

## PRINCIPAL

### QUALIFICATIONS:

1. General qualifications of a teacher in the State.
2. At least a master's degree from an accredited institution, with a major in administration and/or supervision.
3. At least three (3) years teaching experience, one of which shall have been at the level assigned.
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools and/or the Chief Personnel Officer

SUPERVISES: All personnel serving in assigned school

JOB GOAL: To support the goals of the board of education by providing positive leadership at the building level.

### PERFORMANCE RESPONSIBILITIES:

1. Complies with all established laws, policies, rules, and regulations.
11. Instructional Leadership -- Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student achievement.
  - a) demonstrates a knowledge of supervision to improve instruction,
  - b) uses the evaluation process to improve instruction effectively,
  - c) analyzes a variety of educational data to focus on student achievement,
  - d) guides teachers in their professional growth, and
  - e) facilitates a climate that is conducive to student learning and development.
- III. Purpose and Direction - Proactive Orientation -- Views self as the school's/county's leader, initiates action, takes responsibility and motivates others to assist in setting and achieving the goals.
  - a) accepts authority and assumes responsibility,
  - b) analyzes negative and positive forces affecting the school/county,
  - c) takes immediate steps when problems arise,
  - d) focuses resources on strategic goals,
  - e) uses problem solving strategies,
  - f) exhibits a positive attitude, and
  - g) encourages and facilitates meaningful and effective parent-teacher communication.
  - h) commands respect by example in appearance, manners, behavior and language.

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IV. Educational Values. -- Manifests values about the school/county including students' welfare, fairness to staff, effective communication with parents, and demonstrates behavior consistent with the values.

- a) promotes the welfare of students, faculty and staff, and
- b) sets high expectations and articulates them to community, parents, staff and students.

V. Cognitive Skills

1. Interpersonal Skills -- Listens, understands and verbalizes the concepts, thoughts and ideas held by others to ensure an understanding of their feelings and position.

- a) encourages others to describe their perspectives,
- b) respects others' perspectives, and
- c) listens to others.

2. Problem Analysis. -- Searches for relevant data and analyzes complex information before arriving at an understanding of an event or a problem using formal and informal observations, research and interaction in gathering information.

- a) gathers information about the school, county, students, parents, and community as appropriate,
- b) attends professional development sessions that are relevant to goals, and
- c) accesses computer and management information systems.

3. Judgment. -- Generates, evaluates, and selects effective solutions in making decisions and solving problems.

- a) values divergent thinking,
- b) compares consequences of options, and
- c) makes decisions after data are analyzed.

VI. Leadership.

1. Managing Interaction. -- Demonstrates effective use of group processes and facilitator skills.

- a) identifies self as a team leader,
- b) intervenes, negotiates, resolves conflict as needed,

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- c) facilitates communication, and
  - d) creates cooperative atmosphere.
2. Persuasiveness. -- Gains and sustains the attention and interest of others.
- a) ties needs to established goals,
  - b) articulates expected outcomes, and
  - c) develops trust by modeling desired behavior.
3. Sensitivity. -- Understands the diversity among different groups and modifies interaction style to fit the situation.
- a) understands how own behavior may affect others,
  - b) adjusts strategies when ineffective,
  - c) exhibits appropriate interaction skills, and
  - d) deals effectively with emotional issues.

## VII. Quality Enhancement

1. Personal Motivation. -- Establishes high work standards for self and others.
- a) promotes excellence by evaluating goals,
  - b) sets standards for goal accomplishment,
  - c) considers feedback, and
  - d) assesses own strengths and limitations.
2. Management. -- Devises opportunities to receive adequate information on the progress of work accomplishments, delegates activities and offers timely feedback relating to quality and productivity.
- a) supervises and monitors performance of staff,
  - b) collects and records performance data,
  - c) judges performance using criteria,
  - d) reinforces desirable behavior
  - e) accesses computer and management information systems, and
  - f) demonstrates effective school financial management.
3. Coaching. -- Creates opportunities for development of human resources through effective use of coaching, and the use of staff development to foster individual growth.
- a) builds a supportive environment for learning,
  - b) provides timely and specific feedback,
  - c) reinforces growth and development, and

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- d) exhibits effective conferencing skills.

### VIII. Organization.

1. Organizational -- Develops a plan to meet goals by focusing on time lines and flow of activities, and identified resources needed to accomplish the job.
  - a) plans for goal accomplishment,
  - b) establishes priorities,
  - c) budgets and allocates resources,
  - d) assigns tasks and activities, and
  - e) plans for contingencies.
2. Delegation. -- Delegates authority and responsibility clearly and appropriately.
  - a) assesses expertise of self and others,
  - b) determines tasks to be assigned,
  - c) determines tasks needing outside assistance,
  - d) establishes performance standards, and
  - e) provides guidance.

### IX. Communications.

1. Oral Communications. -- Uses verbal skills to communicate appropriately.
  - a) pronounces words and articulates clearly,
  - b) speaks confidently, and
  - c) uses correct grammar.
2. Written Communications. -- Demonstrates skill in writing appropriately to the intended audience.
  - a) with clarity and conciseness, and
  - b) uses correct grammar, spelling and appropriate language,

### x. Technology Leadership.

1. Demonstrates and creates opportunities for personnel to increase their competencies and knowledge to implement technology standards;
2. Provides a shared vision of the comprehensive integration of technology;
3. Ensures that technology is being integrated into the learning environment;

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4. Applies technology to enhance professional practices;
5. Ensures the integration of technology to support productive systems for learning and administration;
6. Uses technology to plan and implement comprehensive systems of effective assessment and evaluation; and
7. Understands the social, legal, and ethical issues related to technology.

TERMS OF EMPLOYMENT: salary and work year as determined by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on staff evaluation.

