

The Community Roots School  
(CRS)  
Silverton, OR

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Job title: School Administrator – K-8 Montessori School Principal

Reports to: The CRS Board of Directors

Application site: <https://silverfalls.tedk12.com/hire/ViewJob.aspx?JobID=3115>

**Interested applicants should read the entire posting. Only candidates who submit a complete application including a targeted cover letter, resume, Executive Reflective Practice Inventory (attached) and responses to three short answer questions (listed at bottom of posting) will be considered.**

### **School Administrator**

We are seeking a highly effective administrator with a track record of success. We seek an instructional leader who also possesses an exemplary managerial, instructional and operational skill-set. The school administrator must be committed to the belief in the potential of all students and be able to focus their work in a way consistent with the school's mission and Montessori practices. We seek leaders who are committed to the ideals of collaboration and innovation.

A Community Roots School Administrator must:

- **Put students first.** Students are at the heart of our schools and we look to recruit and select leaders who make decisions in their best interest. Students are at the core of each decision made at CRS.
- **Demonstrate innovative and entrepreneurial thinking.** CRS seeks to deliver an authentic Montessori education while still adhering the public school needs and requirements. Our administrator will serve as a liaison to our sponsoring Silver Falls School District to balance these approaches using the most current and innovative methods in the industry. Modeling innovation in other sectors, the CRS administrator will use tools supported by The National Center for Montessori in the Public Sector (NCMPS) to advance improved teaching and learning practices and implement more robust assessments, support teachers and leaders as innovators, invest early in promising practices, and collect and use data to diagnose problems-of-practice, evaluate effectiveness of initiatives and to course correct when necessary.
- **Engage families and the community as equal partners in the school improvement process.** The Community Roots School Believes that our students flourish when our community works together to create the best environment for them. We are seeking a leader to work with the community in healthy effective manners to further the creation of an inclusive and equitable environment.

- **Build a supportive and highly skilled environment.** Using inclusive practices to involve guides and staff in decision making. Provide guides and staff with high levels of support while holding them to high levels of accountability, tailored to each individual's needs and experience.
- **Foster professional environments that value collaboration, data use, and continual improvement.** Guides must work together to collect and analyze data to sustain cycles of inquiry and improvement. Continual learning and data-driven decision-making are core to the developing and supporting highly effective schools.

## **RESPONSIBILITIES –**

### **Instructional Leadership**

- Implement and maintain the school's Strategic Plan that sets the direction for school improvement efforts.
- Responsible and accountable for ensuring all students leave school ready for the demands of high school.
- Analyze student achievement results to identify areas in greatest need of improvement and to inform school improvement efforts.
- Ensure that the learning needs of all students--Special Education, English Language Learners, and General Education--are met.
- Effectively supervise the classroom co-teaching teams, content-based coaches, Interventionists and Learning Specialists.
- Promote a culture of continued learning, coaching, and collaboration with staff
- Supports and supervises the design of rigorous, Montessori based instruction with measurable outcomes.
- Conduct classroom observations to analyze instruction, supervise staff and provide feedback, to ensure continuous improvement in teaching and learning.
- Engage in continuous learning and on-going professional development with the Director of Curriculum and Instruction.

### **Management and Operations**

- Recruit and retain a diverse staff.
- Align the use of people, money, and materials to the school's instructional priorities.
- Develops systems for optimal use of time by creating schedules/procedures that maximize instructional time and provide sufficient meeting time for all teams. Deflects activities that prevent staff from focusing on student learning during team time.
- Ensure a safe and nurturing environment for students, staff, and families.
- Design and implement a professional development plan and/or strategy that addresses instructional improvement priorities defined by student achievement and the individual needs of staff members.
- Manage school, facilities, and operations.
- Complies with the state and federal laws, policies and district expectation/partnerships.
- Monthly reporting to the Board of Directors and the finance committee.

## **Family and Community Engagement**

- Strengthen teacher and staff capacity to cultivate and sustain meaningful partnerships with families of diverse backgrounds and with community members that support student achievement and student well-being.
- Establish two-way communication tools with parents in their respective languages.
- Seek and develop strategic partnerships that will provide students with access to sports and extra-curricular activities and add value and help drive academic success.

## **Professional Culture**

- Demonstrate high expectations for all students and staff and a commitment to providing the support required to attain them.
- Demonstrate cultural competencies and inclusive leadership through behaviors and decision-making through an equity lens.
- Establish a collegial environment that honors and encourages staff's continuous learning.
- Manage conflicts and foster consensus building
- Foster teacher leadership through delegation, shared leadership and decision-making.

## **Montessori Administrator Job Description**

**Summary Description:** The Administrator is responsible for administering and supervising the total program at CRS. They will provide educational leadership for the students, families and staff members consistent with the educational goals of a Montessori program. They will cultivate an environment that fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of excellence in teaching and learning that is firmly grounded in the Montessori philosophy. Functions include establishing a climate conducive to learning, defining roles, planning and coordinating programs, effecting change, managing budgets, and decision-making that is guided by Montessori principles.

### **Minimum Requirements:**

- Master's Degree
- TSPC Oregon Principal license
- Minimum 3 years of teaching experience
- Montessori training (preferred)

### **Additional Knowledge, Skills and Abilities:**

- Thorough knowledge of CRS policies and procedures, as well as state and federal regulations and laws.
- Thorough knowledge and understanding of the goals of Montessori education, curriculum, instruction, organizational patterns, school operations and student services.
- Ability to articulate to staff, students and community the vision of the School and the essence of Montessori education.
- Ability to galvanize the community in support of the school.
- Demonstrated competence in staff selection, training, supervision and evaluation.

- Demonstrated problem-solving skills and demonstrated ability to act effectively under stress.
- Ability to motivate, encourage and work with staff to ensure outstanding performance as well as morale.
- Excellent oral and written communication skills.
- Excellent interpersonal skills.
- **Spanish fluency** preferred.

**Additional Education, Training and Experience:**

- Master's degree from an accredited college or university with an emphasis in supervision, educational leadership, and early education or elementary school curriculum.
- Montessori teaching diploma preferred; Montessori leadership training preferred
- 5+ years experience in teaching, administration or leading a Montessori school or program and a track record of successfully motivating staff and managing resources toward shared goals serving diverse learners and student assessment strategies.
- Human resources experience, especially staff management, including but not limited to the recruitment, evaluation and professional development of teaching faculty and professional supports.
- Experience working with teachers, parents and community organizations, as well as strong partnership-building skills.
- Experience working with students and families in a diverse, urban setting.
- Experience working with and setting budgets on an organizational basis.

**SALARIES:**

Based on 205 contracted days

2019-2020 School year salary range - \$60,452 - \$73,885

Interested candidates must submit a completed application along with a targeted cover letter crafted specifically to lead at CRS, a resume, Executive Reflective Practice Inventory (attached), and a response to all three short answer questions. The targeted cover letter and short answer responses should be saved as **one** PDF document and uploaded to your application.

**Short answer questions (Must be answered for application to be considered)**

- Why do you want to lead at CRS? (Maximum 200 words--longer responses will not be reviewed or scored)
- What challenges do you anticipate if you are offered and accept the Montessori administrator position with CRS? What three strategies do you anticipate utilizing in order to address these challenges and successfully improve student outcomes? (Maximum 300 words-- longer responses will not be reviewed or scored)
- Our school actively practices inclusive and equity based practices. When you consider your interest and past experiences, how would you go about ensuring that this school is accessible to all students? (Maximum 200 words--longer responses will not be reviewed or scored)