

**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:

1. 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;
2. 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;
4. 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;
8. 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;
9. Implement and supervise specialized education programs for students with special needs;
10. Involve staff and community in the decision-making process;
11. Evaluate the performance of all staff members and initiate appropriate disciplinary action when warranted;
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



**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:**

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	
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.	

**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.

<b>Criteria:</b>	<b>Dimensions:</b>				<b>Evidence:</b>
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	
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.	

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



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



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



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

Additional Comments: \_\_\_\_\_  
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Goals for Improvement: \_\_\_\_\_  
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Additional Comments (Principal or Superintendent) Attached

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Conference Date

\_\_\_\_\_  
Principal's Signature

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Superintendent's Signature

Adoption date: October 8, 2007