

ST. CHARLES PARISH PUBLIC SCHOOLS
JOB DESCRIPTION

TITLE:	PRINCIPAL, ADMINISTRATOR OF SATELLITE CENTER/LPAC EDUCATIONAL WING, ADMINISTRATOR OF LANDRY ALTERNATIVE PROGRAMS, ADMINISTRATOR OF HEADSTART & FOUR YEAR-OLD PROGRAMS
REPORTS TO:	Executive Director of Elementary, Secondary Schools & Special Programs, or Director of Early Childhood Education
SUPERVISES:	Assistant Principal(s), Teachers (School Counselors, School Library Media Specialist, Classroom Teachers, etc.); directly or indirectly, other personnel assigned to school
FLSA STATUS:	Exempt
SALARY RANGE:	\$108,894 to \$122,922

OVERVIEW OF POSITION: Provides instructional leadership to staff including: curriculum planning, review and implementation; and professional development. Responsible for day-to-day building administration and the safety and welfare of students, staff and activities. Ensures a safe, pleasant and effective educational atmosphere, provides discipline as necessary and enforces (school) district policy and adheres to district procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1.0 School Mission, Vision, and Strategic Goal Setting

1.1 Goal-Setting and Monitoring:

- a. Establishes data-driven goals and an action plan for achievement.
- b. Disaggregates current and relevant data in order to create and support school goals.
- c. Uses current and relevant data to impact student achievement.
- d. Plans, implements, and supports acceleration and interventions.
- e. Effectively utilizes student data and student work to create and/or revise action plans a few times during the school year.

1.2 Communication of Mission, Vision, and Goals

- a. Establishes a school mission and vision that drives instruction and school activities.
- b. Communicates the mission, vision, and goals of the school with staff members and students.
- c. Invests teachers and students in contributing to the school vision in order to reach established goals.

1.3 Expectations

- a. Advocates for the best interests and needs of some students to ensure student achievement.
- b. Establishes high standards for students and teachers.
- c. Creates opportunities for students and teachers to establish high and demanding expectations.

2.0 Instructional Leadership

2.1 Curriculum & Assessment

- a. Establishes and monitors school wide instructional plans where the use of high-quality instructional materials is consistent with school wide goals.
- b. Ensures teachers set clear, measurable objectives aligned to the depth and rigor of the state standards (National or local standards may be used when state standards are not available for specific courses).
- c. Implements systems that allow teachers to analyze formative and summative data to monitor student progress and adjust teaching and learning to meet student achievement goals.
- d. Creates opportunities for teachers to participate in professional learning that is focused on curriculum, assessment, and instructional practices.
- e. Engages in conversations about assessments and student progress with teachers.

2.2 Teacher Effectiveness

- a. Utilizes a school wide evaluation system and individualized coaching plans to effectiveness.
- b. Evaluates classroom teaching and learning accurately and provides current and relevant student data to support the evaluation.
- c. Provides specific evidence from the observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps.
- d. Uses teacher and student data gathered through observations to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness.
- e. Ensures most teachers receive a differentiated targeted coaching plan based on classroom evaluations.
- f. Includes opportunities for teachers to implement learning in different ways and ensures teacher ownership of new learning.
- g. Creates structures where teachers can support one another so that they can build and sustain their own learning in order to impact student achievement.

2.3 Meeting Students Needs

- a. Engages all teachers in utilizing data to identify students in need of intervention,

acceleration, extension, or other additional supports.

- b. Monitors student progress to ensure the academic needs of all students are being met.
- c. Supports teachers in adjusting instruction by utilizing instructional supports within high-quality instructional materials, when available, to ensure that students master the content.
- d. Supports teachers in implementing instructional practices that meet the needs of all learners.
- e. Implements systems that ensure all students have access to rigorous, on grade-level instruction.

2.4 Instructional Focus

- a. Implements a school wide schedule and routines that maximize instructional time.
- b. Plans and prioritizes his/her own schedule in order to engage in instructional leadership activities focused on teaching and learning.
- c. Ensures teachers have access to high-quality instructional materials to instruct all students.
- d. Considers system and school goals when making decisions about instructional practices or priorities.
- e. Utilizes other instructional leaders on campus to play a role in supporting and building teacher capacity in order to meet both teacher and student goals.
- f. Leads instructional staff meetings and/or ongoing applied professional learning with adult learning principles.

3.0 Capacity Building

3.1 Reflective Practices

- a. Reflects on his/her own leadership practice resulting in actions to increase student achievement and teacher proficiency.
- b. Determines areas of growth and sets goals to strengthen his/her own leadership practice.
- c. Implements school wide activities/action steps based on feedback and data.
- d. Collaborates with colleagues at the school and system levels to implement local initiatives that result in gains in student achievement.

3.2 Leadership Development

- a. Utilizes teacher and student observational data with school leaders resulting in adjustments to the support that is provided for teachers and to ensure student growth.
- b. Provides coaching support and collaborative opportunities for teacher leaders based on professional learning, classroom support and observations, teacher evaluation data, and student achievement data.

- c. Develops the leadership skills of others by establishing a career pipeline to assume additional responsibilities.
- d. Provides opportunities for teachers and staff members to gain new learning.

3.3 Collaborative Practices

- a. Provides ongoing collaborative opportunities/structures for teachers to strengthen instructional practice by examining evidence of student learning and making instructional adjustments.
- b. Provides for meaningful contribution from teachers that includes significant student or teacher data to inform decisions, build teacher capacity, and increase student achievement.
- c. Monitors the quality of content within collaborative opportunities/structures (e.g., TC, ILT) so that it is a logical continuum that increases student learning

3.4 Continuous Improvement

- a. Prepares and plans for new staff by providing induction and mentoring systems and support.
- b. Systematically fosters and empowers the continuous learning and improvement of teachers and staff to the highest levels of practice through job-embedded professional learning opportunities.
- c. Ensures individualized professional learning, aligned to the coaching plan, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data.

4.0 School & Community Involvement

4.1 School Atmosphere

- a. Establishes a safe and positive campus atmosphere for students, staff members, families, and community stakeholders.
- b. Manages conflict among stakeholders effectively.
- c. Regularly collaborates with a school leadership team.

4.2 Community Engagement

- a. Develops productive relationships with stakeholders.
- b. Uses communication to enhance student learning and build support for goals.
- c. Provides needed support services for students and their families during school hours.
- d. Creates opportunities for stakeholder engagement to support student learning.

4.3 Discipline

- a. Implements campus wide discipline system/plan to promote a positive learning environment for all students.
- b. Addresses student misconduct in a positive, and fair manner.

- c. Incorporates problem-solving skills to manage student behavioral challenges.
- d. Supports teachers in resolving discipline concerns.

4.4 Access to High Quality Education

- a. Implements systems that enable all students to have access to effective teachers.
- b. Develops initiatives to ensure all students are provided with learning opportunities and academic and social supports that lead to academic success.
- c. Supports teachers with identifying and utilizing resources for providing all students with educational opportunities.

4.5 Responsiveness to Stakeholders

- a. Incorporates and articulates a commitment to all students in the school mission and vision.
- b. Incorporates the background of students' communities in the curriculum.
- c. Creates organizational structures at the school that empower all students and parents across communities.

5.0 Professionalism & Integrity

5.1 Professional Norms

- a. Establishes and supports an environment that is open, productive, caring, professional, and trusting for teachers and staff.
- b. Promotes accountability among teachers and staff for each student's success and the effectiveness of the school as a whole.

5.2 Professional Behavior

- a. Provides professional direction by acting respectfully and responsibly in personal conduct, in relationships with others, and expects staff and students to do the same.
- b. Demonstrates the values of integrity, trust, collaboration, perseverance, and continuous improvement.
- c. Makes most decisions based on what is best for children and holds oneself responsible for the academic achievement and well-being of all students.

5.3 Policy

- a. Understands, implements, and supports school personnel in following school and system expectations and policies to maintain consistency and impartiality.
- b. Models and ensures that all stakeholders understand, comply, and adhere to federal, state, and local laws, rights, policies, and regulations.

6.0 School Operations/Management

6.1 Administrative Operations

- a. Manages the governance processes and internal and external politics toward achieving the school's mission and vision.
- b. Recruits, hires, and retains a diverse group of highly qualified professional staff.
- c. Establishes and monitors a system that ensures all staff (including but not limited to clerical, cafeteria, custodial, and transportation) are productive and use their time effectively by focusing on student needs and student achievement.

6.2 Fiscal and Physical Management

- a. Acquires and manages fiscal, physical, and other resources to support student learning and community engagement.
- b. Analyzes data sources and utilizes feedback to make decisions for allocating resources in order to meet the needs and goals of the school.

7.0 Professional Engagement

- *7.1 Consistently demonstrates customer excellence standards.
- *7.2 Promotes and supports a culture of inclusion, diversity, dignity, and fairness for all stakeholders.
- *7.3 Minimizes bias in self and others and accepts responsibility for his/her own actions.
- *7.4 Develops and maintains a safe and caring environment for all of our customers.
- *7.5 Accepts and recognizes the value of the contribution of others.
- *7.6 Treats all stakeholders in a respectful and helpful manner.
- *7.7 Uses verbal and non-verbal communication in a manner respectful of others.
- *7.8 Displays confident posture and maintains self-control.
- *7.9 Uses active listening skills.
- *7.10 Demonstrates positive support through actions and words as an ambassador of the schools and district.
- *7.11 Writes and speaks clearly and concisely so that the message is understood.
- *7.12 Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
- *7.13 Accepts and uses constructive feedback.

- *7.14 Demonstrates skill in giving and receiving feedback.
- *7.15 Develops leadership and responsibility in colleagues and students if applicable.
- *7.16 Makes wise and appropriate decisions after identifying and analyzing relevant information.
- *7.17 Identifies problems and issues and works collaboratively to contribute ideas and find solutions.
- *7.18 Uses proper administrative procedures for making requests and resolving conflicts.
- *7.19 Cooperates with building and district staff in planning and evaluation.
- *7.20 Attends and constructively participates in meetings and professional development activities.
- *7.21 Dresses for success according to job responsibilities.
- *7.22 Follows directives as assigned by supervisor.
- *7.23 Cooperates with administration in the performance of additional duties.
- *7.24 Completes tasks, reports, and document accurately according to specified timelines and expectations.
- *7.25 Adheres to district guidelines relative to attendance. Regularly reports to work on time and works additional hours when deemed necessary.
- *7.26 Adheres to ethical, legal and professional standards.
- *7.27 Refrains from revealing confidential information.
- *7.28 Adheres to laws, Board Policies and Procedures, administrative rules, practices, and guidelines and applies all fairly, consistently, wisely, and compassionately.

Asterisk () denotes non-instructional indicators. Deficiencies in these areas shall not be subject to a plan of intensive assistance.*

METHOD OF EVALUATION

The combination of the applicable measure of growth in student learning (value-added score) and the qualitative assessment of performance (competencies and performance standards) shall result in a composite score used to distinguish levels of overall effectiveness.

OTHER DUTIES AND RESPONSIBILITIES

Other duties may be assigned

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform*

the essential functions

EDUCATION AND CERTIFICATION

Master's Degree; certified as a school principal, minimum of three (3) years of classroom teaching experience.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, speak, hear and sometimes sit. Occasionally the employee will bend or twist at the neck more than the average person, reach with his/her hands and arms, and stoop, kneel, crouch, or crawl. While performing the duties of this job, the employee may occasionally lift and/or move up to 10 pounds.

Specific vision abilities required by this job include close vision and distance vision.

The demands of extended work days (coverage of building activities and extra-curricular activities, etc.) require a high level of physical endurance. The job requires the ability to handle and balance multiple demands at the same time.

WORK ENVIRONMENT: *The work environment described here is representative of which an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job the employee is frequently exposed to a noise level in the work environment which is moderate to loud.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

My signature indicates that I have been informed that the evaluation of my job performance is controlled by the St. Charles Parish Personnel Evaluation Plan and that a copy has been made available for my signature.

Signature

Date