



## MIDDLE SCHOOL PRINCIPAL

---

### **Mission**

- Develops a highly effective staff focused on student learning through authentic, engaging learning experiences while using data to make informed instructional decisions.
- Provides consistent emphasis on and support for authentic student learning experiences, i.e., inquiry, design, problem-based learning
- Creates a school culture of excellence, teamwork and collaboration among teachers and staff, students and families.
- Fosters a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.

### **Position Summary**

The Principal is the educational leader at the school and creates and maintains a positive, safe, and high-standards learning environment, supervising building faculty and staff, and managing all resources in accordance with the District's mission, goals and policies. Provides effective evaluation and professional coaching to instructional and support staff; develops and implements professional learning communities. Regularly reviews course specific lesson plans for alignment to core knowledge, skills and illiteracies.

### **Supervisory Relationship**

This position reports to the Director of Secondary Instruction. The principal supervises the assistant principal, licensed teachers and support staff.

### **Essential Functions**

- Provides leadership to the school community in developing and focusing on a shared vision, mission, goals, and continuous school improvement planning consistent with the District vision and goals.
- Ensures the effective delivery of an instructional program that meets the needs of all students.
- Provides leadership to the faculty in the ongoing process of evaluating the effectiveness and directing the improvement of educational programming. Takes responsibility for students' learning and achievement.
- Provides leadership in the analysis of current programs and student achievement results and the integration of this analysis into curriculum development activities aligned with District/school goals.

- Provides leadership to the creation and maintenance of a positive, safe, and orderly learning environment for all students, faculty, and staff.
- Implements systems, processes and planning functions that are consistent with effective organizational leadership, academic achievement, climate safety, budget efficiency, and employee/student performance.
- Makes principled decisions in a timely manner and appropriately involves others in the process.
- Effectively responds to and resolves issues that arise in and outside the school environment that effect the successful operation of the school and student programming. Models good human relations skills and interacts positively with all facets of the school community.
- Actively participates in a variety of meetings within the school, District, neighborhood, and community in a manner that effectively integrates the school into the fabric of the community.
- Communicates effectively with parents and involves them in aspects of the school.
- Facilitates collaborative partnerships with outside agencies and businesses that promote a positive learning environment for all students.
- Supports and promotes special activities in the building that contribute to a positive and comprehensive school experience for the school community.
- Provides leadership and coordination to all staff development activities in the building, ensuring the alignment of these activities with building-based school improvement areas.
- Supervises and evaluates all faculty and staff assigned to the building and effectively addresses all performance issues in a manner consistent with District policy and practice.
- Interviews and hires all staff assigned to the building.
- Plans, develops, implements, and monitors a school budget consistent with collaboratively identified building goals and improvement initiatives.
- Coordinates building maintenance in cooperation with the Facilities Department.
- Establishes and maintains open and honest lines of communication with key stakeholders.
- Facilitates group processes, including consensus building and conflict resolution.
- Enforce the Student Code of Conduct as necessary.
- Provide consistent emphasis on and support for post-secondary and career exploration and preparation though both formal and informal student events and activities.
- Participates in professional development that aligns with the mission/vision of the District.
- Engage in continuous learning through professional reflection and active collaboration with colleagues.

- Collaborates in the development of specific strategies for community outreach with multiple stakeholders. Establishes and maintains strong connections with community-based organizations, cultural institutions, local and city-wide businesses.
- Promotes strong relationships with student families and care-givers that engage them in their child's education and school events.

## **Required Knowledge, Skills and Abilities**

- Current knowledge of school improvement planning and characteristics of effective school operations.
- Demonstrated ability to communicate effectively in both written and oral presentations.
- Working knowledge of standards, benchmarks and assessments.
- Demonstrated ability of strategies for the implementation of technology in the delivery of instruction to effectively supervise and evaluate professional staff.
- Demonstrated understanding and ability to facilitate the use of appropriate community resources in meeting the needs of students and families.
- Demonstrated ability to work with diverse ethnic and socioeconomic communities.
- Knowledge of the principles of site-based shared decision-making and demonstrated ability to facilitate a collaborative team atmosphere.
- Current knowledge of theory and practice in special education programming, including inclusion, discipline, IEP development and implementation, and IDEA Re-authorization.
- Demonstrated knowledge in current research in organizational development in the educational setting and characteristics of effective leadership.
- Demonstrated ability to plan, organize, and establish priorities for action in conjunction with others.
- Demonstrated ability to make independent judgments and decisions.
- Demonstrated ability to perform effectively in an atmosphere of multiple and conflicting demands.

## **Minimum Qualifications**

### Education

Master's Degree in Educational Administration or the equivalent. Oregon Administrator License required.

### Experience

- Two (2) to five (5) years leadership experience in an educational environment.

- Experience in developing, implementing, articulating and evaluating curriculum and instructional strategies consistent with current knowledge and best practices required.

**Work Environment**

- Duties are performed in office, school, and community settings.
- Execution of responsibilities may require work beyond the standard workday and workweek.

<b>ADDITIONAL INFORMATION</b>	
<b>Employee Unit</b>	4J Association (4JA) – TSPC Administrative
<b>Pay Grade</b>	Grade 13 / 11-Month Work Year
<b>Developed by</b>	Dr. Celia Feres-Johnson – Director of Human Resources
<b>Reviewed by</b>	
<b>Approved by</b>	
<b>Last revised</b>	June, 2012