

SEATTLE PUBLIC SCHOOLS Position Description

GENERAL SUMMARY: This position's responsibilities are to provide leadership and build a structure of relationships in the school and community so that all students have an equal opportunity to learn and be productive members of the community.

STATEMENT OF ACCOUNTABILITY: Student achievement in a performance-based school is a shared responsibility involving the student, family, educators, and the community. The Principal's leadership is essential. As leader, the Principal is accountable for the continuous growth of students and increased building performance as measured over time by state standards and locally determined indicators.

ESSENTIAL FUNCTIONS

1. Leads the development, implementation, and evaluation of efforts related to student academic achievement, including reducing the disproportionality gap; ensures that the school meets or makes satisfactory progress towards District standards on the School Effectiveness Profile, the goals in the Academic Achievement Plan (AAP), and Value-Added Assessment Profile.
2. Provides instructional leadership for school staff; articulates clearly the mission and vision of the school as well as clear expectations of students and staff; leads instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals; identifies, implements, and monitors school-wide strategies that challenge high achievers and accelerates learning for low achievers; uses strategies that appreciate and recognize diversity; observes teaching and gives feedback based on Best Practices instructional strategies; accesses resources and people to assist instructional staff; provides for the professional development needs of teachers and staff, as identified in the AAP; is knowledgeable about and complies with all relevant State and Federal laws and regulations and Board policies and Collective Bargaining Agreements.
3. Leads the development, implementation and evaluation of data-driven AAP's in collaboration with the Building Leadership Team and staff; ensures budget and staffing are aligned with AAP and that the AAP incorporates Standards Based Learning System (SBLS) and technology; establishes and executes a monitoring plan for instruction of SBLS and the infusion of technology into the instructional program; establishes and executes a monitoring plan for student intervention plans and accelerated learning plans (plans that meet individual student needs); uses data to drive all decisions.
4. Supervises and evaluates school staff; models District standards of ethics and professionalism; follows District policies and the collective bargaining agreements in evaluation of teachers/staff; visits classrooms and uses observation data to give feedback to teachers and to document performance; monitors, assists, and evaluates staff implementation of school improvement plans and effective instructional and assessment practices; evaluates staff appropriately based on expectations; takes appropriate steps when employees do not meet performance expectations or engage in misconduct; encourages staff to engage in learning; increases understanding and use of best professional practices.

5. Maintains a safe and orderly environment; prepares emergency procedures and communicates them to students, teachers and staff; collaboratively develops and implements a school discipline plan that contains clear expectations, a system of positive reinforcement, and sequential, consistent, progressive consequences and addresses disproportionality in discipline; reviews it annually and keeps a record of student discipline; takes quick and appropriate action when student or staff safety is at stake; maintains and monitors safety and order by being accessible and visible in hallways, on playgrounds, during arrival/dismissal of students, etc.; maintains a clean and orderly school site; consistently follows-through with reasonable judgment.
6. Influences a school culture conducive to continuous improvement for students and staff; fosters, recognizes, and supports ethnic, cultural, gender, economic and human diversity throughout the school community, while striving to provide fair and equitable treatment and consideration for all; establishes positive relationships with teachers, staff, parents and students with an attitude of appreciation, respect, and the highest level of professionalism; collaborates with Building Leadership Team, all staff, parents, and community when decisions affect them but is appropriately decisive, when appropriate; develops and recognizes teacher/staff leaders; acknowledges employees who exceed performance expectations; provides for school, students, staff celebrations so high performance, customs and traditions can be honored; promotes, maintains and fosters a harassment free environment.
7. Administers and manages human resources; communicates effectively verbally and in writing; increases understanding and use of current professional skills in technology, systems thinking and other areas; complies with contracts established by the school and District; recommends staffing in accordance with District standards and within the focus of the school; develops systems, personally and within the school, that cause the school to operate efficiently; equitably distributes responsibilities to staff matching strengths with duties, when possible; solves problems effectively and mediates conflict when it occurs; seeks assistance from the central administration in a collaborative manner; makes day-to-day decisions needed to run the school.
8. Administers and manages fiscal resources effectively; collaboratively facilitates the preparation, implementation, and monitoring of the school's annual budget in alignment with the AAP and staffing plan; seeks additional resources for school and manages resources effectively; allocates and expends funding to provide for the unique needs of children who are categorized as special education, bilingual, Title I, etc.; seeks staff input on the development of the AAP, the Professional Development Plan and the school's budget.
9. Develops and maintains effective community relationships; seeks community support to form new partnerships as aligned with the school mission, vision, and AAP; fosters relationships with other organizations and partners; involves staff in partnership activities; promotes the school to attract enrollment; maintains positive media relationships; is responsive to parent concerns.

10. Participates in activities to enhance personal and professional development, including District leadership development opportunities; expands use of technology; demonstrates and utilizes a variety of group process and facilitation skills; prepares and implements an annual individual professional development plan after self-reflection and input from supervisor; implements a self-care plan; increases understanding and use of best professional practices.

OTHER FUNCTIONS

11. Attends meetings, activities and events; serves on a variety of committees; make presentations; serves as a mentor or trainer for other administrative staff.
 12. Performs related duties consistent with the scope and intent of the position.
-

REPORTING RELATIONSHIPS

Reports to the appropriate level of Education Director or as assigned.

WORKING CONDITIONS

Requires substantial planning, development and creativity; requires organization and time management; requires mental concentration in an environment with frequent interruptions; requires flexibility and adaptability to different students, staff, parent, and community styles and abilities; requires effective decision-making and problem-solving; requires effective and appropriate delegation; requires substantial self-discipline in behavior and attitude; requires dealing with distraught, angry or hostile individuals; required to represent the District on potentially sensitive and controversial matters; exposure to diseases carried by students; exposure to student noise levels; required to be accessible off-shift hours to return to work for emergencies; required to attend meetings, activities and events after normal work hours; occasionally prolonged exposure to visual display terminal; occasionally required to sit for long periods; occasionally required to lift, restrain, or control students; occasional exposure to danger from out-of-control individuals.

MINIMUM QUALIFICATIONS

Education and Experience: Master's degree in education or related field and three (3) years of successful certificated school experience or as required to obtain a Washington State principal certificate at the appropriate school level.

Required Knowledge, Skills and Abilities

- to shape school climate and implement systems that promote safety & order; to use a variety of instructional, management, discipline, assessment, and placement options to establish an environment conducive to quality instruction; of legal and district policy requirements regarding discipline and safety; to review, analyze, and revise school safety and discipline plans based on school data; develop open communication

systems that allow for proactive identification and intervention of potential incidents; to establish and implement crisis plans and to follow up appropriately; respond effectively in a timely manner when incidents occur; communicate so that students, parents, and community members are confident the school is safe; of special education discipline/504 regulations and laws; identify and use community resources.

- to articulate a shared belief vision for continuous improvement and life-long learning; develop an atmosphere of personal responsibility, trust, and collaboration among students and staff; promote and ensure respect and equity in the treatment of staff and students; understand the needs and strengths of the individuals in the school; apply effective group processing skills; promote and model life-long learning and continuous growth; recognize and celebrate efforts and achievements; articulate a vision with students, staff and parents
- to implement the components and purpose of School Improvement Plan (SIP); analyze data to assess the effectiveness of SIPs; communicate clearly and interpret data results with constituent groups (staff, parents, board, community); collaborate, consensus build, and problem-solve with individuals and groups; create, facilitate and mobilize a group to implement the SIP
- to implement current education reform elements, e.g., EALRs, WASL, state learning goals, classroom-based assessments, etc.; use assessment to diagnose learner needs and to design appropriate learning intervention to improve success on state and local measures; focus staff on priorities of teaching and learning; guide staff in curriculum alignment process; assist staff in adjusting to and accepting changes, especially the changes in teaching, learning and assessment; guide staff in alignment processes within and across curriculum areas and grade levels; of best practices of instruction and assessment; engage instructional staff in frequent conversations/reflection about classroom practice.
- to act proactively in advancing the SIP's impact on learning; guide staff through the change process while maintaining focus on student learning goals; assist staff in self evaluation leading to effective practice; engage all instructional staff in decision-making, implementing, and evaluating the SIP; use data to make informed decision-making about instruction and assessment; use a variety of monitoring structures, e.g., informal observation, assessment analysis, formal lesson observation, etc., to improve instruction and assessment; to clearly communicate effective instructional and assessment practice for staff; develop collaboration and peer monitoring among staff.
- to gather, analyze, and use data to create, evaluate, and manage a school budget plan; involve staff and community in developing the budget plan; of laws related to special areas (ASB, special programs, grants); in recruiting and securing the best applicants for the job; use effective staff development and improvement strategies; of effective practices, rules and regulations, related to staff supervision, coaching, and evaluation; to take someone through probation and non-renewal; effectively conduct and confront difficult issues and discussions; focus school financial and human resources on teaching and learning.

- to use effective communication skills and strategies to: market the school to enlist community support, resolve conflicts among individuals and groups, build common focus and collaboration to enhance student learning; partner and collaborate with administrative colleagues; build collegial and collaboration relationships with and among school staff members; share leadership based upon situation and need; identify and involve business and community leaders and key communicators; use a variety of vehicles and tools to communicate about student learning with constituents, both within and outside of the school; gather and use relevant data regarding community resources to student learning and their attitudes about the school; work with local media to get the word out regarding student learning; celebrate success across the school and community; break down barriers between school and community; of diversity issues; use recognition of strengths and potential areas of conflict to guide actions.

Licenses/Special Requirements: Valid Washington State Principal's Certification with appropriate level of school emphasis; valid Washington State driver's license or evidence of equivalent mobility.

CONDITIONS

The preceding list of essential functions is not exhaustive and may be supplemented as necessary.

District employees, other than personnel in the District's Employment Services Office (in the Human Resources Department), are not authorized to make promises of employment, promises of employment for a particular period of time, or promises of a particular level of compensation or benefits to job applicants for certificated or classified positions. Any verbal or written statements to that effect by District employees other than Employment Services personnel are null and void.