

Zachary Community School Board Position Description

JOB TITLE: Principal

REPORTS TO: Designated Administrator/Supervisor

SCOPE OF RESPONSIBILITIES:

The principal is responsible for the effective management of programs, personnel, materials, and facilities in order to develop an optimum learning climate for the unique needs of a particular school site. He/she shall direct the operation of the school in accordance with policies established by the Board of Elementary and Secondary Education of the State of Louisiana, the State Department of Education, and the Zachary Community School Board. He/she has the primary responsibility to provide an educational program that is responsive to student needs; while at the same time, address the goals and objectives of both the district and the school. The principal shall plan, implement, monitor, and evaluate functions of the overall management and leadership of the school. He/she shall be responsible for the school's operation within the financial limitations of the district and site.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

PERFORMANCE EXPECTATION 1: Vision, Mission and Goals

A. High Expectations for All

- Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators.
- Aligns the vision, mission and goals to school, district, state and federal policies (such as content standards and achievement targets).
- Incorporates diverse perspectives and crafts consensus about vision, mission and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.
- Advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.

B. Shared Commitments to Implement the Vision, Mission and Goals

- Establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission and goals.
- Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission and goals.
- Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.

- Communicates and acts from shared vision, mission and goals so educators and the community understand, support and act on them consistently.
- Advocates for and acts on commitments in the vision, mission and goals to provide equitable, appropriate, and effective learning opportunities for every student.

C. Continuous Improvement toward the Vision, Mission and Goals

- Uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
- Makes decisions informed by data, research and best practices to shape plans, programs and activities and regularly review their effects.
- Uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities.
- Identifies and removes barriers to achieving the vision, mission and goals.
- Incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs.
- Obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision mission and goals.
- Revise plans, programs and activities based on systematic evidence and reviews of progress toward the vision, mission and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

A. Strong Professional Culture

- Develops shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps.
- Guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student
- Models openness to change and collaboration that improves practices and student outcomes.
- Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes and planning improvement.
- Provides support, time and resources for leaders and staff to examine their own beliefs, values and practices in relation to the vision and goals for teaching and learning.
- Provides ongoing feedback using data, assessments, and evaluation methods that improve practice.
- Guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.

B. Rigorous Curriculum Instruction

- Develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor

student progress and redesign curricular and instructional programs to meet diverse needs.

- Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.
- Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local content to increase learning for every student.

C. Assessment and Accountability

- Develops and appropriately uses aligned, standards-based accountability data to improve the quality of teaching and learning.
- Uses varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality.
- Guides regular analysis and disaggregation of data about all students to improve instructional programs.
- Uses effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement.
- Interprets data and communicates progress toward vision, mission and goals for educators, the school community, and other stakeholders.

PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety

A. Effective Operational Systems

- Uses effective tools such as problem-solving skills and knowledge of strategic, long-range and operational planning to continuously improve the operational system.
- Maintains the physical plant for safety, ADA requirements, and other access issues to support learning of every student.
- Develops and facilitates communication and data systems that ensure the timely flow of information.
- Oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning.
- Distributes and oversees responsibilities for leadership of operational systems.
- Evaluates and revises processes to continuously improve the operational system.

B: Aligned Fiscal and Human Resources

- Operates within budget and fiscal guidelines and directs them effectively toward teaching and learning.

- Allocates funds based on student needs within the framework of federal and state rules.
- Aligns resources (such as time, people, space, and money) to achieve vision and goals.
- Implements practices to recruit and retain highly qualified personnel.
- Assigns personnel to address diverse student needs, legal requirements, and equity goals.
- Conducts personnel evaluation processes that enhance professional practice, in keeping with district and state policies.
- Seeks and secures additional resources needed to accomplish the vision and goals.

C: Protecting the Welfare and Safety of Students and Staff

- Advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.
- Involves parents, teachers and students in developing, implementing and monitoring guidelines and norms for accountable behavior.
- Develops and monitors a comprehensive safety and security plan.

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

A. Collaborating with Families and Community Members

- Brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children.
- Involves families in decision making about their children's education.
- Uses effective public information strategies to communicate with families and community members (such as email, night meetings and written materials in multiple languages).
- Applies communication and collaboration strategies to develop family and local community partnerships.
- Develops comprehensive strategies for positive community and media relations.

B. Community Interest and Needs

- Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education.
- Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.
- Seeks out and collaborates with community programs serving students with special needs.
- Capitalizes on diversity (such as cultural, ethnic, racial, economic and special interest groups) as an asset of the school community to strengthen educational programs.

- Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.

C. Building on Community Resources

- Links to and collaborates with community agencies for health, social and other services to families and children.
- Develops mutually beneficial relationships with business, religious, political and service organizations to share school and community resources (such as buildings, playing fields, parks, medical clinics and so on).
- Uses public resources and funds appropriately and effectively.
- Secures community support to sustain existing resources and add new resources that address emerging student needs.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

A. Ethical and Legal Standards

- Models personal and professional ethics, integrity, justice and fairness and expects the same of others.
- Protects the rights and appropriate confidentiality of students and staff.
- Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.

B. Examining Personal Values and Beliefs

- Demonstrates respect for the inherent dignity and worth of each individual.
- Models respect for diverse community stakeholders and treat them equitably.
- Demonstrates respect for diversity by developing cultural competency skills and equitable practices.
- Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning.
- Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals.
- Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning.

C. Maintaining High Standards for Self and Others

- Reflects on own work, analyzes strengths and weaknesses and establishes goals for professional growth.
- Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation and professional development strategies.
- Develops and uses understanding of educational policies such as accountability to avoid expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores).
- Helps educators and the community understand and focus on vision and goals for students within political conflicts over educational purposes and methods.

- Sustains personal motivation, optimism, commitment, energy and health by balancing professional and personal responsibilities and encouraging similar actions for others.

PERFORMANCE EXPECTATION 6: The Education System

A. Exerting Professional Influence

- Facilitates constructive discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
- Actively develops relationships with a range of stakeholders and policymakers to identify, respond to and influence issues, trends and potential changes that affect the context and conduct of education.
- Advocates for equity and adequacy in providing for students and families' educational, physical, emotional, social, cultural, legal and economic needs, so every student can meet educational expectations and policy goals.

B. Contributing to the Educational Policy Environment

- Operates consistently to uphold and influence federal, state and local laws, policies, regulations and statutory requirements in support of every student learning.
- Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates.
- Communicates effectively with key decision makers in the community and in broader political contexts to improve public regulations and statutory requirements.
- Advocates for increased support of excellence and equity in education

C. Policy Engagement

- Builds strong relationships with the school board, district and state education leaders and policy actors to inform and influence policies and policymakers in the service of children and families.
- Supports public policies that provide for present and future needs of children and families and improve equity and excellence in education.
- Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.
- Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs and structures.

WORK ENVIRONMENT/HOURS WORKED:

- Required to work in a school setting with a climate-controlled environment subject to School Board energy policy guidelines and in outside areas subject to climate extremes

- The length of the workday varies from the length of the school day to extended days as the result of evening activities or emergencies.
- Job responsibilities may require work on weekends or holidays and attendance at meetings other than the location of the school site

COMMUNICATION SKILLS:

- Must be able to effectively communicate in Standard English both orally and in writing. Communication must be commensurate with age and skill of listener.
- Must be able to accurately compile, access and interpret data via a variety of means, summarize information, and prepare compliant, understandable written reports according to timeline requirements
- Must possess ability to prepare and present in-service training
- Must have the ability to accurately give and receive information via telecommunication system
- Must be able to communicate successfully and pleasantly with children, parents, staff, school personnel, and outside agencies

EQUIPMENT USED:

- Must be able to use a computer, keyboard, printer, facsimile machine, copy machine, public address system, audio visual equipment, security alarm system and other appropriate machines

PHYSICAL INVOLVEMENT:

- Standing, walking, running, reaching, bending, sitting; observing and monitoring students in all facets of the school environment
- Lifting 50 pounds; physical restraint of another person or persons
- Must be able to provide personal transportation to school(s), work locations, and meeting sites
- Must possess mobility skills necessary to access a variety of work locations and move freely within work sites.
- Must be able to provide legible written reports

MENTAL INVOLVEMENT:

- Must be able to understand and interpret written and verbal instructions from his/her supervisor
- He/she must be cognizant of policies and procedures of the ZCSB related to his/her position and the implementation of said policies and procedures

HUMAN RELATIONS INVOLVEMENT:

- Must be able to work in group settings and serve as a resource to administrators, faculty, staff, students, parents, and community
- Must be able to respond appropriately to supervision and to accept commendations and recommendations

MINIMUM QUALIFICATIONS:

- Shall meet State minimum certification requirements for a principal as outlined in the Department of Education Bulletin 746 and local school system requirements as they exist at the time of appointment to this position

TERMS OF EMPLOYMENT:

12 month employee

EVALUATION:

Shall be evaluated in accordance with the Zachary Community School Board Personnel Accountability Plan.

NOTE: This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all duties and responsibilities. The Zachary Community School Board reserves the right to change this description at its discretion.

REVIEWED AND AGREED TO BY:

Applicant's Signature

Date

Print Name