



TOPPENISH SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: Principal (Elementary)

TITLE OF IMMEDIATE SUPERVISOR: Deputy Superintendent of Teaching, Leading & Learning

WORK DAYS: 206

HOURS PER DAY: 8

BARGAINING UNIT: Administrative

BASIC FUNCTION: To make the school facility a safe and productive place in which to work and learn and provide leadership for the program of instruction provided in that facility. As authorized by the superintendent, the principal shall have full responsibility for the administration of the school in which he/she is assigned.

ESSENTIAL FUNCTIONS:

- Oversees all aspects of the instructional program, school environment and the operational/fiscal health of the school.
- Supervises, monitors, and coaches' staff in the building with a focus on continuous improvement
- Facilitates teacher (staff) professional growth activities.
- Fosters an environment where staff and faculty work cooperatively together and hold each other accountable to reach high levels of student achievement.
- Manages organizational systems and resources for a safe, high-performing learning environment.
- Collaborates with families and stakeholders who represent diverse community interests and needs; mobilizes community resources that support and improve teaching and learning.
- Provides instructional leadership focused on current research and best practices in order to continually increase student achievement.
- Allocates and coordinates the movement of resources to ensure the health, safety, and productive learning of staff and students. Effectively manages school operations in terms of personnel, budgets, buildings and grounds, etc.
- Collaborates with other elementary and district administrators to provide an overall direction for teaching and learning in the school district.

- Effectively manages school operations in terms of personnel, budgets, buildings and grounds, etc.
- Promotes a positive tone for collaborative school/community relations by articulating the mission, seeking community support, and fostering rapport with all stakeholders.
- Confers with parents and staff to discuss educational activities, policies and student behavioral or learning issues.
- Adheres to all requirements of TSD board policies, procedures, state and federal law.
- Develops and evaluates an annual school plan, assuring it's coordination w/ District goals.
- Resolves concerns on a timely basis.

Other Functions

- Facilitates and oversees committee meetings as required.
- Coordinate and supervise after-school events, activities, conferences and meetings.
- Performs other related duties as assigned.

EVALUATIVE CRITERIA

As related to the administrator's assignment, the following criteria shall be used in the evaluation of administrative staff:

CRITERION 1: CREATING A CULTURE

An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program and promotes student learning and staff professional growth. The effective administrator:

1. Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching.
2. Engages in essential conversations for ongoing improvement.
3. Facilitates collaborative processes leading toward continuous improvement.
4. Creates opportunities for shared leadership.

CRITERION 2: ENSURING SCHOOL SAFETY

An effective leader supports the community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place. The effective administrator:

1. Provides for Physical Safety
2. Provides for social, emotional and intellectual safety

CRITERION 3: PLANNING WITH DATA

Effective leaders rely on data to promote improvement in multiple aspects of school and across all of the eight Criteria. A leader influences others to achieve mutually-agreed upon purposes for the improvement of teaching and learning through consistent use of data. Acting on knowledge achieved through data becomes a cultural norm across the school. The effective administrator:

1. Recognizes and seeks out multiple data sources.
2. Analyzes and interprets multiples data sources to inform school-level improvement efforts.
3. Implements data driven plan for improved teaching and learning.
4. Assists staff to use data to guide, modify and improve classroom teaching and student learning.
5. Provides evidence of student growth that results from the school improvement planning process.

CRITERION 4: ALIGNING CURRICULUM

An effective leader assumes responsibility such that state and district learning goals align with curriculum, curriculum aligns with best instructional practice, and best instructional practices align with assessment practices. The effective administrator:

1. Assists staff in aligning curricula to state and local district learning goals.
2. Assists staff in aligning best instructional practices to state and district learning goals.
3. Assists staff in aligning assessment practices to best instructional practices.

CRITERION 5: IMPROVING INSTRUCTION

An effective leader is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effectiveness in teaching by visiting classrooms regularly and working with teachers on instructional issues; consistently supports colleagues in their efforts to strengthen teaching and learning in classrooms; works tirelessly to support staff in doing their best work. The effective administrator:

1. Monitors instruction and assessment practices.
2. Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness.
3. Assists staff in implementing effective instruction and assessment practices.
4. Evaluates staff in effective instruction and assessment practices.
5. Provides evidence of student growth.

CRITERION 6: MANAGING RESOURCES

An effective leader manages human and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grow. Decisions are made about resources that result in improved teaching and learning while allowing staff to feel empowered throughout the process. The effective administrator:

1. Manages human resources (assignment, hiring).
2. Manages human resources (ongoing professional development).
3. Manages fiscal resources.
4. Fulfills legal responsibilities.

CRITERION 7: ENGAGING COMMUNITIES

An effective leader engages with the community in sensitive and skillful ways such that the community understands the work of the school and is proud to claim the school as their own. An effective leader understands the greater community to be a valuable resource and works to establish a genuine partnership model between home and school. An effective leader understands that aligning school and community efforts and values is an ongoing work in progress that must be nurtured, sustained, and monitored, and is able to influence other to adopt the same understanding. The effective administrator:

1. Communicates with community to promote learning.
2. Partners with families and school community

CRITERION 8: CLOSING THE GAP

Closing the gap refers to improving achievement for groups of students that share any historical disadvantage as well as the achievement of individual students who are not realizing learning potential. Evidence used to support student improvement comes from multiple opportunities for gathering information about achievement: standardized tests and other assessments that are school-directed; assessments that are teacher designed and embedded into instruction; portfolio and performance-based project assessments. The effective administrator:

1. Identifies barriers to achievement and knows how to close resulting gaps.
2. Demonstrates a commitment to close the achievement gap.
3. Provides evidence of growth in student learning.

JOB REQUIREMENTS:**KNOWLEDGE AND ABILITIES**

KNOWLEDGE of reviewing and interpreting highly technical information, write technical materials and speak persuasively to implement desired actions.

KNOWLEDGE of current educational standards, research-based instructional strategies & methods to collect data all to impact learning.

ABILITY -Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of complex processes.

MINIMUM QUALIFICATIONS:

- Valid Washington State Principal Certification required.
- Master's Degree in educational administration or related field required.
- Demonstrated successful experience as a principal preferred.
- Demonstrated depth of knowledge and experience in effective supervision and evaluation of staff using the Danielson Frameworks.
- Demonstrated knowledge of Common Core Standards, state assessments, and related school reform initiatives affecting schools.
- Ability to use data for improving and sustaining teaching and learning.
- Possesses an approachable and supportive leadership style, actively listens to stakeholders, and is committed to building strong relationships and meeting the diverse needs of the school community.
- Demonstrated data-driven approach to leadership that supports teachers in identifying and addressing student learning needs to help all students reach their full potential.
- Possess the ability to set high expectations for staff performance and fosters a culture of accountability by providing support and guidance to help individuals meet established standards.
- Must have the skill to inspire and motivates staff to deliver high-quality instruction, even in challenging or uncomfortable situations, while fostering a culture of perseverance and continuous improvement.
- Values creating a safe supportive environment for all students and families, while fostering a strong culture of learning and academic growth.
- Possess knowledge and experience to maintain a safe, orderly learning environment by implementing effective student discipline in compliance with district policies and state laws.
- Possess skills and knowledge to effectively manage fiscal resources and school operations.