, staff, and schools.
- Helps principals create distributed leadership systems and structures that support teaching and learning.
- Gathers and provides feedback to system leaders regarding system goals, policies, and strategies to support the work of principals and student learning.
- Strategically buffers principals from distractions to maintain their focus on instructional leadership.
- Partner with the Department of Equity and Organizational Development to assist with the development of a strong pipeline of future school leaders.
- Leads processes to select and induct principals ready to serve as successful instructional leaders.
- Evaluates the effectiveness of the systemic framework to support schools and student learning

Assists the system in ensuring the community of schools with which they engage are culturally/socially responsive and have equitable access to resources necessary for the success of each student.

- Ensures that each student is treated fairly and equitably and has physical access to the learning environment and academic access to excellent teachers.
- Ensures that teachers and staff are treated fairly and equitably and have physical access to a positive and collaborative work environment.
- Ensures that the school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student.
- Exhibits cultural competency in interactions and decision-making with principals and community.
- Protects students' equitable access to social capital within the school and to high-quality instructional practices.
- Monitor schools to be affirming and inclusive.

Lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the system.

- Uses evidence from a variety of data sources to identify areas that need improvement in each school as well as across schools to inform systemic responses.
- Determines situationally-appropriate strategies for improvement, including transformational and incremental approaches, in response to identified principal and school performance needs.
- Employs innovative thinking and strategic planning to create change in response to identified school performance needs.
- Communicates to principals and the system the need and the means for effective and embracing change.
- Identifies operational and other central office supports for principals to implement change.
- Provides feedback to central office staff about ways to improve services that support principals, schools and student learning.
- Uses data to assess impact of change on determined need.
- Assesses the principal's effectiveness in leading change at the school level.

Assists in general administrative functions and engages in own development and continuous improvement

- Assists in the development of departmental budgets to facilitate improvement of schools and successful principals.
- Assists in and provides oversight for school-based staffing allotments and decisions.
- Serves as a next level of appeal for parent concerns already handled by the principal.
- Partners with the Director of School Management to ensure seamless communications and implementation of operations and management within the school.
- Collaborates positively and effectively with all other executive leaders and staff in the organization.
- Uses relationships and experiences to inform and improve leadership practice.
- Remains current on latest laws, regulation and required data.
- Uses feedback and data from multiple sources (e.g., principals, executive director, and director colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning.
- Sets pertinent and measurable professional learning goals to improve leadership practice and engage in individual and collective professional learning activities to meet professional learning goals.
- Uses FCPS Policies and Regulations to make informed decisions related to students, staff and schools.

Performs other duties as assigned by the Chief of Schools and Accountability.

FREDERICK COUNTY PUBLIC SCHOOLS IS AN EQUAL OPPORTUNITY EMPLOYER

THIS JOB DESCRIPTION HAS BEEN WRITTEN TO INDICATE THE GENERAL NATURE AND LEVEL OF WORK PERFORMED BY AN EMPLOYEE HOLDING THIS POSITION. IT IS NOT WRITTEN TO INCLUDE OR BE INTERPRETED TO INCLUDE A COMPREHENSIVE INVENTORY OF ALL DUTIES, RESPONSIBILITIES, AND QUALIFICATIONS REQUIRED OF THE EMPLOYEE. NOTHING IN THIS DESCRIPTION RESTRICTS MANAGEMENT'S RIGHT TO ASSIGN OR REASSIGN DUTIES AND RESPONSIBILITIES OR ADD REQUIRED QUALIFICATIONS AT ANY TIME.

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