JOB DESCRIPTION

TITLE: Principal

QUALIFICATIONS:
1. A valid Louisiana Teaching Certificate (Type A or Level 3)
2. Certification in Principal (Bulletin 746) or Educational Leader Level 1, 2, or 3
3. Five (5) years teaching and/or administrative experience within the last five (5) years

REPORTS TO: Superintendent and appropriate Supervisor

SUPERVISES: School faculty and staff

JOB GOAL: To ensure planning, organization, and implementation of all educational and supportive activities of the school

TERMS OF EMPLOYMENT: Twelve (12) months

EVALUATION: Performance in this position will be evaluated in accordance with the Board's policy by the Superintendent and appropriate Supervisor.

PERFORMANCE RESPONSIBILITIES:
Ethics and Integrity
A. The leader demonstrates compliance with all legal and ethical requirements.
   1. Implements school policies and procedures consistently and abides by federal, state, local, and school level policies and legal requirements.
   2. Establishes expectations and trains staff to follow policies and procedures.
B. The leader creates a culture of trust by interacting in an honest and respectful manner with all stakeholders.
   1. Models personal and professional codes of ethics, integrity, justice, and fairness that are reflected in the behaviors and values of most of the staff and students in the teaching and learning process.
   2. Demonstrates respect for the rights, the dignity of all teachers, and stakeholders, and clearly advocates that the rights and dignity of all students are protected.
C. The leader models respect for diversity.
   1. Models respect for diversity within the school and community, holds members of the school community to that standard, and works to provide equity for students in all aspects of the school program.
   2. Encourages teachers to plan and deliver differentiated lessons designed to address the needs of diversity within the community that curriculum guides usually integrate culturally sensitivity and diversity, and that programs are developmentally appropriate for all students.
Instructional Leadership
A. The leader establishes goals and instructional and leadership expectations.
   1. Develops goals and strategies that reflect a clear relationship between instructional and leadership practices aligned to the school/district improvement plan and the impact on student achievement.
   2. Collects, analyzes, and uses cause and effect data regarding the school's progress toward attaining its goals and objectives.
   3. Develops clear expectations, structures, rules, and procedures for students and staff.
B. The leader plans, coordinates, and evaluates teaching and the curriculum.
   1. Develops a process of monitoring, supporting and evaluating all staff to effectively use research-based instruction to meet the learning needs of all students resulting in high levels of achievement for all students.
   2. Uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum and leadership decisions
   3. Shares assessment data with staff to increase student achievement.
C. The leader promotes and participates in teacher learning and development.
   1. Ensures that teacher learning and development reflects the prioritized needs within the School Improvement Plan.
   2. Provides teachers with appropriate development according to individual needs such as coaching, mentoring, peer observation, etc.
   2. The leader is an active participant in (e.g., personally leads) teacher professional learning multiple times (five to six) throughout the school year.
D. The leader creates a school environment that develops and nurtures teacher collaboration.
   1. Implements school practices that are aligned with essential teacher collaboration characteristics (e.g., a focus on targeted academic student needs, SMART goals, measurable strategies, formative assessment, interventions, and frequent monitoring).

2. Systematically leads, monitors, and supports school Data Teams. Collaborates with teachers and data teams to formulate a plan with goals, measurable objectives, effective instructional strategies, frequent monitoring, formative and summative assessment and evaluation

Strategic Thinking

A. The leader engages stakeholders in determining and implementing a shared vision, mission, and goals that are focused on improved student learning.
   1. Involves all staff members and appropriate district and community stakeholders in the development and implementation of a school-wide vision and mission, focused on high expectations for learning.
   2. Ensures that the vision and mission are aligned with district, state, and federal policies; and clearly based on multiple data sources (e.g., State, district, school-wide and classroom assessments) disaggregated by sub populations.
   3. Forms a collaborative leadership team whose members have diverse backgrounds and experiences and are representative of all grades and subject areas.
   4. Establishes regular monthly meetings with the leadership team to examine and modify organizational practices and procedures as necessary to accomplish the school's vision, mission, and goals.
   5. Articulates the school's vision, mission and goals through regular communication with all stakeholders throughout the school year using a variety of methods, (e.g., public forums, Website, newsletter, and school events).
A. The leader formulates and implements a school improvement plan to increase student achievement that is aligned with the school's vision, mission and goals; is based upon data; and incorporates research-based strategies and action and monitoring steps.
   1. Guides the leadership team and involves the staff and appropriate district and community stakeholders in the development of a school improvement plan that supports school goals with a limited number of research-based, measurable objectives.
   2. Ensures that the school improvement plan demonstrates a clear relationship between the actions of teachers and leaders and improved learning for students.
   3. Supports the implementation of a school improvement plan that is measurable and achievable, that includes
      - Strategies and timelines
      - Responsibilities of each person involved
      - Indicators used to monitor student results and educator actions
   4. Ensures that all staff members implement school-wide strategies with fidelity by frequently (monthly) monitoring, measuring, and supporting the individual needs of staff.
B. The leader analyzes data from student results and adult implementation indicators to monitor the impact of the school-wide strategies on student learning.
   1. Examines multiple data sources (at least monthly) including available district data and formative school and classroom assessment results, and analyzes the data at the subscale level to find strengths and challenges in student learning.
   2. Meets monthly with the leadership team, staff, and appropriate district and community stakeholders to analyze student assessment results and staff implementation practices. Illustrates progress (graphically) on the degree of impact the prioritized strategies are having on student achievement and identifies trends and patterns in order to make mid-course corrections.
   3. Reinforces midcourse corrections with continued monitoring and job-embedded professional development that differentiates training based on individual teacher needs.
   4. Communicates the school's progress toward the accomplishment of the school improvement goals with all stakeholders (minimally quarterly) using a variety of methods, (e.g., public forums, Website, newsletters).

Resource Management

A. The leader manages time, procedures, and policies to maximize instructional time as well as time for professional development opportunities that are aligned with the school's goals.
   1. Systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) protects learning time by proficiently implementing school-wide student behavior expectations.
   2. The leader facilitates the development of procedures to protect time for successful teaching and learning.
   3. The leader recognizes, studies, and applies emerging trends to the development of school procedures and policies that guard and support the teaching, learning, and professional development process.
B. The leader allocates financial resources to ensure successful teaching and learning.
   1. Leverages (e.g., ability to use) knowledge of the budgeting process, categories, and funding sources to maximize all available discretionary dollars to achieve priority-teaching goals.
   2. The leader makes routine decisions related to the effective allocation and use of discretionary resources in support of successful teaching and learning.
   3. The leader has established a pattern of evaluating and revising fiscal decisions based on the impact on student achievement.
C. The leader creates a safe, clean and healthy environment to ensure effective teaching and learning.
   1. Creates and sustains a safe, efficient, and effective learning environment by ensuring management of the organization, operations, facilities, and resources.

Educational Advocacy
A. The leader provides opportunities for multiple stakeholders perspective to be voiced for the purpose of strengthening school programs and services.
    1. Conducts focus group interviews and surveys and forms advisory committees with various stakeholder groups in order to gain information and insights and effectively uses this feedback to enhance educator practice leading to improved learning for students.
    2. Capitalizes on diversity as an asset of the school and community and frequently (at least quarterly) brings together the resources of the school and community to enhance programs and services for continued student success.
B. The leader stays informed about research findings, emerging trends, and initiatives in education in order to improve leadership practices.
    1. Seeks self-improvement by examining the efficacy of his or her personal leadership practices on student achievement and teacher effectiveness and collects this data through student results indicators and through staff input at meetings and through questionnaires.
    2. Stays abreast of the most recent literature on educational leadership practices that positively impact student learning and applies these practices in working with the staff and students.
    3. Stays up-to date with current literature in education and informs the school's staff about effective research-based practices that support the goals and strategies of the school.
C. The leader acts to influence national, state, and district and school policies, practices, and decisions that impact student learning.
    1. Builds strong relationships with staff, students, parents and community stakeholders establishing a flourishing learning culture in the school that positively impacts student achievement.
    2. Maintains an active membership in professional organizations and shares what has been learned through this membership with staff and members of the school community.

Other
    1. Meets the criteria for a Professional Growth Plan following the guidelines in the Caldwell Parish Personnel Evaluation Plan.
    2. Meets the criteria for a Self Evaluation following the guidelines in the Caldwell Parish Personnel Evaluation Plan.
    3. Creates four (4) performance objectives to be included with each renewal of contract.
    4. Assumes additional responsibilities as the Superintendent may assign.

DATE _____ **PRINT NAME** _____

EMPLOYEE I.D. NO _____ **SIGNATURE** _____