

METROPOLITAN SCHOOL DISTRICT OF WASHINGTON TOWNSHIP
8550 WOODFIELD CROSSING BLVD.
INDIANAPOLIS, IN 46240

Administration

POSITION:	Elementary School Principal
LOCATION:	Greenbriar Elementary
CONTRACT LENGTH:	215 days
COMPENSATION:	Competitive salary and administrative benefits

The Metropolitan School District of Washington Township (MSDWT) is located in the northern section of Indianapolis in the State of Indiana, Marion County. It is a dynamic community with broad diversity in cultures, religions, ethnic groups, races and socioeconomic levels. MSDWT has been an educational leader in Indiana for the last sixty years.

Our mission to develop lifelong learners and globally-minded citizens by fostering the academic, creative, and social skills needed to achieve excellence in a multicultural environment.

Job Summary and Responsibilities:

Elementary School Principals manage and supervise their assigned school to ensure that students are instructed and supported in a safe learning environment. They work closely with the fellow administrators to lead and assist school staff and to optimize communication between school management and teachers, parents, and other districts and schools. They guide instruction and define instructional practices, facilitate meetings, develop and review curricular programs, evaluate staff, and are responsible for financial resource management.

Required Competencies:

Occupational Competencies

- **Education management support:** Support the management of the school by directly assisting in the managerial duties or by providing information and guidance from your area of expertise to simplify the managerial tasks.
- **Curriculum standards:** Experience with the governmental policies concerning educational curricula and the approved curricula from specific educational institutions.
- **Assessment processes:** Familiarity with various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a program, and employees. Different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes. Knowledge of professional learning communities and their role in using assessments to inform instruction.
- **Understanding of Equity:** Experience working directly with people from diverse racial, ethnic, and socioeconomic backgrounds as well as the understanding of the need for equitable practices in all classrooms and spaces.
- **Project management:** Knowledge and understanding of project management and the activities which comprise this area. Know the variables implied in project management such as time, resources, requirements, deadlines, and responding to unexpected events.
- **Learning technologies:** Experience with current technologies and channels and how to incorporate them to enhance learning.

- **Curriculum objectives:** Familiarity with the goals identified in curricula and defined learning outcomes.

Foundational Competencies

- **Active Listening:** Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Speaking:** Talking to others to convey information effectively.
- **Critical Thinking:** Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- **Learning Strategies:** Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- **Reading Comprehension:** Understanding written sentences and paragraphs in work related documents.
- **Social Perceptiveness:** Being aware of others' reactions and understanding why they react as they do.

Preferred Competencies:

Occupational Competencies

- **Adolescent socialization behavior:** The social dynamics through which young adults live amongst each other, expressing their likes and dislikes and the rules of communication between generations.
- **Learning difficulties:** The learning disorders some students face in an academic context, especially specific learning difficulties such as dyslexia, dyscalculia, and concentration deficit disorders.

Foundational Competencies

- **Judgment and Decision Making:** Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- **Writing:** Communicating effectively in writing as appropriate for the needs of the audience.

- **Complex Problem Solving:** Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- **Coordination:** Adjusting actions in relation to others' actions.

Example Activities:

- Evaluating curricula, teaching methods, and programs to determine their effectiveness, efficiency, and use, and to ensure that school activities comply with federal, state, and local regulations.
- Observing teaching methods and examining learning materials to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- Counseling and providing guidance to students regarding personal, academic, vocational, or behavioral issues.
- Collaborating with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.
- Directing and coordinating activities of teachers, administrators, and support staff at schools, public agencies, and institutions.
- Recruiting, hiring, training, and evaluating primary and supplemental staff.
- Conferring with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Enforcing discipline and attendance rules.
- Providing leadership in developing, implementing, maintaining, and evaluating the Elevate Instructional Framework, in accordance with the Elevate Instructional Framework standards and practices, district philosophy, policy and administrative rules.
- Recommending employment of, assigning and supervising all personnel within the building. Evaluating each member of the staff according to the negotiated agreement and corporation policy.
- Ensuring staff is adequately trained to implement the Elevate Instructional Framework. Encourage staff members to engage in professional self-examination and renewal. Providing opportunities for staff to participate in meaningful professional growth activities.
- Effectively communicating expectations, well defined policies and other pertinent information to staff, and students. Providing opportunities for two-way communication and feedback with all staff and students.
- Assuming responsibility for the supervision of students assigned to the building in accordance with federal and state law; school board policy; and sound judgment to provide the best possible educational opportunity and atmosphere for each student. Developing and maintaining opportunities for student responsibility and leadership.
- Participating in and/or giving leadership to school and district planning, decision making, committee activities, and project completion. Leading the continual review of the implementation and development of the Elevate Instructional Framework to ensure fidelity, alignment, and sustainability to the program.
- Budgeting for and recommending purchase of all needed materials and equipment. Assume responsibility for supervising the maintenance, control and safe use of school equipment, facilities and materials.
- Developing and/or providing support for the development of a master schedule for students, staff, rooms, activities, and course offerings for the school that is consistent with pupil needs and instructional effectiveness.

- Developing and maintaining a program to positively communicate with patrons, parents, organizations, agencies, and employers so they better understand the school and have the opportunity to become involved in school activities.
- Maintaining a school climate that is characterized by international-mindedness, high expectations, high staff and student morale, and acceptance of responsibility for student learning, discipline, and program development.
- Ensuring there is a whole-school approach to curriculum planning and review. Creating a master schedule that allows for regular and frequent teacher collaboration.
- Performing other duties as assigned.

Required Certifications:

- Active Indiana Building Level Administrator License

PHYSICAL REQUIREMENTS

1. Seldom = Less than 25 % 2. Occasional = 26 to 50 %	3. Often = 51 to 75% 4. Very Frequent = 76 % & above
Ability to stand for extended periods of time (3)	
Ability to carry 25 pounds (2)	
Ability to work at a desk, conference table or in meetings of various configurations (4)	
Ability to see for the purpose of reading laws and codes, rules and policies and other printed matter (4)	
Ability to hear and understand speech at normal levels (4)	
Ability to communicate so others will be able to clearly understand a normal conversation (4)	
Ability to operate office equipment (4)	
Ability to reach in all directions (4)	
Amount of force to push / pull up to 15 pounds (3), 25-30 pounds (2), and 50 or more (1)	
Amount to lift 25–30 pounds (2) and 50 or more pounds (1)	
Climbing (1)	
Overhead work (2)	

Regular Work Hours/Travel Requirements

Irregular work hours, as necessary, to complete administrative responsibilities. Minimal travel is required.

The Metropolitan School District of Washington Township is an equal opportunity/equal access employer fully committed to achieving a diverse workforce and complies with all applicable Federal and Indiana State laws, regulations, and executive orders in its programs and activities. Washington Township does not discriminate on the basis of race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, and veteran's status.