File: GCAB-R Page 1 of 16

JOB DESCRIPTION: PRINCIPAL

TITLE: Principal

REPORTS TO: Superintendent

SUPERVISES: All certified and noncertified staff assigned to the school

BASIC FUNCTION: Acting with the approval of the superintendent, each principal shall have general supervision of all school premises over which he or she presides. The principal of each school shall be responsible for the general management, instruction, and discipline of his or her school. He or she shall direct and assist the teachers and shall see that the policies of the board and directions of the superintendent are properly carried out.

MAJOR DUTIES AND RESPONSIBILITIES:

- Provide leadership to support the teaching process which includes establishing and maintaining the school learning climate, organizing classes within established guidelines to meet student needs, establishing guidelines for proper student behavior, and monitoring the guidance program to enhance individual student development;
- Supervise the school's teaching process with emphasis placed upon student achievement (instructional leader);
- 3. Plan, organize, direct, and evaluate all school activities in accordance with the policies of the school board and the directives of the superintendent;
- Initiate, design, plan, and evaluate programs designed to meet the specific needs of the school within established administrative guidelines;
- 5. Foster parent understanding and interest in school programs and activities and encourage parent involvement;
- 6. Obtain resources through grant writing and other funding requests;
- 7. Provide appropriate orientation and assist in the development of new staff members;
- Support activities such as building and grounds maintenance, food service program, recreational activities (extended day), financial and accounting functions, and secretarial and clerical staff responsibilities;
- Implement and supervise specialized education programs for students with special needs;
- 10. Involve staff and community in the decision-making process;
- 12. Prepare and/or supervise the preparation of reports and record maintenance required by the school board and superintendent;

- 13. Keep abreast of changes and new developments in the field of education through professional associations, journals, and publications;
- 14. Performs other related duties as assigned.

Competency A: Instructional Leadership Evidence Key

- 1. Performance Observation Feedback
- 2. Schedule of Evaluation Conferences
- 3. Evaluations
- 4. Observations
- 5. Teacher Evaluations/Goal Setting/Self Evaluation
- 6. Monitoring Conference Data
- 7. Staff Development
- 8. Staff Memos/Notes
- 9. Grade Level/Department Meetings
- 10. Planning Time
- 11. Staff Meetings
- 12. Special Education Supervision
- 13. Surveys
- 14. Curriculum Mapping
- 15. Lesson Plan Review
- 16. Student Achievement Data
- 17. Written and Oral Communication
- 18. Professional Learning Community
- 19. Data Analysis
- 20. Other Evidence

Garretson School District Competency A: Instructional Leadership

Educational leaders promote the success of all students, including students with special needs, by advocating and sustaining an instructional program that is conducive to student and staff growth.

Criteria:	Dimensions:				Evidence:
	Unsatisfactory	Basic	Proficient	Distinguished	
The administrator observes, evaluates, and provides feedback to stakeholders based on district expectations focusing on student achievement.	Does not observe, evaluate, nor provide feedback to stakeholders that is relevant to district expectations focusing on student achievement.	Minimally observes, evaluates, and provides feedback to stakeholders that is relevant and focused on student achievement.	Proficient Observes, evaluates, and provides feedback to stakeholders that is based on district expectations and is consistently focused on student achievement.	Regularly observes, evaluates, and provides frequent feedback to stakeholders that is relevant, individualized, and meaningfully focused on student	
The administrator encourages professional development through staff reflection and continuous improvement.	Does not encourage reflection and does little to promote continuous improvement among staff members.	Recognizes the importance of reflection and has taken some steps to promote continuous improvement among staff members.	Actively encourages reflection and promotes continuous staff improvement in a variety of ways.	achievement. Consistently and effectively encourages reflection and promotes continuous staff improvement in all aspects of school activity.	
The administrator leads instructional staff in the alignment of instruction and assessment with district learning goals.	Does not promote best practice nor engage staff in the alignment of instruction and assessment with district learning goals.	Recognizes the importance of best practices and informally engages staff in the alignment of instruction and the assessment with district learning goals.	Actively promotes best practices and collaborates with instructional staff in the alignment of instruction and assessment with district learning goals.	Promotes a school-wide awareness of best practices and	

File: GCAB-R Page 4 of 16

Competency B: Academic Achievement Evidence Key

- 1. Pass/Fail Data
- 2. Student Assessments
- 3. Reading Levels
- 4. Student Retention Data
- 5. District Report Card
- 6. Graduation Data (High School Principal)
- 7. State Assessments
- 8. IEP Data
- 9. Report Cards/Student Progress Reports
- 10. Monitoring Conferences
- 11. Classroom Observations
- 12. Written and Oral Communication
- 13. Other Evidence

Garretson School District Competency B: Academic Achievement

Educational leaders promote the success of all students, including students with special needs, making academic growth.

Criteria:	Dimensions:				Evidence:
	Unsatisfactory	Basic	Proficient	Distinguished	
The administrator ensures that all students make progress in the general curriculum.	No evidence that students have made progress in the general curriculum.	Some evidence that students have made progress in their general curriculum but did not reach the school's target goals.	Progress is made by students in the general curriculum by reaching the school's target goals.	Significant student progress is evidenced exceeding the school's target goals.	
The administrator ensures that students with special needs meet IEP goals in compliance with federal, state, and district regulations.	No evidence that students with special needs have made progress and/or met IEP goals.	Some evidence that students with special needs have made progress and/or met IEP goals.	Documented evidence that students with special needs have made progress and/or met IEP goals. A systematic process is implemented to review and modify IEP objectives when necessary.	Documented evidence that students with special needs have met or exceeded IEP goals. A systematic process is implemented to review and modify goals when necessary.	
The administrator ensures that students who don't qualify for IEP services but have learning problems are provided with adequate academic modifications to be successful.	No evidence of modifications for students with learning problems are evident.	Some evidence that students with learning problems have academic modifications and adaptations that help them meet district goals.	Documented evidence that students with learning problems who are not on IEPs have made progress and/or met district goals. A systematic process is implemented to review and modify accommodations and modifications when necessary.	Promotes a school-wide awareness of best practices for student success.	

File: GCAB-R Page 6 of 16

Competency C: Positive School Learning Environment Evidence Key

- 1. Student/Staff School-Wide Activities
- 2. Incentive Programs
- 3. Celebrations/Recognitions
- 4. Incident Referral Reports
- 5. IEP
- 6. Functional Behavior Assessment
- 7. In-School Suspension Program
- 8. Support Services
- 9. Behavior Intervention Plan
- 10. Discipline Data
- 11. 504 Plan
- 12. Student Work Displays
- 13. Staff and Parent Handbook
- 14. Professional Learning Community
- 15. Shared Decision Making
- 16. Other Evidence

Garretson School District Competency C: Positive School Learning Environment

Educational leaders promote the success of all students, including students with special needs, by acting with integrity, fairness, and in an ethical manner.

Criteria:	Dimensions:				Evidence:
	Unsatisfactory	Basic	Proficient	Distinguished	
The administrator creates an inviting atmosphere for all members of the learning community that promotes acceptance of differences among staff and students.	Does not create an inviting atmosphere for all members of the learning community.	Minimally creates an inviting atmosphere for all members of the learning community.	Creates an inviting atmosphere for all members of the learning community that promotes the acceptance of differences among students and staff.	Effectively creates an inviting atmosphere that promotes acceptance and utilizes differences among students and staff to enrich school.	
The administrator maintains a high degree of visibility in the school and establishes a positive rapport with students and staff.	Is not a visible presence in the school nor demonstrates a positive rapport with students and staff.	Maintains a minimal degree of visibility in the school and recognizes the importance of a positive rapport with students and staff.	Is a strong visible presence in the school and consistently models a positive rapport with students and staff.	Consistently models positive rapport with all school community members and works with staff to strengthen teacher-student relationships.	
The administrator initiates positive behavior intervention procedures for all students, ensures that all staff are trained in these procedures, and ensures appropriate documentation for all disciplinary events.	Does not initiate, promote, nor document positive behavior intervention strategies.	Recognizes the importance of positive behavior intervention strategies and has begun to initiate procedures to ensure consistency.	Initiates positive behavior intervention procedures, staff training, and appropriate documentation.	Initiates and maintains a systematic approach to positive behavior intervention procedures, continuously ensuring staff effectiveness, proper documentation, and improved student conduct.	

File: GCAB-R Page 8 of 16

				-
The administrator is knowledgeable about federal, state, and district policies and procedures relative to student and teacher conduct, e.g. labor contracts, 504, IDEA, and implements each with fairness, consistency,	Does not actively build knowledge base regarding federal, state, and district policies and procedures. Implementation is inconsistent.	Actively builds knowledge base regarding federal, state, and district policies and procedures. Recognizes the need to implement each with fairness, consistency, and equity.	Is highly knowledgeable about federal, state, and district policies and procedures. Implements each with fairness, consistency, and equity.	<pre>Implements federal, state, and district policies and procedures with accuracy, consistency, fairness, and with the input of all the stakeholders.</pre>
and equity.				
The administrator interprets and shares district-wide decisions and initiatives with local client groups.	Has not developed relationships with local client groups.	Understands the need for strong client communication and has developed some relationships.	Develops and uses a system for communicating with local client groups.	Communicates and engages with local client groups regularly and systematically.
The administrator ensures the celebration of student and staff successes and supports school-wide routines that promote positive student and staff behaviors.	Makes little or no effort formally nor informally to recognize student and staff successes.	Recognizes the importance of celebration and informally recognizes student and staff successes.	Celebrates student and staff successes both formally and informally and supports school-wide routines that build on positive student and staff behaviors.	Initiates and supports systematic school-wide routines that recognize, celebrate, and nurture positive student and staff behaviors.

File: GCAB-R Page 9 of 16

The	Makes little	Provides	Degularia	Encococ	
			Regularly	Engages	
administrator	or no effort	informal	engages	stakeholders	
provides	in engaging	opportunities	stakeholders	both formally	
opportunity	stakeholders	for	appropriately	and informally,	
for	in decision-	stakeholders to	in school	and supports	
stakeholders	making, or	participate in	business and	consensus-	
to	recognizing	decision-making	effectively	building.	
participate	the need for	and recognizes	empowers staff		
in decision-	consensus.	the importance	members.		
making		of site-based			
through		leadership.			
consensus-					
building and					
the					
appropriate					
uses of					
school					
governance					
structure.					

File: GCAB-R Page 10 of 16

Competency D: Building Management Evidence Key

- 1. Interview Records
- 2. Personnel Files
- 3. Cumulative Folders
- 4. Attendance/Truancy Reports
- 5. Memos, Agendas, Bulletins, Calendars
- 6. Grievances and Serious Complaints
- 7. Misconduct Process
- 8. Crisis Plan
- 9. Medication Procedures and Log
- 10. Incident/Accident Reports
- 11. Other Evidence

Garretson School District Competency D: Building Management

Educational leaders promote the success of all students, including students with special needs, by ensuring management of the organization and operations.

Criteria:	Dimensions:				Evidence:
	Unsatisfactory	Basic	Proficient	Distinguished	
The administrator recruits, hires, and aligns staff responsibilities to maximize strengths for school effectiveness and licensure.	Is not aware of staff strengths and makes no efforts to align responsibilities with individual strengths.	Assigns staff within their appropriate licensure.	Aligns staff responsibilities to maximize strengths and with appropriate licensing or credentials.	Systematically supports and maintains a school structure that maximizes strengths for the benefit of all students.	
The administrator ensures adequate and/or equitable assignments of staff.	Does not ensure adequate and/or equitable assignments of staff.	Recognizes the need for adequate and equitable assignments and engages staff to develop an appropriate system.	Ensures all staff are equitably assigned to duties, providing for student safety and supervision.	Initiates a system of adequate and equitable assignments with use of data and the input of all stakeholders.	
The administrator maintains and manages accurate student and personnel records in accordance with district policies and procedures.	Does not maintain accurate or consistent student or personnel records.	Recognizes the importance of maintaining student and personnel records in accordance with district policies and procedures.	Maintains and manages accurate personnel and student records in accordance with district policies and procedures.	Maintains and manages accurate personnel and student records and uses collective data analysis for continuous school improvement.	

File: GCAB-R

Page 12 of 16

The	Does not	Demonstrates	Demonstrates	Demonstrates
administrator	demonstrate	knowledge of	and	and
demonstrates	adequate	board policies	communicates	communicates
knowledge of	knowledge of	and	knowledge of	knowledge of
and	board policies	administrative	board policies	board policies
communicates	and	procedures and	and	and
board policies	administrative	recognizes the	administrative	administrative
and	procedures.	need for timely	procedures and	procedures and
administrative		implementation.	implements	consistently
procedures and			them in a	and
implements			timely manner.	systematically
them in a				implements
timely manner.				them in a
				timely manner.

File: GCAB-R Page 13 of 16

Competency E: Community Relations Evidence Key

- 1. List of Businesses/Community Partners
- 2. Business/Community Involvement Activity Logs
- 3. Surveys
- 4. Visitor Logs
- 5. School-Based Meetings
- 6. Memos/Notes/Newsletter Articles
- 7. Written and Oral Communication
- 8. Minutes of Meetings
- 9. Connections with Health, Human, and Social Service Agencies
- 10. Community Outreach Activities
- 11. Parent Education
- 12. PTO
- 13. Other Evidence

Garretson School District Competency E: Community Relations

Educational leaders promote the success of all students, including students with special needs, by collaborating with families and community members.

Criteria:	Dimensions:				Evidence:
	Unsatisfactory	Basic	Proficient	Distinguished	
The administrator fosters relationships with other organizations, partners, and community groups to build	Has not developed relationships with community groups and has not built ownership for the school's work and vision.	Has begun to develop rudimentary relationships, but has not yet developed widespread ownership for the school's	Supports and develops relationships with diverse community groups and has built ownership for the school's	Has developed strong relationships with multiple and varied community groups, forging partnerships	
ownership for the work of the school and its vision.		work and vision.	work and vision.	that strongly endorse the school's work and vision.	
The administrator visibly and actively engages with the school community by attending events, and actively markets the school and its program as a valuable part of the community.	Lacks visibility and engagement with the community and has no marketing plan in place.	Is minimally visible and active with community events and has intermittent or weak marketing efforts.	Visible and actively engages with the school community by attending events and actively marketing the school and its program as a valuable part of the community.	Has become well known and accepted throughout the community and has developed a systematic and effective school marketing plan.	
The administrator provides opportunities for external stakeholders to participate in shared decision- making through consensus building and appropriate use of the school governance structures.	Has not developed opportunities for external stakeholder engagement in shared decision- making.	Minimally engages in stakeholders in shared decision- making, but no linkage to governance structures.	Minimally engages in stakeholders in shared decision- making, but no linkage to governance structures.	The administrator consistently and systematically engages external stakeholders in meaningful decision- making through appropriate school governance structures.	

File: GCAB-R Page 15 of 16

The administrator	Little or no	Recognizes the	Encourages	Has developed
encourages	evidence of	need for	parents to	an exemplary
parents/guardians	parent/guardian	parent	become	parental
to become	involvement in	involvement	meaningfully	involvement
meaningfully	the school or	and initiates	involved in	system with
involved in their	in individual	steps to	the school	meaningful
school and their	student	increase	and their own	engagement in
own child's	learning.	meaningful	child's	both school and
learning.	rearning.	engagement.	learning.	student
icarning.		engagement.	rearining.	successes.
The administrator	Does not make	Beginning	Ensures that	Has created a
ensures that	connections	connections	students and	model program
students and	among students,	have been	families are	that ensures
families are	families, and	initiated to	connected to	all students
connected to the	the needed	link students	health,	and families
health, human,	services.	and parents to	human, and	have access to
and social		needed support	social	quality human
services to stay		services.	services to	and social
focused on			stay focused	services.
learning.			on learning.	
The administrator	Has little or	Exhibits some	Makes	Systematically,
makes decisions	no knowledge of	knowledge of	decisions	continuously,
that reflect a	the larger	the larger	that reflect	and accurately
knowledge base of	contexts and	political,	a knowledge	makes decisions
the larger	its	social,	base of the	that show
political,	relationship to	economic,	larger	knowledge of
social, economic,	student.	legal, and/or	political,	the larger
legal, and	learning.	cultural	social,	context
5.	learning.			
cultural aspects		contexts, but	economic,	resulting in a
that affect		decisions do	legal, and	positive impact
learning.		not always	cultural	on learning.
		reflect	aspects that	
		accurate	affect	
		knowledge	learning.	
		base.		
The administrator	Shows awareness	Shows	Ensures that	Has developed
ensures that	of the	awareness of	staff members	an exemplary
staff members	importance of	the importance	value,	parent
value, develop,	effective	of effective	develop, and	communication
and use effective	parent	parent	use effective	program and has
parent	communication	communication	parent	developed a
communication	skills but has	skills but has	communication	highly skilled
skills.	done little to	done little to	skills.	staff to
SATTO.	develop staff	develop staff	01110.	implement it.
	communication	communication		TWDIEWCIIC IC.
	skills.	skills.		
	SKIIIS.	SKILLS.		

File: GCAB-R Page 16 of 16

Additional Comments:
Goals for Improvement:
Additional Comments (Principal or Superintendent) Attached
Conference Date
Principal's Signature

Superintendent's Signature

Adoption date: October 8, 2007