



POSITION DESCRIPTION

Title: Principal	
Department: N/A	FLSA Classification: Exempt
Bargaining Unit: None	Work Year: 203 elementary, 213 middle school, 223 high school
Reports to: Superintendent's Designee	Board Approval Date: TBD

Salary Grade: Scheduled Management

Primary Function:

To serve as the transformational leader for a school site. To be responsible for the overall direction of the educational program and school operations with a focus on improving instructional practice and student performance through the ability to think and act in unique and innovative ways.

Essential Job Functions include, but are not limited to the following:

- Ensure a vision and culture supporting equity and social justice within school and community
- Collaborate with the Leadership Team and other staff to ensure effective core instruction, appropriate interventions and supports needed to increase student learning through the development of strategies for dramatic, and demonstrable improvement in academic achievement and students' well being
- Design and implement research and evidence based professional development models and technical assistance to promote the professional learning of teachers and staff in order to support innovation and close gaps in performance of students
- Collect, analyze and use data to inform teaching and learning
- Establish and use a comprehensive assessment plan to inform teaching and learning
- Lead the school's plan for effective parent and community engagement and communication
- Collaborate with staff to support the implementation, review and evaluation of the site's LCAP goals as required and implement, monitor, and revise the school's academic achievement plan in conjunction with the School Site Council.
- Provide leadership in the operational areas of budgets-including Federal Program monitoring requirements- articulation, mandated compliance, progress monitoring, and reporting and communication of an effective, safe school to support equity and innovation
- Assist in the selection, employment, and performance evaluation of certificated and classified personnel in the school, including employment interviews, classroom visits, professional development and student-teacher and teacher observation plans

MINIMUM QUALIFICATIONS

Education and Experience

- 3-5 years as a credentialed teacher with effective evaluations
- Experience in site leadership roles leading, facilitating, planning, and seeing projects or goals through, and/or
- 3-5 years serving as a site administrator in an Elementary, Middle, Alternative or High School setting and/or successful completion of an approved Leadership Academy program

Licenses/Certifications:

- Valid California credential authorizing service as an administrator, eligibility for an administrative credential, or willingness to obtain an administrative credential.
- Valid California teaching credential.
- Fingerprint and Department of Justice (DOJ) Clearance
- TB Test Clearance

Abilities and Knowledge

- Promotes student learning, agency and equity as the primary focus of the school;
- Implements the district's Mission, Vision and Strategic Priorities and Theory of Action
- Applies knowledge of best practices in curriculum, instruction, and assessment, and methods of supporting and extending instruction and student learning particularly in the areas of developmental learning, cultural competency, and social and emotional intelligence.
- Creates an environment where children from diverse backgrounds are comfortable and experience success and builds relationships with families.
- Has an energetic and positive attitude; demonstrates compassion:
- Self-motivated; able to accept criticism and grow as a result:
- Demonstrates collaboration in working with staff, students, families and community partners,
- Commitment to professional development, growth, reflection and renewal for all staff;
- Effectively organizes and manages multiple tasks and projects and meets or exceed deadlines;
- Operates office equipment including a computer with a variety of software related to job requirements.
- Analyzes and interprets assessment results for the purpose of designing and modifying instruction.
- Performs a wide variety of specialized tasks; interprets and applies rules and regulations as appropriate and applies knowledge of school law and district policy.
- Defines problems, collects data, establishes facts, and draws valid conclusions.
- Models district standards of ethics, confidentiality, and professionalism and uses effective interpersonal skills including tact, patience, and courtesy.
- Demonstrated ability to co-construct with students, teachers, staff, parents/families and community members relevant learning environments that are challenging and compelling for students and adults to engage in deep learning each day and throughout the day
- Demonstrated understanding that learning is an innate human developmental process that occurs within the school building and in the world at large and is purposeful, rigorous, and related to the real world
- Demonstrated use of best practices (Gradual Release, Vgotsky's Zone of Proximal Development, Camborne's Conditions of Learning, Webb's Depth of Knowledge, Restorative Justice,

PBIS/Trauma Informed Care) to facilitate student engagement in deeper thinking about subject matter and meaningful construction, expression, and exposition of their thinking and learning

- Demonstrated ability to lead the work of innovative instruction and learning based upon a clear theory and practice of school reform, instruction, curriculum, and embedded formative assessment practices
- Demonstrated understanding of the ability to use allies and networks to leverage information, skills, and resources to improve adult and student learning outcomes.

Working Conditions

- Office environment as well as many hours spent outside on the campus or inside various classrooms.
- Hours may vary to meet school needs.
- Some local and out-of-county travel may be required for the purpose of meetings, events and other activities.

Physical Abilities

- Hear and speak to make presentations, and exchange information in person and on the telephone.
- Dexterity of hands and fingers to operate a computer keyboard and manipulate paper.
- See to read, prepare documents and reports, and to observe students.
- Able to return to a task after interruption.
- Sit or stand for extended periods of time, in both indoor and outdoor environments.
- Stamina to work a full day and then supervise evening events or attend meetings.
- Work at a desk, conference table, small student classroom table, or in meetings in various configurations.
- Kneel, bend at the waist, and reach overhead, above the shoulders, and horizontally.
- Lifting, carrying, pushing or pulling moderately heavy objects

